



Basic Education

8A

Skills Book

English

for Me

2015

MINISTRY OF EDUCATION

SULTANATE OF OMAN





His Majesty Qaboos Bin Said, Sultan of Oman

Welcome!

Dear Students,

Welcome to Grade 8! You will notice some changes in the *English For Me* books since Grade 7. The Classbook has a contents map to tell you about the work you are going to do this semester. The Skills Book has a grammar reference, self-study pages and a phonetic word list to help you work more independently.

There are lots of activities to help you with speaking, listening, reading and writing as well as grammar, spelling and sound work. Sometimes you will work on your own and sometimes you will work with your friends.

You are going to put together a portfolio of work, do projects and read longer stories. You will find that it is important to have an exercise book so that you can write drafts, make notes and keep your own vocabulary store. You will also find a dictionary very useful now.

In English, people aged 13–19 are called teenagers, so the IKC has become the International Teenagers' Club, or the ITC. This club will let you read about ITC members from around the world and use English in different ways.

Be careful not to write in your Classbook because it will be used again next year. Try to look after your Skills Book because the activities will be useful for reference in the future.

Have a great time learning English this year and try to use it as much as possible inside and outside the classroom.

Good luck and work hard!

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What's

Topic

Language focus

Vocabulary

1

More free time

Adverbs of degree, eg. *really, quite*
'too' + adjective, eg. *too hot, too windy*
'too' and 'very'
Sounds /eɪ/

Free time activities

2

Creature Features

Comparatives and superlatives
Conjunctions, eg. *because, but*
Clauses
'used to', eg. *I used to be a journalist.*
Sounds /ə/

Animals
Zoos
Conservation and the environment

3

Inventors and Inventions

Subjects and objects
The Passive, eg. *The air conditioner was invented by ...*
Countables and uncountables
Sequencers
Sounds /uː/

Materials
Adverbs
Adjectives

4

Great Cities

Present perfect and past simple, eg. *Have you ever ... ?*
I went last year.
Contrasting words, eg. *although, however*
Polite questions, eg. *Excuse me ... ?*
Abbreviations
Sounds /əʊ/ and /ɔɪ/

Cities
Places
Travel
Directions

Club Corner

Contrasting words, eg. *although, however*
Present perfect and past simple, eg. *Have you ever ... ?*
I went last year.
The Passive, eg. *The air conditioner was invented by ...*
Countables and uncountables
'used to', eg. *I used to be a journalist.*

Animals
Conservation and the environment



in 8A?

Main activities

Read and understand a story
Write an e-mail
Listen to an interview
Do a survey
Do a role play
Complete a questionnaire

Project and portfolio work

Order words from the unit into adjective, noun, adverbs, regular verbs, irregular verbs
Write a description
Find words with /eɪ/ sounds

Learning Journal

Skimming and scanning
Collecting information
Questionnaire
Reflection
Learning Diary

Read and understand letters and e-mails
Read and understand a longer story
Do a role play
Listen to interviews
Listen and write notes
Label a map

Draw and label a zoo
Write a comparison using 'used to'
Write about animals using comparatives and superlatives
Plan and take part in a debate

Thinking about paragraphs
Thinking about your progress
Thinking about the unit
Learning Diary

Read and understand texts on inventions and inventors
Write a story
Make a book
Do an interview

Design a competition poster
Design and make an invention

How do you learn your spellings?
Learning Diary

Read about different cities
Read timetable
Use the 24-hour clock
Compare cities
Write a dialogue
Write a diary

Write a newspaper report
Write a description about where you live
Write sentences using contrasting words
Do a survey and write about the results
List abbreviations
Design a city web page

Different ways of writing
Learning Diary

Write a story
Write a letter
Complete an application form
Design and conduct a survey
Put on a play

Design a class magazine
Put on a play
Design book covers

Review the semester
Complete Learning Journal

Unit 1

1 Which unit?

Here are the titles for the units. Read them and write the number of the unit the title belongs to.

More Free Time!

Great Cities

Creature Features!

Inventors and Inventions

2 The Book Hunt!

You're going on a book hunt! Read the clues. Find the answers in your books and then write the answers next to the clues.

1

Who is the inventive Omani girl in Unit 3?

2

Which is the greatest city for Muslims?

3

When you want to write, you can look for verbs, nouns, adjectives and adverbs in this place in your Skills Book. What is it?

4

It's always on the first page in the Classbook!

5

These people always have something different to say in every unit of the book. What's the name of their group?

