

تم تحميل هذا الملف من موقع المناهج الإماراتية



الملف دليل المعلم Book Access

موقع المناهج ← المناهج الإماراتية ← الصف الثامن ← لغة انجليزية ← الفصل الثاني

روابط مواقع التواصل الاجتماعي بحسب الصف الثامن



روابط مواد الصف الثامن على تلغرام

[الرياضيات](#)

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المزيد من الملفات بحسب الصف الثامن والمادة لغة انجليزية في الفصل الثاني

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English Literacy Programme

Access Book 8



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مكتبة المعلمين

TEACHERS' HANDBOOK

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Introduction to Access Course

This Access Course is designed to build upon a foundation of English literacy and language skills. Struggling students will focus on more basic language and grammar skills that they may have missed out on due to a low level of literacy so that they may have a meaningful educational experience. The aim is that eventually students will be able to achieve success and re-join the mainstream curriculum once they have mastered the required skills. The Access Course will:

- develop and extend listening, speaking, reading and writing skills.
- develop and build on language structures.
- develop and build on vocabulary.
- explore global and local topics.

The following themes, skills and structures are explored in the book:

Unit	Reading and writing skills	Listening and speaking skills	Language	Vocabulary
Unit 5 Global connections	<u>Reading:</u> Graph and description Comment Article <u>Writing:</u> Description Comment	<u>Listening:</u> Monologue <u>Speaking:</u> Describing ability Giving opinions Carrying out a survey Giving Advice Describing a graph	Zero conditional Modal verbs: should, must	Languages World Communication
Unit 6 World festivals	<u>Reading:</u> Article Email Summary <u>Writing:</u> Description Email invitation Poster	<u>Listening:</u> Monologue Conversation <u>Speaking:</u> Describing an experience Making suggestions Making plans Sharing ideas Describing an event	Will (instant decisions) Present continuous (future)	Travel Events Culture Festivals
Unit 7 Nature, rivers and coasts	<u>Reading:</u> Article Informative sign Blog <u>Writing:</u> Summary Poster Notes Blog	<u>Listening:</u> Conversation Description Documentary <u>Speaking:</u> Giving opinions Asking and answering questions Describing differences	Relative clauses (defining) Have to	Nature Environment Wildlife Coastal city

Introduction to Access Book

The Access Book was developed to build upon a foundation of English literacy and language skills. It is important that the book is supplemented with activities that will engage and involve students in their learning. It is essential that students are encouraged to become more responsible for their own learning by assisting them to succeed in building on their current literacy skills.

The book follows lesson patterns over the term, but teachers are not limited to using the activities in the book. Each lesson should be adapted to the needs of the students in a particular class. Perhaps some will achieve particular skills more readily than others, so teachers need to be flexible and prepared to establish differentiation and peer support in their classrooms.

The features of the Access book include:

1. **Variety of skill-related activities** – for explicit focus on different skills
2. **Key structures and vocabulary box** – makes expectations clear for students and teachers
3. **Explicit grammar practice** – explains essential grammar structures that may not have been previously understood by students
4. **Group and pair work opportunities** – encourages cooperative learning and communication
5. **Focused and simplified tip boxes** – encourages students to use specific reading and writing skills to achieve a higher fluency in language
6. **Level-appropriate language** – makes the content more accessible to the students so they have more chance of success in their learning
7. **Review** – includes lessons that focus on reviewing content from the unit to reinforce learning

Key structures and vocabulary box

Variety of skill-related activities

Explicit grammar points

Simplified tip boxes

Explicit vocabulary practice

Unit 3: Nature and the world
Lesson 1: Rainforests

- What is a rainforest?
- What animals live in a rainforest?

Activity 1 Vocabulary
Match the words to the pictures.

air medicine land rainforest percent

Activity 2 Listening TRACK 8
Listen to a podcast about rainforests and complete the fact file.

Activity 3 Listening
Listen again. Are the sentences True or False?

- The Amazon is the biggest rainforest in the world. T F
- Nuts, coffee, lemons and oranges come from rainforests. T F
- Many medicines come from rainforests. T F
- Rainforests are becoming bigger. T F

Activity 4 Speaking
Talk to a partner and answer the questions.

Would you like to visit a rainforest? Why or why not?
Why do you think rainforests are important?
Why do we need parks or gardens in a city?
Will rainforests become smaller in the future? Why or why not?

LANGUAGE TIP
Remember! We can use *will* to make predictions about the future.
For negatives we can say *will not* or *won't*.

Fact File: Rainforests

- Tropical rainforests cover about _____% of the land in the world.
- More than _____% of the world's plants and animals live and grow in rainforests.
- _____% of all bugs live in rainforests.
- The largest rainforest is the _____.
- The _____ in the rainforest keep the air clean by releasing the oxygen we breathe.

VOCABULARY
percent: out of 100; 50/100 is 50 percent (50%)
oxygen: a gas in the air; we need it to breathe
breathe: to take air in and out of your mouth

Rainforests are important because many animals live there.

I think rainforests will get bigger. People will help the plants and animals.

Cities need parks because they have trees.

Lessons

Lessons generally appear in the order of listening/speaking followed by reading/writing. Additionally, each unit contains two language focus lessons which focus on the rules of language and allow students to develop their use of language.

Language Focus

New language can be presented in many ways. Teachers can decide what works best for their students depending on students' level of knowledge and their individual needs. Many of the **language focus lessons** in the Access book facilitate a guided discovery approach. Other approaches that can be used are PPP (presentation, practice and production) and TTT (test, teach, test). Lessons can be adapted and supplementary activities can be used.

Guided discovery

Guided discovery is an active approach to learning that can be implemented at any level. Students are exposed to language first. They then use inference to understand the meaning. This is then followed by learning explicit rules and practice.

