

English for Palestine  
Digital Catalogue

—  
**8<sup>th</sup> Grade**

2022

## What is the purpose of this catalogue?

The British Council's English for Palestine Digital Catalogues are QR coded catalogues that aim to supplement the English for Palestine curriculum with high quality, online resources. Resources from the British Council's websites are mapped to specific units in each of the English for Palestine coursebooks, creating a complete catalogue for each grade level. Activities can be accessed for free through the embedded links or the QR codes. Most of the activities can be used both by teachers in the classroom and by students at home for extra practice.



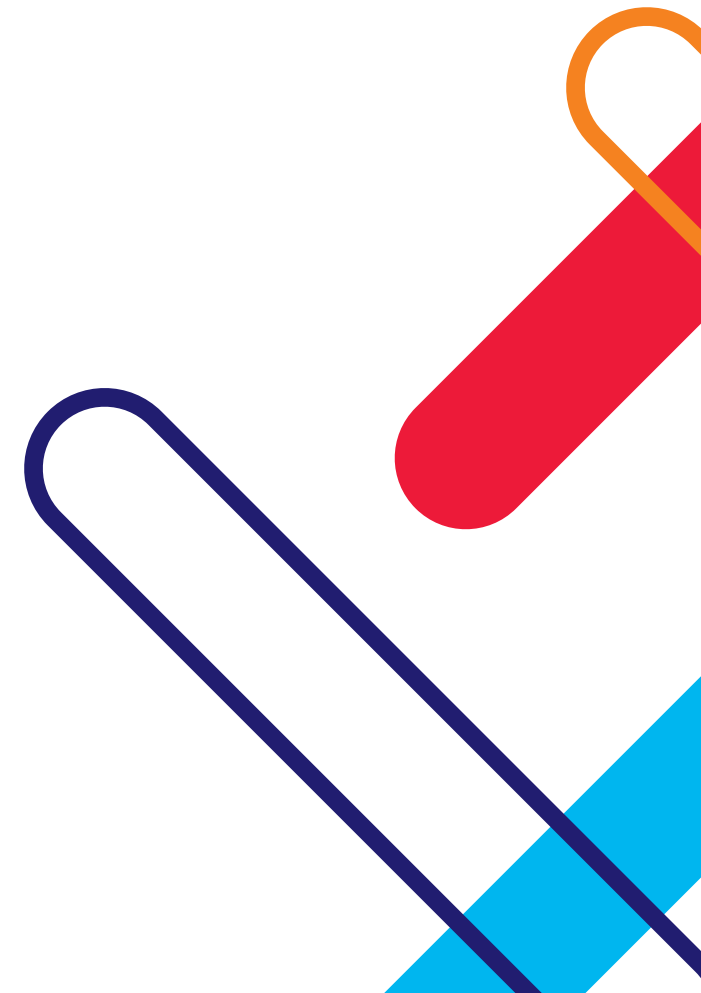
## Where do the activities come from?

The activities and resources come from three different British Council websites. The links were all selected by Palestinian English teachers to complement and support their lessons and the English for Palestine course books.

**LearnEnglish Kids** is designed to support the learning of children 12 and under in a safe and supportive online learning environment. It includes flashcards, crafts, songs, videos and exercises to help children learn and improve their English. It can be used by children independently under the guidance of a parent or teacher.

**LearnEnglish Teens** provides a free, safe and supportive online learning environment for 13–17 year-olds to learn English while having fun. LearnEnglish Teens can help teens improve their English with reading, writing, and listening practice, tips for exams, grammar and vocabulary exercises, games and videos. Teens can also interact with other teenagers from around the world and put their English into practice.

**TeachingEnglish** is the British Council's website for teachers. It includes articles, lesson plans, courses to support the continuous professional development of English teachers.



## How were the catalogues created?

The English for Palestine Digital Catalogues were created by a team of Palestinian teachers and teacher educators from all over the country led by Silvia Mustaklem. After an initial briefing and training, the teachers worked in small groups to conduct an initial mapping of links to the coursebooks. Then there was a series of review stages including self-review, peer review and a final quality assurance check.

The British Council would like to thank the following individuals for their hard work and for playing an essential role in the creation of the catalogues.

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We'am Hamdan  
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## What is the structure of each catalogue?

