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# Target English

PEARSON  
Longman

Julia Starr Keddie  
Martyn Hobbs

Grade

8

Student's Book

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Julia Starr Keddle

Martyn Hobbs



**Egyptian International Publishing Company – Longman,**  
10a Hussein Wassef Street,  
Messaha Square,  
Dokki,  
Cairo,  
Arab Republic of Egypt

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First printed in 2008  
ISBN: 978-9953-514-75-8

**Acknowledgement:**

The publisher wishes to thank the Evaluation  
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## Scope & Sequence

	Language	Skills
<b>Module 1</b>	<b>Fitness and achievement</b>	
Unit 1 Sporting life page 8	<p><b>Grammar</b> present simple / present continuous; -ing suffix; <i>Wh</i> questions and answers; Gerunds (nouns in the -ing form); infinitive (<i>to</i> + verb); the past tense; short sentences in the past tense</p> <p><b>Functions</b> talking about sports; giving advice; talking about the Olympics</p> <p><b>Vocabulary</b> athletics; sprint; throw, discus, bend; swing; shot put, train, fit, shoulder, lung, warm-up, stretch, roller-skating, yoga, Olympic, pentathlon, canoe, flame, target shooting, gymnastics, represent</p>	<p><b>Reading</b> short paragraphs; a paragraph about exercising; a text about the Olympics</p> <p><b>Listening</b> people talking about their sports activities; the names of the parts of the body; a radio programme</p> <p><b>Speaking</b> sports activities; activities; about the Olympics</p> <p><b>Writing</b> about people; a sports event; make notes</p>
Unit 2 In the past page 14	<p><b>Grammar</b> past simple and past continuous; asking questions and answering using <i>What were you? Did you? What did you?</i>; conjunctions (<i>when, while</i>); sentences with the following structure: <i>When</i> + noun + past tense / past continuous; <i>I think... , I would like to ...</i></p> <p><b>Functions</b> talking about the past; describing a tradition; expressing an opinion</p> <p><b>Vocabulary</b> lily, humble, cottage, harp, meadow, boast, rise out, beg, plunge in, submissive, along, reach, park, ferry, pretty, coral reef, wave, seagull, pearl, dhow, nose clip, oyster shell, generation, rope, seashore, tug on, pull up, wealth</p>	<p><b>Reading</b> a story; a diary; a text about pearl diving in Kuwait</p> <p><b>Listening</b> a story; people telling what they did the day before; a diary; words with <i>w</i> and <i>r</i></p> <p><b>Speaking</b> talk about people you know; talk about the past; participate in pairwork tasks; discuss issues related to a text</p> <p><b>Writing</b> notes in table form; about the past</p> <p><b>Project</b> My Favourite Sport</p>
<b>Module 2</b>	<b>Record breakers</b>	
Unit 3 Amazing world page 22	<p><b>Grammar</b> comparatives; <i>I would like to study ... , This is + comparative; not as + adjective + as ...</i> for comparison; noun + verb to be + comparative adjective + noun</p> <p><b>Functions</b> talking about subjects and professions; discussing facts and fiction; describing deserts</p> <p><b>Vocabulary</b> huge, strangely, disturb, profession, historian, architect, engineer, crop, exciting, fantastic, strange, wide, rhinoceros, wingspan, grizzly bear, human being, sandy, rocky, frozen, a dapt, layer, fat, rainfall, oasis, nomadic</p>	<p><b>Reading</b> a dialogue; a text about strange but true facts; a text about deserts</p> <p><b>Listening</b> a dialogue; a talk about a trip</p> <p><b>Speaking</b> discuss a dialogue; discuss issues related to a text; compare pictures; discuss a text about deserts</p> <p><b>Writing</b> comparing things; responding to sentences as <i>fact or fiction</i>; comparing two deserts</p>
Unit 4 World records page 28	<p><b>Grammar</b> superlative adjectives; noun + verb to be + the most + adjective; present tense; adjectives in order; past simple, present simple; <i>in my group</i>; noun + verb...</p> <p><b>Functions</b> talking about the best; expressing opinion; describing places and objects; talking about world wonders</p> <p><b>Vocabulary</b> astonished, flow, sink, incredible, legend, inhabitant, hailstone, crowded, weigh, spectacular, adventurous, nearly, tile, dome, sultan, minaret, courtyard, tomb, treasure, probably, hoard, archaeologist, army, terracotta, collect, mask</p>	<p><b>Reading</b> a text about the most incredible places; a text about a tourist site in Turkey; a text about archaeological treasures</p> <p><b>Listening</b> sentences and checking answers; words about objects; words with 'L'</p> <p><b>Speaking</b> issues related to world geography; discuss facts in a text; talk about objects; discuss issues in a text</p> <p><b>Writing</b> world records for places in a text; a report about the record breakers in your class</p> <p><b>Project</b> World Records Quiz</p>

	Language	Skills
<b>Module 3</b>	<b>Experiences</b>	
<b>Unit 5</b> <b>Life events</b>  <b>page 36</b>	<b>Grammar</b> present perfect + <i>ever</i> , <i>Have you ever</i> + verb (past participle) ...?; present perfect, present simple, past simple; <i>I think</i> ... <b>Functions</b> seeking information; learning and talking about experiences; expressing opinion <b>Vocabulary</b> event, ever, act, own, questionnaire, aeroplane, modern, conversation, webpage, skyscraper, illustrate, really, valuable, top, suddenly, give up, career, weak, honour, well-known, recently	<b>Reading</b> a set of questions; text on a webpage; a text about an athlete's life <b>Listening</b> a text; an interview <b>Speaking</b> ask and answer questions about experiences; respond to questions about a text <b>Writing</b> about experiences; about a classmate and the things he / she has done; about one's life
<b>Unit 6</b> <b>How we live</b>  <b>page 42</b>	<b>Grammar</b> present perfect + <i>for / since</i> ; <i>How long</i> + present perfect ...?; present tense, <i>What / How long / What?</i> <b>Functions</b> expressing preferences; learning and talking about experiences; interviewing <b>Vocabulary</b> hearty, extremely, stingy, leftover, cattle, porridge, inhale, deeply, furious, petrol, let, fortnight, present, actually, keep in touch, local, dispose of, rubbish, gravity, strap, float, shuttle, inflatable, glove, spacesuit	<b>Reading</b> a story, a text <b>Listening</b> a story, an interview <b>Speaking</b> discuss issues related to a story; ask and answer questions from an interview; discuss and answer questions about a text <b>Writing</b> sentences from the text; ask questions to an astronaut  <b>Project: The International Space Station</b>
<b>Module 4</b>	<b>Keeping in touch</b>	
<b>Unit 7</b> <b>Ideas and thoughts</b>  <b>page 50</b>	<b>Grammar</b> present continuous as future; adverbs conjunctions ( <i>neither, nor</i> ); <i>Yes, I am / No, I'm not; So am I / Neither am I</i> <b>Functions</b> talking about future plans; agreeing / disagreeing; arranging for a meeting; talking about communication <b>Vocabulary</b> hug, mud, lovingly, mighty, forcefully, head for, advisor, plea, whip, courage, destructively, rejoice, sacrifice, council, excited, book, keen, gymnasium, weightlifting, communication, share, exchange, carve, health, imitate, feeling, memory, improve	<b>Reading</b> a story; a dialogue; an article <b>Listening</b> a story; a dialogue; phone messages <b>Speaking</b> discuss issues related to a story; talk about future plans; discuss arrangements; discuss issues related to an article <b>Writing</b> a diary; an e-mail; make notes
<b>Unit 8</b> <b>Messages</b>  <b>page 56</b>	<b>Grammar</b> present passive and past participle; past passive; <i>Were you? Yes, I was</i> <b>Functions</b> following guidelines; talking about the past; describing oneself and other people; preference <b>Vocabulary</b> giant, link, store, distribute, pass, complex, satellite, cable, powerful, ancestor, method, capture, bonfire, messenger, flag, telegraph, post, globally, tap, neuron, tissue, skull, fluid, cerebrum, brain stem, cerebellum	<b>Reading</b> articles <b>Listening</b> an article about ways of sending messages; a radio programme <b>Speaking</b> discuss questions related to an article; discuss an article; answer questions about an article <b>Writing</b> research and describe a topic; complete notes; write about oneself  <b>Project: Processes</b>

Unit	Language	Skills
<b>Module 5 Around the world</b>		
<b>Unit 9</b> <b>The environment</b> <b>page 64</b>	<p><b>Grammar</b> relative pronouns (<i>that / which, who, where</i>); conjunctions (<i>either... or..., although, both... and... after</i>)</p> <p><b>Functions</b> expressing likes and dislikes; expressing opinions</p> <p><b>Vocabulary</b> tropical, erupt, cut down, sail, destroy, native, extinct, migrate, enormous, amazing, navigate, magnetic, breed, landmark, term, lifetime, ecology, ecosystem, shellfish, seaweed, tiny, pressure, grassland, vast, apart</p>	<p><b>Reading</b> an article</p> <p><b>Listening</b> people calling home</p> <p><b>Speaking</b> issues related to the environment; answer questions on an article; talk about ecosystems</p> <p><b>Writing</b> likes and dislikes; complete information about ecology</p>
<b>Unit 10</b> <b>Explorations</b> <b>page 70</b>	<p><b>Grammar</b> indefinite pronouns (<i>anything, everything, everyone, no one</i>); <i>could, must, can't</i>; modals (<i>had to, didn't have to</i>)</p> <p><b>Functions</b> making predictions; talking about discuss chores; expressing opinion; giving advice</p> <p><b>Vocabulary</b> notice, pass by, wander, accidentally, suffer, bruise, cry out, stare, entertain, prove, voyage, fiction, manuscript, steer, crew, rudder, turn off, reuse, urban, rainwater, charity, adopt, directly, rare</p>	<p><b>Reading</b> a story; an article; a webpage; read aloud</p> <p><b>Listening</b> a story; interviews</p> <p><b>Speaking</b> discuss a story; discuss an article, talk about things students had to do; answer questions related to a webpage</p> <p><b>Writing</b> review evidence and come to conclusions; give advice on reducing energy use and recycling</p>
<b>Module 6 Science and discovery</b>		
<b>Unit 11</b> <b>Inventions</b> <b>page 78</b>	<p><b>Grammar</b> future simple (<i>shall, will, / 'll, going to</i>); <i>I'll, shall I...?</i></p> <p><b>Functions</b> taking decisions; talking about plans; making and accepting offers; agreeing / disagreeing; giving opinion; giving reason; guessing</p> <p><b>Vocabulary</b> wind-up, swimming pool, illness, expensive, simply, handle, invent, experiment, rainbow, edge, fall off, progress, break up, infrared, refraction, inventor, expect, peel, outdoor, burn down, fictional, light bulb</p>	<p><b>Reading</b> a story; an experiment; an article</p> <p><b>Listening</b> a story; dialogues; a conversation</p> <p><b>Speaking</b> story discussion; talk about decisions; talk about the future; discuss some dialogues; discuss issues related to an article</p> <p><b>Writing</b> complete a dialogue; write a paragraph</p>
<b>Unit 12</b> <b>Creativity</b> <b>page 84</b>	<p><b>Grammar</b> zero and first conditional; prepositions</p> <p><b>Functions</b> expressing conditions; telling a story</p> <p><b>Vocabulary</b> creativity, creative, evolution, dramatic, combine, involve, approach, slow down, take away, breathe, chew, taste, damage, boil, explode, speed, turn round, accidental, vaccine, cope, sticky, dissolve, take off, immune, tape</p>	<p><b>Reading</b> an article; a quiz</p> <p><b>Listening</b> answers; a person</p> <p><b>Speaking</b> discuss an article; talk about conditions; tell a story</p> <p><b>Writing</b> a story</p>

## Module 1

# Fitness and achievement



### Focus on the Olympics

When and where did the Olympics start?



### Focus on History

What did they use this for?



Read *How Water Lilies Began*.



Read about keeping fit.  
What can you do?



### Project

MY FAVOURITE SPORT

## OUTCOMES

You will be able to:

- talk about sport and activities
- discuss the Olympics
- talk about the past
- give opinions.



# 1

## Sporting life

Grammar  
present simple or present continuous;  
the -ing form of nouns; the infinitive

### Links - Start doing athletics

Athletics is an ancient sporting activity. It was part of the original Greek Olympics, and is now part of the modern Olympic Games.

#### FACTFILE ATHLETICS

##### Running

Sprinting is running very fast over a short distance. In long distance running you run a long way. The fastest athletes can run 100 metres in about 10 seconds.



**Top tip:** Run on the balls of your feet and move your arms.

##### Jumping

There are several different jumping activities. These include high jump and long jump. Athletes can jump about 2.5 metres high and a distance of 9 metres.



**Top tip:** When you jump bend your knees and swing your arms.

##### Throwing

The main throwing sports are discus, shot put and javelin. Athletes throw them very fast and a long way. The world record for javelin is 71.70 metres.



**Top tip:** Use soft equipment to practise because it prevents injury to your muscles.

Links went to Kuwait English School to meet some students on the sports field.



I love athletics because I enjoy the variety. But jumping is my favourite. I go to the athletics club once a week. Today I'm doing long jump. I'm learning to take shorter steps just before I jump. That way I can jump further.

Ayman

I go running two or three times a week. It gives you lots of energy. I'm not sprinting today. I'm doing long distance running. I'm running round the sports field as many times as I can!

Maha



Throwing is my favourite sport. Javelin, shot put and discus – I practise them twice a week. My favourite is javelin. Today I'm training with a specialist trainer. It's really exciting because he's an Olympic athlete!

Fawzi

## Vocabulary sport

- 1 Put these activities into the five groups below.

~~javelin~~ high jump snowboarding cycling discus sprinting shot put  
skiing marathon ice skating roller skating jogging long jump

- 1 throwing things ..... javelin ..... 4 jumping .....  
2 moving on ice or snow ..... 5 moving on wheels .....  
3 running .....

## Comprehension

- 2 **BEFORE YOU READ** Look at the pictures on page 8. What sports can you see?

- 3 Read the Factfile on page 8 and answer the questions.

1 What are you doing if you:	2 What do these numbers refer to?	3 What sport is this advice for?
a jump very high?	a 71.70 .....	a Use soft equipment.
b throw things a long way?	b 2.5 .....	b Bend your knees.
c run very fast? .....	c 9 .....	c Move your arms.

## Grammar in context present simple or present continuous

- 4 **1.1** Listen and read about the students. Then complete the table.

	Favourite sport	How often	Today
Ayman			
Maha			
Fawzi			

- 5 **1.2** Listen and make notes about Abdulaziz, Nour and Hanan.

	Favourite sport	How often	Today
Abdulaziz			
Nour			
Hanan			

- 6 Write sentences about the students in exercises 4 and 5.

Ayman's favourite sport is jumping. He does it once a week.  
Today he's doing long jump.

## Did you know?

A marathon is 42 kilometres long.

*Words to remember*  
athletics, sprint,  
throw, discus, bend,  
swing, shot put, train

- 7 **OVER TO YOU** Work in pairs. Talk about your favourite sport.

## Healthy exercise



## Keeping fit

When you are fit, you are healthier; you can study better and do daily tasks better. It doesn't have to be difficult to keep fit. Walking is easy and doesn't need any special equipment. Even playing a friendly game of football helps you to keep fit. Try to take the stairs rather than the lift, too!

There are three main types of exercise – aerobic, resistance and stretching. Aerobic exercise is when you make your heart and lungs work hard. Examples of this are swimming and roller skating. Resistance training, such as press-ups and weight-lifting, is for building up your muscles. Stretching activities, such as yoga, make you more flexible. It is important to have an exercise regime which contains all three types of exercise. Try to keep a diary and aim to train

two or three times a week. A good exercise session has a warm-up of about 5–10 minutes. This could be walking or jogging. Exercises such as press-ups help to build up your muscles. Include aerobic exercise, such as cycling and basketball. Finally, stretching exercises are good for cooling down.

Of course, it's easier to sit down in front of the TV or computer but it isn't necessarily healthy! Safura Abdel Karim, a thirteen-year-old schoolgirl from South Africa, wrote a report on her classmates. It was so well written that it was published in a medical journal. She found out that students who play a lot of computer games get pains in their thumbs, hands, arms, back and neck. So don't sit down, do some exercise!



Aerobic activity - basketball



Resistance training - press-ups



Stretching - yoga

### Vocabulary parts of the body

- 1 **1.3 a** Label the picture with these words. Then listen and check.

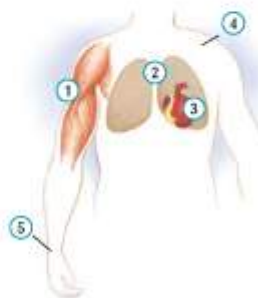
shoulder lungs wrist heart **muscles**

- 1 **muscles**

- b **Keeping fit** Write the words in the right blanks.

fit healthy exercises warming up training

- 1 Faris is now \_\_\_\_\_ before the race.
- 2 He is \_\_\_\_\_ for the Olympics.
- 3 The baby girl has a \_\_\_\_\_ appetite.
- 4 Omar is \_\_\_\_\_ for this kind of exercise.
- 5 I did my stomach \_\_\_\_\_ today.



## Comprehension

## 2 BEFORE YOU READ Work in pairs. Ask and answer the questions.

How often do you walk / run / swim / take the stairs / play a team game / do athletics / stretch your muscles / play computer games / watch TV?

How much physical training should you do each week?

## 3 Read the article on page 10 quickly. Are these sports aerobic, resistance or stretching?

roller skating _____	press-ups _____	yoga _____
cycling _____	basketball _____	jogging _____
swimming _____	weight-lifting _____	

## 4 Read the article again and decide if the sentences are true (T) or false (F). Correct the false sentences.

- It is always difficult to get fit. F
- Daily activities such as walking and going upstairs help you get fit. \_\_\_\_\_
- A good exercise session takes 5–10 minutes. \_\_\_\_\_
- Stretching exercises are especially good for your heart and lungs. \_\_\_\_\_
- It is useful to have a weekly schedule for your exercise regime. \_\_\_\_\_
- Playing computer games is a good form of exercise. \_\_\_\_\_

## Did you know?

Running consumes about 250 calories in 30 minutes. Shopping only consumes about 50 calories!

## Grammar in context the -ing form (nouns); the infinitive

## 5 Match the beginnings with the endings of the sentences. Notice the -ing forms.

- |   |                           |
|---|---------------------------|
| 1 Resistance training <u>a</u>          | a cooling down.           |
| 2 5–10 minutes of jogging _____         | b such as swimming.       |
| 3 Include aerobic exercise _____        | c can damage your hands.  |
| 4 Stretching is good for _____          | d is a good warm-up.      |
| 5 Playing too many computer games _____ | e builds up your muscles. |

## 6 Complete the sentences. Use these verbs:

sit down have keep fit (x2)

- It doesn't have to be difficult to keep fit.
- Even a friendly game of football helps you \_\_\_\_\_.
- It is important \_\_\_\_\_ an exercise routine with all three types.
- It's easy \_\_\_\_\_ in front of the TV.



## 7 Talking about activities Work in pairs.

Discuss the activities.

watching TV reading swimming running shopping walking skateboarding

It's important to read but you should exercise as well. Running is good for you.





**Skills:** Focus on the Olympics

## THE OLYMPIC GAMES

### ORIGINS

The first Olympic Games began in 776 BC, over 2,700 years ago. The games took place every four years at Olympia in ancient Greece. The first games had only one event, but later there were more, and the games took five days. Events included the pentathlon (running, jumping, discus, javelin and wrestling). Chariot races were a popular event. The games stopped in 393 AD.



### THE FIRST MODERN OLYMPICS

In the 19<sup>th</sup> century a Frenchman, Pierre de Coubertin, started the Olympic Games again. The first modern day Olympics took place in 1896. About 300 athletes took part, representing thirteen countries. Events included cycling, target shooting, sprinting, shot put, weight-lifting, swimming, gymnastics and the marathon.



### THE OFFICIAL OLYMPIC FLAG

The Olympic flag has five rings on a white background. The five rings represent the five continents of the world and Olympic friendship. At least one of the colours appears on the flag of every country in the world.

### THE OLYMPIC FLAME

Eleven women in long clothes light the flame at the ancient site of Olympia. Then runners carry the flame until it reaches the stadium of the host city. The flame burns throughout the Games. 2004 was the first time the flame visited all five continents. It even travelled on a special aeroplane.

### MODERN DAY OLYMPICS

The four-year period between an Olympic Games is called an Olympiad. There is now a Winter Olympic Games – this happens two years after the Summer Olympics. Winter sports include ice hockey, skating, snowboarding and skiing. At the 2004 Summer Olympics in Athens, Greece, 202 countries took part and 11,099 athletes attended. It's a lot bigger now than 2,700 years ago!

## Reading and speaking

- 1** Work in pairs. What do you know about the Olympics?

## Vocabulary numbers and dates

- 2** Work in pairs. Read the article on page 12. Match the numbers with the facts.

- |                |  |
|----------------|--|
| 1 4 _____      | a the year of the first ancient Olympics               |
| 2 13 _____     | b the year the ancient games stopped                   |
| 3 393 AD _____ | c the number of years between the modern Olympics      |
| 4 5 _____      | d the number of countries in the 2004 Olympics         |
| 5 776 BC _____ | e the number of colours on the Olympic flag            |
| 6 202 _____    | f the number of countries in the first modern Olympics |

- 3** **OVER TO YOU** Work in groups. Discuss the questions.