3

True or false?

The following sentences are about Unit 1. Look at the first page of the unit in your classbook, and decide if the sentences are **true** or **false**. Then circle the correct answer.

1

You will read a story about Busy Basim and Lazy Latifa.

true false

2

The title of this unit is **More Free Time**.

true false

3

This unit will have activities about great cities.

true false

4

You will learn about adjectives like **interesting** and **excellent**.

true false

5

In this unit, you will find out how to weigh different things.

true false

6

You will find out about different free time activities.

true false

4

What are you going to learn?

Write three sentences of your own about what you think Unit 1 is about. Use what you know already to help you, but be careful not to copy. The first sentence has been started to help you.

1

I think I'm going to learn about

2

3

1 ITC membership form.

Complete the form and upgrade your membership to join the ITC.

Computer Window



Name: _____

Address: _____

Country: _____

School: _____

Grade: _____ **Age:** _____

Telephone No: _____ **E-mail:** _____

Tick the activities you like doing:

<input type="checkbox"/> reading	<input type="checkbox"/> sewing	<input type="checkbox"/> painting	<input type="checkbox"/> singing
<input type="checkbox"/> writing	<input type="checkbox"/> making models	<input type="checkbox"/> jogging	<input type="checkbox"/> playing board games
<input type="checkbox"/> fishing	<input type="checkbox"/> roller skating	<input type="checkbox"/> cycling	
<input type="checkbox"/> horse riding	<input type="checkbox"/> skate boarding	<input type="checkbox"/> drawing	

Any other activities you like: _____

2 Sort the words.

Read the questions at the bottom of pages 2 and 3 of your Classbook and sort the free time activities on the web below. An example has been done for you. Add any others you can think of.



1 Read and circle.

Read these sentences about Basim and Latifa and circle **True** or **False**.

1) Basim played football in the story.

True False

2) Latifa watched her favourite sports programme.

True False

3) Basim's mother thinks Basim is too lazy.

True False

4) Basim likes to play chess.

True False

5) Latifa's father thinks Latifa is too busy with her friends.

True False

3 Order the adjectives.

It's really boring.

It's all right.

It's quite interesting.

It's excellent.

It's awful.

+ve positive

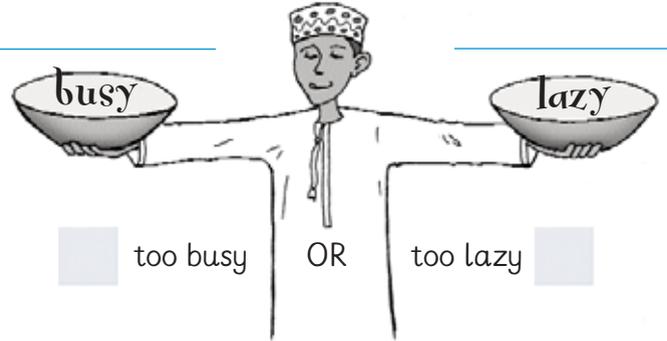


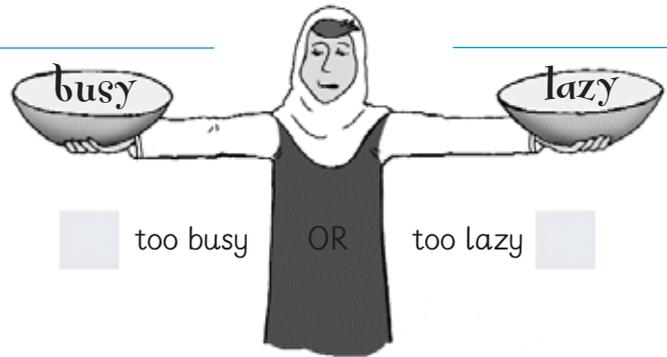
It's excellent.

-ve negative

2 Do they have a balanced free time?

Write down what Basim and Latifa did. Then, decide if they are too busy or too lazy.





4 Listen and repeat.

That's boring.
That's really awful.

That's excellent.
That's really good.



1 Listen and circle.

Circle the words you hear that match the reading passage.

No, collecting things can be a bit too expensive. I prefer playing board games, especially chess and carom. That's why I joined the games club at school. It's really good because you make new friends. Next year, I think I'll join the music club so I can learn to play the keyboard. It's very difficult, but I want to try!

2 Look and think.

Read what the Club Talk members had to say and write examples of sentences with **too** and **very** in the space provided. Then decide if they do the activity in the sentences you have chosen and which ones have a negative meaning.

