

BULLDOG

– YOUR ENGLISH BUDDY 8

Jordi Almeida







Virginia Björkander Andrade

Jessica Stevens








Kapitel mål och utvärdering

LIBER







TEST YOURSELF – WHEN AND HOW DO YOU LEARN THE BEST?

PLAN	CONTENT	COMMENT	DONE
	<p>Test Yourself – When And How Do You Learn the Best? – text</p> <p>Take a quiz and find out how you learn the best.</p>		
	<p>1. Write down when, how and with whom you learn the best. Divide your answers into different categories.</p>		
	<p>2. Discuss and compare your results with a classmate.</p>		
	<p>3. Work with the words solitary and social.</p>		
	<p>4. Listen to four students describe how they learn the best.</p>		
	<p>5. Compare yourself to the students you listened to in Activity 4 and write down which student reminds you of yourself.</p>		
	<p>Work online - vocabulary - reading comprehension</p>		
	<p>Extras (ask your teacher)</p>		








LEARNING STYLES – WHAT TYPE OF LEARNER ARE YOU?

PLAN	CONTENT	COMMENT	DONE
	<p>Learning Styles – What Type of Learner Are You? – text</p> <p>Everybody has her/his own way of learning.</p>		
	<p>1. Match the type of learner with the correct definition.</p>		
	<p>2. What words are described?</p>		
	<p>3. Explain words to a classmate.</p>		
	<p>4. Listen to some students talking about how they prepare for an upcoming test.</p>		
	<p>5. Complete the mind map by writing down ways you learn.</p>		
	<p>6. Show each other your mind maps and talk about how you learn.</p>		
	<p>Work online - vocabulary - reading comprehension</p>		
	<p>Extras (ask your teacher)</p>		

STRATEGIES TO THE RESCUE!

PLAN	CONTENT	COMMENT	DONE
	<p>Strategies to the Rescue! – text Learn more about the strategies for speaking, writing, listening and reading.</p>		
	<p>1. Write down strategies you find useful when speaking, writing, listening and reading.</p>		
	<p>2. Listen to three dialogues in which people use strategies when they have problems communicating.</p>		
	<p>3. Write down explanations for some words and compare them with a classmate.</p>		
	<p>4. Choose 6 words and help your classmate guess your words by using different strategies.</p>		
	<p>5. Read the description and match it with the correct word by drawing a line.</p>		
	<p>Work online - vocabulary - reading comprehension</p>		
	<p>Extras (ask your teacher)</p>		

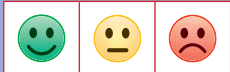
STUDY HACKS – HOW TO MAXIMIZE YOUR RESULTS

PLAN	CONTENT	COMMENT	DONE
	<p>Study Hacks – How to Maximize Your Results – text</p> <p>Students talk about their best study hacks.</p>		
	<p>1. Finish the sentences by choosing the correct alternatives.</p>		
	<p>2. Which study hacks would you use? Which ones would you never use?</p>		
	<p>3. Discuss your answers in Activity 2 with your classmates.</p>		
	<p>4. Match the word with the correct explanation.</p>		
	<p>5. Write a sentence to help you remember a word that is difficult to spell.</p>		
	<p>6. Listen to students talking about their study hacks.</p>		
	<p>Work online - vocabulary - reading comprehension</p>		
	<p>Extras (ask your teacher)</p>		



EVALUATION – STUDY SMARTER, NOT HARDER

What has it been like to work with the unit *Study Smarter, Not Harder*?
Choose one of the smileys.










1. Read and listen to texts about different ways of learning and studying			
2. You will learn more about:			
- when and how you learn the best			
- what your learning style is			
- what different kinds of communicative strategies there are and how to use them			
- different kinds of study hacks			
3. Practise the following:			
- explaining words			
- talking about your learning styles			
- using different kinds of communicative strategies			
- talking about study hacks you like and don't like			
4. Grammar: Verbs in past tense			






Write about two things that went well and about one thing you want to improve:









GET CREATIVE

PLAN	CONTENT	COMMENT	DONE
	<p>Get Creative – text</p> <p>Three teenagers explain what creativity means to them.</p>		
	<p>1. Write explanations for the words and phrases.</p>		
	<p>2. Answer the questions.</p>		
	<p>3. In what ways are you creative?</p>		
	<p>4. Talk to a classmate about how you like to use your creativity.</p>		
	<p>5. Listen to some people talking about how they like to use their creativity. Figure out what jobs they have.</p>		
	<p>6. Look up creative people online.</p>		
	<p>Work online</p> <ul style="list-style-type: none"> - vocabulary - reading comprehension 		
	<p>Extras (ask your teacher)</p>		






