



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



# Bridge to Success

Teacher Guide



8



Dubai Canal, UAE



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MINISTRY OF EDUCATION



# Bridge to Success

Teacher's Guide

8

Chris Barker and Libby Mitchell

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

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Grade 8 Teacher's Guide

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

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





# دلالات ألوان علم دولة الإمارات العربية المتحدة

استلهمت ألوان العلم من البيت الشهير  
للشاعر صفي الدين الحلي:

بيض صنائِعنا خُضْرُ مَرابِعنا  
سودٌ وقائِعنا حُمْرُ مواضِينا

يرمز إلى النماء والازدهار والبيئة الخضراء، والنهضة  
الحضارية في الدولة.



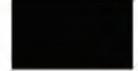
يرمز إلى عمل الخير والعطاء، ومنهج  
الدولة لدعم الأمن والسلام في العالم.



يرمز إلى تضحيات الجيل السابق لتأسيس الاتحاد،  
وتضحيات شهداء الوطن لحماية منجزاته ومكتسباته.



يرمز إلى قوة أبناء الدولة ومنعتهم  
وشدّتهم، ورفض الظلم والتطرف.



## رؤية دولة الإمارات العربية المتحدة 2021

### 2. متحدون في المصير

- المضي على خطى الآباء المؤسسين.
- أمن وسلامة الوطن.
- تعزيز مكانة الإمارات في الساحة الدولية.

### 1. متحدون في المسؤولية

- الإماراتي الواثق المسؤول.
- الأسر المتماسكة المزدهرة.
- الضلات الاجتماعية القوية والحيوية.
- ثقافة غنية وناضجة.

### 4. متحدون في الرخاء

- حياة صحية مديدة.
- نظام تعليمي من الطراز الأول.
- أسلوب حياة متكامل.
- حماية البيئة.

### 3. متحدون في المعرفة

- الطاقات الكامنة لرأس المال البشري المواطن.
- اقتصاد متنوع مستدام.
- اقتصاد معرفتي عالي الإنتاجية.



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# Scope and Sequence

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

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

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

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

## Welcome to *Bridge to Success Grade 8*

*Bridge to Success* is a 12-grade course for learners of English as a Second Language (ESL). The 12 grades range from the beginning of cycle 1 to the end of cycle 3. The course has been designed to fulfil the requirements of the English as an International Language (EIL) National Learning Standards Unified Framework.

*Bridge to Success Grade 8* consists of 12 thematic units of study, which include a range of activities, text types and objectives, split over three terms.

The materials reflect the following principles:

- **An Emirati focus, with an international perspective.** Specifically developed for young learners throughout the United Arab Emirates, the themes, situations and literature covered by *Bridge to Success* strive to reflect the Emirati context and encourage learners' curiosity about the wider world. This fosters respect and interest in other cultures and leads to awareness of global citizenship.
- **An enquiry-based, language-rich approach to learning.** *Bridge to Success* engages children as active, creative learners. As learners participate in a wide variety of curriculum-based activities, they simultaneously acquire content knowledge, develop critical thinking skills and practise English language and literacy. The materials incorporate a 'learning to learn' approach, helping children acquire skills and strategies that will help them approach new learning situations with confidence.
- **English for educational success.** To meet the challenges of the future, children need to develop facility with both conversational and academic English. From the earliest stage, *Bridge to Success* addresses both these competencies. *Bridge to Success* presents authentic listening and reading texts, writing tasks and end-of-unit projects similar to those learners might encounter in English-medium and international schools. Emphasis is placed on developing the listening, speaking, reading and writing skills learners will need to be successful in using authentic English-language classroom materials.

- **Rich vocabulary development.** Building a large and robust vocabulary is a cornerstone to success in both conversational and academic English. *Bridge to Success* exposes learners to a wide range of vocabulary. Many opportunities for revising these words and using them in personalised, meaningful ways are woven into the activities and lesson plans.
- **Individualised learning.** We approach learning in an individual way by both acknowledging the individual nature of the knowledge and background of each child, and encouraging their specific input. We also provide for differentiated learning in the classroom by offering a range of activities of varying difficulty and guidance for tailoring activities to the needs of different learners. Detailed support for this is provided in the lesson plans in this book.
- **Integrated assessment.** Throughout the course, teachers informally assess their learners' understanding of language and concepts. The Teacher's Guide provides suggestions for extending or re-teaching language skills based on learners' demonstrated proficiency. An end-of-unit Review in the Coursebook provides a simple-to-use evaluation measure: a quick progress check on learners' understanding of key ESL and early literacy skills. At the end of each unit, learners apply the skills and knowledge they have acquired as they work in groups to create and present a project. This provides teachers with an excellent performance assessment opportunity.

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

The *Bridge to Success* team

## A Components

*Bridge to Success* offers the following components:

- The **Coursebook** provides the core input of the course and consists of 12 thematic units of study. Each unit contains between 17 and 18 lessons developed around a unifying theme. The materials feature skills-building tasks for listening, reading, writing and speaking, with each unit developing a language focus. In addition, there is a strong vocabulary-building element to the course. Materials are aimed at the learner with all the experiences that they bring to the classroom. Learners are encouraged to see the moral and social values that exist in many of the course texts, and find opportunities to reflect on these. Learners need to be exposed to many different forms of text topics and styles in order to develop the skills of assessing, interpreting and responding appropriately to content. Therefore the course aims to provide a variety of factual and fictional texts, dialogues and poetry, on a range of different topics, at the appropriate level.
- The **Audio CDs** include all the listening material needed for the Coursebook and Workbook. The listening material supports the Coursebook with listening and pronunciation. We recommend that learners are encouraged to use the Audio CDs at home to practise the songs and stories, and to show their parents what they know.
- The **Workbook** provides production, reinforcement and consolidation activities, as well as lead-in tasks to support the Coursebook.
- The **Teacher's Guide** includes the lesson plans for each lesson, providing guidance about how the Coursebook, Workbook and audio can be used in the classroom.

## B Unit structure

*Bridge to Success* Grade 8 contains 12 units, spread over three terms. Each unit in the Grade 8 Coursebook is structured as follows:

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

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

## C *Bridge to Success* features

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

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

## D Lesson plans

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

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

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

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

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

## E Customising your lessons

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

### Before using the Coursebook

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

### While using the Coursebook

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

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

### Using the Workbook and further suggestions

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

## F Assessment

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

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

### Assessment for learning

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

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

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

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

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

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

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

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

## G Common mistakes

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

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

### Spelling errors

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

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

Examples include:

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

### Missing be before adjectives in descriptions

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

Frequent instances of this omission include:

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

### Verb agreement with be

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

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

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

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

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

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

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

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

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

### Punctuation with apostrophes

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

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

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

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

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

### Over-long sentences

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



## Teaching Strategies Grades 4–9

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

### Teacher-led strategies (direct instruction)

#### Guided reading

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

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

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

#### Guided writing

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

Guided writing strategies include:

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

#### Guided discovery

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

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

#### Guided listening

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

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

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

#### Visual stimuli

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

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

#### Cloze

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

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

#### Prompt

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

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

#### Word cycle

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

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

#### Flashcards

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

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

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

## **Organised grouping strategies (cooperative)**

### **Jigsaw**

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

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

### **Mentoring**

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

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

### **Peer practice**

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

### **Peer teaching**

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

### **Round table**

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

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

### **Interview**

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

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

## **Collaborative learning**

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

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

## **Active strategies (activities)**

### **Backs to the board**

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

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

### **Role-play**

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

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

### **Learning centres/stations**

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

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

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

### **Experiential learning**

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

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

### **Look-say-cover-write-check spelling strategy**

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

A learner is given a word to spell and:

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

### **Games**

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

### **Listening to stories/story time**

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

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

### **Reading diary**

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

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

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

### **Projects**

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

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

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

### **Multimedia learning (video)**

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

### **Hot seating**

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

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

### **Reading race**

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

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

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

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

### **Running dictations**

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

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

### **'Find someone who ...'**

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

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

## **Strategies to promote thinking and problem solving (analysis)**

### **Brainstorming**

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

### **Problem-solving**

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

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

### **Opinion forming**

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

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

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

### **Reflection**

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

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

### **Problem-based Learning (PBL)**

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

### **Challenge-based Learning (CBL)**

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

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

### **Task-based Learning (TBL)**

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

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

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 8	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To interpret opinions in short texts. <b>Speaking:</b> To ask for opinions. To express opinions. To agree and disagree with opinions.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• identify opinions in short texts</li> <li>• express and discuss opinions about ideas in a text</li> <li>• use set phrases to ask for opinions and express opinion, agreement or disagreement.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary of school subjects: awareness of different learning scenarios and styles</li> </ul> <b>21st Century Skills:</b> <ul style="list-style-type: none"> <li>• Social and Cross-Cultural Skills: Reinforce learning within a diverse group, knowing when to speak and when to listen and respecting cultural differences</li> </ul>		
<b>Key vocabulary:</b> <i>chat, classmate, scared, interrupt, distract, get on with, share, compare, allowed, concentrate</i> <b>Key expressions/structure:</b> <i>agree with, disagree with</i> , phrases to express opinion, express agreement and disagreement and to ask for opinions		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may feel uncomfortable expressing opinions about teachers and teaching techniques in class. Explain that there are different ways of learning as well as teaching and that it is fine to have, and express, opinions about these.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 6–7 Workbook page 6		

