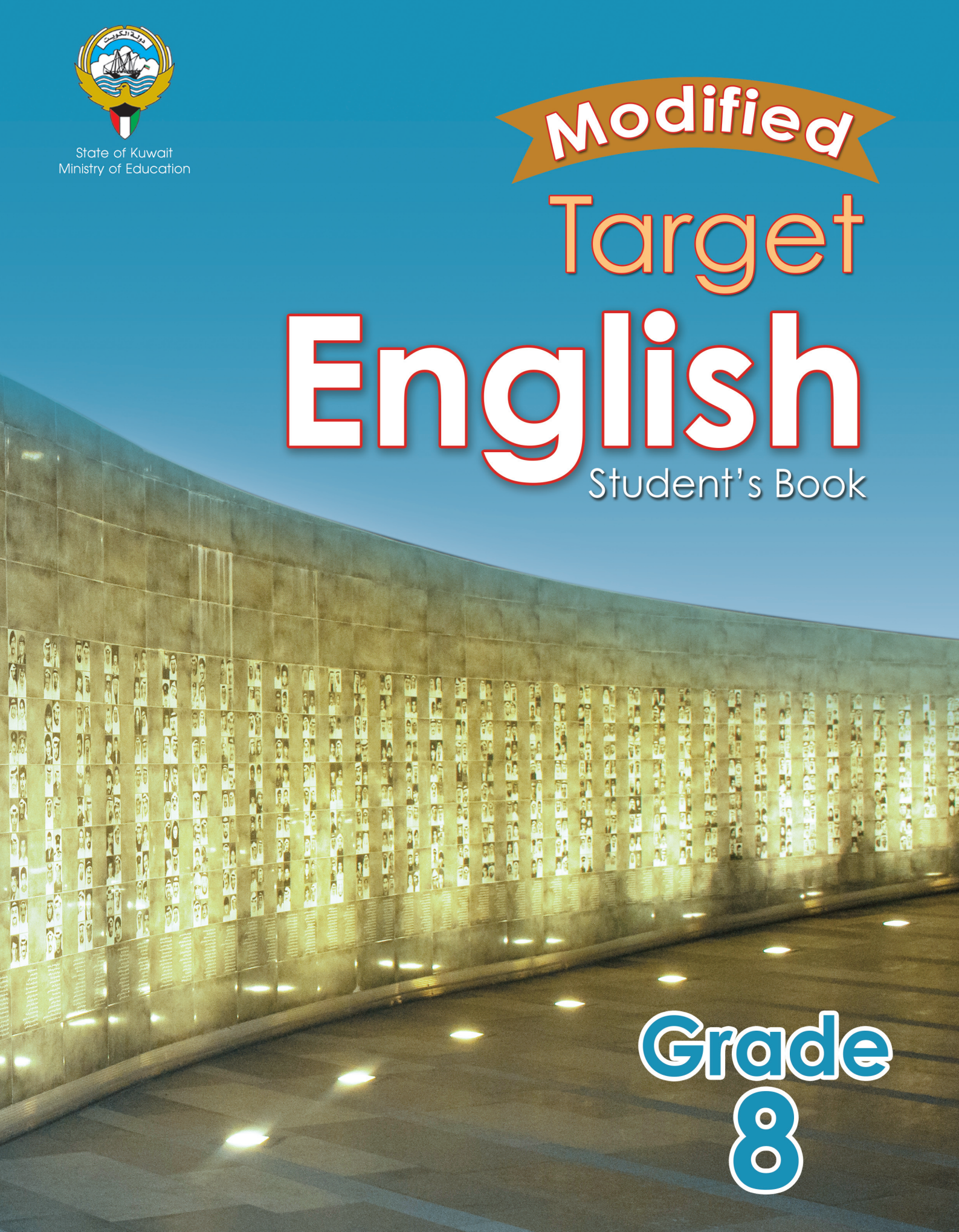
State of Kuwait
Ministry of Education

Modified

Target English

Student's Book



Grade 8

State of Kuwait
Ministry of Education

Modified

Target English

Student's Book

Grade 8

Julia Starr Keddle
Martyn Hobbs

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النظائر
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أودع بمكتبة الوزارة تحت رقم (٤٤) بتاريخ ٢٠ / ٥ /٢٠١٨م

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The Amir of the State of Kuwait

H.H. Sheikh Nawaf Al-Ahmad Al-Jaber Al-Sabah
The Crown Prince of the State of Kuwait

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Synopsis

Module One: Life Experiences

Unit title	Specific Competences to be developed				Speech Acts	Language Structures
	L	S	R	W		
1. Healthy Living	1.1 1.2 1.3	2.1 2.2 2.4	3.1 3.2 3.3	4.1 4.2 4.4	• Talk about healthy living • Describe pictures • Make comparisons • Give advice • Talk about daily routines • Talk about sporting habits • Express opinions • Express agreement/ disagreement	• Use infinitive/gerund • Use simple present/ present continuous • Use adverbs of frequency • Form questions • Make negatives
2. Life Events	1.1 1.2	2.1 2.2	3.1 3.2	4.1 4.2 4.3	• Ask and talk about experiences • Describe pictures • Express purpose • Make guesses	• Use present perfect + ever • Use (to/so that/in order to) • Form questions using the present perfect
3. How We Live	1.1 1.2	2.1 2.2 2.3	3.1 3.2 3.4	4.1 4.2 4.3	• Make inferences • Make decisions and choices • Describe characters • Retell part of a story • Express opinions • Ask for and give information • Express wishes • Talk about abilities	• Use present perfect • Use (since/for) • Form questions using "How long" • Use intensifiers (too… to/so…that) • Use capitalization and punctuation • Use 'can/cannot'

Synopsis

Module Two: Our Amazing World

Unit title	Specific Competences to be developed				Speech Acts	Language Structures
	L	S	R	W		
4. The Unforgettable Past	1.2 1.3 1.4	2.2 2.3 2.4	3.1 3.2 3.3	4.1 4.2 4.3 4.4	• Talk about important figures in history • Give opinions • Describe people • Make suggestions • Discuss and exchange information • Talk about the past • Express agreement/ disagreement • Make comparisons	• Use simple past (active and passive) • Form questions using the past simple • Use past continuous • Use (while/when)
5. Incredible Places	1.1 1.2	2.1 2.2	3.1 3.2 3.4	4.1 4.4	• Talk about and describe amazing places • Compare and contrast • Set rules • Express opinions • Make predictions about the future	• Use comparatives and superlatives • Use (more …than/the most….) • Use "(not) as….as"
6. Surprising Records	1.1 1.2	2.1 2.2 2.3	3.1 3.2	4.1 4.3	• Talk about records • Make suggestions • Describe places/things • Make guesses • Make decisions and choices	• Use question tags • Use adjectives in the correct order • Use punctuation

Synopsis

Module Three: Keeping in Touch

Unit title	Specific Competences to be developed				Speech Acts	Language Structures
	L	S	R	W		
7. Ideas and Thoughts	1.1 1.2	2.1 2.2 2.4	3.1 3.2	4.1 4.2	• Express opinions • Distinguish between facts and opinions • Give reasons • Leave a message • Talk about plans/ arrangements • Make guesses	• Use contrastive connectors (although/ however) • Use present continuous for future arrangements
8. Digital Communication	1.1 1.2	2.1 2.2 2.3 2.4	3.1 3.2 3.4	4.1 4.2 4.3 4.4	• Describe events • Talk about preferences • Ask about the future • Describe pictures • Express opinions	• Use the past perfect tense • Use (before/after/by the time/because) with the past perfect • Use "both …and" • Form questions
9. Storytelling and Communication	1.1 1.2 1.3	2.1 2.2	3.1 3.2 3.3	4.1 4.2 4.3	• Make guesses • Retell a story • Express opinions • Talk about imaginary situations • Narrate events • Describe past experiences	• Use reported speech (imperatives) • Use phrasal verbs with "look" • Use prepositions

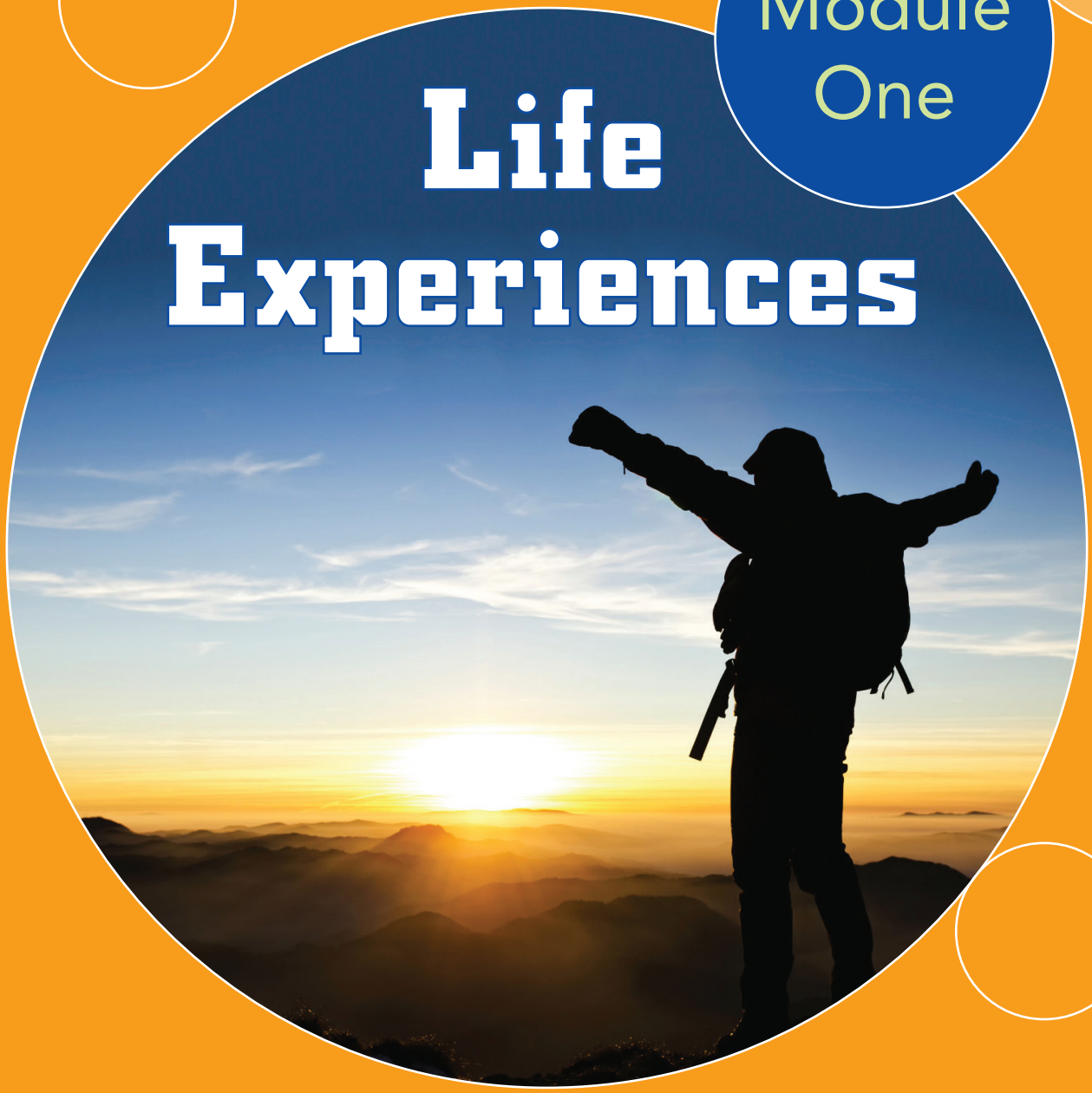
Synopsis

Module Four: Exploring Abilities

Unit title	Specific Competences to be developed				Speech Acts	Language Structures
	L	S	R	W		
10. Discoveries and Inventions	1.1 1.2 1.3	2.1 2.2	3.1 3.2 3.3	4.1 4.2 4.3 4.4	• Describe pictures • Describe inventions • Give predictions • Make decisions • Make comparisons	• Use reflexive pronouns • Use "a few/a little" with countable and uncountable nouns • Use much/many
11. Intelligence and Creativity	1.1 1.2	2.1 2.2	3.1 3.2 3.4	4.1 4.2 4.3	• Express possibilities • Describe imaginary characters • Express agreement/ disagreement • Give advice • Vote • Justify opinions	• Study suffixes • Express double comparatives • Use If conditional (1st)
12. Explore and Present	1.1 1.2	2.1 2.2 2.4	3.1 3.2	4.1 4.2 4.4	• Describe pictures • Make guesses • Express opinions • Express obligation • Present ideas • Give a presentation	• Use indefinite pronouns (anybody/everything ..etc) • Use "need to" to describe obligation or lack of obligation • Use the past of "need to" • Use relative pronouns

Module One

Life Experiences



You are expected to:

- Determine the purpose of different texts
- Exchange information and personal opinions about different topics.
- Write connected paragraphs (email, short story) for different purposes.

Activities:

- Identifying the main ideas of texts
- Discussing familiar topics
- Designing a poster
- Retelling a story

1 Healthy Living

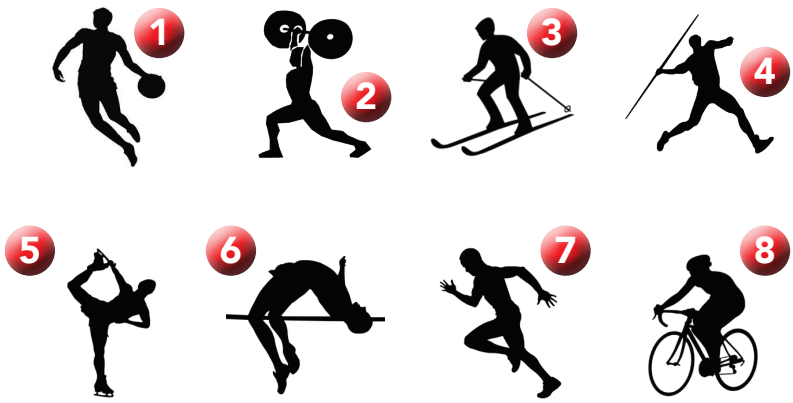
Module 1

Reading

Before you read

1 **In pairs, match the pictures with the sports.**

Cycling	8
Basketball	____
Weightlifting	____
Skating	____
Skiing	____
Throwing the javelin	____
High jump	____
Sprinting	____



2 **Read the following text and match each title with the right paragraph.**

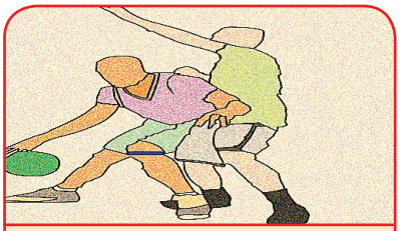
- Types of Exercise .....
- How to Exercise .....
- Tips on How to Keep Fit .....

A When you are fit, studying becomes easier, and you can do daily tasks better. It doesn't have to be **extremely** difficult to keep fit. Walking is easy and doesn't need any special equipment. Try to take the stairs rather than the lift. Even playing a friendly game of football helps you keep fit.

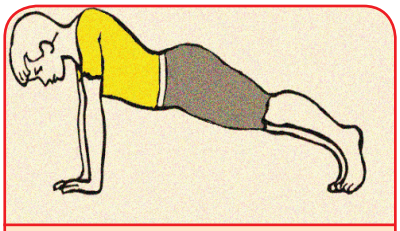
B There are three main types of exercise – aerobic, resistance and stretching. Aerobic exercise is when you make your heart and lungs work. Examples of this are swimming and roller skating. **Resistance** training, such as push-ups and weight-lifting, is for building muscles. Stretching activities, such as yoga, make you more **flexible**. In general, it is important to have an exercise **regimen** which contains all the above types of exercise.