Sentences	Do they do the activity?	Think. Tick the sentences that have a negative meaning.
Watching TV can be very interesting.	Yes / No	
Watching TV all day is too boring.	Yes / No	✓
1.	Yes / No	
2.	Yes / No	
3.	Yes / No	
4.	Yes / No	

3 Read, think and complete.

language focus

1. _____ and _____ are placed _____ the _____.

2. **Be careful!** Very and too do not have the same meaning.

Now look at the sentences you wrote in activity 2 on this page and complete the following rules using **too** or **very**.

We use _____ to make an adjective stronger.

We use _____ when we want to make an adjective stronger and to suggest we don't do something or can't do something. It usually has a negative meaning.

Use these words to complete the sentences.

very
adjective
before
too

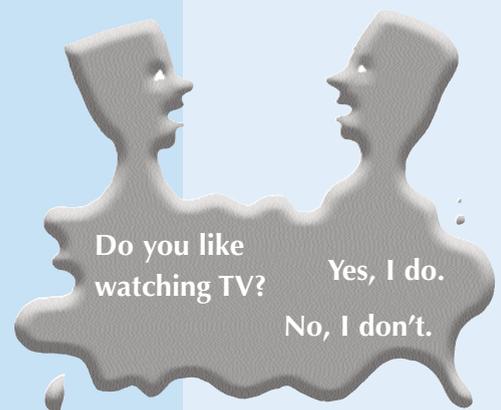
1 Write too or very.

Write *too* or *very* in the spaces provided.

- 1 It's _____ hot to dance, let's sit down.
- 2 It's _____ windy today. Let's go and fly a kite.
- 3 I won't buy them because they're _____ expensive for me.
- 4 I really like her, she's _____ kind.
- 5 He's a _____ good cricket player.
- 6 It's _____ quiet. I can't hear it.

2 Free time survey.

Choose *four* different free time activities and write them in the Activity column. Find out which is the favourite activity by asking ten friends. Put a tick ✓ each time one of your friends says yes. Look at the picture and dialogue to help you ask and answer the questions.



Activity	1	2	3	4	5	6	7	8	9	10	Total

1 Which Intelligence?

Read the letters to Aunt Aysha and match each letter to an Intelligence.

**Mathematical/
Logical**

**Linguistic/
Verbal**

Visual

**Bodily/
Movement**

Naturalist

Intrapersonal

**Musical/
Rhythmic**

Interpersonal

2 Read Aunt Aysha's advice.

Listen and think who Aunt Aysha is replying to.

Dear,

You obviously have a very strong visual intelligence because you understand things better when you can see a picture or diagram. I think you should try doing some art such as drawing, painting and making models. You could draw a map or diagram of your village, make a book or a poster. Don't forget that some videos can also be a really useful and interesting way to spend your free time!

Dear,

You certainly sound full of life and energy! You seem to be a person who likes activities which get you to move and use your body. I am sure that you will enjoy all kinds of team sports and games such as football and basketball. I know that fishing, jogging, cycling and horse riding will keep you fit but why don't you try more unusual activities such as roller skating, skateboarding and surfing? Remember to stay safe as well as busy!

Dear,

You understand yourself very well and you appear to like peaceful activities that you can do by yourself. I think that you might enjoy computing, making models, collecting things or sewing. Why don't you try one of them?

I hope you have lots of fun doing your new activity.

Dear,

Well now, you seem enjoy working with people so I think you will enjoy activities that you do with other people such as acting or playing board games. Perhaps you should also think about joining the Guides because they do lots of interesting group activities. You also wrote that you are good at organising people so you could start a club for students in your village or help organise trips for people in your community.

I hope this helps. Good luck with your new activity!

1 Complete the book review.

Complete the book review. Choose your words from the boxes below.

I always thought paper-folding was 1) _____ .
 I picked up this book on origami because it had some
 2) _____ pictures of paper models on the front
 cover. First, when I started to read it, I thought it was
 3) _____ because the written instructions were
 long and difficult to understand. Then, I realised that I did not
 need to understand all of the words because the diagrams were
 4) _____. I made a 5) _____
 origami frog and a flying bird and I felt very proud and
 pleased with my models. This book is not boring, it is
 6) _____ and I would recommend it to the ITC!



6
 really interesting
 good
 awful

1
 really good
 quite good
 really boring

2
 interesting
 quite good
 awful

3
 really easy
 easy
 really difficult

4
 fantastic
 quite good
 awful

5
 really good
 quite good
 really bad

2 Sounds – /eɪ/.

Tick the words that contain the /eɪ/ sound.

