



BREEDING
A R E N A
College

BREEDER'S GUIDE

ENGLISH (CAM.) YEAR 8

Mrs. Chidinma C.

Term Harvest 2024/2025

SCHEME OF WORK – THIRD TERM (YEAR 8)

ENGLISH		
Nurturing What's within		April 28 – July
WEEK	TOPIC	SUB-TOPICS
1	USE OF ENGLISH	Theme: Natural Wonders Future Forms If/unless Clauses in Zero and First Conditionals Modal Forms: (Obligation, necessity, possibility, permission, request, suggestions & prohibition.
2	LISTENING AND SPEAKING	Theme: Historical Figures Listening Session Audio Speaking Session: A Great Man/Woman
3	READING AND WRITING	Theme: Historical Figures Reading Passages Writing: Biography of My Role Model
4	USE OF ENGLISH	Theme: Historical Figures Comparative and Superlative forms, with regular and irregular verbs. Past Modal Forms (must have, can't have, and might have).
5	LISTENING AND SPEAKING	Theme: Story Telling Listening Session Audio Speaking Session: Different Ways of Telling a Story.
6	READING AND WRITING	Theme: Storytelling

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English

		Reading Passages
		Writing: A Short Story from My Home Town
7	MID TERM	MID TERM
	USE OF ENGLISH	Theme: Music
		Abstract and compound nouns
8		Infinitive and Gerunds.
	READING AND WRITING	Theme: Music
		Reading Passages
9		Email Writing: Write an email to your friend, inviting him/her for a musical concert.
10	REVISION	REVISION
11	EXAMINATION	EXAMINATION
12	EXAMINATION	EXAMINATION
13	VACATION	VACATION
WEEK	TOPIC	SUB-TOPICS

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English

Week 1

Topic: Use of English

Learning Objective: At the end of the lesson, students should be able to identify Future Forms/Tenses.

Period 1

Future Tenses/Forms

Future tenses are divided into:

Simple Future Tense: It is used to show that some action will take place in the future.

SUBJECT	SHALL/WILL	BASE FORM OF THE VERB (VERB FIRST FORM)
I	Shall	eat my food.
We	Shall	sing in the concert.
You	Will	live in a palace.
He	Will	write the novel.
She	Will	ride my bike.
They	will	fill the pit.
It	Will	rain at 6:00pm.

Question Form

SHALL/WILL	SUBJECT	VERB BASE FORM
Shall	I	eat my food?
Shall	we	sing in the concert?
Will	you	live in a palace?

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English

Will	he	write the novel?
Will	she	ride my bike?
Will	they	fill the pit?
Will	it	rain at 6:00pm?

Future Continuous Tense: It is used to show that some action will be in progress in future.

SUBJECT	SHALL/WILL BE	PRESENT PARTICIPLE
I	shall be	eating my food.
We	shall be	singing in the concert.
You	will be	living in a palace.
He	will be	writing the novel.
She	will be	riding my bike.
They	will be	filling the pit.
It	will be	raining at 6:00pm.

Question Form

SHALL/WILL	SUBJECT	BE	PRESENT PARTICIPLE
Shall	I	be	eating my food?
Shall	we	be	singing in the concert?
Will	you	be	living in a palace?

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Will	he	be	writing the novel?
Will	she	be	riding my bike?
Will	they	be	filling the pit?
Will	it	be	raining at 6:00pm?

Period 2

Future Perfect Tense: It is used to show that some action will be finished in the future.

SUBJECT	SHALL/WILL HAVE	PAST PARTICIPLE
I	shall have	eaten my food.
We	shall have	sung in the concert.
You	will have	lived in a palace.
He	will have	written the novel.
She	will have	ridden my bike.
They	will have	filled the pit.
It	will have	rained at 6:00pm.

Question Form

SHALL/WILL	SUBJECT	HAVE	PAST PARTICIPLE
Shall	I	have	eaten my food?
Shall	we	have	sung in the concert?
Will	you	have	lived in a palace?

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Will	he	have	written the novel?
Will	she	have	ridden my bike?
Will	they	have	filled the pit?
Will	it	have	rained at 6:00pm?

Future Perfect Continuous Tense: It is used to show that some action will have been in progress in the future.