- 1** Expose students to the language through examples. Examples in context are most effective as they facilitate understanding. This can be carried out through reading and listening texts or using visuals like photos.
- 2** Teachers guide observation of language. This can be done through guided questions or activities (gap fills, matching examples to rules, etc.). Activities and questions should draw attention to language and allow students to hypothesise, compare and contrast.
- 3** Teachers use the information from 2, to state the rule, or elicit the rule from students.
- 4** Apply the rule in practice tasks of varying difficulty. Activities can move from more controlled activities (e.g. gap fills or matching activities) to freer practice (e.g. open-ended discussion questions or writing tasks).

PPP

This is a widely used approach with clear language aims. The three stages are presentation of the target language, practise of the language and production of the language.

Present This stage is used to introduce the target language. Teachers can use tools such as visual aids, questions, or drills to present the language. The goal of this stage is to present information, not facilitate immediate understanding.

Practice Students carry out controlled practice activities such as question and answer, read and repeat or role plays. Clearly defined correct and incorrect answers allow students to build an understanding of how language is used.

Produce Students can practice freely and explore the language. Freer activities include open-ended discussion questions and writing activities. Emphasis is placed on fluency more than accuracy.

TTT

With a TTT approach the aim is to find out what students do and do not already know. It is likely that learners will often have had prior exposure to the target language. It is beneficial to explore the extent of their knowledge to shape the lesson. Teachers should be prepared to adapt the lesson depending on the outcome of the test stage.

Test Start with a test to find out what students can and cannot do. This usually involves a form of controlled practice using the target language such as completing a text with the correct verb form. Students are monitored to inform the next stage.

Teach Teachers clarify the meaning, pronunciation and form of the target language. The test stage is used to inform the extent and coverage required in the teaching stage. For example, if students are able to complete a gap fill activity with the correct past simple verb forms but struggle with negative forms, then more time should be spent focussing on negative forms. It is important to do what the students have shown they need.

Test The next test stage is controlled practice similar to the first stage. Students should now be able to do the test stage as a result of the teach stage.

Practice Students practice the language through freer practice tasks to develop fluency.

Key Aspects

Language focus lessons are presented in a logical manner to facilitate the teaching of meaning, pronunciation, form and use or application. Meaning addresses the meaning of the language and/or its meaning in the context in which it is used. Form refers to the visible and audible parts of language. Use is connected to meaning and refers to when and why the language is used. Teachers should use the lesson content as a guide for the extent of coverage required for the key language structure being taught. Knowledge of every aspect is required to fully understand a structure.

Example: Phrasal verbs

Meaning: There are literal phrasal verbs which can be understood by their individual parts. There are also figurative phrasal verbs where understanding the verb and the particle do not assist in comprehension. Additionally, there are phrasal verbs with more than one meaning. Teachers should use their own judgement and be aware that, at lower levels, it is not often necessary to cover all aspects of meaning for a particular language structure. In addition to referring to the weekly lesson outcomes, teachers can assess the level of explanation required by looking ahead at the lesson content and production activities.

Form: At a lower level, the form could be described as a two or three-part verb consisting of a verb and a particle. Phrasal verbs have their own stress patterns and pronunciation can be practiced before expanding upon use in order to facilitate reading.

Use: Phrasal verbs tend to be more common in spoken language and less common in formal writing.

Considerations

It is important to remember that students do not learn structures one at a time, but with repeated practice and exposure over time, they will improve gradually. It takes time to master all aspects of a structure. Students at a beginner or lower level are more likely to rely on their native language to inform their understanding of English. Therefore, teachers should try to anticipate potential errors or misunderstandings in advance.

Suggested reading

Thornbury, S. (1999). How to Teach Grammar. Pearson Education Limited
Murphy, M. (2008) Essential Grammar in Use. Cambridge University Press

Activities

Picture brainstorm

- Provide students with a visual and ask them to brainstorm words about the visual.
- The best visuals to use for picture brainstorms are those with many different objects that relate to a single scene or topic.
- Provide words for students who are not able to find their own words, or provide words to start the activity.
- Provide students with possible categories for the words or ask them to come up with their own categories.
- Next, let students complete a 'fill in the blank' activity with sentences about the visual and the words from their brainstorm - sentences prepared by teacher.
- Students make their own 'fill in the blank' sentences using the words from the brainstorm and swap these sentences with others to complete.
- Students develop sentences into paragraphs.
- Structure paragraphs into simple essays.
- Finally, choose a title for the essay.

Speech bubbles and Think bubbles

- Provide students with images of people or other characters and students work in pairs or small groups.
- Ask students to create think or speech bubbles for the people or characters in the visual.
- Provide students with laminated speech or think bubbles and let them use dry wipe pens to fill in the bubbles.
- Scaffold the activity by adding sentence starters to the bubbles.
- Students act out the conversations or thoughts of people or characters.
- Group some of the images and see if students can link and connect conversations and thoughts from their visuals.
- With carefully chosen visuals students develop short narratives from a range of visuals.

Draw the picture

- Describe a visual to the students and they draw what they understand from the description.
- Students can also work in pairs. Student A describes the visual and student B responds by drawing.

Match the description

- Provide students with a set of visuals and matching descriptions.
- Students work in pairs. Student A describes the visual, and student B identifies the matching description.

Make questions

- Provide students with visuals and flashcards with the words: *what, why, who, where, when, why, how*. Ask them to make questions about the visuals.
- Place a stack of visuals and flash cards face down on the table. Students pick up a visual and flash card to make questions.
- Teacher can provide question starters for this activity.

Compare and contrast

- Provide students with two visuals and students work in pairs or small groups.
- Students develop sentences about the visuals to identify similarities and differences.
- The teacher provides sentence starters or sentence frames as scaffolds.

Every face tells a story

- Provide students with a range of portraits (different gender, age, etc.).