- painting
- playing
- watching
- praying
- cake
- sailing
- chair
- name
- camping
- late
- skiing
- baby
- skating
- flying

3 Say the rhyme.

Don't throw the day away!
 Make a cake or play today! OK?



1 Find the free time facts.

Look at activity 2 on page 9 of your Classbook and write the number of each free time fact in the correct box.

a paper clips

b orange

c kites

d pencils

e jigsaw

f drums

2 Read, match and order.

Match the questions and answers. Then, order the interview.

1 Has a scorpion ever stung you?

A Desert Hairy scorpion. **a**

2 What is the biggest scorpion in your collection?

There are 1,200. **b**

3 What happens?

Yes, usually every week. **c**

4 Why do you collect scorpions?

No. Only 20 species are deadly. **d**

5 How many species of scorpion are there in the world?

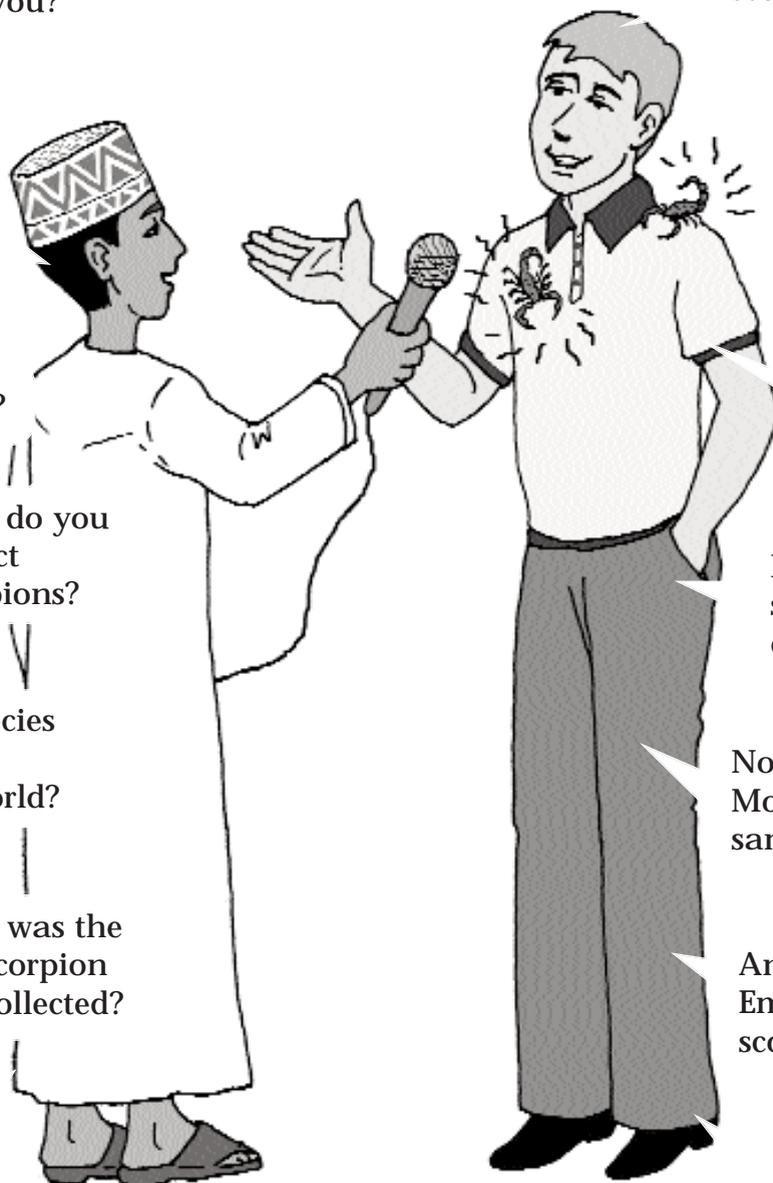
Nothing much. Most bites are the same as bee stings. **e**

6 What was the first scorpion you collected?

An African Emperor scorpion. **f**

7 Can it kill a person?

I'm a bit of a naturalist. **g**



1 Listen and number.

Listen to Basim deciding what he is going to watch. Match each programme he watches with the correct clock time and time phrase.