SUBJECT	SHALL/WILL HAVE BEEN	PRESENT PARTICIPLE
I	shall have been	eating my food.
We	shall have been	singing in the concert.
You	will have been	living in a palace.
He	will have been	writing the novel.
She	will have been	riding my bike.
They	will have been	filling the pit.
It	will have been	raining at 6:00pm.

SHALL/WILL	SUBJECT	HAVE BEEN	PRESENT PARTICIPLE
Shall	I	have been	eating my food?
Shall	We	have been	singing in the concert?
Will	You	have been	living in a palace?
Will	He	have been	writing the novel?
Will	She	have been	riding my bike?

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English

Will	They	have been	filling the pit?
Will	It	have been	raining at 6:00pm?

Classwork

Identify 5 Future Forms and use them in sentences

Simple Future Tense – one sentence

Future Continuous Tense – one sentence

Future Perfect Tense – one sentence

Future Perfect Continuous Tense – two sentences

Period 3

Learning Objective: At the end of the lesson, students should be able to identify and use if/unless clauses in Zero and First Conditionals.

Clauses in Zero and First Conditionals

Clauses

A clause is a group of words with a finite verb. They are the principal structures of which sentences are composed.

Note: A finite verb is the main verb in the sentence, which agrees with the subject. It is closest to the subject.

Conditionals

A conditional sentence is based on the word 'if.' There are two parts to a conditional sentence – one part begins with 'if' to describe a possible situation and the second part describes the consequence.

Example:

If I eat pizza, I will get fat.

In a question, the parts can be inverted.

Example:

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English

What will happen if you eat pizza?

Zero Conditional

The zero conditional expresses permanent truths, such as, scientific facts, and general habits.

Structure:

If + Present Simple, present simple.

If you heat water to 100 celcius, it boils.

If I feel hungry in the afternoon, I eat noodles.

First Conditional

First conditional expresses a realistic situation in the present or future.

Structure:

If + present simple, will + verb/ can + verb/ must + verb OR You can use 'Unless' in place of 'if.'

Example:

If you are hungry, I will make breakfast.

If he breaks it, he must pay.

If she is free, I can teach her.

Unless you jump, I won't give you.

Classwork

Identify and use if/unless clauses in Zero and First Conditionals in 5 sentences each.

Assignment

Identify and use if/unless clauses in Zero and First Conditionals in 5 sentences each.

Period 4

Learning Objective: At the end of the lesson, students should be able to use Modal Forms in sentences to fulfill the following functions: (Obligation, necessity, possibility, permission, request, suggestions & prohibition).

Modal Forms

They are usually used to show that an action is 'certain', 'possible', 'impossible' etc.

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English

Example:

Can – Could

May – Might

Must

Shall – Should

Will – Would

Use in sentences:

Certainty/Necessity: Sharon **must** eat.

Possibility: I **might** get a gold medal in long jump.

Impossibility: That **can't** be Mr. Phillip. He looks older.

Ability: Sheila **can** fly a kite.

Ask permission: **May** I buy the yellow card now?

Make a request: **Could** Mariam go with me?

Make an offer/suggestion: **Would** you like Mr. Baker to mow the lawn?

Obligation: I **shall** do it.

Prohibition: You **mustn't** go there.

Classwork

Use Modal Forms in 5 sentences to fulfill each of the following functions: (Obligation, necessity, possibility, permission, request, suggestions & prohibition).

Assignment

Use Modal Forms in 5 sentences to fulfill each of the following functions: (Obligation, necessity, possibility, permission, request, suggestions & prohibition).

Week 2: LISTENING AND SPEAKING

Period 1

Learning Objective: At the end of the lesson, students should be able to answer questions from the audio.

Track 5

Questions

1. Give the audio a title.
2. What type of protein did the Egyptians get from the river?
3. What type of plants did the Egyptians grow?
4. What type of goods did the Egyptians carry?
5. What determined the life of the Egyptians?
6. What was caught in the river?
7. From the audio, how would you describe flask?
8. Mention 3 occupations of the Egyptians based on the information from the audio.
9. How did the Nile protect the Egyptians?
10. In 5 sentences, capture in writing, what the audio is about.

Period 2

Learning Objective: At the end of the lesson, students should be able to discuss great men/women in Nigeria in their groups.

