

<p>(L.1) 1. To familiarise the students with the Classbook. 2- To get students focusing more closely on the content of the unit. 3- To read and match the words with short descriptions. 4- To do a lighthearted quiz to raise awareness of the unit topic.</p>	<p>(L.2)1- To get students articulating their knowledge about water. 2- To predict what a listening tapescript will be about. 3- To read and decide if sentences are true or false and correct the false ones. 4- To set up the portfolio task.</p>	<p>(L.3)1- To read and join in with a chant. 2- To use the Ss' knowledge of the water cycle to label a diagram. 3- To use short descriptions to help guess the meaning of words. 4- To revise Ss' understanding of skimming and scanning which they studied in 8 A/U.1</p>	<p>(L.4)1- To join in with the Water Cycle Chant. 2- To match newspaper headlines with short articles. 3- To complete some true false questions to highlight some features of newspapers. 4- To skim a text.</p>
<p>(L.5)1- To ask and answer questions using Reading Cards. 2- To listen to a news report and collect information. 3- To write a newspaper report in the portfolio.</p>	<p>(L.6)1- To read an informal letter and match pictures with texts. 2- To revise "should" and introduce "must". 3- To ask and answer some focus questions. 4- To think about sentences and elicit ideas. 5- To apply the modals "must" and "have to" .</p>	<p>(L.7) 1- To do a spelling test. 2- To match photos and sentences. 3- To sort words into /j/ sounds. 4- To read a rap and add missing words.</p>	<p>(L.8)1- To do the Shark Attack rap 2- To read texts about sharks, ask and answer questions orally. 3- To read for specific information about sharks 4- To get information about attributive and predicative adjectives.</p>

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UNIT PLANNER FOR CLASS 8 (b) Unit 1(Wonderful Ocean World) Month: February Year : 2016

<p>(L.9) 1. To do a spelling test. 2- To elicit the names of the sharks and match the photos with the appropriate paragraphs. 3- To put paragraphs in order 4- To read for specific information and complete a table.</p>	<p>(L.10)1- To brainstorm questions and find out information 2- To know about "superlatives" 3- To read and answer questions about "Hamster" 4- To set up the portfolio task.</p>	<p>(L.11) 1- To read a story and answer the focus questions. 2- To read a story and write the missing words. 3- To read a story and answer "true / false questions" 4- To match paragraphs with summaries.</p>	<p>(L.12)1- To read and listen for specific information 2- To read sentences randomly and respond with the appropriate answer. 3- To match and write complete sentences about whales. 4- To continue with the project.</p>
<p>(L.13)1- To brainstorm the question words. 2- To match questions with what divers have said. 3- To match statements with questions 4- To revise the modals of obligation "have to" and "must" and "predicative adjectives"</p>	<p>(L.14) 1. To do a spelling test. 2- To read questions and discuss possible answers. 3- To listen to an interview and decide if the statements are true or false. 4- To prepare an interview orally.</p>	<p>(L.15)1.To state the things learned in the unit. 2. To evaluate the activities in the unit. 3. To evaluate their ability to work with others and individually. 4. To complete a learning record</p>	<p>Reflection on unit:</p>
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**UNIT PLANNER FOR CLASS 8 (b) Unit 2(Food for Thought) Month: March Year : 2016**

