PRELIM 3

THE PRELIM 3 RECEPTIVE SKILLS HANDBOOK:

A Comprehensive Guide for 8th, 9th and 10th Grade

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doi

Título: The Prelim 3 receptive skills handbook: A comprehensive guide for 8th, 9th, and 10th grade.

Primera edición: Mayo 2025

e - ISBN: 978-9942-659-26-2

Link: https://redliclibros.com/index.php/publicaciones/catalog/book/60

https://doi.org/10.58995/lb.redlic.60

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Produccion editorial y coordinación técnica

Red Editorial Latinoamericana de Investigación Contemporánea REDLIC S.A.S. (978-9942-7063)

Avenida 3 de Noviembre y Segunda Transversal

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REDLIC Red Editorial Latinoamericana de Investigación Contemporánea S.A.S.

Diseño de portada: RedSocial Design
Diseño y diagramación: RedSocial Design

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BOOK:

REDLIC (Ed.). (2025). *The Prelim 3 receptive skills handbook: A comprehensive guide for 8th, 9th, and 10th grade.* Editorial Latinoamericana de Investigación Contemporánea REDLIC S.A.S. Disponible en :

REFERENCE:

(Matute Campozano et al., 2025)
Matute Campozano, H. B., Quito Ochoa, J. F., Thorpe, J., Recino Pineda, U., Sevy Biloon, J. R. F., Orosz, A., Morales Jácome, C. E., Rodas Auquilla, T. A., & Donaula Amaya, A. D. (2025). *The PRELIM 3 Receptive Skills Handbook: A Comprehensive Guide for 8th, 9th and 10th Grade.* REDLIC, S.A.S.

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ACKNOWLEDGEMENTS

This handbook stands as a testament to the collaborative spirit and dedication of numerous individuals and institutions. We extend our deepest gratitude to the International House-Bristol (IHB) for their expert pedagogical guidance and partnership, which was foundational in shaping the theoretical and practical framework of this work. Their commitment to excellence in English language teaching has been invaluable.

Our sincere appreciation is extended to the British Council, English UK, and IATEFL for their generous support and commitment to advancing English language education globally. Their contributions have significantly enhanced the quality and reach of this handbook.

This project would not have been possible without the invaluable contributions of the 45 English language teachers from public schools in the educational zone 6, encompassing Cañar, Morona Santiago, and Azuay mainly and other areas of Ecuador, who piloted these materials in their classrooms. Their feedback, derived from rigorous implementation and self-reflection, was crucial in refining the lessons and ensuring their practical efficacy. We especially recognize their dedication to improving English language instruction in rural Ecuadorian contexts.

Finally, we acknowledge the tireless efforts of the PRELIM 3 research team, whose dedication to data collection, analysis, and material development has been paramount. Their commitment to fostering receptive skills in English language education has resulted in a handbook that we believe will significantly benefit educators and students across Ecuador.

PROLOGUE

This pedagogical resource provides a carefully designed set of lesson plans for eighth, ninth, and tenth grade, designed according to the requirements of the Ecuadorian English language curriculum. These plans place a high priority on the development of reading and listening skills as fundamental receptive abilities within a framework that is pertinent to the students' needs. Every class incorporates techniques meant to promote understanding and critical engagement with the English language, considering the distinct linguistic and cultural background of Ecuadorian students.

This resource was created by a team of pedagogical specialists from International House (IH) in Bristol, England, and local English instructors from The National University of Education (UNAE) in Ecuador. It was rigorously tested in local classrooms. The products' practical usefulness and cultural sensitivity were guaranteed by the iterative design process, which was guided by direct input from working educators. This is a sophisticated teaching tool that connects theoretical frameworks and classroom realities. It is the outcome of this collaboration between global experience and local knowledge.

As a result, this work represents a significant addition to Ecuador's educational system by providing educators with an extensive and flexible tool to improve their teaching methods. By providing structured, engaging, and culturally sensitive lesson plans, this work aims to empower educators and cultivate a more effective and enriching English language learning experience for students across the specified grade levels.

Enjoy!

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INTRODUCTION

In today's globalized world, the ability to communicate effectively in multiple languages has become increasingly important. English as a Foreign Language (EFL) has emerged as a lingua franca, making it essential for learners to develop strong receptive skills, such as reading and listening comprehension. Receptive skills are fundamental to foreign language learning. They enable learners to decode, interpret, and understand written and spoken language (Stanovich, 1980).

Let's picture a classroom in a rural area of Ecuador where students struggle to understand a simple English dialogue. Their frustration is evident, making it nearly impossible to decode the language, leading to a strong demotivation and lack of interest. This situation is not uncommon and highlights the critical need for effective strategies to develop receptive skills in Ecuador, as they are the basis for learning a second or third language. This handbook aims to bridge that gap by providing educators with the tools they need to foster listening and reading comprehension in basic education.

The PRELIM 3 Receptive Skills Handbook is a comprehensive resource toolkit to support the development of the listening and reading skills for 8th, 9th and 10th grades of English as a foreign language subject of the Ecuadorian Ministry of Education. The present work is the product of the PRELIM 3 research project, developed in a collaborative work between the International House-Bristol (IHB) and the National University of Education (UNAE) with the support of international institutions such as the British Council, English UK, and IATEFL organizations dedicated to promoting English language learning and teaching worldwide

This handbook consists of 30 lessons designed following the schema theory framework with the corresponding teachers' notes and additional teaching material, including flashcards, audio recordings, scripts, games, and links for instructional videos. The current materials were implemented by 45 English language teachers from the educational zone 6, primarily in Cañar, Morona Santiago, and Azuay and later disseminated across Ecuador with carefully selected participants.

The project was conducted in two phases. In the first phase, educators participated in a training workshop on teaching receptive skills, led by experts from UNAE who shared innovative strategies for maximizing the use of the material. The second phase involved the implementation of the material over 18 months, during which researchers from the PRELIM 3 project collected information through observations and a self-reflection instrument to refine and improve each lesson. Feedback played an important role in this research, not only through observations but also through focus groups, which helped to improve both teaching practices and instructional material. This research process helped to incorporate engaging and contextually relevant activities to enhance students' comprehension and critical thinking skills.

The PRELIM 3 Receptive Skills Handbook not only emphasizes the need to provide comprehensible input but also aligns with curricular standards that promote the importance of language acquisition in diverse contexts. Each lesson is meticulously designed to engage students through interactive tasks that foster collaboration and creativity. The topics covered range from everyday themes such as clothing and sports to more complex subjects like environmental awareness, featuring engaging topics such as Lost Pet, Lonesome George, and the Cuyabeno Rainforest, all carefully selected to resonate with adolescents' interests and experiences.

Contextualization plays a crucial role in receptive skills development. Embedding language learning in authentic, real-world contexts enables learners to better understand cultural nuances and pragmatic aspects of language use (Krashen, 1982). Moreover, cultural awareness enhances learners' ability to interpret texts and engage with diverse perspectives.

By incorporating cultural elements in listening and reading materials, students broaden their worldview while improving their language skills. The development of effective and contextualized teaching materials for reading and listening is crucial for enhancing the language proficiency of 8th, 9th, and 10th grade students. At this educational stage, learners are transitioning from basic comprehension to more complex analytical skills, which require a personalized approach to instructional resources.

An interactive approach is another theory that supports this research. This approach highlights the dynamic interplay between bottom-up and top-down processing, where learners predict, confirm, and revise their understanding as they engage with texts, rather than viewing reading and listening as a linear process (Grabe & Stoller, 2002). By integrating both bottom-up (decoding words and sounds) and top-down strategies (using prior knowledge and context) strategies, learners enhance their comprehension of complex texts.

Additionally, collaborative learning is emphasized within reading and listening tasks, as they promote peer interaction and communication skills. Activities such as group discussions, pair work, and project-based assignments encourage students to articulate their thoughts and consider diverse perspectives (Johnson & Johnson, 1999). The strategic deployment of varied teaching materials, tailored to diverse learning modalities, enhances student engagement and dynamism within the classroom. Consequently, this fosters a holistic approach to English language acquisition, leading to improved learning outcomes for basic education students.

In chapter one, 8th grade students will explore fascinating topics related to the world of animals and their body parts, weather, jobs, and trips through listening activities. Students will also learn to identify, describe, and interact with various reading topics, such as Animal Facts, Lost Pet, and Review Games. This foundational knowledge supports language acquisition while fostering an appreciation for biodiversity. The lessons will be complemented by audio files, flashcards, and games that provide real-life examples, making the learning experience both interactive and enjoyable. The chapter concludes with a fun and engaging song, Hello, Goodbye, which reinforces the vocabulary learned throughout the lessons. Music serves as a powerful tool for memory retention and makes language learning more enjoyable. Through this multi-faceted approach, which combines music and language, students will not only improve their English skills but also develop a deeper understanding of the natural world around them.

In chapter two, the material is primarily designed to support 9th grade listening and reading skills. It begins by sharpening listening skills with lessons centered around clothing and sports, utilizing dictation exercises, audio files, and vibrant flashcards to reinforce EFL objectives. The chapter then progresses to topics such as Sports Inventions and Island Survival, accompanied by teacher dictation and the uplifting song What a Wonderful World. Finally, the chapter introduces enriching reading sections on Inti Raymi, a biography of Frida Kahlo, and the story of Lonesome George, complemented by tongue twisters and descriptions of houses. All sections include handouts and teacher's notes to maximize the learning experience.

Similarly to the previous chapters, the 10th-grade material is divided into two sections, focusing on enhancing reading and listening skills through a variety of engaging topics. The first part centers on listening lessons such as Creation Myths, Our House, Criminal Animals and Sugar in Milk, accompanied by audio files and a YouTube link to develop specific EFL vocabulary. As a supplementary part, the reading section focuses on reading comprehension and critical thinking, exploring themes such as adventures, cooking, films, and geography, supported by handouts, flashcards, and teacher's notes to meet specific EFL objectives.

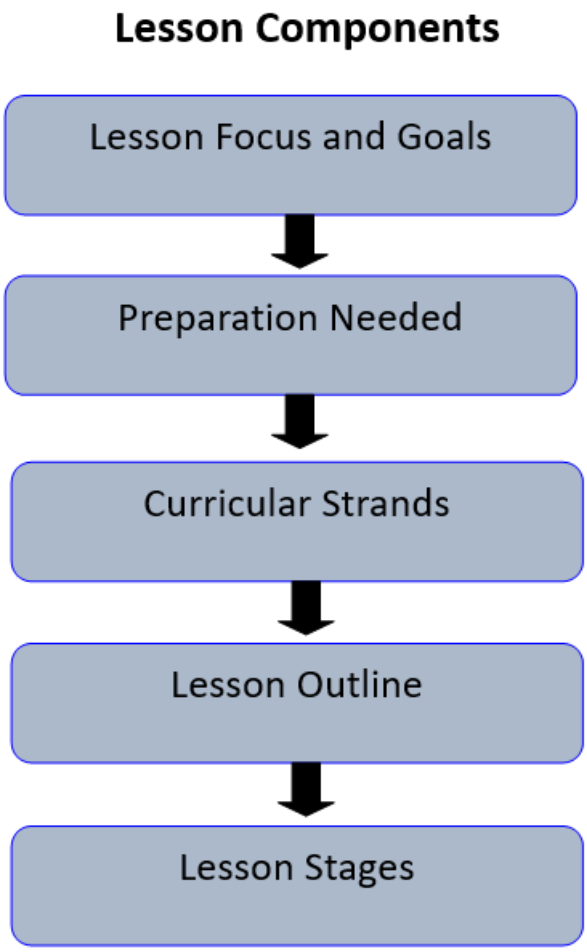
The selection of appropriate teaching materials for reading and listening is vital to fostering an engaging and effective learning experience. By focusing on diverse texts, authentic listening resources, and collaborative activities, educators can significantly enhance their students' language acquisition journey.

How to use the PRELIM 3 Receptive Skills Handbook:

A Comprehensive Guide for 8th, 9th and 10th Grade

Lesson Components

Each lesson in these supplementary skills packages is designed to support teachers in developing students' listening and reading comprehension abilities, while aligning with Ecuador's national curriculum strands. The lessons are structured to provide clear guidance while maintaining flexibility for different classroom contexts.



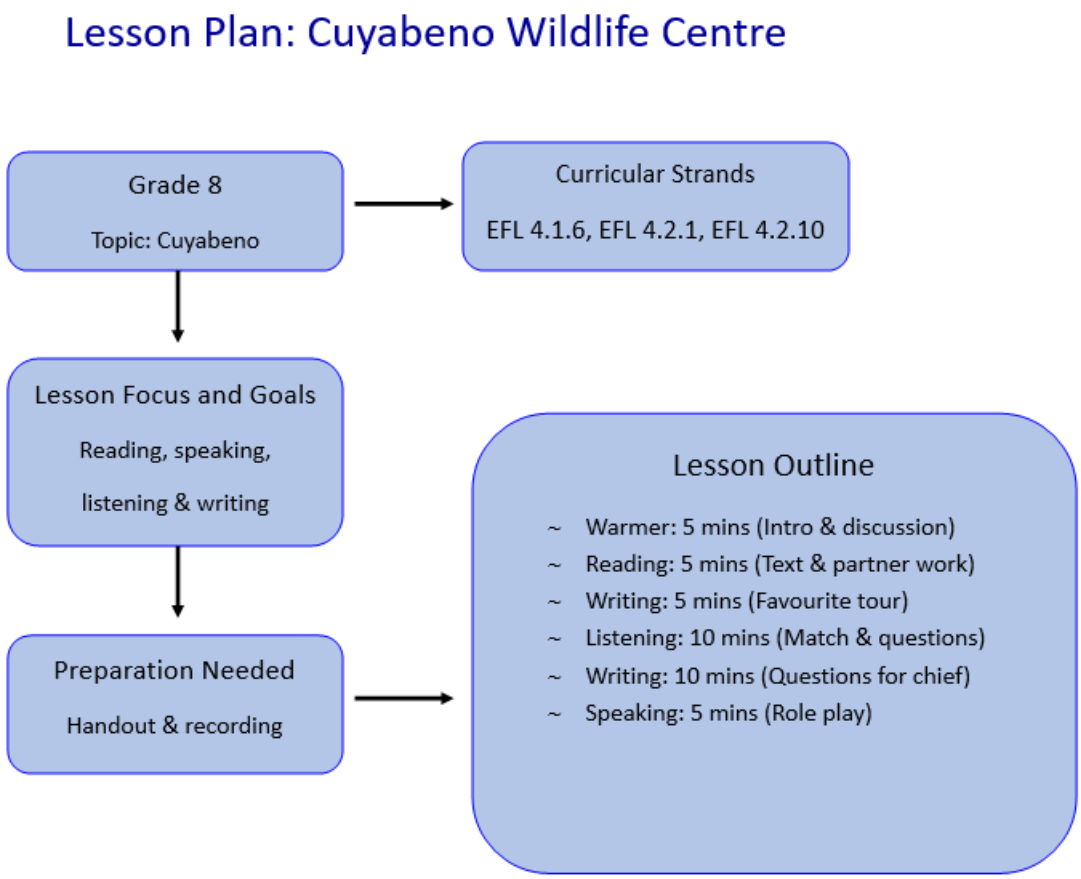
Topic and Learning Focus

Each lesson begins with a clear statement of the topic and learning objectives, helping teachers understand the lesson's purpose and expected outcomes. Topics are selected to be relevant to students' lives and interests. For instance, Packing for a Trip, The Weather,

Sports, Inti Raymi, etc. Authentic and adapted materials are used to engage learners with real-world language use for both listening and reading skills.

Here you can observe one example:

Lesson Plan: Cuyabeno Wildlife Centre



Preparation Requirements

A detailed list of required materials is provided, typically including:

- ~ Student handouts
- ~ Teacher's notes for each lesson
- ~ Flashcards
- ~ QR codes for audio recordings and Scripts
- ~ Visual support
- ~ Curricular Integration of Competences and Lesson Structure

All the lessons include specific curriculum strand references that align with Ecuador's English language competences. They enhance students' listening and reading comprehension skills through structured yet flexible activities that emphasize cultural awareness and oral communication. Lessons incorporate authentic materials and use a three-phase approach: pre-, while-, and post-activities to build knowledge, practice skills, and foster production.

Key curriculum strands prioritize

- ~ Cultural awareness: Comparing and contrasting oral traditions and cultural perspectives
- ~ Oral communication: Developing self-monitoring and self-correcting strategies in social interactions
- ~ Arts integration: Creating stories, poems, and creative texts that reflect traditional and popular Ecuadorian cultures.
- ~ Literary exploration and creative writing: complementing skill-building, ensuring lessons meet diverse competencies while supporting contextualized and engaging learning.

Each lesson outline provides timing suggestions and clear progression through activities, typically moving from teacher-led instruction to paired and group work, supporting student-centered learning and collaborative skill development.

Material Scope and Sequence

Skill & Level	Curricular Strands	Unit	Language Focus	Material
Listening A1.1 8th Grade	EFL4.2.11 EFL4.2.16 EFL 4.2.3 EFL 4.2.6	Animals	Active listening about animal body parts and vocabulary	Handout Teacher Dictation Flashcards Teacher's Notes
	EFL 4.2.2 EFL 4.2.10 EFL 4.2.13 EFL 4.1.5	Jobs	Listening and speaking. Jobs: vocabulary. Grammar: modals of obligation.	Handout Audio files (4) Flashcards Teacher's Notes
	EFL 4.2.3 EFL 4.2.10 EFL 4.1.2	The Weather	Vocabulary to describe weather. Listening Frequency adverbs.	Handout Audio file Flashcards Teacher's Notes
	EFL 4.5.1 EFL 4.5.6	Hello, goodbye	Listening to a song. Opposite adjectives.	Handout Hello, Goodbye song Teacher's Notes
	EFL 4.1.6 EFL 4.2.1 EFL 4.2.10	Cuyabeno Wildlife Center	Reading, speaking and listening about Cuyabeno Wildlife Centre Writing Wh- questions	Handout Audio file Teacher's Notes

Reading A1.1 8th Grade	EFL 4.1.2 EFL 4.2.2 EFL 4.2.10 EFL 4.2.12	Packing for a Trip	Listening about packing for a holiday. Writing a packing list.	Handout Audio file Flashcards set 1 Flashcards set 2 Teacher's Notes
	EFL 4.3.2 EFL 4.5.1 EFL 4.1.1	Story Time!	Reading a fable. Vocabulary about the city and the countryside.	Handout Teacher's Notes
	EFL 4.3.1 EFL 4.3.5	Animal Facts!	Vocabulary to describe animals. Reading about endangered species.	Handout Flashcards Teacher's Notes
	EFL 4.2.10 EFL 4.2.13 EFL 4.3.1	A Lost Pet	Reading for information. Forming questions.	Handout Teacher's Notes
	EFL 4.1.6 EFL 4.1.10 EFL 4.2.13	Game Time	Vocabulary review. Reading instructions.	Handout Teacher's Notes
Listening A1.2 9th Grade	EFL4.2.2 EFL4.2.10 EFL 4.2.12 EFL 4.1.2	Clothes	Listening for specific information. Vocabulary to describe clothes, colours and patterns.	Handout Teacher's Dictation Flashcards Set 1 Flashcards set 2 Teacher's Notes

Reading A1.2 9th Grade	EFL 4.2.3 EFL 4.2.10 EFL 4.1.2	Sports	Vocabulary to describe sports. Listening for details.	Handout Audio File Teacher's Notes
	EFL 4.1.6 EFL 4.1.9 EFL 4.2.3 EFL 4.5.11	Survival in the Jungle	Speaking and writing about adventures.	Handout Teacher Dictation Teacher's Notes
	EFL 4.1.1 EFL 4.1.2 EFL 4.5.4	What a Wonderful World	Listening for detail and vocabulary based on the song 'What a Wonderful World.	Handout YouTube: What a wonderful world Teacher's Notes
	EFL 4.2.1 EFL 4.2.13	Tongue Twisters	Pronunciation practice using tongue twisters. Writing a tongue twister.	Handout Teacher's Notes
	EFL 4.2.1 EFL 4.2.3 EFL 4.1.2	My House	Adjectives to describe places. Listening to people describing their houses.	Handout Audio File Teacher's Notes
	EFL 4.3.5 EFL 4.3.1 EFL 4.1.5	Sports	Vocabulary to describe sports. Reading comprehension.	Handout Handout: Example Sports Inventions Teacher's Notes

Listening A2.1 10th Grade	EFL 4.1.1 EFL 4.1.2 EFL 4.2.10 EFL 4.5.4	Inti Raymi	Reading and vocabulary about the Inti Raymi festival.	Handout Teacher's Notes
	EFL 4.3.1 EFL 4.2.2 EFL 4.1.6	Frida Kahlo	Vocabulary and reading about Frida Kahlo.	Handout Teacher's Notes
	EFL 4.3.2 EFL 4.2.11 EFL 4.5.4	Lonesome George	Reading about Lonesome George. Writing a comic to retell the story.	Handout Teacher's Notes
	EFL 4.1.9 EFL 4.4.1 EFL 4.5.5	Creation Myths	Listening and speaking about creation myths.	Handout Audio Files Teacher's Notes
	EFL 4.1.8 EFL 4.2.10 EFL 4.5.11	Our House	Listen to a song and identify new vocabulary. Write about your family.	Handout Our House YouTube Song Teacher's Notes
	EFL 4.2.2 EFL 4.5.4 EFL 4.5.9	Criminal Animals	Animal body parts. Listening about criminal animals. Writing a story about criminal animals.	Handout Audio Files (4) Teacher's Notes
	EFL 4.1.1 EFL 4.1.2 EFL 4.2.3 EFL 4.5.5	Sugar in the Milk	Listening to a story about immigration. Retelling a story.	Handout Audio File Teacher's Notes

Reading A2.1 10th Grade	EFL 4.3.5 EFL 4.1.3 EFL 4.1.2 EFL 4.3.6	Adventure	Vocabulary from texts and Reading comprehension.	Handout Teacher's Notes
	EFL 4.3.1 EFL4.2.14 EFL 4.2.12 EFL 4.3.7	Cooking	Reading Cooking verbs and Writing a recipe.	Handout Flashcards Teacher's Notes
	EFL 4.5.5 EFL 4.5.10 EFL 4.5.9 EFL 4.1.8	Films	Reading and writing a film review.	Handout Teacher's Notes
	EFL 4.1.9 EFL 4.1.1 EFL 4.3.5	Geography	Reading Adjectives and superlatives.	Handout Teacher's Notes
	EFL 4.3.1 EFL 4.5.9	Snap!	Vocabulary for playing card games. Reading about Snap. Writing about favorite game.	Handout Teacher's Notes
	EFL 4.3.2 EFL 4.3.3 EFL 4.1.5	An exciting journey!	Reading and writing about train journeys.	Handout Teacher's Notes

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LISTENING SKILLS MATERIAL

FOR 8TH GRADE

Animals

Talk to your partner

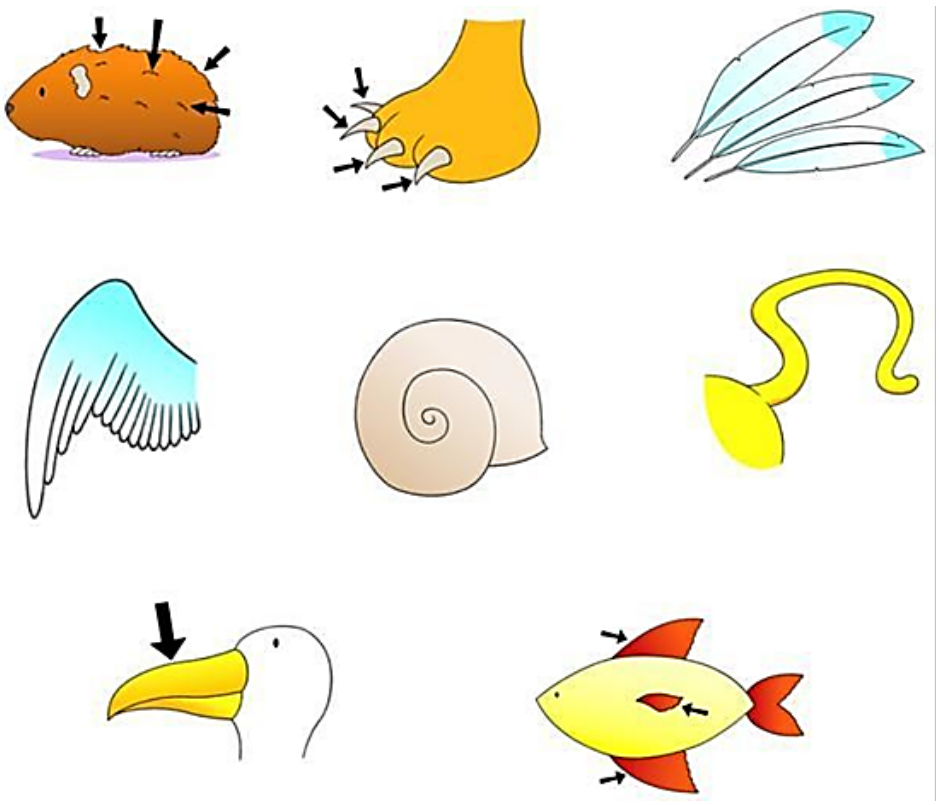
1. How many animals can you name?
2. Which ones live in Ecuador?
3. Which is your favourite? Which ones are you scared of?
4. Which animals make good pets?