Great Men and Women Who Lived in Nigeria

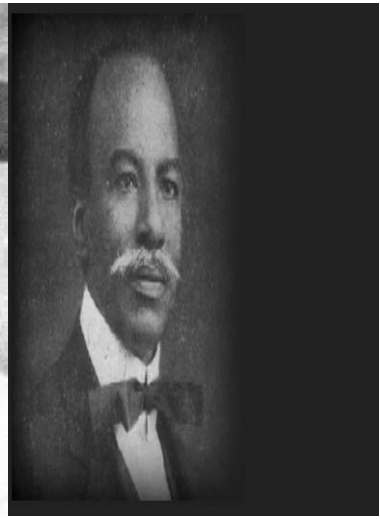
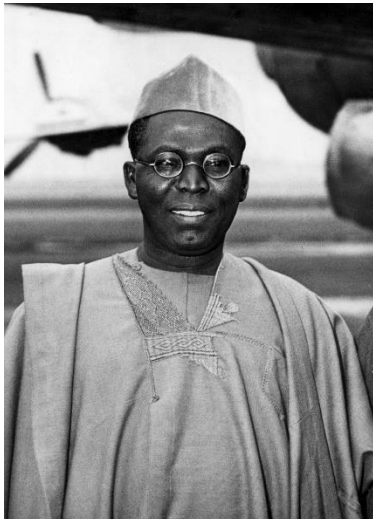
Great men or women who achieved remarkable feats are usually referred to as historical figures. They basically refer to people who have made outstanding achievements which contributed to the development of a particular society, community or nation. They could be living or dead. Some great people who have become historical figures in Nigeria are:

Obafemi Awolowo, Nnamdi Azikiwe, Ahmadu Bello etc.

Period 3 & 4

Learning Objective: At the end of the lesson, students should be able to make a presentation on a Great Man/Woman in Nigeria.

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HISTORICAL FIGURES IN NIGERIA

Chief Awolowo Margret Ekpo

Herbert Macaulay Chinua Achebe

Nnamdi Azikiwe Dora Akunyili

Funmilayo Ransome-Kuti



Required Content for Write-up

The names, birth date, place/location of the historical figures

Basic description

Family

Occupation

Achievements

Awards

Death date/current occupation and location

Classwork

Break into your respective groups, discuss and collate points on at least 2 great people in Nigeria.

Presentation Assessment Guide

Diction: 10 Marks

Evidence of Collaboration: 10 Marks

Presentation of Points: 10 Marks

Appearance: 10 Marks

Organisation/Delivery and Comportment: 10 Marks

Assignment: Do research on the life of a great man/woman in Nigeria and put down some important points.

Week 3

Topic: READING AND WRITING

Period 1

Reading Passage

Learning Objective: at the end of the lesson, students should be able to provide answers to the given questions.

Instructions:

Read the given passage and answer the questions that follow.

Note down new words, as well as their meanings.

Period 2

Writing: Biography of My Role Model

Learning Objective: At the end of the lesson, students should be able to write the biography of their role model.

Sample of a Biography

Biography

A biography is an account of someone's life that is put together by another individual. It explains the facts that surround that individual's life e.g. childhood experiences, schooling/education, achievements, relationships, career, death (if it has occurred) etc.

Before writing someone's biography, ensure you have accurate information about his/her life. You can achieve this through research/interview or questioning. You can get the needed information from the subject in question, family members, friends, colleagues etc.

Outline/Template for a Biography

Title

Introduction

- Full name of subject.
- Reasons he/she is famous or loved.

Childhood

- Date and place of birth.
- Some important events in his/her childhood.

Influences and Challenges

- People, events or/and ideas that affected this person.
- Challenges and how he/she overcame them.

Achievements and accomplishments

- The most important things he/she did.
- What and/or who helped him/her succeed.

Conclusion

- Influence of this person on his/her friends, colleagues or family.
- How this person affects or affected you personally.

Galileo Galilei



Galileo Galilei was born in Pisa on February 15, 1564. He was the oldest son of Vincenzo Galilei. His father was a musician. In the 1570's, his family moved to Florence, Italy, where he attended a monastery school. Later, he attended the University of Pisa. He planned to study medicine but then decided to pursue mathematics and philosophy, especially the philosophy of the

Greek philosopher Aristotle.

He left the university before he earned a degree. For several years, he gave private lessons in mathematics. During this time, he invented a balance for weighing small quantities. He also began to study motion which he continued to do for many years.

In 1588, he did not win a position at the University of Bologna. However, later that year, he was asked to deliver a paper at the Florentine Academy on the arrangement of the world in Dante's *Inferno*. Because of his work on gravity, he was noticed by **Guidobaldo del Monte** who helped him obtain a position in mathematics at the University of Pisa.