## UNIT 1 LESSON 1 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
<b>Coursebook pages 6–7</b>	<ol style="list-style-type: none"> <li>1. Focus on the photo on page 7. Ask learners to describe what they see and predict the relationship between the photo and the lesson title.</li> <li>2. Ask learners if they like working in groups or on their own. Encourage them to give reasons for their answers.</li> <li>3. Ask the class if they think there are times when it is good to talk about a lesson.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 6</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Have learners read the rubric and explain that they will be reading a text that states different opinions on whether talking in class is a good idea.</li> <li>2. Ask the learners to read the comments.</li> <li>3. When they have finished, have an open-class discussion on whether talking in class is a good idea. Encourage learners to justify their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Tell learners that their opinions on whether talking in class is a good idea or not are welcome and valued to help them feel comfortable with the idea of expressing themselves. Write some of the ideas expressed on the board.</p> <p><b>Answers</b></p> <p>Naimul thinks it's a good idea because you can ask a classmate instead of interrupting the teacher. Iñigo thinks it's a good idea because it helps you to remember what you've done and you can ask questions. Tammy thinks sharing ideas with friends helps you to learn and you can learn by comparing answers. Iqra thinks it's a good idea in subjects like art and DT. Chloe thinks it's a good idea in English lessons because you can practise speaking English.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Limit the amount of text to read for those learners who need support by asking them to read only three or four of the comments.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Fast-finishing learners can discuss in pairs their own opinions about talking in class.</li> </ol>
<b>Coursebook page 7</b>	<p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask the learners to work in groups and discuss the questions. Insist that they should justify their opinions. Explain that there is no right or wrong answer to ensure that learners feel at ease with their opinions.</li> <li>2. Circulate, making sure they are using English at all times. Check for correct pronunciation and use of language and gently correct learners where necessary.</li> <li>3. After some time, ask groups to report their opinions to the class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Observe learners as they work in groups. For step 3, elicit opinions, write responses on the board and discuss them with the class.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

	<p><b>Differentiation activities (Support):</b></p> <p>1. Organise groups so that learners that need support are working with others who are more confident.</p>
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask fast finishers to make notes of any phrases used in their group discussion to express opinions, agree and disagree (in preparation for the Workbook activity).</p>
<b>Workbook page 6</b>	<p><b>Workbook: Activity 1</b></p> <p>1. Elicit some phrases learners used in the previous discussion activity to express opinions and to agree and disagree with opinions.</p> <p>2. Introduce the phrases in the box. Elicit or give examples of the phrases being used in context, for example: <i>I don't agree with you when you say it's always good to talk in class.</i></p> <p>3. Learners read the discussion and complete it using the phrases.</p> <p>4. Check answers as a class.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have volunteer learners call out answers, then discuss ideas with the class.</p> <p><b>Answers</b></p> <p>2 I think it's a good idea because; 3 I agree with that; 4 I don't agree; 5 It's true; 6 What's your opinion; 7 it depends; 8 What do you mean; 9 That sounds like; 10 That would be OK</p>
	<p><b>Differentiation activities (Support):</b></p> <p>1. Learners work in pairs or small groups to support each other. Spend time with these groups to encourage and guide their work.</p>
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners write sentences of their own using the phrases from Activity 2 in the workbook.</p>
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Invite the class to give their own opinions about talking in class. Encourage others to agree and disagree with the opinions expressed by prompting them to use some of the expressions from the previous activity.</p>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G8.2.1.1.1) Consolidate from Grade 7 the ability to understand and respond to a range of functions, for example expressing opinions.</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>			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 8	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To express opinions and thought using the structure of preposition followed by the <i>-ing</i> form of the verb. <b>Writing:</b> To use prepositions followed by the <i>-ing</i> form correctly in sentences.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use prepositions followed by the <i>-ing</i> form of the verb in speech and writing sentences.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Knowledge of English prepositions</li> </ul> <b>21st Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>learn by, tired of, scared of, distract from, concentrate on, tell off for, get into trouble for, instead of</i> <b>Key expressions/structure:</b> Prepositions followed by <i>-ing</i> form of the verb		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may confuse this structure and use the verb in the infinitive form. Point out the prepositions and explain the rule but you may find that immediate correction and continuous practice of the correct form is more effective for learners of this age.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 7 Workbook page 7		

## UNIT 1 LESSON 2 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
<b>Workbook page 7</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners what they remember about the previous lesson.</li> <li>2. Introduce the prompts in Workbook page 7 Activity 2 and elicit answers as a revision of the previous lesson. Discuss with the class.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 7</b>	<p><b>Writing: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the notes in the Use of English box. Have them look for more examples in the text from Activity 1.</li> <li>2. Have the class give you more examples of prepositions followed by <i>-ing</i> and write them on the board.</li> <li>3. Direct learners to Activity 3. Ask them to complete the sentences with the correct preposition and the <i>-ing</i> form of the verb. Explain that they will need to use some of the prepositions more than once.</li> <li>4. Check answers as a class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have volunteer learners call out the answers and write them on the board. Ask learners to correct any incorrect answers and to make sentences with them.</p> <div style="background-color: #d3d3d3; padding: 2px;"><b>Answers</b></div> <ol style="list-style-type: none"> <li>2 I get tired of learning dates in history.</li> <li>3 I sometimes take the bus to school instead of walking.</li> <li>4 I'm not scared of asking questions in class.</li> <li>5 Doing my homework in my bedroom stops me from getting distracted.</li> <li>6 I can't concentrate on doing my work when there's a lot of noise in the class.</li> <li>7 Our teacher sometimes tells us off for being too noisy.</li> <li>8 I often get into trouble for forgetting my book.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Write the preposition and verb answers (for example, <i>of learning, instead of walking</i>) on cards or on the board for learners to see and match.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write their own sentences using the prepositions and verbs.</li> </ol>

<p><b>Coursebook</b> page 7</p>	<p><b>Writing: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Introduce Activity 4. Have learners work individually to note down some sentences.</li> <li>2. Learners work in pairs to read out and compare their sentences.</li> </ol> <p>Elicit answers in a Plenary and discuss answers. Encourage learners to agree and disagree.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>As learners write sentences, move around to monitor and discuss with some of them. Elicit answers and discuss with the class.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners need only choose a few of the sentences to rewrite. Encourage them to write a few but to concentrate on using the preposition and <i>-ing</i> form correctly.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Faster workers can write sentences of their own using the prepositions they have learned.</li> </ol>
<p><b>Workbook</b> page 7</p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Direct learners to Activity 3 and read through the first two sentences with the class. As you read, have learners give you the correct prepositions.</li> <li>2. Have learners work individually to write the prepositions.</li> <li>3. Check answers with the whole class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners give you the answers to the questions by raising their hands.</p> <p><b>Answers</b></p> <p>2 of; 3 by; 4 for; 5 on; 6 from; 7 of; 8 of</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Write a list of the prepositions needed (<i>for, of, by, on, from</i>) for learners who need more support.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write three more sentences with gaps where prepositions should be, using the activity as a model. They then exchange their sentences with another learner for completion.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p>
<p><b>Workbook page 7</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Use Workbook Activity 4 to prompt a class question-and-answer session. Start by asking the questions yourself and eliciting a few answers. Then encourage learners to ask the questions to other learners in the class.</li> <li>2. Have learners complete the sentences and show their partners.</li> </ol>

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

<b>LESSON PLAN</b>		<b>LESSON: 3</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 8</b>	<b>Unit: 1</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To express personal preferences about school and learning.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• express personal preferences</li> <li>• write sentences about personal preferences using prepositions and verbs in the <i>-ing</i> form</li> <li>• recognise differences in learning styles</li> <li>• identify their own learning style.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Reflection on learning experience</li> </ul> <b>21st Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation: Reinforce learning to articulate thoughts and ideas in English using oral communication skills</li> </ul>		
<b>Key vocabulary:</b> <i>(not) good at, (not) interested in, (never) get tired of, learn more about, learn by, scared of</i> <b>Key expressions/structure:</b> Prepositions followed by verbs in <i>-ing</i> form		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may be inclined to think there is only one correct way to learn, and that if they do not conform to that style they are wrong. Use the discussions to challenge this assumption.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 8 Workbook page 8		

## UNIT 1 LESSON 3 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Discuss with the learners what they feel they are or are not good at, and what they are most interested in at school. Encourage them to justify what they say.</li> <li>2. Ask what they would like to learn more about.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 8</b>	<p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Direct learners to Activity 1 and have them read the example conversations. Ask if they identify with any of the ideas there.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor pairs as they talk to assess how well they communicate and interact. At the end of the session, elicit some answers and give general feedback and encouragement.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Coursebook page 8</b>	<p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Have learners look at Activity 2. Introduce the discussion points and set learners to work in pairs. As they work, move around to monitor without interrupting them.</li> <li>2. Ask learners to tell you what they mentioned they were good at, interested in and what they get tired of.</li> <li>3. Write learners responses on the board.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor pairs as they talk to assess how well they communicate and interact. At the end of the session, elicit some answers and give general feedback and encouragement.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Workbook page 8</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Direct learners to Activity 1. Explain that they have to complete the sentences with their own opinions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners show their answers to their partners. Circulate and check answers given.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. These learners can focus on completing only half the activity or only the sentences they feel comfortable with.</li> </ol>