Can you name the animal body parts?

Write the words under the pictures.

fins shell tail wing beak claws fur feathers



Choose an animal **and describe it, to your partner.**

Can they guess the animal?

Example:

A: It's got four legs, a tail, and orange and black fur.

B: A tiger!

Listen to your teacher.

Draw the animal that your teacher describes.



Write three sentences about your teacher's animal.



1. It's got .....
2. .....
3. .....

Teacher's Notes

Grade Level 8

Topic Animals

Lesson Focus and Goals

Listening and speaking

Animal body parts vocabulary

Preparation Needed

One handout for each student.

Curricular Strands

EFL 4.2.11 EFL4.2.16

EFL 4.2.3 EFL 4.2.6

Lesson Outline

Warmer - 10 minutes. Brainstorm animals. Discuss questions in pairs.

Vocabulary - 10 minutes. Label animal body parts.

Speaking - 10 minutes. Describe an animal for partner to guess using vocabulary.

Listening - 5 minutes. Listen and draw.

Writing - 5 minutes. Write three sentences to describe drawing.

Lesson Stage

Stage	Procedure
Intro **5 minutes**	Write a-z on the board. Students brainstorm animals beginning with each letter in pairs. Tell them to write one animal for each letter in their notebooks. Provide feedback as a class and write their ideas on the board.
Warmer **5 minutes**	Give out a worksheet. Students look at the pictures and answer the questions. Give feedback on board. Tell the students to cover the picture and see how many they can remember in pairs- there are 24 in total. Then look and check!
Vocabulary **10minutes**	Introduce animal body parts with flashcards. Drill each word and stick on the board. Write the word under the picture. Tell students to close their eyes. Mix up the flashcards so the words and pictures do not match. Students open their eyes. Invite one student at a time to come and swap the pictures so they correspond with the words. Erase the words and ask students to match body part vocabulary to the pictures from memory. Tell them to write the words under each picture. Monitor, then feedback as a class and write the words back on the board for the students to check

Speaking **10 minutes**	Students use the animal body part vocabulary to describe one of the animals from the picture to their partner. Their partner then guesses which animal they are describing. When finished, swap roles. Model an example.
Listening **5 minutes**	Describe an imaginary animal using the vocabulary. For example: My animal has got four legs. It's got three tails. It's got stripy fur etc. Students listen and draw what you describe in the box provided.
Writing **5 minutes**	Students write three sentences about the imaginary animal you have described. Monitor for accuracy. During feedback, ask a few students to read their sentences and write them up on the board.
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Jobs

Talk to your partner

1. Which job would you like to have in the future?

2. Think about the people you know. What jobs do they have?

Write the names of the jobs under the pictures



















Listen and fill in the table.



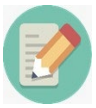
What are the names and jobs of the four people?

Name	Job	Adjective
1.		
2.		
3.		
4.		

Listen again.

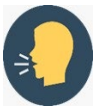
Which adjectives do the speakers use to describe their jobs?

Choose a job.



Complete the sentences, then read them to your partner.

Can your partner guess the job?



You must:

……..

You should:

……..

You don't have to:

……..

You mustn't:

……..

Teacher's Notes

Grade Level 8

Topic Jobs

Lesson Focus and Goals

Listening and speaking

Jobs vocabulary

Grammar - modals of obligation

Preparation Needed

One handout for each student.

Listening recording.

Curricular Strands

EFL 4.2.2 EFL 4.2.10

EFL 4.2.13 EFL 4.1.5

Lesson Outline

Warmer - 5 minutes. Students race to write ten jobs. Discuss questions in pairs.

Vocabulary - 10 minutes. Introduce and write the job under each picture.

Listening - 10 minutes. 1st listen: write names of jobs. 2nd listen: write adjectives.

Grammar - 5 minutes. Introduce modals.

Lesson Stages

Stage	Procedure
Intro **4 minutes**	Introduce the topic. Students race to write ten jobs in pairs. Feedback - brainstorm on board.
Vocabulary **10 minutes**	Introduce jobs with flashcards and stick each on board. Write words under each flashcard as you go. Rub away words. Drill each job one more time. Give out a worksheet. Students write jobs under pictures from memory. Feedback on board, write words back up for students to check spelling. Then discuss questions in pairs. Feedback on other jobs on the board.
Listening **6 minutes**	Tell students they are going to listen to someone talking about four people and their jobs. The first time they listen, write the name and the job. The second time, write the adjectives used to describe the jobs. Answers: 1. Sam – teacher – fun 2. Lucy – hairdresser – relaxing 3. Sally – pilot – difficult 4. Tom – tour guide – interesting

Grammar **5 minutes**	On the board, write the following sentences: At school: We must… We should… We don't have to… We mustn't. Elicit from the students, appropriate ways to end the sentences. Then, check their understanding of the concept.
Writing **5 minutes**	Model activity with own example: (A teacher) You must be kind. You should be well prepared. You don't have to wear a uniform. You mustn't be late. Tell students to choose a job and complete the sentences to describe it. Monitor for accuracy. Then share sentences with partner/other students in the class, and guess which job is being described. If there is time, ask a couple of students to read their sentences to the whole class.

Image credits	Read icon: https://www.flaticon.com/free-icon/open-book_354602. Write icon: https://www.iconfinder.com/icons/1055085/compose_edit_paper_pencil_write_icon. Speak icon: https://www.flaticon.com/free-icon/speaking_426426. Listen icon: https://www.flaticon.com/free-icon/listening_746983. Jobs pictures: https://learnenglishteens.britishcouncil.org/vocabulary/a1-a2vocabulary/jobs.
Transcript	**Sam - Teacher** Sam works in a big school in the city centre. He has a class of 30 students who are 8 years old. He said he loves his job because he loves working with children. He said it's a very **fun** job. **Lucy - Hairdresser** Lucy's job is very sociable. She has to stand up for a long time, talk to people all day long, and be good with her hands. She said she enjoys her job

	because she finds washing and cutting people's hair **relaxing.** **Sally - Pilot** Sally likes her job because she loves flying. She flies planes that take people on holiday. She said that when the flights are long and the weather is bad her job is **difficult.** **Tom - Tour** guide Tom's city is very beautiful, so lots of tourists go there. He enjoys showing them around and teaching them about the historical buildings in his city. He said his job is **interesting** because he talks to tourists from all over the world.

The Weather

Work with a partner.

Can you name the different types of weather?

Listen to your teacher and write the name under each picture.



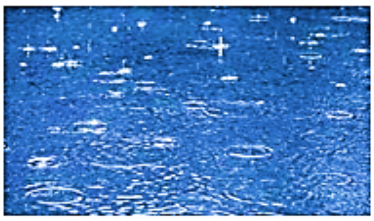
1 .....



2 .....



3 .....



4 .....



5 .....



6 .....

Listen to the weather forecast.

Match the two halves of the sentences.

1. The weather in Quito will be…
2. The weather in the Sierra will be…
3. The weather on the Pacific coast will be…
4. The weather in the Amazon will be…
5. The weather in the Galapagos will be…



A. Rainy and cold

B. Cold and cloudy

C. Stormy and windy

D. Humid

E. Hot and sunny



Listen again and fill in the gaps.

1. Let's see what the weather is …….. today.
2. In Quito, it will be cold this ……..
3. The Sierra has the …….. weather today.
4. There is a chance of …….. rain on the Pacific coast.
5. The …….. in the Amazon will be 20 degrees.
6. The Galapagos Islands will be stormy …….. windy.

What is the weather like where you live?



It's always…

It's usually…

It's sometimes…

It's never…

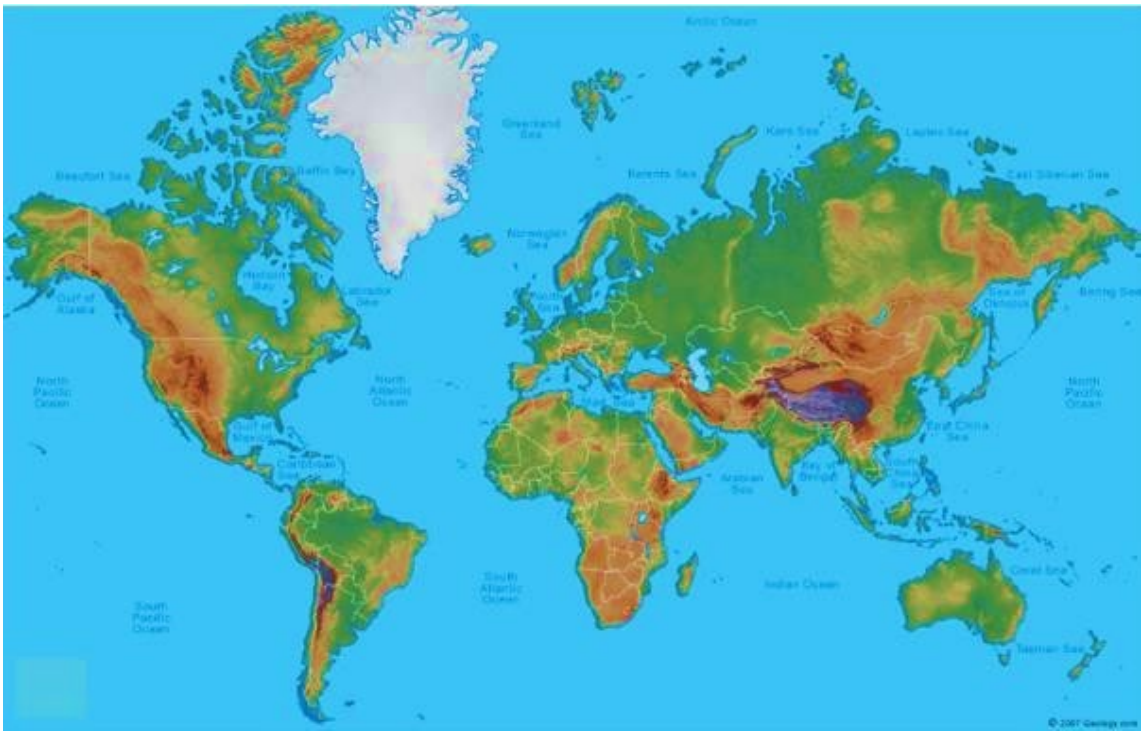
Choose a different country.



What do you think the weather is like there?

Describe it to your partner.

Can they guess the country?



Teacher's Notes

Grade Level 8

Topic The Weather

Lesson Focus and Goals

Vocabulary to describe weather

Listening Frequency Adverbs

Preparation Needed

One handout for each student.

Listening recording.

Curricular Strands

EFL 4.2.3 EFL 4.2.10

EFL 4.1.2

Lesson Outline

Warmer – 5 minutes. Brainstorm the weather on board and discuss today's weather.

Vocabulary – 10 minutes. Write the weather under the picture, test partner.

Listening – 10 minutes. 1st listen and match sentence halves; 2nd fill in the gaps.

Grammar – 10 minutes. Frequency adverbs - write sentences.

Lesson Stages

Stage	Procedure
Intro **5 minutes**	Write the word "weather" on the board. Brainstorm types of weather as a class and write up on the board. Write some questions for students to discuss: • What's the weather like today? • What temperature do you think it is? • What's your favourite weather? • What weather don't you like? During feedback - ask two or three students to share their ideas with the class. Write on the board any new language.
Vocabulary **10 minutes**	Give out a worksheet. Students write different weather types under the pictures. Compare with a partner. Feedback - write up on the board In pairs, students test each other on vocabulary. Assign each student A/B. As cover the pictures. Bs act out one of the weather types. As try to remember the word in English. Then swap roles.

Listening **10 minutes**	Tell students they are going to hear a weather forecast. Use Concept check meaning questions: • Is this about the weather in the future or the past? (future) • Where do you hear a weather forecast? (On the TV/radio) Before listening, students look at the map and predict what the weather is going to be like in different parts of Ecuador. Then listen to the recording and match the sentence halves. Check answers as a class. Listen a second time and fill in the gaps. Answers: 1 like; 2 mornings; 3 best; 4 some; 5 temperatures; 6 and. Students compare answers with a partner. Then check the answers with the class and write them up on the board so that students can check their spelling.
	Frequency adverbs. Input Write on board: School <u>always</u> starts at 9am. I <u>usually</u> wake up at 7am.

Grammar **10 minutes**	I <u>sometimes</u> go swimming at 5pm. I <u>never</u> go to bed before 8pm. Ask, which one happens: 100% of the time? And which one 0%? 80%? 50% Then, students write their own sentences about the weather where they live, using the frequency adverbs. Compare with their partner, then elicit a few examples from two or three students.
Speaking **5 minutes**	Students look at the map of the world and choose a different country. Tell them to make sentences using frequency adverbs to describe the weather in their chosen country, then read their sentences to their partner, who guesses which country they have chosen. Demonstrate activity with your own example, e.g.: *It's always hot. It's usually sunny. It's sometimes stormy. It's never snowy (Australia)*
Listening	Welcome to the weather forecast. Now, let's see what the weather is like today. In the capital city, Quito, it will be cloudy this morning and cold this afternoon. The Sierra has the best weather

Transcript	today. There, it will be hot and sunny all day. Don't forget your sun hat! There is a chance of some rain on the Pacific Coast, and it will also be cold there. In the Amazon, the temperature will be around 20 degrees, and it will be very windy, but there won't be any rain. The Galapagos Islands will have the worst weather today. It will be stormy and windy there, so it will be best to stay indoors.
Image credits	World map: https://geology.com/world/world-map.shtml Weather pictures: https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/weather-forecast. Ecuador map: https://www.worldatlas.com/upload/29/db/08/ec-01.png. Write icon: https://www.iconfinder.com/icons/1055085/compose_edit_paper_pencil_write_icon. Speak icon: https://www.flaticon.com/free-icon/speaking_426426. Listen icon: https://www.flaticon.com/free-icon/listening_746983.

Hello, goodbye!



1. Match the opposite adjectives.



1. hello	a) down
2. high	b) sad
3. big	c) white
4. go	d) small
5. up	e) goodbye
6. old	f) short
7. tall	g) bad
8. good	h) low
9. black	i) young
10. happy	j) stop

2. Look at the adjective your teacher gives you.



Can you find the person with the opposite adjective?

3. Write two sentences using the adjectives.



……

……

4. Look at the song lyrics.

Can you guess which words go in the gaps?

You say yes, I say ……

You say stop and I say, ……, ……, ……

Oh no.

You say, goodbye and I say, ……, ……, ……

I don't know why you say, goodbye, I say, hello, hello, hello

I don't know why you say, goodbye, I say, hello.

I say, high, you say, ……

You say, why? And I say, I don't ……

Oh no.

5. Listen to the song again.

Sing along and do the actions when you hear the words!



6. Complete the lyrics with your own ideas!

You say …… I say ……

You say …… and I say ……

You say …… and I say ……

I don't know why you say ……I say, ……

I don't know why you say …… I say, ……

I say ……you say ……

You say, …… and I say ……

Compare with a partner. Did you have the same ideas?

Teacher's Notes

Grade Level 8

Topic Hello, goodbye

Lesson Focus and Goals

Listening to a song.

Opposite adjectives.

Preparation Needed

One handout for each student.

Adjective slips

Song Recording

Curricular Strands

EFL 4.5.1

EFL 4.5.6

Lesson Outline

Warmer – 5 minutes. Adjectives brainstorm on the board.

Vocabulary – 20 minutes. Match opposite adjectives. Writing using adjectives.

Listening – 15 minutes. Song lyric gap filling.

Writing – 10 minutes. Write their own version of the song.

Lesson Stages

Stage	Procedure
Lead in **5 minutes**	Adjective's introduction. Write 'adjectives' on the board and give a couple of examples. Use concept check questions with other word types to check they understand of what an adjective is. Put students into pairs. Ask them to think of as many adjectives as they can. After a few minutes, ask for an example from each pair and write them up on the board.
Vocabulary 1 **10 minutes**	Students match opposite adjectives. Then, compare their answers in pairs. Finally, provide feedback as a class.
Vocabulary 2 **10 minutes**	Give each student an adjective on a piece of paper. Tell them to stand up and find the person with the opposite adjective.

	Then, students go back to their chairs and write two sentences using their adjective and the opposite adjective. Put an example on the board for students to refer to.
Listening 1 **5 minutes**	Tell the students they are going to listen to a song. Write 'The Beatles' on the board or show them a picture of the band if you have access to the internet/a screen. Ask if the students know anything about the band – which country were they from (England), when did they become famous (the 60s), who was in the band (Paul McCartney, George Harrison, Ringo Starr, John Lennon). Tell students they are going to listen to a song by the Beatles called 'Hello, Goodbye', and that the lyrics of the song have lots of adjective opposites in it. Tell the students to look at the song lyrics and guess the missing words. Then play the song for them to check their answers, before feeding back as a class. If time, play it again and tell them to sing along and do the actions.

Writing **5 minutes**	Students fill in the gaps with their own ideas. Then, compare their answers with a partner.
Image credits	Music https://pngtree.com/so/music-clipart. Children waving https://www.shutterstock.com/image-vector/illustration-kids-students-snapping-their-fingers-1627414849.

Cuyabeno Wildlife Centre

Talk to your partner.

Cuyabeno Wildlife Centre is a nature reserve in the Amazon rainforest.

Which animals do you think you can see there?

What activities can you do?

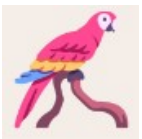
Have you ever been somewhere like this?

Would you like to go?



Reading.

Read about three tours you can do at Cuyabeno.

 3-day river tour	Travel the Amazon River in a canoe. See pink river dolphins and interesting fish swimming in the river.
 5-day tree top tour	A tree top tour. See parrots, toucans, butterflies, and monkeys that live in the trees.
 7-day hiking tour	A long hike through the rainforest. Camp under the stars and see amazing animals like sloths, jaguars and snakes!

Writing.

Which tour do you like the most? Why?

Write three sentences.

.....

.....

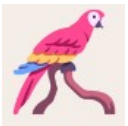
.....

Now tell your partner what you wrote.

Listening.

You are going to hear three people talking about the tours.

1. **Listen and match the speakers to the tours.**

1. Beth	a) 3-day river tour	
2. Charlie	b) 5-day tree top tour	
3. Lili	c) 7-day hiking tour	

2. **Listen again** and answer the questions.

Why doesn't Beth want to do the hiking tour?

Why does Beth love birds?

What does Charlie say about parrots?

Why does Charlie prefer land to water?

Why can't Lili do a long tour?

What does Lili say about dolphins?





Imagine you are meeting an Amazonian chief.

Write three questions about his life in the rainforest you would like to ask him.



1. .....

2. .....

3. .....

Now read your questions to your partner.

What do you think the chief's answers would be?

Teacher's Notes

Grade Level 8

Topic Cuyabeno Wildlife Centre

Lesson Focus and Goals

Reading, speaking and listening about Cuyabeno Wildlife Centre

Writing questions

Preparation Needed

One handout for each student.