At the **Leaning Tower of Pisa**, Galileo conducted the famous experiment where he dropped two objects of different weights from the top of the tower. He wanted to prove that the speed of an object is not related to its weight. This experiment **refuted** (termed wrong) the theories of the Greek Aristotle whom

Galileo had followed before. Many scientists attacked his new theory and his move away from the theories of Aristotle, and he was dismissed from his position at the University of Pisa.

Because of his **patrons**, those who believed in his work, he was able to find a position at the University of Padua, where he taught from 1592-1610. Although his salary was higher in Padua, he still did not have enough money to support the family because his father had died in 1591. Therefore, he took in boarding students whom he tutored in **fortifications**, the building of protective works around a city.

He also designed a compass which was manufactured by someone who lived with him. The sale of this compass brought in more money. He did not marry but had three children with a Venetian woman. He continued research on motion. By 1609, he discovered the **Law of Falling Bodies**. He stated that all objects, no matter their weight, fall at the same rate of speed. He also discovered that when an object is thrown, its path forms a **parabola**. It curves upward to a high point and then curves back down.

In 1609, his scientific path turned to wanting to use lenses to make faraway objects appear closer. He showed it to the senate of Venice in 1609 an eight-powered telescope. For this work, his salary was doubled. He was given a lifetime position at the university.

Next, by using his telescope, he discovered the phases of the moon and the appearance of the moon's surface. He found four moons around Jupiter and stars that cannot be seen without a telescope. He returned to his native Pisa in 1610 when he was made the mathematician and philosopher of the Grand Duke of Tuscany.

He had already learned that Saturn had a ring and that Venus goes through phases like the moon. The information about Venus showed that it revolves around the sun. His belief that the sun is the center of the universe was upheld. He also knew that Earth is a planet. In these beliefs, he followed a scientist named Copernicus. Next, he studied what sunspots are. Because of following the theories of Copernicus, Galileo was criticized for many years by the Catholic Church. He was called to Rome in 1633 and sentenced to life in prison. He spent the remainder of his life living near Florence and died in 1642.

Classwork

Write the biography of your role model.

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English

Period 3

Learning Objective: At the end of the lesson, students should be able to review their work and make the required corrections.

Assignment

Make a picture patch of your role model.

Period 4

Presentation of picture patch.

Week 4

Topic: USE OF ENGLISH

Learning Objective: At the end of the lesson, students should be able to use Comparative and Superlative forms, with regular and irregular verbs, in sentences.

Comparative and Superlative Adverbs

Comparative adverbs are used to compare two verb actions to one another.

Example:

He ate fast.

He ate **fast** but Mary ate **faster**.

In both sentences 'fast' is the adverb but 'faster' is the comparative adverb.

Forming Comparative Adverbs

These ways of forming comparative adverbs are:

1. One-syllable Adverbs: You add 'er' to the adverb

S/N	ADVERB	COMPARATIVE
1	Fast	Faster
2	Quick	Quicker
3	Slow	Slower
4	Long	Longer
5	Low	Lower
6	Wide	Wider

2. Two-syllable adverbs: for adverbs with two or more syllables (such as adverbs that end in 'ly'), we can make them comparative by putting 'more' or 'less' in front of the adverb.

S/N	ADVERB	COMPARATIVE
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1	Slowly	More/less slowly
2	Thoughtfully	More/less thoughtfully
3	Carefully	More/less carefully
4	Happily	More/less happily
5	Courageously	More/less courageously
6	Horribly	More/less horribly
7	Bravely	More/less bravely

3. Some adverbs are irregular and do not follow any particular pattern.

S/N	ADVERB	COMPARATIVE
1	Badly	Worse
2	Well	better
3	Far	Further/farther
4	Little	Less
5	Much	More

Period 2

Regular and irregular Verbs

Regular verbs form their simple past tense by adding a “d” or “ed” to the infinitive base form and they are usually similar to the past participle.