- What does your national flag represent?  
What colours does it share with the Olympic flag?



## Listening

- 4** **1.4** Listen to a radio programme about the 2004 Olympic Games. Decide if the sentences are true (T) or false (F). Correct the false sentences.

- The 2004 Olympic Games lasted seventeen days. **T**
- Four billion people went to Athens to watch the Olympic Games. \_\_\_\_\_
- The journey of the Olympic torch took 78 weeks. \_\_\_\_\_
- China won 32 gold medals. \_\_\_\_\_
- In the opening ceremony athletes walked round the stadium in national groups. \_\_\_\_\_
- At the closing ceremony the athletes represented their countries. \_\_\_\_\_

## Writing

- 5** Write about a sport event you saw. Use these questions as a plan:

- |                          |                |                       |
|--------------------------|----------------|-----------------------|
| • Where was it?          | • When was it? | • What was the sport? |
| • Who was participating? | • Who won?     | • How did you feel?   |

## Pronunciation life / thing

- 6** **1.5** Listen and put the words into the correct column in the table. Then listen again and check.

why sit right chip ice five him find  
visit dry high winter silver white Olympic

1 life	hide	sight	2 it	win	until

## Did you know?

Olympic 'gold' medals were made of gold until 1912. Now they are made of silver with a layer of gold on them.

## 2

## In the past

Grammar  
past simple; past continuous; *when, while*

### How Water Lilies Began

Huw lived with his mother in a humble cottage by the side of a mountain. He loved to play the harp. Every morning, he drove his mother's black and white cows up the mountain to a meadow beside the lake.

One day, Huw was playing the harp while watching over the herd. To his astonishment, six silver cows rose out of the water. They stayed with the herd all day and followed them back to the farm in the evening. Huw's mother boasted to her neighbours: 'These are fine new cows. They give twice as much milk as the black and white ones. And the milk is exceptionally good'.



One day, one of the silver cows stopped giving milk. Huw's mother asked the butcher to take the cow away. When Huw knew about this, he begged his mother to save the cow. She said: 'We can't have one cow eating grass and giving nothing in return.' Huw argued with her, but when his mother told him to be quiet, he became submissive.

The next morning, Huw could think only of the cow. His eyes filled with tears. While he was sadly playing the harp, the six silver cows ran to the edge of the lake and plunged in. They were never seen again.

Soon, masses of silver water lilies began to grow along the banks of the lake.

## Comprehension

- 1 **BEFORE YOU READ** This is a folktale from Wales, a small country west of England. It tells how water lilies came to grow in a lake in the Welsh mountains. Look at the pictures on page 14 and try to answer the following questions.

1 Who do you think the boy is? What does he do? What is he doing?

2 What are the cows doing? Are they real?

- 2 **2.1** Listen and read the story. Answer the questions.

1 How did the music Huw played match his mood?

2 How can you tell that Huw's mother was not a shy person?

3 What did the silver cows seem to respond to?

4 Why was the milk from the silver cows worth more than milk from the other cows?

5 How can you tell that Huw was not willing to defy his mother?

6 When was the last time Huw saw the silver cows?

- 3 **OVER TO YOU** Work in pairs. Use these words to talk about people you know.

humble boastful fine exceptionally good submissive sad

A: How would you describe your brother?

B: He's humble.

Grammar in context past simple, past continuous, *when*, *while*

- 4 Find the past simple forms of these verbs in the story.

live love drive rise stay follow boast stop fill run plunge begin

- 5 Read the story again. Complete the sentences.

1 Huw was playing the harp while \_\_\_\_\_

2 When Huw knew about this, \_\_\_\_\_

3 ..., but when his mother told him to be quiet, \_\_\_\_\_

4 \_\_\_\_\_, the six silver cows ran to the edge of the lake and plunged in.

**W**ords to remember  
lily, humble,  
cottage, harp, meadow,  
boast, rise out, beg,  
plunge in, submissive

- 6 **Talking about the past** Work in pairs.

A: What were you doing at six o'clock last night?

B: I was reading.

A: What were you doing at seven o'clock this morning?

B: I was having breakfast.

A: Did you watch TV last night?

B: No, I didn't.

A: What did you do last weekend?

B: I stayed at home.

## Did you know?

One of Europe's largest poetry, music and art festivals, The National Eisteddfod, takes place in Wales. Over 6000 people take part in hundreds of competitions every summer.



## Abdullah's diary



Saturday

Yesterday, I went to Kubbar Island with my family. We started our trip at 10 am. We went north along the coast. My mother brought snacks. We ate fruit and sandwiches while we were driving.

While I was looking at the sea, my sister Basma was sleeping.

As we reached Al Khiran, my father parked the car.

While we were waiting for the ferry, a huge bird was flying above us.

Kubbar Island is very small, but very pretty. While my dad and I went snorkelling, my mum and Basma walked along the beach. I was looking at the coral reef when I saw a big turtle.

I was running up the beach later on when my mum waved to me. While we were walking on the beach, we saw many seagulls.

It was great fun walking, swimming and snorkelling. Kubbar Island is really fantastic!



### Comprehension

- 1 **BEFORE YOU READ** Work in pairs. Make a list of things one can see and do on a trip to Kubbar Island.

See	Do
the sea	go swimming

2 2.2 Listen and read Abdullah's diary on page 16. What things are on your list?

3 Read Abdullah's diary again. Answer the questions.

- 1 Where did Abdullah and his family go?  
.....
- 2 What did they do on the way?  
.....
- 3 What did the father do when they reached Al Khiran?  
.....
- 4 What did Basma and her mother do?  
.....
- 5 What did Abdullah and his father do when they reached the island?  
.....
- 6 Who saw a turtle?  
.....



### Grammar in context *when, while*

4 Look at the pictures. Write sentences about Abdullah and his family with *when* and *while*. Use the text on page 16 to help.

- 1 While he was looking at the sea, Basma was sleeping.
- 4 Abdullah was looking at the coral reef when he saw a big turtle.



5 2.3 Talking about what was happening in the past Listen to the sounds. Write sentences about Ali.

- 1 Ali was talking on his mobile when a car drove past.



## PEARL DIVING

- 1 Kuwait is now famous for its oil reserves, but it had another resource that formed the basis of Kuwait's wealth: pearls. Pearls are small, shiny ball-like gems formed in the shells of oysters.
- 2 At the end of the 19th century, pearling was important to its economy. People wanted Kuwaiti pearls as signs of wealth. However, the tradition began to die out in the 1930s because of the introduction of cheaper cultured pearls in Japan.



**FACT:** Dhows are traditionally made of Indian wood and then waterproofed with a mixture of sheep's oil and lime.

- 3 A diver wears a wrap-around skirt or a black suit, a nose clip, a neck basket and a toe anchor. Someone ties him securely to the ship with a rope around his waist and holds the rope throughout the dive. When the diver is ready, he tugs on the rope and is pulled up to the surface.
- 4 Today, annual pearling festivals are reviving the tradition. Young divers train carefully for the event. They talk to older, experienced divers and learn how to use the equipment properly. The climax of each festival involves lively singing and dancing that celebrates a revived part of Kuwaiti history.



**FACT:** The largest pearl ever found was discovered in the Philippines in 1934. It weighed 6.4 kilogrammes.

- 3 Pearl diving was not only an industry, but a social system that held communities together. Every generation passed on the tradition of pearl diving to another generation, but the methods of catching pearls did not change for thousands of years.

- 4 To prepare for pearl fishing, workers placed dhows along the seashore. They filled any holes in them with pieces of oily cotton. They also spread shark oil and powder over the main part of the ship.

**FACT:** In the Arabian Gulf 6000 years ago, some people were buried with a pearl in their right hand.



## Vocabulary products

- 1 BEFORE YOU READ** Match the words with the pictures.

pearls dhow nose clip rope oyster shell seashore



## Reading

- 2** Read the article on page 18. Match the headings with the paragraphs.

- |  |                               |
|--|-------------------------------|
| a Present day pearling festivals ..... | d The pearling industry ..... |
| b Kuwait's economy .....               | e A social system .....       |
| c Diving .....                         | f Preparing the dhows .....   |

- 3** Read the article again. Find the words that mean:

- Paragraph 1: small, shiny ball-like gems formed in the shells of oysters .....
- Paragraph 3: groups of people who share similar traditions .....
- Paragraph 5: not dangerously .....
- Paragraph 6: the high point of a festival .....

## Pronunciation *wealth, diver*

- 4** **2.4** Listen and put the words in the correct column.

W	V

**Words to remember**  
pearl, dhow, nose clip,  
oyster shell, generation,  
rope, seashore, tug on,  
pull up, wealth

## Speaking

- 5 OVER TO YOU** Work in groups. Discuss the questions.  
What did you find interesting about pearl diving?  
What would you like to know more about?

### Did you know?

People say that an oyster makes a pearl from a grain of sand. This is not usually true.

## Listening

- 6** **2.5** Fahd, Eman, Nabeel and Huda are at a summer school. What were they doing yesterday afternoon? Listen and make notes.

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## Writing

- 7** Write what you and your family were doing yesterday at 8 a.m, 3 p.m and 7 p.m.



## MY FAVOURITE SPORT – TENNIS

### About tennis

Some people think tennis started in ancient Egypt. Other people say it started in France during the 11<sup>th</sup> century. The French played it inside. In the 1860s people began to play outside on grass. Nowadays tennis is big business and professional tennis players earn a lot of money.

### Who plays

Two players compete in 'singles' and two pairs of players compete in 'doubles'.

### Where you play

You play on a tennis court with a low net across the middle.

### What you need

Each player has a tennis racket and they use a tennis ball.

### How to play

Players use the racket to hit the ball over the net. They try to stop their opponent hitting it back. To win a game, a player must score four points and lead by at least two points.

### Important competitions

The US, French, Australian and Wimbledon Opens are called 'The Grand Slam'.

### My favourite players

Younis El Aynaoui (Morocco),  
Lleyton Hewitt (Australia),  
Roger Federer (Switzerland),  
Venus Williams (US),  
Maria Sharapova (Russia).

### Why I like it

I like playing tennis because it is fun and it keeps you fit. I also like watching matches on TV.



### Now you try!

- Write about your favourite sport.
- Look in books and use the Internet for information. Here are two websites you could try:  
[www.sports-games.com](http://www.sports-games.com)  
[www.allsports.com](http://www.allsports.com)
- Find pictures and draw diagrams.
- Use the model to help you write the project.

## Module 2

# Record breakers

Read The Nazca Lines.

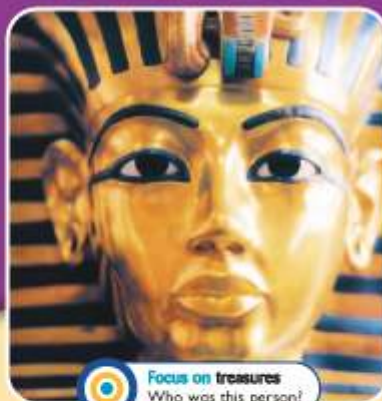


Read about the most incredible places.  
What's the longest river in the world?



**Focus on a dry environment**

What do you know about deserts?



**Focus on treasures**

Who was this person?



### OUTCOMES

You will be able to:

- make comparisons
- describe places
- describe objects
- talk about world records

# 3

## Amazing world

Grammar  
comparatives; (not) as ... as

### The Nazca Lines

**Noura** Hello, Reem. Is your project finished?

**Reem** Yes, it's done.

**Noura** What did you write about?

**Reem** The Nazca people.

**Noura** Who?

**Reem** The Nazca. They lived about 2000 years ago, in the desert of Peru, in South America.

**Noura** That's interesting. What did they do?



**Reem** They drew long lines and made huge pictures on the ground that are larger and longer than any other pictures in the world. Some pictures are more difficult than others. The biggest are as much as 300 metres across. There are many pictures of animals and plants.

Strangely, some of the animals, such as a monkey, were unknown to the Nazca. Also, the pictures are easier to see if you look down at them from the sky.

**Noura** How did they make the pictures?

**Reem** They took the red sand from the surface of the desert to show the yellow rock beneath. There is not as much rain or wind there as in other places, so the weather does not disturb the pictures.

**Noura** Why did they make the lines?

**Reem** Nobody knows for sure. There are as many ideas as people about why the Nazca made them. People from many professions are interested in them. Scientists, archaeologists, historians, mathematicians, architects and engineers come from far away to study them. Some people believe that the Nazca used the pictures to tell when to plant their crops. It is possible that the lines point to water underground. One unusual idea is that the Nazca Lines are an airport for space travellers!

**Noura** Thanks, Reem. Your project sounds really exciting.



### Comprehension

- 1 **BEFORE YOU READ** Look at the pictures on page 22 and guess what the story will be about.
- 2 Look at your answer to exercise 1. Was your guess correct?
- 3 **3.1** Listen and read the story on page 22. Answer the questions.
  - 1 When and where did the Nazca people live? .....
  - 2 What is larger and longer than any other picture in the world? .....
  - 3 How did the Nazca people make the pictures? .....
  - 4 Who studies the Nazca lines? .....
  - 5 Why did the Nazca make the lines? .....

### Vocabulary professions and subjects

- 4 **OVER TO YOU** Work in pairs. Find the names of six professions in the story on page 22. Write the names of the professions in the left-hand column of the table below. Write the names of the subjects in the right-hand column. Think of other professions and subjects.

Profession	Subject
scientist	science
.....	.....
.....	.....
.....	.....

What subject would you like to study and why?

I would like to study architecture because I want to be an a

### Grammar in context comparatives

- 5 Complete the list. Use words from the story.
  - 1 large larger
  - 2 long .....
  - 3 difficult .....
  - 4 easy .....
- 6 **Comparing things** Work in pairs. Compare the things below. Use these words:

easy difficult enjoyable boring expensive cheap good dangerous fast slow  
delicious courageous

- text messages / e-mails
- fast food / home cooking
- cars / buses
- football / basketball
- cola / orange juice
- Tigers football team / Stars football team

Text messages are more expensive than e-mails.

- 7 **OVER TO YOU** Write sentences comparing two things from exercise 6.

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## Fantastic facts



### Strange but true

- The Earth is 12,756 kilometres wide.\* Mars is 6,794 kilometres wide.
- A tiger lives for up to 26 years but a rhinoceros can live for up to 50 years.
- A human being can only swim at 8 kilometres per hour, but the tiger shark swims at 53 kilometres per hour.
- The Wright brothers' first aeroplane flight was 37 metres. A jumbo jet's wingspan is 59.6 metres.
- The grizzly bear and the elephant are both 3 metres tall.
- The Australian red kangaroo and a human athlete can both jump about 9 metres.
- Mount Everest in the Himalayas is 8,848 metres high, while Mount Kilimanjaro in Africa is 5,896 metres high.
- A giraffe needs 4 hours sleep a day. A human being needs 8 hours.
- The Earth's day lasts 24 hours. On Saturn a day only lasts 10 hours 39 minutes.

\* (in diameter)

### Comprehension

- 1 **BEFORE YOU READ** Read the title. What do you think the text is about?
- 2 Read the information above. Does anything surprise you?

### Vocabulary

year day hour minute kilometre metre

- 3 Complete each sentence with the correct answer from the second column.

- |                         |               |
|-------------------------|---------------|
| 1 A year has .....      | a 60 minutes  |
| 2 A day has .....       | b 365 days    |
| 3 An hour has .....     | c 1000 metres |
| 4 A kilometre has ..... | d 24 hours    |

- 4 Work in pairs. Do the "Fact or Fiction?" quiz. Use the information on page 24.

### FACT OR FICTION ?

- 1 The planet Mars isn't as big as the planet Earth. ....
- 2 A grizzly bear is as tall as an elephant. ....
- 3 An Olympic swimmer can swim as fast as a tiger shark. ....
- 4 The first aeroplane flight didn't go as far as the length of the wingspan of a jumbo jet. ....
- 5 A rhinoceros doesn't live as long as a tiger. ....
- 6 Mount Killimanjaro in Africa is as high as Mount Everest in the Himalayas. ....
- 7 A human being can jump as far as a red kangaroo. ....
- 8 A human being sleeps as many hours a day as a giraffe. ....
- 9 A day on the planet Earth doesn't last as long as a day on the planet Saturn. ....

### Grammar in context (not) as ... as

- 5 Find five sentences in the quiz that say two things are the same.

A grizzly bear is as tall as an elephant.

- 6 Find four sentences in the quiz that say two things are different.

The planet Mars isn't as big as the planet Earth.

- 7 **Comparing things** Look at the pictures and compare the people and things. Use these words and (not) as ... as ... :

wake up early go fast be strong be old



### Did you know?

It takes mountain climbers weeks to reach the top of Mount Everest because of the thin air, ice and cold.

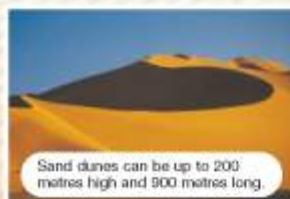
**W** only to remember  
fantastic, strange,  
wide, rhinoceros,  
wingspan, grizzly bear,  
human being



**Skills:** Focus on dry environments

## DESERTS

Deserts cover more than one third of the Earth's land surface. We know that deserts are very dry places, but they aren't always sandy – they can be rocky or even frozen. During the day, temperatures can go higher than 50°C. At night, deserts get very cold; temperatures go as low as -40°C. Deserts are also very windy.



Sand dunes can be up to 200 metres high and 900 metres long.

To survive in the desert, you must find water and keep cool. Animals and plants have to adapt to survive. Cacti are full of liquid. Some animals never drink, and others have special skin to protect against the heat, or layers of fat for surviving in the cold. Many only come out at night. The camel is especially well-adapted for desert life.



The fringed-toed sand lizard has special feet for walking on sand.



The top five deserts in the world are the Sahara, the Australian Desert, the Arabian Desert, the Gobi Desert and the Kalahari.

It doesn't rain very often, but rainfall can be heavy. Sometimes underground rivers rise to the surface. These make cool, wet places called *oases*. People can live there and grow food. Deserts also have many resources, such as diamonds, gold and oil. The deserts of Saudi Arabia supply about a quarter of the world's oil.



This oasis is in the Sahara Desert.

An incredible 650 million people live in deserts – 13% of the world's population! Some are nomadic. They carry their tents from place to place, using camels for transport. Desert people wear special clothes to protect them from the sand, wind and sun. These days, most people from the desert live in modern cities and towns.

### Reading

- 1 **BEFORE YOU READ** Have you ever been to a desert? What was it like?
- 2 Read the article on page 26. Complete the sentences with a, b or c.
  - 1 The changes in temperature from day to night are:  
a small. b big. c non-existent.
  - 2 Rainfall in the desert can be:  
a frequent and heavy. b not frequent but heavy. c non-existent.
  - 3 In an oasis you can find: a gold and oil. b water. c houses.
  - 4 In order to survive in the desert, animals and plants have to:  
a adapt. b drink lots of water. c eat each other.
  - 5 To protect themselves from the cold, some animals:  
a stay in the sun. b have special skin. c have extra fat under the skin.
  - 6 People who live in the desert:  
a like to live in cities. b are mainly nomadic. c are 13% of the world's population.

### Listening

- 3 **3.2** Listen to Fahd. Decide if the sentences are true (T) or false (F).
  - 1 He went to the Kalahari Desert in Africa. ....
  - 2 He travelled by camel. ....
  - 3 He saw lions, elephants and giraffes. ....
  - 4 It rains about 100 millimetres every year. ....
  - 5 It was hot and sunny every day. ....

### Speaking

- 4 Work in pairs. Compare the two deserts.  
The Arabian Desert is larger than the Gobi Desert.



Gobi Desert, Central Asia	Arabian Desert, Middle East
Size: 1,040,000 square kilometres	Size: 2,600,000 square kilometres
Mainly rocks and stones	Mainly sand
Temperature: Max 45°C Min -40°C	Temperature: Max 54°C Min -3°C
Rainfall: 50-100 millimetres per year	Rainfall: less than 100 millimetres per year

### Writing

- 5 Write sentences comparing the two different deserts.

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### Pronunciation desert, oasis

- 6 **3.3** Listen and underline the 's' sound and circle the 'z' sound. Work in pairs and practise saying the sentences.
  - 1 Sand from the Sahara can blow as far as the USA.
  - 2 Sometimes underground rivers rise to the surface.



# 4

## World records

### Grammar

superlatives; *the most ...*; adjective order

## The most incredible places

Prepare to be **surprised, amazed and astonished**



The Dead Sea

Are you scared of heights? Then go to the **Dead Sea** in the south-west of Jordan. It is 400 metres below sea level and the lowest place on Earth.

The largest desert in the world is bigger than all the other 12 major deserts added together. The **Sahara Desert** covers over 9 million square kilometres. That's nearly the same size as the USA.

At 6,695 kilometres, the **Nile** is the longest river in the world. It starts in Burundi in Africa and flows all the way to the Nile Delta into the Mediterranean Sea.

The deepest point in the sea is the **Marianas Trench** in the Pacific Ocean, 10,911 metres below sea level. A one kilo weight would take an hour to sink to the bottom.