1 Animal Dinners

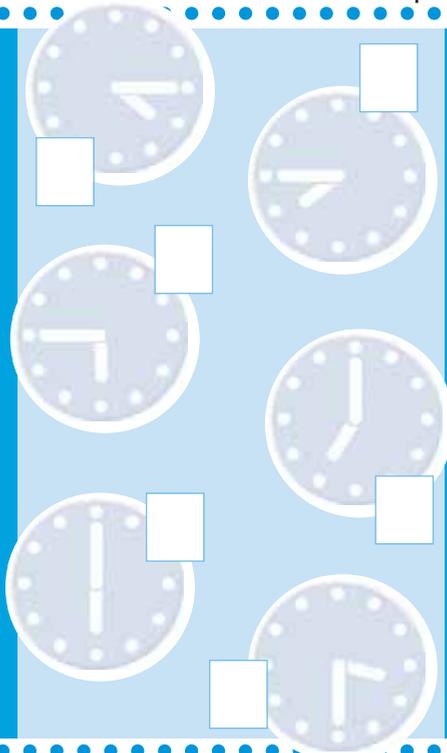
2 News

3 Blue Kangaroo

4 The Red Sunset

5 Sports News

6 Science Now



after shopping

before bed

after school

before phoning Salim

after homework

before prayers

2 Listen and complete.

Read the interview below and predict the missing words. Then, listen and write the missing words in the spaces.

Basim: Hi Ahmed. Do you mind if I ask you some 1) _____ about Unit 1?

Ahmed: No, that's fine. Go ahead.

Basim: What did you think of the story, Ahmed?

Ahmed: It was 2) _____. I think it should be funnier. I really like funny stories.

Basim: Do you understand how to use 'too' with an adjective?

Ahmed: I think so. It makes the meaning 3) _____ doesn't it?

Basim: Yes, I think so. What about time? There was a lot of new vocabulary in this unit. Did you learn it?

Ahmed: Yes, and I've been sorting them into verbs, 4) _____ and adjectives with the help of my dictionary.

Basim: Did you like the Dear Aunt Aysha page?

Ahmed: Yes. It reminded me of the work we did on ways of 5) _____ we did in Grade 7.

Basim: What was your favourite part of the unit?

Ahmed: I 6) _____ the Free Time Facts best.

Basim: What didn't you like?

Ahmed: Oh, I thought everything was 7) _____. I didn't like writing the book review. I find writing difficult but I'm trying to improve it. Hey, look, I've got to go now. I'm going to do my homework before prayers.

Basim: OK. Thanks a lot, Ahmed. I'll see you in the afternoon for a game of football.

Unit 2

1 Read and find the words.

Read Sami's e-mail to Robert. Find the words and write them below. An example has been done for you.

Find:

- 1 an adjective that means in danger. endangered
- 2 an adjective that describes an animal which does not live on the planet anymore. _____
- 3 a verb that means to chase and kill an animal. _____
- 4 a noun that is something which can make the land, air or water dirty. _____
- 5 an adjective that describes an animal which is difficult to find because there is only a small number left. _____
- 6 a verb that means to keep something safe and away from danger. _____

Computer Window

To: robert@tc.com
From: sami@tc.com
Subject: Animals



Hi Robert,

How are you? I hope you are well. It's getting cooler here and I'm really looking forward to the winter and playing outside more. What's the weather like in England?

We're starting a new topic at school all about animals. I studied endangered animals last year and it was very interesting. I learned about lots of extinct animals like dodos and quaggas. They became extinct because they were hunted but now I think the main dangers to wildlife are pollution, accidents and loss of habitat.

I think loss of habitat is a very important issue now. There are flamingoes and some rare birds living on the beach near my house but next year there is a plan to build a hotel there. I wonder what will happen to the birds when they lose their habitat. Are there endangered animals in England? How do you protect them?

This time we are going to learn a little bit about zoos and how they help protect rare species of animals. I think it will be interesting. Have you got a zoo near you in England? There isn't a zoo in Oman but there is a sanctuary for Arabian oryx at Jiddat Al Harasees. If you visit a zoo, please can you send me some leaflets or information?

That's all for now. Write back soon,
Sami

2 Write some conditional sentences.

Write some conditional sentences about animals and the environment.



- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

1 Complete the sentences.

Look at the food web in activity 1 on page 12 of your Classbook. Work together in your group and complete the sentences. Then read the language focus box about clauses, and underline the verbs and count the number of clauses in the sentences.