Example:

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English

Infinitive	Simple Past Tense	Past Participle
Move	moved	Moved
Work	worked	Worked
Dance	danced	danced

Irregular verbs do not obey the same pattern as the regular verbs, when forming their simple past tense and past participle forms. Instead, they:

1. Alter the form of infinitive before adding d or t to form the past tense and the past participle respectively.

Example:

Infinitive	Simple Past Tense	Past Participle
Teach	taught	Taught
Bring	brought	Brought
Creep	crept	Crept

2. This type changes the infinitive form.

Infinitive	Simple Past Tense	Past Participle
Hide	hid	Hidden
Get	got	Gotten
Lie	Lay	Lain

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English

3. This type has no signal for the past tense.

Infinitive	Simple Past Tense	Past Participle
Hit	hit	Hit
Set	set	Set
read	read	Read

4. This group has a unique past tense form.

Infinitive	Past Tense	Past Participle
Go	went	Gone
Do	did	Done
Be	Was/were	Been

Classwork

Use the comparative adverbs in box 1 & 2 to make sentences with regular verbs.

Assignment

Use the adverbs in the last box to make sentences with irregular verbs.

Period 3

Make 5 each sentence with Comparative and Superlative forms, with regular and irregular verbs, in sentences

Period 4

Learning Objective: At the end of the lesson, students should be able to use Past Modal Forms.

Past Modal Forms

Past modals tell us what 'should have', 'would have', 'could have', 'must have', 'might have', or 'may have' happened.' They are used to talk about suppositions or speculations about the past/

Example:

The cat is lost – I might have left the cage open.

Make 5 sentences with Past Modal Forms (must have, can't have, and might have).

Week 5

LISTENING AND SPEAKING

Learning Objectives: At the end of the lesson, students should be able to: I. Summarise the audio and answer questions on it. II. Collate their ideas on different ways to tell a story.

Instruction: Read this before the class

Genres

Genres of literature can be broken down into many segments. However, they can be broadly categorized into FICTION and NONFICTION.

Fiction basically refers to a piece of writing that is based on the imagination of the writer. While nonfiction is based on real life occurrences and are true.

Other types of literature are poetry and drama.

Period 1

Listening Session Audio – Stories (Year 8 Videos)

1. What is the title of the audio?
2. Who was Matoka?
3. Who was the father of Matoka's child?
4. What genre would do you think the story you have listened to falls under?
5. What other title do you think would fit this story?
6. How would you have told this story differently?
7. Who would you have made the main character of your own version and why?
8. Who is your favourite character and why?

Assignment

Summarise the story in five (5) sentences.

Period 2

Break into your groups and collate your ideas on different ways to tell a story.

Period 3

Parts of a Story

These are the basic elements of a story that makes it up. We have the theme, character, plot and setting.

The theme basically means the subject or main idea in the story. Example of themes could be poverty, riches, suffering, love, destiny, corrupt society, teenage crisis etc.

The character refers to a person or an animal in the story. We usually have major characters and minor characters. Their names basically define their roles in the story i.e. major and minor roles.

The plot refers to the events that form the story. It must be well organized to interest the reader.

Setting is the place and time in which the play occurs. Different scenes may occur in different locations and at different times.

Period 4

Presentation Assessment Guide

Diction: 10 Marks

Evidence of Collaboration: 10 Marks

Presentation of Points: 10 Marks

Appearance: 10 Marks

Organisation/Delivery and Comportment: 10 Marks

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English

Week 6

Topic: READING AND WRITING

Learning Objective: At the end of the lesson, students should be able to read the given passage and answer the questions.

Period 1

Reading Passages

Period 2

Write a short poem about your home town.

Period 3

Writing: A Short Story from My Home Town

Learning Objective: At the end of the lesson, students should be able to write a short story from their home town.

Techniques for Writing a Short Story

Step 1: Think of an idea.

Step 2: Create a character and a setting.

Step 3: The beginning.

Step 4: The conflict.

Step 5: The turning point.

Step 6: The resolution

Step 7: The end.

Classwork

Write your outline

Assignment

Write a short story from your home town.

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Period 4

Classwork

Week 8

Topic: USE OF ENGLISH

Learning Objective: At the end of the lesson, students should be able to make sentences with abstract and compound nouns.