C It is important to have routine for training. A good exercise **session** has a warm-up of about 5–10 minutes. This could be walking or jogging. Then, move to exercises such as push-ups to help you strengthen your muscles. Include aerobic exercise like cycling and basketball. Finally, stretching exercises will help you **cool down.**

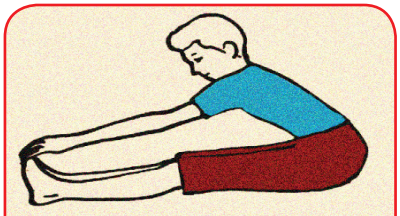
3 Read the second paragraph and write the missing information about each picture.



Sport: Basketball
Type: .....
Good for: .....
.....



Exercise: .....
Type: Resistance
Good for: .....
.....



Exercise: .....
Type: .....
Good for: It makes you more flexible.

4 Look at the underlined sentences in each paragraph and decide whether they are:

Topic sentences / Supporting details / Concluding sentences

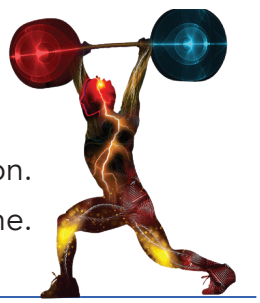
Remember:

1. The topic sentence is the sentence that expresses the main idea of a paragraph.
2. The supporting details explain and clarify the main idea.
3. The concluding sentence rephrases the main idea.

5 Grammar in context *the -ing form (gerund); the infinitive*

Fill in the spaces with the correct form of the verbs in the following list

train / warm up / ~~walk~~ / build



1. **Walking** every day is very good for you.
2. You need ..... hard for the weight lifting competition.
3. It is important ..... for 10 minutes before the game.
4. Resistance training is good for ..... the body.

6 Use the words in the list to write sentences about sport with the *infinitive* or the *gerund*. Check with your partner for mistakes.

enjoy / good at / try / interested in / prefer / promise

1. .....
2. .....
3. .....
4. .....

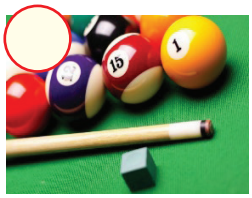
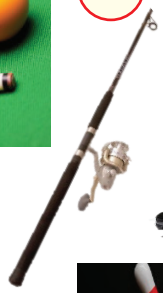
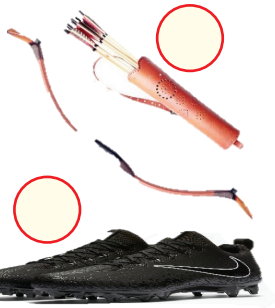
Visit the school library. Search for books about lifestyles (food, activities, sports) and make a presentation about how you can make yours better and healthier. Share your ideas with the class.

Athletics

1 Match the pictures with the right equipment.

- Which sports goes with each piece of equipment?
- What are the benefits / dangers of these sports?

	Sports Equipment	Name of Sports
1	Bow and arrows	
2	Boxing gloves	
3	Billiards cue/ balls	
4	Cleats	
5	Bowling ball/ pins	
6	Fishing rod	

Listening

2 1.1 a. Guess what these sports are, then listen and check

Sprinting: .....

Shot put: .....

b. Choose what the speakers were talking about.

a. Famous Athletes ☐ b. Sports Races ☐

c. Doing Sports ☐ d. The Olympic Games ☐

3 1.1 Listen again and complete the table.

	Favourite sport	How often	Today
Ayman	.....	.....	He is doing long jump.
Maha	.....	Two or three times a week	.....
Fawzi	Throwing (Javelin, shot put and discus)	.....	.....

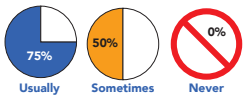
4 Grammar in context *Present simple or Present continuous*

1.2 **Listen and make notes about Abdulaziz, Nour and Hanan.**

	often / usually	at the moment / now
Abdulaziz	He often goes running.	.....
Nour	.....	She is doing the long jump now.
Hanan	.....	.....

5 In pairs, discuss and write sentences about your partner's sporting habits using the following expressions:

sometimes / usually / never / at the moment / now



1. .....
2. .....
3. .....
4. .....

6 Design a poster for a gym. Give it a name, agree on a logo and discuss the benefits. Draw the logo and write the benefits in the spaces.

Name

.....

Benefits

.....

.....

.....

.....

.....

.....

Logo

Healthy Diet

Reading

Before you read

1 **Think, pair, share**

- What does this picture show?
- What are the main food groups?

2 **Read the following text and write the main idea of each paragraph.**

Vegetarianism has become popular worldwide. Some people stop eating meat because they believe it to be the key to a healthy life. They follow a strict diet that includes fruits, vegetables, cereal grains, nuts, seeds and sometimes eggs and dairy products.

A vegetarian diet has its advantages. The main advantage is that there is less **risk** of **obesity** and heart disease. The diet includes high **amounts** of vitamin C, folic acid and fiber. This diet helps to avoid diseases because of the vegetables which are an excellent source of antioxidants. A vegetarian diet helps in digestion because vegetables contain more fiber. Lastly, more energy is **gained** from vegetables because they are the primary source of the food chain.

Being a vegetarian, also, has its downside. It can negatively affect your health. This diet is low in calcium, proteins, iron, vitamin B12 and zinc. Vegetarians who do not consume milk or dairy products can **lack** vitamin D as well. These nutrients are all found in the vegetarian diet but not in **adequate** amounts. Athletes for instance cannot be vegetarians because they need huge amounts of protein that is found in meat.

In conclusion, I think that eating a balanced diet is important for maintaining good health and keeping the body in top condition. I think a balanced diet does not cut out any food group. It consists of a wide variety of foods, served in the correct amounts to support our body and keep us energised, motivated and healthy.

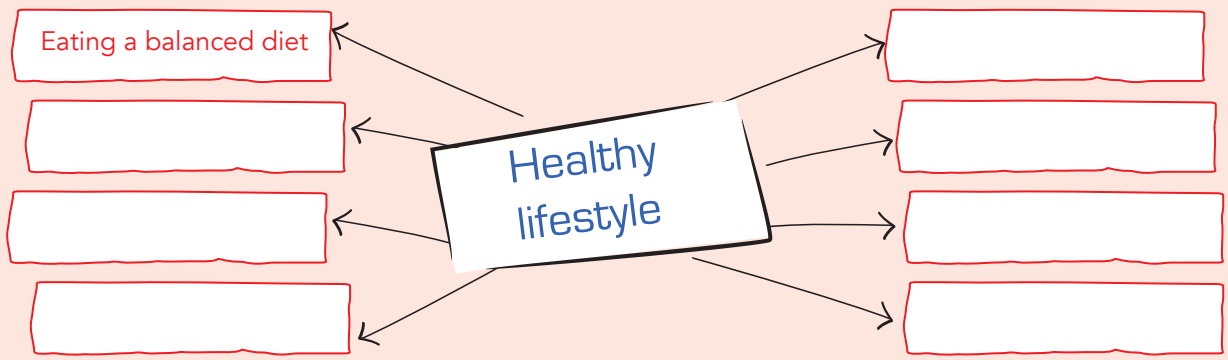
Paragraph 1	.....
Paragraph 2	.....
Paragraph 3	.....
Paragraph 4	.....

3 **Answer the following questions:**

1. What does vegetarianism mean?
2. Which paragraph is against vegetarianism? How can you tell?
3. What is the writer's opinion of vegetarianism?
4. Do you agree with the writer? Why? Why not?

Speaking and Writing

4 **In groups, talk about what a healthy life style means to you. Discuss and write your notes in the diagram below to present them to other groups.**



5 **Expand your notes to write a report of two paragraphs explaining the things everybody should do to keep fit and healthy.**

.....

.....

.....

.....

.....

.....

.....

.....

.....

Remember to:

- begin with an interesting introduction such as a question.
- develop the body by adding facts and details.
- edit your writing, checking spelling and punctuation.

2 Life Events

Module 1

Reading

Before you read

1 **Think, pair, share**

- Have you visited any blogs?
- What have you read about?

2 **Read the following webpage and answer the questions that follow:**

How to Create Your Own Blog?

Would you like to have your own blog? Would you like to connect to the world? Would you like your voice to be heard, your images to be seen and your thoughts and experiences to be read by your friends? How about creating your own blog? It is easy and free to create your own blog. WordPress uses easy steps for building blogs.

First, let's have a quick look at the history of blogging. The term "weblog" was first used on December 17, 1997. Soon after, it was being used as both a noun and verb. These uses have led to new words like blogger and blogging.

Steps for Creating Your Own Blog

Step 1: Log into: www.wordpress.com

Step 2: Choose a theme: Many themes are available for free. Choose the theme you like most. It's easy to change themes later on.

Step 3: Choose a name for your blog: Think about the name of your blog. You can use your name. For example, myname.wordpress.com or choose any other name that you like.

Step 4: Choose your plan: Choose a free plan for your blog. This will help you get in touch with the world. There are free plans and paid plans.

Step 5: Create your account: Choose a username and password. It is important to keep your username and password to be able to log into your account. You need to provide your email address. Now you are ready to start connecting to the world.

Blogging is a great way to communicate. You can post information about Kuwait to share our culture with the world, but it is very important not to post personal information or photos. It is also important to consider our Islamic values and traditions when posting on your blog.

1. What are the benefits of blogs?
2. Why is it important to keep your password and username secure?
3. Find words in the passage that have the same meanings as (photos, connect).
4. Find the opposites of **costly** and **log out** in the passage.
5. What is the main idea of the last paragraph?
6. What kinds of blogs do you like? Why?

Listening

3 2.1 **Listen and find out about Ali's and Sara's experiences.**

Questions	Ali	Sarah
1. Eaten Italian food?	**No**	**Yes**
2. Visited a museum?	.....	.....
3. Been to another country?	.....	.....
4. Acted in a play?	.....	.....
5. Made your own website?	.....	.....
6. Lost something important?	.....	.....

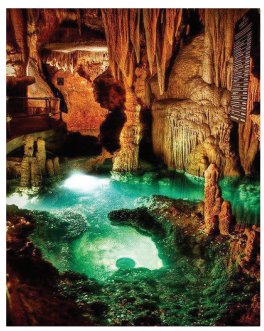
4 **Grammar in context** *present perfect (ever)*

Talk about Ali's and Sara's experiences. Follow the example below.

- Ali **has acted** in a play. Sara **hasn't** acted in a play.
- Ali and Sara **have visited** a museum.

Speaking and Writing

5 **Ask and answer these questions with your partner, then write 4 sentences about you and your partner's experiences.**



A: Have you ever .....

- visited any **caverns**?
- participated in **voluntary** work?
- spoken to a **native** speaker of English?
- flown in a hot air balloon?
- watched a match in the stadium?
- gone skydiving?

B: .....

.....

.....

.....

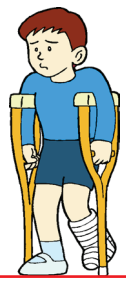
Personal Experiences

1 Look at the pictures and answer the questions:

1. Why does he look so sad?
   He has lost something.
2. What did he lose?
3. When do you think it happened?

1. Why do they look so happy?
   They have .....
2. How did they get the money for the house?
3. When do you think this happened?

1. Will he be able to play football today?
2. Why do you think so?
3. When do you think it happened?



1. How do you think Tom feels now?
2. Why do you think so?
3. When do you think this happened?

Speaking

2 a. Work in pairs. Practise speaking about your experiences

You : Have you ever .....?

Your partner : .....

You : When did you .....?

Your partner : .....

You : Did you enjoy it?

Your partner : .....

b. Tell your class about your partner.

e.g. My partner has eaten Moroccan food. He ate it in a restaurant at a shopping mall. He enjoyed it very much.

3 Talk about something funny, strange, or interesting that has happened to you **recently (at home, class, health club, street, etc...).** Then write a short paragraph describing this experience using the present perfect and past simple.

.....

.....

.....

.....

.....

.....

.....

4 Grammar in context *Expressing purpose*

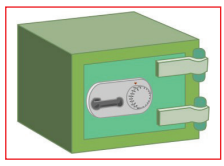
Read the following text and fill in the missing parts with these words:

to / so that / in order to

Adel always wanted to be a basketball player, but he was shorter than most basketball players. He tried to join a basketball club to practise the sport ..... **achieve** his dream. He kept practising by himself on weekends ..... he could **improve** his skills. He thought about his best position, he needed a position that didn't **require** a tall person. He chose point guard, a position that only requires average height. All he needed to do was to train ..... he could **master** the skills required for this position. He spent a long time in the gym ..... build a strong body and to improve his fitness. He went back to the first club he had tried to join ..... ask for a second chance. The coach gave him a chance ..... find out if Adel had improved. He was quite surprised to find that Adel was good enough to join the team. Adel was very happy to achieve his goal. He told everyone he knew how important it is for people to work hard ..... achieve their dreams.

5 In your notebook, write sentences for the following pictures using the word list in exercise 4.

- wash hands frequently
- not to catch infections



- save money
- buy my own things

- read books
- learn new information

Design a questionnaire to find out about your classmates' special experiences.

Life's Challanges

Reading

Before you read

1 Discuss the pictures and guess what the lesson is about.

Juri Al-Azmi: "Defying the Odds"

A 16-year-old Kuwaiti girl, Juri Mohammed Al-Azmi, has always loved reading books and poetry. She lost her **sight** but did not lose her **determination** or hope. She was able to **overcome** being blind and achieve first place in Kuwait at the "Arab Reading Challenge" contest. She beat 16,000 Arab students by reading 50 books. She also participated in the "Arab Reading Challenge Champion" contest in the United Arab Emirates. There were 18 other Arab students who had reached the final stage of the competition.

One of the difficulties facing Juri is the lack of books in Braille. Braille is a method of writing that helps the blind to read with their fingers. She said, in a statement published by the organising committee, that she loves reading, and that her visual handicap is not a **barrier** between her and the world around her.

"My Incredible Story" by Ghanim Al Muftah

Qatari teenager Ghanim was born with a rare disease which stops the development of the lower spine. Doctors told his family he probably would not survive. Ghanim has **inspired** people around the world by surviving and, **incredibly**, by becoming an athlete. He shares his story of hope and determination with the world. His dream is to become a Paralympian.

Ghanim said: "through my Instagram account, where I have almost one million followers, I want to say that everyone has a right to dream." "Social media is a window to the world. **It** helps us get our message out there faster and we have to use it in a positive and useful way. I want people to understand that people with disabilities are **capable** of giving and are active in society."

2 Read the texts and answer the questions below.

1. How can Juri read books despite her disability? .....
2. What challenges is she facing? .....
3. How did Ghanim inspire and surprise people? .....
4. The underlined pronoun **it** refers to .....
5. The purpose of these two stories is .....
6. What do you think Ghanim means in English? .....

Speaking

3 **Think, pair, share**

- What do you think are the best things about Juri/ Ghanim?
- How do people with disabilities contribute to our society?

Listening

4 2.2 **Listen to the interview with Peter Delaney.**

a. Complete the sentences with a, b, c or d.

1. Peter started his journey in	a.1999	b. 2003	c. 2005	d. 2016
2. He has walked ..... miles	a. 19,000	b. 20,000	c. 40,000	d. 36,000
3. He ..... across China.	a. has walked	b. hasn't walked	c. will walk	d. walked
4. He ..... a sweater with him.	a. will carry	b. doesn't carry	c. carries	d. carried
5. He has learnt more than 300	a. songs	b. stories	c. films	d. poems

b. Tell your group about Peter's journey.

Writing

5 In your notebook, write a two-paragraph email to your cousin telling him/her about an inspiring person you admire (physically challenged – athlete – writer – scientist …etc)

- Include a proper greeting.
- Start by filling in the following outline.
- Be sure to clearly say what your email is about in the subject field.
- You can end your informal email with: Thank you, Best regards, Yours…etc.

Inspiring Person

How you know him/her	
Why you admire him/her	
What he/she does	
What he/she achieved	

Print the email and read it to your class.