Listening recording

Curricular Strands

EFL 4.1.6 EFL 4.2.1

EFL 4.2.10

Lesson Outline

Warmer – 5 minutes. Brainstorm adjectives on the board.

Vocabulary – 20 minutes. Match opposite adjectives. Writing using adjectives.

Listening – 15 minutes. Song lyric gap filling.

Writing – 10 minutes. Write their own version of the song.

Lesson Stages

Stage	Procedure
Lead in **5 minutes**	Show students a picture of the Cuyabeno Wildlife Centre. Discuss the questions in pairs.
Reading **5 minutes**	Students read about the tours offered at the centre.
Writing **10 minutes**	Tell students to imagine they are going to Cuyabeno. Ask them to think about which tour they would most like to go on and explain why. Then, they write three sentences about which tour they have chosen and why, before sharing ideas with a partner. Give feedback as a class. Scaffold sentences on board: I want to go on the … tour because…
Listening **10 minutes**	Students listen and match the speakers to the tours. Then listen again and answer the questions. Compare with a partner before listening a third time to check answers.
Writing **10 minutes**	Check if students are familiar with the question words. Then ask them to write three questions, using a different question word in each, to ask an Amazonian chief. Give an example question to guide

	them, and check they understand that the chief is an important figure.
Speaking **5 minutes**	In pairs, students role-play a conversation with the chief. Take turns to ask and answer their questions.
Image Credits	Amazon chief https://www.istockphoto.com/illustrations/amazon-tribe. Question words https://www.shutterstock.com/image-vector/question-words-lettering-what-where-when-2194103583. Toucan https://www.gettyimages.co.uk/illustrations/amazon-rainforest. Cuyabeno lodge photo https://cuyabenowildlifecenter.com/. Tour icons https://cuyabenowildlifecenter.com/
Listening Tape script	Beth: I love hiking, but I have an injured foot, so I don't want to do the hiking tour. Also, I don't like camping! I love birds because of their different colours, and I've always wanted to see parrots and toucans in a forest. So, I think the five-day tree top tour is best for me.

	Charlie: I had a pet parrot when I was a child, and I was really scared of him. So, I definitely don't want to do the tree top tour! I'm also scared of water, because I can't swim, and I want to be in the rainforest for a long time. So, I am going to do the 7-day hiking tour. Lili: I love hiking and I love birds, but I can only be in the forest for three days. After that, I have to go back to work in Quito. So, I will choose the 3-day river tour. Maybe I will be able to swim with dolphins! That's my dream. I'd love that.

Packing for a trip!



Look at the picture.

How many items of clothing can you name?

Do you know any more?

Which clothes are for hot weather and which are for cold?

Listen to Beth and Joanna. They are going on holiday!

1. Where are they going? What will the weather be like?

2. Tick the clothes they are going to take with



t-shirt	blouse	dress
trousers	jumper	gloves
skirt	shorts	hat
scarf	jeans	coat
shirt	jacket	shoes
socks	shoes	socks

3. Listen again. Arrange the sentences in the correct order.

A. Yes, me too. A coat is better than a jacket for the cold weather! Are you going to take a dress?

B. We're going to Iceland! It's going to be very cold there. -10 degrees!

C. No, I don't think we will need dresses, and we won't need shorts and T-shirts either.
D. I agree. Next, I'm going to pack my hat, scarf and gloves! We'll definitely need those on this trip. Oh! And some shoes for hiking. Iceland has some beautiful mountains I'd like to climb.
E. We will. And of course, some warm socks, and a thick jumper!
F. -10! We must take all our warmest clothes.
G. Ok, let's start packing. First, I'm going to put my big winter coat in my suitcase.

Work with a partner. Imagine you are going on holiday!



Where are you going?

……

……

What will the weather be like there?

……

……

What will you do there?

With your partner, make a list of the things you will take with you.

1

2

3

4

5

6

7

8

9

10



Compare your list with another pair. Are you taking the same things? Do you want to change any of your ideas?

Teacher's Notes

Grade Level 8

Topic Packing for a Trip

Lesson Focus and Goals

Listening about packing for a holiday

Writing a packing list

Preparation Needed

One handout for each student

Listening recording

Curricular Strands

EFL 4.1.2 EFL 4.2.2

EFL 4.2.10 EFL 4.2.12

Lesson Outline

Warmer – 5 minutes. Topic intro. Discuss questions in pairs. Vocabulary – 5 minutes. Clothes vocabulary intro and review games. Listening – 15 minutes. Three listening activities.

Writing – 10 minutes. Answer questions and write answers with a partner. Speaking – 5 minutes. Compare list with another pair.

Lesson Stages

Stage	Procedure
Lead in **5 minutes**	Students look at the pictures and names as many items of clothing as they can. Give them 2 minutes for this. Then ask them to look at their lists and decide which clothes are for hot and cold weather.
Vocabulary **10 minutes**	Use clothes flashcards to introduce vocabulary and play some games (see activity bank for ideas!)
Listening **15 minutes**	Tell the students they are going to do some listening. Tell them that two friends, Beth and Joanna, are going on holiday and they are discussing what to pack. Run through the three listening activities. After each activity, ask students to compare their answers before feeding back as a class.
Writing **10 minutes**	Put students into pairs. Tell them to imagine they are going on holiday. Where will they go? What will the weather be like there? What will they do there? Once they've done this, make a list of all the things they will take with them.

Speaking **5 minutes**	Put pairs into fours. Have them compare the lists they made with each other, and discuss differences and similarities. Conduct a whole-class feedback, inviting a few pairs to share their ideas.
Image Credits	**Credits** https://commons.wikimedia.org/wiki/File:Suitcases.svg. https://www.freepik.com/free-photos-vectors/clothing-clipart. https://www.goodhousekeeping.com/uk/house-and-home/household-advice/a686273/how-to-pack-wrinkle-free/.
Listening script	Beth: We're going to Iceland! It's going to be very cold there. -10 degrees! Joanna: -10! We must take all our warmest clothes. Beth: Ok, let's start packing. First, I'm going to put my big winter coat in my suitcase. Joanna: Yes, me too. A coat is better than a jacket for the cold weather! Are you going to take a dress? Beth: No, I don't think we will need dresses, and we won't need shorts and t-shirts either.

	Joanna: I agree. Next, I'm going to pack my hat, scarf and gloves! We'll definitely need those on this trip. Oh! And some shoes for hiking. Iceland has some beautiful mountains I'd like to climb. Beth: We will. And of course, some warm socks, and a thick jumper!

PRELIM 3

READING SKILLS MATERIAL

FOR 8TH GRADE

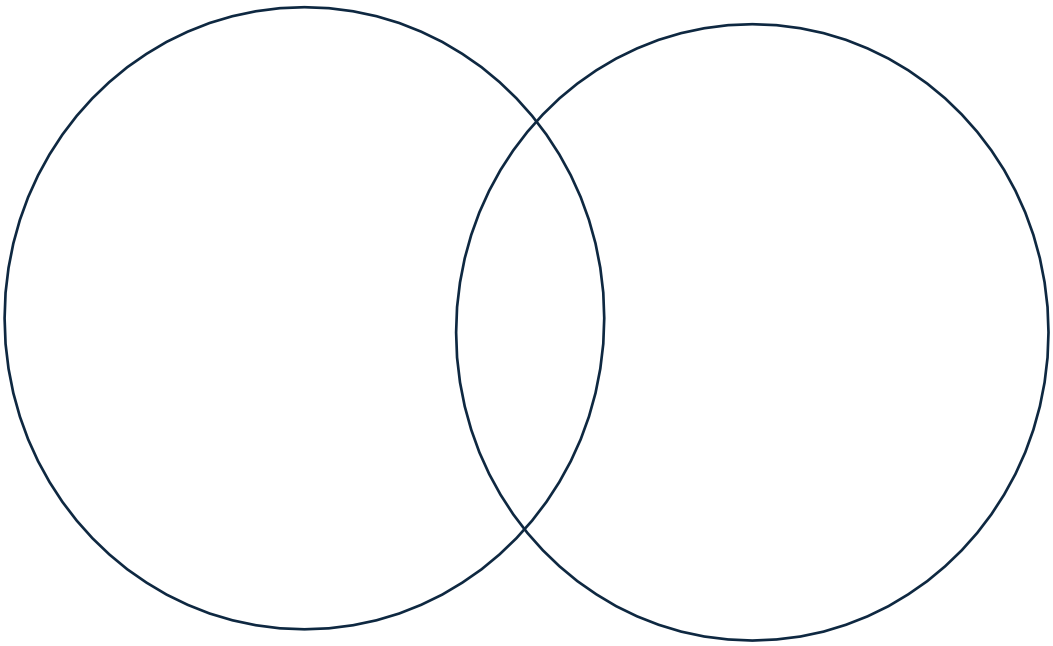
Story Time!

Work with a partner.

What are the good things and the bad things about living in a city and the countryside?

Put the words in the correct circle.

The city **Both** **The countryside**



cinema / traffic / trees / quiet / busy / safe
roads / hospital / river / flowers / cafe / clean

Talk to your partner. Can you add any more words?

Write two good things and two bad things about living in the city and the countryside

The city	The countryside
Good things 1. 2. Bad things 1. 2.	Good things 1. 2. Bad things 1. 2.





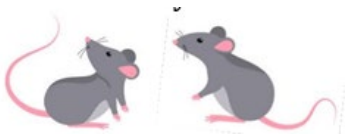
Talk to your partner.

Where would you prefer to live? Why?

You are going to read an old story about two mice.

The title of the story is the Town Mouse and the Country Mouse

What do you think happens in the story?



The Town Mouse and the Country Mouse



Put the sentences from the story in order.

a. There are lots exciting things and delicious food in the city. The mice eat cheeses and grapes and see lots of big buildings.
b. A big, scary city cat chases the mice! The country mouse is scared and misses his quiet, safe home in the countryside.
c. The Town Mouse visits the Country Mouse in the countryside.
d. The Town Mouse is bored in the countryside. He takes the Country Mouse to the city, and they walk there together.
e. The mice go for a walk in the fields. The Country Mouse gives the Town Mouse some nuts to eat, and they sleep under a tree.
f. The Country Mouse goes back to the countryside. He is happy to be home.

Talk to your partner.

What do you think the message of the story is?



Do you know any other stories like this?

Teacher's Notes

Grade Level 8

Topic Story Time!

Lesson Focus and Goals

Reading a fable.

Vocabulary about the city and the countryside.

Preparation Needed

One handout for each student

Curricular Strands

EFL 4.3.2 · EFL 4.5.1 ·

EFL 4.1.1 ·

Lesson Outline

Warmer – 5 minutes. Discuss questions in pairs. Vocabulary – 10 minutes. Put words into Venn diagram.

Writing – 10 minutes. Write about advantages and disadvantages. Speaking – 5 minutes. Predict what the story is about.

Reading - 10 minutes. Order the sentences.

Lesson Stages

Stage	Procedure
Lead in **5 minutes**	Students discuss questions in pairs.
Vocabulary **10 minutes**	Students put vocabulary in Venn diagram circles. Then compare answers with a partner, and see if they can think of any more, before class discussion. Draw the diagram on the board and ask students to tell you which word goes where, as well as any extras. Use concept-checking questions (CCQ)) to clarify any unknown vocabulary.
Writing **10 minutes**	Students write three good things and three bad things about living in the city and living in the countryside. Then, tell their partner where they would prefer to live and explain why.
Prediction **10 minutes**	Tell the students they are going to learn about a traditional English story. Tell them that the title of the story is *the Town Mouse and the Country Mouse*. Use CCQs for 'town' – another word for a small city. Then, ask students to predict what happens in the story.
Reading **5 minutes**	Students order the sentences.

	Answers are: 1.c 2. e 3. d 4. a 5. b 6. F Use CCQs for any new vocabulary: chase / fields / nuts / grapes / scary/scared
Speaking **5 minutes**	Students discuss what they think the message/moral of the story is (CCQ this), and whether they know any other (Ecuadorian?) fables. Give feedback as a class.
Image Credits	Countryside https://nl.pinterest.com/pin/98516929179273 78/ City https://www.etsy.com/uk/listing/13505 66647/city-skyline-clipart-superhero-buildings. Book https://stock.adobe.com/search?k=books+ clipart. Mice https://www.istockphoto.com/search/2/image?me diatype=illustration&phrase=cute+mouse Town mouse and country mouse https://www.tes.com/teaching-

	resource/vipers-planning-y2-town-mouse-country-mouse-by-libby-walden-12660699.

Animal facts!





Writing



Write three animals which you think are…

Cute	Scary	Beautiful	Endangered

Compare your list with your partner.



Do you have the same ideas?

Vocabulary



Which animals can you see?

Write their names under the pictures.



Write the animal body parts under the animals.

beak tusks fur shell wings trunk flippers paws talons

Reading: animal fact files

Look at your fact file.

Put the information into the table.

	Skills	Numbers	Threats
			
			

Tell your partner about your animal.

Complete the other part of the table with their information.

Writing

Animal:

Country:

Skills:

Numbers:

Threats:

Teacher's Notes

Grade Level 8

Topic Animal Facts!

Lesson Focus and Goals

Vocabulary to describe animals

Reading about endangered species

Preparation Needed

One handout for each student

Fact file for each student

Curricular Strands

EFL 4.3.1 

EFL 4.3.5 

Lesson Outline

Warmer – 10 minutes. Write animals in different categories.

Vocabulary – 10 minutes. Match body parts to animals.

Reading – 15 minutes. Split reading. Read fact file and share information.

Writing – 10 minutes. Write about another endangered animal.

Lesson Stage

Stage	Procedure
Warmer **10** **minutes**	Before you give out the handout, run a vocabulary game on the topic of animals to introduce the lesson. For example, have students race to write as many animals as they can in two minutes, then compare their lists in groups to see who has the most. Give out the handout. Students think of three animals for each category and write them in the table. Check their understanding of the headings – *cute, scary, beautiful, endangered.* Provide brief whole-class feedback, writing the names of animals suggested on the board so students can check their spelling. Students will then compare their lists with a partner to see if they have any of the same ideas.
Vocabulary **10 minutes**	Ask students to tell their partner which animals they can see in the pictures. Then elicit answers from class and write them on the board for students to copy onto their page. Match the animal body parts to the animals. Compare answers in pairs, then provide feedback as a class.

Reading **15 minutes**	Divide the class into two groups, A and B. Tell them that group A are going to read about orangutans, and group B about turtles. Tell them you are going to give them some information on a fact sheet, and that they must fill in the table with the information about their animal (As – orangutans, Bs – turtles. Before handing out the fact sheets, check their understanding of the table headings: *skills (the special things the animals can do) / numbers (how many are left in the wild) / threats (problems caused by humans).* Give them two minutes to predict what they are going to read with their partner but tell them not to fill in the table yet. Give the orangutan fact file to the group A and the turtle one to the group B, and tell them to fill in the information in pairs. Once completed, put students into A/B pairs. Tell them to share their information with their partner, who will have the info about the other animal, and to listen and write what they hear to complete the table. Instruct them to listen carefully, and not to look at their partner's page

	until they have finished. Once finished they can check each other's work.
Writing **10 minutes**	Elicit some other endangered animals and write them on the board. Put the students into pairs. Tell them to choose an endangered animal (other than orangutans or turtles) to fill in the fact file. If they have access to the internet, they can look up the facts online, if not, tell them to write what they already know/guess the information. If time, they can present their fact file to a different pair.
Image Credits	Tiger https://www.vecteezy.com/free-vector/cute-tiger-face. Elephant https://stock.adobe.com/search?k=elephant+face+cartoon. Crocodile https://www.123rf.com/photo_109743036_alligator-face-in-cartoon-style-for-children-animal-faces-vector-illustration-series.html.

	WWF https://uk.pinterest.com/pin/565765390439905 98/Lion. https://commons.wikimedia.org/wiki/File:Cecil_the_lion_at_Hwange_National_Park_(45165602 06).jpg. Elephant https://pixabay.com/en/photos/elephant Turtle https://commons.wikimedia.org/wiki/File:Hawksbill_Sea_Turtle_Carey_de_Concha_(5840602412).jpg. Orangutan http://static.guim.co.uk/sys-images/Travel/Pix/pictures/2012/9/9/1347193204716/orangutan-Indonesia-011.jpg. Eagle https://commons.wikimedia.org/wiki/File:Adler_jagt.jpg Orangutan icon https://www.istockphoto.com/vector/illustration-of-an-orangutan- scratching-his-head-gm1367255708-437567272 Turtle icon https://www.clipartkey.com/downpng/ixhTiJ_turtle-clip-art-turtle-png- vector/

Print out / Display: Fact files	**Student A: Orangutans** Special skills: Orangutans have long arms to swing through trees and eat fruit. Numbers: 3,000 are killed every year. There are 50% fewer orangutans now than there were 60 years ago. Threats: People build roads which are dangerous for the orangutans to cross. People cut down trees where the orangutans live. People keep **Student B: Turtles** Special skills: Turtles can travel for thousands of kilometers. Numbers: There are 80% fewer turtles now than there were 70 years ago. 20% of coral reefs have been destroyed. Threats: People catch turtles in their nets when they are fishing. People eat the turtles' meat and eggs. People want their beautiful shells.

A Lost Pet

1. Talk to your partner.

How many pets can you name? Write them here:

……

……

Do you have any pets?

Which pet animal is your favourite? Why?

2. Look at the poster. What has happened?

Lost Dog



Teddy
6 years old
Male

Lost by the lake in Central Park on Saturday 23rd of June at 7pm
Call 07431173775
$1000 for safe return

3. Look at the poster again. Correct the sentences.

1) The dog is at home.

2) The dog's name is Peggy.

3) The dog is two years old.

4) The dog is female.

5) The dog was lost on Saturday afternoon.

6) The dog was lost by a river.

4. Complete the 'Lost Dog' form with information from the poster. Draw a picture!

LOST DOG REPORT

Dog's name:

Age:

Date the dog was lost:

Time the dog was lost:

Place the dog was lost:

Money for finding the dog:



5. Talk to your partner.

Complete the questions, then ask your partner about their lost dog and write what they say!



1. Dog's name:

What's……..?

2. Age:

How……..?

3. Date the dog was lost:

When……..?

4. Time the dog was lost:

What……..?

5. Place the dog was lost:

Where……..?

6. Money for finding the dog:

How much……..?

Teacher's Notes

Grade Level 8

Topic A Lost Pet

Lesson Focus and Goals

Reading for specific information

Forming question

Preparation Needed

One handout for each student

Curricular Strands

EFL 4.2.10 EFL 4.2.13

EFL 4.3.1

Lesson Outline

Warmer – 5 minutes. Write a list of pets and answer questions.

Reading – 10 minutes. Read the poster and correct the sentences.

Writing – 10 minutes. Fill in information with your own ideas.

Speaking – 15 minutes. Ask and answer questions and fill in information.

Lesson Stages

Stage	Procedure
Warmer **5** **minutes**	Put students into pairs. Tell them they have two minutes to write as many pets as they can. Ask students to share what they wrote with the class and write their ideas up on the board so they can check their spelling. Then, ask them to discuss the two questions in pairs. When finished ask a few students to give feedback on what their partner said.
Reading **10 minutes**	Look at the poster as a class. Ask students what has happened to the dog (he's lost). Ask what his name is, how old he is, if he's a boy or a girl, where he was lost, when he was lost, what you should do if you find him, and how much money the reward is. Tell students to look at the poster again and correct the sentences. Have them compare in pairs, then provide feedback as a class.
Writing **10 minutes**	Tell the students they are going to make their own poster for a lost dog. Put the students into pairs and ask them to fill in the information with their own ideas.
	Elicit from students how to complete the questions. Write the answers on the board for them to copy:

Speaking **10 minutes**	1. What's the dog's name? 2. How old is the dog? 3. When was the dog lost? 4. What time was the dog lost? 5. Where was the dog lost? 6. How much money can I get? Drill the questions so the students can practice the pronunciation before speaking. Then, put students into new pairs so that they can ask and answer the questions, and write down their new partner's information.
image credits	Dog icon: https://www.yappy.com/uk/welshterrier. Photo: https://www.wisdompanel.com/en-us/dog-breeds/welsh-terrier. Question marks https://smarticons.co/blog/understanding-the-meaning-of-question-mark-icons/

Game time!



1. Vocabulary

Your teacher will give you a topic.

Write ten words connected to the topic.

Topic: ……

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

2. Speak to your partner.

Tell them your topic. How many of your words can you think of?

3. Read the instructions and answer the questions.

Put your counters in the circle in the middle.

The youngest player starts.

Roll the dice and move your counter.

You can move in any direction around the board.

When you arrive at a topic square, take a card. It's a secret.

You have 30 seconds to help the others in your team to guess the word on the card. Don't say or write the word.

There are four ways to help your partner guess your word:

1. Mime the word.
2. Draw the word.
3. Explain the word.
4. Make a sentence from the word.

If the other player guesses the word in time, keep the card and play again. If not, it's the other team's turn.

The first team to collect a card from each topic and arrive at the finish box is the winner!