	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Encourage these learners to write more extensive answers in the Workbook to give more detail of what they are good at, interested in, want to learn more about, etc. They could write their answers in their notebooks.</p>
<b>Workbook page 8</b>	<p><b>Workbook: Activity 2</b></p> <p>1. Introduce the diagram and elicit some ideas.</p> <p>2. Explain how the diagram works and explain that learners only need to make notes.</p> <p>3. Ensure learners know how to develop the diagram.</p> <p>4. Have learners work individually to think about how they learn best, and to make notes.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Circulate and check learners' work. Gently instruct and correct as necessary.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Coursebook page 8</b>	<p><b>Speaking: Activity 3</b></p> <p>1. Place learners in groups of five and assign each group a question from the activity.</p> <p>2. Have learners discuss the question for a few minutes.</p> <p>3. Ask each group to tell the rest of the class about the experiences and opinions they discussed.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor groups as they discuss. Make a note of interesting points or problems to discuss in the Plenary later.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Make sure learners who need support work in groups with more able learners so that they can learn from them during the group discussions.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Appoint the most confident communicators as group leaders. Ask them to make sure that all members of the group have the opportunity to speak. They should also help those learners who need support.</p>
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Elicit some of the points made in the group discussion on learning styles. Discuss the similarities and differences between the learners in the class. Make it clear that there is no 'correct' way to learn but that we are all different.</p>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G8.2.1.1.1) Consolidate from Grade 7 the ability to understand and respond to a range of functions, for example expressing likes and dislikes, expressing preferences.</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>			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 8	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To read a text about learning styles and apply what they have learned. <b>Writing:</b> To write a paragraph summarising what they have learned about their own learning styles. To use key words in context. To identify and use double letters for spelling.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• extract key information from a text about learning styles and apply to themselves.</li> <li>• write a paragraph (or more) about their own learning style</li> <li>• define and use in context key words, and spell them correctly</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary of learning</li> </ul> <b>21st Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>discuss, forget, supposed, interrupt, annoy, different, chat, get better, carefully, allowed</i> <b>Key expressions/structure:</b> Double letters		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Many learners will spell words with double letters incorrectly. Encourage them to look carefully at the words in the activity below to discover the spellings for themselves. This will make them more memorable.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 8–9 Workbook page 9		

## UNIT 1 LESSON 4 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners what they remember from Lesson 3.</li> <li>2. Briefly discuss different ways people learn.</li> <li>3. Write some key words on the board (for example, <i>concentrate, distract, remember</i>).</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 8</b>	<p><b>Writing: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look back at Activity 3.</li> <li>2. Explain that they can use the ideas they discussed here to write a short paragraph on how they learn best.</li> <li>3. Have learners write their paragraphs individually.</li> <li>4. If time allows, ask learners to exchange and read each other's paragraphs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor learners as they write. For any feedback you give, focus on the content and how well they have expressed their thoughts rather than aspects of correctness.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Explain to learners that they can write short, simple paragraphs and encourage them to express their thoughts as clearly as they can.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have learners write a longer paragraph, or multiple paragraphs, to develop their thoughts.</li> </ol>
<b>Coursebook page 9</b>	<p><b>Reading: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read through the text and underline any words they don't understand.</li> <li>2. Explain any unknown words.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check for comprehension by asking learners to close their books and tell you what they remember from the text.</p> <p><b>Answers</b></p> <p>A learning style is how people learn.</p>
<b>Coursebook page 9</b>	<p><b>Reading: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Place learners in pairs and have them answer the questions.</li> <li>2. Explain that the answers should be brief.</li> <li>3. Check answers as a class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners can discuss their answers in groups and identify what type of learners they are.</p> <p><b>Answers</b></p> <p>1 auditory; 2 visual; 3 visual; 4 tactile; 5 learners' own answers</p>

	<b>Differentiation activities (Support):</b> 1. Have learners work in pairs to help each other.		
	<b>Differentiation activities (Stretch):</b> 1. Have learners write about what type of learners they are with examples.		
<b>Workbook page 9</b>	<b>Workbook: Activity 3</b> 1. This activity can be set as homework. 2. Explain that learners have to match the words and definitions. 3. Then ask the question that follows the activity and elicit answers. <b>EXTENSION</b> <b>Feedback</b> Check activity in next lesson. Discuss any mistakes with the class.  <b>Answers</b> 1g; 2e; 3a; 4d; 5b; 6c; 7h;8f They all have double letters.		
<b>Workbook page 9</b>	<b>Workbook: Activity 4</b> 1. This activity can be set as homework. 2. Explain that learners have to complete the sentences, using the words in context. 3. Remind them to spell the words with double letters. <b>EXTENSION</b> <b>Feedback</b> In the next lesson, check answers by writing them on the board for learners to check against.  <b>Answers</b> 1 chatting; 2 interrupt; 3 allowed; 4 carefully; 5 tell us off; 6 forgetting; 7 discussing; 8 classmates		
<b>Resources</b>	<b>Plenary</b>		
	1. Ask learners what they think they have learned in the first four lessons, to encourage them to reflect on their learning. Discuss different ways of learning and how people learn differently.		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion. (G8.3.4.1.4) Clarify word meanings through using definition, example, restatement or contrast. (G8.3.1.1.2) Read information from multiple print and digital sources to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.			

<b>LESSON PLAN</b>		<b>LESSON: 5</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 8</b>	<b>Unit: 1</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To find specific information by skim reading. To identify meaning and decide if statements are true or false. <b>Listening:</b> To listen for specific information.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• find specific information in texts quickly</li> <li>• identify the key information in a text</li> <li>• find the meaning of new vocabulary, and use it in context.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Use of the Internet for learning</li> </ul> <b>21st Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation Skills: Reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills</li> </ul>		
<b>Key vocabulary:</b> <i>freedom, education, virtual classroom, online, tutorial, independently, available, pace</i> <b>Key expressions/structure:</b> <i>at your own pace, work independently</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may still not be aware that there are various reading techniques, and that efficient reading means using the correct technique for the purpose. An activity to practise skim reading is included in the main activities below.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 10 Workbook page 10 Dictionaries		

## UNIT 1 LESSON 5 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	1. Ask learners how they use the Internet. Ask: <i>Do you think the Internet helps you to learn new things?</i> Discuss their answers as a class.
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 10</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners if they know anything about the Khan Academy. Then ask if they follow any online tutorials or use the Internet to learn.</li> <li>2. Explain that they are going to read about the Khan Academy and what it offers.</li> <li>3. Tell learners that before they read the text properly, they have to quickly find some facts and figures about the Khan Academy.</li> <li>4. Ask learners to read the Reading strategy box.</li> <li>5. Then tell learners to find answers to the three questions as fast as possible. Do this as a race and ask them to put up their hands as soon as they have the three answers.</li> <li>6. Elicit the answers. Point out that to read well does not always mean reading something carefully. Sometimes it is about finding information quickly.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners who have finished the activity quickly raise their hands but not call out the answer.</p> <p style="background-color: #d3d3d3;"><b>Answers</b></p> <p>1 2006; 2 6500; 3 more than 15 million</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Have learners answer only two of the questions.</li> </ol>
<b>Coursebook page 10</b>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners skim the text quickly to find the answer to the Activity 2 question. Elicit the answers before moving on to Activity 3.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit and discuss answers.</p> <p style="background-color: #d3d3d3;"><b>Answers</b></p> <p>an online school</p>

<p><b>Coursebook page 10</b></p>	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read Activity 3 again.</li> <li>2. Elicit the answers. Ask learners to find evidence in the text to support their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to find evidence in the text to support their answers.</p> <p><b>Answers</b></p> <p>1 F (The Khan Academy was created in 2006.)  2 F (You don't have to pay to watch the online tutorials. They are free to anyone.)  3 T  4 F (Learners of all ages can use the Khan Academy.)  5 F (The tutorials are available in 65 languages.)</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Have learners work in pairs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners re-write the sentences that are false so that they are true.</li> </ol>
<p><b>Workbook page 10</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners read through the text again on page 10 of the Coursebook and circle any words that are new to them. Elicit these words and put them on the board.</li> <li>2. Introduce Workbook Activity 1 (it will include many of the words written on the board).</li> <li>3. Look at the board with the faster-finishing learners to see if there are any words that they still don't know the meaning of. Ask them to explain what they think the words mean.</li> <li>4. In pairs, learners use a dictionary to look up the meanings of the unknown words. Check definitions of new vocabulary as a class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners check answers with their partners. Then write answers on the board for them to check against.</p> <p><b>Answers</b></p> <p>1d; 2g; 3a; 4h; 5f; 6e; 7b; 8c</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. These learners concentrate on the Workbook activities (steps 1 and 2 above). Leave it to the faster-finishers to do the dictionary work and then give the meanings of the other words to the whole class in step 4.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. These learners do the dictionary work. They could also write example sentences for each of the new words they look up.</li> </ol>