Giant's Causeway

You can find the most unusual rock shapes in the world in Ireland. In Irish legend, the **Giant's Causeway** was once a road used by giants to walk across the sea to Scotland.

If you go to **Mawsyram** in India, take an umbrella. With 11,873 millimetres of rain per year, it is the wettest place on the planet.

Which country has the most lakes in the world? China? India?

The USA? No, it's **Canada**, with more than two million.

Do you like meeting people? Then **Tokyo** is the city for you. With 27.37 million inhabitants, the Japanese capital is the most crowded city in the world.

The heaviest hailstones in the world fell in **Bangladesh** on 14 April 1986. Some of them weighed an incredible one kilo.



Tokyo



The Nile

## Comprehension

- 1 **BEFORE YOU READ** Work in pairs. What do you know about world geography?  
Write down the names of some:
- very high places
  - very wet places
  - countries with lots of lakes
  - very busy cities
  - very large deserts
- 2 Read the article on page 28. Write the world records for these places:
- |  |                       |              |
|--|-----------------------|--------------|
| 1 The Dead Sea is the lowest place on Earth. |                       |              |
| 1 The Dead Sea                               | 4 The Marianas Trench | 7 Canada     |
| 2 The Sahara                                 | 5 Giant's Causeway    | 8 Tokyo      |
| 3 The Nile                                   | 6 Mawsyram            | 9 Bangladesh |

Grammar in context superlatives; *the most ...*

- 3 Write the superlatives. Use words from the article.
- 1 *the lowest*
- 1 low ..... 2 large ..... 3 long .....
- 4 deep ..... 5 unusual ..... 6 wet .....
- 7 crowded ..... 8 heavy .....



- 4 a Work in pairs. Choose the correct answer.
- Which country has the most people?  
a India b China c the USA
  - Which country produces the most dates?  
a Iran b the UAE c Egypt
  - Which country has the most cars per head?  
a Italy b the USA c Luxembourg
  - Which country has the most shops?  
a the USA b China c Russia
  - Which people drink the most tea?  
a the Irish b the Libyans c the Kuwaitis
  - Which country makes the most films?  
a India b the USA c Australia



- b 4.1 Listen and check your answers. What was your score?

- 5 **Talking about the best** Work in groups. Ask and answer the questions.

What's the:

- biggest animal you have seen?
- smallest piece of technology you own?
- best book you own?
- best tourist site in your country?
- most interesting TV programme?
- most exciting film?
- most beautiful place in the world?

- 6 **OVER TO YOU** Continue exercise 5 by asking three more questions.

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## An ancient building

### Links - Explore

#### The Blue Mosque - the most spectacular building in Istanbul

Welcome to the latest issue of *Links*.

This week our adventurous reporters, Maha, Jumana and Hiba, visit Turkey.



##### The name of the mosque

The proper name of this wonderful building is the *Sultan Ahmed Mosque*. It is known as the *Blue Mosque* because of the beautiful blue tiles that decorate the inside walls. From the outside, the mosque isn't blue at all – except the domes.



##### Some history!

Early in the 17th Century, Sultan Ahmed the First's army lost a war. The sultan then turned to peaceful activities. He ordered a new mosque to be built. He wanted it to be the most impressive mosque in Istanbul. He spent nearly all of his country's money to build the Blue Mosque. The task took seven years. Sedefkâr Mehmet Aga was the architect. He used only the best quality stone and marble. He completed his work in 1616. The building is one of the greatest achievements of Ottoman architecture.



##### The minarets

The Blue Mosque is unusual. It has six pointed minarets. A minaret is a tall, narrow tower joined to a mosque. Traditionally, a muezzin climbs to the top of the minaret and calls the people to prayer.



##### The shape and size of the mosque

The Blue Mosque is huge. It is the largest and best-known mosque in Istanbul. It can hold 10,000 people. It has 20,000 handmade tiles and about 260 stained glass windows. The mosque itself is square, with a large courtyard in front of it. The Blue Mosque is one of the greatest tourist attractions of Istanbul.

##### The chained entrance

A heavy iron chain hangs across the top part of the western entrance to the mosque. Only the sultan was allowed to enter the courtyard on horseback. The sultan had to lower his head when he rode under the chain as a sign of respect.



## Comprehension

- 1 **BEFORE YOU READ** Work in groups. Look at the title of the website on page 30. Also look at the pictures. Try to answer the questions.

- 1 What is the name of the building? \_\_\_\_\_  
 2 Which city is the building in? \_\_\_\_\_  
 3 Do you know which country the building is in? \_\_\_\_\_  
 4 What does the building look like? \_\_\_\_\_

- 2 Read the website on page 30 quickly. Check your answers to exercise 1.

- 3 Read the website again. Match the places with the descriptions.

- 1 The Blue Mosque \_\_\_\_ a It's a tall, narrow tower joined to a mosque.  
 2 A minaret \_\_\_\_ b He was the only person allowed to ride a horse into the courtyard.  
 3 The large courtyard \_\_\_\_ c It has about 260 stained glass windows in it.  
 4 The Sultan \_\_\_\_ d It's in front of the mosque.

## Vocabulary shapes and materials

- 4 a Match the words with the pictures. Write the numbers.



- square \_\_\_\_\_ triangular \_\_\_\_\_  
 diamond-shaped \_\_\_\_\_ rectangular \_\_\_\_\_  
 pointed \_\_\_\_\_ round \_\_\_\_\_

- b 4.2 Listen and guess the objects being described.

- 1 a mobile phone

- 5 **Describing things** Think of things that you can describe with these words.

leather plastic paper glass wooden metal cotton

leather shoes plastic bottle paper hat

## Grammar in context adjective order

- 6 **Describing objects** Work in pairs. Talk about objects you own or can see. Use a maximum of two adjectives.

beautiful blue tiles

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_





**Skills:** Focus on treasures

## WONDERFUL THINGS

*Some of the world's greatest archaeological treasures*

A

### The mask of King Tutankhamen, Egypt

The tomb of the young King Tutankhamen was discovered in 1922. It was in the Valley of the Kings, Luxor. The tomb was filled with fantastic treasures. Tutankhamen's mask is one of the most beautiful treasures in the world. King Tutankhamen probably ruled Egypt around 1300 BCE.

B

### The Broighter hoard, Ireland

Ancient people hid their treasure in times of trouble. And they didn't always come back to collect it. In 1896 a farm worker found a hoard of gold objects, including this lovely 10 centimetre gold boat. Between 1000 and 600 BCE the Irish were one of the greatest metalworking cultures in Europe.

1



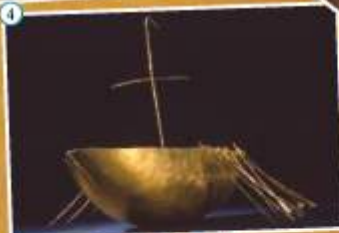
2



3



4



5



C

### The Tell el-Ajjul hoard, Palestine

Tell el-Ajjul is one of the most important Bronze Age cities in the Middle East. In the 1930s archaeologists discovered five large hoards on the sites of palaces and tombs. There were beautiful gold objects and jewellery which come from the second millennium BCE.

D

### The mask of Pacal, Mexico

This mask was of Lord Pacal, a Mayan king. The Mayan civilisation started about 2,600 years ago, and is the oldest of the Central American civilisations. Thieves stole this mask and other treasure from a museum in 1985. But in 1989 police found it in the house of a student vet!

E

### The terracotta army and horses, Xi'an, China

Imagine meeting 7,000 soldiers and horses! But don't worry – these Chinese ones are made of terracotta. When the Emperor of Qin was buried in 209 BCE all these soldiers and horses were buried with him. Workers were making wells in Xi'an in China in 1974 when they discovered it.

## Reading

## 1 BEFORE YOU READ Match the words with the definitions.

- 1 mask \_\_\_\_ a large hidden collection of treasure  
 2 hoard \_\_\_\_ b hard material made of baked earth  
 3 terracotta \_\_\_\_ c covering for the face

## 2 Match the photos 1-5 on page 32 with the descriptions A-E.

## 3 Read the articles on page 32. Choose the correct answers.

- 1 When did people find Tutankhamen's tomb?  
 a 1300 b 1922 c 1930  
 2 What did a farm worker find in 1896?  
 a a mask b a tomb c gold objects  
 3 What was Tell el-Ajjul?  
 a a tomb b a battle c a city  
 4 Who was Lord Pacal?  
 a a Chinese king b a Mayan king c an Egyptian king  
 5 What did people bury with the Emperor Qin?  
 a terracotta soldiers and horses b gold jewellery c a mask



## Pronunciation /large / old/

## 4 4.3 Listen and write the words in the correct column.

beautiful civilisation police gold culture lord soldier light rule

1 large	2 old

## Listening

## 5 4.4 Listen and write the missing words

**Amazing Records**

A The (1) \_\_\_\_\_ hotel in the world is the Burj Al-Arab Hotel, Dubai. It's (2) \_\_\_\_\_ metres tall. But the (3) \_\_\_\_\_ hotel in the world is in Japan, dating back to the year (4) \_\_\_\_\_.

B The (5) \_\_\_\_\_ carpet in the world is Persian and was sold for \$2,487,178.

C The (6) \_\_\_\_\_ taxi ride was (7) \_\_\_\_\_ kilometres. It was a return trip from (8) \_\_\_\_\_ to Cape Town, South Africa!

## Speaking

## 6 Talking about records

Work in groups. Find out who:

- sends the most e-mails every week
- jumps the highest
- knows the longest English word
- runs the fastest
- has the most CDs
- draws the best pictures

## Writing

## 7 Write a report about your group describing each member in it. Who does the most things?

In my group, Salma sends the most e-mails.

## Project

# WORLD RECORDS QUIZ

Find out facts and write a quiz for your classmates.  
Here are some ideas.



### Now you try!

- Find out from reference books and the Internet. Here are two websites you could try:  
[www.guinnessworldrecords.com](http://www.guinnessworldrecords.com)  
[www.extremescience.com](http://www.extremescience.com)
- Check your facts in two places. Sometimes facts on the Internet can be wrong.
- Make a note of where your information came from.
- Make a note of some extra information, too. Look at this example:

What's the highest mountain in the world?  
Mount Everest in the Himalayas is the highest mountain in the world. It is 8,848 metres high. Edmund Hillary and Tenzing Norgay were the first people to climb it in 1953.

- Then write out your quiz so you can ask your classmates to do it.
- Don't forget to write an answer sheet (including your extra information).



## Module 3

# Experiences



Read An African Folk Tale.

Have you ever flown in an aeroplane?



**Focus on life's strange journey**  
Who is this person?



**Focus on space**  
What is this place? Where is it?



**Project**

**THE INTERNATIONAL SPACE STATION**

### OUTCOMES

You will be able to:

- talk about experiences
- describe your life
- give your opinions
- interview someone



# 5

## Life events

### Grammar

present perfect + *ever*; past participle; present perfect or past simple

### Have you ever:



- 1 eaten Italian food?
- 2 visited a museum?
- 3 been to another country?
- 4 acted in a play?
- 5 made your own website?
- 6 lost something important?
- 7 flown in an aeroplane?
- 8 met a famous person?
- 9 won a prize?
- 10 baked a cake?



**Comprehension**

- 1 Read the questionnaire on page 36. Match the pictures with the questions.

1 eaten Italian food? H

- 2 5.1 Listen to Ali and Sarah. Complete the table.

Question	Ali	Sarah
1	No	Yes

**Grammar in context** present perfect + ever; past participle

- 3 **Talking about experiences** Talk about Ali and Sarah's experiences.

Ali has acted in a play.

Sarah hasn't acted in a play.

Ali and Sarah have visited a museum.

- 4 Read the questionnaire again. Find the past participle of these verbs. Which three verbs are regular?

eat eaten fly \_\_\_\_\_ bake \_\_\_\_\_ go \_\_\_\_\_ lose \_\_\_\_\_

act \_\_\_\_\_ make \_\_\_\_\_ meet \_\_\_\_\_ visit \_\_\_\_\_ win \_\_\_\_\_

- 5 Work in pairs. Ask and answer the questions in the questionnaire.

A: Have you ever eaten Italian food? B: Yes, I have. / No, I haven't.

- 6 **OVER TO YOU** Write about your experiences.

the oldest place  
you have ever seen

the best book you  
have ever read

the most beautiful place  
you have ever visited

the best food you  
have ever eaten

the most exciting film  
you have ever watched

The best food I've ever eaten is my grandmother's kebab.

**Did you know?**

Only twelve people have walked on the moon. The first time was in 1969 and the last time was in 1972.

## Experiences

**Welcome to my webpage on the Amberson family website.**

**Hello! My name's Alison and I'm 13.**  
 I live in Abu Dhabi in the UAE but I was born in Sydney, Australia. We moved to the UAE a year ago. Abu Dhabi is a fantastic modern city. I love the skyscrapers, the beautiful gardens and the shopping malls.

My father is an engineer and he travels a lot for his work. In fact, he has worked in six countries. My mother is an artist. She illustrates children's books and works at home. She has drawn pictures for more than 50 books. This is one of my mum's drawings. It isn't from a book – it's a picture of our family! That's Tim, my brother, next to me. We both go to an international school. We've made lots of friends there.

I've seen lots of interesting places here. I've been to Al-Hisn Fort, the Old Souk and Batinah Harbour where they make traditional wooden boats. However, the best place I've visited is the Wild Wadi Waterpark. We went there last week. It was amazing. I haven't been to Dubai, but we're planning to go there next week. I'm really excited!

### Comprehension

- 1 **BEFORE YOU READ** Work in groups. What do you know about Abu Dhabi?  
 What is it like? What can you do there?
- 2 Read the webpage and answer the questions.
 

1 Where is the family from? .....	4 What does her mother do? .....
2 Where do they live? .....	5 What has Alison seen in Abu Dhabi? .....
3 What does Alison's father do? .....	6 What is she going to see? .....
- 3 Look at these sentences. Do they speak about a specific time in the past (S) or general experience in the past (G)?
 

1 We moved to the UAE a year ago. ....
2 My father has worked in six countries. ....
3 The best place I've visited is the Wild Wadi Waterpark. ....
4 We went there last week. ....

- 4 **Talking about people** Work in pairs. What can you remember? Cover the webpage and talk about Alison and her family.

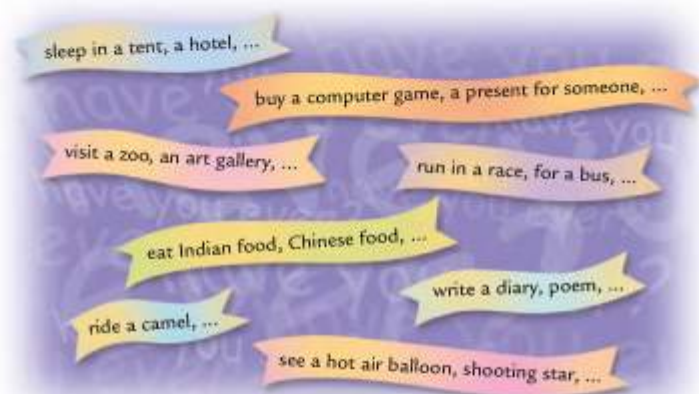
Alison was born in Sydney. Her father has worked in six countries.

### Grammar in context present perfect or past simple

- 5 Write the past simple and past participle for each verb. Which one is regular?

eat ate eaten see \_\_\_\_\_ write \_\_\_\_\_ buy \_\_\_\_\_  
visit \_\_\_\_\_ sleep \_\_\_\_\_ run \_\_\_\_\_ ride \_\_\_\_\_

- 6 Write questions in your notebook. Use these ideas or think of different ones.



Have you ever slept in a tent?

- 7 **Talking about experiences** Work in pairs. Have conversations. Start with a present perfect question. Then use the past simple to talk about the detail.

A: Have you ever eaten Indian food?

B: Yes, I have.

A: When did you eat it?

B: I ate it in an Indian restaurant at the shopping mall.

A: Did you enjoy it?

B: Yes, I did. I love spicy food.

- 8 Write a report about your classmate.

Siham has eaten Indian food. She ate it in a restaurant and she enjoyed it.







**Skills:** Focus on life's strange journey

## Danielle: The world's most valuable player

*DANIELLE PEERS was born in Edmonton in Canada in 1978. At the age of 20, she was a top college basketball player. But in 2003, her life suddenly changed for ever.*

Danielle Peers has always loved sports, especially basketball. In her early twenties, she was a top player with a wonderful career ahead of her. Then she learnt that she had a disease that makes her muscles weak.

Many people would give up hope and become very unhappy. But Danielle hasn't stopped playing sports. Instead she has been playing wheelchair basketball. After only six months, she was playing in the national team. Now she has become one of Canada's star players.



Since 2003, she has won six gold medals, including the World Championships in 2006. At that event, she was also honoured as the World's Most Valuable Player.

Danielle is a very busy woman. For the past two years, she has been studying sociology in her home town. She has also become a well-known speaker. Her experience has changed her thoughts about disabled athletes. Too often, newspapers report on a person's disability. They focus on their problems, but not on their sporting success. Danielle wants to change all that.

Recently, Danielle has been speaking at big meetings at universities across Canada. She said that too many ordinary people are afraid to talk about disabilities. Now, she takes every chance to educate people. She wants everyone to think about disabled sports and disabled people in a positive way.



### Vocabulary adjectives

1 Complete each sentence with words from the box.

positive top wonderful well-known weak busy

- 1 The patient couldn't walk because he had ..... muscles.
- 2 My grandfather has retired now, after a very ..... career.
- 3 Michael Owen is a very ..... football player.
- 4 You'll feel better if you have some ..... thoughts.
- 5 My sister plays for a ..... basketball team.
- 6 My 95% in the maths exam was a ..... success.



**Reading****2 BEFORE YOU READ** Look at the pictures on page 40. What is the woman doing?**3** Read the article on page 40. Answer the questions.

- |   |  |
|---|--|
| <b>1</b> What does Danielle's illness do to her?<br>.....<br><b>2</b> What sport did Danielle play before 2003?<br>.....<br><b>3</b> What sport does she play now?<br>..... | <b>4</b> What special title was Danielle given in 2006?<br>.....<br><b>5</b> Where has she been studying?<br>.....<br><b>6</b> What does she tell people about disabled athletes?<br>..... |
|---|--|

**Speaking****4 OVER TO YOU** Work in pairs. Answer the questions.

What do you think are the best things about Danielle's life? What are the worst?

**Listening****5** **5.2** Listen to the interview with Peter Delaney. Complete the sentences with a, b or c.

- |   |                     |                        |                        |
|---|---------------------|------------------------|------------------------|
| <b>1</b> Peter started his journey in ..... | <b>a</b> 1999       | <b>b</b> 2003          | <b>c</b> not mentioned |
| <b>2</b> He has walked ..... miles.         | <b>a</b> 19,000     | <b>b</b> 36,000        | <b>c</b> 40,000        |
| <b>3</b> He ..... across China.             | <b>a</b> has walked | <b>b</b> hasn't walked | <b>c</b> will walk     |
| <b>4</b> He ..... a sweater with him.       | <b>a</b> will carry | <b>b</b> doesn't carry | <b>c</b> carries       |
| <b>5</b> He has learnt more than .....      | <b>a</b> 300 songs  | <b>b</b> 300 stories   | <b>c</b> 300 poems     |

**Pronunciation** *house, road***6** **5.3** Listen and put the words in the correct column.

<b>1</b> <i>house</i> <i>trousers</i>	<b>2</b> <i>road</i> <i>most</i>

**Writing****7** Seeking information. Write four questions you use to interview your favourite sportsperson.

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

**8** Write a paragraph about the famous sportsperson you admire. You may include**specific details:** where and when was he/she born, what is his/her main achievement?**General information:** when did he/she start playing sport, what did he/she do before starting a career in sport. Why do you admire him / her?**Did you know?**

The human foot is very complicated. It contains 26 bones!

# 6

## How we live

### Grammar

present perfect + for / since;  
How long ... ?

### An African Folk Tale

The *tajiri*, or rich man, has enjoyed a hearty meal every evening for twenty years. The *tajiri* is extremely stingy. Nobody else has tasted his food. The leftovers go to the cattle so that he will have the benefit of them later.

The *maskini*, or poor man, lives on simple food. He has owned a goat since he was a boy. It gives him milk and cheese, but the *maskini's* evening meal is nothing more than a bowl of porridge. However, he has found a way to make it more enjoyable. He eats his meal while hidden outside the *tajiri's* kitchen, where wonderful smells come through the open window.



One evening, the *tajiri* decides to walk in his garden before dinner. He sees the *maskini* sitting outside the kitchen window. The *tajiri* sees the *maskini* inhale deeply.

**The *tajiri*** How long have you been helping yourself to the smells from my kitchen?



The *maskini* says nothing. The *tajiri* is angry and sends the *maskini* to the village jail.

As payment for the smells from his kitchen, the *tajiri* wants the *maskini's* goat. After a brief discussion, the village chief talks to the crowd.

**The village chief** The *maskini* has helped himself to the smells from the *tajiri's* kitchen. However, he has not received any food from him. I have decided, therefore, that the *tajiri* should not be given the goat. However, in fairness to him, I believe he should be allowed to smell the *maskini's* goat whenever he wants.