3 How We Live

Module 1

Reading

Before you read

1 **Discuss in pairs:**

- Do you enjoy reading stories? Why?
- Name a story you know. What is it about?

2 **Read this story and give it a title.** .....

My dad runs a garage just outside the city. It's the biggest garage in town. It's a family business and my dad is really proud of what he has achieved. All the rich people bring their expensive cars to him to be serviced and repaired. Last year, a mechanic named Don came to work for my dad, but he didn't stay long.

Dad's garage is huge. It has three **separate** workshops and he **employs** forty mechanics and over a hundred other staff. It's hard to keep track of all the workers, so dad employs a foreman named Antonio. He's a short, heavy man, and he moves slowly, but he has a lot of power. His job is to check what the mechanics are doing and to tell them what they're supposed to do. He also pays the men's **wages**.

At first, Don worked hard. He was young, tall, slim and quick with his hands. He fixed the cars faster and better than anyone. He was a rising star among the mechanics in the workshops.

After a while, Don became too proud of himself and started cheating. That was the beginning of his real trouble. He found a quiet place outside the garage, where no one could see or hear him. He would sit under a tree and spend the days singing to himself **instead of** working.

'You like to think I'm working, but I'm not,' he sang.

After a while, Antonio found out what Don was doing. He set a **trap**.

One morning, before Don arrived at work, he climbed up the tree and waited for Don to arrive.

An hour later, Don, as usual, came to sit under the tree. 'You like to think I'm working, but I'm not,' he started singing.

All of a sudden, Antonio **dropped out** of the tree and looked him in the eye. He sang to the same tune Don had used:

'You like to think I'm going to pay you, but I'm not!'

And that's how Don lost his job at my dad's garage. Since then he has been **jobless**.

3 Answer these questions about the story:

- What was Don like? How did he work at first?
- Why did Don cheat at work?
- How did Antonio solve the problem?
- What message do you think the writer of the story is trying to share?

"lessons learned"

4 a. Fill in this table with the required information from the story.

Characters	Setting	Events
.....	.....	• Don started working as a mechanic.
.....	.....	• Later, he .....
.....	.....	• .....
.....	.....	• .....

b. If you were in Antonio's place, how would you solve the problem?

5 Grammar in context *(present perfect + for / since)*

Correct the verbs in brackets and use since or for.

1. The writer's father ..... (be) the owner of this garage ..... 20 years.
2. The number of customers ..... (increase) ..... the garage was first opened.
3. Antonio ..... (work) as a foreman ..... a long time.

Since:
- *2010*
- *April*
- *this morning*

For:
- *3 hours/days*
- *a month*
- *a short time*

Speaking

6 a. Ask and answer questions using "How long...?" and "for" / "since". Take notes while asking about these ideas:

(live in this neighbourhood / know your best friend / have this mobile / be in this school ...etc.)

e.g. **A: How long have you studied English?**
B: For four years, since I was nine years old.

b. Use your notes to report to your group about your partner.

e.g. **My partner has lived in this neighbourhood since he/she was born.**

With reference to a story you have read, or a movie you have watched, write a summary describing: the characters, the setting and the plot.

People's Stories

Before you listen

1 Find the odd one out. Justify your answer.

1. taste – smell – leftover – **inhale** .....
2. **stingy** – **furious** – **hearty** – angry .....
3. court – **justice** – **crowd** – fairness .....

2 3.1 **a. Listen to the story and decide if these statements are true (T) or false (F). Correct the false ones.**

a. The tajiri was very generous. ( )

c. The maskini gave his goat to the tajiri. ( )

d. The maskini was **unfairly** judges by the village chief. ( )

b. Listen again and write a description of each of:

1. The tajiri: .....
2. The maskini: .....
3. The village chief: .....

Speaking

3 a. Discuss the following questions, then share your ideas with the class.

- What do you think of what the Tajiri and the village chief did?
- How would you solve the problem between the tajiri and the maskini if you were the village chief?

b. Retell the story: each member of the group should retell part of the story.

4 Grammar in context *Intensifiers (too … to / so … that)*

The Tajiri was very mean. He didn't want to share the smell of his food with others.

The Tajiri was **too** mean **to** share the smell of his food with others.

The Tajiri was **so** mean **that** he didn't want to share the smell of his food with others.

Rewrite the following sentences using (too…to/ so…that):

- The exercise was very difficult. I couldn't do it.
  .....
- The news is very good. It cannot be true.
  .....
- This mobile is very expensive. I cannot afford it.
  .....

Writing

5 **a. Fill in the missing information needed to help you write a story about the poor and the rich.**

Characters: Who?

.....
.....
.....

Setting: When and where?

.....
.....
.....

Title

.....
.....

Problem: What went wrong?

.....
.....
.....
.....
.....

Solution: How did it end?

.....
.....
.....
.....
.....

b. Use your notes to write the story.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Remember to:

- use suitable adjectives to describe the characters.
- use connectors to show the sequence of events (first, then …etc)
- use some suspense to attract the readers.
- check your writing for capitalization and punctuation.

Life in Space

Reading

Before you read

1 What do you think life is on a space station?

Make notes about:

(eating – drinking – clothes – sleeping – moving – entertainment… etc.)

e.g. You can't drink from a glass.

Since 2000, highly-trained astronaut teams have been travelling 350 kilometres into space to live and work. Most of these astronauts spend about three months in space. Living in space is a bit like camping, you have to take everything you need, you use special equipment, and you have to **dispose of** your own rubbish. We asked Bill Ross on the International Space Station to tell us about living in space.

Food

What do they eat in space?

Food in space

Almost all our food is in tins or dried. We even have to add water to drink. We drink through a straw, otherwise the liquids **float** around the cabin. There is no fridge, so we can't have cold drinks. But there is a wide choice of food – soup, meat, vegetables, fruit, nuts and bread. We get three meals a day and a snack. We have to warm up our meals before we open the **packages**. Food moves around in zero **gravity**, so we can't eat off plates. We eat from the packages and we use straps to keep our food on the table. We don't use knives or forks – and we don't use chairs. We simply float around the table!

Clothes

Do they need special clothes while living and working inside the space shuttle?

Clothes

When we go into space in the shuttle or when we re-enter the Earth's atmosphere, we wear special suits called LES (Launch Entry Suits).

The suits have parachutes, oxygen, an inflatable boat, water and a flare gun kit.

Inside the station, we wear **casual** clothes with lots of pockets. Sometimes when we walk outside in space, we wear **specialised**, white spacesuits with finger heaters in our gloves!

2 Read the text and answer the questions below.

1. Give three reasons why being in space is like camping.
2. Why don't astronauts use knives or forks in space?
3. How do you think the tools of the LES are useful to astronauts? Explain one use for each tool.

3 Match the words from the text with their definitions.

1. dispose of	( )	the containers food comes in.
2. inflatable	( )	an object that you fill with air before use.
3. flare	( )	throw away, e.g. rubbish.
4. casual	( )	a bright flame used as a signal.
	( )	informal, for everyday use.

Speaking

4 a. Imagine you are a journalist. Write six questions to ask an astronaut about his experience of life in space.

You can ask about:

The most difficult thing / the best moment / what they miss / …etc.

e.g. How long have you been on the space station?

.....

.....

.....

.....

.....

.....

b. Role-playing:

Work in pairs. Be a journalist and an astronaut

Use your questions from exercise 4.

- Ask your partner questions, then exchange roles.
- Act out the interview in front of other pairs.

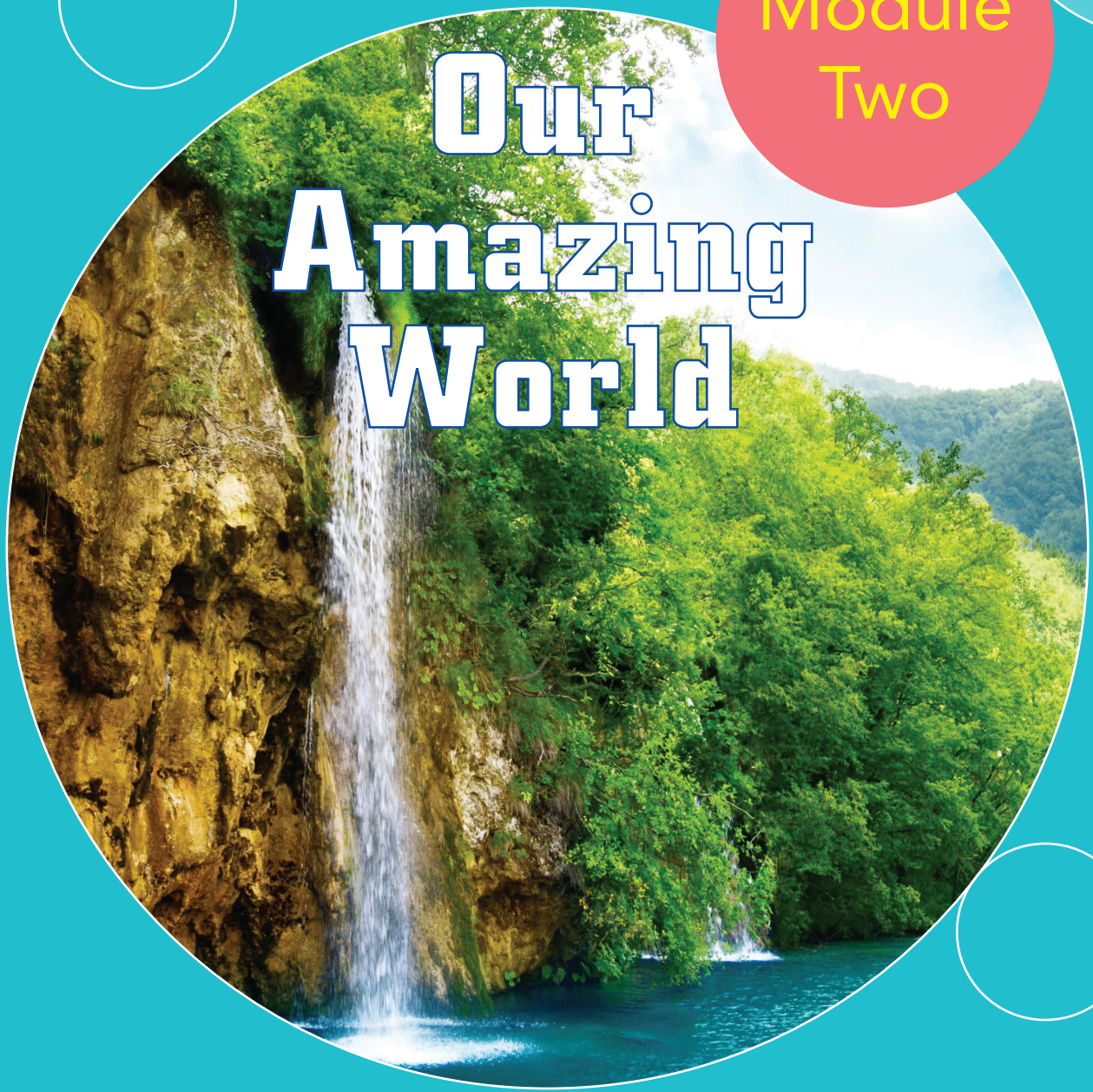
Remember to:

- respect turn taking.
- use facial expressions.
- listen and ask for clarification if needed.

Search the internet for extra information about life in space and find out why astronauts wear white specialized spacesuits. Share your information with your class.

Module Two

Our Amazing World



You are expected to:

- Listen to fiction and nonfiction texts.
- Take part in dialogues and discussions.
- Use different writing strategies including planning and editing.

Activities:

- Listening to a folktale
- Talking about similarities and differences
- Searching for information to prepare presentations

4 Unforgettable Past

Module 2

Reading

Before you read

1 **Which of the following charity organisations would you like to join? Why?**

Marie Curie

هيئة حكومية مستقلة
دولة الكويت

K.R.C.S

Voluntary Work Center

....

2 **a. Read the text and give it a suitable title.** .....

Clara Barton was a very special woman. She was born in 1821 in the United States. She started her career as a teacher at an early age. Clara opened a free school and became a popular and respected teacher. When her school grew, she **hired** another teacher to help her teach. There were over 600 students in the school. She **raised** a lot of money that was used to open another school.

Unfortunately, Clara was not allowed to be the principal of the new school. Her **community** would not let women hold this position. A male principal was hired instead and was paid twice as much as Clara. She was **demoted** to "female assistant".

Due to the **harsh** environment, Clara suffered from many health problems and decided to **quit** her job.

When the Civil war began, Clara worked as a nurse. She fed soldiers and cleaned their **wounds** on the battlefield. She proved that women can succeed in any job. Clara later founded an international organisation. Injured soldiers were cared for by Clara's organisation. Clara always said, "I may be **compelled** to face danger, but I never fear it."

b. Answer the following questions:

1. How would you describe Clara Barton?
2. Women were not treated as equal to men during the 19th Century, explain.
3. What is the purpose of the writer?
4. Think of a great Kuwaiti woman and compare her to Clara Barton.

3 Grammar in context *The Passive Voice (Past Simple)*

Passive: *Object+ was/were+ Past Participle*
The passive voice is used to focus on the action rather than who did it.

e.g. Clara opened a free school. → A free school was opened by Clara.

a. Read the text again and underline three sentences in which the passive voice is used.

b. Change the following sentences into passive:

1. The teacher cancelled the test.

.....

2. They took some pictures in the old town.

.....

c. In your notebook, write three sentences about the pictures using the past simple passive.

Speaking and Writing

4 a. In groups, think of a charity campaign that you can create.

Give it a name, discuss its services, the main difficulties that you may face while creating it and possible solutions to those difficulties.

b. In your notebook, write a post which can be displayed on your blog to promote your campaign. (You can add a logo)

Read books and find information about the great Kuwaiti woman you discussed in exercise 2.b, then present it to your class.

Folktales

Listening

1 **Discuss in pairs:**

1. What is a folktale?
2. Name some popular folktales and tell your partner a little about them.

2 4.1 **a. Listen to the folktale and answer the following questions:**

1. Why was Huw **astonished**?

.....

2. Why were the silver cows better than the black and white ones?

.....

3. Was the mother's decision wise? Why? Why not?

.....

b. Listen to the folktale again and complete the following summary with words from the list:

plunged in - submissive - cottage - **begged** - **exceptionally** - **humble**

Huw lived in a ..... One day, while Huw was playing the harp, he saw six silver cows come out of the water. These cows gave milk which was ..... good. It was so much better than the milk from Huw's older cows.

After a few months, one of the silver cows stopped giving milk. Huw's mother decided to give the cow to the butcher. Huw ..... his mother to save the cow, but he became..... when she told him to be quiet and stopped arguing. The next morning, the six silver cows ran to the lake and ..... . They disappeared.

3 **With your partner, write some questions about the story and what might have happened after.**

e.g.: What did Huw do every morning?

You can use these question words: *(How/ Why/ What…etc)*

- .....
- .....
- .....
- .....

4 Grammar in context *Past Continuous Tense*

e.g.: While Huw ***was watching*** over the herd, six silver cows ***rose out*** of the water.

a. Choose the correct verb to complete the following sentences:

1. When I (leave - left - was leaving) the club, it was already snowing heavily.
2. Fatma dropped her ID card while she (look - looks - was looking) for her purse.
3. A new student (enter/ entered/ was entering) our class while my partner was giving a presentation.

b. Complete the following sentences:

1. The vet was treating an injured tiger in the zoo, when .....
2. I was walking along the road when .....
3. I heard a scream while .....
4. While our grandma was telling us an interesting story .....

Speaking

5 In groups, discuss how some people mistreat animals and suggest ways to protect them. Then share your ideas with the class.

You can discuss the following points:

Mistreating animals: **frightening and killing them - making experiments.**

Protecting animals: ***treating animals with care - building a nature reserve.***

Remember to:

- maintain eye contact while speaking.
- speak with respect.
- be confident.

Pearl Diving

Reading

1 Before you read Think, Pair, Share

- Discuss the jobs Kuwaiti people used to have in the past.
- List the **hardships** in these jobs.