4. Answer the questions with your partner.

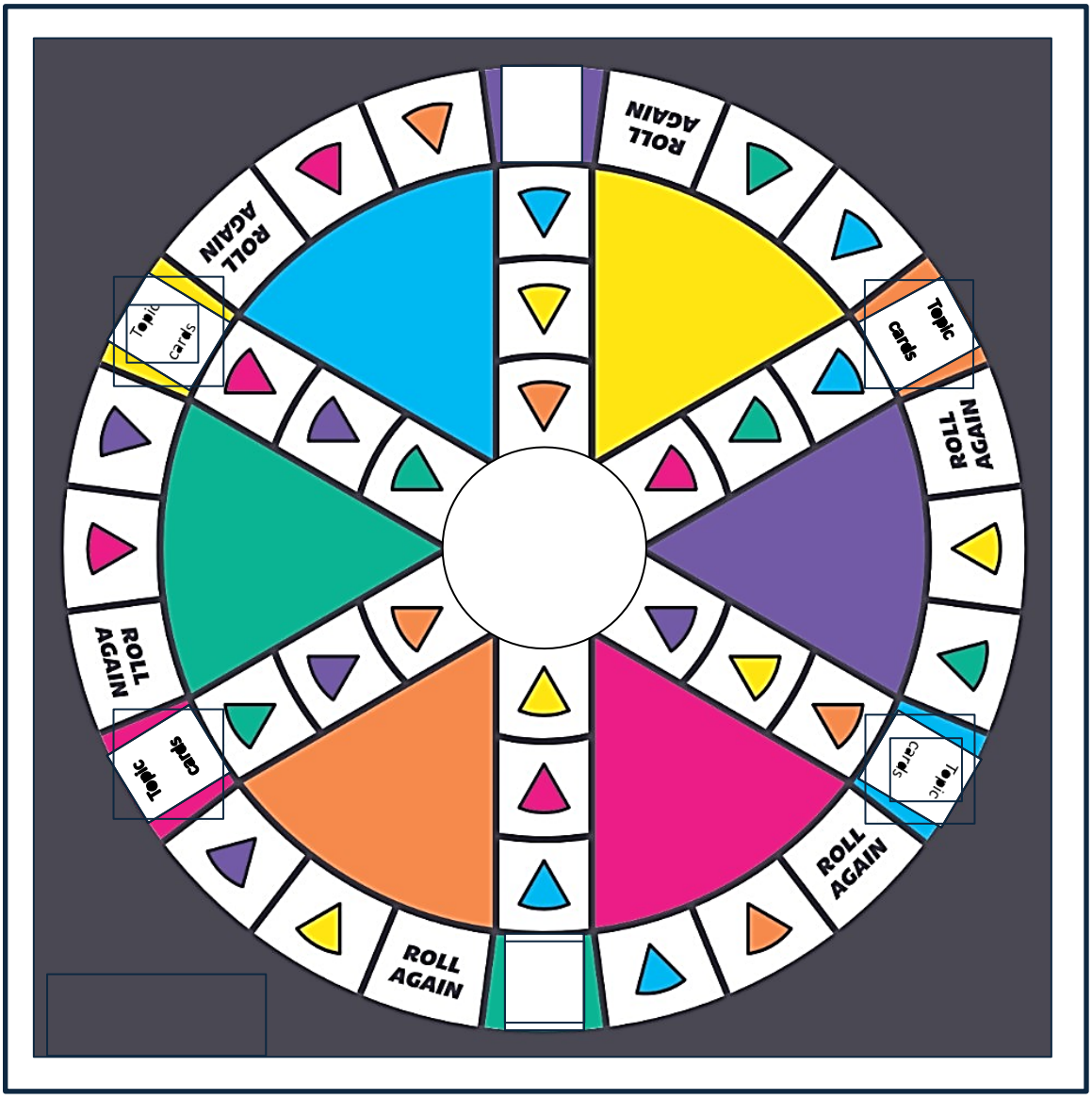


1. Who starts the game?
2. Which direction should you move in?
3. What must you do when you land on a topic square?
4. How long do you have to help the other player guess?
5. Can you say or write the word?
6. Which four ways can you use to help your partner guess the world?
7. What happens if the player guesses the word in time?
8. Who is the winner?

5. Now write your answers.



1. ……
2. ……
3. ……
4. ……
5. ……
6. ……
7. ……
8. ……


ROLL AGAIN
Topic cards
ROLL AGAIN
ROLL AGAIN
Topic cards
ROLL AGAIN
Topic cards
ROLL AGAIN
Topic cards
ROLL AGAIN

Teacher's Notes

Grade Level 8

Topic Game Time

Lesson Focus and Goals

Vocabulary review. Reading instructions.

Collaborating to play a game.

Preparation Needed

One handout for each student.

10 small topic cards per student

A large copy of the board game for each group of six students.

Curricular Strands

EFL 4.1.6  EFL 4.1.10 

EFL 4.2.13 

Lesson Outline

Vocabulary – 15 minutes. Write ten words connected to given topic. Then guess their partner's words.

Reading – 15 minutes. Read the instructions. Answer questions orally with a partner, then write the answers.

Game – 15 minutes. Play the game in groups of six.

Lesson Stages

Stage	Procedure
Vocabulary **15 minutes**	Give out handouts. Put students into groups of six. Give each student in the group a different topic from the list: *Food, animals, clothes, transport, sports, weather*. Tell students they have 5 minutes to write ten words connected to their topic in the space provided. Put students into pairs. Instruct them to tell their partner their topic without showing their list, and have their partner guess words on it. If a word is guessed correctly, tick it off the list.
Reading **15 minutes**	Tell students they are going to play a board game. Show them an enlarged copy of the game, and ask them to predict in pairs what they think the rules are. Elicit ideas from the class or a few students. Have students read the instructions and answer the questions in pairs. Tell them not to write their answers yet. Conduct a class discussion, then ask them to write their answers.

Game! **15 minutes**	Give each student ten small topic cards. Tell them to write one word from their lists at the start of the lesson on each card. Show students the enlarged copy of the game again. Tell them to place their cards on the 'Topic card' squares. As a reminder, ask them how they are going to start the game, what to do when they land on a topic square, and how to win the game. Give out the board game, and let students play the game!
Image Credits	https://www.istockphoto.com/illustrations/playing-board-games https://classroomclipart.com/image/vector-clipart/achievement-trophy-surrounded-by-stars-clip-art-59657.htm https://www.istockphoto.com/vector/board-game-icons-gm1086015802-291386603

PRELIM 3

LISTENING SKILLS MATERIAL

FOR 9TH GRADE

Clothes

Complete the sentences. Then read them to your partner!

My favorite item of clothing is my……

I got it when I was years old.

I wear it when I ……

Which items of clothing can you see? Label the picture.

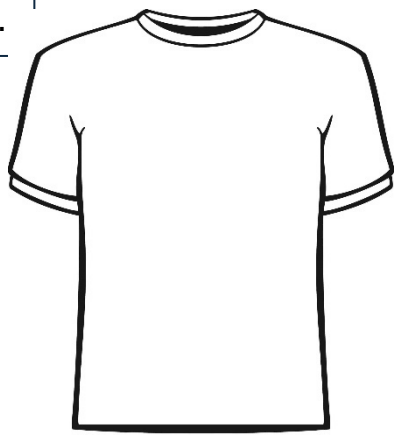


Listen and draw. Which t-shirt do you like the most?

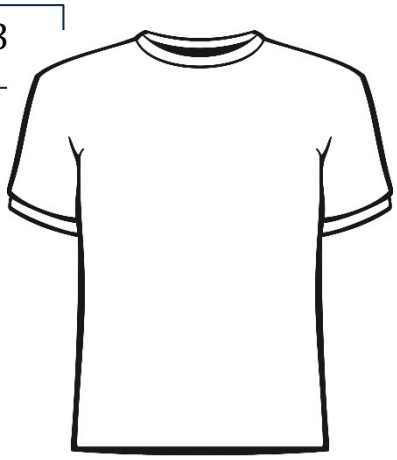
1



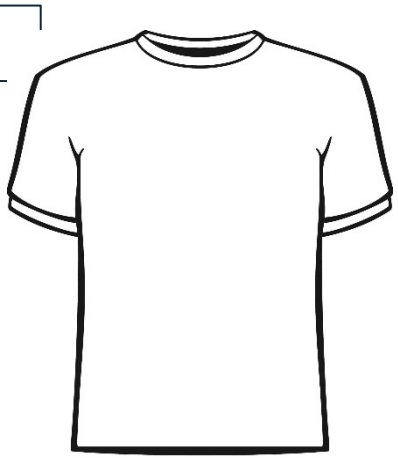
2.



3



4.



Can you remember the adjectives? Write them below.

Spotty, …

Design your own t-shirt.

Then listen to your partner and draw their design!

My t-shirt



My partner's t-shirt



Teacher's Notes

Grade Level 9

Topic Clothes

Lesson Focus and Goals

Listening

Vocabulary to describe clothes, colours and patterns.

Preparation Needed

One handout for each student.

Coloured pencils.

Curricular Strands

EFL 4.2.2 EFL 4.2.10

EFL 4.2.12 EFL 4.1.2

Lesson Outline

Warmer - 10 minutes: complete sentences; share with a partner

Vocabulary - 10 minutes: label picture in pairs

Listening - 10 minutes: listen and draw the patterns on the t-shirts

Speaking - 10 minutes: drawing dictation

Lesson Stages

Stage	Procedure
Intro **5 minutes**	Write 'clothes' on the board. Students tell their partner what they are wearing today. Model 'I'm wearing a (blue shirt), a (red dress)' etc.
Warmer **5 minutes**	Give out handouts. Students' complete sentences. Show your own example on board. Then share with a partner before choosing a few students to give feedback to class.
Vocabulary **10 minutes**	Students look at pictures and label the clothes. Tell them to also write the colour. For example: *a green hat, a pink scarf, etc*. Provide feedback and write the answers on the board so students can check their spelling: "*She is wearing… a green hat,*" etc. Point out use of articles: • 'a' with singular items (*a pink scarf*) • No 'a' with plural items (*black shoes*) • Elicit other examples such as *trousers, boots,* etc. Ask students to write down any other clothes vocabulary they know with a partner.

	Provide feedback, write their suggestions on the board, and elicit any words they haven't mentioned.
Listening **10 minutes**	Draw five boxes on the board. Inside one draw spots, one stripes, one flower, one checks, and one multicoloured.
	Tell them these are different *patterns*. Elicit nouns/adjectives for each and write under each box: Spots - spotty Stripes - stripy Flowers - flowery Checks - checked Colours - colourful Also teach 'sleeves' Tell the students that you are going to describe some t-shirts, using different patterns and colours, that they are going to do some drawing. Give out colours. Describe your four T-shirts. The students listen and draw what you describe.

Speaking **10 minutes**	Students design their own T-shirts using the patterns you have taught them. Give them only a few minutes for this! Set a timer if necessary so they know how much time they have. Put the students into pairs. Tell them to keep their T-shirts a secret! The students describe their T-shirt to their partner, without showing it. The partner listens carefully and draws what they hear. Afterward, they compare their drawings to check how similar they are. Then, the students label the T-shirts using vocabulary from the lesson. If there is time at the end of the lesson, ask a few students to describe their T-shirts to the class.
Image credits	Ecuadorian woman: https://www.anthonyjohncoletti.com/image/I0000DsC.8u5SNjQ T-shirt clipart: https://www.pinterest.com/pin/406379566357923242/. Ecuadorian patterns: https://www.istockphoto.com/search/2/image?phrase=ecuadorian+textiles.

	Write icon: https://www.iconfinder.com/icons/1055085/compose_edit_paper_pencil_wri te_icon. Speak icon: https://www.flaticon.com/free-icon/speaking_426426. Listen icon: https://www.flaticon.com/free-icon/listening_746983.

Sports

Look at the map.

Where is Ecuador? Which other countries can you name?

Can you guess which sports are most popular in each country?



Which sports can you see in the pictures?

1 .....



2 .....



3 .....



4 .....



Match the words to the pictures.

Horse goal volleyball hockey race snorkel

Glove net countryside kick ball referee

What do you think the names of the sports are?

Where do you think they are played?

What equipment do you need? What are the rules?



Listen to Beth and Charlie talking about the four sports.

Write the names of the sports above the pictures.



Listen again. Fill in the table with more information.

Sport	Where is it played?	What equipment is used?	How do you win the game?
1.			
2.			
3.			

Which of the four sports would you like to try?

What is your favourite sport? Which sports don't you like?

Which other sports would you like to try?

Grade Level 9

Topic Sports

Lesson Focus and Goals

Vocabulary to describe sports

Listening

Preparation Needed

One handout for each student

Listening recording

Curricular Strands

EFL 4.2.3  EFL 4.2.10 

EFL 4.1.2 

Lesson Outline

Warmer – 5 minutes. Look at map and guess sports.

Discussion – 5 minutes. Discuss questions about four unusual sports.

Vocabulary – 10 minutes. Match the words to the pictures.

Discussion – 5 minutes. Predict names of sports and rules before listening activity.

Listening – 10 minutes. 1st - match names of sports to pictures. 2nd – fill in table.

Discussion – 5 minutes. Discuss questions about listening.

Lesson Stages

Stage	Procedure
Warmer **5 minutes**	Show students the infographic map of the Americas. Ask students to show you where Ecuador is, and identify a few other countries. Label the countries together as a class. Tell them the map shows the most popular sport in each country, with each colour representing a different sport. Put students into pairs and ask them to name the sports. Key: Green - football Yellow - baseball Blue - American football Orange - basketball Purple - ice hockey Pink - cricket Ask pairs to share their ideas and write them on the key before revealing the correct answers. Check students' understanding of the sports and ask: What is the most popular sport in Ecuador? In Brazil? etc. Ask them what surprises the about the map.

	Ask students to write down five other sports they know, and provide feedback as a class.
Discussion **5 minutes**	Change pairs. Students discuss the questions using vocabulary from warmer. Talk about the first picture as a class and write sentences on the board: Elicit responses such as: 'It's like volleyball, but you have to use your feet.' For feedback - ask two or three students to share their ideas with the class.
Vocabulary **10 minutes**	Students individually match words to pictures by writing the picture number next to each word (e.g., beach = 1). Check with a partner, then review as a class. Go over the correct answers, drill pronunciation, and check understanding.
Discussion **5 minutes**	Students discuss the questions in pairs to prepare for the listening activity. Ask for two or three ideas as feedback.
	Tell the students they are going to hear two friends, Beth and Charlie, talking about sports.

Listening **10 minutes**	The first time they listen, they should write the names of the sports in the gaps above the pictures Compare answers with a partner, then check as a class and write spelling on the board. Tell the students they are going to listen to the recording again. This time, they need to fill in the table with additional information. Before listening, allow students to recall what they remember from the first listening with their partner. Then listen, play the recording again. Students fill in the missing information, compare their answers with a partner, and check as a class. Write the answers on the board.
Discussion **5 minutes**	Students discuss the questions in new pairs. Finally, choose two or three students to share what their partner said with the class.
Image credits	map - https://candela888.tumblr.com/post/698033828880629760/most-popular-sports-in-the-americas. Footballers https://sportmob.com/en/article/924570-best-south-american-footballers-of-all-time.

	four sports pictures - https://www.bbc.co.uk/cbbc/joinin/unusual-sports-to-try. football - https://en.wikipedia.org/wiki/File:Football_%28soccer_ball%29.svg sports title - https://www.onmanorama.com/sports.html. baseball bat - https://www.pinterest.com/pin/839358449278851970/. girls talking - https://www.123rf.com/clipart-vector/couple_talking.html. sports people illustration -https://ec.europa.eu/eurostat/web/sport. ear - https://clipart-library.com/listening-ears-cliparts.html. basketball – https://www.istockphoto.com/search/2/image?mediatype=illustration&phrase=basketball+clipart.
Listening transcript	This sport is called underwater hockey. It is played in a swimming pool, and you need a stick, a glove and a snorkel. To win the game, you have to score goals by hitting the ball into the net, just like in normal hockey.

	Cycleball is played in a stadium. There are two people on each team, and each player rides a bike. The rules are similar to normal football – there is a referee, and you have to get the ball in the net using the wheel of your bike. The Man versus Horse marathon involves humans racing against horses. The race is 35 km long, and it happens on roads and in the mountains. The runners need to wear running shoes and sports clothes, and the horse riders must wear a helmet. The winner is whoever runs fastest, human or horse! Footvolley combines football and volleyball. It's played on the beach. Players can't use their hands, and must kick the ball over the net with their feet to win the game.

Survival in the jungle

What do you know about the Amazon rainforest?

Which countries is it located in?

What is the weather like there?

What animals live there?

What threats does it face?









Imagine you and your friends have gone on a trip to the rainforest.

Listen to your teacher and write about what has happened to you.

1.……

2. ……

3. ……

4. ……

5. ……

6. ……

Look at the objects. Match the words to the pictures.



knife bottle of water axe insect repellent tent

medical kit rope basket of food sunscreen

Work in pairs.

Choose the *three* objects you think would be most useful in the forest.

Write one sentence to explain why you have chosen each object.

1……..

2……..

3……

Work with another pair. Tell them which objects you chose and why!

Write about your adventure.

What happened to you?

How were your objects useful?

Which objects do you wish you had chosen?

.....

.....

.....

.....

.....

.....

.....

.....

Read your partner's writing.

Did they have the same ideas as you?



Grade Level 9

Topic Survival in the Jungle

Lesson Focus and Goals

Speaking and writing about adventures

Preparation Needed

One handout for each student.

Transcript for teacher to read

Curricular Strands

EFL 4.1.6   EFL 4.1.9 

EFL 4.2.3  EFL 4.5.11 

Lesson Outline

Warmer- 5 minutes. Discuss questions in pairs.

Listening- 10 minutes. Teacher dictation.

Vocabulary- 5 minutes. Match words to pictures.

Writing- 10 minutes. Choose objects and write sentences.

Writing- 15 minutes. Write a story about what happened.

Reading- 5 minutes. Read a partner's writing.

Lesson Stages

Stage	Procedure
Lead in 5 minutes	Students discuss questions in pairs
Listening 10 minutes	Tell students to imagine they have gone on a trip to the rainforest with their friends, and that something has gone wrong! Read the transcript (at the end of this document) aloud to the students. Instruct them to write down what you say. Let them know there will be six sentences, and that you will read each one twice. When finished, students compare their sentences with a partner, then share what they wrote with the class. Write the correct sentences on the board and ask students to check their spelling and word order.
Vocabulary 5 minutes	Students match pictures to words. Compare their answers with a partner, then review as class. If time allows, run a game (see activity pack for ideas) to reinforce the vocabulary.
Writing 10 minutes	Put students into pairs and tell them to choose the three most useful objects from the list if they were lost in the rainforest.

	Students then write one sentence for each object, explaining why they chose it. Once finished, they compare their choices with another pair. Provide feedback as a class – ask a few pairs to share their ideas.
Writing 15 minutes	Students write about their adventure. Give them the first sentence. Last summer, I went to the Amazon rainforest with my friends. Ask them which tense they need to use (past). Monitor and check writing as they do it. Write down some good sentences you see, as well as some with common errors. At the end of the activity, write these sentences on the board for the students to read and correct together.
Reading 5 minutes	Students read each other's writing and compare ideas. Instruct them to tell their partner something they liked about their writing, and also to provide corrections. They should check if past tense verbs have been used correctly and if the spelling is accurate.
Image Credits	Credits https://commons.wikimedia.org/wiki/File:Suitcases.svg https://www.freepik.com/free-photos-vectors/clothing-clipart

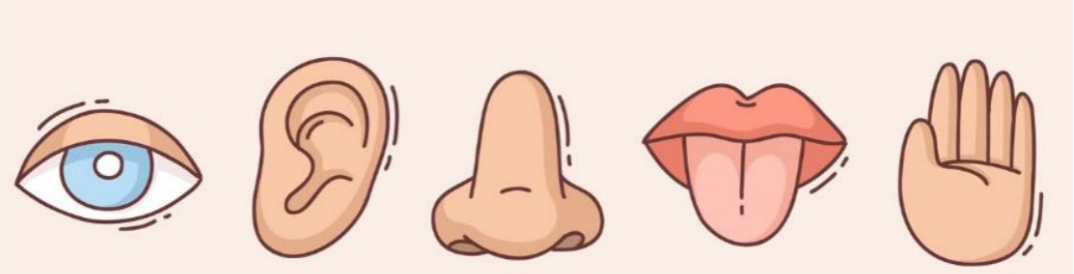
	https://www.goodhousekeeping.com/uk/house-and-home/household-advice/a686273/how-to-pack-wrinkle-free/
Teacher's transcript	1. You are in the Amazon rainforest. 2. You are with three of your friends. 3. You don't have any food or water. 4. You've lost your map. 5. You can't find your tent. 6. It's 5pm, and it's getting dark!

What a Wonderful World

Talk to your partner.



What are the five senses?





Which one is the most important? And which one the least important? Why?

You are going to hear a song called 'What a Wonderful World'.



Write down five things you think you will hear in the song.

1.....

2.....

3.....

4.....

5.....

Compare your ideas with a partner. Did you write the same things?

Work with a partner.

Look at the lyrics of 'What a Wonderful World'.

Which words are missing?

I see  of 

 roses too,

I see them 

For me and you.

And I  to myself,

What a wonderful 

The  of the rainbow

So pretty in the 

Are also on the  

Of people going by.

I see friends shaking

Saying, "How do you do?"

They're really saying,

I  you.

I see skies of 

And  of white,

The  blessed day,

The  sacred night.

And I think to myself,

What a wonderful world.

I hear babies 

I  them grow.

They'll  much more

Than I'll ever know.

And I think to myself,

What a wonderful world.

Yes, I think to myself,

What a wonderful world.

Listen to the song.

How many words did you guess correctly?

Look at the lyrics again.







Look at the lyrics again.

Can you remember the words? Write them in the gaps.

Then listen again and check.

I see ..... of .....,

..... roses too,

I see them .....

For me and you.

And I ..... to myself,

What a wonderful .....

The ..... of the rainbow

So pretty in the .....

Are also on the .....

Of people going by.

I see friends shaking .....

Saying, "How do you do?"

They're really saying,

I ..... you.

I see skies of .....

And .....of white,

The ..... blessed day,

The ..... sacred night.

And I think to myself,

What a wonderful world.

I hear babies .....

I ..... them grow.

They'll ..... much more

Than I'll ever know.

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Yes, I think to myself,

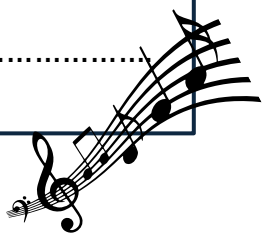
What a wonderful world.

Work with a partner.

Which five things would *you* add to the lyrics?

Think about the places, people, animals, and objects that you love.

1. ……
2. ……
3. ……
4. ……
5. ……











Teacher's Notes

Grade Level 9

Topic What a Wonderful World

Lesson Focus and Goals

Listening and vocabulary based on the song 'What a Wonderful World.'

Preparation Needed

One handout for each student.
Song recording

Curricular Strands

EFL 4.1.1 EFL 4.5.4

EFL 4.1.2

Lesson Outline

Warmer – 5 minutes. Topic intro.

Writing – 10 minutes. Prediction about the song.

Reading– 10 minutes. Read lyrics and guess words from pictures. Listen and check.