- Ask students to classify the portraits. Ask them to explain their choice for classification.
- Ask students to talk about the people in the portraits. Ask questions such as: *Who do you think this person is? Who do you think took this portrait? What do you think the person in the portrait is looking at? Do you think the person in the portrait knows the photographer? Would you like to meet this person? Why?*
- If possible, ask students to collect portraits from magazines or newspapers that they think are interesting, and then share their ideas about the portraits in class.

Make a story

- Provide students with visuals and ask them to make a short story about the visuals.
- Alternatively, ask students to take photographs or bring photographs and then make stories.
- Students could also join visuals to make a story or combine their stories.

Picture categories

- Provide students with a wide range of visuals and ask them to categorise the visuals and name the categories.
- Alternatively, provide students with categories and ask them to categorise the images. Ask students to explain why they think the visuals belong to the given categories.

Word sort

- Students sort words into different categories provided by the teacher. Categories can range from topics, word types, etc.
- Next, students make their own classification for words.

Sentence sort

- Students sort sentences into categories provided by the teacher. Categories could range from topics, tenses, sentence beginnings, etc.
- Students make their own classification for sentences.

Picture word match

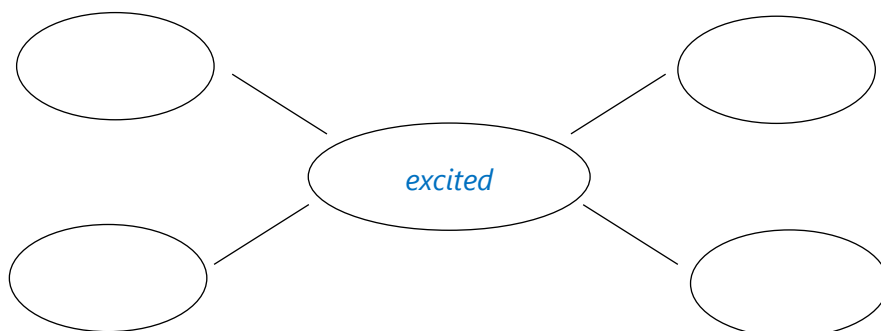
- Provide students with a selection of images and matching words.
- Students match words to pictures.

Definition, word and picture match

- Provide students with pictures, words and definitions.
- Students match the word definitions and pictures.
- Students work in a small group of three. Each student has either the words, definitions or picture. Students show, describe or read their cards, and other students find the matching cards.

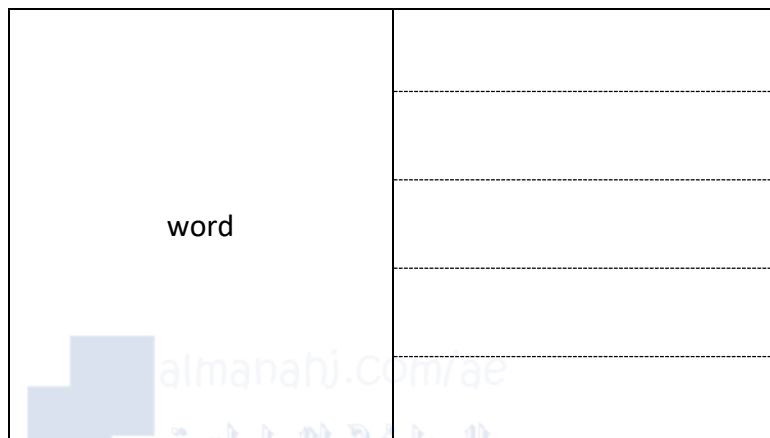
Word web

- Students write a word in the centre of the page.
- Students write the meaning, characteristic, synonym, antonym, definition or draw a picture of the word in the other parts of the web.



Vocabulary foldable

- Provide each student with a copy of a blank foldable. Students fold the page in half horizontally and snip on the dotted lines to create five flaps.
- Students open the large flap and write the word. They then open the other flaps and write definitions, sentences, symbols or make drawings to help them remember the word.



Memory game

- The teacher writes all the words from a specific topic on the board. Students should be familiar with the words used in this activity.
- Students study the words for three minutes. The words are covered or erased.
- Students write down all the words they can remember.
- The same activity could be repeated using sentences.

Personal dictionaries

- Students create their own dictionaries using pictures, symbols, etc.
- With guidance from the teacher, students categorise the words in alphabetical order, according to the topic or subject, sounds, morphological structure, etc.
- They could also draw a picture next to each word or add a language feature.

Who has the Word?

- Provide students with a selection of focus vocabulary words on cards and a set of questions which includes all the words. The questions read: *Who has the word elephant? Who has the word camel? Who has the word gazelle? etc.*
- Students work in small groups.
- The selection of word cards is divided equally amongst the students.
- Students place the question cards face down in front of themselves. They turn over their word cards for all to see.
- Students take turns to pick up a question card and read it to the whole group to hear. The student who has the word responds by saying, *'I have the word'*
- A different variation of the game is to provide students with definitions of words then play the game in the same way using the definitions instead of the words.

Sentence Building

- Provide students with chopped up sentences related to the language and content of a topic.
- Students build the sentences.

Masked Text

- Mask a text by covering most of the words in the text.

- Expose some key words or phrases only.
- Ask students to make predications from the words or phrases they can see.

Board games

- Provide students with a simple template of a board game.
- Students use the content of a simple story, text or theme to make a board game.
- Students make questions and answer keys for the game and swap games with peers.

Word wall

- Display all key vocabulary and language for students to access.
- Allow students to add words or language to the wall.

Guess the word

- Provide students with word cards.
- Students describe the word and the others guess the word, e.g. *'baby'* – very small / cries a lot / cannot walk, etc.

Role play

- Provide students with simple dialogues to perform.
- Support students to write their own dialogues or short plays to role play.
- Students choose characters from a story or parts of a story to present.
- Allow students to use puppets or other props.

What's on the menu?