- 1 Caracal lynx eat _____. They also eat _____ and _____.
- 2 Caracal lynx don't eat _____.
- 3 Snakes and _____ eat geckos.
- 4 Shrikes eat _____ and _____ but they don't eat _____.
- 5 If we destroy the vegetation, the _____ will have nothing to eat.
- 6 If we kill the snakes, the _____ population will grow.

language focus

clauses

A **clause** can be part of a sentence or a whole sentence. It is a group of words containing a verb.

A **main clause** is the most important clause in a sentence.

A caracal eats shrikes and shrikes eat grasshoppers.

main clause

clause

A first conditional sentence has **two** clauses.

If it rains, you'll get wet.

if clause

main clause

The **if clause** describes a possible situation in the future.

The **main clause** describes the result of the if clause.



What's the difference between a cat and a comma?

A cat has claws on the end of its paws,

A comma is a pause at the end of a clause.

Clauses and commas

2 Chronological order.

When information is organised into a time sequence it is called chronological order. Copy the time line into your exercise book and then read and order the events in Raiya's Report on the time line. Then decide if Raiya's Report is in chronological order.



3 True or false?

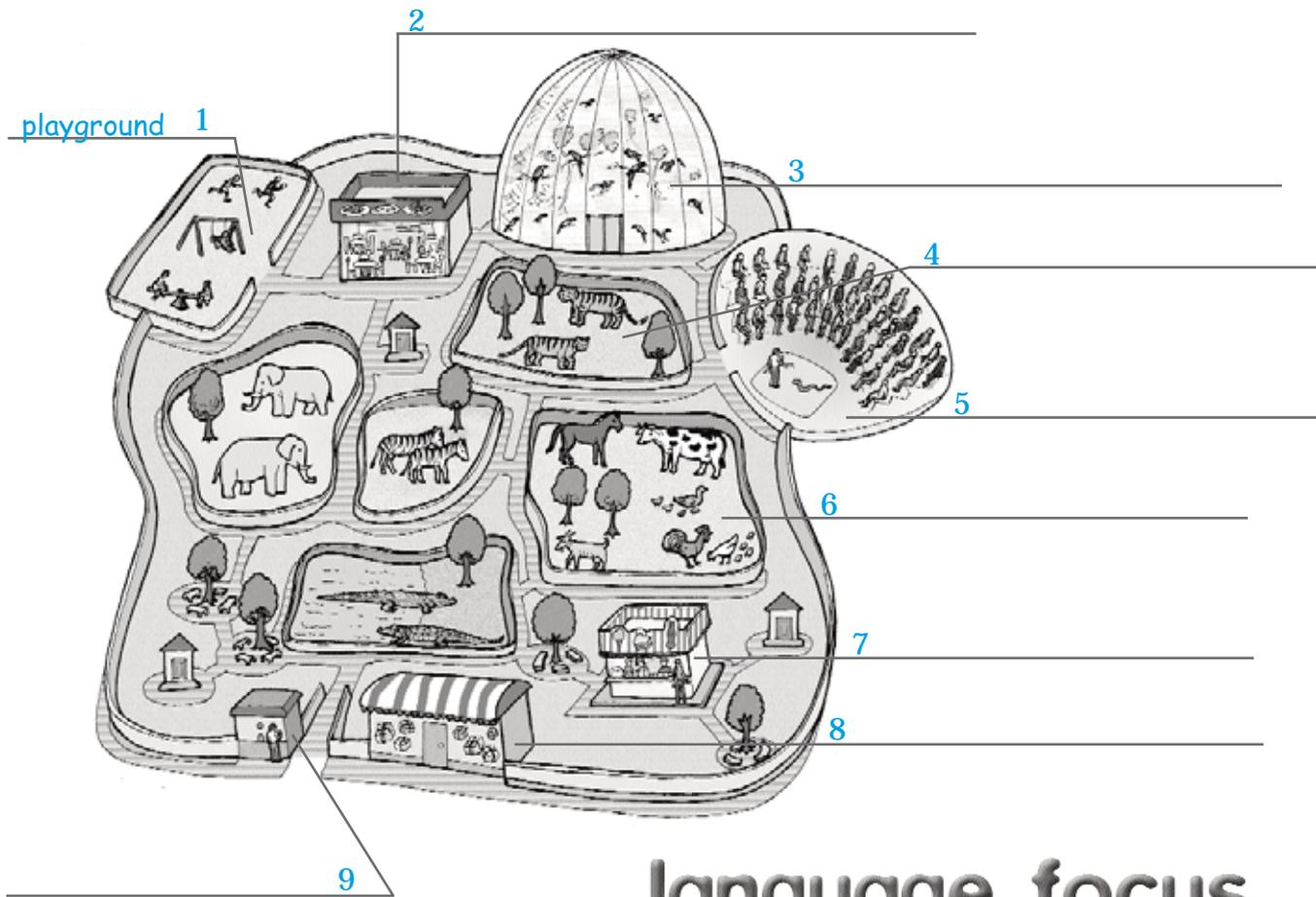


Read Raiya's Report again. Are these sentences true (T) or false (F)?