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

<b>LESSON PLAN</b>		<b>LESSON: 6</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 8</b>	<b>Unit: 1</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To identify the main issues in a dialogue. To decide whether statements are true or false.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• identify key information from a recorded conversation</li> <li>• use new vocabulary in context</li> <li>• find key factual information from a website.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Knowledge of apps and general awareness of digital technology</li> </ul> <b>21st Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Lexis from Lesson 5 <b>Key expressions/structures:</b> <i>came about, reach out</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may believe that computers and smartphones are only for entertainment. The activities in this lesson will introduce them to the very valuable tool the Internet can be for learning.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 11 Workbook pages 10–11 Audio Track 2 Mobile computer device (for example, smartphone) Doodle notepad		

## UNIT 1 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 11	<ol style="list-style-type: none"> <li>1. Refer learners to the <i>Did you know?</i> feature to introduce a discussion on apps.</li> <li>2. Ask learners if they know Doodle notepad and if any have used it. If possible, demonstrate it on a smartphone or notebook computer.</li> <li>3. Discuss any favourite apps learners use on their smartphones or computers.</li> </ol>
Resources	Main activity
Coursebook page 11 Audio Track 2	<p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to tell you what they have already learned about the Khan Academy.</li> <li>2. Ask what else they would like to know. Write some questions they would like to ask and put these on the board as a focus point, for example: <i>Why did Salman Khan start the Khan Academy?</i></li> <li>3. Explain to the class that they are going to listen to two people talking about the Khan Academy. Tell them to listen to see which of their questions have been answered.</li> <li>4. Have learners tell you which of the questions they raised have been answered.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write some of the questions learners have raised on the board.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
Coursebook page 11 Audio Track 2	<p><b>Listening: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Introduce the true or false statements in Activity 5. Have learners read through them before they listen again.</li> <li>2. Check answers as a class. Play the audio again if necessary.</li> <li>3. Have learners correct the false statements.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers as a class by asking learners to call out the answers to assess how well learners have understood the recording.</p> <p><b>Answers</b></p> <p>1 F; 2 T; 3 F; 4 T; 5 F; 1 Salman Khan lives in the United States.; 3 He used the Internet and Doodle notepad to explain.; 5 The Khan Academy is based on a new system of teaching.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Play the audio several times. If necessary, break it into chunks by pausing after each question and answer.</li> <li>2. Ask one or two questions to check and guide understanding for each chunk.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Focus these learners on any questions on the board from the previous activity that have not been answered yet.</li> <li>2. Set them to do some research on the Internet to find the answers. They can start with the Khan Academy website.</li> </ol>

<b>Workbook page 10</b>	<p><b>Workbook: Activity 3</b></p> <p>1. Have learners complete the activity to consolidate vocabulary from the recording.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have volunteer learners give answers and discuss the meaning of each vocabulary item.</p> <p><b>Answers</b></p> <p>1 came about; 2 YouTube; 3 reach out to; 4 twenty-first century</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners can write sentences of their own using each of these words to exemplify the meaning.</p>		
<b>Workbook page 11</b>	<p><b>Workbook: Activity 4</b></p> <p>1. Discuss with the class any other learning websites they know and then introduce this mini-project activity. The research and note-taking may require non-class time (perhaps as homework).</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>On completion of the notes, ask what learners have discovered. Read and assess the written paragraphs for evidence of how successfully they have completed the research.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Have these learners focus on the research and note taking.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to write a paragraph about their research.</p>		
<b>Resources</b>	<p><b>Plenary</b></p>		
<b>Workbook Page 11</b>	<p><b>Workbook: Activity 5</b></p> <p>1. Using Activity 5, gather feedback on the different learning websites the learners researched. Discuss the strengths and weaknesses of each.</p> <p>2. Encourage the learners to use some of the websites to help with their own learning.</p> <p>3. Aim to complete this task in ten minutes.</p>		
<p><b>Learning styles catered for (✓):</b></p>			
<p>Visual ✓</p>	<p>Auditory ✓</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic</p>
<p><b>Assessment for learning opportunities (✓):</b></p>			
<p>Observation</p>	<p>Learner 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><b>Standards/SLOs:</b></p> <p>(G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places.</p> <p>(G8.3.4.1.4) Clarify word meanings through using definition, example, restatement or contrast.</p> <p>(G8.4.4.1.2) Use technology tools to collect information.</p>			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 8	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To identify the author and context of a text. <b>Listening:</b> To identify key information in a recorded discussion. <b>Speaking:</b> To make suggestions, agree and disagree to reach agreement.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• identify the key information in a recording</li> <li>• reach agreement in a group discussion</li> <li>• reflect on the week's learning.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Suggestions, language from Lessons 1–6</li> </ul> <b>21st Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>robotics</i> <b>Key expressions/structure:</b> Suggestions; agreeing and disagreeing		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may feel nervous about listening and be unable to answer. Repeat the track as needed.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 12 Workbook page 12 Audio Track 3		

## UNIT 1 LESSON 7 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Discuss with learners what extra-curricular or after-school activities they take part in.</li> <li>2. Find out which they enjoy the most. Write them on the board.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook</b> page 12	<b>Reading: Activity 1</b> <ol style="list-style-type: none"> <li>1. Have learners read the notice and answer quickly.</li> </ol> <b>CORE</b> <b>Feedback</b> Ask: <i>What does the school want the learners to do?</i> in order to check overall understanding. <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"><b>Answers</b></div> <ol style="list-style-type: none"> <li>1 the head teacher or another senior person in the school; 2 on the school notice board (or possible as a hand-out given to each learner)</li> </ol>
<b>Coursebook</b> page 12 <b>Audio Track 3</b>	<b>Listening: Activity 2</b> <ol style="list-style-type: none"> <li>1. Tell learners they are going to listen to two boys talking about the notice, and making their suggestions. Explain that they discuss seven of the nine activities illustrated. Check learners understand all the vocabulary. They should know the word <i>robot</i> but may need help with <i>robotics</i>.</li> <li>2. Play the audio once. Ask learners to give you the answers. Play it a second time, if necessary.</li> </ol> <b>CORE</b> <b>Feedback</b> Have learners give you answers by raising their hands. Write answers on the board. <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"><b>Answers</b></div> <b>Activity 2:</b> golf; film-making; Chinese; chess; reading; cookery; robotics [not painting or computer games]
<b>Coursebook</b> page 12 <b>Audio Track 3</b>	<b>Listening: Activity 3</b> <ol style="list-style-type: none"> <li>1. Play the audio again for learners to complete the activity.</li> </ol> <b>CORE</b> <b>Feedback</b> Have learners give you answers and evidence from the recording on which three activities were selected and four rejected. <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"><b>Answers</b></div> <b>Activity 3:</b> film-making; chess; robotics
<b>Audio Track 3</b>	<b>Differentiation activities (Support):</b> <ol style="list-style-type: none"> <li>1. Play the audio more times, if necessary. You can also break it up into smaller chunks by pausing the recording.</li> </ol>

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

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

<b>LESSON PLAN</b>		<b>LESSON: 8</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 8</b>	<b>Unit: 1</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To use the verb + infinitive with <i>to</i> form correctly in speech. <b>Writing:</b> To use the verb + infinitive with <i>to</i> form correctly in sentences.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>correctly use sentences with the verb + infinitive with <i>to</i> structure in contrast with the verb + <i>-ing</i> structure, in speech and in writing sentences.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Vocabulary of verbs</li> </ul> <b>21st Century Skills:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>		
<b>Key vocabulary:</b> verbs <b>Key expressions/structure:</b> verb + infinitive with <i>to</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Learners will confuse the two verb structures contrasted in this lesson. This is to be expected (some native speakers make this error) and will only improve with plenty of practice and correction.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 13 Workbook page 13 Sets of sentence cards: <b>SET 1:</b> Six sentence cards (I want to _____/ I tried to _____/ I decided to _____/ I forgot to ___/ I remembered to _____/ I learned to _____) <b>SET 2:</b> Four sentence cards (I enjoy _____/ I suggest _____/ I imagine _____/ I stopped _____)		

## UNIT 1 LESSON 8 TASKS/ACTIVITIES

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

<p><b>Resources</b></p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>Flash the sentence cards and ask learners to make a sentence quickly. You can turn this into a team race by showing one member of each team the card at the same time. The first to say a correct sentence gets a point for the team. Guide learners to use the infinitive of the verb but don't explain the grammar at this point.</li> </ol>
<p><b>Resources</b></p> <p><b>Coursebook page 13</b></p>	<p><b>Main activity</b></p> <p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>Read the notes in the Use of English box aloud as the class follow you. Ask for more examples of this structure from the class and write answers on the board.</li> <li>Highlight the fact that some verbs must have an object between them. Write a few examples on the board, for example <i>The teacher allows us to talk in class.</i></li> <li>Have learners work in pairs to complete the sentences in Activity 1.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners work in pairs when completing the activity. Guide learners to use the target structure correctly by writing examples on the board. Write two incorrect examples on the board for the class to correct in order to check understanding of the grammar point.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>These learners will need time and oral practice to master the structure.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>These learners can write completed sentences for Activity 1.</li> </ol>
<p><b>Coursebook page 13</b></p>	<p><b>Writing: Activity 2</b></p> <ol style="list-style-type: none"> <li>Direct learners to Activity 2. Remind them that they have to use the infinitive with <i>to</i>. Place learners in pairs and have them complete the activity.</li> <li>Check as a class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers as a class by asking each pair to give you the answer to the question.</p> <p><b>Answers</b></p> <p>3 I hope to go to university to study Medicine.; 4 Can you teach me to make a tortilla?; 5 Our English teacher expects us to do well in our exam.; 6 The sports teacher encouraged me to join a team.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Have these learners work in pairs to assist each other. Monitor and assist them as they work.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Have these learners write sentences of their own with the infinitive form.</li> </ol>