<p><b>(L.1)L.O</b></p> <p>1. To recall what has been done on this topic before. 2- To complete a brainstorm map. 3- To predict what will have been done in this unit.</p> <p><b>Materials:</b> CB p.11 SB p.12</p>	<p><b>(L.2)L.O</b></p> <p>1- To talk and answer questions about photos. 2- To answer focus questions. 3- To listen to a dialogue and call out the missing phrases. 4- To read two jumbled dialogues and separate them.</p> <p><b>Materials:</b> CB p.12 SB p.12-13</p>	<p><b>(L.3)L.O</b></p> <p>1- To read and complete a language focus box. 2- To read and complete the missing elements with "yet" or "already"</p> <p><b>Materials:</b> SB p.13-14</p>	<p><b>(L.4)L.O</b></p> <p>1- To brainstorm jobs related to food and match the job titles with the descriptions. 2- To differentiate between different types of texts. 3- To differentiate between formal and informal letters.</p> <p><b>Materials:</b> TB p.129 CD player CB p.13 SB p.14+113</p>
<p><b>(L.5)L.O</b></p> <p>1- To read and correct a dialogue. 2- To predict missing words and write them in the space provided. 3- To listen for checking answers. 4- To listen to a dialogue and underline the correct food items. 5- To write sentences using "some" and "any"</p> <p><b>Materials:</b> CB p.13 SB p.15 CD player</p>	<p><b>(L.6)L.O</b></p> <p>1- To do a spelling test. 2- To read and answer (True/ False) questions. 3- To find adjectives used to describe food and decide if they are used positively or negatively.</p> <p><b>Materials:</b> CB p.14 SB p.15-16</p>	<p><b>(L.7)L.O</b></p> <p>1- To brainstorm adjectives on different types of food. 2- To put photos in the correct place. 3- To read and answer focus questions. 4- To read a text and write complete sentences for clues.</p> <p><b>Materials:</b> CB p.14-15 SB p.16</p>	<p><b>(L.8)L.O</b></p> <p>1- To read texts about celebrations and match them and match them to the numbered food photos. 2- To skim and scan web pages. 3- To listen and put the instructions in the right order.</p> <p><b>Materials:</b> CB p.16-17 SB p.17</p>
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**UNIT PLANNER FOR CLASS 8 (b) Unit 2(Food for Thought) Month: March Year : 2016**

<p><b>(L.9)L.O</b></p> <p>1. To do a spelling test.                  2- To listen and tick the picture that matches what is bought.                  3- To read and complete a dialogue. 4- To listen to a partner and complete a recipe.</p> <p><b>Materials:</b>                  SB p.17-18                  CD player</p>	<p><b>(L.10)L.O</b></p> <p>1- To match the description to the words and pictures.                  2- To listen and answer multiple choice questions.                  3- To ask for things politely.                  4- To differentiate between /f/ and /v/ sounds.</p> <p><b>Materials:</b>                  SB p.19                  CD player</p>	<p><b>(L.11)L.O</b></p> <p>1- To listen and match the dialogues with the menus.                  2- To do a light hearted quiz.                  3- To read a letter and discuss the focus questions.</p> <p><b>Materials:</b>                  SB p.105                  CB p.17</p>	<p><b>(L.12)L.O</b></p> <p>1- To match the strange food picture with its description.                  2- To read about special diets and complete a chart.                  3- To think about questions that should be asked.</p> <p><b>Materials:</b>                  CB                  p.18-19 SB                  p.20</p>
<p><b>(L.13)L.O</b></p> <p>1- To do a spelling test.                  2- To read a poem and answer questions.                  3- To read and complete the similes.</p> <p><b>Materials</b>                  : CB p.20                  SB p.20-21</p>	<p><b>(L.14)L.O</b></p> <p>1- To discuss special diets.                  2- To read a text and predict the missing words.</p> <p><b>Materials:</b>                  SB p.21                  TB Photocopiable page</p>	<p><b>(L.15)L.O</b></p> <p>1. To state the things learned in the unit.                  2. To evaluate the activities in the unit.                  3. To evaluate their ability to work with others and individually.</p> <p><b>Materials:</b>                  CB p.20</p>	<p><b>Reflection on unit:</b></p>
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UNIT PLANNER FOR CLASS 8 ( b ) Unit 3 (Transport and Travel) Month: April Year : 2016