1. People thought it was a good idea to bring rabbits to Australia.
2. After 25 years, the rabbits lived all over Australia.
3. People stopped using myxomatosis because it was killing plants.
4. Today, everybody is happy with the new virus.

1 Read and label.

Read the sentences in the blue box on page 15 of your Classbook and label the map of the zoo below. The first one has been done for you.



language focus conjunctions

_____ gives a reason for the main clause.
 _____ gives a contrast to the main clause.
 We usually use a comma before _____.
 We don't usually use a comma with _____.

Write **but** or **because** in the language focus box.

2 but or because?

Write **but** or **because** so that these sentences make sense.

- 1 The enclosures are big _____ animals need space to exercise.
- 2 There are places to eat and rest _____ visitors spend all day at the zoo.
- 3 It is wonderful seeing birds, _____ it is sad they can't fly.
- 4 Tickets are expensive, _____ the money is used for conservation projects.
- 5 I liked the gift shop, _____ I didn't like the prices.
- 6 My children liked the playground, _____ I thought it was dangerous.

1 Word play.

Match the questions with the funny answers!

1 What smells the most in a zoo?

Because without it they would be sick insects! **a**

2 Why is the letter 't' the favourite letter of stick insects?

Fish and ships! **b**

3 What does a shark eat for dinner?

Baby kangaroos! **c**

4 What do kangaroos have that no other animal has?

Your nose! **d**



2 What did Khadija do?

Listen to Khadija talking about her day at the zoo and complete the programme.

Events programme

Your day at a glance

When?	What?	Where?
	Camels Discovering Reptiles	Children's Zoo Reptile House
12.00	Amazing Animals	
1.00	Feeding the Elephants Animal Rides begin Feeding the Pelicans	Elephant Enclosure Children's Zoo
1.30	 Predatory Birds	Penguin Pond Amphitheatre
2.30	Feeding the Snakes Ducks and Eggs	Reptile House Bird Lake
3.45	Elephant Bath	
	Spiders in the Web Parrot Display	Rainforest House Aviary

3 What does he ask?

Look at the interviewer at the bottom of pages 16 and 17 of your Classbook and write the questions he asks.

1 _____

2 _____

3 _____

4 _____

1 What does the zookeeper say?

First, read the questions and answers below. Then, listen to Ali interviewing the zookeeper for the ITC magazine and tick the box with the right answer.

Why does he like interviews?

- He used to interview people himself.
- He has lots of time for interviews.
- He used to work for a conservation group.

1

What were zoos like 35 years ago?

- They used to be the same as a circus.
- They used to entertain people.
- They used to kill animals.

2

How did he travel around the zoo before?

- He used to ride a bicycle.
- He used to have a motorbike.
- He used to walk.

3

How did he feed the animals 35 years ago?

- He used to hide the food.
- He used to throw the food in the cages.
- He used to hunt the food in the wild.

4

What did he like most about his job before the reptiles?

- He used to like centipedes.
- He used to like reptiles.
- He used to like elephants.

5

language focus

used to

used to describes things that happened regularly in the past but don't happen now.
I used to walk to school, but now I go by bus.

used to describes something that was true in the past but is not true now.

That shop used to sell bicycles.

used to is followed by the infinitive part of the verb.

2 Write some sentences for your portfolio.

Look at the words in the boxes and use them to help you write about what **used to** happen and what happens now.

35 years ago

walk everywhere
small cages
elephants
unhappy animals
entertain
species
feed animals
no facilities
cheap



Now

motorbike
big enclosures
reptiles
happy, healthy animals
conserve endangered species
hide the food
lots of facilities
expensive



1 Clap and choose.

Work in pairs. Point to a group of three words and clap the syllables for one of the words. Your partner should listen and name the word. Then change over.

elephant
mouse
giraffe

hippo
crocodile
snake

excellent
good
alright

strong
endangered
lonely

tiny
enormous
big

clever
expensive
rare

2 Think and write.

Look at the adjectives and write the comparative for each adjective under the correct rule.

big cold hungry fast lonely hot
large noisy tall wide rare thin

comparatives

If the adjective has:

one syllable and ends with **-e**, then we add **-r**.

one syllable, one vowel and ends with a consonant, then we double the consonant and add **-er**.

one vowel and ends with more than one consonant, then we add **-er**.

two syllables and ends with **-y**, then we take away the **y** and add **-ier**.