THE POWER OF CREATIVITY

PLAN	CONTENT	COMMENT	DONE
	<p>The Power of Creativity – text David Bowie used his creative power to change the world.</p>		
	<p>1. Put the correct missing word from the word list in the text.</p>		
	<p>2. Work with a classmate and answer the questions about the text.</p>		
	<p>3. What art form are they talking about?</p>		
	<p>4. What does being a good role model mean to you? Write a short text about it.</p>		
	<p>Work online - vocabulary - reading comprehension</p>		
	<p>Extras (ask your teacher)</p>		

AN ARTIST'S WAY TO REMEMBER

PLAN	CONTENT	COMMENT	DONE
	<p>An Artist's Way to Remember – text</p> <p>Two teenagers talk about how they found a new way of learning through theatre.</p>		
	<p>1. Fill in the missing words from the word list.</p>		
	<p>2. Answer the questions about the text.</p>		
	<p>3. Fill in the missing words in the scene between two enthusiastic people.</p>		
	<p>4. <i>Make a scene!</i> Write a short scene with a classmate.</p>		
	<p>5. Switch scenes with two other classmates. Rehearse and perform the scenes.</p>		
	<p>Work online</p> <ul style="list-style-type: none"> - vocabulary - reading comprehension 		
	<p>Extras (ask your teacher)</p>		

CREATING A BULLET JOURNAL

PLAN	CONTENT	COMMENT	DONE
	<p>Creating a Bullet Journal – text Learn more about a creative way of organising your life!</p>		
	<p>1. Match the words with the correct explanations.</p>		
	<p>2. Answer the questions.</p>		
	<p>3. Write your own bullet journal lists.</p>		
	<p>4. Compare your lists with a classmate.</p>		
	<p>Work online - vocabulary - reading comprehension</p>		
	<p>Extras (ask your teacher)</p>		








EVALUATION – CREATIPS

What has it been like to work with the unit *Creatips*?
Choose one of the smileys.










			
1. Read and listen to texts about creativity, creative ways of learning and what you can achieve with creativity			
2. Practise the following:			
- writing and talking about your creativity			
- finding information on the Internet			
- writing and speaking about role models			
- learning new words in a creative way			
- reading, writing and performing short scenes			
- creating a bullet journal and talking about it			
3. Grammar: The present continuous (-ing)			







Write about two things that went well and about one thing you want to improve:











JAMAICA

PLAN	CONTENT	COMMENT	DONE
	<p>Jamaica – text</p> <p>Let's find out why Jamaica is such an interesting English-speaking country.</p>		
	1. Answer the questions about the text.		
	2. Find the word in the word list that is described.		
	3. Write six sentences using the words explained in <i>Activity 2</i> .		
	4. Discuss with a classmate what you think makes a country great.		
	5. Write a text about your favourite country in the world.		
	6. Listen to the story of Captain Morgan and answer the questions.		
	Work online - vocabulary - reading comprehension		
	Extras (ask your teacher)		

DIALOGIC









PLAN	CONTENT	COMMENT	DONE
	<p>Dialogic – text Patois – an English dialect from Jamaica!</p>		
	<p>1. Fill in the missing words in the text.</p>		
	<p>2. You will hear the text for <i>Activity 1</i>. Correct your answers.</p>		
	<p>3. Describe and guess what country it is!</p>		
	<p>4. Write a short dialogue between two friends.</p>		
	<p>5. Find out a little about a famous person (or a thing) from Jamaica.</p>		
	<p>Work online - vocabulary - reading comprehension</p>		

LET'S GO TO CANADA

PLAN	CONTENT	COMMENT	DONE
	<p>Let's Go to Canada – text Learn more about Canada: a huge, exciting country.</p>		
	1. Answer the questions about the text.		
	2. Match the Swedish word with the correct explanation.		
	3. Listen to a reporter report from a pow-wow in British Columbia, Canada.		
	4. Write down the most interesting or surprising things you learned about Canada.		
	5. Talk about the text with a classmate.		
	6. Find out more about the Aboriginal people of Canada and prepare a presentation.		
	7. Learn more about what is special about Canada.		
	Work online - vocabulary - reading comprehension		
	Extras (ask your teacher)		



CANADA – FROM VANCOUVER TO TORONTO




PLAN	CONTENT	COMMENT	DONE
	<p>Canada – from Vancouver to Toronto – text</p> <p>Learn more about two big cities in Canada.</p>		
	<p>1. Fill in the missing words from the text.</p>		
	<p>2. Write explanations or synonyms for five words.</p>		
	<p>3. Write about the pictures of Vancouver and Toronto.</p>		
	<p>4. Plan activities for a three-day stay in Canada.</p>		
	<p>5. Prepare a short presentation of your Canadian trip.</p>		
	<p>6. Talk about one of the cities.</p>		
	<p>7. Listen to a dialogue and answer the questions.</p>		
	<p>Work online</p> <ul style="list-style-type: none"> - vocabulary - reading comprehension 		
	<p>Extras (ask your teacher)</p>		



EVALUATION – TRAVELLING THE ENGLISH-SPEAKING WORLD

What has it been like to work with the unit *Travelling the English-Speaking World*?
Choose one of the smileys.