<p><b>(L.1) L.O</b></p> <p>1. To brainstorm transport words and answer questions about the topic.                  2- To classify the means of travelling and ask and answer questions.                  3- To listen for specific information. 4- To make a transport and vocabulary page in the portfolio.  <b>Materials</b>                  : CB p.21                  SB p.22                  L.CD player</p>	<p><b>(L.2)L.O</b></p> <p>1- To match texts and pictures.                  2- To discuss questions and elicit answers using multiword verbs. 3- To find and write multiword verbs.                  4- To match multiword verbs with its more formal partner.  <b>Materials:</b>                  CB                  p.22-23 SB                  p.22-23</p>	<p><b>(L.3) L.O</b></p> <p>1- To put strips in pairs and make sentences.                  2- To read a text and answer focus questions.                  3- To read a text and write in the correct tense of the given verb.                  4- To write about a type of transport in the portfolio  <b>Materials:</b>                  TB Photocopiable p.132                  CB p.23                  SB p.24</p>	<p><b>(L.4)L.O</b></p> <p>1- To do an oral presentation about a type of transport.                  2- To read a text and predict the order.                  3- To listen and check answers.                  4- To raise awareness of some of the ways to make presentation more effective.  <b>Materials:</b>                  SB p.24                  L.CD player</p>
<p><b>(L. 5)L.O</b></p> <p>1- To do a spelling test.                  2- To raise awareness of the present perfect continuous.                  3- To read situations and complete sentences.                  4- To make sentences with the present perfect continuous.  <b>Materials:</b>                  SB p.25-26</p>	<p><b>(L.6)L.O</b></p> <p>1- To write a dialogue using the models provided.                  2- To listen to dialogues and answer questions.                  3- To ask and answer questions using the timetable.                  4- To write and practice a dialogue.  <b>Materials:</b>                  CB p.24                  Cut-out p.103                  L.CD player</p>	<p><b>(L.7)L.O</b></p> <p>1- To discuss focus questions and match the badges with the page headings.                  2- To read an article and write the missing words.                  3- To differentiate between /b/ and /p/ sounds.                  4- To prepare words with /b/ and /p/ sounds to be tested on.  <b>Materials:</b>                  CB                  p.24-25 SB                  p.26                  L.CD player</p>	<p><b>(L.8)L.O</b></p> <p>1- To read texts of the web page and write short answers.                  2- To read texts and complete a table. 3- To match multiword verbs with their meanings.  <b>Materials:</b>                  CB p.26-27                  SB p.26-27                  TB Photocopiable p.133</p>

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**UNIT PLANNER FOR CLASS 8(b) Unit 3 ( Transport and Travel) Month: April Year : 2016**

<p><b>(L.9)L.O</b></p> <p>1. To match information with the texts.                  2- To match questions with the "click here details"                  3- To read a text and answer the focus questions.                  4- To write a few sentences for a web page about a way of travelling in the portfolio.  <b>Materials:</b>                  CB p.27                  SB p.27</p>	<p><b>(L.10)L.O</b></p> <p>1- To do a spelling test.                  2- To read and match texts with holidays described on the OTT travel web site.                  3- To learn how to use "will" and "going to".                  4- To fill in the blanks using "will" or "going to".  <b>Materials:</b>                  CB p.28                  SB p.28-29</p>	<p><b>(L.11)L.O</b></p> <p>1- To revise the present perfect continuous.                  2- To read letters and answer focus questions.                  3- To write an informal letter.  <b>Materials:</b>                  CB p.28-29                  SB p.29</p>	<p><b>(L.12)L.O</b></p> <p>1- To listen for specific information.                  2- To listen and circle the correct answer.                  3- To reflect on a multiple choice task.  <b>Materials:</b>                  CB p.28                  Cut-out p.99                  L.CD player SB p.30</p>
<p><b>(L.13)L.O</b></p> <p>1- To revise the pronouns.                  2- To complete the language focus box using subject and object pronouns.                  3- To perform a presentation on nature.  <b>Materials:</b>                  CB p.29                  SB p.30</p>	<p><b>(L.14)L.O</b></p> <p>1- To read a text and match pictures with sentences.                  2- To read a text and answer focus questions.                  3- To reflect upon pupils' presentations.  <b>Materials:</b>                  CB p.30                  SB p.31</p>	<p><b>(L.15)L.O</b></p> <p>1. To state the things learned in the unit.                  2. To evaluate the activities in the unit.                  3. To evaluate their ability to work with others and individually.                  4. To complete a learning record  <b>Materials:</b>                  SB p.31</p>	<p><b>Reflection on unit:</b></p>
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UNIT PLANNER FOR CLASS 8 ( B ) Unit 4 (It's a Mystery!) Month: May Year 2016

<p>(L.1) 1. To raise awareness of the contents of the unit                  2. To read for specific information                  3. To choose the best question word, then ask and answer questions</p>	<p>(L.2) 1. To ask and answer questions about pictures                  2. To match sentences with chapter headings                  3. To read chapter 1 of "The Riddle Mystery", ask and answer questions                  4. To do a spelling test</p>	<p>(L.3) 1. To look at photos , read the texts and decide who the "Mystery Man " is. Then listen to check answers                  2. To read for specific information                  3. To read the texts in the scrapbook and complete a table                  4. To have a reading race and answer comprehension questions</p>	<p>(L.4) 1. To read for specific information                  2. To think, discuss and decide what the persons would do if ..... . Then, they listen and tick their reply to the question                  3. To explain the second conditional sentences                  4. To read and complete the missing parts                  5. To do a project</p>
<p>(L.5) 1.To read a text and tick the correct answer                  2. To read and match the pictures with a text                  3. To read a text and circle "True" or "False"                  4. To make a collection of adjectives used with the sense of sight</p>	<p>(L.6)1.To do a spelling test                  2. To use the modals to talk about possibilities                  3. To write sentences with the missing modal                  4. To have a reading race. Then ask and answer comprehension questions</p>	<p>(L.7) 1.To match instructions with the pictures                  2. To read for specific information                  3. To do a spelling test                  4.To do a project</p>	<p>(L.8)s1.To read a report and answer focus questions                  2.To read "The Mystery of Tutankhamun's Tomb" and make notes about the main ideas                  3.To take notes from published texts and books</p>

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UNIT PLANNER FOR CLASS 8 ( B ) Unit 4 (It's a Mystery!) Month: May Year 2016

<p>(L.9) 1.To read for specific information 2.To read and complete a table 3.To choose a name of a detective and answer the questions 4.To write a paragraph in your portfolio</p>	<p>(L.10)1.To use the second conditional to talk about what you would do if you were a famous detective 2. To deal with /3:/ , /eə/ and /lə/ sounds 3. To read chapter 4 "Riddle Mystery" and answer comprehension questions</p>	<p>(L.11)1.To do a spelling test 2.To look at pictures , listen and choose the correct answer 3.To ask each other questions and complete a police report 4.To continue their project</p>	<p>(L.12)1.To read a report and answer some comprehension questions 2. To look at evidence and complete a report 3. To discuss ideas about who stole the money. Then, listen to check answers 4. To read chapter 5 "Riddle Mystery" and answer some comprehension questions</p>
<p>(L.13)1.To skim a text and match the paragraph with the correct main idea 2. To match the sentences to one of the paragraphs in the advertisement 3. To read and find the topic sentence 4. To look at notes and write a paragraph</p>	<p>(L.14) 1.To look at a picture and answer comprehension questions 2. To think about different ways to remember information 3. To read chapter 6 "Riddle Mystery" and answer some comprehension questions 4. To collect projects and display them</p>	<p>(L.15)1.To state the things learned in the unit. 2. To evaluate the activities in the unit. 3. To evaluate their ability to work with others and individually. 4. To complete a learning record</p>	<p>Reflection on unit:</p>

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