- Make a 'buffet' of words, phrases or pictures. Place these on paper plates.
- Students choose from the 'buffet' and make sentences, role plays, short dialogues, etc., using the 'food' from the 'buffet.'

What's in the bag?

- Place objects in a cloth bag.
- Students take turns to feel the object. They talk about what they feel and guess the object.

Book walk

'Walk' through the book before reading. Ask students questions about the cover - what they see, what they think the story or text will be about, etc. Implement various reading strategies to support students' understanding of a text.

- Make connections – activate prior knowledge of students. Ask questions such as: *'What does the story remind you of?'*, *'Have you read any stories about.....?'*, etc.
- Make predictions – support students to make predictions about the text. Ask questions such as: *'What do you think will happen next?'*, *'What do you think the character will do?'*, etc.
- Get students to activate all their senses – ask students questions such as: *What do you see in your mind when you read this? What do you smell when you read this? What do you hear when you read this? How does what I feel / hear / see / smell / taste help me to understand the story?*
- Support students to ask and answer questions before, during and after reading. Use question cards: (*what / who / why / where / when / how*).
- Encourage students to retell and paraphrase what they read. Use words such as: *'first, later, next, after that, sometime after, then'*. Do not just retell and paraphrase entire stories. Use this strategy for paragraphs and sections of a story or other text.
- Summarise – assess students' understanding of a whole text, paragraph or section of a text through summarising or finding the main idea. Ask questions such as: *What was the most important part? What is the most important information?*

Lesson Objectives

Unit 5

Lesson 1: To listen to students' talk about learning a foreign language and identify facts related to each speaker.

To give an opinion on learning a foreign language by agreeing or disagreeing with statements.

Lesson 2: To write a short paragraph about the languages students and their families speak.

Lesson 3: To identify use and form zero conditionals.

Lesson 4: To discuss the internet safety and write notes of what is discussed.

Lesson 5: To read an article about language apps and identify specific information.

To describe a language app in a short paragraph.

Lesson 6: To listen to a presentation about languages around the world and identify facts.

Lesson 7: To identify, understand and form sentences using modal verbs.

Lesson 8: To conduct a survey using closed and follow up questions about social media.

Lesson 9: To identify specific information shown in a graph.

To write sentences describing a graph.

Lesson 10: To review vocabulary skills and language from unit 5.

Unit 6

Lesson 1: To identify specific information about the Islamic pilgrimage to Mecca.

Lesson 2: To identify specific information in multiple texts related to festivals.

To ask and answer questions related to festivals.

Lesson 3: To practice the use of *will* for instant decisions through speaking.

Lesson 4: To write a short description of National Day in the UAE by answering set questions.

Lesson 5: To listen to listen to a phone conversation and identify specific information.

To invite a friend to a festival.

Lesson 6: To practice the use of present continuous to refer to the future.

Lesson 7: To write an email inviting a friend to an international food festival.

Lesson 8: To identify specific information when listening to a professor talk about a festival.

To discuss ideas and plan an activity for a festival.

Lesson 9: To plan and design a poster for a festival.

Lesson 10: To review vocabulary skills and language from unit 6.

Unit 7

Lesson 1: To extract information from a description of someone's visit to a garden.

Lesson 2: To write a short summary of a text on the river Nile using guiding questions

Lesson 3: To identify the gist and specific information form a talk about coral reefs.

Lesson 4: To make a poster about coral reefs using information from the lesson.

Lesson 5: To understand and form relative clauses using *who* and *which*.

Lesson 6: To answer questions about a documentary on the river Nile.

To practice writing notes while listening.

Lesson 7: To understand and produce sentences using *have to*.

Lesson 8: To plan a trip with a partner using phrases related to suggestions, agreeing and disagreeing.

Lesson 9: To write a short travel blog describing a place you have visited.

Lesson 10: To review vocabulary skills and language from unit 7.

Sample Lesson Plans

Lesson Plan		Grade: 8
Teacher:		Subject: Access English
Unit: 6	Lesson: 3	Date:
Objectives: ✓ To practice the use of <i>will</i> for instant decisions.		
Starter <ol style="list-style-type: none"> 1. Write the words <i>Festivals in the UAE</i> on the board and circle it. 2. Ask volunteers to add a UAE festival to start a mind map on the board. 3. To expand the mind map for each festival try to elicit some details (which emirate, what the festival is celebrating etc.). 		
Main Activities <p>➤ Activity 1 Listening:</p> <ol style="list-style-type: none"> 1. Direct attention to the question in Activity 1. Explain students will hear a conversation between two cousins and must listen for the answer to the question. 2. Students talk about the questions in Activity 1 in pairs. <p><u>Feedback:</u> Elicit the answer from the class.</p> <p>➤ Activity 2 Practice:</p> <ol style="list-style-type: none"> 1. Write <i>I'll</i> on the board. Ask students which two words are put together to make <i>I'll</i> (I will). 2. Write <i>I'm thirsty</i> on the board. Write <i>I'll drink some water</i> next to it. 3. Write <i>I'm hungry</i> on the board. Try to elicit what sentence should be written next to it (<i>I'll eat some food</i>). 4. Direct attention to the language box. Ask students when <i>will</i> is used. They should read the box to find the answer. 5. Demonstrate how the language can be used by providing an opportunity for students to make a decision and use "<i>I will...</i>". For example, ask for help cleaning the board and elicit "<i>I will do it</i>", "<i>I'll help</i>" etc. 6. Direct attention to the dialogue with missing verbs in Activity 2. Students use the verbs in the box to complete the dialogue. 7. Students compare their answers in pairs. <p><u>Feedback:</u> Read or play the dialogue. Pause when there's a missing word. Elicit the correct word from the class.</p> <p>➤ Activity 3 Practice:</p> <ol style="list-style-type: none"> 1. Direct attention to the Language Tip box. Read it together as a class. Explain that to include ourselves in the action, we use <i>shall</i>. 2. Provide some verbal examples of <i>shall</i> questions (Shall we have English lessons this weekend? Shall we eat lunch?). Elicit a response to each of the questions. 3. Direct attention to Activity 3. Students must work in pairs to match the sentences. 4. Each pair then checks their answers with another pair. <p><u>Feedback:</u> Divide the class into 2 teams, A and B. Team A reads one of the sentences in the numbered column in Activity 3. Team B must respond with the matching sentence from the lettered column. Then Team B reads a sentence from the numbered column and team A must respond with the correct sentence. Repeat until all sentences are matched.</p> <p>➤ Activity 4 Practice:</p> <ol style="list-style-type: none"> 1. Direct attention to the sentences in Activity 4. 2. Students must read the sentences and make them correct by selecting the correct option. 3. Students compare their answers with a partner. <p><u>Feedback:</u> Write the numbers 1-5 on the board. Volunteers write the correct option next to each corresponding number. Correct any mistakes as a class.</p> <p>➤ Activity 5 Speaking:</p> <ol style="list-style-type: none"> 1. Direct attention to the sentences in the speech bubbles in Activity 5. 2. In groups, students say when and why they might say these sentences. <p><u>Feedback:</u> Listen and write any common mistakes on the board and then correct them as a class.</p>		
Plenary Exit ticket. Each pair must decide on a 'shall' question to ask the rest of the class before leaving.		
Differentiation		