1 Before the discovery of oil in Kuwait, pearl diving was the main source of income for many Kuwaiti people. Pearling was important for Kuwait's economy. Pearl divers used to face many hardships in the sea. Pearling was a daily activity for sailors and divers. They often worked for 12 or 16 hours a day.

2 Pearl diving was not only an industry, but a social system that held communities together. Every **generation** passed on the tradition of pearl diving by teaching their children and telling them stories about pearling. The methods used in pearling did not change for many years.

3 Pearls hunters used many kinds of ships. The 'Boom' was one of the most famous ones. Divers wore wraparound skirts or black suits, a nose clip, a neck basket and a toe anchor. They were tied **securely** to the ship with a rope around their waists. They held the rope **throughout** the dive. When a diver was ready, he **tugged on** the rope and was pulled up to the surface.

4 The tradition of pearl diving died during the 1930's because of the introduction of cultured pearls which were cheaply farmed in Japan, but pearl diving is still an important part of the Kuwaiti **heritage**. Nowadays festivals are held and sea trips are organised to keep this tradition alive. These trips are supported by His Highness the Amir of Kuwait.

Consult the dictionary for the meanings of the underlined words **"hardships"** and **"securely"**.

2 Read the article and match the headings with the right paragraphs:

a. Keeping Pearling Alive ( )
b. Pearling Before Oil ( )
c. Pearling Communities ( )
d. Pearling Equipment and Practice ( )

3 Read the article again and answer the following questions:

1. What equipment did divers need for pearl diving?
2. Do you think it is important to keep the tradition of pearl diving alive? Why?

Speaking and Writing

4 *" Older people often say that life was better in the past than it is now"*

a. In groups, decide whether you agree or disagree with the statement. Think of reasons to support your opinion, then hold a debate with the class and explain your points of view.

Remember to:

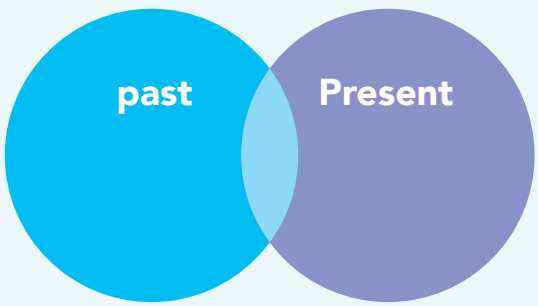
- listen carefully to other people's ideas.
- paraphrase what your partner said and ask for clarification if you don't understand.

You can discuss the following aspects:

Lifestyle – food – clothing – entertainment – jobs – transportation - types of houses – education – tools and devices ..etc

b. In your notebook, plan and write a report of two paragraphs comparing life in Kuwait in the past and nowadays.

Copy the following diagram in your notebook and fill it with similarities and differences.



Listen to some instructions and rules about modern diving using any audio resources you prefer, then tell the instructions to your class.

5 Incredible Places

Module 2

Reading

Before you read Think, pair, shair

1 In pairs, talk about some of the amazing places around the world

Islands Mountains Rivers Lakes Oases Waterfalls

Vaadhoo Island is located on the **equator** to the southwest of Sri Lanka in the Indian Ocean. It is part of the Maldives. Vaadhoo is a **unique** place where you can have an unforgettable experience. The island has white sand and is surrounded by warm waters that seem to **glow** in the dark. The glow is created by tiny sea organisms. The water near the beach looks like a mirror **reflecting** the sky and stars.

Luxor City

Is located on the east bank of the Nile River in southern Egypt. Luxor has been described as the world's greatest open-air museum. It contains about a third of the most valuable monuments, temples, tombs and **antiquities** in the whole world. Luxor is one of the most important ancient sites. It was the capital of Egypt when the pharaohs ruled from the 16th-11th centuries BC.

Souq Al-Mubarakiya

Is one of the oldest markets in Kuwait. It has been around for more than 200 years. Visitors can spend hours in this market strolling around and doing some **bargain** hunting. From Safat Square, a local landmark, to the new SoMo (south Mubarakiya) area, visitors can enjoy the traditional souq **atmosphere**. It's a great place for shopping, eating or for **sightseeing**.

2 Read about the three places and decide if the following sentences are true (T) or false (F). Justify your answers.

1. Both the Sea of Stars and Luxor are in Asia. ( )
2. The Sea of Stars glows because of some living things. ( )
3. In Souq Al-Mubarakiya, visitors can buy items at low prices. ( )
4. Luxor has new monuments, temples and tombs. ( )

3 Match the following words with their definitions:

1. unforgettable	( )	walk in a leisurely, relaxed way.
2. organism	( )	special, unusual and difficult or impossible to forget.
3. stroll	( )	a living thing such as a plant or animal.
	( )	a title for ancient Egyptian kings.

4 Grammar in context *Comparative and superlative*

cheap	*cheaper than ...*	*... the cheapest*
expensive	*more expensive than ..*	*...the most expensive*

In pairs, complete the following sentences with the comparatives or superlatives of the adjectives between brackets:

1. Luxor is one of the ..... places mentioned in the articles. **(old)**
2. For some people, visiting Souq Al-Mubarakiya is ..... than the Sea of Stars. **(good)**
3. Sometimes, going to the beach is ..... than visiting historical sites. **(interesting)**

5 In your notebook, write some sentences comparing Kuwait to the following countries: (China – Turkey – Bahrain – Canada). Think of size, population, climate ...etc.

Search the net or books for amazing places around the world and tell your class about them. You can prepare a presentation OR you can bring pictures.

Describing Places

Speaking

1 **a. Have you ever been to a desert? Where was it? What was it like? Discuss with your partners.**

b. Write as many words related to the desert as possible.

....

....

Listening

2 5.1 **Listen to Fahad talking about his holiday and complete the following table:**

Destination	.....
Transport	.....
Animals	.....
Weather	.....

3 **Grammar in context** *(not) as……as*

We use (**as …. as**) to make comparisons between things which are equal in some way: **He was as busy as a bee.**

We use (**not as …. as**) to make comparisons between things which aren't equal: **Silver is not as heavy as gold.**

Complete the following sentences with (not) as…as:

1. English is ..... Maths. (not/ difficult).
2. This exercise is ..... the other one (easy).
3. Today is ..... yesterday (not/ windy).
4. The tomato soup was ..... the mushroom soup (delicious).

4 Compare the pictures using (not) as..... as:

1. I don't like the old car because .....
2. The suitcase is .....
3. **Counting** with fingers isn't .....
4. The left tower is .....

Speaking

5 a. Talk about the similarities and differences between you and your partners using (not) as.....as.

You can talk about age, height, skills…etc.(Think about interesting abilities you and your friends have.)

b. Write some sentences about you and your partners

.....

.....

.....

.....

.....

.....

Visit the NASA website and find how earth is similar to or different from Mars or other planets, then explain the information to your classmates. www.nasa.gov

Famous Museums

Reading

1 Before you read Think, Pair, Share

Make a list of museums in Kuwait. Then compare your list to the other groups. Talk about the ones you enjoyed visiting and why.

2 Read the following texts about famous museums around the world. Find the topic sentence in each one.

Tareq Rajab Museum of Islamic Calligraphy

is the largest Islamic calligraphy museum in Kuwait. The museum has a **collection** of over thirty thousand items. It first opened to the public in 1980 and It includes beautiful manuscripts of the Qur'an from around the Islamic world. There are also metal and glass objects and a collection of silver jewellery. There are also early gold pieces **that** were found in the Muslim World. The museum is a source of **pleasure** and information for its visitors.

The Louvre Museum

is the world's largest museum. It is a historic place in Paris, France and one of the city's biggest tourist attractions. It is on the right side of the Seine River. It **houses** the most **impressive** art collection in the world with ancient Egyptian, Greek and Roman antiquities. It has **sculptures** from the Middle Ages. It also has furniture, objects and paintings.

Smithsonian Institution

is the world's largest museum, education and research complex. It has 19 museums and the National Zoo. The SI is building the future by preserving heritage, discovering new knowledge and sharing resources with the world. It was founded in 1846 to share knowledge. It is located in Washington DC and contains many **exhibits**. There are over 137 million items in the Smithsonian.

3 Read the texts again to answer the following questions:

1. How is the Tareq Rajab Museum a source of information?
2. What's the aim of the Smithsonian Institution?
3. Discuss the differences between the three museums.
4. What do you think the words '*collection*' and '*houses*' mean? Why?
5. What does the word '*heritage*' make you think of?

Speaking and Writing

4 • Look at the following optical **illusion**, what do you see?

• What do you know about this painting?

5 a. In groups, discuss the following questions and take notes:

1. Why do countries build museums?
2. What items can be displayed in museums?
3. What benefits do we get from visiting museums?
4. What are some rules that should be followed when visiting a museum?

b. In a hundred years, what items do you think will be displayed in museums? Write a description of the exhibits that you can see.

.....

.....

.....

.....

.....

.....

If you could create your own museum, what would your museum be? What types of exhibits would you have?

6 Surprising Records

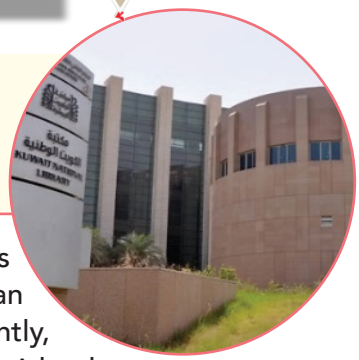
Module 2

Reading

1 Before you read Think, Pair, Share

Describe some news that you recently heard. Was it interesting? funny? informative?

The characters in this interview are fictional.



Our news reporter, Dana Ali, went to the National Library of Kuwait to meet one of the experts in Kuwait history, Mr. John Ramzi. Dana contacted him to talk about Kuwait records.

Dana: Hello Mr. Ramzi. We are **thrilled** you found time in your busy **schedule** to meet with us to talk about your latest book *"Kuwait Records 2018"*. You worked on this book for two years, didn't you?

John: Well, **actually** it took more than two years because, as you know, records are broken every year.

Dana: Can you share with us some of your favourite records that haven't been broken yet?

John: Look around, you are **conducting** this interview in one of Kuwait's oldest records, 'the National Library of Kuwait'. It is the oldest public library in Kuwait. You knew about that, didn't you?

Dana: Yes, I did. I read your book and I loved it. We don't want to **spoil** it for other people who would love to read it, but can you tell us about other favourites of yours?

John: Sure, one of my favourites is the biggest island in Kuwait and the second biggest island in the Arabian Gulf, Bubiyan Island. What's unique about this island is that its sand is saltier than the water in the gulf.Currently, there is no one living on the island except for birds. Did you visit it?

Dana: No, I didn't, but our cameraman did. He said it's interesting. What about Al- Hamra Tower? Is it a Kuwaiti record as well?

John: Yes, it is, and a great skyscraper if I may add. It is the tallest building in Kuwait and the 23rd tallest in the world. It's more than 400 meters high and it took six years to build. It was included in the list of the best inventions of 2011 by TIME magazine which is published in New York. Don't forget the exciting **luxury** shops you'll find there, the variety of dining options and the eight-screen grand cinema.

Dana: Wow! That's quite impressive. Thank you, Mr. Ramzy for this interview, it makes me feel proud to be a Kuwaiti. We hope to speak again soon about your next book.

John: Thank you Dana the pleasure was mine.

2 Read the interview and answer the following questions:

- What is the connection between the book and the interview's location?
- Why is Bubiyan Island mentioned in the book?
- Which Kuwaiti record does Mr. Ramzi think is the most fascinating and why?

3 Grammar in context *Question Tags (Past simple)*

- You worked on this book for two years, didn't you?
- You knew about that, didn't you?
- You didn't visit the island, did you?

Complete the following sentences:

1. They spoke to the teacher about the project, ... they?
2. Amani ..... (eat) all the candy, did she?
3. It ..... (be) cold yesterday, wasn't it?
4. They were busy when you called, ...?

Writing

4 Design a new tourist attraction for Kuwait.

- What new tourist attraction, event, festival, competition or building do you think Kuwait needs to attract more visitors?
- Think of one and write a paragraph describing the (location, activity, time … etc)

.....

.....

.....

.....

.....

.....

Guiness Records

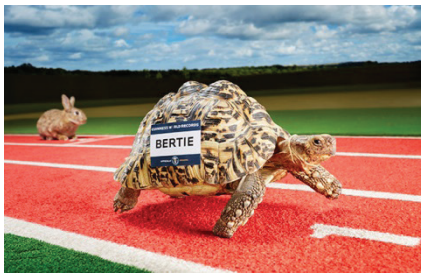
1 a. Read the following records and match them with the pictures:

( ) In 2011, Jyoti Kisanji Amge from India entered the Guinness Book of World Records as the shortest living woman in the world. She is 62.8 cm tall.

( ) In 2012, Kuwait set off 77,282 fireworks and entered the Guinness Book of World Records for the biggest and most **spectacular** fireworks show in history.

( ) in 2017 a company in Singapore created the world's Most Expensive Coffee Pod and **donated** the proceeds to charity. It's made of coffee and gold dust.

b. Look at the pictures, guess and explain what you think these records are about.



Listening

2 6.1 **Listen and write the missing words.**

Amazing Records

A: The ..... hotel in the world is in Japan, dating back to the year .....

B: The ..... **carpet** in the world is Persian and was sold for $2,487,178.

C: The ..... taxi ride was ..... kilometres. It was a **return** trip from ..... to Cape Town, South Africa.

3 Grammar in context *Order of Adjectives*

a. Add more adjectives to each of the following categories.

Opinion	Size	Age	Shape	Colour	Origin	Material
Beautiful	large	old	round	red	Kuwaiti	wooden
bad			square			metal

b. Reorder the adjectives in the following sentences:

e.g. I bought a wonderful, small, wooden coffee table.
There is a pair of nice, white, leather trainers.

1. Have you seen my (leather – new – black) bag?

.....

2. My brother has a (large – brown – scary) dog. I'm afraid of it.

.....

3. My father would like to sell his (German – old – small) car.

.....

Speaking

4 **Describe three items using at least three adjectives, then ask the other groups to guess what the items are. (Use correct adjective order)**

e.g. It's a delicious **oval**-shaped orange fruit that has a big seed in it.

1. .....

2. .....

3. .....

5 **Tell your partner about a record you would like to break, why you want to break it, how, where and when.**

Search for more Guinness World Records that interest you. Share them with your class. You can visit http://kids.guinnessworldrecords.com/

Timeless Gold

Reading

1 Before you read

Look at the pictures, can you guess what they are about?

1 In 2011, one trillion dollars' worth of jewellery and **countless** silk sacks filled with diamonds and gold were found in India. They were underground in a temple. These items were given to the temple over thousands of years by the **royal** families who ruled that area.

2 The tomb of the young king Tutankhamen was discovered in 1922. The tomb was filled with many treasures, including necklaces and other jewellery, all made of gold. The mask of the king weighs almost 18 kilograms and it is made of **pure** gold.

3 The Omar Ali Saifuddien Mosque is a spectacular piece of art, located in Brunei. Brunei is located on the north coast of the island of Borneo in Southeast Asia. The mosque has **marble** minarets and several golden domes. The most amazing thing is that the main dome is covered in pure gold. Everything in the mosque was **imported**. The marble is from Italy, the granite from Shanghai, the crystal **chandeliers** from England and the carpets from Saudi Arabia.

2 Read the text and write a suitable title for each paragraph.

Paragraph 1	.....
Paragraph 2	.....
Paragraph 3	.....

3 Read again and choose the correct answers from a, b, c and d:

1. What is the author's purpose for writing paragraphs 2 and 3?
   a. to talk about the owners of the treasures.
   b. to explain the importance of finding treasures.
   c. to provide accurate descriptions of the treasures.
   d. to give information about Islamic places in the world.