			
1. Read and listen to texts about Jamaica and Canada			
2. Practise the following:			
- speaking about what makes a country great			
- writing about a favourite country			
- describing English-speaking countries			
- writing dialogues			
- explaining words			
- writing and talking about trip plans to Canada			
- talking about Vancouver or Toronto			
- finding information on the Internet			
- talking about Canada			
3. Grammar: 'There is' and 'there are'			
4. Realia: Learn more about Jamaica, Canada, other English-speaking countries and English dialects			

Write about two things that went well and about one thing you want to improve:








NO WAY!

When you **express an opinion**, you show or say what you are thinking or feeling about something.









PLAN	CONTENT		COMMENT	DONE
	No Way! – text Friends chat about a ban on cellphones.			
	1. True or false?			
	2. Match the words and phrases with the correct definitions.			
	3. Continue the dialogue.			
	4. Read the dialogues and practise saying one of the dialogues by heart.			
	5. Listen to the text and answer the questions.			
	Work online - vocabulary - reading comprehension - grammar			
	Extras (ask your teacher)			

MRS. GOVERNOR, WE DISAGREE!







What is a governor? **A governor** is a person who is in charge of the government of a town, state or region.

PLAN	CONTENT	COMMENT	DONE
	<p>Mrs. Governor, We Disagree! – text A letter to the Governor disagreeing with the ban on cellphones.</p>		
	<p>1. Does the Student Union agree or disagree with the statements?</p>		
	<p>2. Write five phrases used to present an opinion.</p>		
	<p>3. Complete the sentences.</p>		
	<p>4. Write sentences expressing that you agree and disagree.</p>		
	<p>5. Agree and disagree on different topics.</p>		
	<p>6. Listen to the dialogues and answer the questions.</p>		
	<p>Work online - vocabulary - reading comprehension</p>		
	<p>Extras (ask your teacher)</p>		

A VOICE FOR CHANGE

PLAN	CONTENT		COMMENT	DONE
	<p>A Voice for Change – text</p> <p>Two news articles about a school shooting and how a girl uses her voice to make a change.</p>			
	1. Which words describe the two news articles?			
	2. Tell a classmate why you chose the words for each article.			
	3. What words are described?			
	4. Discuss how you can use your voice to make a change.			
	5. Three ways in which you can make a difference by using your voice.			
	6. Listen to the text and answer the questions.			
	7. Find out more about Emma González and her work for stricter gun control in the US.			
	Work online - vocabulary - reading comprehension			
	Extras (ask your teacher)			




FACTS OR OPINIONS?

PLAN	CONTENT	COMMENT	DONE
	<p>Facts or Opinions? – text An interview expressing both facts and opinions.</p>		
	1. Fact or opinion?		
	2. Fill in the blanks.		
	3. Facts and opinions about three subjects.		
	4. Talk about the three subjects.		
	5. Listen to three presentations and decide which are facts and which opinions.		
	Work online - vocabulary - reading comprehension - grammar		
	Extras (ask your teacher)		

EVALUATION – YOUR VOICE







What has it been like to work with the unit *Your Voice*?
Choose one of the smileys.









			
1. Read and listen to texts about how to express your opinions, both formally and informally, and how you can make a difference by using your voice			
2. Practise the following:			
- writing and reading dialogues and chats that express opinions			
- agreeing and disagreeing			
- expressing your opinions, both formally and informally			
- arguing for and against something			
- comparing two news articles			
- talking and writing about how you can make a difference by using your voice			
- the difference between facts and opinions			
- finding information on the Internet			
- using linking words			
3. Grammar: Some and Any			

Write about two things that went well and about one thing you want to improve:







DISCONNECTED

PLAN	CONTENT	COMMENT	DONE
	<p>Disconnected – text In the past, many things were done in a different way.</p>		
	<p>1. Answer the questions about the text.</p>		
	<p>2. Match the beginnings of the sentences with the correct endings.</p>		
	<p>3. Use two illustrations to discuss what it means to be connected and disconnected.</p>		
	<p>4. Listen to the dialogues and answer the questions.</p>		
	<p>5. Send a message – like in the past!</p>		
	<p>Work online - vocabulary - reading comprehension</p>		
	<p>Extras (ask your teacher)</p>		








ICONS – WHAT'S THE STORY?