Writing – 10 minutes. Gap fill lyrics from memory. Then listen and check.

Lesson Stages

Stages	Procedure
Lead in 5 minutes	In pairs, students look at the pictures and write the senses underneath each one. Then, discuss which sense is the most/least important and explain why. Provide feedback as a class – write up on the board. Vote on the most/least useful sense by raising hands. Ask a couple of students to share which sense they chose and why.
Writing 10 minutes	Tell the students they are going to hear a song called 'What Wonderful World'. Ask them what they think they will hear in the song. Elicit a few examples (e.g. rainforests, mountains, flowers) and write them on the board. Compare their ideas with a partner before feeding back as a class.
	Students look at the lyrics of the song. In pairs, they guess which words are missing from the photos. Elicit 'trees'

Reading 10 minutes	(in the plural form!) as an example. Tell them they don't need to write anything down at this stage. Once they've finished, listen to the song and check their guesses. Ask students to count how many words they guessed correctly, then share their results with their partner.
Writing 10 minutes	Students look at the lyrics again, and from memory, fill in the gaps. Listen again and check (encourage them to sing along!) Then, compare their answers with a partner and check with pictures on the page before. Provide class feedback and write the answers on the board so students can check their spelling.
Writing 10 minutes	Tell students to pick five things they love to add to the lyrics. Give a few examples from your own life – for example, a place that is beautiful or special to you, or your pet.

	Then, ask students to explain their choices to a partner. Ask for some examples in whole class feedback.
Image Credits	Green https://www.goodfreephotos.com/vector-images/green-splat-vector-clipart.png.php Trees https://www.istockphoto.com/vector/cartoon-isolated-forest-and-garden-vector-trees-gm1368496275-438469143 Spring https://gallery.yopriceville.com/Free-Clipart-Pictures/Spring-PNG/Spring_Blossom_Transparent_PNG_Clip_Art_Image Red https://www.clker.com/clipart-red-splash-ink.html Think https://stock.adobe.com/uk/search/images?k=thinking+clipart World https://stock.adobe.com/search?k=earth+clipart

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	ful-perfect-world-vector-ill ustration- seamle ss-pattern-gm1497352776-519752826 Llama mountain https://www.worldnomads.com/explore/south-america/ecuador/5-things-i-wish- i-knew-before-going-to-ecuador Waterfall https://animalfair.com/2015/08/04/take-the-trip-of-a-lifetime-on-an-adventure-to- ecuador/ Toucan https://animals.sandiegozoo.org/animals/toucan Musical notes https://stock.adobe.com/search?k=music+note+clipart

Tongue Twisters

1. Writing



How many English words do you know that start with the first letter of your name?

……

……

……

Show the words to your partner.
Can your partner think of more words?

2. Speaking





Look at the tongue twister. First, read it slowly.

Then try to read it quickly!

Do you know any tongue twisters in Spanish?



Look at the other tongue twisters. Can you guess the missing words?

1. A big black bug bit a big black …….. 

2. She sells sea …….. on the seashor 

3. ……free throws. 

4. A proper copper …….. pot. 

3. Listening

Listen and fill in the gaps. Were your ideas correct?

1. A b……. black bug b…….. a big black b……..

2. She s…….. sea s…….. on the seashore.

3. T…….. free t……..

4. A proper copper c…….. p……..

Try saying the tongue twisters!

Which one is the easiest? Which one is the most difficult?

4. Writing

Now you are going to write your own tongue twister!

Write your friend's name:

What did she/he do?

Where?

When?

Why?



Write the tongue twister here:

……

Show your tongue twister to your friend! Can they say it?

Teacher's Notes

Grade Level 9

Topic Tongue Twisters

Lesson Focus and Goals

Pronunciation practice using tongue twisters.

Writing a tongue twister

Preparation Needed

One handout for each student.

Curricular Strands

EFL 4.2.1  EFL 4.2.13 

Lesson Outline

Warmer – 5 minutes. Write words which start with the first letter of their name.

Speaking – 5 minutes. Predict words in tongue twisters.

Listening – 5 minutes. Listen and fill in gaps. Then practice speaking.

Writing – 10 minutes. Write their own tongue twister.

Speaking – 5 minutes. Practice saying their partner's tongue twister.

Lesson Stages

Stage	Procedure
Warmer 5 minutes	Write your name on the board. Elicit what the first letter is. Then, ask students to give you words that start with that letter and write them around your name on the board, underlining the first letter in each. For example: Beth – butterfly, bear, bread, balloon, bake etc.
Speaking 5 minutes	Elicit the meaning of 'tongue twister'. Check that students know which body part is the tongue, and mime verb 'to twist'. Write 'red lorry yellow lorry' on the board and explain that it's an example of a tongue twister. Check the meaning of 'lorry', then drill each word slowly, pointing to the 'r' and 'y' and 'l' sounds in each word. Gradually increase the speed. Next, tell students to try it in pairs. After a couple of minutes, ask if they know any tongue twisters in Spanish.
Writing 5 minutes	Students will try to guess the missing words in the four other tongue twisters. Tell them to use the pictures next to each one to help and to focus on the first letter of each word. Answers:

	1. Bear 2. Shells 3. Three 4. Coffee Check understanding of new vocabulary – bug, seashore, throws, proper, copper, pot.
Listening 5 minutes	Students will fill in gaps from memory (tell them not to look at the previous page), then listen to the tongue twisters and check/correct their answers. Write the answers on the board: 1. A big black bug bit a big black bear. 2. She sells sea shells on the sea shore. 3. Three free throws. 4. A proper copper coffee pot. Drill each one in turn, concentrating on the individual syllables and tricky consonant clusters. Then give the students a chance to practice saying the tongue twisters. Encourage them to say them as quickly as they can.
Writing 10 minutes	Students will follow prompts to make their own tongue twisters. Tell them each word should start with the first letter of their friend's name. Write an example on the board: "Danny's dog dug delicious donuts." 1. Write your friend's name: Bob

	2. What did she/he do? He bought a bike 3. Where? In Bali 4. When? On his birthday 5. Why? Because he was bored Bob bought a bike in Bali on his birthday because he was bored. (Taken from British Council website: https://www.teachingenglish.org.uk/teaching-resources/teaching- secondary/activities/pre-intermediate-a2/tongue-twister-game)
Speaking 5 minutes	Students practice saying their tongue twisters. If possible, run a mingle activity to give the students the chance to try lots of different tongue twisters which their classmates have created.
Image credits	Red lorry yellow lorry https://www.thortful.com/card/60edbc5a23bd3c000104165b Bear https://stock.adobe.com/uk/search?k=black+bear+clipart Peppers https://www.vecteezy.com/vector-art/11157274-set-of-simple- red-green-yellow-chili-pepper-clipart-vector-illustration-isolated-on-white-

	background-chilli-peppers-cartoon-style-chilli-sign-icon-organic-food- vegetables-and-restaurant-concept Shell https://www.freepik.com/premium-vector/vector-sea-shell- logo_69035245.htm Letters https://www.123rf.com/clipart-vector/letters_childs.html

My House



1.Talk to your partner



What is your house like? And your neighbourhood?

2.Vocabulary



Choose the correct words.

1. Mexico City is a *small/big* city. 22 million people live there.

2. Cairo has a big river, but I don't go swimming there because the water is *dirty/clean*.

3. Iceland is very *hot/cold* in the winter. -10 or -20!

4. London is a very *expensive/cheap* city. It costs a lot of money to live there.

5. Amsterdam has lots of museums. It's an *interesting/boring* place to visit.

6. A lot of people visit New York. It's *busy/quiet*, especially in summer.

7. The English countryside is very green and *beautiful/ugly*.

8. Oxford is an *old /modern* city. Lots of buildings are over 200 years old.



3. Houses around the world.

Which countries do you think these houses are in?
Which adjectives could you use to describe them?
Which house would you most like to live in? Why?








4. Listening.

Listen to four people describing their homes:
Joanna, Charlie, Beth, and Márie.
Write the names of the people under the houses.

5. Listen again and tick the adjectives you hear.

small		interesting	
big		boring	
dirty		busy	
clean		quiet	
hot		beautiful	
cold		ugly	
expensive		old	
cheap		modern	



Which adjectives could you use to describe the other two photos?

Writing.

Write about four places in Ecuador using the adjectives from the lesson.

1. .....
   .....
2. .....
   .....
3. .....
   .....
4. .....
   .....

Teacher's Notes

Grade Level 9

Topic My House

Preparation Needed

One handout for each student.

Listening recording

Curricular Strands

EFL 4.2.1  EFL 4.2.3 

EFL 4.1.2 

Lesson Focus and Goals

Adjectives to describe places.

Listening to people describing their houses.

Lesson Outline

Warmer – 5 minutes. Answer questions with partner. Vocabulary – 10 minutes. Choose correct adjective.

Speaking – 5 minutes. Talk about houses around the world.

Listening – 10 minutes. Listen and match, then listen and tick words you hear.

Writing – 10 minutes. Use adjectives to write about four places in Ecuador.

Lesson Stage

Stage	Procedure
Warmer 5 minutes	Write questions on the board. Students discuss in pairs. Check understanding of the word 'neighbourhood' What is your house like? What is your neighborhood like? Provide brief class feedback.
Vocabulary 10 minutes	Before giving out handouts, elicit adjectives students already know and write them on the board. Give out handouts and instruct students to choose the correct adjective in each sentence. Compare your answers in pairs, then provide a brief class feedback. Check understanding of new adjectives. Select a couple of vocabulary games from the activity bank to reinforce learning.
Speaking 5 minutes	Students look at pictures of houses from different countries: Sweden, Ethiopia, Hong Kong, England, Morocco, and the USA (San Francisco), and answer the questions.

	Do the first example together as a class. Countries are: Sweden, Ethiopia, Hong Kong, England, Morocco, USA (San Francisco). Have students discuss the remaining photos in pairs, then provide class feedback.
Listening 10 minutes	Tell the students they are going to listen to four people talking about their homes. Instruct students to listen carefully and write each speaker's name under the correct picture. Compare answers with a partner before providing the correct answers. Play the recording again, and have students tick the adjectives they hear: Answers – busy, expensive, interesting, cold, boring, old, small, beautiful, big, clean, modern, hot. Following the listening, students discuss which adjectives they would use to describe the other two photos (the Ethiopian house and the San Francisco house).
Writing 10 minutes	Students use the adjectives to write four sentences about places they know in Ecuador. Write an example sentence

	on the board to show the structure: e.g., Quito is a very busy city. Lots of people live there.
Image Credits	Swedish house https://www.gapminder.org/dollar-street?topic=homes&media=all&countries=se%2Cgb&active=5d4be67ecf0 b3a0f3f343c71 Ethiopia house https://www.gapminder.org/dollar-street?topic=homes&media=all&countries=et&active=5ec4f9e9f0611d7dd d741b6d Hong Kong flat https://www.gapminder.org/dollar-street?topic=homes&media=all&countries=kr%2Cca&active=5d4be711cf0b 3a0f3f344d6a English house https://www.gapminder.org/dollar-street?media=all&countries=fr&min=82&active=5ec4f54d3f62767d97a472 fa&topic=homes Morocco desert house https://clivewilkinson.com/portfolio_page/desert-house/

	San Francisco house https://housinganywhere.com/most-expensive-cities-in-the-world Houses illustration https://www.etsy.com/uk/listing/678690087/coloring- pages-houses- 314954651973 House icon https://www.freepik.com/premium-vector/cute-tiny-house- isolated-white-background-sweet-home-hand-drawn-illustration-doodle-style_31104960.htm
Listening Script	1. Joanna I live in a flat in Hong Kong. I like living here, but Hong Kong is a very busy and expensive city. Lots of people live here, and everything costs a lot of money, but there are lots of interesting things to do. 2. Charlie I live in a house in Sweden. It is very cold in Sweden, and it often snows, but my house is warm inside. There are not many things to do near my house, so sometimes I don't like living here because it is boring. 3. Beth

	I live in the English countryside. My house is more than 400 years old. It has small rooms but there is a beautiful garden with lots of trees and flowers. 4. Marie I live in a new house. It has big windows and big rooms, and it's clean and modern. It is in the desert in Morocco, so it is very hot here.

PRELIM 3

READING SKILLS MATERIAL

FOR 9H GRADE

Sports

1.Look at the photos.

What can you see? Which one would you like to try?

Which would be the most fun? Which would be the most

1. .....



2. .....



3. .....



4. .....



5. .....

6. .....

2.Read the descriptions.



Match the names of the sports to the pictures.

Label the pictures with the words in **bold**.

Bog snorkelling

To do this sport, you have to wear a snorkel, a mask and flippers. You have to swim 50 metres in a bog. The fastest swimmer is the winner.

Extreme ironing

People do this sport in places like the sky and the sea. They iron their clothes at the same time as doing something dangerous, like sky diving!

Cheese rolling

This is a competition which happens in the countryside in England. People run down a hill and try to catch a big cheese. The winner can take the cheese home and eat it!

Mountain Unicycling

Players ride a unicycle in the mountains. They must wear a helmet because it is dangerous and a warm jacket because it might be cold.

3. Design a new Olympic

Name of sport	
Number of players	
Place	You play it in…
Equipment	You need…
Clothes	You have to wear…
Rules	You can… You can't… You have to…

4. Think of three criteria to judge your classmates' sports.

Give each one a score from 1 (not at all) to 5 (very)!

Criteria	Sport 1 ……	Sport 2 ……	Sport 3 ……
1.			
2.			
3.			

Teacher's Notes

Grade Level 9

Topic Sports

Lesson Focus and Goals

Vocabulary to describe sports

Reading

Preparation Needed

One handout for each student Example sports

Curricular Strands

EFL 4.3.5 

EFL 4.3.1 

EFL 4.1.5 

Lesson Outline

Warmer – 5 minutes. Look at photos and discuss the questions.

Discussion – 5 minutes. Discuss questions about four unusual sports.

Vocabulary – 10 minutes. Match the words to the pictures.

Discussion – 5 minutes. Predict names of sports and rules before listening activity. Listening – 10 minutes. 1st - match names of sports to pictures. 2nd – fill in table.

Discussion – 5 minutes. Discuss questions about listening.

Lesson Stages

Stage	Procedure
Lead in 3 minutes	Write sports on the board in the centre of a mind map. Elicit example, e.g., football, and write up. Put students into pairs. Students write as many sports as they can in two minutes. The pair with the most are the winners. Feedback around the room, write on a mind map.
Warmer 5 minutes	Give out handouts. Concept check vocabulary. Students discuss the questions in pairs. Feedback – Ask a few students to share something their partner told them.
Reading and vocabulary 12 minutes	Individually, students match the four short texts to the photos. Briefly compare answers with their partner, then check together as class. Label the photos using vocabulary in bold with a partner. Check as class. ITA - Ask students to choose 3 bold words from the texts. They describe and/or act them to their partner without saying the word. Their partner has to guess the word.
	Tell students they are going to invent their own Olympic sport in pairs.

Production 10 minutes	Suggest they either combine two sports (e.g., cycling football) or choose a sport in an extreme environment (e.g., mountain unicycling) or choose an everyday activity and combine it with an extreme/normal sport (e.g., extreme ironing), or include an animal (e.g., pig racing!) Direct them to the table and concept check the information they need to fill in.
Discussion 10 minutes	Tell students they are going to judge their classmates' inventions. Show them the 'criteria' table. Use example criteria to give sports on example posters a score from 1 – 5. Students write three more criteria of their own. Then, students describe their inventions to other pairs and score them from 1 – 5. Provide feedback as class – ask a few pairs to share which inventions they think are best and why.
	Bog snorkelling - https://www.dailymail.co.uk/news/article-7393013/Hundreds-competitors-don-fancy-dress-World-Bog-Snorkelling-Championship.html

Image credits	Extreme ironing - https://www.google.com/search?q=extreme+ironing&rlz=1C1GCEA_enGB962GB962&source=lnms&tbm=isch&sa=X&ved=2ahUKEwjoj Pugr6L_AhXKtKQKHU gqAPIQ_AUoAXoECAEQAw&biw=1920&bih=969&dpr=1 #imgrc=nxsHI71DT2Jr GM Mountain biking - https://traveltriangle.com/blog/amazing-adventures/ Cheese rolling - https://www.dailymail.co.uk/news/article - 7075299/Daredevils-fling-hill-annual-Cheese-Rolling-Race.html Olympic rings - https://olympics.com/ioc/olympic-rings

Inti Raymi

1. Look at the pictures.

Tell your partner everything you know about...

Peru The Andes The Incas Macchu Pichu

The Sun God Cusco







2. Inti Raymi is a festival to celebrate the Sun God.

Why do you think people want to celebrate this god?



.....

.....

.....

.....

3. Read about the Inti Raymi festival. Are your ideas correct?



Inti Raymi is an **ancient** Incan festival. It is a festival to celebrate the Sun God, Inti. It happens every year on the 24th of June, when the sun is a long way from the earth. This day is called the winter **solstice**.

In ancient Incan times, thousands of people met in Cusco, a Peruvian city in the Andes mountains. They met to ask the sun god to come back and help their food grow. They performed special dances and activities and held a **procession**. The **celebrations** lasted all day.

Today people travel to Cusco to watch actors perform a play. The play teaches the visitors about how the ancient Incas celebrated Inti Raymi. The actors wear **costumes** and do **traditional** dances. The festival starts in Cusco, and ends in Sacsayhuaman, a special Incan building in the mountains above Cusco. Nowadays, other Andean countries such as Ecuador and Bolivia also celebrated this ancient festival.

What do you think the words in bold mean? Tell your partner.



4. Match the vocabulary with the correct definition.

1. ancient	B. special clothes.
2. winter solstice	D. a fun way to remember something.
3. procession	E. very old.
4. celebrations	F. the day of the year when the sun is the furthest from the earth: the shortest day.
5. costumes	H. a group of people walking together in celebration.
6. traditional	A. something that has been the same for a long time.

5. True or false? If false, correct the mistake.

1. Inti Raymi happens when the sun is close to the earth.
2. The Incas wanted the sun god to help them grow food.
3. Inti Raymi is a small festival.
4. The celebrations only happened in the morning.
5. In the past, people wore colourful costumes.
6. The festival starts and ends in different places.

6. Talk to your partner.

Would you like to go to the Inti Raymi festival? Why / why not?

Can you think of any similar festivals in Ecuador, or in other countries?

Design a carnival mask!



Describe it to your partner.

Then listen and draw what they describe.

My mask



My partner's mask



Teacher's Notes

Grade Level 9

Topic Inti Raymi

Lesson Focus and Goals

Reading and Vocabulary about the Inti Raymi festival

Preparation Needed

One handout for each student.
Coloured pencils if possible

Curricular Strands

EFL 4.1.1 

EFL 4.1.2 

EFL 4.2.10 

EFL 4.5.4 

Lesson Outline

Warmer – 5 minutes. Topic intro.

Writing – 5 minutes. Students predict what happens at Inti Raymi.

Reading – 10 minutes. Read the text and check if ideas are correct.
Vocabulary – 10 minutes. Guess meanings of words in bold with partner, then do the matching activity.

Reading – 10 minutes. Comprehension questions. Extra: Designing a mask and describing to partner.

Speaking – 5 minutes. Pair or groupwork sharing.

Lesson Stages

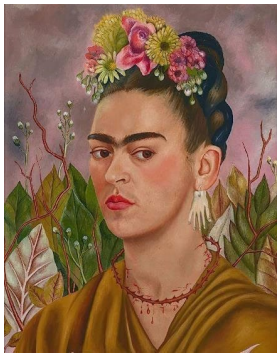
Stages	Procedure
Lead-in 5 minutes	Students look at pictures and tell their partner what they know about each of the topics listed.
Writing 5 minutes	Predict why they think people celebrate the Sun God. Share with a partner before feeding back as a class.
Reading 10 minutes	Read text and see if predictions were correct. Then discuss words in bold with your partner.
Vocabulary 10 minutes	Match vocab with meanings. Then put into A/B pairs, students test partner: student A says meaning, student B remembers word. When they have done 5, swap roles. Demonstrate if needed.
Reading 10 minutes	Read text again and answer comprehension questions.
Speaking 5 minutes	Talk in pairs or groups of three about questions. Feedback as a class.
Extra activity: design a carnival mask	Students design a mask. Then describe their mask to their partner, who draws what they describe.
	Credits https://www.pinterest.com/pin/inti-inca--842806517766601074/

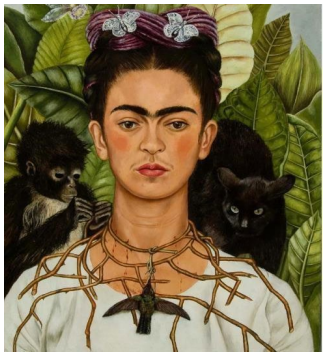
Image credits	https://www.boisestate.edu/bluereview/llamas-are-having-a- moment-in-the-us-but-theyve-been-icons-in-south-america- for-millennia/ https://en.wikipedia.org/wiki/Machu_Picchu https://peakvisor.com/range/andes-chile-argentina.html https://blog.goway.com/globetrotting/the-incas-perus-rich- cultural-heritage/ https://www.lorenzoexpeditions.com/blog/inti-raymi/ https://www.thesprucecrafts.com/free-mardi-gras-mask- templates-1357858 https://depositphotos.com/editorial/indigenous-masks-in- ecuador-188638592.html

Frida Kahlo

1. Speaking.

What do you know about Frida Kahlo?
What do you think about her art?
Can you name any other artists?





2. Vocabulary.

Match the words with the definitions.

1. polio	a. a painting you make of yourself
2. damaged	b. feeling pain
3. disabled	c. traditional art from a culture
4. self-portrait	d. a feeling in your body that something is wrong or hurts
5. suffering	e. a big painting on a wall
6. mural	f. hurt or broken
7. folk art	g. something you leave behind when you die
8. legacy	h. a condition that stops you living normally
9. pain	i. a serious illness

3. Reading.

Read about Frida Kahlo.

Underline the vocabulary from Exercise 2.



Frida Kahlo, a Mexican artist, was born in 1907 in a small village near Mexico City. She lived in a bright blue house called La Casa Azul with her mum, dad, and sisters. At age six she got polio, which damaged her leg and left her disabled.