Abstract and Compound Nouns

Abstract Nouns

COMMON ABSTRACT NOUNS				
▪ Ability	▪ Compassion	▪ Friendship	▪ Life	▪ Right
▪ Adoration	▪ Confidence	▪ Generation	▪ Loneliness	▪ Rumour
▪ Advantage	▪ Confusion	▪ Goal	▪ Loss	▪ Sacrifice
▪ Adventure	▪ Curiosity	▪ Gossip	▪ Love	▪ Satisfaction
▪ Amazement	▪ Death	▪ Growth	▪ Luck 	▪ Self-control
▪ Anger 	▪ Dedication	▪ Happiness	▪ Luxury	▪ Service
▪ Annoyance	▪ Defeat	▪ Hate	▪ Maturity	▪ Shock
▪ Anxiety	▪ Delay	▪ Hatred	▪ Mercy	▪ Silliness
▪ Awareness	▪ Dishonesty	▪ Hope	▪ Movement	▪ Skill
▪ Beauty	▪ Divorce	▪ Horror	▪ Need	▪ Sleep
▪ Relief	▪ Dream	▪ Mist	▪ Prediction	▪ Success

Nouns are _____ that name people, places, things, events, ideas, concepts etc. A noun is a naming _____.

Abstract nouns are uncountable nouns that represent things that are _____. They are used to express or name qualities, emotions, actions, concepts, states of things, feelings and ideas. They do not name _____.

Examples: happiness, sadness, loyalty, unfaithfulness, love, ability etc.

Classwork


1. Make sentences with the above listed examples of abstract nouns.
2. Give 4 examples of your own and use them to make sentences.

Period 2

Learning Objective: At the end of the lesson, students should be able to make sentences with compound nouns.


Compound Nouns

100



COMPOUND NOUNS

aircraft armchair armpit background backlash barnyard baseball bathroom bedtime billboard bobcat brainstorm breakfast briefcase bulldog buttercup butterfly catfish chairman checkmate cheesecloth chopstick clockwork copycat countdown	courthouse cowboy crackpot crossbeam crybaby cutthroat daredevil darkroom daydream dishwasher drainpipe drawbridge drawstring driftwood driveway drumstick dustpan earache eardrum earphone earring earthquake earthworm eyeball eyelid	eggplant elsewhere endless eyebrow firefly fireman fishbowl flashback foolproof footprint fourteen gateway grapefruit grasshopper greenhouse hallway heartbeat household iceberg inland jigsaw keyhole kneecap ladybug landslide	marketplace mealtime nightmare notebook oatmeal outdoors pancake password quicksand rainbow raincoat railway sailboat scarecrow seashell tapeworm teardrop teaspoon undermine vineyard waistline wallpaper workshop worldwide
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A compound noun is a word that is made up _____. A compound noun is a compound word which functions as a noun. The first part tells us the type or purpose and the second part tells us _____.

Classwork

Write 5 compound nouns and use them in sentences.

Assignment

Write 5 compound nouns and use them in sentences.

Period 3

Infinitive and Gerunds

Learning Outcome: At the end of the lesson, students should be able to make sentences with Infinitive and Gerunds.

Infinitive Verb Form

An infinitive verb is the basic form of a verb. It is preceded by "to." So, it no longer acts like a verb but like a noun, adjective or adverb.

Examples: to think, to love, to eat, to run, to jump, to sing, to see etc.

Infinitives as Nouns: Here, the infinitive takes the position of the subject in the sentence.

Example: To build a house is my goal.

Exercise:

Write 5 sentences with infinitives as nouns.

Hint: Add "to" to a verb and use it in the "subject" position, like the example above.

Assignment

Write 5 sentences with infinitives as nouns.

Infinitives as Adjectives: Here, the infinitive modifies a noun, like adjectives.

Example: Mr. Bumble lacked the zeal to eat. In the example, "to eat" modifies the noun (gives specific information about the noun) "zeal."

Exercise:

Write 5 sentences with infinitives as adjectives.

Assignment

Write 5 sentences with infinitives as adjectives.

Period 4

Infinitives as Adverbs: Here, the infinitive modifies verbs, like an adverb.

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English

Example: Sarah must come to ride on the horse. In the example, "to ride" modifies the verb "come" (tells us what she is coming to do), like an adverb.