Each of the 12 catalogues follows the same format. Following the overview, there is a section for each unit with resources mapped to different British Council's English for Palestine Digital Catalogue is comprised of 10 English language coursebooks mapped to their appropriate website links. Each section illustrates the name of the coursebook, the name of the unit, section of the unit, teens activity and types of activities that can be used with learners in each grade. It contains information on how to log into the website, use the links and download activities. The mapping in each section provides a link for each grade that will help teachers to build on their existing knowledge. All these activities may be used in the classroom and for self-learning with the aim of making the learning process more motivating for learners.





## What information about each resource is included?

Each online resource or activity is presented as shown here:

**Page:** the page number in the coursebook that the resource relates to.

**Period:** the suggested class period when the resource can be used. This matches with the period number in the coursebook.

**Type of activity:** the type of activity the QR code is going to lead to (grammar, listening, reading...).

**Name of activity:** title of the activity on the British Council website. You can click (or use ctrl+click) to view the resource.

**Tip:** ideas and suggestions for how to use the resource.

**QR-code:** a quick response code which can be read using a QR-reader on mobile phones or tablets. Scan using the camera on your phone or tablet to access the resource.

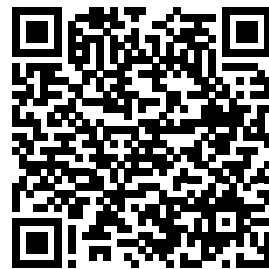
**Page: 4**

**Period: 1**

**Type of activity:**  
Listening and vocabulary

**Name of activity:**  
Please don't shout

**Tip:** Be sure to pre-teach key vocabulary!



# Book A

# Unit 1: Hello world

**Page:** 4

**Period:** 1

**Type of activity:**  
Speaking

**Name of activity:**  
Describe a photo or picture

**Tip:** Use before Activity 2 on page 4. Students can also use their own pictures if they want.



**Page:** 8

**Period:** 3

**Type of activity:**  
Grammar

**Name of activity:**  
Present simple and present continuous

**Tip:** Give to the learners before the lesson as preparation or after for extra practice



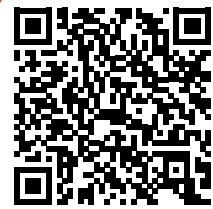
**Page:** 8

**Period:** 3

**Type of activity:**  
Grammar

**Name of activity:**  
Present simple

**Tip:** Give to the learners before the lesson as preparation or after for extra practice



**Page:** 8

**Period:** 3

**Type of activity:**  
Grammar

**Name of activity:**  
Present continuous

**Tip:** Give to the learners before the lesson as preparation or after for extra practice



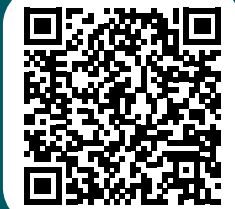
**Page:** 9

**Period:** 6

**Type of activity:**  
Reading and Listening

**Name of activity:**  
Mobile phones

**Tip:** Use before activity 2 in the book or for brainstorming ideas about mobile phones.



**Page:** 9

**Period:** 6

**Type of activity:**  
Listening

**Name of activity:**  
Living online

**Tip:** Suits higher level students.



**Page:** 9

**Period:** 6

**Type of activity:**  
Listening

**Name of activity:**  
Pros and cons of mobile phones

**Tip:** Use before activity 4 on page 9. Needs teacher support as it's targeted for higher levels.



**Page:** 10

**Period:** 7

**Type of activity:**  
Reading

**Name of activity:**  
Television

**Tip:** Use before Activity 4 or 5 on page 10.



**Page:** 15

**Period:** 12

**Type of activity:**  
Writing

**Name of activity:**  
Informal emails

**Tip:** Use before Activity 1 on page 15



## Unit 2: A taste of Palestinian culture

**Page:** 17

**Period:** 2

**Type of activity:**  
Listening

**Name of activity:**  
Ordering food in a cafe

**Tip:** Use instead of activity 4 on page 16. Can also do it as a guessing game or a warm up for activity 2



**Page:** 18

**Period:** 3

**Type of activity:**  
Grammar

**Name of activity:**  
The senses

**Tip:** Use as a warmer for activity 1 on page 16.



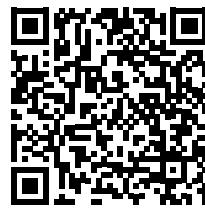
**Page:** 20

**Period:** 5

**Type of activity:**  
Reading

**Name of activity:**  
Music

**Tip:** Needs adaptation depending on the level of students.



**Page:** 21

**Period:** 6

**Type of activity:**  
Listening

**Name of activity:**  
Music is great

**Tip:** Use as an extension activity for activity 4 on page 21.



**Page:** 22

**Period:** 7

**Type of activity:**  
Vocabulary

**Name of activity:**  
Does it have a prefix or suffix?

**Tip:** Needs adaptation or extra support for lower levels. Use as an extension to activity 2.



**Page:** 20

**Period:** 1

**Type of activity:**  
Vocabulary

**Name of activity:**  
Word formation

**Tip:** Needs adaptation or extra support for lower levels. Use as an extension to activity 2.



**Page:** 20

**Period:** 1

**Type of activity:**  
Grammar

**Name of activity:**  
Past simple sentences

**Tip:** Use for revision.



**Page:** 20

**Period:** 1

**Type of activity:**  
Grammar

**Name of activity:**  
Past simple regular verbs



**Page:** 20

**Period:** 1

**Type of activity:**  
Grammar

**Name of activity:**  
Past simple irregular verbs



**Page:** 20

**Period:** 1

**Type of activity:**  
Speaking

**Name of activity:**  
Pronunciation of the past simple verbs

**Tip:** Can be done while presenting the past simple.



**Page: 27**

**Period: 12**

**Type of activity:**  
Speaking

**Name of activity:**  
Tell a story or a personal anecdote

**Tip:** Use as a preparation task for the writing task on page 27.



**Page: 27**

**Period: 12**

**Type of activity:**  
Speaking

**Name of activity:**  
Telling a story

**Tip:** Use as a preparation task for the writing task on page 27 or as an alternative activity.



## Unit 3: Going to a national park

**Page: 31**

**Period: 4**

**Type of activity:**  
Vocabulary

**Name of activity:**  
Nature

**Tip:** Learners can do the vocabulary part to talk about nature.



**Page: 32**

**Period: 5**

**Type of activity:**  
Reading

**Name of activity:**  
Travel guide

**Tip:** Use as extra reading material or as a jigsaw reading.



**Page: 33**

**Period: 6**

**Type of activity:**  
Listening

**Name of activity:**  
Volunteering is fun!

**Tip:** Pre-teach vocabulary.



**Page: 39**

**Period: 12**

**Type of activity:**  
Writing

**Name of activity:**  
Study diary

**Tip:** Use before the writing lesson on page 39.



**Page: 39**

**Period: 12**

**Type of activity:**  
Reading

**Name of activity:**  
Dear diary

**Tip:** The learners can read the text at home and discuss it as an opener to the writing lesson on page 39.





## Unit 4: How to get healthy

Page: 42

Period: 3

**Type of activity:**  
Grammar

**Name of activity:**  
Present perfect: simple  
and continuous



Page: 44

Period: 5

**Type of activity:**  
Listening and Speaking

**Name of activity:**  
Sleeping for exam  
success

**Tip:** Assign as an extra  
activity for high achiev-  
ers.



Page: 47

Period: 8

**Type of activity:**  
Listening

**Name of activity:**  
The benefits of sport

**Tip:** Pre-teach vocabu-  
lary. This is related to the  
theme of staying healthy  
and happy.



Page: 50

Period: 11

**Type of activity:**  
Listening and Speaking

**Name of activity:**  
Not feeling well

**Tip:** Students can create  
their own dialogue and  
practice it.



## Unit 5: People and games

Page: 60

Period: 9

**Type of activity:**  
Grammar

**Name of activity:**  
Personal pronouns and  
possessives



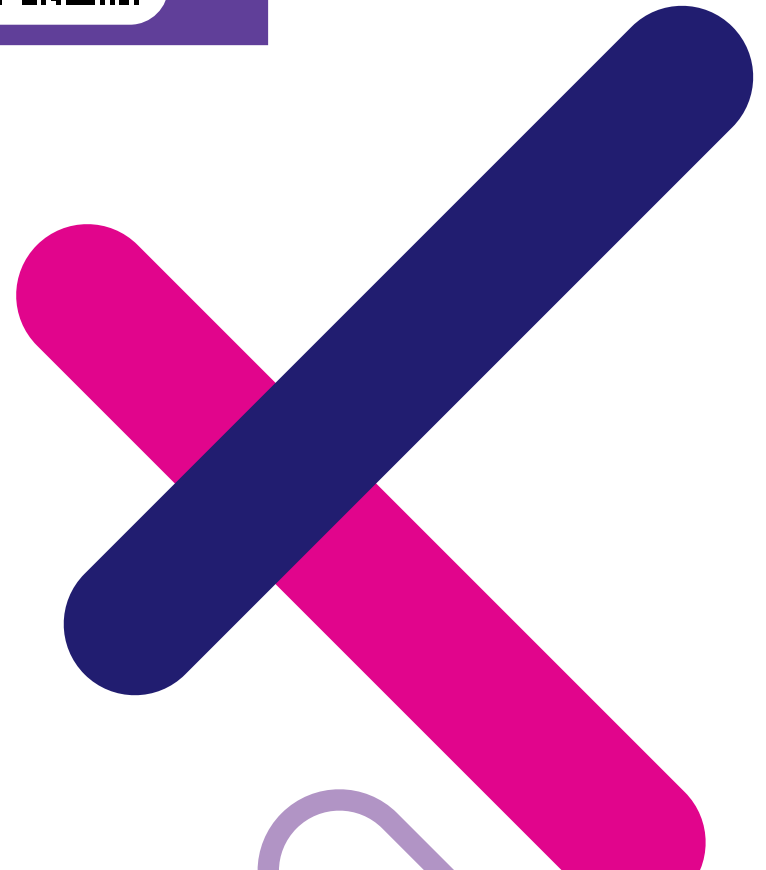
Page: 61

Period: 10

**Type of activity:**  
Listening

**Name of activity:**  
Sports centres

**Tip:** Pre-teach new vo-  
cabulary. Use to focus on  
stress and intonation.



# Unit 6: Friends

**Page: 68**

**Period: 5**

**Type of activity:**  
Grammar

**Name of activity:**  
Have to, must and should  
for obligation and advice



**Page: 71**

**Period: 8**

**Type of activity:**  
Grammar

**Name of activity:**  
Conditionals

**Tip:** Adapt to match stu-  
dents' level.



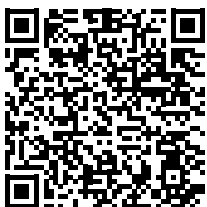
**Page: 71**

**Period: 8**

**Type of activity:**  
Grammar

**Name of activity:**  
Conditionals 1

**Tip:** Use this as a resource  
guide to help you teach or  
share parts of it with stu-  
dents as a way to consoli-  
date.



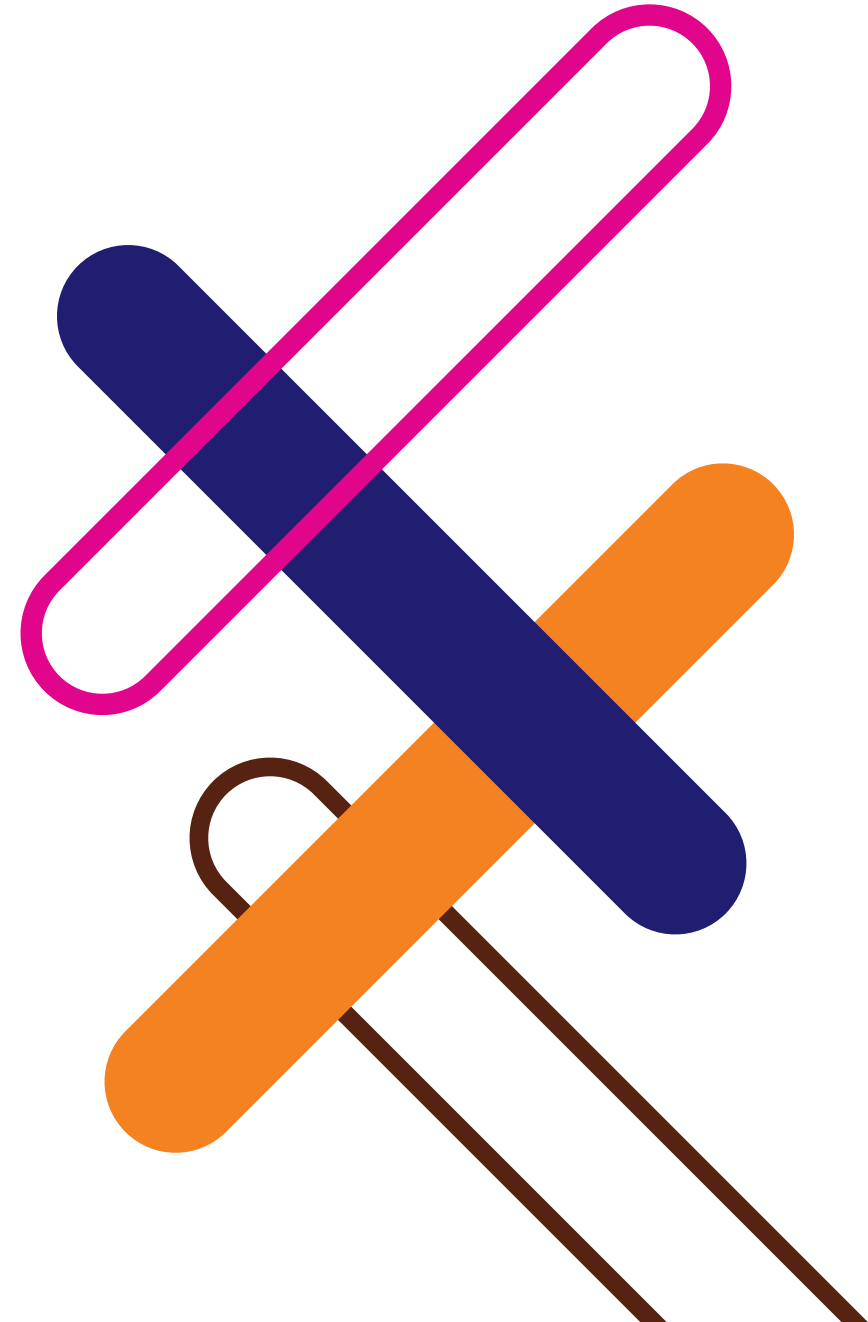
**Page: 71**

**Period: 8**

**Type of activity:**  
Grammar

**Name of activity:**  
Conditionals 2

**Tip:** Use this as a resource  
guide to help you teach or  
share parts of it with stu-  
dents as a way to consoli-  
date.