Frida had many health problems and had a lot of pain in her life. She spent a lot of time in hospitals. She was in a bus accident when she was eighteen, and she broke a lot of bones. For many months after the accident, she had to stay at home to get better, and this was when she started painting. Most of her paintings were self- portraits because she wanted to reflect her pain and suffering.

In 1929, Frida married another famous Mexican artist, Diego Rivera. He liked to paint big murals on walls. They were both popular in Mexico, and they also became famous in other countries around the world. At this time in her life Frida was very happy, and she painted with strong, bright colours to reflect this. Traditional Mexican folk art also influenced her style.

Frida died in 1954, and Diego three years later. Their home is now a museum celebrating their life and art. In the museum you can see Frida's art as well as many interesting objects from her life. Frida Kahlo was a very important artist and woman, and because of the museum, her legacy continues.

4. Read the text again.



A. the sentences in order.

a. Frida painted self-portraits.
b. Frida painted with bright colours.
c. Frida lived in a blue house.
d. Frida's house became a museum.
e. Frida broke lots of **Put** bones.
f. Frida died, and then her husband died.
g. Frida got married.
h. Frida's leg was damaged.

B. Correct the sentences with your partner.

Then check your answers in the text.

1. Frida was born ~~in~~ Mexico City. *Near*
2. Frida only broke her arm in the bus accident.
3. Frida was only famous in Mexico.
4. Frida's husband was a musician.
5. After getting married, Frida pained only in black and white.
6. Many of Frida's paintings are of other people.
7. Frida was a healthy woman.
8. Frida's house is now a theatre.

5. Writing.

Who is your favourite artist? Why?

Draw a picture and write three things about them!

1. ……
2. ……
3. ……

Teacher's Notes

Grade Level 9

Topic Frida Kahlo

Lesson Focus and Goals

Vocabulary and reading about Frida Kahlo

Preparation Needed

One handout for each student.

Curricular Strands

EFL 4.3.1  EFL 4.2.2 

EFL 4.1.6 

Lesson Outline

Warmer – 5 minutes. Topic intro.

Vocabulary – 10 minutes. Match words to definitions.

Reading – 15 minutes. Read and answer questions.

Writing – 10 minutes. Write about favourite artist.

Lesson stages

Stages	Procedure
Warmer 5 minutes	Write Frida Kahlo on the board. Ask students if anyone knows who she was and where she was from. Give out handouts. Students discuss the questions in pairs before feeding back to class.
} Vocabulary 5 minutes	Tell students they're going to read about Frida Kahlo's life and that key vocabulary they need to know before begin. Tell them to match words with their definitions. Compare answers with a partner, then give feedback as class. Ask concept-checking questions to ensure understanding.
Reading 15 minutes	Run through three reading tasks: 1. Read the text and underline the vocabulary in the text from the previous exercise. Then tell their partner meanings of the underlined words from memory. if needed, Check definitions on the previous page.

	2. Read the text again. Do exercise 4A – put the sentences in the correct order of events in Frida's life. Answers – c, h, e, a, g, b, f, d. 3. Correct sentences from memory in pairs. Then check the text to verify answers. Write the corrections on the board. 1. Frida was born in Mexico City. near 2. Frida only broke her arm in the bus accident. many bones 3. Frida was only famous in Mexico. in other countries too 4. Frida's husband was a musician. an artist 5. After getting married, Frida painted only in black and white. in bright colours. 6. Many of Frida's paintings are of other people. herself 7. Frida was a healthy woman. sickly 8. Frida's house is now a theatre. museum
Writing 10 minutes	Tell students to think about their favourite artist. Ask them to write three short sentences about the artist. Give an example and write three sentences on the board:

	i.e., Van Gogh – he was from Holland, he mostly painted pictures of the countryside, he cut off his ear. If students have access to the internet, they could do this as a research project. Then, have them draw a picture and share their ideas in groups of three.
Image credits	Frida green https://www.johnsmedley.com/blog/our-inspirations-frida- kahlo/ Frida monkeys https://www.vogue.com/article/frida-kahlo-art-summer-style-inspiration Frida leaves https://www.amazon.co.uk/Frida-Kahlo-Complete-Paintings- TASCHEN/dp/3836574209 Frida Banner https://www.pinterest.com/pin/807130183024289 44/ Flowers https://www.pinterest.co.uk/pin/7-mexican-floral-wallpaper- designs-inspired-by-frida-khalo--777222848191625353/

Lonesome George



1. Talk to your partner.

What do you know about the Galapagos Islands? Would you like to visit? Why/why not?

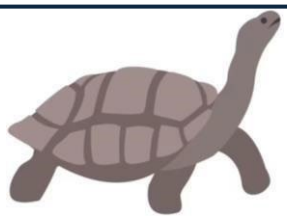
These animals live in the Galapagos Islands.

Can you name them? Which other animals live there?









One animal from the Galapagos Islands, a Pinta tortoise named *'Lonesome George'*, is famous. Look at the pictures below.

What do you think happened to him and his species?

.....

2. Read about Lonesome George and the Pinta tortoises.

Match the paragraphs to the pictures to re-order the story.








Only one tortoise survived. In 1971, a scientist found the tortoise and took him to a tortoise centre on a different island.

Later, more people came to Pinta. The dogs and rats they brought with them ate young tortoises and tortoise eggs. The farmers who came to Pinta had goats, and the goats ate so many plants there wasn't much left for the tortoises. In the end, the tortoises died.

When they were travelling on their boats, the pirates were hungry. So, they took the tortoises from Pinta Island and ate them.

A long time ago there were many tortoises on Pinta – a small island in the north of the Galapagos. They lived on the island for many years and ate the plants that grew there.

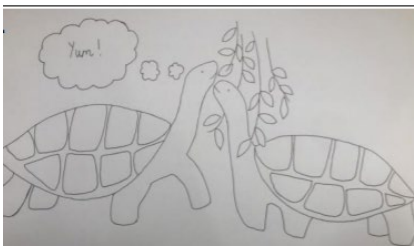
In the 1600s, pirates came to Pinta. They lived on the island and travelled around the Pacific Ocean in their boats.

At the Tortoise Centre he was looked after and protected. He was given a special name: Lonesome George.

Lonesome George died in 2012. He was 102 years old. He was the last member of his species

3. Now, make a comic about the story of Lonesome George!

Use the pictures to help you.

1.  A long time ago on Pinta Island, the giant tortoises were very happy. They lived with their families and had plenty of delicious food to eat.	2. One day, …… …… ……
3. …… …… ……	4. …… …… ……
5. …… …… ……	6. …… …… ……

Teacher's Notes

Grade Level 9

Topic Lonesome George

Lesson Focus and Goals

Reading about Lonesome George

Writing a comic to retell the story

Preparation Needed

One handout for each student.

Curricular Strands

EFL 4.3.2 EFL 4.2.11

EFL 4.5.4

Lesson Outline

Warmer – 10 minutes. Topic intro. Discuss questions in pairs.

Writing – 10 minutes. Prediction about story.

Reading – 10 minutes. Read the story and re-order it.

Writing – 15 minutes. Re-write the story in comic form.

Lesson stages

Stages	Procedure
Warmer 10 minutes	Write 'The Galapagos Islands' on the board. Ask students what they are (a group of islands) and where they are (off west coast of Ecuador, in the Pacific Ocean) Give out handouts. Students discuss questions with a partner, then guess names of animals in the pictures: sea lion, blue footed boobies, iguana, giant tortoise, crab.
Writing 10 minutes	Explain that they are going to read about a giant tortoise who lived on the Galapagos Islands. His name was 'Lonesome George', or 'Solitario Jorge'. Ask if anyone has heard of him or knows anything about him. Tell the students he was the last of his species to survive, and that when he died in 2012, his species became extinct. Tell students to look at the pictures on the next page, but not to read the text yet. In pairs, students use the pictures to guess why the species became extinct. Ask them: Why was Lonesome George the only tortoise left? What happened to the other tortoises? Elicit a few ideas as a class, then they write their ideas.
	Tell the students they are going to read about Lonesome George.

Reading 10 minutes	The text is mixed up, and they need to re-order the paragraphs to tell the story. The pictures match the paragraphs, so they can use these to guide them and match the paragraphs to the pictures. Number one has been done for them. Answer: A long time ago there were many tortoises on Pinta – a small island in the north of the Galapagos. They lived on the island for many years and ate the plants that grew there. In the 1600s, pirates came to Pinta. They lived on the island and travelled around the Pacific Ocean in their boats. When they were travelling on their boats, the pirates were hungry. So, they took the tortoises from Pinta Island and ate them. Later, more people came to Pinta. The dogs and rats they brought with them ate young tortoises and tortoise eggs. The farmers who came to Pinta had goats, and the goats ate so many plants there wasn't much left for the tortoises. In the end, the tortoises died.

	Only one tortoise survived. In 1971, a scientist found the tortoise and took him to a tortoise centre on a different island. At the Tortoise Centre he was looked after and protected. He was given a special name: Lonesome George. Lonesome George died in 2012. He was 102 years old. He was the last member of his species.
Writing 15 minutes	Tell students they are going to make a comic about the story. Ask them to use captions and speech/thought bubbles (draw an example on the board.) Point out that there are 6 photos and 6 boxes for them to fill in, so they can use the photos and the paragraphs to base their comics on.
Speaking 5 minutes	If time, students compare their comics with a partner.
Image credits	Credits Galapagos animals https://www.llamatravel.com/about/blog/item/172-the-galapagos- islands-wildlife-guide Tortoise clipart https://www.freepik.com/premium-vector/galapagos- giant-tortoise-vector-illustration_21093057.htm

	Goat https://www.dreamstime.com/photos-images/goat-eating- grass.html Pirates https://galapagosislandstour.com/history-of-the-galapagos/ Scientist with tortoise https://learningenglish.voanews.com/a/scientist-report-new-tortoise- species-on-galapagos-islands/6486528.html Tortoise eating leaf https://www.alamy.com/stock-photo/tortoise- eating-leaves.html?sortBy=relevant

PRELIM 3

LISTENING SKILLS MATERIAL

FOR 10TH GRADE

Creation Myths



Talk to your partner.

Different cultures have stories about the origins of the world.

Do you know any stories about how the world was created?

Listening.

A creation myth is a story about how the world, the universe, human beings and living things were created from nothing.

You are going to hear about two creation myths.

Listen to the stories.

Myth one

Which country is the myth from?

What is the name of the myth?

Who created the world?



Myth two

Which country is the myth from?

What is the name of the myth?

Who created the world?



Work with a partner.

Which words are missing? Listen again and fill in the gaps.

The Egyptian creation myth: Iunu



In the beginning there was only chaos.

Then, a god named Atum came. He created the …… god, Shu, and the …… goddess, Tefnut.

From Shu and Tefnut came Geb, the god of the ……, and Nut, the goddess of the ……

But Geb and Nut couldn't be together because Shu, the air god, was …… them.

This created the …… and the ……

The Chinese creation myth: Pan Gu



In the beginning the universe didn't have a ……

Then, a giant woke up from his ……

His name was Pan Gu. As he woke, ……sky and earth in different directions.

Pan Gu was very ....., and the sky moved high above him while the earth moved under him.

Pan Gu got bigger and bigger, moving the sky and the earth away from each other even more.

Pan Gu's breath became the **……**, his voice the, …… and his body the **……**.

Talk to your partner.



How much can you remember about the two myths? How was the world created in each story, and by who?

Read the stories again.

What is the same about myths? What is different?

Write your ideas below:

Things that are the same	Things that are different



Talk to your partner.

Are your ideas the same as yourpartner?

Which myth do you prefer? Why?

How do *you* think the world wascreated?

Teacher's Notes

Grade Level 10

Topic Creation Myths

Lesson Focus and Goals

Listening and speaking about creation myths.

Preparation Needed

One handout for each student.

Listening recording.

Preparation Needed

EFL 4.4.1 

EFL 4.1.9 

EFL 4.4.5 

Lesson Outline

Warmer – 5 minutes. Discuss intro questions in pairs.

Listening one – 5 minutes. Prediction and answering questions.

Listening two – 15 minutes. Prediction and gap filling.

Speaking – 5 minutes. Recall stories.

Writing - 15 minutes – write about the similarities and the differences.

Lesson Stages

Stage	Procedure
Lead in **5 minutes**	Students discuss intro question in pairs. Provide brief whole class feedback.
Listening **5 minutes**	Tell students they are going to hear about two creation myths. Students look at pictures and guess which countries the myths are from. Then, they listen and answer the three questions. When finished, students compare their answers with a partner, and then give feedback as a class. Write up the answers on the board to check spelling.
Listening **15 minutes**	Students read the scripts about the two creation myths. Tell them to guess which words go in the gaps, but not to write anything yet. Do a couple of examples to demonstrate. Then listen again and fill in the gaps. After the first myth, stop and allow students to compare their answers with a partner before giving feedback. Then play the second myth and do the same.

	Write the answers up on the board to check spelling. Play the recording twice if needed.
Speaking **5 minutes**	Put students into pairs. Tell them to discuss how much they can remember about each myth.
Writing 15 minutes	Tell students to think about the similarities and differences between the myths, and to write them in the table. Compare their answers with a partner. Provide feedback as a class, write up ideas on the board. Then, discuss the questions in pairs.
Image credits	Credits https://www.canva.com/templates/EAFwKTL2B6g-exploring-creation-myths-education-presentation-in-green-blue-friendly-hand-drawn-style/
Listening script	The Egyptian creation myth is called Iunu. It's spelt I-u-n-u In the beginning there was only chaos. Then, a god named Atum came. He created the air god, Shu, and the water goddess, Tefnut. From Shu and Tefnut came Geb, the god of the Earth, and Nut, the goddess of the sky. But Geb and Nut couldn't be together because Shu, the air god, was between them. This created the Earth and the Sky.

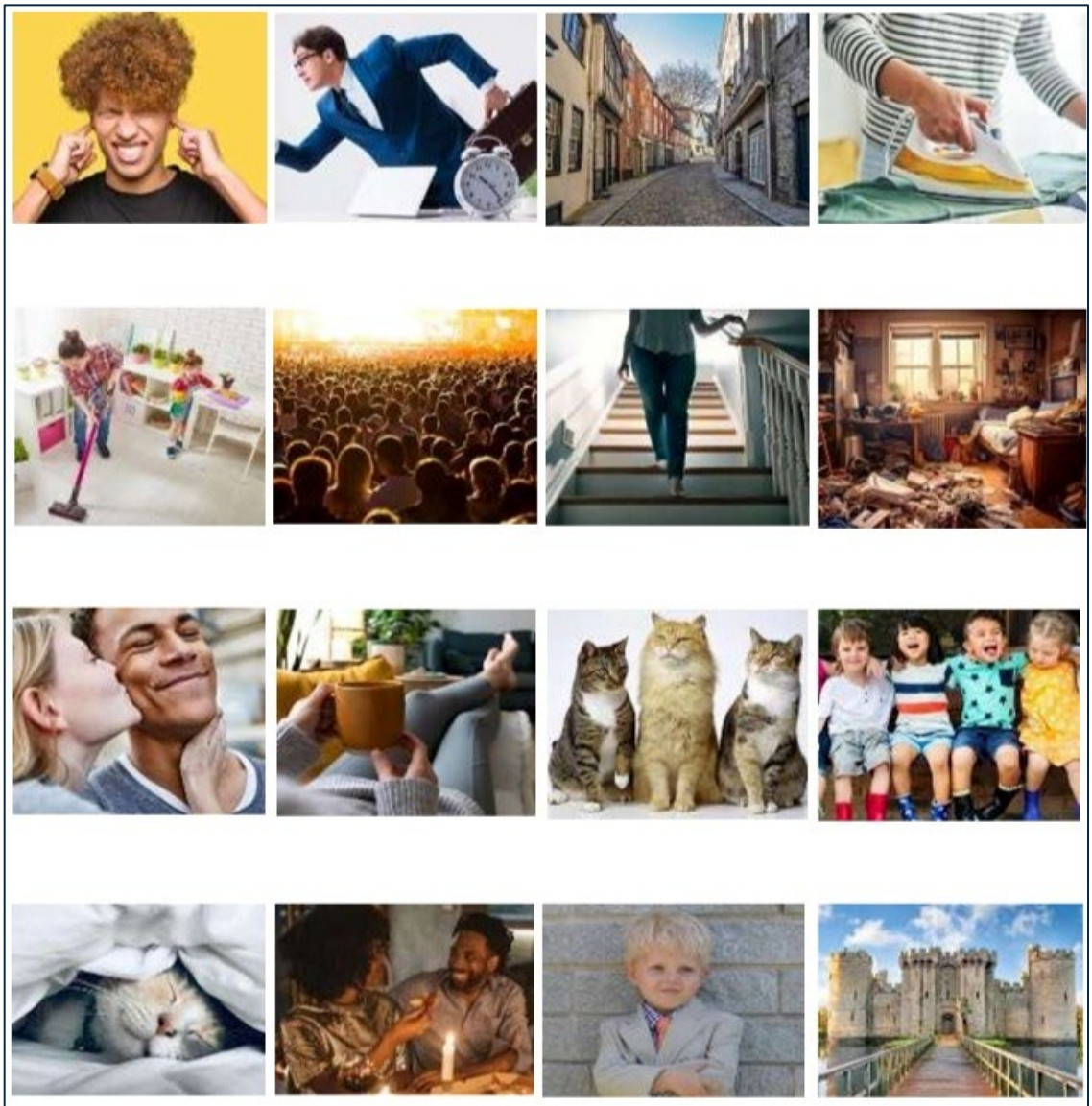
	The Chinese creation myth is called Pan Gu. It's spelt p-a-n g-u. In the beginning the universe didn't have a shape. Then, a giant woke up from his sleep. His name was Pan Gu. As he woke, he pushed the sky and earth in different directions. Pan Gu was tall, and the sky moved high above him while the earth moved below. He continued to grow, causing the sky to stretch farther apart. Pan Gu's breath became the wind, his voice the thunder, and his body the mountains.

Our House

Vocabulary

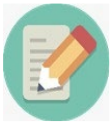
What can you see in the pictures?

Tell your partner!



Match the sentences with the pictures.

Write the correct number under each.



1. Four **kids** are sitting on a wall.
2. A little boy is wearing his **Sunday best**. He's going to church.
3. The cat is **sleeping**.
4. Beth and Tom are having a romantic **date**.
5. There's a big **crowd** at the festival.
6. The king and queen live in a **castle**.
7. My mum is very **houseproud**. She likes cleaning and tidying.
8. The music is too **loud**!
9. She's giving him a **kiss** on the cheek.
10. My bedroom is a **mess**. I need to clean it.
11. The orange cat is in the **middle**.
12. The kitchen, living room and study are **downstairs** in my house.
13. I'm tired. I need a **rest**!
14. I **iron** my shirt every morning.
15. I live on a long **street** with lots of old houses.
16. I am **late** for work. I need to run!

Memory games!

Game One. Work in pairs.

Student A: Say one of the sentences.

Student B: Point to the correct picture.



Choose 8 sentences. Then swap!

Game Two. Work in threes.

One student points to a picture.

The other two students race to say the correct word.

The student who says it first is the winner!

Listening

Read the song lyrics.

Can you guess which words from below go in the gaps?Then listen to the song and check!

middle / mess / kiss / kids / rest / street / crowd / loud

Father wears his Sunday best,
Mother's tired, she needs a , They ……..are playing up downstairs,
Sister's sighing in her sleep
Brother's got a date to keep, he can't hang around.

Our house, in the …….. of our ,
Our house, in the of our

Our house, it has a ,
There's always something happening and it's usually quite ……..,
Our mum, she's so houseproud,
Nothing ever slows her down and is not allowed.
Our house, in the …….. of our ,
Our house, in the of our
Father gets up for work,
Mother has to iron his shirt,
then she sends the kids to school, Sees them off with a small ,
She's the one they're going to miss in lots of ways.



Listen to the second part of the song.

Read the song lyrics. Can you guess which words go in the gaps? Then listen to the second half of the song and check!

best / Brother's / play / Father rest / happy / castle / sleep

I remember way back then, when everything was true and when, We would have such a very good time, such a fine time, such a …….. time.

And I remember how we'd....., simply waste the day away, Then we'd say nothing would come between us, two dreamers.

…….. wears his Sunday …….. Mother's tired, she needs a....., the kids are playing up downstairs, Sister's sighing in her ……..

…….. 's got a date to keep; he can't hang around.

Our house, in the middle of our street

Our house, in the middle of our street

Our house, in the middle of our street

Our house, in the middle of our…

Our house was our.....and our keep

Our house, in the middle of our street

Our house, that was where we used to slee



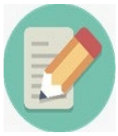
Our house, in the middle of our street

Our house, in the middle of our street

Our house.

Writing

Think about your family.



What jobs do they do?

What do they like doing in their free time? What happens in your house?

Tell your partner.

Then write four more lines to add to the song!

……

……

……

……



Teacher's Notes

Grade Level 10

Topic Our House

Lesson Focus and Goals

Listen to a song and identify new vocabulary.

Write about your family.

Preparation Needed

One handout for each student.

Listening (song) recording.

Preparation Needed

EFL 4.1.8 EFL 4.2.10

EFL 4.5.11

Lesson Outcomes

Speaking – 10 minutes. Describe pictures in pairs.

Vocabulary – 15 minutes. Match sentences to pictures. Play memory games.

Listening – 10 minutes. Listen to a song and fill in gaps.

Writing – 10 minutes. Write about your own house and family.