<b>Workbook page 13</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the Language tip. Review the work done in Lesson 2 on verbs in the <i>-ing</i> form.</li> <li>2. Explain that learners need to learn which verbs use which structure but this is best done by practice.</li> <li>3. Ask learners for examples of sentences with the <i>-ing</i> form. Write them on the board.</li> <li>4. Have learners complete Activity 1 individually.</li> <li>5. Check answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners check and discuss answers in pairs before a class check. When checking answers as a class, have learners raise their hands to give answers.</p> <p><b>Answers</b></p> <p>2 writing; 3 to hear; 4 living; 5 to go; 6 to do; 7 answering; 8 going; 9 writing; 10 to work</p>		
<b>Workbook page 13</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Have learners work in pairs. Check answers as a class.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Write answers on the board for learners to check against.</p> <p><b>Answers</b></p> <p>2 to be; 3 eating; 4 to help; 5 taking; 6 to meet; 7 sweeping; 8 to give</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. These learners may need more time so they can focus on Activity 1 only. Have them complete Activity 2 for homework.</li> </ol>		
<b>Resources</b>	<p><b>Plenary</b></p>		
<b>Sentence cards (see above)</b>	<ol style="list-style-type: none"> <li>1. Repeat the sentence card activity done in the Starter above but now using all ten cards. Elicit sentences using the correct structures.</li> </ol>		
<p><b>Learning styles catered for (✓):</b></p>			
<p>Visual</p>	<p>Auditory</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic</p>
<p><b>Assessment for learning opportunities (✓):</b></p>			
<p>Observation</p>	<p>Learner 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><b>Standards/SLOs:</b></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>(G8.4.2.1.1) Build on and continue applying language structures learned previously.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 9</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 8</b>	<b>Unit: 1</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To make a structured argument. <b>Writing:</b> To identify opinions and to use the verb + infinitive with <i>to</i> form correctly in sentences.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• take part in group discussions and express an opinion</li> <li>• structure a simple argument</li> <li>• correctly use sentences with the verb + infinitive with <i>to</i> structure.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Topics related to learning, and differing opinions</li> </ul> <b>21st Century Skills:</b> <ul style="list-style-type: none"> <li>• Social and Cross-Cultural Skills: Reinforce working harmoniously within a diverse group, knowing when to speak and when to listen</li> </ul>		
<b>Key vocabulary:</b> Lexis from Lessons 1–5 <b>Key expressions/structures:</b> Verb + <i>to</i> + infinitive; phrases for expressing sides of an argument		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may not be accustomed to making a balanced argument. They will be using the structure in the activities to make sure they present both sides.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 14 Workbook page 14		

## UNIT 1 LESSON 9 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Have a brief class discussion on what the learners have learned about the Khan Academy and other online learning websites.</li> <li>2. Ask learners if any of them have tried using one in the last few days.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 14</b>	<p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Direct learners to Activity 1 and have them work with a partner.</li> <li>2. Learners ask and answer the questions. Circulate and encourage learners to justify their opinions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite individual learners to give their opinions to the class. To ensure a balanced discussion, explain that each person shouldn't speak for more than 30 seconds.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Coursebook page 14</b>	<p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the example. Ask for any other opinions on the topic.</li> <li>2. Have learners work in groups of four to discuss the remaining two topics. Again remind learners to take turns when speaking, and to listen to each other. Set a time limit of six minutes for this part of the activity.</li> <li>3. Conclude by eliciting some of the opinions and writing them on the board.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor (without interrupting) learners as they discuss in groups. Note down any general issues (related to language or group cooperation) and introduce them into a Plenary discussion at the end.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners work in groups of similar ability so that the discussion is accessible to all in each group. In the groups, encourage those that need most support to express basic opinions.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. These learners should be expected to give reasons for their opinions and develop their arguments.</li> </ol>

<p><b>Coursebook page 14</b></p>	<p><b>Writing: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Place learners in small groups. Ask the groups to read the text and summarise the writer’s opinion.</li> <li>2. Have learners read the Writing tip: Opening paragraphs.</li> <li>3. Have learners focus on each paragraph and elicit how many main sentences the writer has used (four) and what the function of each sentence is.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback:</b></p> <p>Circulate and monitor. Then ask each group to give an answer.</p> <p><b>Answers</b></p> <p>It is possible to learn in a class and study independently.</p> <p>Sentence 1: the opening statement (stating the topic as a question)</p> <p>Sentence 2: presenting one view</p> <p>Sentence 3: presenting an alternative view</p> <p>Sentence 4: giving writer’s opinion</p>
<p><b>Coursebook page 14</b></p>	<p><b>Writing: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Direct learners to Activity 4.</li> <li>2. Explain that learners have to use the framework from Activity 3 to write a short argument on a topic of their choice. Set five minutes for this activity.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have learners continue working in groups for Activity 4. Ask the groups to give their opinions to the class when the activity has been completed.</p> <p><b>Answers</b></p> <p>Learners’ own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. If the writing is too demanding, these learners could develop an argument orally, using the framework.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners can write more than one argument, and be encouraged to develop their points.</li> </ol>
<p><b>Workbook page 14</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. This activity can be set for homework. Before starting, ask what learners think about doing homework.</li> <li>2. Check as a class in next lesson.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Ask individual learners for the answers.</p> <p><b>Answers</b></p> <p>2 to relax; 3 to do; 4 to have; 5 to stay; 6 to help; 7 to start</p>

<b>Workbook page 14</b>	<b>Workbook: Activity 2</b> 1. This activity can be set as homework. Explain that learners have to read the opinions and put ticks, crosses or question marks. 2. Check as a class in the next lesson. <b>EXTENSION</b> <b>Feedback</b> Check answers by asking different pairs to give you their answers to each question. <table border="1" data-bbox="368 455 1426 501"> <tr> <td data-bbox="368 455 1426 501"> <b>Answers</b> </td> </tr> </table> 1 Anil ✓; 2 Rahima ✗; 3 Livia ✗; 4 Sean ✗; 5 Enzo ✗; 6 Yasmin ?; 7 Miguel ✓			<b>Answers</b>
<b>Answers</b>				
<b>Resources</b>	<b>Plenary</b> 1. Ask learners which opinions on learning they found most interesting and identified with. Write them on the board. 2. Use these as a springboard for a class discussion on any of the topics.			
<b>Learning styles catered for (✓):</b>				
Visual	Auditory	Read/Write ✓	Kinaesthetic	
<b>Assessment for learning opportunities (✓):</b>				
Observation	Learner self-assessment	Oral questioning	Peer assessment	
Quiz	Student presentation	Written work and feedback	Verbal feedback	
<b>Standards/SLOs:</b> (G8.2.1.1.10) Discuss and argue their personal opinions, ideas and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views. (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G8.3.2.1.2) Identify an author's point of view or purpose in a text. (G8.4.2.1.1) Build on and continue applying language structures learned previously.				

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 8	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Writing:</b> To write a structured argument using linking words. <b>Speaking:</b> To link ideas using connectors.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use linking words <i>so</i> and <i>however</i></li> <li>• write a short text making a structured argument with balanced views and a conclusion.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Structure of an argument</li> </ul> <b>21st Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>so, however</i> <b>Key expressions/structure:</b> Phrases for expressing sides of an argument		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may feel that justifying their opinions is 'difficult'. The frame and structure provided should help them understand that it is not so complex.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 15 Workbook page 15		

## UNIT 1 LESSON 10 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	1. Ask learners' own opinions on homework. Encourage them to use some of the phrases practised in the previous lesson.
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 15</b>	<p>1. Have learners read the Use of English box. Ask volunteer learners to give the answers to the questions.</p> <p>2. Direct learners to the incomplete sentences in the Use of English box and have them work in pairs to complete the activity.</p> <p>3. Elicit answers and other examples of sentences using <i>so</i> and <i>however</i>. Write a few examples on the board.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>On the board write two incorrect sentences with <i>so</i> and <i>however</i> and discuss with the class why they are wrong.</p> <p><b>Answers</b></p> <p>introduce a different or contrasting opinion: <i>however</i>; show that an idea follows logically from what was said before: <i>so</i></p> <p><b>Differentiation activities (Support):</b></p> <p>1. If necessary, show some simpler sentences to help learners identify and work out the use of the linkers, for example <i>I'm hungry so I'm going to have a drink. I'm hungry. However, I'm not going to eat because I have no food.</i></p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners write some sentences of their own using <i>so</i> and <i>however</i>.</p>
<b>Coursebook page 15</b>	<p><b>Writing: Activity 5</b></p> <p>1. Learners read through Activity 5 to decide the answers.</p> <p>2. Read the text aloud and elicit the correct answers. Elicit also where the words go in a sentence.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have volunteer learners call out answers after they raise their hands. As you monitor, gently correct learners.</p> <p><b>Answers</b></p> <p>1 so; 2 However; 3 so; 4 so; 5 However</p> <p>So goes in the middle of a sentence; <i>however</i> goes at the beginning of a sentence</p>
<b>Coursebook page 15</b>	<p>1. Have a volunteer learner read the Writing tip box.</p> <p>2. Ask learners to give you an example with a linking word.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write answers given by learners on the board.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