The *tajiri* is furious and leaves without saying a word. But everybody in the village approves of the chief's decision. They feel that justice has been done.

**Comprehension**

- 1 BEFORE YOU READ** Work in pairs. Look at the pictures on page 42. This is a traditional folktale from Eastern Africa.
- Do you think the two men are equals? Discuss your reasons with your partner.
  - Why is the man in the first picture eating so much food on his own?
  - Why is the man in the second picture standing next to the window? What do you think he's doing? Why?
- 2** **6.1** Read and listen to the story on page 42. Answer the questions.
- Where do the rich man's leftovers go? .....
  - For how many years has the rich man had a hearty evening meal? .....
  - How does the poor man make his evening meal better? .....
  - What does the village chief allow the rich man to do at the end of the story? .....
  - Why do the people in the village feel that justice has been done? .....
  - What is the moral of the story? .....

**Vocabulary** *everybody nobody*

- 3** Complete each sentence with a word from the list. Use each word once only.

everybody nobody nothing everything anybody

- ..... goes to the park any more.
- ..... agrees with the village chief.
- There's ..... there.
- I don't like this shop. .... is too expensive.
- Is ..... there?



- 4 OVER TO YOU** Which one of the two main characters would you like to be? Why?
- 5 Grammar in context** present perfect + *for / since*
- Read the story again and complete the sentences.
- The *tajiri* has had ..... a hearty evening meal ..... twenty years.
  - Nobody else ..... his food.
  - He ..... a goat ..... he was a boy.
  - The *maskini* ..... a way to make it more enjoyable.
  - They feel that justice ..... done.
- 6** Work in pairs. Ask questions and answer using *How long...?* and *for / since*.
- A: How long have you studied English?  
B: For four years, since I was nine years old.

**Did you know?**

Mount Kilimanjaro in Tanzania is Africa's highest mountain. It is 5895 metres high and is one of the few places on the continent where snow settles.

## Manal's life

### How long have you lived in your house?

We've lived here for two years. We came from Ahmadi and moved to a house here. I love it. I've got a really nice room and my mum and dad let me choose the colour of the walls.

### How long have you known your best friend?

I've known her since I was three. But I don't see her very often now. She lives in Dubai. But we send each other e-mails and she's going to visit me here in the next holiday.



### I know you like sending e-mails. So how long have you had your computer?

This was a present from my parents. I've had it since April. It's how I keep in touch with my friends.

### That's a nice bag for your school books. How long have you had it?

Thanks. Actually, it's really new. I've had it since last Saturday. I got it in the local shopping mall.



### How long have you studied English?

I've studied it for about eight years. I love speaking English and I've got penpals in other countries.

### How long have you been at your school?

Well, for two years. Since we moved here. It was strange at first – a new school, new teachers, new friends. But now I'm really happy.





**Vocabulary** time expressions

- 1 BEFORE YOU READ** Complete the table with these words:

last Saturday two years 2002 last week September a long time ten minutes  
yesterday three weeks April six months a fortnight Thursday

for	since
two years	last Saturday

**Comprehension**

- 2** Read the interview with Manal on page 44. Write sentences about her.  
1 She's lived in her house for two years.
- 3** **6.2** An interviewer asks Mohammed the same questions. Listen and make notes.

How long has he lived in his house? known his best friend? studied English? been at his school? had his computer? had his school bag?	Mohammed all his life
---	--------------------------



Mohammed

**Grammar in context** How long ... ?

- 4 Talking about how long** Cover the information about Manal and Mohammed. Ask and answer the questions in exercise 3.  
A: How long has Manal lived in her house?  
B: I think she's lived there for two years.
- 5 Asking for information** Work in pairs. Ask and answer the questions in exercise 3. Add information.  
A: How long have you lived in your house?  
B: I've lived there all my life. My parents moved there before I was born.





**Skills:** Focus on space

## Life in space

Since 2000, highly-trained astronaut teams have travelled 350 kilometres out into space to live and work. Most astronauts go for about three months. 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 rubbish. We asked Bill Ross on the International Space Station to tell us about living in space.



### Food in space

Almost all our food is in tins or dried. We even have to add water to drinks. We drink through a straw, otherwise liquids float around the cabin. There is no fridge, so we can't have cold drinks either. But there is a wide choice of food – soup, meat, vegetables, fruit, nuts, 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. 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

When we go into space in the shuttle or re-enter the Earth's atmosphere we wear special suits called LES (Launch Entry Suits). They 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 white specialised spacesuits with finger heaters in our gloves!

## Reading

- 1 **BEFORE YOU READ** Work in pairs. What is life like on a space station?  
Make notes about:

moving around   food   drinks   clothes

You can't drink from a glass.

**2** Read the article on page 46. Answer the questions.

1 How far is the International Space Station from Earth?

.....

2 Give three reasons why being in space is like camping.

.....

3 Why don't they use knives, forks and plates?

.....

4 Why are space suits white?

.....

**3** Match the words from the article with the definitions.

- |              |       |   |
|--------------|-------|---|
| 1 dispose of | ..... | a the containers food comes in                  |
| 2 inflatable | ..... | b an object you fill with air before you use it |
| 3 flare      | ..... | c throw away, e.g. rubbish                      |
| 4 packages   | ..... | d a bright flame used as a signal               |

**Listening****4** **6.3** Listen to the interview with Bill Ross. Decide if the sentences are true (T) or false (F). Correct the false sentences.

1 He enjoys looking at the Earth and into space.

.....

2 He watches films, reads books and calls home.

.....

3 Every crew member has his own cabin.

.....

4 You can see the sun rise every hour and a half.

.....

5 It is always easy to sleep in space.

.....

**Pronunciation** *rubbish, food, visible***5** **6.4** **READING ALOUD** Listen and repeat the poem. Then work in pairs. Practise reading aloud.

I'm not a sailor, I work far from the sea,  
 but I live on a ship with the rest of the team.  
 I read floating books and eat floating food,  
 I watch my favourite films in a floating room.  
 The moving world has a blue-green face,  
 but in my dreams I don't float in space.  
 I don't need gloves or ropes when I'm asleep,  
 I run with the ground beneath my feet!

**Writing****6** Imagine you are a journalist. Write six questions to ask an astronaut about his experience of life in space.*How long have you been on the space station?***Speaking****7** Work in pairs. Be a journalist and an astronaut. Use your questions from exercise 6.**Did you know?**

The record for the longest continuous stay in space is held by Dr Valeri Polyakov. He stayed there for 14 months!

## Project

### THE INTERNATIONAL SPACE STATION

#### How to prepare your project

- Look on the Internet to find out about the International Space Station. Here are two websites you could try: [www.internationalspacestation.com](http://www.internationalspacestation.com)  
[www.spaceflight.nasa.gov](http://www.spaceflight.nasa.gov)
- Print the documents and underline the useful parts.

A

What is the International Space Station (ISS)?  
How do you get to the ISS, and how long does it take?  
How often does it orbit the Earth?

B

What sort of experiments do astronauts do?  
What can you learn from studying space?

C

So far, where have the crew come from?  
What are the qualifications for being an astronaut?

- Find the answers to these questions:

A Facts about the ISS  
B What is the ISS for?  
C About the astronauts



## Module 4

# Keeping in touch

Read *The People Who Hugged the Tree*.

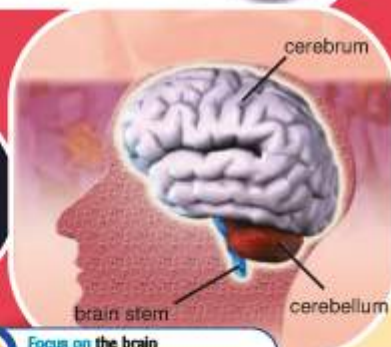


Read about how the Internet works.  
What is a server?



**Focus on communication**

Where do we get our information from?



**Focus on the brain**

What is your brain made up of?



**Project**

**PROCESSES**

### OUTCOMES

You will be able to:

- describe people
- talk about future plans
- agree and disagree
- make arrangements
- talk about the past



# 7

## Ideas and thoughts

### Grammar

present continuous as future; *neither / nor*; adverbs

### The People Who Hugged the Tree

Amrita Devi, centuries ago, knew the importance of trees. She lived in a mud village on the edge of a forest. Amrita Devi made everyone in her community protect their trees. She grew up having a favourite tree. Each day, she ran to her tree and threw her arms around it lovingly.



One day, the mighty Maharajah told his soldiers loudly, 'You're going into the forest and you're going to cut trees down so I can build a new fortress.' When Amrita heard the soldiers in the forest, she ran fast and begged them not to cut down the trees. But, soon the people heard the sound of crashing. Amrita saw her own tree come crashing down forcefully!

She hugged the dying tree sadly and said, 'You're neither providing shade from the desert sun anymore, nor helping the villagers find sources of water.'

The people of the village ran to the forest and stood by the trees, forcing the soldiers away. The Maharajah headed for the village with his advisors.



He ordered the soldiers angrily, 'You're cutting down the trees again.' The people begged the Maharajah to leave the trees, but their pleas were ignored. The people ran to hug the trees as the soldiers began to chop them down again.

Suddenly a storm came whipping across the desert destructively. After the storm passed the Maharajah saw the damage in the village. Now he understood the importance of the trees to the villagers. He told them, 'I admire your courage! We are not chopping down trees anymore!' The villagers rejoiced. The place where Amrita's tree crashed down became a special place so the people would never forget the tree's sacrifice.



## Vocabulary people's actions

## Ideas and thoughts

7

- 1 Work in pairs. Use these words to talk about what people you know do.
- |               |               |               |                              |
|---------------|---------------|---------------|------------------------------|
| <b>Father</b> | <b>Mother</b> | <b>Sister</b> |                              |
| protect       | hug           | admire        | A: What does your mother do? |
| provide       | cook          | study         | B: She cooks delicious food. |
| work          | walk          | play          | A: What does your sister do? |
|               |               |               | B: She studies very hard.    |

## Comprehension

- 2 **BEFORE YOU READ** This story is a classic folktale from Rajasthan, India. Work in pairs. Read the title of the story. Then look at the pictures on page 50 and try to answer the questions.
- 1 Guess what the story is about. \_\_\_\_\_
  - 2 Discuss your ideas with your partner. \_\_\_\_\_
  - 3 Who do you think the people in the second picture are? \_\_\_\_\_
- 3 **7.1** Listen and read the story. Answer the questions.
- 1 What is important about the village being a mud village? \_\_\_\_\_
  - 2 Why did Amrita think the trees were important? \_\_\_\_\_
  - 3 How did Amrita feel when she heard the trees crashing down? \_\_\_\_\_
  - 4 How do we know Amrita made everyone in her community protect the trees? \_\_\_\_\_
  - 5 How did the Maharajah realise the value of trees? \_\_\_\_\_
- 4 **OVER TO YOU** The Indian government named the first National Environment Memorial for the village of Rajasthan. Now you suggest a memorial for a village or city you know that did something good.

## Grammar in context present continuous as future

- 5 Read the story again. Complete the sentences from the text.
- You are going into the forest and you are going to cut trees down so I can build a new fortress.
- 1 You're \_\_\_\_\_ shade from the desert sun anymore, \_\_\_\_\_ the villagers find sources of water.
  - 2 You \_\_\_\_\_ down the trees again.
  - 3 We \_\_\_\_\_ trees anymore.
- 6 **Talking about future plans** Work in pairs. Tell each other about things you have arranged for next week.
- I'm having a piano lesson on Tuesday.  
We're going to the cinema on Saturday.
- 7 **7.2** Listen. How are the people speaking?
- politely angrily quietly fast slowly loudly
- 1 He's speaking slowly.



## Making plans

### Spring Break in Al Khiran

Jaber is the leader of his school's student council. He and his friends are planning to go to Al Khiran, in southern Kuwait, for their spring break.

**Jaber:** I'm so excited about our trip to Al Khiran.

**Ayman:** So am I.

**Abdelmohsen:** What are we doing when we get there?

**Jaber:** Why don't we play tennis in the morning?

**Abdelmohsen:** That's a good idea.

**Jaber:** Let's book the tennis court.

**Ayman:** Are we swimming after that?

**Jaber:** Yes, we are, in the new pool.

**Abdelmohsen:** Great! What are we taking for lunch?

**Jaber:** We're having sandwiches by the water channels.

**Ayman:** That sounds good! What are we doing in the afternoon?

**Jaber:** What about going to the beach? Are you keen on beach volleyball?

**Ayman:** No, I'm not.

**Abdelmohsen:** Neither am I.

**Jaber:** Then what about going to the gymnasium?

**Abdelmohsen:** That sounds interesting. Are you keen on weightlifting, Ayman?

**Ayman:** Yes, I am.

**Jaber:** That's brilliant. Let's call the others.



### Comprehension

**1 BEFORE YOU READ** Work in pairs. Look at the picture and answer the questions.

1 Have you been to Al Khiran?

---



---

2 What activities can you do in Al Khiran?

---



---

- 2 7.3 Listen and read the dialogue on page 52. Complete the Spring Break Plan.

Spring Break Plan		
Time	Places	Activities
Morning		
Lunchtime		
Afternoon		

- 3 Read the dialogue again. Decide if the sentences are true (T) or false (F). Correct the false sentences.

- 1 Jaber and his friends are planning the spring break. ....
- 2 They are going to Omra. ....
- 3 They are swimming in the new pool. ....
- 4 They are renting a boat. ....
- 5 Ayman and Abdelmohsen are both interested in beach volleyball. ....

**Grammar in context** Yes, I am. / No, I'm not. / So am I. / Neither am I.

- 4 a Write six true sentences about your plans.

I'm doing my homework this afternoon. I'm not seeing my aunt tomorrow.

.....

.....

.....



- b **Agreeing and disagreeing** Work in pairs. Agree or disagree with the sentences.

A: I'm doing my homework this afternoon.

B: So am I. / I'm not.

A: I'm not going out tomorrow.

B: Neither am I. / I am.

- 5 Work in pairs. Ask and answer questions about your plans. Use *what*, *where* and *when*.

- 6 Imagine you are a very busy person. Write a diary for your week. Leave two mornings and afternoons free. Use these ideas or invent other activities.

study play volleyball tennis football go swimming help your parents  
watch a DVD do a project write e-mails have lunch go to the gymnasium

- 7 **Making arrangements** Work in pairs. Arrange a meeting for next week. Use your notes in exercise 6.

A: Are you doing anything on Saturday morning?

B: Yes, I am. I'm going shopping.

**Did you know?**

'30 days have September, April, June and November. All the rest have 31 except February alone, which has 28 days clear and 29 in each Leap Year.'



**Skills: Focus on communication**

## Let's talk!

### 1 Why is communication important?

We all have ideas, knowledge, feelings and opinions that we want to share with other people. We also need to learn about our culture and the world around us.

### 3 How did we communicate in the past?

Oral culture was very important before the invention of writing. People had to keep all their knowledge in their memories, so older people told stories and facts to the younger generation. Later people learnt to carve and paint pictures on stone and they used these to exchange their ideas. After the invention of writing, people could write down everything they knew.



### 2 How do we learn to communicate?

We learn to communicate by imitating people around us. Babies imitate sounds and produce their first words at around twelve months. By two years old a child has learnt about 200 words.

### 4 How do we communicate today?

The invention of printing 500 years ago, telephones in the 19<sup>th</sup> century and radio, films, television and computers in the last century, changed the way we communicate. Nowadays we get a lot of our information from the Internet.



Communications satellites send signals across the world, so we can experience world events as they happen.

### 5 Have advances in communication improved our lives?

New technology is very exciting. We can watch news stories from all over the world, learn facts and information and enjoy entertainment. We can talk to our family and friends using technology, even when they are miles away. However, we must remember to talk to people face to face and learn from the people around us!

## Reading

### 1 BEFORE YOU READ Work in pairs. Answer the questions. Each week:

- How many phone calls do you make?
- How many text messages / e-mails / letters do you send?
- How long do you spend watching TV / reading / surfing the Net?



- 2** Read the article on page 54. Decide if the sentences are true (T) or false (F).  
Correct the false sentences.

- 1 Babies learn to speak by watching other babies. ....
- 2 A child knows 200 words by the time he is 24 months old. ....
- 3 Before the development of writing, people couldn't remember facts. ....
- 4 People used pictures before the invention of writing. ....
- 5 A lot of changes have happened in the last 200 years. ....
- 6 Face to face communication isn't important now. ....

- 3** Read the article again. Find words or expressions that mean:

Paragraph 1: facts and information .....

Paragraph 2: to copy .....

Paragraph 3: spoken .....

### Speaking

- 4** **OVER TO YOU** Work in groups. Discuss the questions.

- 1 How do you communicate with people (e.g. in writing, orally...)?
- 2 How do you learn to communicate better at school (e.g. ask questions to discuss with classmates)?
- 3 What is the best way to communicate bad news (e.g. failure in exams, shocking news, etc.)?
- 4 What do you think future communication will be like?

### Listening

- 5** **7.4** Listen and note the phone messages for Tom. Don't write complete sentences.  
Kevin called  
can't see you on Tuesday - having guitar lesson - will call again later

### Pronunciation *good, can*

- 6** **a** **7.5** Listen to the words. How many 'g' and 'c' sounds do you hear?
- 1 good get language
  - 2 can computer communicate
- b** **7.6** Listen and underline the sounds.
- 1 I gave my cousin a great computer game.
  - 2 I forgot my keys were in the pocket of my green coat.

### Writing

- 7** Write an e-mail to a friend about your plans for next week.

#### Did you know?

About 80% of the information on the Internet is in English.



# 8

## Messages

### Grammar

present simple passive; past simple passive

### Vocabulary communication verbs

- 1 Match the verbs with their definitions.

link exchange store distribute pass

- 1 give something and receive something else .....
- 2 share something out .....
- 3 make a connection .....
- 4 move or send .....
- 5 put things away and keep them safe .....

### Comprehension

- 2 **BEFORE YOU READ** Work in pairs. Make a list of things you can do on the Internet.

send messages listen to music

- 3 Read the article below. Decide if the sentences are true (T) or false (F). Correct the false sentences.

- 1 We can share information with people all over the world with the Internet. T
- 2 We have servers in our homes so we can surf the Internet. ....
- 3 The Internet uses telephone systems to send signals. ....
- 4 Information exchange on the Internet is very fast. ....
- 5 Your computer sends an e-mail directly to another computer by phoning it. ....

### How the Internet works

The Internet is really simple to use, but there's a lot of complex technology behind the World Wide Web. Computers are linked together in a giant network so they can share information. Information is exchanged between all the computers in a network – it doesn't matter where they are in the world.

There are two types of computer on the Internet – 'servers' and 'clients'. Servers are like assistants and clients are like customers. Information is stored and distributed by the servers. They are very powerful computers. Your home or school computer is a client and it can get information from the Internet.

Computers are linked together by telephone systems. Information is changed into telephone signals and sent quickly from one computer to another through the servers. Networks in different countries are linked by satellites and large undersea cables.



## How an e-mail is sent

- ❑ Jumana lives in Canada. She writes an e-mail to her friend Sarah in Kuwait.
- ❑ She presses 'Send'.
- ❑ Her message is sent by her computer to a server in Canada.
- ❑ It is then passed along bigger and faster communication channels via satellite.
- ❑ Within seconds it arrives at a server in Kuwait.
- ❑ Jumana's message is then sent to Sarah's electronic post box.
- ❑ Sarah opens her inbox and reads Jumana's e-mail.



- 4 Read the article above. Match the words with the parts of the picture.

server in Kuwait   server in Canada   Sarah's computer   Jumana's computer   satellite

1 Jumana's computer

### Grammar in context present simple passive

- 5 Read both articles again. Find the past participles of these verbs:

link ..... exchange ..... store ..... distribute .....  
send ..... pass ..... change .....

- 6 Complete the summary of *How the Internet works*. Use the passive form of the verbs in brackets.

Computers (1) ..... (link) together in a big network. This network (2) ..... (call) the Internet. Information (3) ..... (exchange) between computers. Home and office computers (4) ..... (link) to servers. Information (5) ..... (distribute) by these servers. The Internet (6) ..... (connect) together by telephone services.

### Did you know?

The @ sign is 500 years old. It was used by Italian traders to represent a measure for selling oil or grain.



# Getting your message across

Today we send e-mails – our ancestors used other methods



### Fires

Many cultures have used fire to send messages, especially Native Americans. Fires were lit in high places to say things like 'yes', 'no' or 'danger'. When the Greeks captured the city of Troy in 1200 BC, they lit bonfires to send the news.

### Messengers

Two thousand five hundred years ago, Darius the Great, the King of Persia, used messengers. Horse riders carried messages. New men and horses were used each day. A document took ten days to travel 3,200 kilometres. In Baghdad in the 11<sup>th</sup> century they started to use birds to carry messages.

### Flags

Flags were used by the Greeks 2,400 years ago. In the 18<sup>th</sup> century the French Navy gave 1,000 common messages different numbers. The message number was communicated to another ship using flags.

### Electric telegraph

The telegraph was introduced in the 1850s. It used electricity to send messages. This code of dots and dashes was named after Samuel Morse (1791–1872) and could send 30 words a minute.

### Post

The first postal service was in China in 900 BC. It was used by the government. In 1837 a 'one price' post was started in Britain. It was a great success and many other countries copied it.