Lesson Stages

Stage	Procedure
Warmer 10 minutes	Give out handouts. Students discuss what they can see in each picture in pairs.
Vocabulary 15 minutes	Students match the sentences to the pictures, focusing on the words in bold. Tell them to write the number under each picture. Do the first picture with them – 8. The music is too loud = the first picture. Advise students to identify words they already know first, and then work out the meaning of the others from context. E.g., what would you do if you felt tired? = the picture of someone having a rest. Once the instructions are clear, students finish the activity individually. Then, they compare their answers with a partner, then check as a class. Concept check any vocabulary they are unsure of. After the matching activity, play some vocabulary memory games. For the first game, put students into pairs and follow the instructions on the page. For the

	second game, put students into threes and follow the instructions. Demonstrate the games if needed
Listening 10 minutes	Tell the students they are going to listen to a song called 'Our House' by the British band Madness. Tell them that some words have been removed from the lyrics, and these are the words they have learned in today's lesson. Before playing the song, tell students to read the lyrics and guess which words from the list might go in each gap (but don't write anything in yet!) Then, play the first half of the song so the students can complete the gap-fill activity. Stop halfway through the song (follow the lyrics yourself to know when to stop) Tell students to compare their answers with a partner. Check answers as a class. Follow the same procedure with the second half of the song. Once answers have been checked, play the song so they can hear the words in context. Encourage them to sing along!
Writing 10 minutes	Tell students to answer the questions about their homes and families in pairs. Then, ask them to write four sentences using their ideas. If there's time, they

	can share their sentences with their partner and provide feedback by sharing a few students' ideas with the class.
Image credits	Sunday best https://pixabay.com/photos/cute-boy-sunday-best-handsome-kid-2670850/ Playing up https://www.vinmec.com/en/news/health-news/pediatrics/when-children-are-too-naughty-do-they-need-to-go-to-the-doctor/ Date https://www.essentialliving.co.uk/blogs-insights/15-date-night-ideas-in-london/ Mess https://stock.adobe.com/uk/search?k=messy+bedroom Crowd https://www.euroschoolindia.com/blogs/crowd-management-safety-tips-for-children/ Houseproud https://depidiomas.unitru.edu.pe/?e=what-is-the-best-homemade-floor-cleaner-10+-diy-ll-Z89OAdCB Downstairs https://pro-flooring.com/do-your-upstairs-and-downstairs-flooring-have-to-match/ Castle https://www.smithsonianmag.com/travel/worlds-most-visited-castles-180954081/

	Rest https://amshq.org/Blog/2022-12-21-7-Types-of-Rest Street https://www.loveexploring.com/gallerylist/116515/the-uks-most-beautiful-streets Late https://11recruitment.com.au/blog/late-for-interview / Loud https://www.snexplores.org/article/explainer-how-loud-is-too-loud Cats https://www.wallpaperbetter.com/en/hd-wallpaper-zculj Kids https://mcc.gse.harvard.edu/resources-for-families/7-tips-raising-caring-kids Sleep https://www.ageuk.org.uk/information-advice/health-wellbeing/mind-body/getting-a-good-nights-sleep/7-steps-to-a-great-nights-sleep/ Musicalnotes https://www.istockphoto.com/illustrations/musical-note Houses https://www.vecteezy.com/vector-art/2940513-traditional-european-style-houses-in-old-town-neighborhood

	Young girl https://www.naeyc.org/resources/pubs/tyc Old woman https://caiapark.org.uk/older-people/ Ugly city https://www.thetimes.co.uk/article/are-these-the-ten-ugliest-cities-in-the-world-cnsglzqmr Beautiful place https://www.thrillist.com/travel/nation/the-28-most-beautiful-places-in-europe Busy city https://www.flickr.com/photos/andozo/4906046194 Quiet https://www.thoughtco.com/quiet-quit-and-quite-1692774 Boring https://www.verywellfamily.com/reasons-kids-are-bored-at-school-620804 Interesting https://parenting.firstcry.com/articles/interesting-kids-reading-nook-ideas-to-make-reading-more-fun/ Cheap https://www.businessinsider.com/guides/style/best-affordable-cheap-sunglasses Expensivehttps://nationwidecoins.com/blogs/news/what-makes-gold-valuable Cold https://eu.columbiatribune.com/story/lifestyle/family/2018/01/23/the-science-cold/16025254007/

	Hot https://www.cdc.gov/nceh/features/extremeheat/index.html Clean https://stock.adobe.com/uk/search?k=%22clean+hands%22 Dirty https://stock.adobe.com/search?k=dirty+hands Small https://www.timeshighereducation.com/blog/data-blog-how-do-we-define-small-university Big https://www.forbes.com/sites/hillennevins/2020/01/21/what-are-your-big-rocks/
Listening script	1. Joanna I live in a flat in Hong Kong. I like living here, but Hong Kong is a very busy and expensive city. Lots of people live here, and everything costs a lot of money, but there are lots of interesting things to do. 2. Charlie I live in a house in Sweden. It is very cold in Sweden, and it often snows, but my house is warm inside. There are not many things to do near my house, so sometimes I don't like living here because it is boring. 3. Beth

	I live in the English countryside. My house is more than 400 years old. It has small rooms but there is a beautiful garden with lots of trees and flowers. 4. Márie I live in a new house. It has big windows and big rooms, and it's clean and modern. It is in the desert in Morocco, so it is very hot here.

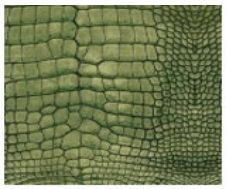
Criminal Animals

Talk to your partner.

What's your favourite animal? Why?

Can you name these animal body parts?

Which animals do they belong to?



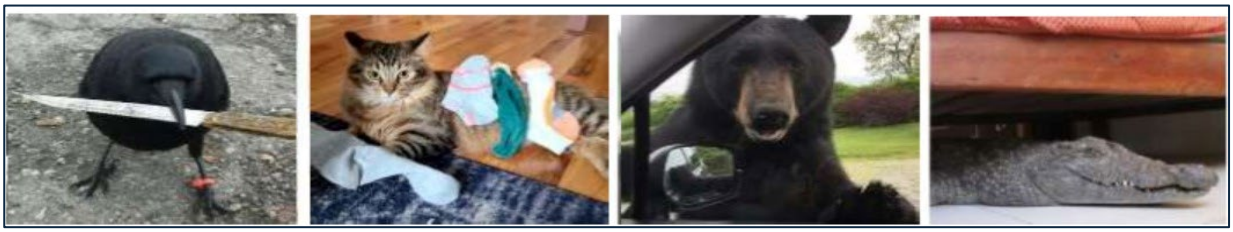





You are going to hear four stories about animals who have committed crimes.

Look at the pictures.

What do you think happens in the stories?





Listen and check if your ideas are correct.

What you can remember about the four stories?

Listen again and complete the table.

	Animal	Place	Crime
1		A town in Canada	
2	Crow		
3		A small village in England	
4	Crocodile		

Correct these sentences from the listening.

1. The bear opened the door of the car to get some food.
2. The bear had black fur.
3. The knife fell out of the man's bag when he was running.
4. The crow carried the knife in its claws.
5. The cat steals things from people's gardens.
6. The cat's family think its annoying that she steals socks.
7. The man was on holiday in the south of Australia.
8. The man found the crocodile in the morning.



ing.

re going to write a story about an animal crime!

o your partner and make some notes.

Animal:

……

Place:

……..

Crime:

……

……

……

……

Now tell your story to another pair!

Who has the funniest story?



Teacher's Notes

Grade Level 10

Topic Criminal Animals

Lesson Focus and Goals

Animal body parts

Listening about criminal animals

Writing a story about criminal animals

Preparation Needed

One handout for each student.

Listening recording.

Preparation Needed

EFL 4.5.9 EFL 4.2.2

EFL 4.5.4

Lesson Outcomes

Warmer – 5 minutes. Topic intro.

Vocabulary – 5 minutes. Label the animal body parts.

Speaking – 5 minutes. Prediction about animal stories.

Listening – 15 minutes. Three listening activities based on animal stories.

Writing – 10 minutes. Write their own story about an animal crime.

Lesson Stages

Stage	Procedure
Warmer 5 minutes	Before giving out the handout, write on board: What's your favourite animal? Why? Ask students to discuss for 2 minutes. Brief feedback from a few students about their partner's favourite animal.
Vocabulary 5 minutes	Give out the handout. Students work in pairs to label the animal body parts: scales, claws, feathers, beak, paw, fur. Feedback as a class. Ask them which animals have each feature. Write them on the board for students to copy onto their pages.
Speaking 5 minutes	Tell the students they are going to hear four stories about animals who have committed crimes. Check understanding of 'to commit a crime' = to do something illegal. Students look at the pictures and predict what happens in each story. Do the first one with them – ask, what animal can you see? (a crow) what does it have in its mouth (a knife), what do you think happened? Conduct brief feedback about their predictions.
	Run through three listening activities.

Listening 15 minutes	1. Listen and check if their ideas about the stories were correct. Then retell the four stories from memory with a partner. 2. Listen and fill in the table with information about each story. Before doing so, see what they can remember (but don't write anything yet) with a partner. 3. Correct the sentences from the listening. Do this from memory, then listen and check. Feedback on the board by writing the correct sentences: 1. The bear opened the door of the car to get some food. window 2. The bear had black fur. brown 3. The knife fell out of the man's bag when he was running. hand 4. The crow carried the knife in its claws. beak 5. The cat steals things from people's gardens. houses 6. The cat's family think its annoying that she steals socks. funny 7. The man was on holiday in the south of Australia. north 8. The man found the crocodile in the morning. night
Writing 10 minutes	Tell the students they are going to write their own story about a criminal animal. In pairs, tell them to choose an animal, a place and a crime. Then write their ideas in the spaces. If you have time, tell them to compare their ideas with another pair to see who has the best story!

Image credits	Scales https://www.spoonflower.com/en/shop/crocodile-scales Claws https://www.shutterstock.com/image-photo/deadly-claws-komodo-dragon-739700443 Fur https://www.rgbstock.com/photo/nwJCqrQ/fine+feline+fur2 Toucan https://www.timeforkids.com/k1/types-beaks/ Paw https://polarbear-world.com/polar-bear-paw/ Raccoon https://www.cardly.net/madeinbv/cat-burglar Fox https://www.istockphoto.com/search/2/image?mediatype=illustration&ph rase=robber+fox Crow with knife https://abcnews.go.com/International/canadian-police-chase-famous-knife-stealing-crow-tampering/story?id=39408086 Cat with socks https://www.reddit.com/r/CatsAreAssholes/comments/n11gj2/does_anyone_elses_cat_steal_socks_and_carry_them/?rdt=42226

	Bear in car https://www.bostonmagazine.com/news/2019/05/29/bear-rhode-island-car/ Crocodile under bed https://www.dailymail.co.uk/news/article-2423311/Man-40-finds-8ft-crocodile-hidden-bed-spent-entire-night-just-inches-slept.html
Listening script	On a summer's morning in a town in Canada, a man named Ron woke up to the sound of a car crashing into his garden. He was surprised when he saw that there wasn't a man driving the car. It was a big brown bear! Earlier that morning the bear had been hungry. He saw some food on the front seat and got into the car through the window. He sat down and put his paw on the pedal, and the car went down the street and into Ron's garden! It was night time in New York. A man was running from the police because he had committed a crime. He had a big knife in his hand. He ran so quickly he dropped the knife, and a big black crow flew down and picked it up in his beak! The crow flew away with the knife, and because the police were looking at the bird, the man escaped! They searched for him, but they only found two black feathers.

	Brigit, a cat with ginger fur who lives in a small village in England, has been stealing things from people's houses. Her favourite object to steal? Socks! Every day, she comes home with a sock in her mouth, which she gives to her human family as a present! They love Brigit and think it's really funny that she steals socks. They always return the socks to their owners. Sam was on holiday in Australia when he had a scary experience with a crocodile. He was staying in the rainforest in Darwin, a city in the north of Australia. He went to bed as normal at around 11pm. At 3am, he woke up to a strange sound coming from under his bed. He had a look, and saw two bright yellow eyes, big green scales and lots of teeth and claws. It was a crocodile!

Sugar in the Milk

You are going to listen to a story.

Here are some characters from the story. Match the pictures to the words.







poor sad strong homeless clever
confiden helpful rich worried brave

Listening.

What can you see in the pictures?

Listen to the story. Number the pictures in the order you hear them.













Listen again.

Who said these things? The king, the Pharisees, or the leader?

Write K for king, P for Pharisees, and L for leader.

“We need to find a better place to live.”

“I will help you.”

“There is no space for you here.”

“Bring me a bowl of milk.”



Talk to your partner and answer the questions.

1. How do you think the Pharisees felt when they left Iran?
2. Why did the King said no at first? Was this a good decision?
3. How would you feel if the Pharisee people moved to your village?
4. Why did the King say yes in the end?
5. How do you think the Parsi people who live in India feel now?

Look at the pictures again.

Retell the story, then act it out!

Think about what each character says and how they feel.

Teacher's Notes

Grade Level 10

Topic Sugar in the milk

Lesson Focus and Goals

Listening to story about immigration

Retelling a story

Preparation Needed

One handout for each student.

Listening recording.

Preparation Needed

EFL 4.1.1 

EFL 4.1.2 

EFL 4.5.5 

EFL 4.2.3 

Lesson Outcomes

Warmer – 10 minutes. Vocabulary.

Vocabulary – 5 minutes. Discuss pictures from story with partner.

Listening – 10 minutes. Listen and order the pictures, then identify quotes.

Speaking – 5 minutes. Answer in depth questions about the story.

Speaking – 10 minutes. Retell the story, then act it out.

Lesson Stages

Stage	Procedure
Lead in **10 minutes**	Tell the students they are going to hear a story about immigration. Write 'immigration' on the board and ask them to discuss what they think it is in pairs. Brief feedback as class. Give out handouts. Elicit what the three pictures show (a king, a poor family, a group of people with a leader, a Priest). Students match adjectives to characters. Compare with a partner, then feedback as class. Ask why they have chosen certain adjectives to check understanding. Some adjectives can be matched with more than one character.
Vocabulary **5 minutes**	Students talk in pairs about what they can see in the pictures. Feedback as a class, and write key vocabulary on the board (in pictures from left to right): Ship/sailing, crowded, bowl/spoon, throne, drought/desert, India/Indian people/flags.

	Tell them there are two more words they need to know to understand the story: Spill and stir. Show them the meanings with actions. Ask them which picture these refer to (the bowl of milk)
Listening **10 minutes**	Tell the students they are going to listen to a story about immigration. As they listen, number the photos in the order that they hear them. Compare in pairs, then feedback as class. Students listen again and identify who said each of the quotes. Before listening, students see if they can remember who said what in pairs. Then listen and check.
Speaking **5 minutes**	Put students into threes to answer questions. Then feedback as a class.
Speaking **10 minutes**	In threes, tell students to look at the photos and retell the story. Give them a few minutes to do this, then explain that they are going to act it out! Give each student a letter, a, b, and c. Tell them that letter 'a's will be the leader, 'b's will be the king, and 'c's will be a Pharisee person. Elicit where the story starts (Iran), and what they think the leader and the Pharisee person would say in

	that situation. Write on the board a few lines of dialogue to start them off, for example: Pharisee: “It hasn’t rained for three months. I’m hungry and scared. It’s not safe here”.
Image credits	Credits Drought https://www.thenbs.com/knowledge/climate-change-adaptation-in-buildings-drought Ship https://pngtree.com/freebackground/classic-wooden-ship-flying-over-the-ocean_2662563.html Indian flag https://www.independent.co.uk/asia/india/national-flag-ration-independence-day-b2143751.html Milk https://www.ambitiouskitchen.com/how-to-make-homemade-buttermilk/ Crowded https://www.indianholiday.com/blog/crowded-places-in-india/ King https://classroomclipart.com/image/vector-clipart/medieval-king-wearing-robe-crown-clipart-26189.htm Family https://www.istockphoto.com/vector/homeless-

	poor-or-stateless-refugee-family-flat-vector-illustration-isolated-gm1160004676-317389829 Talking https://masterclass.ted.com/blog/communication-vs-pontification Open book https://www.vecteezy.com/free-vector/open-book-clipart Priest https://www.istockphoto.com/search/2/image?mediatype=illustration&phrase=catholic+priest+clip+art
Listening script	Long ago, Iran was not a safe place to live. There were many wars there and it didn't rain for a long time. There was a terrible drought. A group of people who lived there, the Pharisees, decided to leave their country because it was too dangerous. They said, "we love our land, and we want to stay together, but it's not safe here. We need to find a better place to live." Their leader, a Priest, listened to them. He replied, "Follow me, and I will help you." So they followed their leader and sailed on ships across the Arabian Sea to Gujarat, a city in India.

	When they arrived, they were very tired and hungry. Gujurat was busy and rich, and the king of the city sat on a beautiful throne. The leader of the Pharisee people asked him if he would allow the Pharisees to live in his great land. The king said "I'm sorry, our city is full." "You can have some food, but then you must leave. There is no space for you here." But the priest had a good idea. He looked at the king, and said, "please bring me a bowl of milk, and a bowl of sugar." When the bowls arrived, the priest said, "watch," and he poured the sugar into the milk. The milk didn't spill out, and the sugar dissolved when he stirred it. He said, "I promise that if you give us a place to live, we will live in your land like the sugar lives in the milk. We will make your land better." The King was impressed. He smiled and said, "yes, you can stay." And the Pharisees, now called the Parsi, made their home in India, and still live there happily today. Image order:

PRELIM 3

READING SKILLS MATERIAL

FOR 10TH GRADE

Adventure

Talk to your partner.

How many South American countries can you name?

Have you ever been to a different country? What was it like?

Which countries would you like to visit in the future? Why?



Look at the map of the world.

Where is Ecuador? Where are the other places?

Mark them on the map.

Peru Brazil Austria Canada Morocco the USA Nepal



Match the vocabulary with the correct definition.

1. A challenge	A. Very cold
2. Freezing	B. Strong wind and rain
3. A charity	C. Doing something difficult successfully
4. A storm	D. Not having much money
5. Poor	E. The place where a river meets the sea
6. Sledge	F. Something that is difficult to do
7. Mouth of a river	G. An organisation that helps people
8. Achievement	H. A type of wooden transport used to pull things

Read the text your teacher gives you and fill in the table.

Name	Country	Biggest achievement and how long it took	Other interesting information
1.			
2.			
3.			

Listen to the other students in your group and fill in the rest of the table.

A. Ed Stafford



Ed is from the UK. He was the first person to walk along the Amazon River. He walked from the mountains of Peru to the mouth of the river in Brazil. His journey took two years and four months. There are many dangerous animals in the rainforest, like snakes and crocodiles, but Ed was lucky; he was only bitten by ants and mosquitoes. On his trip, Ed had to find fruit and nuts or catch fish each morning. Sometimes food was hard to find and Ed was often tired and hungry.

B. Gerlinde Kaltenbrunner

Gerlinde is from Austria and is one of the world's greatest climbers. She has climbed all the world's mountains over 8,000 metres, but her biggest achievement was climbing Mount Everest. Her adventure lasted for two months. It's very difficult to climb in cold, snowy weather and storms, but Gerlinde loves it. She started climbing as a teenager in the mountains near her home. When she left school she became a nurse and went climbing in her free time. Now she spends her time climbing and helping a charity for poor children in Nepal.



C. Meagan McGrath



Meagan is from Canada. She has climbed mountains, ridden a bike across Canada andrun races in the desert in Morocco and the USA.But her most incredible journey was a skiingtrip to the South Pole. As she skied, Meagan pulled a sledge with a tent and all her food. Sheskied through terrible storms and freezing temperatures for forty days till she arrived at the South Pole.

Work with your group to answer the questions.



A. True or false?

1. Ed started his walk in the mountains of Peru and finished it in Brazil.
2. Ed was bitten by a crocodile in the rainforest.
3. Gerlinde started climbing before she became a nurse.
4. Gerlinde helps a charity for animals.
5. Meagan likes to go on adventures in lots of different environments.
6. Meagan carried her tent and food on her back as she skied.

B. Circle the best option to complete these sentences.

1. Lots of / no other people did the same walk as Ed before him.
2. Ed found it easy / difficult to find food.
3. Gerlinde has climbed all / some of the mountains in the world.
4. Gerlinde enjoys / doesn't enjoy climbing in the snow.
5. Meagan / Gerlinde has been on adventures in hot places as well as cold ones.
6. Meagan's skiing adventure was in the northern / southern hemisphere.

Talk to your partner.



1. Which of the three adventures would you most like to go on? Why?
2. Which would be the most challenging?
3. Can you think of another adventure you would like to go on?

Teacher's Notes

Grade Level 10

Topic Adventure

Lesson Focus and Goals

Vocabulary from texts

Reading

Preparation Needed

One handout for each student.

Preparation Needed

EFL 4.3.5 EFL 4.1.2

EFL 4.3.6 EFL 4.1.3

Lesson Outcomes

Warmer – 5 minutes. Topic intro / discussion questions

Map – 5 minutes. Students label map.

Vocabulary – 7 minutes. Match the words to definitions.

Reading – 13 minutes. Students read their text and share info with group.

Comprehension questions – 7 minutes. Answer questions in groups

Discussion – 3 minutes. Discuss questions about adventure.

Lesson Stages

Stage	Procedure
Lead in **5 minutes**	Write 'adventure' on the board. Elicit meaning – students have 1 minute to discuss in pairs, then feedback. Hand out worksheets. Students discuss questions in pairs. Brief feedback as a class – ask a few students to share what their partner said.
Map **5 minutes**	Students label maps with places from the texts they will read. Feedback as a class – if possible, have an enlarged version of the map on the board/screen to show them where each place is
Vocabulary **7 minutes**	Individually, students match vocabulary from texts to definitions. Briefly compare answers with their partner, then check together as class. Drill pronunciation/ word stress, and concept check meanings.
Reading **13 minutes**	Put students into groups of three and assign each student a letter – A, B and C. Direct them to the third page of the handout. Tell them they are each going to read about one adventurer and

	fill in the first row of the table with information. ICQ for understanding. When finished, students work in their groups to share the information they have written down, and fill complete the table about the other two adventurers. Feedback as class if needed, or check answers when monitoring.
Questions **7 minutes**	Students work in their groups of three to answer the two sets of comprehension questions. Tell them they might need to read parts of the other students' texts to check information. Feedback as a class.
Discussion questions **3 minutes**	Students discuss questions about adventures. Change pairs / groups of three so that they have a chance to work with different students. Feedback – ask a few students to share something their partner told them.
Image credits	https://learnenglishteens.britishcouncil.org/study-break/reading-zone/a2-graded-reading/amazing-adventurers-a2 Ed Stafford https://pelorusx.com/ed-stafford/ Erik Weihenmayer https://erikweihenmayer.com/

	Gerlinde Kaltenbrunner https://www.thebmc.co.uk/everest-facts-and-figures Meagan McGrath https://learnenglishteens.britishcouncil.org/study-break/reading-zone/a2-graded-reading/amazing-adventurers-a2 World map https://geology.com/world/world-map.shtml Sun https://www.vectorstock.com/royalty-free-vector/sun-logo-designs-modern-simple-vector-27594672 Mountain scene https://www.vecteezy.com/free-vector/mountain-river Compass https://www.freepik.com/free-photos-vectors/compass Binoculars girl https://www.istockphoto.com/search/2/image?mediatype=illustration&phrase=woman+adventure

	Tree https://www.freepik.com/premium-vector/realistic-green-tall-pine-tree-isolated-white-background-vector-illustration_23376819.htm Man https://www.freepik.com/vectors/adventure-man/2

Cooking

Talk to your partner.