PLAN	CONTENT	COMMENT	DONE
	<p>Icons – What's the Story? – text</p> <p>There are many symbols that we see and use every day – but do we know the story behind them?</p>		
	1. True or false?		
	2. Write the correct word under the correct picture.		
	3. Guess what the symbols mean.		
	4. Listen to the story behind a popular icon.		
	5. Listen to some sounds and talk to a classmate about what you think they are.		
	<p>Work online</p> <ul style="list-style-type: none"> - vocabulary - reading comprehension 		
	Extras (ask your teacher)		

80s DIARY

PLAN	CONTENT	COMMENT	DONE
	<p>80s Diary – text A teenager writes about her life in the 80s.</p>		
	1. Answer the questions about the text.		
	2. Write a diary for two days of your life.		
	3. Talk about your diaries and compare them with the 80s diary.		
	4. Match the words from the 80s with a word teenagers use today.		
	5. Listen to Nick read about two days in his life back in the 80s.		
	Work online - vocabulary - reading comprehension		
	Extras (ask your teacher)		

POPULAR GADGETS FROM THE 80s




PLAN	CONTENT	COMMENT	DONE
	<p>Popular Gadgets from the 80s – text</p> <p>What were the must-haves in the 80s?</p>		
	<p>1. Find the answers to the questions.</p>		
	<p>2. What words are hiding within the letters?</p>		
	<p>3. What gadgets were must-haves when you were younger?</p>		
	<p>4. What things do you really want to have today? Will they be useful in the future?</p>		
	<p>5. An expert on toys talks about popular objects in the 80s and 90s.</p>		
	<p>6. Look up some popular gadgets and toys from the 80s.</p>		
	<p>Work online</p> <ul style="list-style-type: none"> - vocabulary - reading comprehension 		
	<p>Extras (ask your teacher)</p>		



EVALUATION – A BLAST FROM THE PAST









What has it been like to work with the unit *A Blast from the Past*?
Choose one of the smileys.











			
1. Read and listen to texts about curious things from the past, especially the 80s			
2. Practise the following:			
- writing messages (without phones)			
- talking about being connected and disconnected			
- writing about some symbols and guessing what they represent			
- talking about some old sounds			
- writing and talking about a diary			
- talking about things you wanted to have when you were younger			
- finding information on the Internet			
3. Grammar: Do, does and did			

Write about two things that went well and about one thing you want to improve:








SUMMER JOBS

PLAN	CONTENT	COMMENT	DONE
	<p>Summer Jobs – text Amir applies for a summer job.</p>		
	<p>1. Answer the questions about Amir's application form.</p>		
	<p>2. Fill in the blanks with the correct words.</p>		
	<p>3. Match the questions with the correct answers.</p>		
	<p>4. Fill in a job application form.</p>		
	<p>5. A job interview.</p>		
	<p>6. Listen to Molly's job interview and answer the questions.</p>		
	<p>7. Search for summer jobs on the Internet.</p>		
	<p>Work online - vocabulary - reading comprehension</p>		
	<p>Extras (ask your teacher)</p>		








INCREDIBLE JOBS

PLAN	CONTENT	COMMENT	DONE
	<p>Incredible Jobs – text</p> <p>You learn about three incredible jobs.</p>		
	<p>1. Answer the questions about the text.</p>		
	<p>2. Write three sentences.</p>		
	<p>3. Fill in the missing words.</p>		
	<p>4. Listen to three people describing their jobs.</p>		
	<p>5. What job would you like to have?</p>		
	<p>6. Write about your good qualities.</p>		
	<p>7. Tell your classmate about your good qualities.</p>		
	<p>Work online - vocabulary - reading comprehension</p>		
	<p>Extras (ask your teacher)</p>		

GAMER GIRL

PLAN	CONTENT	COMMENT	DONE
	Gamer Girl – text Zainab has a dream job.		
	1. Put the sentences in the correct order.		
	2. Questions about the text.		
	3. Put the words into sentences.		
	4. Listen to Tommey and write the missing words		
	5. Talk about having a hobby as a job and other dream jobs.		
	6. Write about your dream job.		
	Work online - vocabulary - reading comprehension		
	Extras (ask your teacher)		

FLORENCE NIGHTINGALE




PLAN	CONTENT	COMMENT	DONE
	Florence Nightingale – text A letter from a famous nurse.		
	1. True or false?		
	2. Write a job description.		
	3. Read the job descriptions.		
	4. Fill in the blanks.		
	5. What are they talking about?		
	6. For what reason can a person be fired?		
	Work online - vocabulary - reading comprehension		
	Extras (ask your teacher)		



EVALUATION – MAKING MONEY

What has it been like to work with the unit *Making Money*?
Choose one of the smileys.



1. Read and listen to texts about different jobs and how to apply for a job
2. Practise the following:
- how to apply for a job
- talking about which jobs you can imagine having and which ones you can't
- talking about your good qualities
- talking about having a hobby as a job
- talking and writing about dream jobs
- describing different jobs
3. Grammar: Personal pronouns
4. Grammar: Possessive pronouns and adjectives

Write about two things that went well and about one thing you want to improve:
