



# ARAB UNITY SCHOOL

CURRICULUM OVERVIEW

YEAR -8

2021 – 2022

# A guide for Parents and Students

## SUBJECT: English Year 8

Overview of the year:

- Show students how to make progress towards Cambridge Lower Secondary and IGCSE success with these skills-focused resources. Focused on improving skills – full coverage of the Cambridge Secondary 1 curriculum with clear learning outcomes in each chapter
- Organized by writing type – each chapter will cover reading, writing, speaking and listening and grammar and punctuation in clearly titled sections, which build towards a purposeful final task aligned with the assessment outcomes and mark scheme criteria.
- Supports progression – shows students how to improve via modelling, scaffolded activities and end-of-chapter self-assessment tasks and checklists, and prepares them for a seamless transition to Cambridge IGCSE EFL
- Rich, varied and engaging text extracts – up-to-date, international literature and non-fiction texts represent the different forms and purposes required at each stage of the curriculum
- A clear lesson-by-lesson approach – allows teachers easily to use the resources in the classroom and to dip in to support their own schemes of work

<p><b>TERM ONE</b></p> <p>Main topic, skills and content:</p> <p><b>1. Unit 10 &amp;11</b></p> <p><b>City Life</b></p> <p><b>A job for life</b></p>	<p>Able to find evidence from the text that supports ideas or argument and to embed evidence from the text into writing.</p> <p>Identify elements of descriptive writing.</p> <p>Be able to write descriptively. Able to compose a descriptive essay using descriptive vocabulary.</p> <p>Able to understand the detail of speakers' argument and to use intonation with accuracy in their own speech.</p>	<p><b>ASSESSMENTS:</b></p> <ol style="list-style-type: none"><li><b>1. Elements and features of descriptive writing.</b></li><li><b>2. Use details to describe a place based on the five senses.</b></li><li><b>3. Short Presentation on Favourite city</b></li></ol>
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<p><b>2. Unit 1</b></p> <p><b>Film and drama</b></p>	<p>Recognize the opinion of the writer. Read, review, and reflect on a variety of written works by professionals and peers. Identify key elements of film review</p> <p>Able to write a coherent, logical and organized opinion film review using features of it. The students will incorporate appropriate Film vocabulary to express opinions precisely.</p> <p>Critique a short film and prepare an oral movie review, citing evidence to support opinions. Discuss opinions about a movie with a peer.</p> <p>The students will identify words and/or phrases related to the topic focusing word stress on prefixes for contrast</p>	<p><b>Write a well-structured film review using appropriate vocabulary</b></p>
<p><b>3.LITERATURE: 'Macbeth ' by William Shakespeare Act 1- Scene 1-4</b></p>	<p>Characterize Macbeth and Banquo based on their reaction to the witches.</p> <p>Evaluate how Shakespeare’s first two scenes would have influenced his audience.</p> <p>Create a battle action soundscape. Describing and creating the witches through role-play.</p>	<p><b>Analyze the exposition of Macbeth, identifying the mood and the traits of major characters.</b></p> <p><b>Presenting the script for ‘The Scottish talk show’</b></p>

<p><b>Act 1- Scene 5-7</b></p>	<p>Able to analyze Macbeth’s internal conflict in his soliloquy and explain how Lady Macbeth ultimately influences his decision. Able to evaluate the types of character Macbeth and Lady Macbeth are. Able to analyze the relationship between Macbeth and Lady Macbeth. Create a battle drama sequence</p>	<p><b>Write a soliloquy (where the character speaks their innermost thoughts, but no other characters can hear them) just after Macbeth has met Duncan. Provide students with a model/scaffold for writing analytical paragraphs to answer this question.</b></p>
<p><b>TERM TWO</b></p> <p>Main topic, skills and content:</p> <p><b>Unit -POEMS</b></p> <p><b>Culture and Identity Poems</b></p>	<p>Poetry to help develop self-expressions and self-confidence.</p> <p>Understand the common techniques underlying free verse and traditional forms of poetry.</p> <p>Identify personal experiences that can be used when writing poems</p> <p>Understand the basic terminology and practical elements of poetry.</p> <p>Able to write acrostic poem on self-identity</p> <p>Identify different types of figurative language within poems and use them to create acrostic poem</p>	<p><b>ASSESSMENTS:</b></p> <ol style="list-style-type: none"> <li><b>1. Poem Recitation</b></li> <li><b>2. Writing own poem</b></li> </ol>

<p style="text-align: center;"><b>Unit 8-</b></p> <p style="text-align: center;"><b>Who am I?</b></p>	<p>Identify a variety of forms and genres of poetry from diverse cultures and historic periods, such as haiku, tanka, sonnets, ballads, dramatic monologues, free verse, etc.</p> <p>Read and gain an understanding of a variety of means of expression of identity.</p> <p>Read and critique published autobiographies to help understand effective writing techniques used.</p> <p>Read and respectfully critique the work of their peers.</p> <p>Engage in research and self-exploratory writing activities.</p> <p>Explore the role of writing in self-expression.</p> <p>Create a rendering of their own identity by using varied forms of expression.</p> <p>Will learn the 2 main features of autobiography: Past tense and First person narrative Prepositions after adjectives. Questions ending with prepositions Reported Speech</p>	<p><b>Create autobiographical essays</b></p> <p><b>Writing an email to a pen pal telling them about yourself.</b></p>
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**Unit 3 & 4**

**School Rules!  
Bookworms**

Generate ideas and make notes to plan a sci-fi story

Collaboratively plan and act out a science fiction story Change a story into a play script.

Use of powerful adjectives and vocabulary using 5 senses.

Able to skim and scan for main points and specific detail in the article. Build up vocabulary by identifying words used in context

Write a first draft of a news report, using the structural and language features of news reports.

Explain how a news report meets the four NewsWise values.

Evaluate a peer's news report, providing feedback on the language and structural features used.

To identify and plan a real news story to report.

LISTENING: Identifying the main points and specific details while listening to podcast.

Identify intonation to express disbelief and surprise.

SPEAKING: Able to express opinion-using connectives.

Able to identify reciprocal pronouns in the article. Use reciprocal pronouns to write a paragraph Able to use -ing forms as noun to complete the text.

**Listening: Podcast about important inventions.**

**SPEAKING: Best and worst inventions.**

**Listening: A conversation about robot workers.**

**Speaking: Robots with intelligence**

**Present a real news story using appropriate expression, smoothness, pace, volume, eye contact, posture, and gestures.**

<p><b>LITERATURE: 'Macbeth ' by William Shakespeare, Act 4- Scene 1-3 &amp; Act 5- Scene 1-2</b></p> <p><b>LITERATURE: Macbeth by William Shakespeare, Act 5- Scene 3-8</b></p>	<p>To analyze the events of Act 4 and explain how they contribute to the falling action of the play.</p> <p>Able to create an acrostic for 'TRAGEDY'</p> <p>Able to explain how Act 5 scene 2 relates to the prophecy.</p>	<p><b>Able to write a newspaper report about the Battle of Dunsinane</b></p> <p><b>Write a letter in role as Lady Macbeth to her husband.</b></p>
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