# Book B

## Unit 8: Different people, different clothes

Page: 10

Period: 7

**Type of activity:**  
Grammar

**Name of activity:**  
Comparatives and  
superlatives adjectives



Page: 14

Period: 11

**Type of activity:**  
Writing

**Name of activity:**  
Taking notes



## Unit 9: The world of food

Page: 13

Period: 3

**Type of activity:**  
Grammar

**Name of activity:**  
Some, any, every and no



Page: 20

Period: 5

**Type of activity:**  
Grammar

**Name of activity:**  
It's tea 'o' clock!

**Tip:** Can be used at the  
beginning of the unit  
before vocabulary. Adapt  
to students' level.

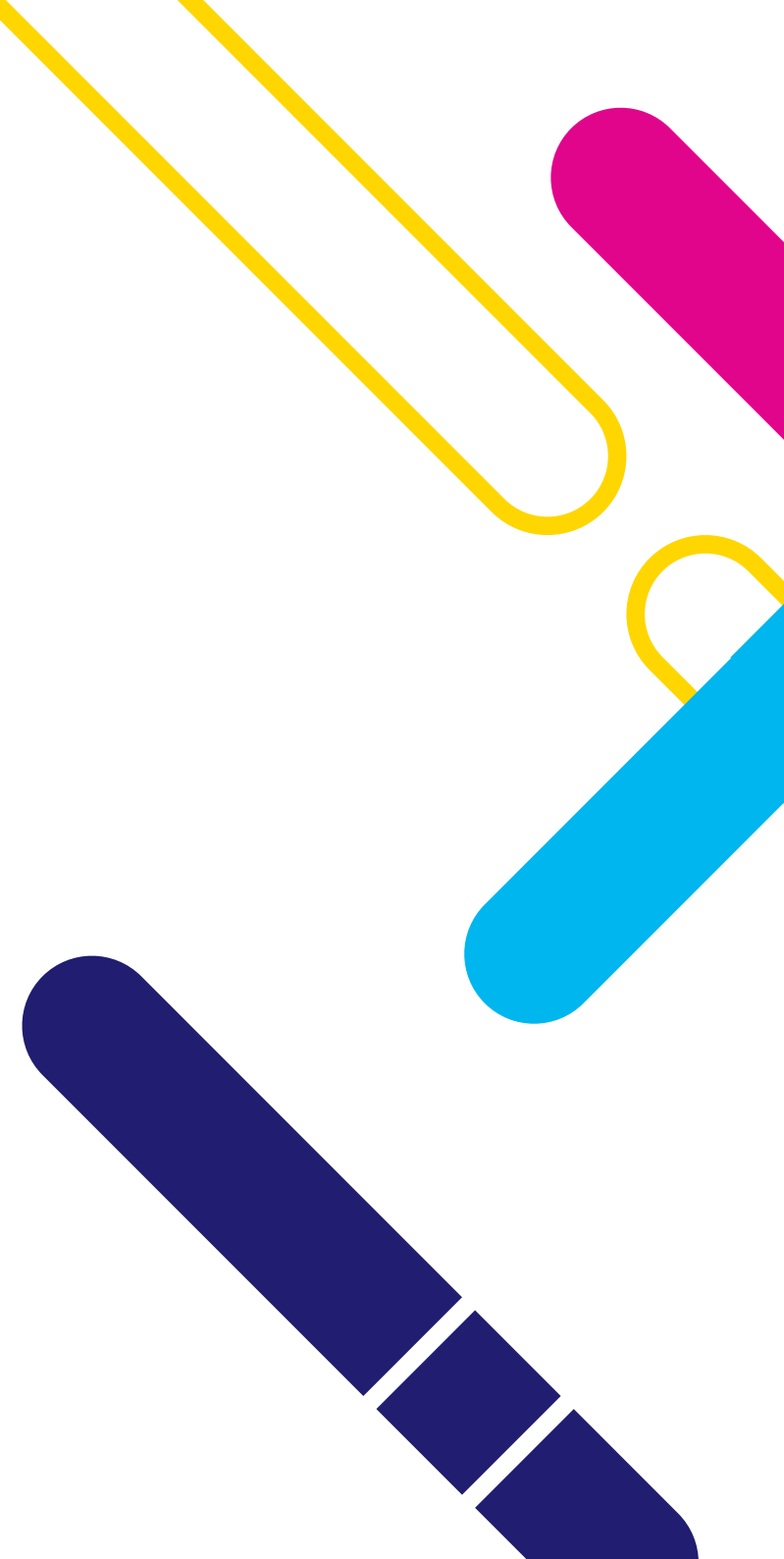


Page: 23

Period: 8

**Type of activity:**  
Grammar

**Name of activity:**  
The definite article





## Unit 10: Back home in Palestine

**Page:** 34

**Period:** 7

**Type of activity:**  
Grammar

**Name of activity:**  
Personal pronouns  
possessives



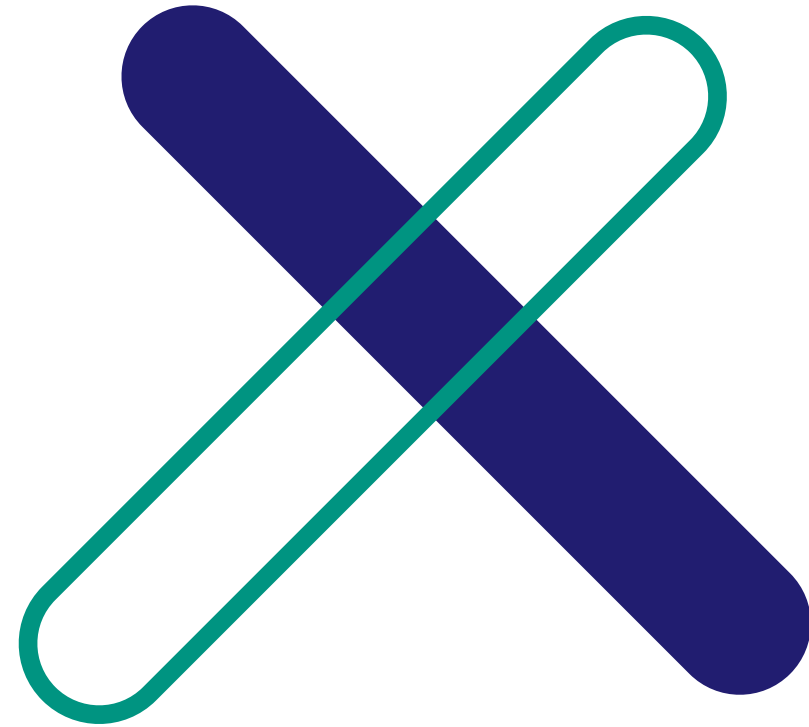
**Page:** 34, 44

**Period:** 7, 8

**Type of activity:**  
Grammar

**Name of activity:**  
Relative clauses

**Tip:** Needs teacher support to match students' level.



## Unit 11: A Palestinian wedding

**Page:** 40

**Period:** 1

**Type of activity:**  
Weddings

**Name of activity:**  
Memory games

**Tip:** Use as a warmer.



**Page:** 42

**Period:** 3

**Type of activity:**  
Grammar

**Name of activity:**  
Can, could, would

**Tip:** Use this with your stronger learners.



**Page:** 42

**Period:** 3

**Type of activity:**  
Grammar

**Name of activity:**  
Modales - 'can' and 'can't'

**Tip:** Give this to learners that need extra support.



**Page:** 43, 44

**Period:** 4, 5

**Type of activity:**  
Vocabulary