2. Which word in the text means "brought in from another country"?
   a. ruled
   b. made
   c. covered
   d. imported

Speaking and Writing

4 a. Work in groups to discuss the following question:

Imagine you found a buried treasure that is worth millions with nothing that tells who the owner is. Would you keep it or give it to the police to search for its owner?

Reach an agreement, then tell your class about your decision, explaining your reasons.

b. In your notebook, write a report explaining what you would do if you found a treasure.

- Make sure to state your opinion clearly at the beginning.
- Explain your opinion by giving strong reasons and examples.
- Conclude your report by summarising the main points that you made.

(Don't forget to edit your paragraphs checking for spelling and punctuation.)

Search the internet to find out about other lost treasures. Bring pictures to your class.

Project

Choose either project 1 or 2

Project 1 Don't Delay, Give Today!

International Day of Charity

You have decided to declare the beginning of your charity work on the ***"International Day of Charity".***

You arrange for a school event to raise awareness about the importance of voluntary work in a peaceful and joyous world.

- You should attract as many supporters and volunteers as possible to join your group.
- You need to explain the main goals of your charity programme and the actions you are planning.
- You have to explain the importance of donations and how you would fund-raise.

- Make an attractive poster for your charity.
- Add photos and pictures to make your ideas clear.
- Use part of the poster to persuade your teachers, principal and schoolmates to donate money.
- Make your logo simple and clear.
- Write a one-page advert to persuade your classmates to volunteer in your campaign.

Project 2 Work in pairs or small groups

One Day Visit to your Country

A foreign visitor has only one day to spend in your country. Where should this visitor go on that day? Why?

- Prepare a full day programme for this visitor recommending places to visit and things to do. Use reasons and details to support your choices.
- Present and explain your programme to the class.

Time	Activity	Why?
9.00 am	Breakfast at Dean& Deluca (The Avenues)	Delicious food and friendly staff members

Module Three

Keeping in Touch

You are expected to:

- Explain the meaning of different types of texts (argumentative, expository, narrative ..etc).
- Express points of view on a variety of topics.
- Write different types of paragraphs.

Activities:

- Role-playing different situations
- Providing and choosing titles for different texts
- Describing personal experiences

7 Ideas and Thoughts

Module 3

Argumentative Text

Before you read

1 Think, Pair, Share

- In pairs, look at the icons and name the applications.
- What do they have in common?

2 a. Read the text and give it a title

Social media has become a huge part of everyday life. Some people see this constant use as an **addiction** to social media, but others **defend** it as a normal part of modern life and communication.

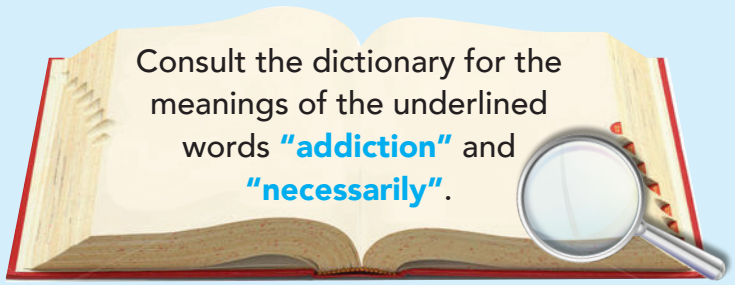
The biggest problem is that using social media makes us less social in real life. We can become **obsessed** with checking **notifications** or messages. This can lead us to ignore the people around us. Often, people **confuse** social media with reality. Having lots of Facebook friends doesn't mean having a connection with those people in real life, and we forget that somebody's 'image' online doesn't always reflect that person's real life. Lots of people only post positive things, so we believe their lives are perfect, and we spend a lot of time trying to live up to those **unrealistic** images.

However, social media has opened up many new possibilities, especially to young people. It allows us to stay in touch with friends around the world, see their pictures and hear about their adventures. Social media is also a great way to raise enormous amounts of money for charity.

In my opinion, social media is not **necessarily** a bad thing. Although using technology excessively is unhealthy, using it in the right way is a huge benefit of living in modern times.

Hint

A fact can be proved or disproved, but opinions can differ depending on points of view.



b. Answer the following questions:

1. According to the author, what is the greatest problem with social media?
2. Which paragraph argues for social media and which one is against? How can you tell?
3. What does the writer think about social media?
4. What conclusions do you draw after reading this text?

3 Grammar in context *Contrastive Connectors: although / however*

e.g.: **Although** using technology excessively is unhealthy, using it in the right way can make life much easier.

Complete the following sentences:

- ....., however, he didn't get the job.
- ....., although it was raining.
- Although she knew she was wrong, ...
- I didn't like the film, however, ...

Speaking

You are starting a small business with a group of friends and you want to advertise your **product**.

- Which social media would you choose?
- Discuss what specific **features** of that social media would make it useful.

Writing

4 "Social media can be a blessing or a curse."

a. Fill in the table with ideas for and against social media.

For	Against
•	• .....
•	• .....
•	• .....
•	• .....

b. In your notebook, develop your notes into an argumentative paragraph explaining whether you are for or against social media.

Checklist:

- ☑ Did I express my opinion in the topic sentence **(for or against)**?
- ☑ Did I provide reasons and details to support my argument?
- ☑ Did I conclude by summarizing my opinion in a way readers will remember?

Leaving Messages

Listening

1 **Look at the picture and fill in the following table.**

Name of the service	.....
When to use it	.....
Its importance	.....

2 7.1 **a. Listen and choose the best answer**

The three callers are talking about:

a. Likes and dislikes

b. Future plans and arrangements

c. Mistakes they made in the past

b. Listen again and match the activities with the callers.

- Kevin	( )	1. Going to the beach
- Suzan	( )	2. Staying at home
- Ali	( )	3. Having a guitar lesson

Speaking

3 **Peter calls his friend, but his mother answers the phone. She tells him that his friend is not at home, so Peter leaves a message.**

a. Complete the phone conversation between Peter and the mother.

Mother: Hello. This is Mrs. Jones. Who's calling please?

Peter: .....

Mother: I'm sorry but he's not home, would you like to leave a message?

Peter: Could you please tell him .....

.....

Mother: Oh my God! I can't believe it. I'll tell him as soon as he gets home.

Peter: .....

Mother: Bye.

Role-Playing: b. Practise the above dialogue with your partner.

4 Grammar in context *Present Continuous for Future Arrangements*

You can use the present continuous to talk about plans/arrangements for the future.

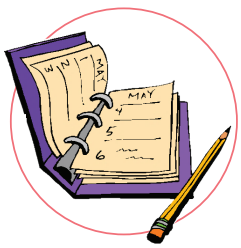
- Ali **is going** to the beach on Saturday.
- Kevin **is working** on his project on Friday.

Look at the table and write sentences about their future arrangements.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Omar		See the dentist			Meet a friend	Work on the English project	Play football
Fatma	Go to the gymnasium		Visit grandma		Fly to Dubai		

1. Fatma is going to the gym on Sunday.
2. .....
3. .....
4. .....

5 Ask your partner questions to find out about his/her future plans.



(Practise the dialogue with your partner.)

A: What are you doing tonight?

B: I'm .....

A: Are you doing anything tomorrow?

B: .....

A: ..... plans for the weekend?

B: .....

Smart Living

Opinion Text

1 Before you read Think, Pair, Share

- Do you think mobile phones are a good invention? Why?
- Are there any places where you think mobile phones should be banned? Why?

2 Read and fill in the table with what each of the following persons thinks of mobile phones.

A radio station recently asked its listeners for their points of view about smartphones. This is what some of them said.

Omar

"I can't live without my smartphone. I think I'm addicted to it. In fact, I post over ten images a day and send at least thirty text messages. I just like to be in touch with all my friends. I wouldn't give it up for all the money in the world, it's **worth** a **fortune** to me."

Mariam

"I have a mobile, but I try not to use it excessively. I worry about its harmful effects on my health. I read that a lot of studies suggest a possible link between frequent headaches and smartphones. I always keep it away from my children."

Jaber

"I think smartphones, tablets and computers have a very bad effect on people. They seem to be stuck to those devices all the time. I miss the old days when grandparents and grandchildren **gathered** to **recount** their favourite memories and family history."

Jassim

"I think they're really useful. It's great to be able to call or text an employee for an important meeting. The other day my car broke down on the highway and it was great to be able to phone for help. Another time, I got lost on the way to a friend's house and I just looked up the directions on my Maps **application**. That was really **handy**."

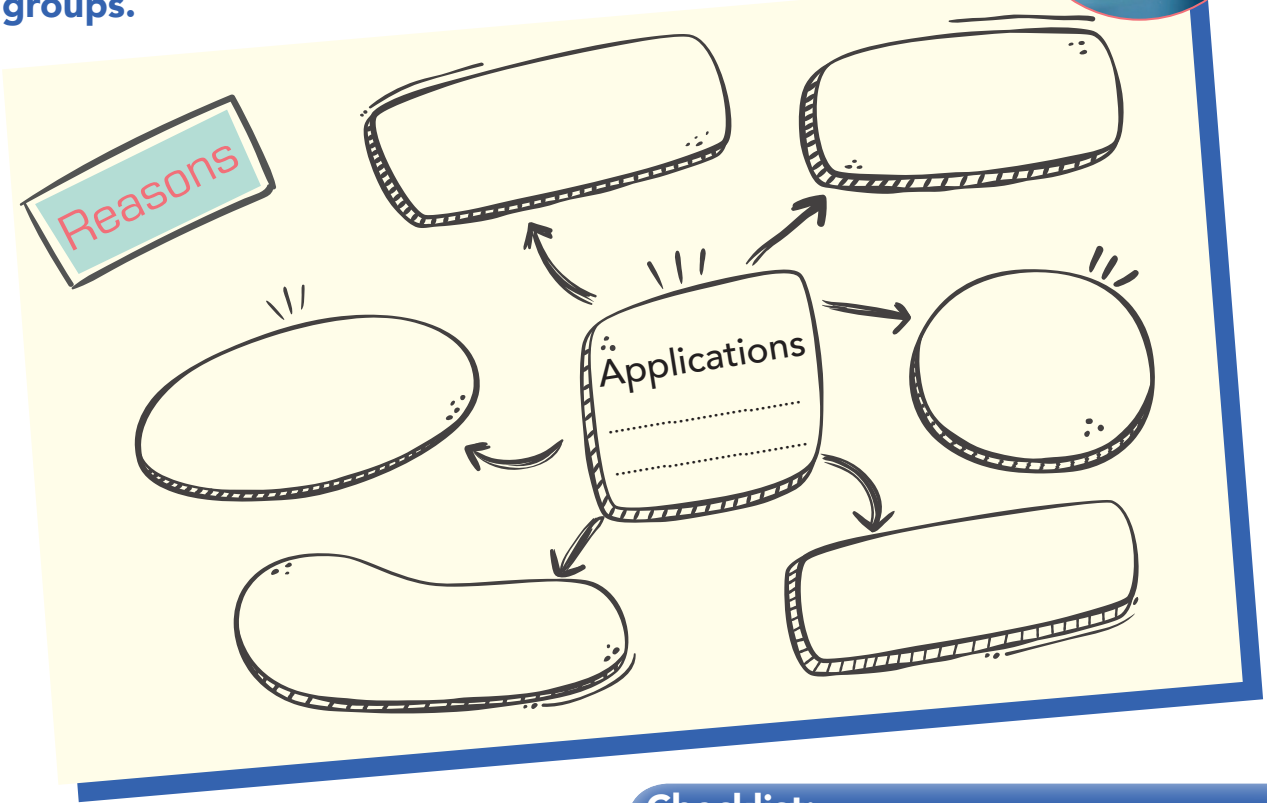
Omar	.....
Mariam	.....
Jaber	Smart devices have changed our lives negatively.
Jassim	.....

3 **Guess who the following people are:**

Omar	( )	a) a mother
Maraim	(a)	b) a student
Jaber	( )	c) a manager
Jassim	( )	d) an old man

Speaking and Writing

4 **a. What smartphone application should everybody use? Discuss and fill in the spider-gram with reasons to support your choice. Share your ideas with other groups.**



b. In your notebook, develop your notes into a two-paragraph report expressing your opinion about this application by discussing its features and benefits.

Checklist:

- ☑ Did I begin my report by stating the topic and my opinion?
- ☑ Did I use facts and details to support my opinion?
- ☑ Did I conclude by retelling my opinion in different words?

Imagine you work for a mobile phone company. Design a mobile phone of the future. Think about the features it has and what it can do. Draw the phone and mention all the features. Present your idea to the class.

8 Digital Communication

Module 3

Expository Text

Before you read

1 **Answer the following question:**

How do you usually communicate with your friends?

We all have ideas, feelings and opinions that we want to communicate to other people. Communication helps us **convey** information, it has improved over the years as the ways we communicate have changed **gradually**.

Oral culture was very important in the past. People had to store all their knowledge in their memories before writing was invented. Older people told stories and facts to the younger generations. Later, people learned to carve and paint pictures on stones. They used them to **exchange** ideas. After writing was invented, people were able to write down everything they knew.

The inventions of printing, telephone, radio, television and computer changed the way we communicate. Nowadays, we get a lot of our information from the internet.Today, communication satellites send signals across the globe. Consequently, we can experience world events as they happen. Now,communication happens much more **efficiently**.

Today's technology has made communication faster and easier. We can watch news stories from all over the world, learn facts and information and talk to our families and friends even from miles away. However, we must remember to talk to people face to face because communication is more than just words. Meeting in person allows us to show our true personalities, emotions and **reactions**.

2 **Read the text and match the paragraphs with their headings:**

Paragraph 1	( )	Modern communication
Paragraph 2	( )	Communication in the Past
Paragraph 3	( )	The importance of Communication
Paragraph 4	( )	Development of Communication

3 Read again and answer the following questions:

- Why is communication important ?
- What was the main source of information in the past?
- Explain how technology has made communication easy and fast.
- Why should we talk to people face to face?
- What is the auther's purpose for writing this text?
- Identify *the topic sentence, the supporting details* and *the concluding sentence in* the third paragraph.

4 Grammar in context *Past Perfect Tense*

The past perfect tense is used to express an action that happened before another one in the past.

(had + past participle)

e.g. *The storm started after the villagers had left the forest.*

Choose the correct form of the verbs to complete the following sentences:

1. I ..... (feel) great after I ..... (pass) the exam.
2. By the time I ..... (arrive), my kids ..... (finish) their meal
3. I couldn't remember where I ..... (see) that man.

Speaking

" Modern technology has improved communication around the world.."

5 In groups, discuss how modern technology has positively changed the way we communicate.

In a table (in your notebook), make notes about the following:

socialization- family relationships - sources of information - modern gaming.

Remember to:

- respect each speaker.
- listen politely, even if you disagree with your partner's ideas.

History of Communication

Listening

1 **Answer the following questions:**

• Which of the following **means** of communication do you prefer? Why?

2 8.1 **Listen and complete the following table:**

Timeline	Means of Communication
1200 BC	.....
.....	Messengers
900 BC	.....
.....	The World Wide Web
.....	The 'One Price' post
1850s	.....
1876	.....

Speaking and Writing

3 **a. In groups, talk about how people used to communicate in the past discussing the following questions:**

1. What means of communication did people use before technology?
2. What difficulties did people face?
3. What was the main role of grandparents in communication?

b. In your notebook, use your ideas to write a paragraph about communication in the past.

4 Grammar in context 'both … and'

Examples:

- The telephone was invented in the 19th century. The telegraph was invented in the 19th century.

Both the telephone and the telegraph were invented in the 19th century.

- The baby is smart. The baby is **sensitive**

The baby is both smart and sensitive.

a. Write full sentences using (both…and):

- Famous actors/**talented/skillful**

.....

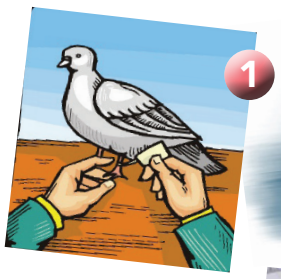
- Sky diving/interesting/dangerous.