<p><b>Workbook</b> page 15</p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Elicit some of the different opinions about homework, as revision and preparation.</li> <li>Also revise the phrases introduced for structuring an argument in the previous lesson.</li> <li>Explain to learners that this plan will help them write a well-structured essay and that each paragraph should have at least two sentences.</li> <li>On the board draw a table and ask learners to complete it with you. Write all their answers in the table.</li> </ol> <table border="1" data-bbox="459 508 1398 807"> <thead> <tr> <th>In an essay, I:</th> <th>Examples:</th> </tr> </thead> <tbody> <tr> <td>use linking words</td> <td></td> </tr> <tr> <td>use linking phrases</td> <td></td> </tr> <tr> <td>state my topic</td> <td></td> </tr> <tr> <td>argue both sides</td> <td></td> </tr> <tr> <td>give my opinion</td> <td></td> </tr> <tr> <td>write enough paragraphs</td> <td></td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>Have learners complete Activity 3 in their Workbooks. Remind them to refer to the table on the board.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Circulate and assess the written work to see how well learners have used the structure to organise their arguments, and the use of linking words. Give general and individual feedback to learners. When they have finished, ask a few learners to share their essay with the class.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>For these learners, focus on giving guidance to improve the use of linking words to organise ideas.</li> <li>Explain that they can write one sentence in each paragraph as long as they support their opinion.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>These learners should be expected to write more than one sentence in a paragraph and develop their arguments more clearly.</li> </ol>	In an essay, I:	Examples:	use linking words		use linking phrases		state my topic		argue both sides		give my opinion		write enough paragraphs	
In an essay, I:	Examples:														
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give my opinion															
write enough paragraphs															
<p><b>Coursebook</b> page 15</p>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>Place learners in pairs and have them talk about the different topics presented. Remind them to use <i>so</i> and <i>however</i>, and other linking words. Monitor for proper use of English.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Circulate and monitor for proper use of language.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Elicit one or two completed sentences and write these on the board for learners to use as examples.</li> </ol>														

	<b>Differentiation activities (Stretch):</b> 1. Learners write their completed sentences		
<b>Resources</b>	<b>Plenary</b>		
	1. Place learners in groups and have them read their essays to their group members.		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G8.2.1.1.1) Consolidate from Grade 7 the ability to understand and respond to a range of functions, for example expressing opinion. (G8.4.1.1.1) Write texts of more than two paragraphs using a range of subordinating conjunctions and cohesive devices such as connecting words and phrases. (G8.4.2.1.3) Use connecting words and phrases to link sentences (for example, <i>if when, unless, although</i> ).			

<b>LESSON PLAN</b>		<b>LESSON: 11</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 8</b>	<b>Unit: 1</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To read a short letter from a penpal and work out the meaning of new vocabulary from context. <b>Speaking:</b> To narrate an interesting recent event and to talk about questions they would ask a penpal.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read a short letter and show understanding of the vocabulary and empathise with the author</li> <li>• talk about recent personal events.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Knowledge of different cultures and the life of children in other countries</li> </ul> <b>21st Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>recently, penpal, operation, wheelchair, white-water rafting</i> <b>Key expressions/structure:</b> Question forms		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may have many misconceptions about other cultures and the life of other children. By encouraging them to ask questions and engage with the lives of others, these can be challenged.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 16 Workbook page 16		

## UNIT 1 LESSON 11 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	1. Ask: <i>What's good about having friends in other countries?</i> Find out if any learners do have foreign friends or penpals and how they communicate.
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 16</b>	<p><b>Reading: Activity 1</b></p> <p>1. Ask learners to read quickly for gist.</p> <p>2. Then ask the question and elicit some things your learners have in common with Matt.</p> <p><b>Feedback</b></p> <p>Receive answers by asking learners to raise their hands.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>Learners' own answers</p>
<b>Coursebook Page 16</b>	<p><b>Reading: Activity 2</b></p> <p>1. Have learners read the text again to do the vocabulary activity.</p> <p>2. Explain that learners should work out the meanings of the words from context.</p> <p>3. Learners can work in groups. Check answers as a class.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write answers on the board for learners to check against as you ask individual learners for them.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>1 penpal; 2 recently; 3 white-water rafting; 4 operation; 5 wheelchair</p>
<b>Workbook page 16</b>	<p><b>Workbook: Activity 1</b></p> <p>1. Ask learners to complete the sentences to consolidate the new vocabulary.</p> <p>2. Check answers as a class.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have learners check their answers with a partner.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>1 white-water rafting; 2 penpal; 3 recently; 4 operation; 5 wheelchair</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. These learners can write sentences of their own using the new words.</p>

<p><b>Coursebook</b> <b>Page 16</b></p>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Have learners look at the photo of white-water rafting and ask if they would like to try it.</li> <li>2. Ask learners if they have done anything exciting and if so what it was and when.</li> <li>3. Explain to learners that they have to prepare something interesting they could tell a penpal about themselves. Write these prompts on the board: <i>Where? When? Who with? What happened?</i> Ask learners to think about how to answer them.</li> <li>4. Have learners work in groups of four and take it in turns to tell each other about the interesting event.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor groups as they work and gently correct any incorrect use of language or vocabulary. Have volunteer learners tell the class exciting things they have done in the past.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Workbook</b> <b>page 16</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Using the things learners talked about, explain that they have to make notes on their interesting event.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask volunteer learners to read their sentences to the class.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. If learners work in mixed-ability groups, the more articulate can give a model of how to do the activity to others.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. These learners should be expected to contribute more and give more detail and tension to their accounts.</li> </ol>
<p><b>Coursebook</b> <b>page 16</b></p>	<p><b>Writing: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Explain that when you write a first letter to a penpal you do not only write just about yourself. You also ask questions about your penpal.</li> <li>2. Elicit the kind of things they would like to know about children from another country.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners raise their hands to give their answers.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

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

<b>LESSON PLAN</b>		<b>LESSON: 12</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 8</b>	<b>Unit: 1</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<p><b>Learning objectives:</b></p> <p><b>Reading:</b> To match questions and answers. To identify the purpose of a letter. To identify the structure of a letter.</p> <p><b>Speaking:</b> To give personal information.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• identify suitable questions and appropriate information to include in a letter to a penpal</li> <li>• work out the meaning of new vocabulary using context for help</li> <li>• identify the overall purpose of a letter</li> <li>• identify the structure of a letter and function of each paragraph.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Some knowledge of life in other countries</li> </ul> <p><b>21st Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communication skills needed in further learning of the English language</li> </ul>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Learners may find it difficult to understand how a letter is structured. Refer them to the several letters in the unit to use as models.</li> </ul>		
<p><b>Key vocabulary:</b> <i>modern, hobby, rowing, residential, shelter</i></p> <p><b>Key expressions/structure:</b> Preferences and daily routines</p>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook pages 16–17</p> <p>Workbook page 17</p>		

## UNIT 1 LESSON 12 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b> 1. Ask learners to tell you some of the questions they prepared in the previous lesson, and discuss the answers they think they might get. Discuss with the class which the best questions are.
<b>Resources</b>  <b>Coursebook page 16</b>	<b>Main activity</b> <b>Reading: Activity 5</b> 1. Explain to learners that they are going to read a letter from Matt's penpal. Ask what they would expect to find in the letter. 2. Tell learners they have to match Matt's questions with Heng Yu's answers. 3. Place learners in pairs and have them complete the activity. 4. Have learners check their answers in pairs before you check with the whole class. <b>CORE</b> <b>Feedback</b> Ask individual learners to ask one of the questions, and then choose another to read out the correct answer. You can then check they have the correct answers and, at the same time, check and correct problems of pronunciation before they do the next speaking activity. <div style="background-color: #e0e0e0; padding: 2px;"><b>Answers</b></div> 1C; 2D; 3B; 4E; 5F; 6G; 7I; 8A; 9H <b>Differentiation activities (Support):</b> 1. Guide learners that find this difficult. Tell them to look for the key words in the question, for example <i>food, travel, lessons</i> . Then to look for the same word, or a related one, in the answers ( <i>food</i> and <i>travel</i> are in the first two answers, the names of the lessons in the third). <b>Differentiation activities (Stretch):</b> 1. Ask fast-finishers to write short paragraphs about themselves in reply to two of Matt's questions.
<b>Coursebook page 17</b>	<b>Speaking: Activity 6</b> 1. Place learners in pairs and have them complete the activity. <b>DESIRABLE</b> <b>Feedback</b> Monitor pairs and make notes of any issues that cause communication problems. Give feedback individually or in a Plenary at the end. <div style="background-color: #e0e0e0; padding: 2px;"><b>Answers</b></div> Learners' own answers <b>Differentiation activities (Support):</b> 1. These learners could work in small groups to answer as many questions as they can. <b>Differentiation activities (Stretch):</b> 1. These learners should answer more fully; encourage them to add other questions.
<b>Workbook page 17</b>	<b>Workbook: Activity 4</b> 1. Have learners work individually to read the letter. 2. Discuss with the class the purpose of the letter, and ask what helped them decide.

