

بنك السيناريوهات الوحدة الخامسة house the Around - التعلم والتقييم القائم على المشاريع



تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ← المناهج الإماراتية ← الصف الثامن ← لغة إنجليزية ← الفصل الثاني ← ملفات متنوعة ← الملف

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ملفات اكتب للمعلم اكتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل
منهج انجليزي ا ملخصات و تقارير ا مذكرات و بنوك ا الامتحان النهائي للدرس

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف الثامن



الرياضيات



اللغة الانجليزية



اللغة العربية



ال التربية الاسلامية



المواد على Telegram

صفحة المناهج
الإماراتية على
فيسبوك

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

مراجعة الوحدة السابعة Review Grammar and Vocabulary مفردات وقواعد

1

مراجعة عامة متبوعة بالإجابات

2

أوراق عمل الوحدة السابعة متبوعة بالإجابات

3

نموذج امتحان تدريسي متبع بالإجابات

4

عرض بوربوينت شرح Assessment and Learning Based Project مشروع التعلم

5



Project-Based Learning and Assessment (PBLA)

Scenario Bank - English

2025 -2026

Grade 8 English General	
Unit	5
Lesson Topic	Around the house
Learning Outcomes	<p>1. Understand ENG.04.L.S.3.1 I can write simple, organised notes about what I am listening to and get more words right. ENG.04.RV.S.4.1 I can write simple, organised notes about what I am reading and get more words right. ENG.04.RV.CS.2.1 I can read and pick out important information. ENG.04.S.IP.2.1 I can ask and answer questions, and I can ask for more information or say things in a different way if needed. ENG.04.WR.P.1.1 I can write using long sentences, and I can compare things, give reasons for my ideas, and I can often explain what I mean.</p> <p>2. Define ENG.04.L.CS.3.1 I can listen and say how something is like my life, the world around me, things I know or have learned, or other stories and give a simple reason why. ENG.04.RV.CS.3.1 I can read and say how something is like my life, the world around me, things I know or have learned or other stories, and give a simple reason why. ENG.04.WR.P.3.1 I can write about detailed, sometimes long stories or things that happened in the past, putting them in order and explaining how I felt and why. ENG.04.S.IP.3.1 I can tell detailed, sometimes long stories or talk about things that happened in the past, putting them in order and saying how I felt and why.</p> <p>3. Ideate ENG.04.L.CS.3.1 I can listen and say how something is like my life, the world around me, things I know or have learned, or other stories and give a simple reason why. ENG.04.S.IP.2.1 I can ask and answer questions, and I can ask for more information or say things in a different way if needed. ENG.04.S.IP.4.1 I can share simple ideas, things I know, what I think and how I feel when I speak. ENG.04.WR.P.2.1 I can write about simple ideas, things I know, what I think and how I feel.</p> <p>4. Model ENG.04.L.CS.2.1 I can listen and hear important information. ENG.04.S.IP.1.1 I can start and join in some longer conversations. ENG.04.S.IP.4.1 I can share simple ideas, things I know, what I think and how I feel when I speak. ENG.04.WR.S.4.1 I can make plans, work with others, share ideas, use examples or models, use what I know about language to help me write and make my writing better, and I'm starting to do this more by myself.</p>

<p>5. Test</p>	<p>ENG.04.L.S.3.1 I can write simple, organised notes about what I am listening to and get more words right. ENG.04.S.IP.1.1 I can start and join in some longer conversations. ENG.04.RV.S.4.1 I can write simple, organised notes about what I am reading and get more words right. ENG.04.S.IP.4.1 I can share simple ideas, things I know, what I think and how I feel when I speak. ENG.04.S.IP.2.1 I can ask and answer questions, and I can ask for more information or say things in a different way if needed. ENG.04.S.IP.5.1 I can give a presentation, joining my ideas with different words and sometimes using words like "it" or "they" instead of repeating words, and answer easy questions after.</p>
<p>6. Present</p>	<p>ENG.04.L.S.3.1 I can write simple, organised notes about what I am listening to and get more words right. ENG.04.S.IP.1.1 I can start and join in some longer conversations. ENG.04.RV.S.4.1 I can write simple, organised notes about what I am reading and get more words right. ENG.04.S.IP.4.1 I can share simple ideas, things I know, what I think and how I feel when I speak. ENG.04.S.IP.2.1 I can ask and answer questions, and I can ask for more information or say things in a different way if needed. ENG.04.S.IP.5.1 I can give a presentation, joining my ideas with different words and sometimes using words like "it" or "they" instead of repeating words, and answer easy questions after. ENG.04.WR.P.3.1 I can write about detailed, sometimes long stories or things that happened in the past, putting them in order and explaining how I felt and why.</p>
<p>7. Reflection</p>	<p>ENG.04.L.S.3.1 I can write simple, organised notes about what I am listening to and get more words right. ENG.04.RV.S.4.1 I can write simple, organised notes about what I am reading and get more words right. ENG.04.S.IP.2.1 I can ask and answer questions, and I can ask for more information or say things in a different way if needed. ENG.04.WR.P.3.1 I can write about detailed, sometimes long stories or things that happened in the past, putting them in order and explaining how I felt and why.</p>