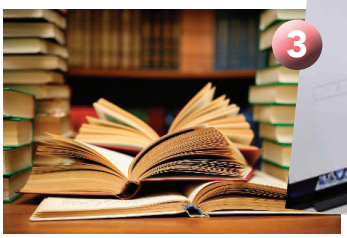
.....

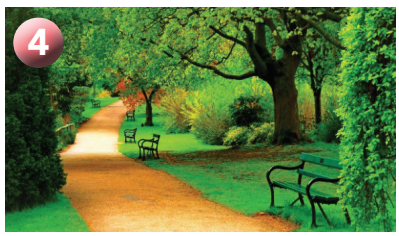
- British people/American people/English

.....

b. Use (both…and) to form sentences about the following pictures:







1. .....
2. .....
3. .....
4. .....

Future Communication

Informative Text

Before you read

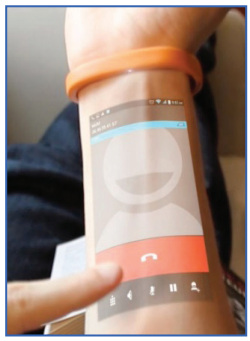
1 Think, Pair, Share

- If you could ask someone from the future about communication, what questions would you ask?

2 Read the short texts and write a name for each creative gadget.

(A) .....

The next step in **wearable** technology will be a **bracelet** that will make your **skin** your new touch screen. It will be able to project a touchscreen onto your arm, making it possible for you to easily **access** and use your apps without having to take out your phone.You can play games, answer your calls, check the weather, find your way and keep whatever you want on your arm.



(B) .....

It's another creative gadget that is being designed to help users get access to the latest news. This gadget **works** by connecting a smart newspaper to the internet. The reader will be able to **activate** content ranging from audio to advertisements by touching **various** parts of the page.

(C) .....

They look like normal lenses but they will have three tiny lasers and a micro mirror to reflect pictures **directly** into your eyes.There is no need to wear a smart watch, have a mobile phone, tablet or TV because these lenses can let you watch movies or read your messages without opening your eyes.

3 **Read again and answer the following questions:**

1. What is the function of the bracelet?
2. In what way is the newspaper creative?
3. How will the lenses replace smart devices?

Writing

4 **Your school is organising a writing competition entitled:**

"The Development of Communication in the Future."

Plan and write a report of two paragraphs to take part in this competition.

1. In the 1st paragraph, write what means of communication from the past you would like to bring back and why (messages in bottles, pigeons, smoke signals ..etc)
2. In the 2nd paragraph, write about what you think communication will be like in the future.
3. Fill in the following organizer with your notes, then write your report in your notebook.

The Development of Communication

From the past	In the Future
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

Checklist:

- ☑ Did I include an Introduction that attracts the reader's attention?
- ☑ Did I make sure that each paragraph consists of a topic sentence and details that support the topic sentence? Did I end with a final thought stating my opinion?
- ☑ Did I edit my writing?

9 Storytelling and Communication

Module 3

Narrative Text

Before you read

1 **Look at the picture and guess what the story might be about.**

Joha used to be famous in many Arab countries. He is known by lots of different names, Goha, Joha, Hodja, Mollah and Nasreddin. He was loved by **grown-ups** and children alike. Whatever people call him, he appears as an **innocent** or even a fool, but sometimes the fool turns out to be wise and to **outwit** those who call him a fool.

This is one of his famous stories:

Joha and his son were on their way to a nearby village. The son rode their donkey while Joha walked **alongside**.

On their way, they **passed** some people who pointed at Joha and his son. "Look at that boy", they said. "He is riding the donkey and his poor old father is walking." When he heard this, Joha said, "You get off the donkey and I'll ride."

"Look at that man. He is riding the donkey and his poor young son is walking," said some other passers-by, pointing at the two of them. Joha thought about this. "Get on the donkey, we'll both ride it," he said.

Joha and his son passed by more people who pointed at them. "Look at those people riding that poor donkey. How **cruel**," they said. Joha thought about this as well. "Let's both get off the donkey," he said to his son, and so they both walked alongside it.

The next people they passed pointed at them and said, "look at those fools, walking along when they have a donkey they could ride!"

After some thought, Joha said, "Don't listen to them! I have a good idea ....."

2 **Read the story and answer the following questions.**

- Who is the story about?
- What is the main problem in the story?
- What details in the story let you know that Joha was trying to **please** people?

3 **a. The ending of the story is missing, write what you think happened to Joha and his son.**

.....

.....

.....

.....

b. What did Joha and his son learn in this story?

4 **Grammar in context** *Reported Speech (imperatives)*

When we report someone's words, we use two different ways:

1. We can use direct speech with quotation marks: "Close the door.", or
2. We can use reported speech: He asked me to close the door.

- "Get off the donkey," said Joha → ***Joha asked his son to get off the donkey.***
- Later he said, "Don't listen to them." → ***He asked his son not to listen to them.***

Rewrite these requests/commands in reported speech.

1. "Listen to your father," said his mother.

The mother asked her son .....

2. "Don't disturb me," he said.

My friend asked me .....

Speaking

5 **In your own words, retell Joha's story to your partner.**

You can start like this:

"Once upon a time there was a poor man who lived in … . One day, while..."

Is Joha famous in your culture? What other stories do you know about him? Visit the school library or ask your parents and grandparents. Then, exchange your answers with the class.

Storytelling

Listening

1 **Match the adjectives with the nouns they describe. The first one has been done for you.**

Adjectives		Nouns
1. proud	**(b)**	a. well
2. humble	( )	d. astronomer
3. narrow	( )	c. sky
3. deep	( )	**d. ladder**
4. short	( )	**e. alley**
5. clear	( )	f. person

2 9.1 **a. Listen and decide if the following statements are true (T) or false (F). Justify your answers.**

1. The astronomer knew everything about farming. ( )

.....

2. The astronomer was a very **modest** person. ( )

.....

3. The astronomer's neighbours did not like him. ( )

.....

4. The neighbour saved the astronomer. ( )

.....

Speaking

3 **Discuss the following questions with your partner, then share your answers with the class.**

- What do you think of the astronomer? The neighbour?
- If you were the kind neighbour, would you save the astronomer Why? Why not?
- What is something you are proud of? why?
- What things are people proud of that they should not be? why?

4 Grammar in context *Phrasal Verbs (with look)*

A **phrasal verb** is a verb that is made up of a main **verb** together with a **preposition**.

Often this gives the verb a new meaning.

For example:

- *The astronomer was **looking at** the sky.*
- *He was **looking for** something.*

Choose the right preposition to complete these phrasal verbs.

after - out - up - for

1. If you don't know the meaning of a word, you should **look** it ..... in a dictionary.
2. **Look** .....! There's a boy crossing the street.
3. Can you **look** ..... my cat while I am on holiday?
4. He **looked** ..... his keys everywhere but couldn't find them.

Look out = be careful
Look after = take care of
Look for = search for
Look up = search in a reference book

Writing

5 Think about a time when you helped someone.

- Where were you?
- Whom did you help?
- How did you help?
- What was the result?

Write a narrative paragraph describing this experience and explaining how you felt about helping this person.

.....

.....

.....

.....

Checklist:

- ☑ Did I choose words and expressions that describe feelings?
- ☑ Did I include only important events and put them in order?
- ☑ Did I use sequencing words such as (first, then, later ..etc)?

The Pleasure of Reading

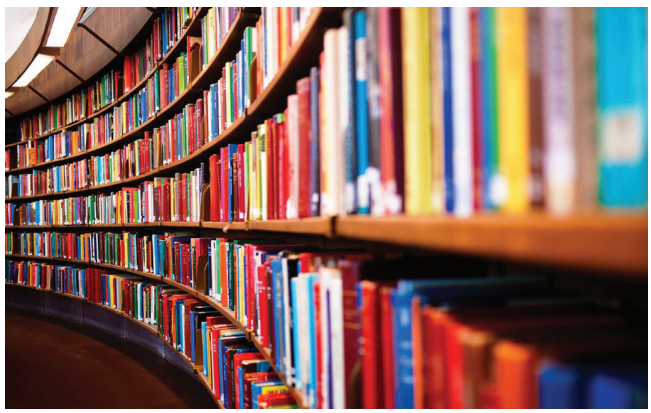
Expository Text

Before you read

1 Answer the following questions:

- How often do you read?
- What do you usually read? Why?

2 Read the text and answer the questions that follow:



We all grow up with stories. Stories of our family, stories from our friends and stories we read. There are stories we hear at school, at work, on television and in the movies. Stories are everywhere! They make us feel alive and inspire us. Our interest in stories is based on our need to understand life as knowledge and as personal and emotional experiences. Stories are a way to **reach out** to people.

Stories are the most effective way to communicate and **deliver** messages from one human being to another. They have been shared since the beginning of time. Our **ancestors** gathered around the fire passing on their **wisdom** to the next generation through stories. Stories communicate values, not just skills. They help parents teach their children about life.

Here are just a few of the reasons why stories are so powerful: They quickly build **trust** between the speaker and the listener. They increase interest, **engage** emotions, and allow the listener to be part of the story. They help people understand their world. They affect understanding, change behaviour and give people opportunities to remember and retell messages. Stories are creative **tools** that engage our senses and emotions as well as our minds. They help us see the world through someone else's eyes.

3 Write the main idea of each paragraph:

Paragraph 1	*Stories are part of our nature.*
Paragraph 2	.....
Paragraph 3	.....

4 Find words in the text which mean:

- Great-grandparents: .....
- good judgment: .....
- confidence between people: .....

Speaking and Writing

5 a. In groups, discuss the following questions and take notes:

1. How important are stories in our life?
2. In what situations do people usually tell stories?
3. Can we use stories for communication? How?

b. In your notebook, use your notes to plan and write two paragraphs about the importance of stories in our lives and how they help us to communicate with others.

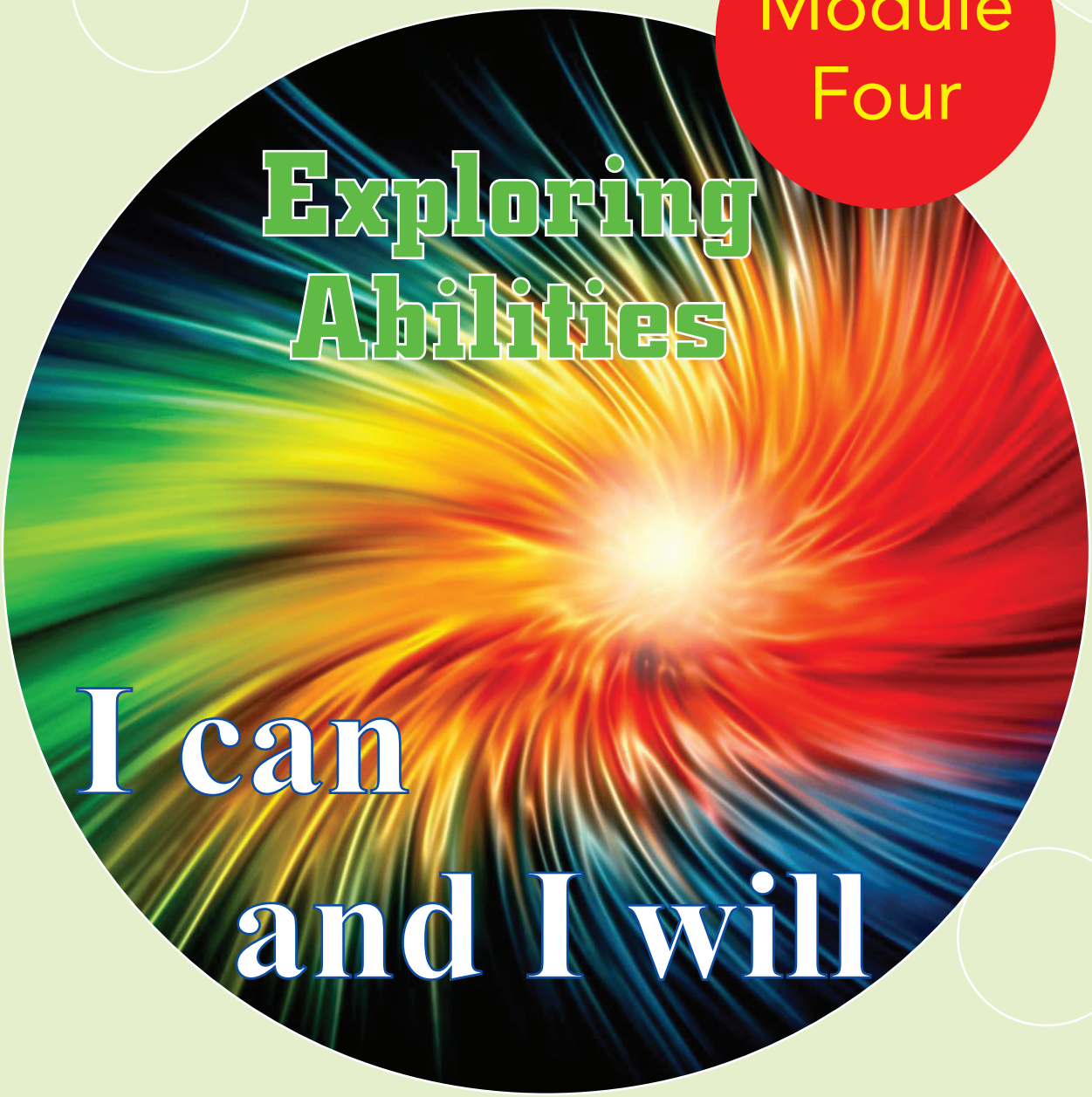
Checklist:

- ☑ Did I start with a general idea about the topic?
- ☑ Did I give examples, facts and details to support my main idea?
- ☑ Did I edit my writing, checking spelling and punctuation?
- ☑ Did I take care with my handwriting?

Think of a good story to tell your class. Think of the message behind the story. Check if your message has been clearly delivered.

Module Four

Exploring Abilities



I can and I will

You are expected to:

- Listen to complete a variety of tasks.
- Read and comprehend different types of texts (expository, informative).
- Speak about different topics.

Activities:

- Expressing opinions and voting
- Using creative thinking to come up with new things
- Planning for a project and a presentation

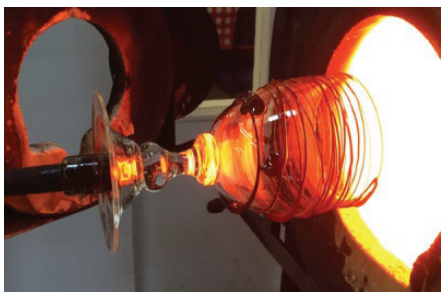
10 Discoveries and Inventions

Module 4

Before you read Think, Pair, Share

Informative Text

1 **Look at the pictures. Name the inventions and discuss why people need them.**



2 **Read the text and complete the table that follows:**

1 There were inventions in the past that were even more important than TVs and cars. In fact, people started inventing stone tools about 2.5 million years ago. About 100.000 years ago, people invented the wheel, machines for digging, pots and metal tools.

2 The ancient Egyptians were skilled glassmakers. As far back as 2500 BC, the first glass objects they made were probably **beads**, for jewellery. The ancient Romans **spread** the skill of glass making from Egypt to the rest of the world. They made glass bottles and cups, and **they** also discovered how to make clear glass. They were the first people to use glass windows.

3 The Chinese invented fast food about 3,500 years ago. **They** made noodles from flour and water and sold them, with delicious sauces, in cities around China.

4 Today you can buy chewing gum everywhere in the world. Until 1870, however, it was only known in Mexico. Chewing gum comes from the Sapodilla tree. If you cut in the tree, a thick, milky liquid comes out. This liquid becomes gum and tastes very good. The Mexicans made chewing gum for **themselves**. While searching for sapodilla trees, they found the **ruins** of many cities from the past.