### Telephone

In 1876 the first telephones were used. People in different places could speak to each other for the first time. The telephone was invented by two people: an Italian, Antonio Meucci and a Scots-American, Alexander Graham Bell. Today mobile phones have changed the way the phone is used.

### Internet

Nowadays millions of computers are connected globally by the Internet. The World Wide Web was invented by Tim Berners-Lee in the early 1990s.



## Comprehension

- 1 BEFORE YOU READ** Look at the pictures on page 58. Match them with the headings in the article. Draw a timeline and place the headings above the dates.

1 Post

- 2 8.1** Read the article and match the years with the events. Then listen and check your answers.

- |                   |   |
|-------------------|---|
| 1 In 1200 BC      | a the 'one price' post was started in England.  |
| 2 2,500 years ago | b a postal service was started.                 |
| 3 In 900 BC       | c the telegraph was introduced.                 |
| 4 In the 1990s    | d the telephone was introduced.                 |
| 5 In 1837         | e Tim Berners-Lee invented the World Wide Web.  |
| 6 In the 1850s    | f the Greeks used fires to send news.           |
| 7 In 1876         | g the King of Persia started to use messengers. |

- 3 OVER TO YOU** Work in groups. Discuss how you keep in touch.

letters mobile phone home phone face to face notes e-mail other ways

## Grammar in context past passive

- 4** Find six examples of the past passive in the article on page 58.

Fires were lit in high places ...

- 5** Complete the text with verbs in the past passive.

1 were produced

### The Compact Disc

The first CD players (1) ..... (produce) by the Japanese manufacturer Sony in 1982, but the public weren't impressed. Then a small portable CD player (2) ..... (manufacture) in 1984 and this (3) ..... (sell) in huge numbers. At the same time many music CDs (4) ..... (launch). More than 10,000 different musical recordings (5) ..... (make) within the first year! The length of the CD, 75 minutes, (6) ..... (choose) by Sony's chairman Norio Ohga. He (7) ..... (train) in music and knew that most pieces of music were less than 75 minutes long. This length of music needed a 12 centimetre diameter disc. The CD was born!



- 6 Talking about the past** Work in groups. Ask and answer questions.

**Find someone who was:**

- |                               |                            |
|-------------------------------|----------------------------|
| • given a DVD last year       | • driven to school today   |
| • taken to a museum last year | • born in December         |
| • taught to swim last summer  | • sent an e-mail yesterday |

A: Were you given a DVD last year?

B: Yes, I was. I was given it by my dad.



**Skills:** Focus on the brain

## BRAIN POWER

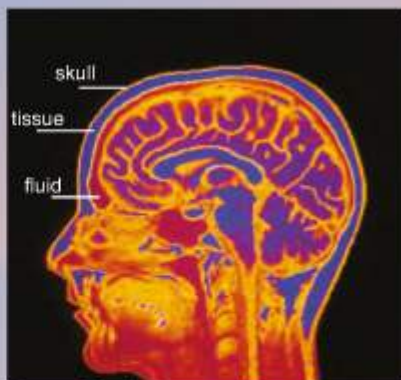
### Control centre

You know, you can play the violin, smell popcorn, tap your foot and think about a football match, all at the same time! You can do this by using your brain, the 'boss' of your body. The brain is made up of about 100 billion neurons. Although it makes up only two percent of your weight, it uses about 20 percent of your body's energy.



### Brain protection

Your jellylike brain has to be protected from injury. This happens in three ways. First, your skull is very hard and strong. Second, your brain floats in a fluid. Third, thick tissue surrounds the fluid.



### Parts of the brain

Look at the picture of the brain. The largest part is called the cerebrum. It looks like the wrinkled halves of a walnut, doesn't it? Well, this is the part that allows you to think. It lets you play computer games, remember phone numbers, solve problems and imagine stories. It also lets you know what a bird looks like and what a flower smells like.



Below the cerebrum is the cerebellum, which means "little brain". It makes the parts of your body work together well and helps you keep your balance. You need it when you ride your bike and think about other things at the same time.

Another small but important part of the brain is the brain stem. It controls actions that happen without you thinking, such as breathing. Wouldn't it be difficult to remind your heart to pump blood or your stomach to digest food?

## Vocabulary mind and body

- 1 BEFORE YOU READ** Match a sense with a verb and a part of the body.

**Senses:** smell hearing sight touch taste

**Verbs:** to touch to smell to see to taste to hear

**Parts of the body:** tongue eye nose skin ear

smell to smell nose

## Reading

- 2** Read the article on page 60. Answer the questions.

- 1 What is the largest part of your brain called? \_\_\_\_\_
- 2 What does this biggest part of your brain help you to do? \_\_\_\_\_
- 3 What part of your brain controls breathing? \_\_\_\_\_
- 4 What part of your brain controls movement? \_\_\_\_\_
- 5 What keeps your brain safe? Give two examples. \_\_\_\_\_

## Listening

- 3** **8.2** Listen to the radio programme and complete the notes.

**Tip 1:** Eat the right (1) \_\_\_\_\_. Eat (2) \_\_\_\_\_, meat and (3) \_\_\_\_\_ vegetables.

Avoid soft drinks, cakes and (4) \_\_\_\_\_.

**Tip 2:** Get enough (5) \_\_\_\_\_. Your brain solves (6) \_\_\_\_\_ while you sleep.

**Tip 3:** Get enough (7) \_\_\_\_\_. This (8) \_\_\_\_\_ you and prevents stress.

## Speaking

- 4** Work in pairs. Which activities do you prefer?

**Creative:** music painting drawing acting photography making models writing poetry

**Logical:** puzzles maths science remembering facts planning your work  
using computers learning languages

## Pronunciation brain, can

- 5** **8.3** Listen and underline the sounds.

1 brain weigh same makes plays

2 can action balance imagine happen



## Writing

- 6** Write about yourself and your partner. Use the results of your discussion in exercise 4.

Ziad likes drawing, photography and making models. He isn't so keen on puzzles and technology. He seems to be more creative. He wants to improve his maths.

## Project

### PROCESSES

#### How paper is made

You read from it, you write on it, you draw on it – but do you know how paper is made?

- Paper is made from wood. First the wood is chopped into pieces.
- Then chemicals are added to the wood pieces. This changes them into a thick liquid.
- This liquid is then cleaned with chemicals.
- Then the liquid is put into paper-making machines.
- It is pressed and dried to make paper.
- Finally, the paper is cut into different sizes.



#### Now you try!

- Choose one of these subjects:  
*How ... a newspaper is made / the pyramids were built / a letter arrives at its destination / paper is recycled / a weather forecast is made*
- Do some research in books or on the Internet. Here are two websites you could try:  
[www.en.wikipedia.org/wiki/Paper\\_recycling](http://www.en.wikipedia.org/wiki/Paper_recycling)  
[www.madehow.com/volume-2/Newspaper.html](http://www.madehow.com/volume-2/Newspaper.html)
- Print out some pictures or draw them.
- Write your description. (Use the passive where necessary.)

#### Before you start

- Read the project and find the passive verbs.



## Module 5

# Around the world



**Focus on ecosystems**  
What is this place?



Read about the environment.  
What's special about islands?



Read about an incredible journey.  
What's special about this ship?



Read *The Proud Astronomer*.

### 2 RAINFORESTS

the world are rainforests?  
rainforests like?  
e climate of a rainforest?  
and animal food

**Project**

**TROPICAL RAINFORESTS**

### OUTCOMES

You will be able to:

- talk about likes and dislikes
- make guesses
- discuss the environment
- discuss advantages and disadvantages
- talk about things you had to do

# 9

## The environment

### Grammar

that / which, who, where; either ... or ...; although, both ... and ..., after

### Island Life

- ① One out of ten people lives on an island. What is an island? It's a piece of land that is surrounded by water. There are islands all over the world. Islands are very special places and each one has its own plants and animals. Madagascar, off Africa, is an island where there are tropical forests, deserts, mountains, rivers and lakes.



- ② Islands develop life slowly. Seeds are brought by wind, sea or birds. Animals that can fly come next. Land animals are the last to arrive. Then, over millions of years, the plants and animals which live on islands change. For example, in Hawaii butterflies became heavier. This stopped the wind carrying them into the sea.
- ③ In 1963 a volcano erupted off the coast of Iceland, and over the next few days Surtsey Island was born. Scientists studied this new island where there were no animals or plants. Forty years later, over 60 kinds of plants are growing there and there are many insects and birds.
- ④ In the past, the people who lived on islands changed them. On one island, local people cut down the trees and built boats. When there was no more wood, the people died. Visitors who sailed to islands also changed them. For example, ships introduced goats which destroyed native plants and animals.
- ⑤ These days many of the animals that are found on islands are in danger. Of all the birds which became extinct in the last 200 years, most lived on islands.

## Vocabulary places

- 1 **BEFORE YOU READ** Work in pairs. Try to name one example of each of these places.

ocean desert mountain river forest plain lake

Atlantic Ocean

## Comprehension

- 2 Read the article on page 64. Choose the correct way to complete each sentence.

- 1 Every island in the world has:
  - a special plants and animals on it, and water round it.
  - b deserts on it.
  - c people on it.
- 2 Over millions of years:
  - a plants and animals on islands stay the same.
  - b plants, birds and animals arrive on islands.
  - c butterflies on all islands become heavier.
- 3 Surtsey Island:
  - a has scientists living on it.
  - b was formed by an earthquake.
  - c has already got plants and living creatures.
- 4 On one island, people:
  - a introduced goats.
  - b planted trees.
  - c left the island.
- 5 Nowadays:
  - a islands have lost all their birds in the last 200 years.
  - b A very small number of island animals are in danger.
  - c most of the birds which became extinct, lived on islands.

Grammar in context *that / which, who, where*

- 3 Read the article again. Match the beginnings with the endings of the sentences.
- |                                 |  |
|---------------------------------|--|
| 1 It is a piece of land .....   | a who sailed to islands also changed them. |
| 2 Madagascar is an island ..... | b who lived on islands changed them.       |
| 3 The plants and animals .....  | c where there are tropical forests.        |
| 4 The people .....              | d that is surrounded by water.             |
| 5 Visitors .....                | e which live on islands change.            |
- 4 **Talking about likes and dislikes** Talk about places you like or dislike. Use these ideas:

land mountain forest desert river lake island exciting noisy clean boring

I like the lake which is clean.

- 5 **OVER TO YOU** Write a paragraph about your likes and dislikes. Use *who, that / which* and *where*.

## Migration

### Journey North, Journey South

- 1 SOME ANIMALS MIGRATE enormous distances every year. They travel in search of food, warmth or a place to have their young. Although the journeys are often thousands of kilometres, the animals find their way.

How do they make these amazing journeys? Either they navigate by following the sun, moon or stars, or they use the Earth's magnetic fields. Birds also use the sun and they recognise landmarks, such as mountains.

#### Penguins

- 2 Penguins are the only birds that migrate by swimming. The penguins are generally found on the shores of Australia and New Zealand. They swim to the Chatham Islands, New Zealand to breed. Their flipper-like wings, streamlined bodies, paddle-like feet and watertight feathers help them "fly" underwater at speeds of up to 15 mph.



Penguins



Arctic tern

#### Arctic Terns

- 3 These sea birds spend summer in the Arctic north. The days are long and there is a lot of food for their young. After this they fly 16,000 kilometres to spend summer in the Antarctic south. In one year they experience summer both in the north and the south. They travel over one million kilometres during their lifetime.

#### Grey Whales

- 4 Grey whales travel to cold waters for food and to warmer waters to have their young. This means they have to travel 20,000 kilometres – 10,000 kilometres there and 10,000 kilometres back. It is the longest migration for any mammal. The whales spend winter in the warm seas near Mexico where they look after their young in the warm water. Then in February they go north to the Arctic water where there is a lot of food. It takes them two months.



Grey whale





## Comprehension

## 1 BEFORE YOU READ Think about the winter and summer in your country.

- 1 How long are they and which months are they? .....
- 2 What are the average temperatures? .....
- 3 What happens to plants and animals? .....
- 4 Are there any typical winds or weather conditions? .....

## 2 Read the article on page 66. Answer the questions.

- 1 Why do animals migrate? .....
- 2 How do they make long journeys? .....
- 3 Where are penguins found? .....
- 4 Why does the Arctic tern migrate? .....
- 5 What do grey whales do in cold and warm waters? .....
- 6 Which animal travels the furthest in one journey? .....

## 3 Read the article again. Find words that mean:

- Paragraph 1: very big .....
- Paragraph 1: incredible .....
- Paragraph 3: the length of a life .....



## OVER TO YOU Work in pairs.

## 4 What information do you find surprising in the article?

Grammar in context *either ... or ..., although, both ... and ..., after*

## 5 Look at the article again. Find the sentences that have the following words and expressions:

either ... or ...

although

both ... and ...

after

## 6 Complete the sentences with words and expressions from exercise 5.

- 1 ..... Madagascar is an island, it is richer in wildlife than a continent.
- 2 When birds navigate they ..... follow the sun, moon or stars, ..... they recognise landmarks.
- 3 ..... the Mexican winter ends the grey whales swim to the Arctic.
- 4 ..... Arctic terns ..... grey whales travel vast distances.

## Did you know?

Everywhere on Earth has 12 hours of daylight on the spring equinox (March 21<sup>st</sup>) and the autumn equinox (September 21<sup>st</sup>).



### Skills: Focus on ecosystems

- 1 **BEFORE YOU READ** There are six main kinds of ecosystems: ice, seawater, freshwater, desert, forest and grassland. Different animals live in each ecosystem. Here we will learn about two ecosystems.

In pairs discuss these questions.

- 1 What kinds of animal live in the sea?
- 2 What kinds of animals live in grasslands?

## Our Study of Ecology

by Abdelrahman and Hamad  
**Two Amazing Ecosystems**

### Ocean depths

The ocean makes up the largest of all the ecosystems on our planet, although we understand very little about it. In fact, we know more about the surface of the moon than we do about life on the floor of the ocean. Here, the water is very cold (about 3°C), because sunlight cannot reach such a depth. The water is also under pressure, and is high in oxygen but low in food. Many kinds of fish and shellfish live in these deep waters. They feed on seaweed, which grows there, and on dead fish and plants that fall from above. Although the water is mostly very cold, there are some places on the ocean floor where hot water pours in from below. Here, tiny bacteria live in water that is 80°C!



### Grasslands

Natural grasslands are vast plains. They cover 25% of all the land on Earth. There are grasslands in Asia, Australia and the Americas, but the largest are in Africa. Apart from grass there are also bushes and trees. All these plants must survive on little water. Giraffes eat the leaves at the top of trees, wildebeest eat hard grass, while other animals eat soft grass. There are also many hunters such as lions and cheetahs.



## Vocabulary

- 2 Use these words to complete the sentences.

sunlight seaweed pressure depth pours above below

- 1 \_\_\_\_\_ shines down on the ocean's surface from \_\_\_\_\_.
- 2 Deep-water fish eat \_\_\_\_\_, as well as dead plants and fish.
- 3 The water is cold on the ocean floor because sunlight cannot reach this \_\_\_\_\_.
- 4 The water on the ocean floor is also under \_\_\_\_\_.
- 5 Hot water \_\_\_\_\_ into the cold ocean from \_\_\_\_\_.

## Reading

- 3 Read the articles on page 68. Answer the questions.

- 1 Which do we know more about – the floor of the ocean or the surface of the moon?
- 2 Why is the ocean floor so cold?
- 3 What three things do fish that live on the ocean floor eat?
- 4 Where do you find grasslands?
- 5 Describe the diets of three grasslands animals.



## Did you know?

There is no light at all at the bottom of the ocean.

## Listening

- 4 **9.1** Listen to Jason, Anna and Peter calling home. Where are they? Choose from:

Saudi Arabia The Antarctic Australia South Africa Brazil

- 5 **9.1** Listen again. Who says:

- 1 It's really hot and dry here. \_\_\_\_\_
- 2 It rains here a lot. \_\_\_\_\_
- 3 It's incredibly cold here. \_\_\_\_\_
- 4 There are lots of insects. \_\_\_\_\_
- 5 The forests are full of wildlife. \_\_\_\_\_
- 6 We're driving in a jeep. \_\_\_\_\_

Pronunciation *year, jet*

- 6 **9.2** Which words have 'y' sounds and which have 'j' sounds? Listen and put the words in the right column.

year jacket use journey jet your

y	j

## Speaking

- 7 Talk about an ecosystem or habitat (desert, forest, river, seaside, etc.). Make notes and give a talk to the class.

- 1 What is the climate like?
- 2 What are the seasons like?
- 3 What community lives there?

## Writing

- 8 Write a paragraph about the ecosystem you chose.

## Grammar

*anything, everything, everyone, had to, didn't have to***The Proud Astronomer**

Once, there lived a proud old astronomer. He knew almost everything about the universe. He owned a big telescope. If the sky was clear, he could navigate across the desert using the stars. He didn't have to use a compass.



The astronomer thought he was better than everyone else. He was not concerned about anything on Earth. Sometimes, he was so busy looking at the sky that he didn't notice people passing by. His humble neighbour often told him, 'You can't just ignore people. Everyone thinks you're very strange. No one likes you. You must try to be friendly.' But the astronomer ignored his neighbour's advice.



One evening, the astronomer wandered along a narrow alley in his home town. His whole attention was fixed on the sky. He fell accidentally into a deep well and suffered many cuts and bruises. He couldn't get out. He cried out loudly for help.

His neighbour ran to the well. He went to find a ladder, but the ladder was too short. The neighbour returned with a big bucket and a long coil of rope. At last, he was able to pull the astronomer out of the well.

'You poor old man,' the neighbour said. 'You stare at heaven, but you cannot see what is on Earth!'



## Comprehension

- 1 **BEFORE YOU READ** Look at the title of the story and the pictures on page 70. Can you guess what the story is about? Write three sentences.

- 2 **10.1** Listen and read the story on page 70. Answer the questions.

- 1 Why was the old astronomer proud? .....
- 2 What equipment did he use? .....
- 3 How did he find his way across the desert? .....
- 4 How did his accident happen? .....
- 5 What did the neighbour first bring to the well? .....
- 6 How did the neighbour help the astronomer? .....
- 7 What do you learn from this story? .....

Grammar in context *anything, everything, everyone and no one.*

- 3 Complete the sentences. Use *anything, everything, everyone and no one*.

- 1 Is ..... at home?
- 2 I'm hungry. Is there ..... to eat?
- 3 ..... in this museum is ancient.
- 4 There isn't ..... in the cabinet. It's empty.
- 5 ..... is happy to be on holiday.
- 6 ..... wants to go to the park. They are too tired.



- 4 Work in pairs. Label the pictures below.

- 1 Which of these objects are mentioned in the story on page 70?
- 2 Which one is mentioned but not used in the story?
- 3 Which ones are not mentioned at all?
- 4 Which objects do you use?
- 5 What do you use them for?



- 5 **OVER TO YOU** Work in pairs. Why do you think that the astronomer's neighbour went to help him out of the well?

## An incredible journey

# The Sindbad Voyage

*The amazing stories of Sindbad the sailor have entertained generations of readers. But were they fact or fiction?*



1 In November 1981 the historian and explorer Tim Severin started a fantastic seven-month journey. He wanted to prove something. He knew that over 1,000 years ago Arab merchants sailed from the Arabian Gulf to China. But he believed that the voyage was described in Sindbad's adventures.

2 To prove this, Tim had to do research. He had to study ancient manuscripts and read academic studies of Arab ships. He had to read about early sails and how the ships were steered. He also had to read many different versions of the Sindbad story.



3 Tim decided to build a *dhow*, a ship used 1,000 years ago. He called it the *Sohar*. Thirty skilled Omani builders had to copy ancient ship-building methods. Not one nail was used! They had to 'sew' the boat together with 640 kilometres of rope. The men worked ten hours a day, six days a week for 165 days.

4 With his crew of 25 Omanis and Europeans he sailed across the Arabian Sea, the Indian Ocean and the China Seas. They made the 9,600 kilometre voyage from Oman to Canton in China. They didn't use modern maps. They used a 15th century navigation book by Ibn Majid and navigated by the stars.



5 Unlike Sindbad, Tim and his crew didn't have to sail across the sea on a whale and they didn't have to fly through the air on a huge bird! However, they faced other dangers. They had to avoid large modern ships. They had to swim among sharks while they repaired the rudder. The winds

dropped and they didn't move for a month. They had to drink rainwater and eat fish that they caught from the sea to survive.

6 Tim wrote a book called *The Sindbad Voyage*. Like Sindbad, Severin the sailor had some incredible adventures!



**Vocabulary** parts of a ship

- 1** **10.2 BEFORE YOU READ** Match the words with the parts of the picture. Then listen and check.

mast deck rope sail anchor life belt



**Comprehension**

- 2** Read the article on page 72. Find what these numbers refer to:

1981 1,000 640 25 9,600 15



- 3** Read the article again. Answer the questions.

- 1 What did Tim Severin want to prove? .....
- 2 What did he build? .....
- 3 Why was the ship-building special? .....
- 4 Which seas did they cross? .....
- 5 How did they navigate? .....
- 6 Why was their journey dangerous? .....

**Grammar in context** *had to, didn't have to*

- 4** Read the article again and answer the questions.