	<p><b>CORE</b> <b>Feedback</b> Have learners give evidence for all answers given.</p> <p><b>Answers</b></p> <p>Sylvia is writing to Nahla to introduce herself.</p>		
<b>Workbook page 17</b>	<p><b>Workbook: Activity 5</b></p> <p>1. Ask learners to read the explanations in Activity 5 and to find the words. Ask them to circle the words when they find them and read the context for help. 2. Check answers as a class.</p> <p><b>CORE</b> <b>Feedback</b> Have learners work in pairs to complete the activity.</p> <p><b>Answers</b></p> <p><b>Activity 5:</b> 1 modern; 2 hobbies; 3 adventure novels; 4 trip; 5 shelter building</p>		
<b>Workbook page 17</b>	<p><b>Workbook: Activity 6</b></p> <p>1. Have learners read the letter again to determine the structure of the letter, and the purpose of each paragraph. 2. Discuss answers as a class. Ask learners what helped them to decide.</p> <p><b>CORE</b> <b>Feedback</b> Challenge learners to think about the process they followed to find the answers. Model the thinking process you used to find the answers yourself.</p> <p><b>Answers</b></p> <p><b>Activity 6:</b> 2 To talk about her school; 3 To talk about her hobbies; 4 To talk about her family; 5 To talk about something she's done recently.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Work with these learners in a group to guide them to identify the purpose of each paragraph in Activity 6.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners can write sentences of their own using the vocabulary in Activity 5.</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Ask learners where they would like to have penpals from and why. Tell them they are going to write a letter to a penpal in the next lesson.</p>		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G8.2.1.1.10) Discuss and argue their personal opinions, ideas and individual perspectives within small groups of peers and other English speakers easily conversing in English.</p> <p>(G8.3.2.1.1) Identify features of text organisation used by an author including how the major sections contribute to the whole and to the development of the ideas.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 13</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 8</b>	<b>Unit: 1</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Writing:</b> To identify the structure of a personal letter. To plan and write a personal letter. To correct a letter.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• apply the structure of a personal letter</li> <li>• plan, write, edit and rewrite a letter to a penpal.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Previous preparatory lessons on writing to a penpal</li> </ul> <b>21st Century Skills:</b> <ul style="list-style-type: none"> <li>• 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</li> </ul>		
<b>Key expressions/structures:</b> Phrases to start and end personal letters		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may find it difficult to establish the correct level of formality to use in their writing (as the letter is to someone of the same age but in another culture, and unknown to them at this stage). Refer them to the letters in the unit to use as models.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 18 Workbook page 18		

## UNIT 1 LESSON 13 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Tell learners they are going to write a letter to a penpal.</li> <li>2. Ask what kind of things they would want to tell their penpal, and the questions they might ask.</li> <li>3. Ask learners what they know about the structure of a letter concerning address, date, greeting and salutation.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook pages 16 and 18</b>	<p><b>Writing: Activities 1 and 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at Matt's letter again on page 16. Elicit that the address and date is missing.</li> <li>2. Ask learners to read the Writing tip and then the example addresses.</li> <li>3. Have learners write their own address, the date and a greeting to start off their letters.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check they understand the conventions of where to write the address and date by writing an incorrect address on the board for learners to correct.</p> <p><b>Answers</b></p> <p><b>Activity 1:</b> The address and date are missing;</p> <p><b>Activity 2:</b> Learners' own answers</p>
<b>Workbook page 18</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Explain that when you write back to someone, it is important to give as much detail as possible about yourself so the letter can be interesting.</li> <li>2. Have learners complete the activity.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>When learners have completed the activity, go through some of the questions and have volunteers give you their answers.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. This preparation activity is important for these learners as it gives them support with content.</li> <li>2. Allow a few extra minutes for them to complete the activity or have them work in pairs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. These learners can do the activity quickly as a reminder of the type of content they should include. They can then move on to spend more time on writing the letter.</li> </ol>

<p><b>Coursebook page 18</b></p>	<p><b>Writing: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Have learners work individually to write their letters.</li> <li>2. Give them a maximum of ten minutes. Explain that they can use Matt's letter on page 16 and their notes from the Workbook activity to help them.</li> <li>3. Have learners choose a phrase to end their letter.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor and assist individuals as necessary as they write. Don't assess the written work until learners have had the opportunity to revise and rewrite (see the next section).</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Focus these learners on the basics, and refer them back to the preparatory work. They should include address, date, greetings, five short paragraphs following the structure studied in the previous lesson (i.e. introduction, school, hobbies and sports, family, something interesting) and an ending.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. These learners should be encouraged to use the same structure, but ask for longer and more detailed paragraphs.</li> </ol>
<p><b>Coursebook page 18</b></p>	<p><b>Writing: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read each others' letters and make comments. Explain that they should comment on the positive and negative aspects of the letter in a polite manner.</li> <li>2. Learners could swap letters at the end of the class and mark their peers' letters for homework.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Circulate and check that learners are correcting their peers' work accordingly. Help and gently correct where necessary.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. If learners are finding writing a full letter too demanding, limit the task by asking them to write only a few of the main paragraphs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage these learners to write full letters with as much information as possible. Encourage them to focus on the structure as well as their use of language and English.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Start a discussion for learners to reflect on what they have learned about the whole writing process. Start with the original analysis of model letters for structure and content, development of what will interest a penpal and questions to ask a penpal.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G8.3.2.1.1) Identify features of text organisation used by an author, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>(G8.3.2.1.5) Identify structural features of explanatory text.</p> <p>(G8.4.1.1.1) Write texts of more than two paragraphs.</p> <p>(G8.4.1.1.5) Write personal letters to convey or request information.</p>			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 8	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To identify the source of a text and its main points. <b>Listening:</b> To identify speakers' attitude and opinion. <b>Speaking:</b> To discuss both sides of an argument.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• identify the key points of a newspaper article</li> <li>• identify the viewpoint of speakers from short listening texts</li> <li>• take part in a group discussion and express an opinion</li> <li>• write a short text making a structured argument with balanced views and a conclusion.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Different methods of learning</li> </ul> <b>21st Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation Skills: Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communications skills needed in further learning of the English language</li> </ul>		
<b>Key vocabulary:</b> (Revision) <i>so, however</i> <b>Key expressions/structures:</b> (Revision) verb + <i>to</i> + infinitive		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may have no prior knowledge of school exchange trips so this lesson will give them information to get a clearer idea of what learner exchanges are comprised of</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 19 Workbook pages 19–20 Audio Track 4 Workbook Audio Tracks 2–3		

## UNIT 1 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Introduce the topic of school exchange trips and elicit what learners already know about them.</li> <li>2. Use the following information as a guide: a group of learners from one school, for example learners in England, studying the Spanish language, go to another country, for example Spain, and stay with a family which has a learner of the same age, for anything from a few days to a few months. The visiting learner goes to school with the host learner and lives as part of the family. At a later stage, the learners 'exchange', i.e. the Spanish learner goes to stay in England and goes to the English learner's school.</li> <li>3. Discuss whether or not the learners would like to go on an exchange trip and, if so, to which country.</li> </ol>
Resources	Main activity
<p>Coursebook page 19</p>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Have learners read the text and ask where they would expect to see it.</li> <li>2. Ask what features of the text helped them decide.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers by asking learners to give you their answers.</p> <p><b>Answers</b></p> <p><b>Activity 1:</b> in a newspaper</p> <hr/> <p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Place learners in pairs and have them read a second time to complete the true/false activity.</li> <li>2. Check answers as a class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners explain where they found their answers. Then discuss some of the answers briefly.</p> <p><b>Answers</b></p> <p>1T; 2F; 3T; 4DS; 5T; 6DS</p>
<p>Coursebook page 19</p> <p>Audio Track 4</p>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Introduce the activity and play the audio of the first speaker. Pause and ask for the answer. Play again, as necessary. Have learners give you the key words for the answer (for example, <i>I'm really enjoying it all</i>).</li> <li>2. Play the rest of the audio.</li> <li>3. Ask learners to give you the answer. Focus on the key words where problems arise.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners focus on and note down the key words in the recordings so that they understand where the answers come from.</p> <p><b>Answers</b></p> <p>1 ✓; 2?; 3 ✓; 4 ✗; 5 ✓; 6 ?</p>