Theme	 <i>Citizenship: Social Responsibility and Giving</i>  <i>Climate Change: Action and Community Participation</i>
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Scenario 1: Emirati Neighbourhood Memories

Traditional Emirati homes and neighbourhoods have unique designs, routines and traditions that show what daily life was like in the past. Learning about these places helps students understand how families lived, worked and supported one another, and it also helps build a strong sense of Emirati cultural identity. However, some students do not know what homes in the UAE looked like long ago or how daily routines were different from today. How can students learn more about old homes and daily life in Emirati neighbourhoods in a meaningful and respectful way?

Work with your team to create a 'Neighbourhood Memories' Project that shows daily routines and traditions in Emirati communities. Share your ideas in an engaging way and explain why these traditions still matter today.

Scenario 2: Responsible Homes

Being a good citizen begins at home, where young people learn important habits that help their families and communities. How can students show responsibility in their homes and the places where they live?

Work with your team to create a 'Responsible Homes' Plan that shows how students can practise responsibility. Present your ideas clearly and explain how this strengthens families and communities.

Scenario 3: Green Homes of the Past

In the past, houses in the UAE were built to stay cool without using much energy. Some students today do not know how daily routines and household items were different before electricity. How can students learn about these eco-friendly ideas from the past?

Work with your team to create a 'Green Homes' Showcase that explains eco-friendly designs of the past. Share your ideas in an engaging way and show how they inspire solutions today.

Scenario 4: My Responsible Energy Home

Using electricity and water wisely at home helps protect the environment and supports a more sustainable future. You can play an important role by building good habits and making small changes that make a big difference. How can you help your family save energy and care for the planet?

Work with your team to create a 'Responsible Energy' Plan that shows ways families can save resources at home. Present your ideas clearly and explain how these actions protect the environment.

Grade 8 General - Differentiated Scenario Set

Theme: Citizenship: National Heritage and Identity

Scenario: Emirati Neighbourhood Memories

Emirati Neighbourhood Memories



Old areas show the past



Some are being rebuilt.



We should keep them special.

How can we share their stories?



Students of Determination

In the UAE, some old places show how people lived long ago. Some of these places are changing. This week the class will look at easy ways to keep these old neighbourhoods special and help people remember them.

Sentence starters

Written or oral responses

- *The place is...*
- *This place is old because...*
- *People lived here long ago when...*
- *Now it is changing because...*
- *This affects...*
- *Our idea to keep it special is...*
- *We will do this by...*
- *People will remember this place because...*

Working Towards GLG (Stage 4 – CEFR B2.1 | ENG.04 Working Towards GLG)

In the UAE, old neighbourhoods show how people lived in the past. Some are being changed or rebuilt. The class will talk about how to keep Emirati neighbourhoods special and share their stories with others.

At GLG (Stage 4 – CEFR B2.2 | ENG.04 Working At GLG)

Across the UAE, old neighbourhoods tell stories of family life, friendship and tradition. Many are now being restored or redesigned. The class will plan how to show the importance of these places and help people remember their value.

Beyond GLG (Stage 4 – CEFR B2.3 | ENG.04 Confident Working Beyond GLG)

Across the UAE, historic neighbourhoods connect people to their roots and tell stories of community and tradition. As cities grow, these spaces risk being forgotten. How can we preserve and share their memories in ways that honour the past and inspire the future? Work with your team to create an “Emirati Neighbourhood Memories” project that shows how these areas can be remembered and valued. Present your ideas clearly and explain how they protect national identity and community spirit.