**Name of activity:**  
Weddings

**Tip:** Use to introduce different wedding traditions from around the world.



# Unit 12: Finding out about names

**Page:** 64, 68

**Period:** 1, 5

**Type of activity:**  
Reading

**Name of activity:**  
A new life in Spain

**Tip:** Pre-teach vocabulary.



**Page:** 65

**Period:** 2

**Type of activity:**  
Listening and vocabulary

**Name of activity:**  
Daily routines



**Page:** 66

**Period:** 3

**Type of activity:**  
Grammar and vocabulary

**Name of activity:**  
Making it up

**Tip:** Adapt and support as needed.



**Page:** 66

**Period:** 3

**Type of activity:**  
Grammar and vocabulary

**Name of activity:**  
Phrasal verbs with get



**Page:** 68

**Period:** 6

**Type of activity:**  
Reading

**Name of activity:**  
Places to visit in and around Spain

**Tip:** Give as extra reading for higher levels or simplify the task.



**Page:** 69

**Period:** 6

**Type of activity:**  
Reading and listening

**Name of activity:**  
A trip to Morocco

**Tip:** Give as extra reading for higher levels or simplify the task



**Page:** 74, 75

**Period:** 11, 12

**Type of activity:**  
Writing

**Name of activity:**  
Sentences and Paragraphs

**Tip:** Use as a resource for teaching writing and share relevant parts with students.



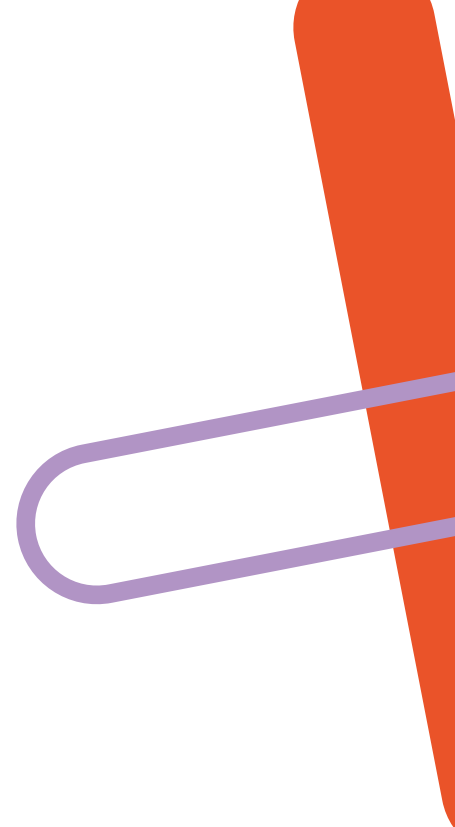
**Page:** 74, 75

**Period:** 11, 12

**Type of activity:**  
Writing

**Name of activity:**  
Product and process writing

**Tip:** Read to see if you can use the tips for teaching writing.



**Tell us what you and your  
students think of the activities.  
Complete this feedback form.**