What is your favourite Ecuadorian food?

Which other cuisines do you like?

What is your favourite meal?

Is there any food you don't like?



Match the food to the cooking verb.

A Cake	Eggs
Butter	Herbs
Onions	Cheese
Milk	Soup

chop / pour / stir / spread / beat / boil / slice

grate / decorate / crack / bake / sprinkle

Read the recipes.

Underline the cooking verbs. What food is being cooked?

Recipe A: ……

Ingredients:

Two eggs, an onion, a little milk, some tomatoes, some cheese, a spoon of oil and some salt, pepper and herbs.

Method:

1. Crack the eggs into a bowl and beat them for a minute or two.
2. Add the milk, the oil and some salt and pepper, and beat the mixture again.
3. Chop the tomatoes and onions so that they are in very small pieces. Grate the cheese.
4. Put a little oil in a frying pan and heat until it is very hot.
5. Pour the egg mixture into the frying pan, add the tomatoes, onions, and cheese, and stir.
6. When the mixture is cooked, put it on a plate and sprinkle the herbs on top!

Recipe B: ……

Ingredients:

200g sugar, 200g butter, 200g flour, four eggs, 50g cocoa powder, fresh cream, some strawberries.

Method:

1. Mix the sugar and the butter and beat them until they are smooth.
2. Slowly add the flour and eggs one at a time. Beat the mixture after each egg is
3. Add the cocoa powder and continue beating.
4. Pour the mixture into two tins and bake them for twenty minutes in the oven. After, allow the two pieces to cool.
5. Spread the cream over the two cooked pieces and then put them together.
6. Decorate the top of the cake with more cream and fresh strawberries!



Write your own recipe!

Use the cooking verbs from the lesson.

When you have finished, read your recipe to your partner.

Can they guess the dish?

Ingredients:

……

……

Method:

……

……

……

……

……

……

……

……





Teacher's Notes

Grade Level 10

Topic Cooking

Lesson Focus and Goals

Reading Cooking verbs

Writing a recipe

Preparation Needed

Flashcards

One handout for each student.

Preparation Needed

EFL 4.3.7 

EFL 4.3.1 

EFL 4.2.14 

EFL 4.2.12 

Lesson Outcomes

Warmer - 5 minutes: discuss questions in pairs

Vocabulary - 13 minutes: introduce and drill, memory work, matching activity

Reading - 7 minutes: read two recipes and identify cooking verbs

Writing - 12 minutes: students write a recipe

Speaking - 3 minutes: read partner's recipe and critique

Lesson Stages

Stage	Procedure
Warmer **5 minutes**	Put the students into pairs or threes to discuss the questions. Check the meaning of 'cuisine' and give some examples (Italian, Chinese etc). Drill pronunciation ("quiz-een") Ask a few students to feedback something their partner said to the whole class.
Vocabulary **13 minutes**	Introduce and drill cooking verbs using flashcards. Ask the students to stand up. Say a cooking verb and ask them to do the action. Then you do an action and they say the word. Students do the matching activity in their books. Check understanding of types of food by asking for the word in Spanish. Check as a class. ITA, students mime/guess actions in pairs.
Reading **7 minutes**	Tell the students they are going to read two recipes, underline the cooking verbs, and guess which dish each is describing. Check meaning of 'recipe' and drill pronunciation (ress - i - pee) Recipe A = a tomato omelette Recipe B = a chocolate cake

Writing **12 minutes**	Students use the cooking verbs to write their own recipe for their favourite Ecuadorian dish. Check the meaning of 'ingredients' and 'method' and tell them to write their recipe in at least 6 stages. Monitor and check correct use of verbs.
Speaking **3 minutes**	Students read/show their recipe to their partner, who identifies the cooking verbs, checks for correct usage and guesses the dish being described.
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	Food leaf: https://culinarybackstreets.com/cities-category/queens/2021/leticias / Recipe book: https://www.istockphoto.com/search/2/image?mediatype=illustration&phrase=cookbook

Films

Talk to your partner.



How many types of film can you name?

What's your favourite type of film? Which do you dislike?

What's your favourite film? Which actors do you like?

Read the review.



Biographical drama, 2019

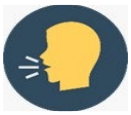
ROCKETMAN

Rocketman is about the British musician Elton John. The film **tells the story** of Elton John's life and it is **set in** England. It starts in the 1950s, when Elton John was a child, and follows his musical career across many decades. It is not **based on** a book, but the **plot** is very **gripping** because it is told through the stories in his songs.

I really enjoyed the acting in this film. Taron Egerton **stars as** Elton John, and Richard Madden **plays** John Reid, Elton John's manager. Elton John is one of my favourite singers because his music is so exciting, and I loved hearing all my favourite songs in the film. The **soundtrack** is amazing.

I think **this is a perfect film for** anyone who loves music. I thought it was fantastic, and I give it **5 stars**. Go and see Rocketman!!

Read the film review and find the information.



Tell your partner the answers.

1. The title
2. The genre
3. The plot
4. The setting (where)
5. The setting (when)
6. Actors
7. The music
8. Who would enjoy the film

Write your own review!



Include the information above, and use the language from the Rocketman review.

……
……
……
……
……
……
……
……
……
……

Read your partner's review.



Have they included all the information?

Teacher's Notes

Grade Level 10

Topic Films

Lesson Focus and Goals

Reading and writing a film review

Vocabulary to talk about films

Preparation Needed

One handout for each student.

Preparation Needed

EFL 4.5.5 EFL 4.5.10

EFL 4.5.9 EFL 4.1.8

Lesson Outcomes

Warmer - 5 minutes. Discuss questions in pairs.

Reading - 15 minutes. Read review, find information, tell partner.

Writing - 15 minutes. Write own review of a favourite film.

Speaking - 5 minutes. Read partner's review and give feedback.

Lesson Stages

Stage	Procedure
Warmer **5 minutes**	Students discuss questions in pairs. Ask a few students to give feedback on their ideas to the whole class
Reading **15 minutes**	Tell students they are going to read a review of a film about the British singer, Elton John. Students then find the information in the text and tell their partner, before feeding back as a class. Before they do the information finding activity, check understanding of 'genre' (type), 'plot' (story/what happens), 'gripping' (exciting), 'plays' (acts) and 'soundtrack' (music).
Writing **15 minutes**	Tell students they are going to write a review of their favourite film, using some of the language from the Rocketman review. Write up key words/phrases on the board for the students to use in their writing: The film tells the story of… It's set in… It's based on… … stars as… /… plays…

	The soundtrack is… This is a perfect film for… I would give it … stars. Elicit adjectives: gripping, moving, upsetting, uplifting etc. Tell students to use the following structure: • Introduction (details about film) • Things you liked and why • Who you would recommend it to and why Before writing, students use the key phrases and adjectives on the board to tell their partner about the film they are going to write about. Monitor and check correct use of language.
Speaking **5 minutes**	Students read and correct each other's reviews. Tell them to check if their partner has included all the information from the board, and to say whether they would like to see their partner's film. Feedback as class.
	Read icon: https://www.flaticon.com/free-icon/open-book_354602 Write icon: https://www.iconfinder.com/icons/1055085/compose_edit_paper_pencil_write_icon

Image credits	Speak icon: https://www.flaticon.com/free-icon/speaking_426426 Listen icon: https://www.flaticon.com/free-icon/listening_746983 Rocketman title: https://www.udiscovermusic.com/stories/elton-john-facts-rocketman-movie/

Geography

Can you name the places in the pictures?

Which can you see in Ecuador?

Can you think of any famous examples of these places?



Match the adjectives to the pictures.

1 cold 2 long 3 wet 4 hot 5 dry

6 high 7 windy 8 large 9 warm

Write the superlative form of each adjective.

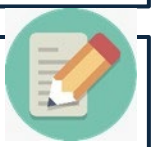


The Antarctic is the coldest place in the world.

cold > coldest

Adjective	Superlative	Adjective	Superlative
long		High	
wet		large	
hot		windy	
dry		warm	

Fill in the gaps with a superlative.



1. The Rio Napo is the..... river in Ecuador.

2. Aconcagua, in Argentina, is the.....mountain in the Andes.

3. The Atacama Desert is the .....desert in South America.

4. Nueva Rocafuerte is the .....place in Ecuador.

5. Angel Falls, in Venezuela, is the.....waterfall in the world.

Work with a partner.



Think of three more sentences about places in South America

using the superlatives.

Quiz time!



Read the questions and underline the superlatives.

Then choose your answer!

1. The hottest recorded temperature on Earth is 57.8 degrees.



Where is it?

A. Libya B. Nicaragua C. Australia

2. In the driest place in the world it rains 1mm every year.

Where is it?

A. The Sahara B. The Gobi C. The Atacama

3. In the warmest sea in the world the average temperature is 22 degrees. Perfect for swimming!

Which sea is it?

A. The Mediterranean Sea B. The Red Sea C. The Black Sea

4. The largest volcano in the world is called Mauna Loa.

Where is it?

A. Hawaii B. Japan C. Iceland

5. The highest mountain on Earth is 8,850m high.

Which mountain is it?

A. Mont Blanc in the Alps B. Mount Everest in the Himalayas C. Mount Kenya in Kenya

6. The longest river in the world is 6,650km long.

Which river is it?

A. The Amazon B. The Loire C. The Nile

7. The coldest continent on Earth has a temperature of -89 degrees. Brrr, that's very cold!

Where is it?

A. Asia B. Antarctica C. America

8. The wettest place on Earth has 13.3m of rain a year. Get your umbrella!

Where is it?

A. Britain B. Spain C. Colombia

Talk to your partner.

What was your score?

Do you know any other facts about the world?





Teacher's Notes

Grade Level 10

Topic Geography

Lesson Focus and Goals

Reading

Adjectives and superlatives

Preparation Needed

One handout for each student.

Preparation Needed

EFL 4.1.9 

EFL 4.1.1 

EFL 4.3.5 

Lesson Outcomes

Warmer – 5 minutes: name pictures in pairs

Vocabulary - 20 minutes: 1 Match adjectives to pictures, 2 Write superlatives for each adjective, 3 fill in gaps with appropriate superlative

Reading – 12 minutes: Answer questions

Discussion – 3 minutes

Lesson Stages

Stage	Procedure
Warmer **5 minutes**	In pairs, students name each photo. Feedback as a class, write the correct vocabulary on the board, drill the pronunciation, ask for examples in Ecuador/around the world. Desert Ocean Waterfall Wind Mountain Temperature River Island Volcano
Vocabulary **5 minutes**	Students match the adjectives to the pictures. Feedback as a class / ask concept checking questions to each adjective.
Vocabulary **10 minutes**	Students write the superlative version of each adjective. First, ask concept checking questions for the superlatives:

	Write on the board 0 degrees is cold, -5 degrees is colder, -10 degrees is the coldest. Point out 'the' and '-est' ending. While providing feedback on the board, point out 'y' > '-iest' ending and 't' > 'tt' change.
Vocabulary **5 minutes**	Students fill in the gaps with an appropriate superlative. Check the answers with a partner. Feedback as a class.
Reading **12 minutes**	Students do the quiz. Early finishers compare answers in pairs. Go through answers as class: 1. A 2. C 3. B 4. A 5. B 6. C 7. B 8. C
Discussion **3 minutes**	Students discuss questions in pairs or threes. Feedback as class, ask a few students to share something their partner said.
	Read icon: https://www.flaticon.com/free-icon/open-book_354602 Write icon: https://www.iconfinder.com/icons/1055085/compose_edit_paper_pencil_wri teicon Speak icon: https://www.flaticon.com/free-icon/speaking_426426

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Snap!

Talk to your partner.

What are your favourite games?

Do you know any card games?



Read about Snap. Would you like to play it?

Before the game

Snap is a fun and easy card game. You can play it with two to four players. You will need a pack of playing cards.

First, shuffle the cards. Then, choose a dealer. The dealer must deal all of the cards face-down, one at a time, starting with the person to their left.

Starting the game

The person to the left of the dealer starts. They quickly turn over the first card in their pile, and put it face-up in the middle of the table.

The next person does the same, adding to the pile of face-up cards in the middle of the table.

Winning the game

When there are two cards next to each other in the middle pile which have matching numbers, quickly say "snap!"

The first player to say snap takes the pile of cards and adds it to the bottom of their own face down pile.

If the players say "snap" at the wrong time, and the cards do not match, they must give the pile to the person who put down the last card.

Play until only one player has cards. This is the winner!

Tell your partner what you think the underlined words mean

Write the words under the pictures.

face-up / turn over / middle / deal / pack

matching / shuffle / face-down / pile



Read the text again. Answer the questions.



1. How many people can play the game?

2. What do you need to play the game?

3. What must you do first?

4. What does the dealer do?

5. Who starts the game?

6. Where do you put your cards?

7. When do you have to say “snap!”?

8. What happens if you say “snap” at the wrong time?

9. How do you win the game?

Speak to your partner.

What is your favourite game?

Why do you like it?





Write about your game.

Fill in the information below.



Name of game	Snap	
What you need	A pack of cards	
How many players	Two to four	
Instructions	1.Shuffle the cards. 2. Deal the cards face down, one at a time. 3. Start the game. The player to the left of the dealer places a card in the middle of the table, face up. 4. The other players do the same, one at a time. 5. If there are two matching cards, say "snap!". Take the pile of cards in the middle and add to your own pile.	
How to win	When only one player has all of the cards.	

Work in a group.

Take turns to describe your favourite game.

Whose game would you most like to play?

Teacher's Notes

Grade Level 10

Topic Snap!

Lesson Focus and Goals

Vocabulary for playing card games

Reading about Snap

Writing about favourite game

Preparation Needed

One handout for each student.

Packs of playing cards

Preparation Needed

EFL 4.3.1 

EFL 4.5.9 

Lesson Outcomes

Warmer – 5 minutes. Topic intro / discussion questions

Reading – 8 minutes. Students read text and guess meaning of vocab.

Vocabulary – 5 minutes. Match the words to the pictures.

Comprehension questions – 10 minutes. Students read text again and answer questions.

Speaking – 2 minutes. Discuss favourite games in pairs.

Writing – 10 minutes. Write about favourite games.

Speaking – 5 minutes. Discuss games in groups.

Lesson Stages

Stage	Procedure
Lead in **Warmer** **5 minutes**	Show students a pack of playing cards. Ask them to guess the lesson topic. Hand out worksheets Students discuss questions in pairs. Give brief feedback as a class – ask a few students to share what their partner said.
Reading **8 minutes**	Students read about Snap. Then discuss in pairs if they would like to play it, and what they think the underlined words mean.
Vocabulary **5 minutes**	Individually, students match vocabulary to photos. Briefly compare answers with their partner, then check together as class. Drill pronunciation/ word stress, and concept check meanings. Use TPR.
Reading **10 minutes**	Students read the text again and answer the questions. Briefly compare with a partner. Provide feedback as class.
Speaking **2 minutes**	Students work to discuss questions in pairs. Provide feedback as a class.
Writing **10 minutes**	Students use their ideas from the speaking activity to complete the table about their favourite game. Tell them they can use the information about Snap to help them. Monitor and check spelling/accuracy.

Speaking 5 minutes	In groups of 3, students discuss what they've written and decide whose game they would most like to play. Provide feedback as a class.
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An exciting journey!

1. Talk to your partner.

Have you ever been on a train?



What did you see? Where did you go? How long did it take?

2. Match the words to the pictures.



steep / valley / lush / fast river / ancient /plains

snowy / rocky / zig zag / remote / meadow / cloudy

3. Read about three train journeys.

Underline the vocabulary you have just learnt.There are 12 words.



A. The Lake Titicaca Train, Peru

Start: Puno End: Cuzco

How often: Three times a week

Distance: 388km Time: 10 hours

The train travels through the Altiplano. It starts from Lake Titicaca and ends at Cuzco, the centre of the ancient Incan empire. It moves slowly through snowy mountains and lush valleys in the Andes. It also goes through wide plains in Peru, where you can see llama farmers wearing special hats. The train also travels through remote towns and villages.

B. The Glacier Express, Switzerland



Start: St Moritz End: Zermatt

How often: Every day

Distance: 290km Time: 8 hours

Switzerland is famous for its trains, and the Glacier Express is one of its best. It travels through the beautiful Alpine region in the south of the country. The train goes up mountain paths, over 291 bridges, and through 91 tunnels. It moves slowly so that the people on the train can see amazing meadows, forests, waterfalls, and mountains.

C. Nariz del Diablo (The Devil's Nose), Ecuador



Start: Alausí´ End: Siame

How often: Every day

Distance: 12km Time: 2.5 hours

The train goes over rocky areas, past fast rivers, through cloudy forests, and around mountains. The best part of the railway is called the 'Devil's Nose.'. The journey is only twelve kilometres, but it goes 500 meters down the steep slopes of the Andes. To help the train go down the hill safely, it moves in a zigzag way.

4. Read the texts again.



Tick the features the journeys include.

Feature	The Lake Titicaca Train, Peru	The Glacier Express Switzerland	The Devil's Nose, Ecuador
Snowy landscapes	✓	✓	
Moves Slowly			
Local people			
Towns and Villages			
Mountains			
Forests			
Departs every day			
Over 200km			

5. Talk to your partner.



Which journey would you like to go on? Why?

6. Write about a journey through your town.



Start:

End:

How often:

Distance:

Time:

Description:

……

……

……

……

……

Read your partner's writing.



Are their ideas the same as yours?

Teacher's Notes

Grade Level 10

Topic An exciting journey!

Lesson Focus and Goals

Reading and writing about train journeys

Preparation Needed

One handout for each student.

Packs of playing cards

Preparation Needed

EFL 4.3.2 

EFL 4.3.5 

EFL 4.1.5 

Lesson Outcomes

Warmer – 5 minutes. Discuss questions in pairs.

Vocabulary – 10 minutes. Match words to pictures.

Reading – 15 minutes. Read and underline words. Then do activity.

Speaking – 5 minutes. Tell partner which journey they prefer.

Writing - 15 minutes - Write about train journey through your town

Lesson Stages

Stage	Procedure
Lead in **5 minutos**	Students discuss the questions in pairs.
Vocabulary **10 minutes**	Students match words to pictures. If time allows, play a vocabulary game to review (choose one from the activity bank!)
Reading **20 minutes**	Tell students they are going to read about three train journeys in different parts of the world. Before they read, write the names of the journeys on the board. Ask students to predict what they think they would see on these journeys. When reading, ask them to underline the words from the previous vocabulary activity. Then, ask them to read the texts again and tick which features each journey includes. Compare answers with a partner, then give feedback as a whole class. Ask the students to show you, where in each text they found the answers.
Speaking **5 minutes**	Put students into pairs. Tell them to discuss which journey they would most like to go on.
	Tell students to imagine they are going on a train journey through their town/village.

Writing **15 minutes**	Elicit ideas about what they might see (e.g., buildings/nature/monuments/people) and write them on the board. Then, students write about their journey. Tell them they can choose where the journey begins and ends, how often the train runs, and the distance and duration of the journey.
Reading **5 minutes**	Students read each other's writing and compare ideas. Encourage them to provide corrections and feedback.
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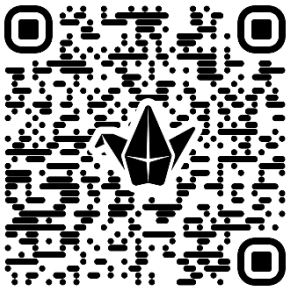
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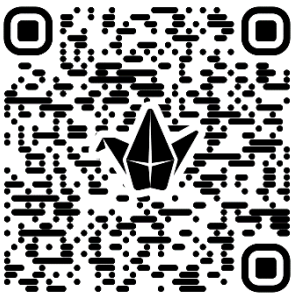
Annexes

Figure 1: QR code for 8th grade Audios



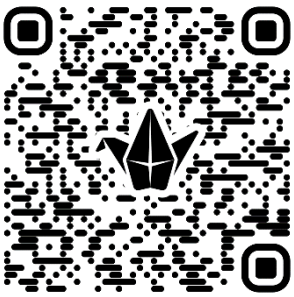
Padlet Link: https://padlet.com/prelim2unae/prelim-3-8th-grade-audios-suxbuiwqrzd8bo7h

Figure 2: QR code for 9th grade Audios



Padlet Link: https://padlet.com/prelim2unae/prelim-3-9th-grade-e4pycvvccc4oog9g

Figure 3: QR code for 10th grade Audios



Padlet Link: https://padlet.com/prelim2unae/prelim-3-10th-grade-muzju838a5r5593h

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THE PRELIM 3 RECEPTIVE SKILLS HANDBOOK:

A Comprehensive Guide for 8th, 9th and 10th Grade

PRELIM 3

The PRELIM 3 Receptive Skills Handbook:

A Comprehensive Guide for 8th, 9th and 10th Grade

This handbook is an essential resource for English language educators in Ecuador, offering a complete set of classroom-ready lesson plans tailored to the national curriculum for eighth, ninth, and tenth grades. Emphasizing the development of reading and listening—core receptive skills—this guide provides a structured approach that is both pedagogically sound and culturally relevant.

Each lesson is designed to foster comprehension and critical thinking, incorporating techniques that support Ecuadorian students' linguistic and cultural backgrounds. The content reflects a thoughtful collaboration between pedagogical experts from International House (IH) Bristol in the UK and experienced educators from the National University of Education (UNAE) in Ecuador.

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