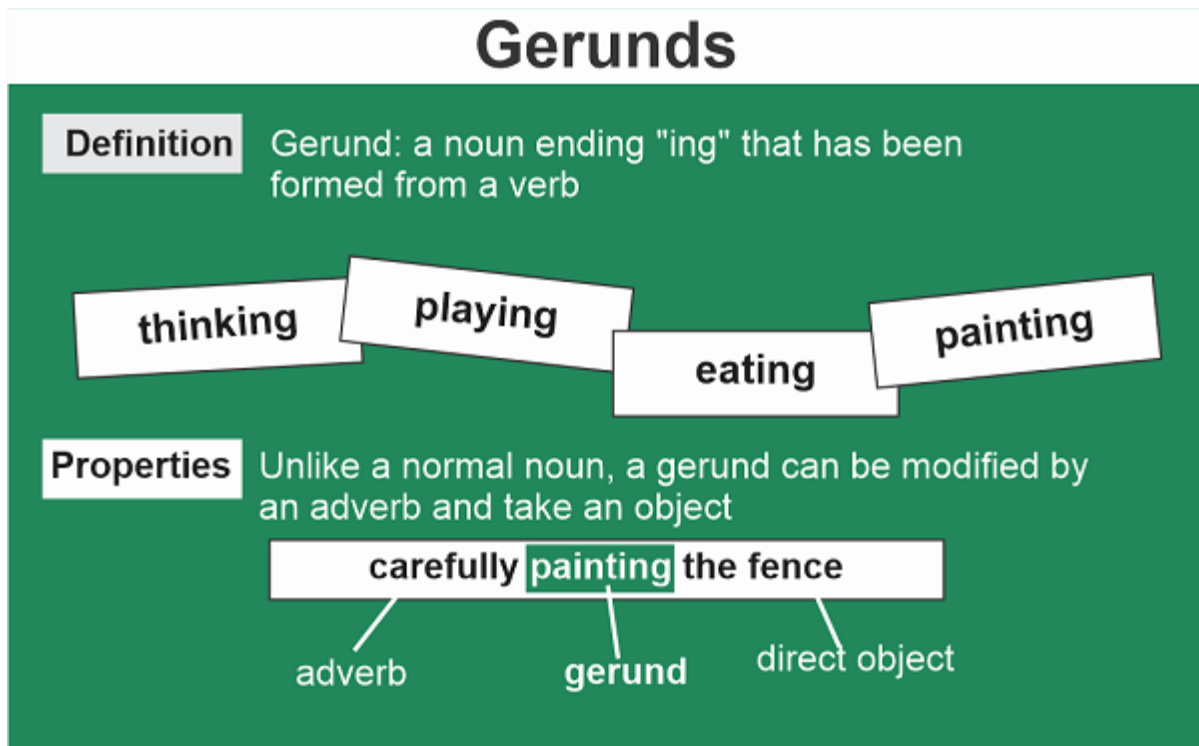
Exercise:

Write 5 sentences with infinitives as adverbs.

Assignment

Write 5 sentences with infinitives as adverbs.

Gerund Forms



A gerund is formed when we add "ing" to the base form of a verb.

Example:

Ride + ing = Riding

Exercise

List 10 gerunds.

WEEK 9 – READING AND WRITING

Learning Objective: At the end of the lesson, students should be able to: I. Read the given passage and summarise it. II. Answer the given questions.

Period 1

Reading Passage

Classwork

Answer the questions from the given passage.

Assignment

Summarise the story in the passage.

Period 2

Learning Objective: At the end of the lesson, students should be able to write an email to their friend, inviting him/her for a musical concert.

Email Writing

This involves composing, sending, storing and receiving messages over an electronic communication system. An email stands for electronic mail and it is preferred over other forms of communication because it is cheaper and faster.

Like regular letters, emails can either be formal or informal.

Formal emails are written to people in authority, like principals, CEO of companies, government officials etc.

Informal emails are written to people with whom we share close relationships with, like our blood relations and friends.

Study the sample of an email below, before attempting the classwork.

Exam question

You have a school exam next week. You want to invite your friend Sam to your house to study together. Write an email to Sam.

- **Invite** Sam to your house.
- Tell Sam **why** and **when to come**.
- Suggest **what you and Sam can do** after you finish studying.

Write about 50 words.

To: sam2000@school.co.uk
Date: 15 June
Subject: study date

Hi Sam,

Would you like to come to my house on Saturday afternoon? We could revise together for the maths exam next week. After that, we could play a game or watch a film. You can stay for dinner too.

What do you think?

See you soon!

Carla

Top Tips for writing

1. Start your email: Hi + name.
2. Use Would you like to + verb to make an invitation.
3. Use We could to make a suggestion.
4. Finish with See you soon and your name.

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English

Period 3 & 4

Classwork

Write an email to your friend, inviting him/her for a dinner at your favourite restaurant.

Presentation and corrections