- 1 What did Tim have to do? .....
- 2 What did the ship-builders have to do? .....
- 3 What did Tim and his crew have to do? .....
- 4 What didn't Tim and his crew have to do? .....

- 5** **Talking about things you had to do** Work in pairs.

yesterday last week last year

Yesterday I didn't have to go to school because I was ill.  
Last week I had to go to the dentist.



## Skills: Focus on helping the world

### Vocabulary recycling

- 1 **BEFORE YOU READ** Work in pairs. How many of these things do you throw away in a typical month?

glass bottles cardboard boxes plastic bottles batteries plastic bags crisp and sweet packets drinks tins magazines

### Links - Reduce, Reuse, Recycle

Welcome to the latest issue of *LINKS*. This week we're asking you about how you help the environment.

In our school we did a project called *Reduce, Reuse, Recycle*. You can reduce energy by turning off lights. You can save water by turning off water taps. You can reuse paper and plastic bags. And you can recycle by taking your bottles and tins to a recycling centre.

**Carmen, Mexico**

There was a festival in our local park to raise awareness about the environment. There were talks and films, and there were people selling food, books and posters. It was very interesting. We had fun and we helped the world at the same time.

**Kamel, Kuwait**

We grow our own fruit and vegetables – they taste great. Our little 'urban garden' is helping the environment too – we eat less food that has travelled thousands of miles in polluted aeroplanes. And we use collected rainwater for our plants.

**Susan, USA**

I love animals and my aunt and uncle have bought me a really special present. I have 'adopted' a rare animal! It's an elephant called Kiruba. She lives in Africa, but I send money to people there, who use it to help look after her. I received a lovely poster and

**Nick, Canada**

I get information about her. I love helping nature directly like this.

### Reading

- 2 **10.3** Listen and read the *Links* webpage. Who:
- went to a festival?
  - 'adopted' a rare animal?
  - grows his or her own food?
  - did a school project on helping the environment?
- 3 Find words in the webpage that mean:
- to make smaller in amount (Carmen) .....
  - to use again (Carmen) .....
  - knowledge or understanding (Kamel) .....
  - making air, water or soil dirty (Susan) .....



### Listening

- 4** **10.4** Listen to the interviews with Noura, Mohammed and Simon. Which projects are they doing?
- Recycling mobile phones
  - Tree planting
  - Helping save wild animals
  - Reusing paper
- 5** **10.4** Listen to the interviews again. Decide if the sentences are true (T) or false (F). Correct the false sentences.
- 1 At Noura's school students planted 100 trees last year. ....
  - 2 Trees make the air cleaner. ....
  - 3 Simon belongs to a charity called the WWF. ....
  - 4 The charity WWF organises runs. It receives money if people don't finish the run. ....
  - 5 Last month Simon raised £1,500 to save the tiger. ....

### Speaking

- 6** **OVER TO YOU** What can you do to help the environment? Discuss the advantages and disadvantages of the different ideas.
- Reduce the quantity of things you buy.
  - Reuse paper and plastic bags.
  - Recycle materials you use.
  - Do things to make people more aware.
  - Grow your own food.

### Pronunciation *ship, which*

- 7** **10.5** Listen and underline the sounds.
- 1 ship fish should Phoenician
  - 2 which kitchen March research



### Writing

- 8** Write some advice to help people reduce energy use and recycle.
- Turn off the lights when you leave a room.

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#### Did you know?

About 400 billion aluminium tins are made every year.  
54% of each new tin is made from recycled aluminium.

## TROPICAL RAINFORESTS

- Where in the world are rainforests?
- What are rainforests like?
- What is the climate of a rainforest?
- What plants and animals do you find in a rainforest?
- What people live in rainforests?
- What common foods come from rainforests?
- How do rainforests help us when we are ill?
- Why are rainforests important for the environment?
- What is happening to the rainforests?



### Make a wall poster about rainforests

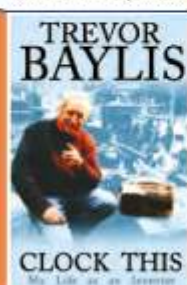
- Read the questions and decide how to find the answers.
- Look in books, magazines or use the Internet. Here are two websites you could try:  
[www.rainforestconcern.org](http://www.rainforestconcern.org)  
[www.rain\\_tree.com](http://www.rain_tree.com)
- Write out the questions and answers.
- Download and print photos or draw pictures.
- Draw a map and stick it on your poster.
- Stick them all on a large sheet of paper.
- Don't forget to write a good title!



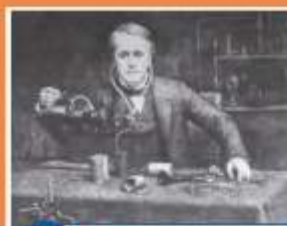
## Module 6

# Science and discovery

Read *The Wind-up Radio*.



Read about an experiment.  
What do you think this is used for?



**Focus on inventors**  
What do you think this man invented?

**Focus on accidental discoveries**  
What do you use these for?



## A FAMOUS SCIENTIST OR

### Al-Zahrawi – pioneer of modern surgery

Abu al-Qasim al-Zahrawi was born in Al-Zahra, Spain in 936 CE and died in 1013 CE. He spent his whole life working in the field of medicine.

**Project**

## A FAMOUS SCIENTIST OR INVENTOR

## OUTCOMES

You will be able to:

- talk about decisions
- discuss future plans
- make and accept offers
- discuss inventions
- talk about conditions

# 11

# Inventions

## Grammar

will for decisions; going to for plans; I'll ..., Shall I, ...

## The Wind-up Radio



Trevor Baylis was born in London in 1937. When he was fifteen, he was a champion swimmer. Then he went to college to study engineering. Later, he had his own company that built swimming pools. He also worked on TV as a special kind of swimmer.

One day in 1991, Trevor Baylis was watching a TV programme about illness in Africa. A doctor was talking.

**Trevor Baylis** If more people have radios, we can use the radios to tell them about illnesses and other problems. But many people don't have electricity, and batteries are expensive. Shall I do nothing? No! I'll think of something.

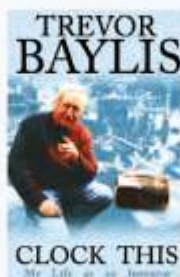
Then Baylis had a brilliant idea.



**Trevor Baylis** A radio doesn't need a lot of power. I'm going to make a radio that doesn't need batteries. People will simply turn a handle to make the radio work.

He worked for three years. He built a wind-up radio but he didn't have enough money to make more than one. He took his invention to many companies, but no-one believed in his idea.

**Trevor Baylis** I will not give up. Shall I fail? No! I'm going to succeed.



In 1994, Trevor Baylis had his big chance. He went on TV. He turned the handle for two minutes, and his radio worked for fifteen minutes.

Many people watched him on TV. Trevor Baylis was in business. Now, you can find his wind-up radios in homes all over the world.



**Comprehension**

- 1 BEFORE YOU READ** Work in pairs. Look at the title of the story on page 78. Also look at the pictures.

- 1 What is the story about? .....
- 2 Who is the story about? .....
- 3 What is his job? .....

- 2 11.1** Listen and read the story on page 78. Answer the questions.

- 1 How old is Trevor Baylis now? .....
- 2 Which sport was he good at? .....
- 3 What did he study? .....
- 4 In which year did Trevor Baylis have his brilliant idea? .....
- 5 What did Trevor Baylis invent? .....
- 6 What was Trevor Baylis's big chance? .....

- 3 OVER TO YOU** Work in groups.

- 1 What was special about Trevor Baylis's radio? .....
- 2 Why did he invent it? .....
- 3 Why did it take three years before he succeeded? .....

**Grammar in context** *shall, will, 'll, going to*

- 4** Complete the sentences with words from the story.

- 1 ..... I do nothing?
- 2 I ..... think of something.
- 3 I'm ..... make a radio that doesn't need batteries.
- 4 People ..... simply turn a handle to make the radio work.
- 5 ..... I fail?
- 6 I'm ..... succeed.



- 5 Talking about decisions** Work in pairs. Imagine these situations. Talk about what you will do.

- 1 You receive a wind-up radio as a gift. ....
- 2 You have a lot of homework. ....
- 3 It's a very hot day. ....
- 4 You see an accident. ....

- 1 I'll listen to my favourite radio station.

- 6 Talking about future plans** Work in pairs. Talk about your plans for next week. Use these ideas:

go swimming   do homework   visit relatives   play football   practise a musical instrument  
play computer games   play tennis   do a project

I'm going to go swimming.

I'm going to do my project. We're going to ...

## An experiment with light

### Making a rainbow

#### Electricity

##### What you need

a glass of water  
a sheet of white paper  
a table  
a window  
a sunny day

##### What to do

- 1 Fill the glass with water.
- 2 Place a table in the sunlight near a window.
- 3 Place the sheet of white paper on the floor.
- 4 Put the glass on the edge of the table. Make sure that the sun shines through the water. Be careful that the glass doesn't fall off the table and break!
- 5 Move the paper into the sunlight.
- 6 Move the glass and the paper until a rainbow appears on the paper.



① **Omar:** Shall I fill the (1) \_\_\_\_\_ with water?  
**Waleed:** Yes, please.

③ **Teacher:** How are your experiments progressing, Omar?  
**Omar:** Fine, thank you.  
(7) \_\_\_\_\_ finish before the end of the  
(8) \_\_\_\_\_.

② **Omar:** What do we do next?  
**Waleed:** (2) \_\_\_\_\_ place a  
(3) \_\_\_\_\_ in the sunlight near the window.  
**Omar:** Fine, I've put the paper on the floor. Now I'll (4) \_\_\_\_\_ the glass on the (5) \_\_\_\_\_ of the table.  
**Waleed:** Be (6) \_\_\_\_\_ that the glass doesn't fall!

④ **Waleed:** (9) \_\_\_\_\_ I move the paper into the sunlight?  
**Omar:** Yes, please. I'll (10) \_\_\_\_\_ the glass.  
**Waleed:** Look at the paper. There's a (11) \_\_\_\_\_ !

## Vocabulary everyday objects

### 1 BEFORE YOU READ Look at the objects on page 80.

- 1 Which ones can you see through? .....
- 2 Which ones can't you see through? .....
- 3 Which one shows you a picture of yourself? .....
- 4 Which one do you use if you can't see well? .....

## Comprehension

### 2 **11.2** Read and listen to the dialogues on page 80. Write the missing words.

1 glass

### 3 Work in pairs. Read the dialogues again. Answer the questions.

- 1 Why must the boys place the glass on the edge of the table? .....
- 2 Which four everyday objects do they use for the experiment? .....
- 3 Why must they put the table near the window? .....
- 4 Do you think the experiment would work with a sheet of red paper? Why? Why not? .....

## Grammar in context I'll ..., Shall I ... ?

### 4 Making and accepting offers Work in pairs. Make and accept offers.

help you carry them    lend you mine    answer it (x 2)  
look it up in the dictionary    turn up the air conditioning

- 1 The phone's ringing. ....
- 2 There's someone at the door. ....
- 3 It's hot in here. ....
- 4 I can't find my pen. ....
- 5 My bags are very heavy. ....
- 6 What's a battery? ....

A: The phone's ringing.    B: I'll answer it.    A: Thanks.

### 5 OVER TO YOU Work in pairs. Read the explanation below. With your partner, label the colours of the rainbow.

green    violet    blue    orange    red    yellow

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....



The light from the sun is called 'white light'. It is made up of many colours.  
When white light passes through water, it breaks up into many colours. This is called refraction.

### Did you know?

We cannot see all light. Light beyond red light is called infrared. Some animals, such as snakes, can see infrared light. This means they can see in the dark.



**Skills:** Focus on inventors

## Inventors who changed the world

### Thomas Edison

THE GREATEST INVENTOR  
OF ALL TIME



THOMAS EDISON was one of the most amazing inventors ever. He was also an engineer. He invented the first machine for playing music. He also invented the cinema. He greatly improved the light bulb and the telephone. But his most famous work was with electricity.

Edison was very clever, but he didn't do well at school. His teacher said that Thomas could not think clearly. So Edison only went to school for three months. After that, his mother taught him at home.

As a young boy, Edison loved to do experiments. They did not always succeed. 'I get results in everything I try,' he said, later, 'I've discovered many things that don't work!' When he was ten, his parents allowed him to build a laboratory at home.

Edison had many accidents. He burned down a building in his father's garden. When he was working on a train, he set fire to that, too! And later, when he was working for a newspaper, he burned a hole in his boss's desk. The next day, he lost his job.

When Edison improved the telephone, he wanted one word as a telephone greeting. The word he invented was 'hello'. When he was an old man, he explained his secret: 'To invent you need a good imagination and a pile of junk.'

### PROFESSOR BRANESTAWM

A FICTIONAL GENIUS



Professor Branestawm is not a real person. He is the invention of Norman Hunter, who wrote stories about him. There are many books about Professor Branestawm, the crazy inventor. He invents many new machines. Some of them don't work at all. Some nearly work. Others work, but not in the way that the professor expects.

Professor Branestawm is very clever, but he easily forgets what he is doing. He also loses things. In one story, he loses fourteen different copies of the same book! In another story, he invents a machine for peeling potatoes. It doesn't need electricity. The professor powers it by riding a bicycle!

The professor can't see well, so he has five pairs of spectacles. One pair is for reading, one is for writing, one is for outdoors and one is for looking over the top of. The fifth pair of glasses is for looking for all the other pairs when they get lost!



## Reading

- 1 **BEFORE YOU READ** Work in groups. Think about life 150 years ago. There was no electricity in people's homes. How was life different then?

There weren't any computers. You couldn't phone your friends.

- 2 Read the articles on page 82. Answer the questions.

- 1 Who is Norman Hunter? .....
- 2 Is Professor Branestawm a successful inventor? .....
- 3 Find a word in the article that means 'mad'. .....  
Find another word that means 'glasses'. .....
- 4 How many pairs of glasses does the professor have? .....
- 5 Name two things that Edison invented. ....
- 6 Name two things that he improved. ....
- 7 What word did he invent? What machine was it for? .....

## Listening

- 3 **11.3** What were the five most important inventions in history? Listen to Fatima and Nada. Write the inventions they chose.

the electric light the computer the bicycle the telephone  
the camera the Internet the train nuclear power  
the TV the aeroplane the radio the car the fridge



## Speaking

- 4 **OVER TO YOU** Work in pairs. Choose the five most important inventions in the last 200 years. Use these expressions:

I agree. I see what you mean. Me too! That's true. I'm not sure. I don't agree.

## Pronunciation *there, nearly*

- 5 **11.4** Listen and write the words in the right column.

pairs parents engineer clearly

there	
nearly	

### Did you know?

Thomas Edison didn't need much sleep. Sometimes he worked for two or three days without going to bed at all!

## Writing

- 6 Write a paragraph comparing Professor Branestawm and Thomas Edison. How are they similar and how are they different? Include:

- who is real or not real
- who has accidents or is careful
- who succeeds or fails
- who works with electricity or does not

# 12

## Creativity

### Grammar

*If he creates ..., he builds ...  
If you wear ..., you will be ...*

## Be Creative

Creativity is the ability to invent or imagine something new. 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 problems.

### A 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 all the changes made by designers in the past.

### B 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.

### C Changing how we do things

Sometimes new ideas bring about a change to how we do things. In the past all surgical operations involved cutting the patient.

But if you send a small tube with a camera into a person's body, you can treat him from the inside.

### D Finding a new use for things

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

Some of the best scientific developments have come from this idea. The first plastic was developed in the 19<sup>th</sup> century for making balls.

But in 1889 it was discovered that you could use it for photographic film.

### E Changing approach

When we try to solve a problem, we often think of only one way to approach it. But if you change the approach, you sometimes find a different solution. For example, most city planners slow traffic down with speed restrictions, road marks 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.

## Comprehension

- 1 **BEFORE YOU READ** How creative are you? Work in groups. Think of as many things as possible to do with these objects:

paper clip metal ruler wooden spoon pencil

You could use a paper clip to draw on wood.

- 2 Read the article on page 84. Match the examples with the headings.
- |  |  |
|--|--|
| 1 using a small camera in medicine .....     | 4 linking computers and networks ..... |
| 2 the development of plastic .....           | 5 building a better car .....          |
| 3 taking street signs away in the city ..... |  |
- 1 Changing how we do things

## Vocabulary nouns and verbs

- 3 Look at the article again and find:
- a the noun form of *improve*, *develop* and *solve*. .....
- b the verb form of *combination* and *discovery*. .....

## Grammar in context If he creates ..., he builds ...

- 4 Read the article again. Match the beginnings with the endings of the sentences.

- |  |
|--|
| 1 If a car designer creates a more comfortable car, .....            |
| 2 If you combine the ideas of a computer and a network, .....        |
| 3 If you send a small tube with a camera into a person's body, ..... |
| 4 If you look at something that exists, .....                        |
| 5 If you change the approach, .....                                  |
| 6 If you take all the signs away, .....                              |

- a you get the Internet.  
 b he builds on all the changes made by designers in the past.  
 c cars go slower.  
 d you can treat him from the inside.  
 e you can think of another use for it.  
 f you can sometimes find a different solution.



- 5 **Talking about conditions** Work in pairs. Say what is true for you.
- If I sleep badly, I .....
  - If I don't eat enough lunch, I .....
  - If my best friend is sad, I .....
  - If I lose something important, I .....
  - If I get a good mark at school, I .....

If I sleep badly, I can't concentrate the next day.

## Science quiz

### Links - Science Quiz

#### *If you ..., what will happen?*

- 1 If you don't breathe while you are chewing,
  - a the food will taste better.
  - b the food will taste worse.
  - c you won't be able to taste anything.
- 2 If you wear white clothes in the sun,
  - a you will be hotter than someone in dark clothes.
  - b you will be cooler than someone in dark clothes.
  - c you will be the same temperature as someone in dark clothes.
- 3 Harry and William are walking in the rain.  
If Harry starts running,
  - a he will get wetter than William.
  - b he will get as wet as William.
  - c he will be drier than William.
- 4 If you look directly at the sun,
  - a you will damage your eyes.
  - b you will see the colour blue.
  - c you will see better.
- 5 If you heat water at the top of a mountain,
  - a it will boil at less than 100°C.
  - b it will boil at 100°C.
  - c it won't boil.
- 6 If you travel faster than the speed of light,
  - a you will get older.
  - b you will stay the same age.
  - c you will get younger.
- 7 If you remove the air from inside a tin,
  - a it will explode.
  - b it will become smaller.
  - c it will turn round.





**Vocabulary verbs****1 BEFORE YOU READ** Match the verbs with the definitions.

- |                 |   |
|-----------------|---|
| 1 explode ..... | a recognise the flavour of food and drink       |
| 2 breathe ..... | b heat liquids to a high temperature            |
| 3 damage .....  | c make something break up with a loud noise     |
| 4 taste .....   | d cause physical harm to something              |
| 5 remove .....  | e take air into your body and send it out again |
| 6 boil .....    | f take away                                     |

**Comprehension****2 OVER TO YOU** Work in pairs. Do the quiz on page 86. Make a note of your answers.**3 a 12.1** Listen to the answers to the quiz and correct your answers. How many did you get right?**b 12.1** Listen again and write the missing words.

- We need (1) ..... to taste food.
- (2) ..... clothes reflect the sun's rays and you stay (3) .....
- (4) ..... clothes absorb the rays and you get (5) .....
- The rain won't only hit his (6) ..... and shoulders - it will hit all over the front of his (7) .....
- The sun's rays are very (8) ..... so (9) ..... look straight at the sun.
- There is (10) ..... air pressure at the (11) ..... of a mountain.
- This is (12) ..... complicated to (13) .....!
- The air pressure on the (14) ..... is (15) ..... than the air pressure (16) ..... the tin.

**Grammar in context** *If you wear ..., you will be ...***4** Complete the sentences.

- If I ..... (get) a good result in English, my parents ..... (buy) me a present.
- If Riadh ..... (come) to my house tomorrow, we ..... (play) computer games.
- If I ..... (go) to Egypt, I ..... (visit) Cairo.
- If they ..... (look) out of the window, they ..... (see) my new car.

**5 Talking about conditions** Work in groups. Talk about tomorrow.

feel ill   your grandparents visit   get a bad mark   get an e-mail

A: What will you do if you feel ill tomorrow?

B: I'll stay at home.

C: My mum will call the doctor if I'm ill.

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## Skills: Focus on accidental discoveries

### Seeing the possibilities

Many great discoveries were made while scientists were researching something else. We say they happened by accident. But the scientists were clever enough to recognise the importance of something strange or unusual. They used a combination of imagination and knowledge to understand the importance of what they found. As the inventor Art Fry said, 'The more you learn, the more you are able to see.'



#### Vaccines

**Louis Pasteur,**  
**French biologist and chemist, 1822-1895**

Pasteur was one of the most important scientists of all time. He made many useful discoveries. His work proved that many diseases are caused by bacteria. He also created vaccines. A vaccine is a weak form of a disease. It helps a person to cope with the strong form of the disease. It makes the person's body immune to the disease. The idea of vaccines came to Pasteur by accident. He was experimenting on chickens. He gave the birds a disease and they all died. He asked his assistant, Charles Chamberland, to give the disease to some more chickens. Pasteur then went on holiday. Chamberland didn't follow Pasteur's instructions. Instead, he also went on holiday!

When the scientists returned, the disease was weaker than before. They gave the weak disease to the chickens, and they didn't get worse and die. This is how Pasteur discovered how to make an animal or a person immune to a disease.

#### 'Yellow stickies'

**Spence Silver and Art Fry,**  
**American researchers**

In the late 1960s Dr Spence Silver was trying to invent a new glue for sticky tape. By mistake, he created a very weak glue instead. This glue was unusual, as it did not dissolve in water and did not melt. Silver kept his experimental glue, but for five years he could not find a use for it.

Art Fry worked for the same company. He sang songs and marked his place in his song book with pieces of paper, but they kept falling out! Art Fry realised that Dr Silver's glue would stick paper but not strongly. The paper with the glue on it could be taken off and used again. And this is how 'yellow stickies' were invented!

Vaccines:  
Louis Pasteur

Monday  
January 5th

- Discoveries  
Inventions

- Check  
answers

**Reading**

- 1 Have you ever had a vaccine? For which diseases?  
2 Do you use yellow stickies? What for?
- 2 Read the article on page 88. Decide if the sentences are true (T) or false (F).  
Correct false sentences.
- 1 Knowledge and imagination help scientists come up with new ideas. \_\_\_\_\_
  - 2 Vaccines cause many diseases. \_\_\_\_\_
  - 3 Pasteur discovered vaccines by accident. \_\_\_\_\_
  - 4 Chamberland did exactly what Pasteur asked. \_\_\_\_\_
  - 5 Dr Silver wanted to make a strong glue. \_\_\_\_\_
  - 6 Art Fry found a use for Dr Silver's glue. \_\_\_\_\_

**Listening**

- 3 **12.2** Listen to Lee Johnson, an expert on creative thinking. Decide if the sentences are true (T) or false (F). Correct the false sentences.
- 1 Always carry a notebook and pen or pencil. \_\_\_\_\_
  - 2 Go for a drive in a car. \_\_\_\_\_
  - 3 Don't read a lot of books. \_\_\_\_\_
  - 4 Watch a lot of TV. \_\_\_\_\_
  - 5 Exercise your brain. \_\_\_\_\_
  - 6 Have a positive attitude. \_\_\_\_\_

**Pronunciation work**

- 4 **12.3** Listen and underline the sounds.
- 1 work 2 turn 3 research 4 learn 5 worse 6 bird

**Speaking**

- 5 **OVER TO YOU** Work in groups. Tell a group story.  
Each person says a line of a story. Start:  
Hassan was listening to the news when the phone rang.

**Writing**

- 6 Write the story you told in exercise 5.
- Discuss how you can change or improve it.
  - Write out your own version.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Did you know?**

In 1986, yellow stickies were used to design a computer programme.

## Project

### A FAMOUS SCIENTIST OR INVENTOR

#### Al-Zahrawi – pioneer of modern surgery

Abu al-Qasim al-Zahrawi was born in El Zahra, Spain in 936 CE and died in 1013. He spent his whole life working in medicine, and surgery in particular. He wrote a huge work called Kitab al-Tasrif made up of 30 books. It is a medical encyclopaedia. It was translated into many languages.



From the 12<sup>th</sup> century until the 17<sup>th</sup> century it was the main source of medical knowledge in Europe.

Al-Zahrawi is remembered as the father of modern surgery. In his encyclopaedia he lists over 200 surgical instruments. He invented at least 26 of these. He was also the first person to discover that catgut is the best material to use for stitches as it dissolves away naturally. It seems to be the only natural material that does so. He made this discovery by accident, when his pet monkey ate his lute strings!



#### Now you try!

- Write about a famous scientist or inventor.
- Look in books or on the Internet to find out facts. Here are two websites, you could try:  
[www.famousscientists.com](http://www.famousscientists.com)  
[www.tms.riverview.wednet.edu/LRC/Inventions.htm](http://www.tms.riverview.wednet.edu/LRC/Inventions.htm)  
 Use the model to help you write your project.
- You don't have to describe the invention or discovery in detail. Write a simple explanation.

#### Useful words and expressions

He / She investigated / discovered / drew / wrote / created / built / made / invented ...  
 including probably perhaps  
 He / She was the greatest ...  
 Among other things, he / she ...  
 The most important contribution he / she made was ...

Paragraph 1: Biographical information and an interesting short summary

Paragraph 2: Some of the things he / she discovered or invented

Paragraph 3: Some additional information

Paragraph 4: The most important contribution



# Literature time!



## Literature time

### Stars in his Eyes

Stars in his Eyes

by Raja T Nasr

'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.





## Silas Marner

by George Eliot

### Silas Marner

Silas Marner had a lot of bad luck. First of all, when he was a young man he was wrongly accused of stealing money. His best friend, William Dane, committed the crime and blamed Silas. He did this because he wanted to marry Silas's fiancée himself. No one believed Silas when he said he didn't steal the money, so he packed his bags and left the town.

Silas travelled by cart to a village called Raveloe. He rented a cottage just outside the village and started work as a weaver. For years he worked very hard making cloth, and he was paid by his customers in gold coins. He saved most of his money, and hid it under the floor. He had no friends and he seldom went out. People were suspicious of him, and a little bit afraid.

The most important family in Raveloe were Squire Cass and his two sons, Godfrey and Dunstan. The two young men were not very good sons. They

wasted their father's money, and Godfrey deceived his father by marrying secretly. Godfrey's wife was called Molly and they had one child, but no one except Dunstan knew that.







Dunstan was afraid his father would find out about his debts. One night he entered the weaver's cottage and stole his gold coins. After that he disappeared from Raveloe and was never seen again. Meanwhile, Silas returned home and discovered the loss of his gold. Now he had nothing. He was alone and completely miserable. He thought nothing worse could happen to him. Then one winter's evening Godfrey's wife Molly went past the weaver's cottage with her daughter. She was feeling very ill, and she lay down in the snow and died. The little girl was very cold and hungry, and she wandered into Silas's cottage.

From the moment that the little girl came through Silas's door, his life changed. He had lost all his gold, but now he had something much more precious. He called the girl Eppie, and he brought her up as his adopted daughter. Godfrey Cass never told anyone that he was Eppie's real father, but he sometimes gave Silas money to buy things for her.

One day, when Eppie was eighteen, the body of Dunstan Cass was found at the bottom of a stone quarry. He had slipped and fallen there on the night that he had robbed Silas Marner. The gold coins were found by his side. From then on Silas was quite a wealthy man. Eventually Eppie married a farm labourer, but she did not leave the weaver alone. She and her husband lived happily in Silas's cottage, and looked after the old man as well as he had cared for her.



## A Sound in the Air

by Raja T Nasr

# A sound in the Air

People laughed at Guglielmo Marconi all through his life because he had such big ears. But it is possible that he heard sounds through those ears which other people could not hear. And he worked all his life to send those sounds back through the air to a waiting, listening world. Young Marconi had the best teachers to give him lessons at home in Italy. He loved books, especially those on science. He had a curious mind and always wanted to prove for himself what he read.

One day, when he was sitting by an open window, it seemed that a thousand noises filled his ears. 'Where are they all coming from?' he asked himself. 'And where will they go? What happens to all the words people say? Do they stay in the air round the earth, just waiting for someone to pick them up?'

At once Marconi went to work. Sounds can be made to travel, he thought, if they are given a push by electricity. If I can push a piece of wood across the waves on water, I can also send sounds through the air waves by electrical power.

A few weeks later he called his mother and father up to his workroom for a surprise. He touched a little machine, and two floors below there was the sound of a buzz. 'How did you do it?' they asked. 'Your machine is so far from the sound.' 'That's right,' he said joyfully. 'I have just found a way to carry sound without wires – a wireless way.'

Although Marconi's father did not think the wireless sound would ever be important, he gave his son some money to continue his work. 'Father, with this money I am going to send messages round the world one day.'

He made a wireless machine and took it to England, where the public were ready to hear new ideas. 'What can those machines do?' they asked. 'I can send messages through the air,' he replied.



## A Sound in the Air



'Show us!' they said. And he did. On March 27, 1899, Marconi pressed the key on his wireless at a small village on the coast of France. After a few minutes of dead silence, a sound returned from across the channel at Dover, England: 'Your message was received. Very good.'

The British government helped Marconi to set up wireless stations all along the coast. He also put some of his machines on ships. One night during a bad storm at sea, two ships were in trouble and sent out calls for help. Marconi's wireless stations on the shore received the calls and sent help at once. All the men were saved.

Still, this was not enough for the Italian scientist. He wanted to send messages across the Atlantic Ocean, and he would not rest until this was done. He was sure that air waves follow the same line as water waves going round the Earth.

By 1901 he was ready to prove that he could do it. It was a thin, sick man who climbed to the top of a hill on the Newfoundland coast on the night of December 12. The sea was very stormy. He hoped that it would not stop him from hearing the message he expected to receive from England.

The time came. 'Now they are saying things to me,' he said, with his ear close to the receiving instrument. Half-an-hour passed. No sound. Another half-an-hour and then – a faint sound – one, two, three times! 'This must be it!' he cried. But he told no one. Instead, he waited for other messages sent during the next three days. All came through to him.

On December 15, 1901, Marconi told the world that he had heard messages by wireless from across the Atlantic Ocean. His great discovery led to many more wonderful things, like the radio, which we enjoy today.



## Journey to the Centre of the 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.





## Journey to the Centre of the Earth



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!



## Sing or Work?



My dad runs a garage just outside the city. It's the biggest garage in town. It's a family business and my dad's 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 man called Don came to work for my dad, as a mechanic, but he didn't stay long.

Dad's garage is so big that he 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 whose name is Antonio. He's a short, heavy man, and he moves slowly, but he has a lot of power. His job is to walk around, check what the

mechanics are doing and 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 the rising star among the mechanics in the workshops. But Antonio didn't like Don. Antonio used to tell Don he was putting the wrong part into the engine, or not cleaning the parts properly before he put an engine back together.

After a while, Don made a serious mistake. He lost interest in his work. That was the beginning of real trouble for Don. He found a hole in the fence at the edge of the car park next to the workshop. He crawled through the hole and went to sit under a tree. He spent the days singing to himself instead of working.

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

### Sing or Work?



After a while, of course, Antonio found out what Don was doing. He set a trap. Antonio was too big to crawl through the hole, so early one morning, before Don arrived at work, he took a ladder and used it to climb over the fence. He used the ladder again to climb up into the tree. He pulled the ladder up behind him and hid the ladder among the leaves. He waited for Don to arrive.

Sure enough, an hour later, Don crawled through the hole in the fence and came to sit under the tree. 'You like to think I'm working, but I'm not,' he started singing.

At first, Antonio was really angry at this behaviour. But after a few moments, he began to laugh. And his laughter made his body shake, and his body shaking made the branch he was sitting on break, and he fell out of the tree on top of Don.

Don was astonished. Antonio stood up and looked him in the eye. And he sang these words to the same tune that Don was using:

'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.



# Glossary

## A

**accidental** *adjective* p.89  
happening by chance, unexpectedly

**accidentally** *adverb* p.71  
happening without being planned or intended

**achieve** *verb* p.100  
reach or attain (a desired objective, level, or result) by effort, skill, or courage

**act** *verb* p.37  
to perform in a play, television production or film

**actually** *adverb* p.45  
used to add new information to what you have just said, to give your opinion or to start a new conversation

**adapt** *verb* p.27  
to gradually change your behaviour and attitudes in order to be successful in a new situation

**adopt** *verb* p.75 and p.95  
1 choose an animal to become a house pet  
2 taking a child into your family and treating him or her as your own child

**adventurous** *adjective* p.31  
not afraid of taking risks or trying new things

**advisor** *noun* p.51  
a person who gives advice, typically someone who is expert in a particular field

**aeroplane** *noun* p.37  
a powered flying vehicle with fixed wings and a weight greater than that of the air it displaces

**along** *preposition* p.17  
from one place on something such

as a line, road or edge towards the other end of it

**amazing** *adjective* p.67  
very good, especially in an unexpected way

**ancestor** *noun* p.59  
a member of your family who lived a long time ago

**apart** *adverb* p.69  
except for

**approach** *verb* p.85  
to begin to deal with a situation or problem in a particular way or with a particular attitude

**archaeologist** *noun* p.33  
a scientist who studies human history and prehistory through the excavation of sites and the analysis of physical remains

**architect** *noun* p.23  
someone whose job it is to design buildings

**army** *noun* p.33  
an organised military force equipped for fighting on land

**astounded** *adjective* p.29  
very surprised about something

**athletics** *noun* p.9  
sports such as running and jumping

## B

**backwards** *adverb* p.92  
in the direction that is behind you

**beg** *verb* p.15  
to ask for something in an anxious or urgent way, because you want it very much

**bend** *verb* p.9  
to move part of your body so that it is not straight or so that you are not upright

**boast** *verb* p.15  
to talk too proudly about your abilities, achievements or possessions

**boil** *verb* p.87  
when a liquid boils, or when you boil it, it becomes hot enough to turn into gas

**bonfire** *noun* p.59  
a large outdoor fire, either for burning waste or for a party

**book** *verb* p.53  
to reserve in advance

**brain stem** *noun* p.61  
a long and thin supportive section of the brain

**break up** *Phrasal verb* p.81  
if something breaks up, or if you break it up, it breaks into a lot of small pieces

**breath** *verb* p.87  
to take air into your lungs and send it out again

**breed** *verb* p.67  
if animals breed, they mate in order to have babies

**bruise** *noun* p.71  
a purple or brown mark on your skin that you get because you have fallen, been hit etc

**burn down** *Phrasal verb* p.83  
if a building burns down or is burned down, it is destroyed by fire

**buzz** *noun* p.96  
a continuous noise like the sound of a bee

## C

**cable** *noun* p.57  
a plastic or rubber tube containing wires that carry telephone



messages, electronic signals, television pictures etc  
**capture** verb p.59  
 to get control of a place or object that previously belonged to an enemy, during a war  
**career** noun p.41  
 a job or profession that you have been trained for, and which you do for a long period of your life  
**carve** verb p.55  
 to make an object or pattern by cutting a piece of wood or stone  
**cattle** noun p.43  
 cows and bulls kept on a farm for their meat or milk  
**cerebellum** noun p.61  
 the bottom part of your brain that controls your muscles  
**cerebrum** noun p.61  
 the principal and most anterior part of the brain in vertebrates, located in the front of the skull and consisting of two hemispheres, left and right, separated by a fissure  
**chariot** noun p.13  
 a vehicle with two wheels pulled by a horse, used in ancient times in battles and races  
**charity** noun p.75  
 an organisation that gives money, goods or help to people who are poor, sick etc  
**chew** verb p.87  
 to bite food several times before swallowing it  
**collect** verb p.33  
 to get things of the same type from different places and bring them together  
**combine** verb p.85  
 if you combine two or more different things, or if they combine, they begin to exist or work together  
**command** verb p.93  
 to give an order or orders  
**communication** noun p.55  
 the process by which people exchange information or express

their thoughts and feelings  
**complex** adjective p.57  
 consisting of many different parts and often difficult to understand  
**conversation** noun p.39  
 an informal spoken exchange of news and ideas between two or more people  
**cope** verb p.89  
 to succeed in dealing with a difficult problem or situation  
**coral reef** noun p.17  
 a line of hard rocks formed by coral, found in warm water that is not very deep  
**cottage** noun p.15  
 a small house in the country  
**council** noun p.53  
 a group of people that are chosen to make rules, laws or decisions, or to give advice  
**courage** noun p.51  
 the quality of being brave when you are in danger, in pain, in a difficult situation etc  
**courtyard** noun p.31  
 an open area enclosed by walls or buildings, especially in a castle or large house  
**crater** noun p.98  
 the round open top of a volcano  
**crawl** verb p.101  
 move forward on the hands and knees or by dragging the body close to the ground  
**creative** adjective p.85  
 someone who is creative is very good at using their imagination to make things  
**creativity** noun p.85  
 the ability to use imagination to produce new ideas, make things etc  
**crew** noun p.73  
 all the people who work on a ship or plane  
**crop** noun p.23  
 a plant such as rice, wheat or fruit that is grown by farmers and used for food

**crowded** adjective p.29  
 full of people or things  
**cry out** Phrasal verb p.71  
 to make a loud sound of fear, shock, pain etc  
**curiosity** noun p.99  
 the desire to know about something  
**cut down** Phrasal verb p.65  
 to cut through the main part of a tree so that it falls to the ground

## D

**damage** verb p.87  
 to cause physical harm to something or to part of someone's body  
**dead** adverb p.97  
 completely  
**debt** noun p.95  
 a sum of money that a person or organisation owes  
**deeply** adverb p.43  
 used to emphasise that a belief, feeling, opinion etc is very strong, important or sincere  
**destroy** verb p.65  
 to damage something so badly that it no longer exists or cannot be repaired or used again  
**destructively** adverb p.51  
 causing great harm or damage  
**dhow** noun p.19  
 a ship used by Arab traders through the centuries  
**directly** adverb p.75  
 exactly in a particular position or direction  
**discus** noun p.9  
 a sport that involves throwing a heavy flat circular object as far as possible  
**dispose of** Phrasal verb p.47  
 to get rid of something, especially something that is difficult to get rid of  
**dissolve** verb p.89  
 if a solid dissolves, or if you dissolve it, it mixes with a liquid and becomes part of it

**distribute** verb p.57  
to share things among a group of people, especially in a planned way

**disturb** verb p.23  
to move something or change its position

**dome** noun p.31  
a rounded vault forming the roof of a building or structure

**dramatic** adjective p.85  
great and sudden, connected with acting or plays

**dreamer** noun p.92  
someone who dreams while they are asleep

## E

**ecology** noun p.69  
the way in which plants, animals and people are related to each other and to their environment, or the scientific study of this

**ecosystem** noun p.69  
all the animals and plants in a particular area, and the way in which they are related to each other and to their environment

**edge** noun p.81  
the part of an object that is furthest from its centre

**engineer** noun p.23  
someone whose job it is to design or build roads, bridges, machines etc

**enormous** adjective p.67  
very big in size or in amount

**entertain** verb p.73  
to amuse or interest people in a way that gives them pleasure

**erupt** verb p.65  
if a volcano erupts, it explodes and sends smoke, fire and rock into the sky

**event** noun p.37  
a thing that happens or takes place, esp. one of importance

**ever** adverb p.37  
a word meaning at any time; often used in questions

**evolution** noun p.85  
the gradual change and development of an idea, situation or object

**exchange** verb p.55  
to discuss something or share information, ideas etc

**excited** adjective p.53  
happy, interested or hopeful because something good has happened or will happen

**exciting** adjective p.23  
making you feel excited

**expect** verb p.83  
to think that something will happen because it seems likely or has been planned

**expensive** adjective p.79  
costing a lot of money, not cheap

**experiment** noun p.81  
a scientific test done to find out how something reacts under certain conditions, or to find out if a particular idea is true

**explode** verb p.87  
to burst, or to make something burst, into small pieces, usually with a loud noise and in a way that causes damage

**explosion** noun p.99  
a loud sound and the energy produced by something such as a bomb bursting into small pieces

**extinct** adjective p.65  
an extinct type of animal or plant does not exist any more

**extremely** adverb p.43  
to a very great degree

## F

**faint** adjective p.97  
difficult to hear

**fall off** Phrasal verb p.81  
if part of something falls off, it becomes separated from the main part

**fantastic** adjective p.25  
extremely good, attractive, enjoyable, etc

**fat** noun p.27  
a substance that is stored under the skin of people and animals that helps to keep them warm

**feeling** noun p.55  
an emotion that you feel, such as anger, sadness or happiness

**ferry** noun p.17  
a boat that carries people or goods across a river or a narrow area of water

**fiancée** noun p.94  
a woman who has promised to marry a particular man

**fiction** noun p.73  
books and stories about imaginary people and events

**fictional** adjective p.83  
fictional people, events etc are imaginary and from a book or story

**fit** adjective p.11  
someone who is fit is strong and healthy, especially because they exercise regularly

**flag** noun p.59  
a piece of cloth, typically attached at one edge to a pole, used as a marker or signal

**flame** noun p.13  
hot, bright burning gas that you see when something is on fire

**float** verb p.47  
if something floats, it moves slowly through the air or stays up in the air

**flow** verb p.29  
to move along steadily and continuously in a current or stream

**fluid** noun p.61  
liquid

**forcefully** adverb p.51  
using physical force

**foreman** noun p.100  
a worker, esp. a man, who supervises and directs other workers

**fortnight** noun p.45  
two weeks

**forwards** adverb p.92  
closer to a person, place or position

that is in front of you

**frozen** adjective p.27

earth that is frozen is so cold it has become very hard.

**furious** adjective p.43

very angry

## G

**generation** noun p.19

all people of about the same age

**geologist** noun p.98

a scientist who studies the rocks, soil etc that make up the Earth, and the way they have changed since the Earth was formed

**giant** adjective p.57

extremely big, and much bigger than other things of the same type

**give up** Phrasal verb p.41

to stop trying to do something

**globally** adverb p.59

relating to the whole world

**gloves** noun p.47

a piece of cloth that you wear on your hand in order to protect it or to keep it warm

**grassland** noun p.69

a large area of land covered with wild grass

**gravity** noun p.47

the force that causes something to fall to the ground or to be attracted to another planet

**grizzly bear** noun p.25

a very large bear that lives in the northwest of North America

**gunpowder** noun p.99

an explosive substance that is used in bombs and fireworks

**gymnasium** noun p.53

a special building or room that has equipment for doing physical exercise

**gymnastics** noun p.13

a sport involving physical exercises and movements that need skill, strength and control, and that are often performed in competitions

## H

**hailstone** noun p.29

a small ball of frozen rain

**handle** noun p.79

the part of an object that you use for holding it

**harp** noun p.15

a large musical instrument with strings that are stretched across a vertical frame with three corners, and that you play with your fingers

**head for** Phrasal verb p.51

to go or travel towards a particular place, especially in a deliberate way

**health** noun p.55

the general condition of your body and how healthy you are

**hearty** adjective p.43

a hearty meal is very large and wholesome

**historian** noun p.23

someone who studies history, or the history of a particular thing

**hoard** noun p.33

store of money, useful information or valued objects

**honour** verb p.41

to show publicly that someone is respected and admired, especially by praising them or giving them a special title

**hug** verb p.51

to hold something or someone in your arms

**huge** adjective p.23

extremely large in size, amount or degree

**human being** noun p.25

a person

**humble** adjective p.15

having a low social class or position

## I

**illness** noun p.79

a disease of the body or mind, or the condition of being ill

**illustrate** verb p.39

provide (a book or periodical) with

pictures

**imitate** verb p.55

to copy the way someone behaves, speaks, moves etc

**immune** adjective p.89

the reaction of the body's system to something that is harmful

**improve** verb p.55

to make something better, or to become better

**incredible** adjective p.29

extremely good, large or great, unbelievable

**inflatable** adjective p.47

an inflatable object has to be filled with air before you can use it, especially a boat or a toy

**infrared** noun p.81

an infrared light gives out heat but cannot be seen

**inhabitant** noun p.29

one of the people who live in a particular place

**inhale** verb p.43

to breathe in air, smoke or gas

**invent** verb p.79

to create, design a new type of thing

**inventor** noun p.83

someone who has invented something, or whose job is to invent things

**involve** verb p.85

if an activity or situation involves something, that thing is part of it or a result of it

## J

**joyfully** adverb p.96

with great pleasure and happiness

## K

**keen** adjective p.53

someone who is keen on something is very interested in it or enjoys doing it very much

**keep in touch** Phrasal verb p.45

keep talking or writing to someone

in order to not lose contact

## L

**landmark** *noun* p.67

something that is easy to recognise and helps you know where you are

**layer** *noun* p.27

an amount or piece of a material or substance that covers a surface or that is between two other things

**leftover** *noun* p.43

food that has not been eaten at the end of a meal

**legend** *noun* p.29

an old, well-known story, often about brave people, adventures or magical events

**let** *verb* p.45

to allow someone to do something

**lifetime** *noun* p.67

the period of time during which someone is alive or something exists

**light bulb** *noun* p.83

the glass object inside a lamp that produces light and has to be replaced regularly

**lily** *noun* p.15

one of several types of plant with large bell-shaped flowers of various colours, especially white

**link** *verb* p.57

to make a connection between two or more things

**local** *adjective* p.45

relating to the particular area you live in, or the area you are talking about

**lovingly** *adverb* p.51

done with a lot of care and attention

**lung** *noun* p.11

one of the two organs in your body that you breathe with

## M

**magnetic** *adjective* p.67

concerning or produced by magnetism

**manuscript** *noun* p.73

a book or document written by hand

**mask** *noun* p.33

a likeness of a person's face moulded or sculpted in clay or wax

**meadow** *noun* p.15

a field with wild grass and flowers

**memory** *noun* p.55

someone's ability to remember things, places, experiences

**messenger** *noun* p.59

someone whose job is to deliver messages or documents, or someone who takes a message to someone else

**method** *noun* p.59

a planned way of doing something, especially one that a lot of people know about and use

**mighty** *adjective* p.51

very strong and powerful, or very big and impressive

**migrate** *verb* p.67

if birds or animals migrate, they travel regularly from one part of the world to another

**minaret** *noun* p.31

a slender tower, especially that of a mosque, with a balcony from which a muezzin calls Muslims to prayer

**miserable** *adjective* p.95

extremely unhappy, because you feel lonely, cold or badly treated, for example

**modern** *adjective* p.39

belonging to the present time or most recent time

**monster** *noun* p.98

an imaginary or ancient creature that is large, ugly and frightening

**mud** *noun* p.51

wet earth that has become soft and sticky

## N

**native** *adjective* p.65

growing, living, produced etc in one particular place

**navigate** *verb* p.67

to find which way you need to go when you are travelling from one place to another

**nearly** *adverb* p.31

almost, but not quite or not completely

**nephew** *noun* p.98

the son of your brother or sister, or the son of your husband's or wife's brother or sister

**neuron** *noun* p.61

a type of cell that makes up the neuron system and sends messages to other parts of the body or the brain

**nomadic** *adjective* p.27

people who live in tents and move from place to place

**nose clip** *noun* p.19

a small metal or plastic object that is used for clipping someone's nose to prevent water from entering

**notice** *verb* p.71

if you notice something or someone, you realise that they exist, especially because you can see, hear or feel them

## O

**oasis** *noun* p.27

a place with water and trees in a desert

**Olympic** *adjective* [only before noun] p.13

relating to the Olympic Games

**outdoor** *adjective* p.83

existing, happening or used outside, not inside a building

**own** *adjective and pronoun* p.37

used to emphasise that something belongs to or is connected with a particular person or thing and not any other

**oyster shell** *noun* p.19

the hard outer part that covers and protects an oyster



## P

**park** verb p.17  
to put a car or other vehicle in a particular place for a period of time

**pass by** verb p.71  
to go past a person, place, vehicle etc

**pass** verb p.57  
to move or send

**pearl** noun p.19  
a small round white object that forms inside an oyster, and is a valuable jewel

**peel** verb p.83  
to remove the skin from fruit or vegetables

**penpal** noun p.45  
someone you make friends with by writing letters, especially someone who lives in another country and who you have never met

**pentathlon** noun p.13  
a sports event involving five different sports

**pick up** verb p.96  
to collect something from a place

**plea** noun p.51  
a request that is urgent or full of emotion

**plunge in** Phrasal verb p.15  
to jump or dive into water

**porridge** noun p.43  
oats that are cooked with milk or water and served hot for breakfast

**post** noun p.59  
the official system for carrying letters, packages etc from one place to another

**powerful** adjective p.57  
having great power or strength

**present** noun p.45  
something you give someone on a special occasion or to thank them for something

**pressure** noun p.69  
the force or weight that is being put onto something

**pretty** adjective p.17  
something that is pretty is pleasant to look at

**probably** adverb p.33  
used to say that something is likely to happen, likely to be true etc

**profession** noun p.23  
a job that needs a high level of education or training

**progress** verb p.81  
to improve, develop or achieve things so that you are then at a more advanced stage

**properly** adverb p.100  
correctly or satisfactorily

**prove** verb p.73  
to show that something is true by providing facts, information etc

**pull up** Phrasal verb p.19  
to raise someone or something out of a place below

## Q

**questionnaire** noun p.37  
a set of printed questions, usually with a choice of answers, devised for a survey or statistical study

## R

**rainbow** noun p.81  
a large curve of different colours that appears in the sky when there is both sun and rain

**rainfall** noun p.27  
the amount of rain that falls on an area in a particular period of time

**rainwater** noun p.75  
water that has fallen as rain

**rare** adjective p.75  
not seen or found very often, or not happening very often

**reach** verb p.17  
to arrive at a place

**really** adverb p.39  
very, extremely

**recently** adverb p. 41  
not long ago

**refraction** noun p.81  
the fact or phenomenon of light,

radio waves etc, being deflected in passing obliquely, through the interface between one medium and another or through a medium of varying density

**rejoice** verb p.51  
feel or show great joy or delight

**repair** verb p.100  
fix or mend

**represent** verb p.13  
to be a sign or mark that means something

**rest** verb p.97  
stop working or doing an activity for a time and sit down or lie down to relax

**reuse** verb p.75  
to use something again

**rhinoceros** noun p.25  
a large, heavy African or Asian animal with thick skin and either one or two horns on its nose

**rise out** Phrasal verb p.15  
to go up from one position to another

**rocky** adjective p.27  
covered with rocks or made of rock

**roller-skating** noun p.11  
the activity of moving across the ground on roller skates (boots with wheels attached to the soles)

**rope** noun p.19  
very strong, thick string, made by twisting many thinner strings together

**rubbish** noun p.47  
food, paper etc that is no longer needed and has been thrown away

**rudder** noun p.73  
a flat part at the back of a ship or aircraft that can be turned in order to control the direction in which it moves

## S

**sacrifice** noun p.51  
when you decide not to have something valuable, in order to get something else, esp. something

more valuable	2 used to emphasise how easy it is to do something	<b>strap</b> noun p.47
<b>sail</b> verb p.65	<b>sink</b> verb p.29	a narrow band of strong material that is used to fasten, hang or hold onto something
to travel on or across an area of water in a boat or ship	to go down below the surface of water, mud etc	<b>stretch</b> noun p.11
<b>sandy</b> adjective p.27	<b>skull</b> noun p.61	the action of straightening your arms, legs or body to full length
covered with sand or containing a lot of sand	the bones of a person's or animal's head	<b>submissive</b> adjective p.15
<b>satellite</b> noun p.57	<b>skyscraper</b> noun p.39	always willing to obey someone and never disagreeing with them, even if they are unkind to you
a machine that has been sent into space and goes around the Earth, moon etc, used for radio, television and other electronic communication	a very tall modern city building	<b>suddenly</b> adverb p.41
<b>seagull</b> noun p.17	<b>slow down</b> Phrasal verb p.85	quickly and unexpectedly
a large common grey or white bird that lives near the sea	to become slower or to make something slower	<b>suffer</b> verb p.71
<b>seashore</b> noun p.19	<b>spacesuit</b> noun p.47	to experience physical or mental pain
the land at the edge of the sea, consisting of sand and rocks	a special protective suit that people wear in space, that covers the whole body and provides a supply of air	<b>sultan</b> noun p.31
<b>seaweed</b> noun p.69	<b>spectacular</b> adjective p.31	a Muslim sovereign
a plant that grows in the sea	very impressive	<b>suspicious</b> adjective p.94
<b>service</b> verb p.100	<b>speed</b> noun p.87	not trusting someone or something
perform routine maintenance or repair work on a vehicle or machine	the rate at which something moves or travels	<b>swimming pool</b> noun p.79
<b>set up</b> Phrasal verb p.97	<b>sprint</b> verb p.9	a structure that has been built and filled with water for people to swim in
to prepare the equipment that will be needed for an activity so that it is ready to be used	to run very fast for a short distance	<b>swing</b> verb p.9
<b>share</b> verb p.55	<b>stare</b> verb p.71	to make regular movements forwards and backwards, or from one side to another
to have or use something with other people	to look at something or someone for a long time without moving your eyes, because you are surprised, angry or bored	
<b>shellfish</b> noun p.69	<b>starry-eyed</b> adjective p.92	
an animal that lives in water, has a shell and can be eaten as food, for example crabs, lobsters and oysters	happy and hopeful about things in a way that is silly or unrealistic	<b>take away</b> Phrasal verb p.85
<b>shot put</b> noun p.9	<b>steer</b> verb p.73	to remove someone or something, or make something disappear
a sport in which you throw a heavy metal ball as far as you can	to control the direction of the ship	<b>take off</b> Phrasal verb p.89
<b>shoulder</b> noun p.11	<b>sticky</b> adjective p.89	remove
one of the two parts of the body at each side of the neck where the arm is connected	made or covered with a substance that sticks to surfaces	<b>tap</b> verb p.61
<b>shuttle</b> noun p.47	<b>stingy</b> adjective p.43	to hit something lightly, especially with your fingers or foot, in order to make a pattern of sounds
a plane, space craft or other vehicle that makes regular short journeys between two places	not generous, especially with money	<b>tape</b> noun p.89
<b>simply</b> adverb p.79	<b>store</b> verb p.57	a narrow length of plastic that is sticky on one side and is used to stick things together
1 used to emphasise what you are saying	to keep facts or information in your brain or on a computer	<b>target shooting</b> noun p.13
---	<b>strange</b> adjective p.25	the activity of aiming and shooting at a round board with circles on it
	unusual or surprising, especially in a way that is difficult to explain or understand	<b>taste</b> verb p.87
	<b>strangely</b> adverb p.23	to experience or recognise the taste of food or drink
	in an unusual or surprising way	

<b>telegraph</b> <i>noun</i> p.59	hottest parts of the world	area, usually without a clear direction or purpose
an old-fashioned method of sending messages using radio or electrical signals	<b>tug on</b> <i>Phrasal verb</i> p.19	<b>warm-up</b> <i>noun</i> p.11
<b>tern</b> <i>noun</i> p.67	to pull on something hard or suddenly	a set of gentle exercises you do to prepare your body for sport
a black and white sea bird that has long wings and a tail with two points	<b>turn off</b> <i>Phrasal verb</i> p.75	<b>wave</b> <i>verb</i> p.17
<b>terracotta</b> <i>noun</i> p.33	to make a machine or piece of electrical equipment such as a television, engine, light etc stop operating by pushing a button, turning a key etc	to raise your arm and move your hand from side to side in order to make someone notice you
unglazed, typically brownish-red earthenware, used chiefly as an ornamental building material and in modelling	<b>turn round</b> <i>Phrasal verb</i> p.87	<b>weak</b> <i>adjective</i> p.41
<b>throw</b> <i>verb</i> p.9	move or cause to move in a circular direction wholly or partly around an axis or point	not physically strong
to make an object such as a ball move quickly through the air by pushing your hand forward quickly and letting the object go	<b>U</b>	<b>wealth</b> <i>noun</i> p.19
<b>tie</b> <i>verb</i> p.92	<b>urban</b> <i>adjective</i> p.75	a large amount of money, property, etc that a person or country owns
attach or fasten something with string or similar cord	relating to towns and cities	<b>webpage</b> <i>noun</i> p.39
<b>tile</b> <i>noun</i> p.31	<b>V</b>	a hypertext document accessible via the World Wide Web
a flat square piece of baked clay or other material used for covering walls, floors etc	<b>vaccine</b> <i>noun</i> p.89	<b>weigh</b> <i>verb</i> p.29
<b>tiny</b> <i>adjective</i> p.69	a substance which contains a weak form of the bacteria or virus that causes a disease and is used to protect people from that disease	to have a specific weight
extremely small	<b>valuable</b> <i>adjective</i> p.41	<b>weightlifting</b> <i>noun</i> p.53
<b>tissue</b> <i>noun</i> p.61	extremely useful, expensive or important	the sport of lifting specially shaped pieces of metal that weigh an exact amount, as a form or exercise
the material forming animal or plant cells	<b>vast</b> <i>adjective</i> p.69	<b>well-known</b> <i>adjective</i> p.41
<b>tomb</b> <i>noun</i> p.33	extremely large	known by a lot of people
burial place, especially a large underground vault	<b>volcano</b> <i>noun</i> p.98	<b>whip</b> <i>verb</i> p.51
<b>top</b> <i>adjective</i> p.41	a mountain with a large hole at the top, through which lava (very hot liquid rock) is sometimes forced out	to move quickly and violently
best or most successful	<b>voyage</b> <i>noun</i> p.73	<b>wide</b> <i>adjective</i> p.25
<b>train</b> <i>verb</i> p.9	a long journey in a ship or spacecraft	of great or more than average width
to prepare for a sports event or tell someone how to prepare for it, especially by exercising	<b>W</b>	<b>wind-up</b> <i>adjective</i> p.79
<b>trap</b> <i>noun</i> p.101	<b>wage</b> <i>noun</i> p.100	relating to a machine or toy that you turn part of several times in order to make it move or start working
a piece of equipment for catching animals	fixed regular payment, typically paid on a daily or weekly basis, made by an employer to an employee, esp. to a manual or unskilled worker	<b>wingspan</b> <i>noun</i> p.25
<b>treasure</b> <i>noun</i> p.33	<b>wander</b> <i>verb</i> p.71	the distance from the end of one wing to the end of the other
a quantity of precious metals, gems or other valuable objects	to walk slowly across or around an	<b>workshop</b> <i>noun</i> p.100
<b>tropical</b> <i>adjective</i> p.65		a room or building in which goods are manufactured or repaired
coming from or existing in the		<b>Y</b>
		<b>yoga</b> <i>noun</i> p.11
		a system of exercises that helps you control your mind and body in order to relax

**Here is a list of websites to use through the course:**

- [www.sports-games.com](http://www.sports-games.com)
- [www.allisports.com](http://www.allisports.com)
- [www.guinnessworldrecords.com](http://www.guinnessworldrecords.com)
- [www.extremescience.com](http://www.extremescience.com)
- [www.internationalspacestation.com](http://www.internationalspacestation.com)
- [www.spaceflight.nasa.gov](http://www.spaceflight.nasa.gov)
- [www.en.wikipedia.org/wiki/Paper\\_recycling](http://www.en.wikipedia.org/wiki/Paper_recycling)
- [www.madehow.com/volume-2/Newspaper.html](http://www.madehow.com/volume-2/Newspaper.html)
- [www.rainforestconcern.org](http://www.rainforestconcern.org)
- [www.rain\\_tree.com](http://www.rain_tree.com)
- [www.famousscientists.com](http://www.famousscientists.com)
- [www.tms.riverview.wednet.edu/LRC/Inventions.htm](http://www.tms.riverview.wednet.edu/LRC/Inventions.htm)
- [www.en.wikipedia.org/wiki/Kuwait.com](http://www.en.wikipedia.org/wiki/Kuwait.com)
- [www.ask-aladdin.com/whattovisit1.htm](http://www.ask-aladdin.com/whattovisit1.htm)
- [www.Kuwaitiah.net](http://www.Kuwaitiah.net)
- [www.inventors.about.com](http://www.inventors.about.com)



## Irregular verbs

### Present

be  
beat  
begin  
bite  
blow  
break  
bring  
broadcast  
build  
burn  
buy  
catch  
choose  
come  
cost  
cut  
dig  
do  
draw  
dream  
drink  
drive  
eat  
fall  
fight  
find  
fly  
forget  
get  
give  
go  
grow  
hang  
have  
hear  
hide  
hit  
hold  
keep  
know  
lay  
lead  
learn  
leave  
lend  
let  
light  
make  
prove

### Past simple

was/were  
beat  
began  
bit  
blew  
broke  
brought  
broadcast  
built  
burned/burnt  
bought  
caught  
chose  
came  
cost  
cut  
dug  
did  
drew  
dreamed/dreamt  
drank  
drove  
ate  
fell  
fought  
found  
flew  
forgot  
got  
gave  
went  
grew  
hung  
had  
heard  
hid  
hit  
held  
kept  
knew  
laid  
led  
learned/learnt  
left  
lent  
let  
lit  
made  
proved

### Past participle

been  
beaten  
begun  
bitten  
blown  
broken  
brought  
broadcast  
built  
burned/burnt  
bought  
caught  
chosen  
come  
cost  
cut  
dug  
done  
drawn  
dreamed/dreamt  
drunk  
driven  
eaten  
fallen  
fought  
found  
flown  
forgotten  
got  
given  
gone  
grown  
hung  
had  
heard  
hidden  
hit  
held  
kept  
known  
laid  
led  
learned/learnt  
left  
lent  
let  
lit  
made  
proved/proven

**Present**

put  
ride  
ring  
rise  
run  
say  
see  
sell  
send  
set  
sew  
shake  
show  
sing  
sink  
sit  
sleep  
speak  
spend  
stand  
steal  
swim  
take  
teach  
tell  
think  
throw  
understand  
wake  
wear  
write

**Past simple**

put  
rode  
rang  
rose  
ran  
said  
saw  
sold  
sent  
set  
sewed  
shook  
showed  
sang  
sank  
sat  
slept  
spoke  
spent  
stood  
stole  
swam  
took  
taught  
told  
thought  
threw  
understood  
woke  
wore  
wrote

**Past participle**

put  
ridden  
rung  
risen  
run  
said  
seen  
sold  
sent  
set  
sewn  
shaken  
shown  
sung  
sunk  
sat  
slept  
spoken  
spent  
stood  
stolen  
swum  
taken  
taught  
told  
thought  
thrown  
understood  
woken  
worn  
written

## Target English

**Target English Grade 8** is part of the English for Kuwait series, a carefully graded course in English specifically written and designed for the Kuwait school system for primary, intermediate and secondary grades.

**Target English** teaches English through cross-curricular topics, using prose, stories, listening tasks, games, puzzles and other varied activities.

**Target English** encourages learners to practise communicating in English at every available opportunity.

**Target English** adopts an integrated approach to language teaching.

**Target English** follows the Kuwait Ministry of Education syllabus.

**At each level, the course consists of:**

- **a Student's Book** which presents new language for class activities, including pair and group work,
- **a Workbook** which utilises a variety of activities to practise the language presented in the Student's Book,
- **the Teacher's Guide** with clear, step-by-step lesson plans, as well as a full explanation of the teaching methodology,
- **the Cassette** with all the listening activities.

Target  
English