Place	Invention	Order
Egypt		1st
Mexico		
China	Fast food	

3 Read the text again and answer the following questions:

1. When did people start inventing stone tools?
2. How was chewing gum discovered?
3. In your opinion, what are the **consequences** of what the Chinese invented?

4 What words would you use to replace the underlined pronouns in the text:

1. **'they'** in the **2nd** paragraph .....
2. **'They'** in the **3rd** paragraph .....
3. **'themselves'** in the **4th** paragraph .....

5 Grammar in context *Reflexive Pronouns*

a. Read the last paragraph and answer the following question:

- Who made the chewing gum for the Mexicans?

Subject pronouns	Reflexive pronouns
I	myself
you	yourself
he	himself
she	herself
we	ourselves
they	themselves
you	yourselves

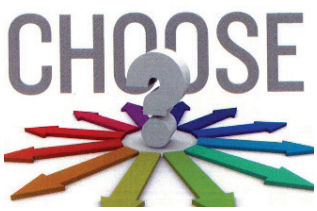
b. Complete the following sentences:

1. You can walk to school by .....
2. The **president** ..... came to our school.
3. My sister made a delicious cake by.....
4. I did the homework by .....

Speaking

6 In pairs, choose an invention and discuss the following questions:

- Why was it invented?
- Who uses it?
- How did it change our lives?
- How would you like to improve it?



Greatest Inventions of all time

Listening

1 **Sort the following inventions according to their importance to you:**

○	○	○	○	○	○
electric light	fridge	television	car	internet	computer

2 10.1 **a. Listen to the dialogue which took place between Nada and Fatima many years ago, and fill in the table with what they thought were the five most important inventions:**

No.	Inventions	Reasons
1	.....	.....
2	.....	.....
3	.....	.....
4	.....	.....
5	.....	.....

b. If you met Nada and Fatma today, what would you tell them about today's 5 most important inventions? How about in 2050?

3 **Grammar in context** ***a few/a little/many/much***

many/ a few + **a countable noun** ⟶ There are *a few* books about the history of inventions in our school library.

much/ a little + **an uncountable noun** ⟶ I save *a little* money every month.

much is **mainly** used in negative sentences and questions.

a. Fill in the table with words from the list:

~~kilos~~ – butter – shoes – money – months – photos – sand – milk – ~~rice~~ – dinars

a few	kilos	.....	.....	.....	.....
a little	rice	.....	.....	.....	.....

b. Complete the following sentences with *a few / a little / much / many:*

1. I haven't got ..... time, we'll have to talk fast.
2. There will be ..... rain this week.
3. I have ..... close friends. It's hard to find a true friend.
4. There aren't ..... extra chairs in our classroom, we need more.

Speaking and Writing

4 a. Work in groups to decide on an invention that you cannot live without.

- Name the invention and explain how important it is for you.
- Discuss how the world would be different without it.
- Take notes, then tell the class about your decision.

b. Write an opinion paragraph explaining why you think your invention is important.

.....

.....

.....

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.....

Checklist:

- ☑ Did I include a topic sentence stating my main idea?
- ☑ Did I add supporting details to develop the topic sentence?
- ☑ Did I end with a strong concluding sentence?
- ☑ Did I edit my paragraph?

Inventors who changed the world

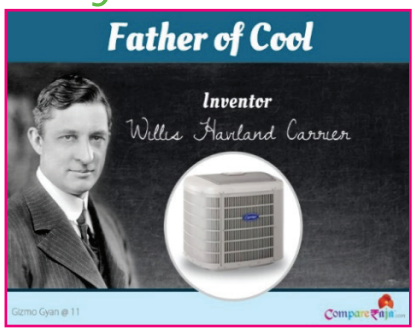
Informative Text

1 Before you read Think, Pair, Share

- Make a list of famous inventors you know. Then compare your list with other groups.

2 Read the following text and choose the correct answers:

Willis Carrier: The Father of Air Conditioning

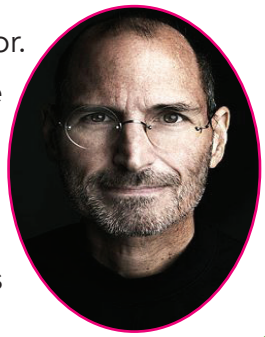


Genius can strike anywhere. On a foggy day in 1902, Willis Carrier had an idea that helped him to invent the first **electrical** air conditioner. **It** was not created for people, Carrier wanted to control the **humidity** at his printing company because the water was ruining paper. In 1915, he **founded** Carrier Corporation, a company that sells heating and air conditioning systems. In 1998, he was named one of TIME magazine's "100 Most **Influential** People of the 20th Century".

Sadeq Ahmed Qasem: The Inventor of ALCHEMIST

Sadeq Qasem is a Kuwaiti inventor. He was born on December 6, 1984. Sadeq was given the best invention award and the title of "Arab Inventor" in 2010 by the Stars of Science TV show. He won the award for his invention 'Alchemist', a machine that scientists use to work with chemicals. He has also won many other awards. He is the head of the invention development **department** at Sabah Al-Ahmed Center for Development and Innovation. He has created over 20 inventions.

Steve Jobs: The Man Who Thought Different



Steve Jobs was an American businessman, designer and an inventor. He was born on February 24,1955. He was the **chairman**, chief executive officer (CEO), and co-founder of Apple Inc. He played a key role in the creation of the Apple II, MacBook, iPod, iPhone, and iPad. When Jobs died, at the age of 50 in 2011, he was worth $10.2 billion, and Apple was one of the largest, most **profitable** and most influential tech companies on the planet.

1. The writer's purpose is to .....
   a. compare the three inventors.
   b. explain how genius can strike anywhere.
   c. give information about great inventors.
   d. describe how people become inventors.

2. The underlined pronoun '**it**' in the ***1st paragraph*** refers to .....
   a. genius b. day c. idea d. air conditioner

3. The underlined word '**profitable**' in the **last paragraph** means .....
   a. powerful b. advanced c. helpful d. beneficial

3 Read the text again to answer the following questions:

1. Why did Willis Carrier invent the first air conditioner?
2. What did Sadeq Qasem receive the title of "Arab Inventor" for?
3. How did Steve Jobs contribute to the development of Apple?

Speaking and Writing

4 If you could invent one thing that would make your life easier, what would you create?

a. In groups, think of a new invention that does not exist. Name the invention, describe it and make notes of its uses and benefits. Then, select a member to present your invention to the class.

b. In your notebook, plan and design a presentation describing your invention by answering the following questions:

What does the invention look like? *(shape/ size/ colour..etc)*

What does it do? *(different uses)*

Why is it important? *(benefits)*

You can draw a picture of your invention.

Search the net or other sources to find out how these things were invented.
(Potato chips - Fireworks - Watches - Tea)

11 Intelligence and Creativity

Module 4

Expository Text

1 Before you read

Think of what you can do with these objects other than their **intended** purpose.

Creativity is using your imagination to create something **original**. Everyone is creative, but some people act on their ideas and others don't.

There are many ways of being creative and creativity can help us solve many different problems.

1 The evolution of ideas

Creativity is not only about **dramatic** new ideas, it is also about making gradual **improvements** to existing ideas. Car development is an example of this. If a car designer creates a more comfortable car, he builds on many changes made by designers in the past.

2 Putting ideas together

Two or more ideas can be **combined** to create a new idea. If you join the ideas of a computer and a network, you get the Internet.

3 Changing how we do things

Sometimes new ideas bring about a change in how we do things. In the past, all surgical operations **involved** cutting into the patient. But now doctors can send a small tube with a camera into a person's body and treat the patient from the inside.

4 Finding a new use for things

Creativity doesn't always involve inventing something new. If you look at something that exists, you can often think of another use for it.

Some of the best scientific developments have come this way. In the 19th century, plastic was developed for making balls. In 1889, a man discovered that you could use it for photographic film.

5 Changing approach

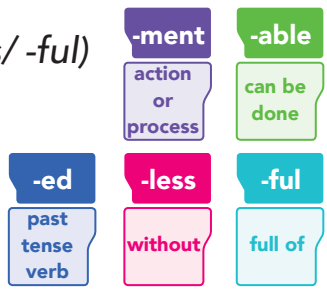
When we try to solve a problem, we often use one way to deal with it, which may not work. If you change your **approach**, you can sometimes find a different solution. For example, most city planners slow traffic down with speed **restrictions** and signs. But one planner proved that if you take all the signs away, cars go slower! This is because drivers have to be more careful.

2 Read the text, then fill in the table below:

No.	Type of creativity	Example	Give your own example
1		A car designer uses changes made by designers in the past	
2	Putting ideas together		
3			
4		Plastic for making balls used for photographic film	
5	Changing approach		

3 Grammar in context Suffixes *(-ment/- able/- ed/- less/ -ful)*

A **suffix** is a letter or a group of letters added to the end of a word to change its meaning.



Find the words in the text that end with suffixes:

(..... / ..... / ..... / ..... / .....)

4 Add the right suffixes to the words in brackets:

- I like to be (help) ..... at home.
- The (fear) ..... boy saved the cat.
- The teacher wanted to see (improve) ..... in my grades this month.

Writing Part 1:

5 Be creative. In groups, design a character profile for a person from your imagination.

Draw a face and give it a name. Write four things to describe the person's **appearance**. Write four more things to describe the person's personality, then write three things that the person likes doing.

Appearance	Personality	Likes
1.	1.	1. .....
2.	2.	2. .....
3.	3.	3. .....
4.	4.	4. .....

Name .....

Creative Thinking

Listening

1 • Who is the most creative person in your family? Why?

2 11.1 Listen to Lee Johnson, an **expert** on creative thinking, and complete the following diagram:

Six Secrets of Creativity	Reasons
1 Carry a notebook and a pen.	To write down ideas
2	Exercise gives energy to the brain
3 Read a lot of books.	.....
4 Don't watch a lot of TV	.....
5	It makes you more creative
6 Have a positive **attitude**.	.....

Speaking

3 • What do you think of Johnson's tips? Do you agree with all of the tips?
• What tips would you give to make the lessons more fun?

Add Your Own Tips
.....
.....
.....

4 Grammar in context *Double comparatives*

(The + comparative adjective, the + comparative adjective)
e.g. The ***more*** books I read, the ***more*** I learn.
The ***older*** we grow, the ***wiser*** we become.

a. Complete the following sentences:

1. ....., the better your marks will be.
2. The more time I spend with my family, ...
3. ....., the sooner you arrive.

b. Rewrite the sentences using 'double comparatives':

1. If we exercise more, we will become healthier.
   .....
2. If the sun is brighter, I will be happier.
   .....

Writing Part 2:

5 In groups, work on ideas for the first draft of a short story about the character you decided on **previously**.

- Choose one of the following ideas for your story or create your own.

✓ *It was the best/ worst day of his/her life.*

✓ *He/She has been left alone on an island or so they* **assumed** *until he/she wakes up to find a message written in the sand.*

Remember to:
- focus on getting your ideas down in the first draft rather than perfecting your word choice.

- Add events and include details to describe actions, thoughts, and feelings.
  Think of the following questions:

- Where was he/she? (time/ place)
- Was he/she alone?
- What happened to him/her?
- How did he/she feel?

- Now, use your notes to write your own story.

Search the internet or other sources for more pieces of advice on how to be creative. Prepare a poster or a presentation and add pictures and quotes about creativity.

Strange or Creative

Expository Text

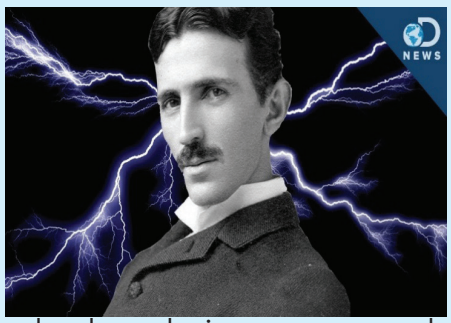
1 **Look at the pictures; Do you know any of these people? What did they do?**

It is very important to know that being creative doesn't equal being perfect. Even the most creative people in the world can have strange or even **unusual** habits. You'll read below about three creative people that were unusual in their own way.

1 This English crime novelist, short story writer and playwright didn't write at a desk. She never even had an office! Agatha Christie wrote over sixty books in hotel rooms, on kitchen tables or in her bedroom. Sometimes she started writing before she even had a plot. She **generally** started with the **details** before moving on.

2 Charles Dickens, the author of many novels including, "David Copperfield" and "A Tale of Two Cities", had some truly strange habits. He only slept and wrote facing north and believed that this practice improved his creativity. He was also obsessed with the need for tidiness. He always required that his furniture, pens and ink be specially arranged to help him think.

3 This is Nikola Tesla, one of history's greatest inventors. Remember his face every time you are showered with the blessings of electricity. But this genius was also called "**mad**" because of the strange things he did. He rarely slept for more than two hours straight. This harmed his physical and psychological health. Once he stayed awake for eighty-four hours! He also loved pigeons so much that he would go out and look for injured ones to take to his home and nurse them back to health.



2 Read the text and answer the following questions:

1. What was strange about each of the three characters?
2. What is the purpose of the writer?
3. Give another title for the text.

3 Read again and choose the correct answer from a, b, c and d:

1. The opposite of the underlined word "**details**" in the first paragraph is .....
   a. facts b. whole c. items d. pieces
2. Charles Dickens was interested in .....
   a. Science b. Psychology c. History d. Literature
3. The underlined word '**mad**' in the third paragraphs means .....
   a. angry b. upset c. crazy d. strict

Writing Part 3:

4 a. In groups, write the final draft for your short story. Edit your story by answering the following questions:

- Does your story have a beginning, a middle and an end?
- Is the setting described clearly?
- Are all the events and details clear? Can you offer more details to explain your characters or events?
- Are there boring parts in your story that need to be deleted?
- Did you check for grammar, spelling and punctuation?

b. Read your story to the class.

Speaking

5 Work in groups to **vote** on the most creative story. Make notes about why you think it is the best one, then explain your opinion to your group.

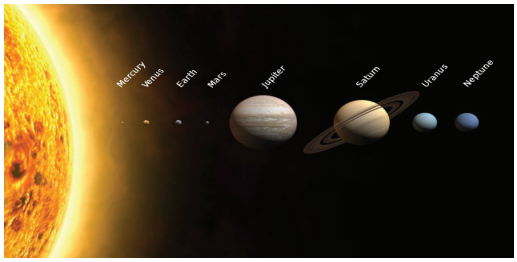
12 Explore and Present

Module 4

Before you read

Expository Text

1 Look at the pictures and guess what the text is about.



Mohammed is a student in grade 8. His teacher asked him to prepare a project and a PowerPoint presentation about Astronomy.

Here is what he found on the internet about Astronomy.

Mankind has long looked to the sky, trying to understand the **universe**. Astronomy is defined as "the study of stars, planets and space."

Historically, astronomy has focused on observations of what appears in the sky. Unlike most other fields of science, astronomers are unable to observe a system **entirely** from birth to death. The life of stars and galaxies is millions to billions of years.

In the past, it was very difficult to study astronomy because people didn't have **advanced** technology or the necessary equipment to see distant things.

Inventing the telescope helped us discover our universe, solar system and galaxies. Early astronomers **noticed** patterns in the sky. They tried to organise them in order to follow the stars and planets and predict their **motion**. The movement of the stars and planets was studied by people around the world, but was **widespread** in China, Egypt, Greece, Central America, and India.

Most astronomy today is done by using **remote** telescopes - on the ground or in space. They are controlled by computers, with astronomers somewhere far away studying data and images.

Since the beginning of digital photography, astronomers have provided amazing pictures of space. Astronomers and space flight programmes have also contributed to the study of our own planet. When missions travelled to the Moon and beyond, they looked back and snapped great images of The Earth from space.

Consult the dictionary for the meanings of the underlined words "entirely" and "remote".

2 Read the text and answer the following questions:

1. What did astronomy focus on in the beginning?
2. How can satellites help us to study our planet?
3. What is the theme of the passage?
4. In your opinion, how can astronomy help us to protect the Earth?

3 Grammar in context *Indefinite Pronouns*

We use indefinite pronouns to refer to people or things without saying exactly who or what they are.

	Person	Place	Thing
every	everybody	everywhere	everything
some	somebody	somewhere	something
any	anybody	anywhere	anything
no	nobody	nowhere	nothing

Complete the following sentences using *everything, anything, everybody* and *nobody*:

1. I am excited. Is there ..... I can do to help with this project?
2. ..... in this museum is from the outer space.
3. ..... is happy with the wonderful pictures of the Earth.
4. There is ..... living on the moon. There are no animals either.
5. ..... wants to travel in a spaceship to explore space.

4 Write four sentences about yourself, friends or family using *indefinite pronouns*.

.....

.....

.....

.....

.....

Exploring Project Work

Refer to Project 3 on page ..94... to see the task we are working on in this unit.

Listening

1

• Why are projects important?

Mohamed is interviewing Noura from Kuwait and Simon from the UK to learn about their projects.

2 12.1 **a. Listen to the interviews. Which projects are Noura and Simon doing?**

- ◯ Recycling mobile phones
- ◯ Tree planting
- ◯ Helping save wild animals
- ◯ Reusing paper

b. Answer the following questions:

1. Why are Noura and Simon doing these projects?
2. Who is helping them with their projects?
3. What are the benefits of their projects?

Writing

3 **There are many ways to help save the environment. Write an opinion paragraph about what people should do to help save our planet.** *(save water / recycle / turn off devices / short showers…etc)*

.....

.....

.....

.....

.....

Checklist:

- ☑ Did I explain my ideas clearly?
- ☑ Did I punctuate my sentences correctly?

4 Grammar in context *Need to …*

I need to do something = it is necessary for me to do it.

e.g.: I need to eat/ learn/ work …

	Negative
Present	doesn't/ don't need to
Past	didn't need to

1. The cats are hungry. ***need to / feed***

2. The iPad was working well. (***fix***)

I need to .....

The technician didn't need to .....

3. The museum offers free entry. (***pay***)

Visitors .....

4. The test is cancelled. (***study***)

He .....

Speaking

5 Exploring ways to present information to other people:

When you prepare projects about certain topics, how can you present them to your class?

- Discuss the importance of giving presentations and how you can prepare for a good one. Think about time, **audience**, materials, and the **qualities** of a good presenter. Then share your answers with the class.
- Fill in the following diagram by relating it to project 3.

Materials: (What you need)

Audience: (people)

Good Preparation

Time: (How long)

Ice breaker:
Narration:
Discussion:
Activities:

Good Presenter: (Qualities)

6 In your notebook, write what you think you need/don't need to do to prepare your project.

e.g. I need to find good materials for my project.

Planning a Presentation

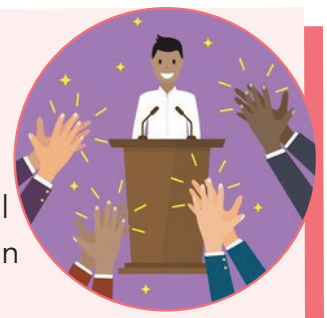
1 Before you read Think, Pair, Share

Expository Text

- Do you like giving presentations? Why? Why not?

Mohamed needs to present information to the class. He wants to know how to make his PowerPoint presentation a great one. Here is what he found on the web:

How to Make a Good Presentation



Preparation is the most important part of making a successful presentation. When you are designing a presentation, you need to plan **ahead**.

- First you need to decide what your presentation is trying to achieve. Select a topic that is interesting to your audience and to you. Once you have selected a topic, decide on how much information you can present in the amount of time **allowed**. Setting a time limit will help you focus on the **content** that is most important. Then you need to understand what material you have. Think about what you need to show so that your audience will understand your message.
- During the opening of your presentation, it's important to attract the audience's attention and build their interest. The body of the presentation is where you present your content. Research your content using the best sources and make sure it is **suitable** for your audience. Pictures and charts will help your audience to understand more. Text can help to **emphasise** important points. The most important part should be in your **narration**. Your slides should only be there to illustrate what you are going to say. Don't read your slides.
- During the conclusion of your presentation, **reinforce** the main ideas you communicated.
- Remember to consider copyright. You must not use images or any other media that belong to other people.

2 Read the text and answer the following questions:

1. What are the key points to preparing a good presentation?
2. What details in the text support the idea that you need to focus on your narration?
3. Why did the writer end the text this way?
4. Who needs to give presentations?

Speaking and Writing

3 **a. In groups, you are going to start working on project 3.**

First, you are going to write a narration for the presentation your group is going to give:

- What should be presented first?
- How will you make it exciting?
- How will you explain each slide?
- What tasks will you tell your audience to do?

Checklist:

- ☑ Did I gather facts from a variety of good sources?
- ☑ Did I organise my facts into an outline?
- ☑ Did I develop my topic with details and examples?

b. Write the narration for your presentation.

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c. Use your narration to prepare the presentation with your group.

Project 3 Work in small groups

Express Yourself

A presentation is a speech or talk in which a new idea, project or piece of work is shown and explained to an audience.

A successful presentation requires confidence and organisation.

You are going to prepare a presentation about any topic (yourself - fashion - your favourite pet - your favourite football player - a profession...etc).

- Decide on the topic of your presentation.
- Make a clear plan to follow while preparing your presentation.
- Select useful sources of information to learn more about the topic (books, magazines, holding interviews, internet...etc).
- Choose suitable materials for your presentation (pictures, videos, music, objects...etc).
- Distribute roles and responsibilities among your group.
- Present your topic clearly to the audience.

Types of Writing

Writing is done for different purposes and for different audiences. The different forms of writing are known as types of writing.

A writer will choose a type depending on what he/she wishes to achieve, what sort of material is to be discussed, and what kind of effect he/she wants to have on the reader.

This textbook focuses on the following types:

1. **Narrative text/writing:** is a story meant to entertain the readers. However, this doesn't mean that these stories are purely fictional. If the author tells a story based on personal experience or historical facts, it will still be considered a narrative writing.
2. **Argumentative text/ writing:** uses evidence and facts to prove whether or not a thesis is true. It presents two sides of a single issue and covers the most important arguments for and against.
3. **Expository text/writing:** exposes the reader to facts. It presents information, shares ideas and provides explanations and evidence.

Some examples of expository works include magazine and newspaper articles, textbooks, autobiographies, and college essays.

Expository texts may be further categorised as:

a. **Informative text/writing:** educates readers by introducing straightforward information and facts, but never personal opinions.

An informative essay is not intended to persuade the reader, but to educate.

e.g.: Recipes, how-to articles, history texts, scientific articles..etc

b. **Opinion text/writing:** tells what the writer thinks or feels about a topic. In contrast to an argumentative essay, the opinion essay focuses on one opinion.

When writing any of these types, you should have the following structure:

- ✓ **Introduction:** where you state the thesis statement (general idea/s of your essay).
- ✓ **Body paragraph/s:** where you develop the main idea/s with details, examples and justification.
- ✓ **Conclusion:** where you restate your thesis statement in different words.

WORDS TO REMEMBER

MODULE 1

UNIT 1	sprinting	(N)	UNIT 2	infection	(N)
	extremely	(Adv)		sight	(N)
	resistance	(N)		determination	(N)
	flexible	(Adj)		overcome	(V)
	regimen	(N)		barrier	(N)
	session	(N)		inspire	(V)
	cool down	(PhV)		incredibly	(Adv)
	promise	(V)		capable	(Adj)
	arrow	(N)	UNIT 3	separate	(Adj)
	strict	(Adj)		employ	(V)
	risk	(N)		wage	(N)
	obesity	(N)		instead of	(Adv)
	amount	(N)		trap	(N)
	gain	V))		drop out	(PhV)
	lack	(V)		jobless	(Adj)
	adequate	(Adj)		inhale	(V)
UNIT 2	lead/ led	(V)		stingy	(Adj)
	theme	(N)		furious	(Adj)
	provide	(V)		hearty	(Adj)
	cavern	(N)		justice	(N)
	voluntary	(Adj)		crowd	(N)
	native	(Adj)		unfairly	(Adv)
	recently	(Adv)		dispose of	(PhV)
	achieve	(V)		float	(V)
	improve	(V)		package	(N)
	master	(V)		gravity	(N)
	frequently	(Adv)		casual	(Adj)
				specialised	(Adj)

WORDS TO REMEMBER

MODULE 2

UNIT 4	hire	(V)	UNIT 5	counting	(N)
	raise	(V)		height	(N)
	community	(N)		skill	(N)
	demote	(V)		collection	(N)
	harsh	(Adj)		pleasure	(N)
	quit	(V)		house	(V)
	wound	(N)		impressive	(Adj)
	compelled	(Adj)		sculpture	(N)
	astonished	(Adj)		exhibit	(N)
	plunge in	(PhV)		illusion	(N)
	beg	(V)	UNIT 6	fictional	(Adj)
	exceptionally	(Adv)		thrilled	(Adj)
	humble	(Adj)		schedule	(N)
	hardship	(N)		actually	(Adv)
	generation	(N)		conduct	(V)
	securely	(Adv)		spoil	(V)
	throughout	(Preposition)		luxury	(Adj)
	tug on	(PhV)		spectacular	(Adj)
	heritage	(N)		donate	(V)
UNIT 5	equator	(N)		carpet	(N)
	unique	(Adj)		return	(Adj)
	glow	(V)		oval	(Adj)
	reflect	(V)		countless	(Adj)
	antiquity	(N)		royal	(Adj)
	bargain	(N)		pure	(Adj)
	atmosphere	(N)		marble	(N)
	sightseeing	(N)		import	(V)
	destination	(N)		chandelier	(N)

WORDS TO REMEMBER

MODULE 3

UNIT 7	addiction	(N)	UNIT 8	bracelet	(N)
	defend	(V)		skin	(N)
	obsessed	(Adj)		access	(N)
	confuse	(V)		activate	(V)
	unrealistic	(Adj)		various	(Adj)
	necessarily	(Adv)		directly	(Adv)
	product	(N)	UNIT 9	grown-up	(N)
	feature	(N)		innocent	(Adj)
	arrangement	(N)		outwit	(V)
	ban	(V)		nearby	(Adj)
	worth	(Adj)		alongside	(Adv)
	fortune	(N)		pass	(V)
	gather	(V)		cruel	(Adj)
	recount	(V)		please	(V)
	application	(N)		proud	(Adj)
	handy	(Adj)		ladder	(N)
UNIT 8	convey	(V)		alley	(N)
	gradually	(Adv)		modest	(Adj)
	exchange	(V)		reach out	(PhV)
	efficiently	(Adv)		deliver	(V)
	reaction	(N)		ancestor	(N)
	means	(N)		wisdom	(N)
	sensitive	(Adj)		trust	(N)
	talented	(Adj)		engage	(V)
	skillful	(Adj)		tool	(V)
	wearable	(Adj)			

WORDS TO REMEMBER

MODULE 4

UNIT 10	pot	(N)	UNIT 11	previously	(Adv)
	bead	N)(		assume	(V)
	spread	(V)		unusual	(Adj)
	ruins	(N)		generally	(Adv)
	consequence	(N)		detail	(N)
	president	(N)		vote	(V)
	mainly	(Adv)	UNIT 12	universe	(N)
	electrical	(Adj)		entirely	(Adv)
	humidity	(N)		advanced	(Adj)
	found	(V)		notice	(V)
	influential	(Adj)		motion	(N)
	department	(N)		widespread	(Adj)
	chairman	(N)		remote	(Adj)
	profitable	(Adj)		audience	(N)
UNIT 11	intended	(Adj)		quality	(N)
	original	(Adj)		ahead	(Adv)
	dramatic	(Adj)		allow	(V)
	combine	(V)		content	(N)
	involve	(V)		suitable	(Adj)
	approach	(V)		emphasise	(V)
	restriction	(N)		narration	(N)
	appearance	(N)		reinforce	(V)
	expert	(N)			
	attitude	(N)			

literature time!

Stars in his Eyes

'Stop looking at those stars and come and help me,' Galileo's father called.
'Dreamer,' said his teacher. 'You'll never have any success if you don't study now.'
Galileo was a starry-eyed child. He often imagined himself flying through the clouds. He was sent away to school to become a doctor, but he did not learn easily. His favourite subject was Mathematics. He believed that it could be a key to understanding the world around him.

At the age of eighteen Galileo made his first discovery. He was in a building in his home town, Pisa, in Italy, when he heard a strange noise. He noticed that an oil lamp was swinging backwards and forwards. He also heard the lamp's chain hitting against the wall, and it seemed to him that they were both moving at the same time. 'Am I only dreaming again?' he wondered. But he hurried home to find out if what he thought was true.

He took two pieces of lead that were of the same weight and tied them to two ropes of equal length. He fixed the ropes to a chair. He gave his father one rope to hold at the end with the weight; he held the other rope higher than his father's. They let go of the weights at the same time and then counted the number of swings backwards and forwards. Both father and son reached one hundred together. 'Father,' shouted Galileo 'Don't you see? My rope was further up than yours but they both arrived at the same point at the same time.'

The old Italian man could not know then that his son had just discovered a great fact. Nor did he know that, for hundreds of years, men would use his knowledge to measure time on a clock and to watch the stars and sun moving in the sky.

To Galileo, it was only a beginning. Next he said that two different weights fall together if they come down from the same height. 'Not possible!' his friends said. 'Everyone knows that a penny falls faster than a feather!'

'Follow me and I will show you,' commanded Galileo. And up to the top of the Tower of Pisa he climbed. He carried a ball in each hand, but one was ten times as heavy as the other. He let go of them at the same time and heard the crowd become silent when the balls hit the ground together. They had just seen something they could not believe!

For the rest of his life he worked to make things that the whole world uses and enjoys today. He made a compass to point north and to help find the direction in which a person is travelling. He used a magnet to explain many things about the Earth. He measured the heat of air with a thermometer. Finally, he proved to the world that the Earth and all other planets move around the sun, which is at the centre of our solar system. To do this, he built a telescope through which he could study the stars, the sun and the moon. From a boy who had science in his blood and stars in his eyes, he grew to be a great man who opened the beauties of the heavens to people on Earth.

by Jules Verne

Journey to the Centre of the Earth

Professor Lidenbrock was a famous geologist from Hamburg in Germany. In 1863, while he was looking at an old book, he found a piece of paper with a message. It was written by a famous Icelandic scientist in the sixteenth century, and it gave instructions for going to the Earth's centre!

Professor Lidenbrock was very excited. He immediately told his nephew, Axel, to get ready for a long journey, starting at an extinct volcano in Iceland. Axel knew the journey would be dangerous, but his uncle was determined to make the trip.

Only a few days later, Axel and the professor were in Iceland. They were given a guide called Hans, who was a big, strong and quiet man. The three explorers found the opening of the old volcano's crater and, using ropes and axes, began to climb down inside it. They descended a long way, and then walked for days through tunnels in complete darkness. They almost ran out of water, and Axel feared they would die in these underground passages, but Professor Lidenbrock was very enthusiastic.

Eventually they found a strange underground sea. Hans made a simple boat and they sailed on it for several days. During this time they saw a lot of strange fish and some huge sea monsters. Creatures like these lived on the Earth's surface millions of years ago, but no longer!

On a small island they saw mammoths – ancestors of today's elephants.

And finally they saw a giant, who was more than three metres tall. Even Professor Lidenbrock forgot his usual curiosity and started to run to the boat.

The three explorers used some gunpowder to make a hole in a rock wall, but the explosion caused a volcanic eruption. Their tiny boat was lifted higher and higher, up through a tunnel, by a huge tidal wave. Just when they were sure they were about to die they were thrown out of the top. When they had recovered, they started to look around. They saw that they were back on the earth's surface. But they didn't know which country they were in. The professor asked a small boy in several different languages. When he asked in Italian the boy replied 'Stromboli'. They had entered the earth through an extinct volcano in Iceland, and returned through an active volcano in Italy!