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

<b>Coursebook page 19</b>	<p><b>Speaking: Activity 4</b></p> <p>1. Learners discuss their opinions in groups. Ask them to list their arguments for and against school trips. Remind learners to take turns when speaking, and to listen to each other.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask groups to tell you some of the things they have discussed and write them on the board. Hold a brief class discussion on one or two of the points.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Have learners work in groups of similar ability so that the discussion is accessible to all in each group. In this group, encourage those that need most support to express basic opinions.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Have these learners prepare notes on what they have discussed.</p>		
<b>Resources</b>	<p><b>Plenary</b></p>		
<b>Workbook page 20</b>	<p><b>Workbook: Activity 4</b></p> <p>1. Have learners reflect on what this unit has taught them. Ask them what lessons they enjoyed and which ones they found more interesting and why.</p> <p>2. Use some answers as a basis for a discussion.</p>		
<p><b>Learning styles catered for (✓):</b></p>			
<p>Visual</p>	<p>Auditory ✓</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic</p>
<p><b>Assessment for learning opportunities (✓):</b></p>			
<p>Observation</p>	<p>Learner 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><b>Standards/SLOs:</b></p> <p>(G8.1.1.1.1) Understand the main points and details of recorded material on familiar and unfamiliar topics.</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.</p> <p>(G8.3.1.1.2) Read information from multiple print and digital sources to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> <p>(G8.4.1.1.1) Write texts of more than two paragraphs using a range of subordinating conjunctions and cohesive devices such as connecting words and phrases.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 15</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 8</b>	<b>Unit: 1</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <ul style="list-style-type: none"> <li>To test vocabulary and grammar introduced in the unit.</li> </ul>		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>receive feedback on their progress from the test and teacher.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Lexis and grammar in Unit 1</li> </ul> <b>21st Century Skills:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>		
<b>Key vocabulary:</b> Revision <b>Key expressions/structures:</b> Revision		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Learners may lose confidence when asked to review all that has been learned in the unit. Allow learners to look back at the lessons they have studied to answer questions and to raise their confidence.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 6–20		

## UNIT 1 LESSON 15 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
Coursebook pages 6–19	<ol style="list-style-type: none"> <li>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.</li> <li>2. Give them the opportunity to look back over the unit to prepare.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
Coursebook page 20	<p><b>Review: Activities 1–5</b></p> <ol style="list-style-type: none"> <li>1. Learners work quietly to complete the activities, first independently and then in small groups.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Collect for assessment. Give individual feedback and guidance.</p> <p><b>Answers</b></p> <p><b>Activity 1:</b> 1F; 2E; 3A; 4B; 5D; 6C</p> <p><b>Activity 2:</b> 2 at remembering; 3 for chatting; 4 by listening; 5 of asking; 6 in learning</p> <p><b>Activity 3:</b> My penpal went on a school exchange trip. He's learning Spanish and he loves football <u>so</u> he wanted to go to Brazil. <u>However</u>, they speak Portuguese in Brazil! In the end he went to Spain and had a fantastic time. <u>However</u>, he didn't learn much Spanish because his host family spoke very good English <u>so</u> they never spoke Spanish together.</p> <p><b>Activity 4:</b> Learners' own answers.</p> <p><b>Activity 5:</b> Learners' own answers, but the sentences should all continue with <i>to</i> followed by an infinitive.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give sufficient time for learners to complete the activity.</li> <li>2. These learners are likely to find the more open activities (4 and 5) more difficult. In this case have learners work in pairs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Activities 4 and 5 give these learners an opportunity to show their strengths. They should be expected to write more developed sentences and make fewer mistakes.</li> <li>2. Have these learners choose a lesson they particularly enjoyed and have them make notes about it.</li> </ol>
<b>Resources</b>	<b>Plenary</b>
	<ol style="list-style-type: none"> <li>1. Encourage learners to reflect on what they have enjoyed and learned while studying this unit.</li> <li>2. Ask about anything they didn't enjoy, and encourage them to explain why.</li> <li>3. Finally, ask what things in the unit they would want to look at again.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G8.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech).			
(G8.4.2.1.2) Correctly write complete simple, compound and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, <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> ).			
(G8.3.4.1.4) Clarify word meanings through using definition, example, restatement or contrast.			

<b>LESSON PLAN</b>		<b>LESSON: 16</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 8</b>	<b>Unit: 1</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To discuss in groups the planning of a project. To conduct interviews as part of research. <b>Reading:</b> To research information for a project. <b>Writing:</b> To plan and design a webpage.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>work cooperatively in groups to plan, research and design a webpage.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Knowledge of websites, and the school: previous experience of projects</li> </ul> <b>21st Century Skills:</b> <ul style="list-style-type: none"> <li>Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan and execute a classroom interdisciplinary project</li> <li>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</li> <li>Information Literacy: Reinforce learning to access and evaluate information efficiently, effectively and critically in English</li> </ul>		
<b>Key vocabulary:</b> <i>proposal</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 21 Notebooks Materials for designing and presenting project proposals, for example large sheets for posters, photocopying facility, PowerPoint		

## UNIT 1 LESSON 16 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 21</b>	<ol style="list-style-type: none"> <li>1. Discuss projects that learners have done in Grade 7. Introduce the new project.</li> <li>2. Ask learners to say what ideas have come to them. Write a few on the board.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 21</b>	<p><b>Preparation: Activities 1 and 2</b></p> <ol style="list-style-type: none"> <li>1. Discuss with the whole class possible topics for the website. Look through those suggested and elicit others relevant to your school.</li> <li>2. Organise groups for the project. Use mixed-ability groups but remind learners to give an opportunity to everyone to participate. You could ask groups to choose a group leader to help with this, and to divide up tasks.</li> <li>3. Distribute the topics, one to each group. Learners can express particular interest in topics but as many different topics as possible should be covered, with no duplication.</li> <li>4. Groups do initial planning to decide what they want to include and what research they will need to do.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor groups. Remind them to let everyone contribute according to their ability.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give these learners support within the groups as necessary.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. These learners can take more responsibility within the groups.</li> </ol>
<b>Coursebook page 21</b>	<p><b>Preparation: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Have groups organise the research they need to do. (See notes on differentiation below.)</li> <li>2. Have individuals do the research. (This may require time outside of lessons.)</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Monitor the research being done and give support and guidance, where necessary.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage groups to divide up research appropriately. Learners who are shy are not the best suited to interview staff. Those who are strong academically would be better at doing research with written texts. Those who are less academically able can do the search for photos and other visual aids.</li> </ol>
<b>Coursebook page 21</b>	<p><b>Preparation: Activities 4 and 5</b></p> <ol style="list-style-type: none"> <li>1. Ask individuals to report back to their groups with the results of their research. They work as a group to plan what they want on their webpage.</li> <li>2. Have learners prepare their presentations for the next lesson. Make available the materials and equipment they require.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor groups. Remind them to let everyone contribute according to their ability.</p>

<b>Resources</b>	<b>Plenary</b>		
	1. Discuss with the class the progress they have made so far with their projects. 2. Ask about any interesting things they have found through their research. 3. Find out if there are any problems (for example, incomplete research, lack of facilities) and resolve these before the next lesson.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G8.2.1.1.9) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed. (G8.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each source in answering the research questions.			

<b>LESSON PLAN</b>		<b>LESSON: 17</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 8</b>	<b>Unit: 1</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To evaluate an oral presentation and formulate questions. <b>Speaking:</b> To give a presentation reporting on a project. To answer questions about the project.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• give a clear presentation based on their project</li> <li>• evaluate presentations and ask questions for clarification.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Experience of previous project presentations</li> </ul> <b>21st Century Skills:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan and execute a classroom interdisciplinary project</li> <li>• 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</li> </ul>		
<b>Key vocabulary:</b> <i>proposal</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Most learners will be nervous about presenting their opinions. It is important that learners are encouraged but not forced to do it. Offer the learners various options, for example each member of the group has a small speaking part, or the more confident learners speak for longer turns while the shyer ones say short, simple sentences.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 22 Audiovisual materials for use in the presentations, for example, board, PowerPoint		

## UNIT 1 LESSON 17 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Explain to learners how the lesson will proceed.</li> <li>2. First there will be a presentation and the class will take notes on what they liked or disliked about it and note any questions they have.</li> <li>3. Then they will ask the presenter any questions.</li> <li>4. Finally, they will decide which webpages were the best to include on the website.</li> <li>5. Give time for last-minute preparations and questions the learners have.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook</b> <b>page 22</b>	<p><b>Presentation: Activities 6–8</b></p> <ol style="list-style-type: none"> <li>1. Have groups give their presentations in turn. Ensure that other learners make notes as they listen.</li> <li>2. After each presentation, allow a few minutes for questions. Then elicit some feedback on the presentation from the rest of the class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Assess the performance of the groups, and individual learners. Record this to allow comparison with later presentations to assess progress. Ask for feedback from other learners after each presentation.</p> <hr/> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. These learners can assist in the presentations. (Give encouragement for any contributions they make.)</li> </ol> <hr/> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. These learners should be leading the presentations, and supporting others in their group.</li> </ol>
<b>Resources</b>	<b>Plenary</b>
<b>Coursebook</b> <b>page 22</b>	<p><b>Presentation: Activity 9</b></p> <ol style="list-style-type: none"> <li>1. To conclude, discuss with the class the webpages they would like to include in the final website. Hopefully, this will be all of them.</li> <li>2. Give some feedback on the project and praise learners for their efforts.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G8.2.1.1.9) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed.</p> <p>(G8.2.2.1.1) Present information using precise language, action verbs, sensory details in ways that enliven oral presentations.</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> <p>(G8.4.4.1.2) Use technology tools to collect information; collaboratively construct knowledge, generate, produce, publish and update individual or shared writing products taking advantage of technology tools to display and present information in a variety of formats, flexibly and dynamically.</p> <p>(G8.4.4.1.4) Present information using multimedia components and visual displays.</p>			