To challenge students further, encourage them to write a dialogue including the sentences from Activity 5. For an easier challenge, discuss the sentences as a class and give options of when they can be said for students to choose from.

Lesson Plan		Grade: 8
Teacher:		Subject: Access English
Unit: 5	Lesson: 9	Date:
Objectives: <ul style="list-style-type: none"> ✓ To identify specific information shown in a graph. ✓ To write sentences describing a graph. 		
Starter <ol style="list-style-type: none"> 4. Write 'surf the internet' on the board. Elicit ideas of what this means. 5. Split the class into groups. Each group must write a list of things you can do online on a piece of paper. Provide examples before starting, i.e. watch films, listen to music, etc. The group with the longest list after 60 seconds, win. 		
Main Activities <ul style="list-style-type: none"> ➤ Activity 1 Reading: <ol style="list-style-type: none"> 3. Direct attention to the dot graph in Activity 1 and ask what it shows. Elicit ideas from the class and write them on the board. Ask students to provide reasons for their answers. 4. Students answer the questions in Activity 1 in pairs. <p>Feedback: Listen to students discuss the questions. Elicit responses to each question as a class.</p> ➤ Activity 2 Reading: <ol style="list-style-type: none"> 8. Direct attention to the box of text with missing words in Activity 2. Ask students what they think it is about and allow time to check the text before students share their ideas. 9. Students then read the text and fill in the blanks using the words provided. 10. Answers are checked in pairs. <p>Feedback: Read the text to the class. Pause when there's a missing word. Elicit the correct word from the class.</p> ➤ Activity 3 Speaking: <ol style="list-style-type: none"> 5. Tell students they will complete their own graph by asking classmates how often they use social media. 6. Provide an example by displaying or drawing the graph on the board and asking two or three students how often they use social media. Put dots above their answers. 7. Students ask as many of their classmates as possible in 5 minutes. <p>Feedback: Walk around the class listening to students ask and answer questions. Correct any mistakes as a class. Ask students how many people they marked for each answer.</p> ➤ Activity 4 Writing <ol style="list-style-type: none"> 4. Direct attention to the questions in Activity 4. Students use these questions to guide them in writing three sentences to describe their graph. 5. Remind students to use the paragraph in Activity 2 to help them structure their sentences. 6. Students compare their sentences with a partner. <p>Feedback: Walk around the class observing students' sentences. Write any common mistakes on the board and correct them as a class. Elicit responses from students by asking the question "What does your graph show?"</p> 		
Plenary <p>Draw a graph on the board similar to the one in the book but with a different question. For example, <i>How many times do you play games on your phone?</i> Options should include, <i>everyday, every few days, weekends only and never</i>. Ask students the question and complete the graph. Try to elicit full sentences, i.e. "I play games on my phone every few days". As an optional extension, ask students to describe the graph after it is completed.</p>		
Differentiation <p>To challenge students further, encourage them to write a complete paragraph as opposed to three sentences in Activity 4. For an easier challenge, complete the sentences in Activity 4 on the board as a class.</p>		

Lesson Plan		Grade: 8
Teacher:		Subject: Access English
Unit: 5	Lesson: 1	Date:
Objectives: <ul style="list-style-type: none"> ✓ To listen to people talk about learning a foreign language and identify facts related to each speaker ✓ To give an opinion on learning a foreign language by agreeing or disagreeing with statements 		
Starter <ol style="list-style-type: none"> 1 Write how to say hello in several languages on the board. I.e. hello (English), merhaba (Arabic), bonjour (French), hola (Spanish), jambo (Swahili), ciao (Italian). Learners guess which language each of the words are. 		
Main Activities <ul style="list-style-type: none"> ➤ Activity 1 Listening: <ol style="list-style-type: none"> 1 Direct attention to the images of 4 students in Activity 1. Explain each of the students will talk about learning a foreign language. Elicit ideas of what they might hear by asking questions. (Why do you think they are learning a language? What language do you think they're learning? Do you think they find it easy or hard?) 2 Direct attention to the list of names of topics before playing Audio Track 14. Students must match the names with the topics. <p>Feedback: Students check answers in pairs. Confirm each matching name and topic with the class before writing the answers in the board.</p> ➤ Activity 2 Listening: <ol style="list-style-type: none"> 1 Direct attention to the questions in Activity 2. Read them together as a class and try to elicit the name linked to each question from the students' memory of the audio track. 2 Learners should listen to the track again to see if their memory was correct. They must correct any missing/wrong answers. <p>Feedback: Write the numbers 1-4 in two columns on the board. Split the class into two teams. The first team to write the correct name next to each number win. Correct any mistakes as a class.</p> ➤ Activity 3 Speaking: <ol style="list-style-type: none"> 1 Write the sentence 'It's easy to learn a foreign language' on the board. Ask students what they think about the statement. Give your own opinion of the statement using 'I think...', 'I don't think...' and 'For me ...'. Write these opinion phrases on the board. 2 Draw attention to the statements in Activity 3. Students discuss their opinion of these statements in pairs using the opinion phrases. 3 Each pair then joins another pair to extend their discussion. <p>Feedback: Listen to students' conversations. Write any common mistakes on the board and correct them as a class. Elicit responses to the statements from volunteers. Write them on the board as examples.</p> ➤ Activity 4 Speaking <ol style="list-style-type: none"> 1 Write the words 'good' and 'bad' on the board and draw a circle around each. Elicit what is good and bad about learning a foreign language from the students and create two mind maps. Volunteers should be encouraged to add an idea to each of the mind maps. 2 Direct attention to the box next to Activity 4. Students should add notes to the box using ideas from the mind maps to help them. 3 Compare answers with a partner. <p>Feedback: Ask volunteers to say a complete sentence using their notes. For example, "I think it's good to learn a foreign language because I can work abroad".</p> ➤ Activity 5 Speaking <ol style="list-style-type: none"> 1 Go over the positive reasons to learn a foreign language by referring back to the mind map. Write any extra reasons you think are missing. 2 Students complete the sentence in Activity 5 by stating the reasons they are learning a foreign language. 3 As an extended activity, students make a note of what their partner says. They then tell another pair what their partner said. For example, "Aisha is learning English so she can understand the films at the cinema". <p>Feedback: Ask the class why they are learning a foreign language and discuss their response. Write any common mistakes on the board and correct them as a class.</p> 		
Plenary		

Write the different ways to say hello on the board again. Split the class into groups. Say one of the words. Each group should write the language they think it is on a piece of paper. Ask each group to hold up their paper at the same time. Teams that wrote the correct answer get a point. Repeat for the remaining words.

Differentiation

To challenge students further, pairs could create a mini presentation including linking words on the topic of learning a foreign language. For an easier challenge, write a sample of words related to learning a foreign language on the board. For example, difficult, expensive, time, jobs, speak etc. Ask students if they think these are good or bad reasons to learn a language.



Continuous Assessment

Students taking the Access Course will be continually assessed throughout the term. Detailed information about assessment will be provided as it is available.

Can-Do Statements

These simple statements are a form of Assessment as Learning for students to keep track of their own learning. They judge their accomplishments by agreeing or disagreeing with statements about the various learning outcomes. This has two benefits — the first being that students have clear goals to work towards and the second being that they are given a degree of responsibility for achieving those goals. Teachers can create statements based on the learning outcomes and materials used.

Self-assessment Checklist Template

Listening	✓ or x
I can...	
Speaking	
Reading	
Writing	
Grammar	

Answer Keys

Unit Five

Lesson One

Activity 1

1d. 2b. 3c. 4a

Activity 2

1 Salama. 2 Reem. 3 Abdullah. 4 Khalfan

Lesson Two

Activity 1

Countries: New Zealand, Morocco, Canada, Japan

Languages: English, Japanese, Spanish, French, Maori, Arabic, Italian, Korean

Lesson Three

Activity 1

1b. 2a. 3b. 4a

Activity 3

1a. 2d. 3c. 4b

Lesson Four

Activity 3

passwords, photos, personal information

Activity 4

post a comment, send a message, upload a photo, download an app

Activity 5

1 unsafe. 2 unsafe. 3 safe. 4 safe

Lesson Five

Activity 1

apps for language learning

Activity 2

1 Murphy's English Grammar in use. 2 Wordpici. 3 Cambridge Discovery Readers

Lesson Six

Activity 1

2 Is English a good global language?

Activity 4

Language	How many speakers?	How many countries?
Chinese	1,213 million	31
Spanish	329 million	44
English	328 million	112
Arabic	221 million	57
Hindi	182 million	20

Activity 5

1c. 2a. 3b

Lesson Seven

Activity 3

You must be quiet during the exam, you must not eat any food, you can drink water

Activity 4

1c. 2a. 3b

Activity 5

1 should study. 2 should learn. 3 should ask. 4 should get

Activity 6

1 We must be quiet during the exam. 2 Students must arrive at school on time. 3 I must be polite.

Lesson Eight

Activity 1

1T. 2F. 3F. 4T

Activity 2

1 Do you use the internet everyday? 2 Do you send emails? 3 Do you have a tablet? 4 Do you use social media?

Activity 3

1d. 2c. 3a. 4e. 5b

Lesson Nine

Activity 1

14. 22. 3Everyday

Activity 2

1 surf. 2 four. 3 everyday. 4 six. 5 never

Lesson Ten

Activity 1

1 languages. 2 bilingual. 3 Japanese. 4 online. 5 downloads. 6 app. 7 social media

Activity 2

1F. 2F. 3T. 4F. 5T

Activity 3

1F. 2F. 3T. 4F. 5T

Activity 4

1 If you put ice in hot water, it melts. 2 If I'm bored, I surf the internet. 3 If I need help with my homework, I ask my sister.

Activity 5

1 has to. 2 have to. 3 has to. 4 have to. 5 have to.

Unit Six

Lesson One

Activity 3

1c. 2e. 3d. 4a. 5b

Activity 4

amazing, incredible, wonderful, magnificent

Activity 6

1 The word **Hajj** means 'a journey to Mecca'. 2 It was incredible to see the **Kaaba** for the first time. 3 I was eighteen when I did my first pilgrimage to **Mecca**. 4 The **Kaaba** is inside the walls of **The Great Mosque**.

Lesson Two

Activity 1

Festival	When?	How long?	What happens?
Diwali	end of October or the beginning of November	It lasts for... five days.	fireworks and people decorate their homes
Eid Al-Fitr	at the end of Ramamdan	It lasts for... three days.	people visit the mosque for prayer, people eat a big feast.
Maslenitsa	February or March	It lasts for... one week	children make a doll, people make pancakes

Activity 4

1 bright, sparkly fireworks. 2 big, delicious meal. 3 large, colourful doll. 4 warm, tasty pancakes.

Activity 5

1b. 2a. 3d. 4c

Lesson Three

Activity 2

1 look. 2 ask. 3 bring. 4 call

Activity 3

1c. 2e. 3a. 4b. 5d

Activity 4

1 I'll call. 2 I'll ask. 3 I go. 4 I'll bring. 5 I talk

Lesson Four

Activity 2

1F. 2 T. 3F. 4T. 5F. 6T

Lesson Five

Activity 2

Emirati and English

Activity 3

1c. 2b. 3a. 4c. 5b. 6a

Lesson Six

Activity 1

Two festivals

Activity 2

1T. 2T. 3T. 4F. 5F

Activity 3

1 are going. 2 are watching. 3 is going. 4 are getting

Lesson Seven

Activity 2

C

Activity 3

1 York University. 2 60AED. 3 Food from 50 different countries.

Lesson Eight

Activity 2

1c. 2a. 3c. 4a

Activity 3

5th of May, flags, rice cakes, teachers, parents

Lesson Ten

Activity 1

1 journey. 2 celebrate. 3 bring. 4 festival. 5 plans. 6 unusual. 7 gift

Activity 3

1F. 2T. 3F. 4T

Activity 4

1 I'll buy. 2 I'll go. 3 I learned. 4 We'll

Activity 5

1 are going. 2 is having. 3 am meeting. 4 is giving

Unit Seven

Lesson One

Activity 2

1 Sharjah. 2 natural environment. 3 energy. 4 written on the Holy Qu'ran. 5 bought a book

Activity 3

1 wonderful. 2 botanical. 3 nature. 4 plants. 5 garden

Activity 4

1c. 2a. 3d. 4b

Lesson Two

Activity 2

1T. 2F. 3T. 4F. 5F

Activity 3

1e. 2d. 3a. 4f. 5b. 6c

Lesson Three

Activity 3

1a. 2c. 3b. 4c

Activity 4

1d. 2e. 3b. 4c. 5a

Lesson Four

Activity 2

1T. 2F. 3T. 4T. 5F

Lesson Five

Activity 2

1 who. 2 which. 3 who. 4 which

Activity 3

1 who. 2 which. 3 which. 4 who

Lesson Six

Activity 1

1 Sharjah. 2 the Nile. 3 35%. 4 Amazon

Activity 4

1 crops. 2 fish. 3 homes. 4 write. 5 transport

Lesson Seven

Activity 2

1T. 2T. 3F. 4T

Activity 3

1 have to put. 2 has to use. 3 have to drink. 4 have to follow

Activity 4

1 I don't have to go to the beach tomorrow. 2 Omar doesn't have to go to bed early. 3 Students don't have to go to school at the weekend.

Lesson Eight

Activity 3

1T. 2F. 3T. 4F. 5F

Activity 4

1 How about ...? 2 Would you like to ...? 3 You're right. 4 Well, I don't think so ...

Lesson Nine

Activity 1

people, nature, hotels

Activity 2

1b. 2a. 3c. 4b

Activity 3

a and. b but. c because. d when

Lesson Ten

Activity 1

1d. 2a. 3e. 4f. 5a. 6b

Activity 2

1T. 2F. 3T. 4F. 5T

Activity 3

1 There are people who plant trees in rainforests. 2 There are crocodiles which live in the Nile. 3 There's a jaguar which lives in the large forest. 4 Rainforests have trees which release oxygen into the atmosphere.

Activity 4

1 have to. 2 have to. 3 doesn't have to. 4 don't have to. 5 don't have to



Track 14

1 (Salama): I like learning foreign languages. I speak English and French. My mother is an English teacher and we speak English together. I try to learn ten new words every day. It makes me good at remembering information.

2 (Khalfan): I can speak English well. I think it's important to speak a foreign language when you travel. I like meeting people and learning about different countries. It's also important if you need help. Many people speak English, so I can always ask for help. Next year I'm going to Australia. I can't wait!

3 (Reem): I study a lot because I want to get a good job in the future. I think a foreign language can help you get a good job. My brother is at university. He wants to be a pilot and to fly planes, but he needs to speak English. Now he is studying every day.

4 (Abdullah): I don't like learning languages. It's difficult to remember new words and I don't understand grammar. I can't write sentences in English. I studied Chinese but it was so difficult and I didn't like speaking. I also tried to learn French. I don't think languages are easy to learn.

Track 15

Hello everyone. My name is Dr. Maha and I teach young people about internet safety. I help people to understand what is safe and what is unsafe online. It is very important to be careful when you use the internet. So, here are some of my tips. Firstly, never give your personal information to people you don't know. For example, where you live, your phone number, or the name of your school. Secondly, don't give your password to your friends. The only people you should tell, are your parents. Thirdly, think carefully before you post a message or upload a photo. If something is on the internet, millions of people might see it. Finally, if you feel worried about something online, tell your parents.

Track 16

Hello everyone! I'm going to talk about first languages around the world. A first language is the language people grow up speaking. Chinese is the most spoken first language. However, it's only spoken in 31 countries. Spanish is the second most common language. 329 million people speak Spanish as their first language. English has less first language speakers than Chinese and Spanish. However, English is spoken as a first language in the most countries. 112 countries to be exact! Arabic is a first language for 221 million people and Hindi is a first language for 182 million people. Arabic is spoken as a first language in 57 countries. However, Hindi is a first language in only 20 countries.

Track 17

Okay everyone, we are going to start the exam at 9 o'clock. Is everyone ready? Now, I have to tell you a few things before we start. Please remember that you must be quiet during the exam so no talking. You must not eat any food, but you can drink water. Please raise your hand if you want to ask a question. Does anyone have any questions before we start?

Track 18

A survey is a list of questions. We use surveys to find out information about something. Survey questions should be short and simple. Yes or no questions, which are closed questions, are best. Closed questions are easy to answer because the answer is a yes or no! It is also good to use follow-up questions. You ask follow-up questions after a

closed question. These questions give you more information about the first question you asked. Finally, before you do a survey, it is good to practise asking the questions with a friend.

Track 19

I was 18 when I did my first pilgrimage to Mecca. It was amazing! It was incredible to see the Kaaba for the first time. It was wonderful to see so many people in the same place. I completed my second Hajj last year. There were even more pilgrims than the first time I went. It was magnificent to see. I hope to complete my third pilgrimage next year. It's an amazing experience.

Track 20

Mira: Hi Nahla, are you free this weekend?

Nahla: Hi Mira! Hmmm, I'll look in my calendar. (pause)

Yes, I'm free. Do you want to do something?

Mira: Yes, there is an art festival in the design district. Do you want to go?

Nahla: Of course! I'll ask my parents!

Mira: Great! I think I'll bring my camera to take photos.

Nahla: Yeah, good idea! I'll call you tonight and let you know what my parents say.

Mira: I hope they says yes.

Nahla: Me too, bye!

Mira: Bye!

Track 21

James: Hi Nasser! How are you?

Nasser: Hi James, I'm great! How's England?

James: It's a little cold at the moment. I have two weeks off school starting next week and I'd love to go somewhere warm.

Nasser: A two week holiday? That's great! Would you like visit me in Abu Dhabi?

James: Yes, that sounds like fun!

Nasser: Can you arrive before the 2nd of December?

James: Yes, I think so.

Nasser: Great, we can celebrate the UAE National Day on the corniche.

James: What will happen on the corniche?

Nasser: There will be fireworks and lots of activities. Would you like to go?

James: Yes, I would love to do that!

Nasser: Perfect! See you soon!

James: See you soon!

Track 22

The 5th of May is Kodomo no Hi or Children's Day, in Japan. It is a holiday for the health and happiness of children. To celebrate, people fly flags that look like fish. Like most festivals in Japan, there are special foods for special days. Japanese people make rice cakes on children's day. Children like getting gifts of sweet rice cakes. Children also say thank you to their teachers and parents on this day.

Track 23

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

Samira: I visited my aunt and uncle in Sharjah. It was really fun. We went to see the Islamic Botanical Gardens.

Yasmin: Are the Islamic Botanical Gardens nice?

Samira: Yes, they are Beautiful. You should go there if you can.

Yasmin: Why did you like them so much?

Samira: It's wonderful to be in a natural environment. If I spend time in nature, I always feel better and have more energy.

Yasmin: Yeah, that's true. It's hard to be in a busy city all the time.

Samira: Yeah, and you can learn a lot too. I think they had around forty-two different types of plants that are all written in the Holy Qur'an.

Yasmin: That sounds amazing!

Samira: Yeah, It was so interesting. I wanted to learn more about plants and flowers so I bought a book about gardening. You can read it if you want.

Yasmin: Great! Thanks!

Track 24

Presenter: Today I'm talking to Ms Meera Khalife, she is a scientist from the United Arab Emirates. She is here to talk about coral reefs in the Arabian Gulf. Welcome, Meera.

Meera: Thank you.

Presenter: Tell us about coral reefs and why they are important.

Meera: Well, firstly they are very beautiful and they are the home of a lot of animal life. For example, clams, starfish and sea snails.

Presenter: I see, so what does this mean for tourism?

Meera: Many people visit the gulf to see the colourful reefs and fish. That's why it is important to protect the reefs. With fewer coral reefs, there would be less fish and other animal life.

Presenter: So why are you studying Coral Reefs in the gulf?

Meera: Up to 35% of coral reefs were destroyed in the Arabian Gulf in the last 30 years. We want to stop this. The water is getting warmer in the Arabian Gulf too. This makes corals less colourful.

Presenter: So what is the first step?

Meera: First, we will make a map to see the how big the coral reefs are. It will also show where they are.

Presenter: That sounds like a great idea, good luck, Meera.

Meera: Thank you.

Track 25

Ancient Egyptians lived near the Nile thousands of years ago. They used the Nile for many things. For example, they used the water to grow crops for food. People are still growing crops there today!

Animals lived in the Nile just like they do today. There were crocodiles, hippos, turtles and many fish. Ancient Egyptians used to fish a lot for food.

People also got a lot of materials from the Nile that they used for building. The ancient Egyptians used the mud near the river to build their homes.

Another important material to the Nile was the 'papyrus'. People used this to write on, like paper.

Lastly, the Nile was very important for travel and transport. The Ancient Egyptians used the Nile to transport materials like gold and linen to different places along the river.

Track 26

Charlie: Hi Joe! It's almost summer. Where should we go on holiday?

Joe: Hi Charlie! Everyone says Antalya in Turkey is Beautiful. How about there?

Charlie: Do you know anyone who has visited Turkey before?

Joe: Yes, my cousins went to Turkey last summer. They said there are lots of things to do. There's something for everyone!

Charlie: That sounds great!

Joe: Perfect, would you like to book flights this weekend?

Charlie: Emm, I don't think so, I don't have enough money yet. Why don't we book flights next month?

Joe: You're right. I need to save more money too.

Charlie: Do you know anyone else who wants to come?

Joe: Yeah, I'll ask my brother.

Charlie: Great! Ok, I have to get back to work now. Speak to you later.