3 Sounds - /ə/.

Listen to the words and underline the /ə/ sound.

teacher zookeeper tiger crocodile China vegetation

Now read the words again and think about these questions.

1. How can you spell the /ə/ sound?
2. Is the /ə/ sound usually a strong stress or a weak stress?



1 More comparatives and superlatives.

Some ITC members were discussing a visit to the zoo. Read the speech bubbles to find out what they said and underline the comparatives and superlatives. Then, complete the language focus box by writing **most**, **least**, **than**, **less**, **more** and **the** in the correct spaces.

I think monkeys are less exciting than crocodiles.

Parrots are more colourful than eagles.

I think zebras are the most beautiful animals.

What do you think are the least interesting animals?

language focus

comparatives and superlatives

For adjectives with 3 or more syllables and adjectives ending with 'ing':

_____ or _____ + adjective + _____
to form **the comparative**.

_____ + _____ or _____ + adjective
to form **the superlative**.

2 Write.

Use the words provided to write two comparative sentences and two superlative sentences for each group of words. The first one has been done for you.

horses
boring
zebras

1

Horses are more boring than zebras.

Zebras are less boring than horses.

Horses are the most boring.

Zebras are the least boring.

dinosaurs
amazing
frogs

2

elephants
expensive
hippos

3

1 What did they say?

Read the statements below carefully. Then, listen to the animals discussing who should leave the zoo and circle true (T) or false (F).

- 1 The lion should leave because it is the most expensive to keep. T / F
- 2 The shrew should stay because it is rare. T / F
- 3 The crocodile should leave because it is always under water. T / F
- 4 The crocodile should leave because it is a prehistoric species. T / F
- 5 The gorilla should leave because it is clever. T / F

PROJECT

You are going to take part in a debate. In your group, research your animal and plan your argument. You will need to write down the main points in your exercise book and make a symbol to take to the debate.

3 Say the tongue twister.

Doctor Donald Do-a-lot did a lot in Dundee, didn't he?

4 Making a difference.

Read Club Talk on page 20 of your Classbook and then circle **True** or **False**.

- a. You can join Greenpeace on the Internet. True / False
- b. Greenpeace is a charity. True / False
- c. Lifewatch is part of London Zoo. True / False
- d. Lifewatch conserves the environment. True / False
- e. It is free to join the World Wildlife Fund. True / False
- f. The World Wildlife Fund started in 1961. True / False
- g. The RSPB is a charity that protects animals. True / False
- h. People under 18 who like birds can join Wildlife Explorers. True / False
- i. You must have a boat to join Whale Coast Oman. True / False
- j. Whale Coast Oman develops educational materials. True / False

2 Read and match.

Look at the reading cards about Doctor Do-a-lot. Look at the main ideas below and match them to a reading card. Write the number of each card in the box.

- a) Introduces the characters.
- b) Doctor Do-a-lot learns to talk to the animals.
- c) Doctor Do-a-lot leaves to help the monkeys.
- d) Doctor Do-a-lot and his friends are shipwrecked.
- e) Doctor Do-a-lot and his friends are chased through the Land of Din by soldiers.
- f) Doctor Do-a-lot and his friends cross the river on a bridge of monkeys.
- g) Doctor Do-a-lot gives medicine to the monkeys.
- h) Doctor Do-a-lot receives a Thisway-thatway as a present.

Unit 3

2 Find the word.

Intissar is deciding which word to use in the following passages. Read the passages and fill in the blanks with the correct word.

design (v) **design (n)** **invention (n)** **invent (v)**
process (n) **materials (n)** **inventor (n)**

1 Make the link.

Read these instructions and play the game on page 21 of your Classbook.

1. Play the game in pairs.
2. Use one Classbook to play the game on and one Classbook to look through.
3. You need dice and counters.
4. Put your counters on link number 1.
5. Throw the dice. The person with the highest number starts.
6. Throw the dice and move the number of spaces on the dice.
7. If you land on a coloured chain link, you must find the cog with the same number and colour as the link.
8. Look at the cog and find the words or picture in the Classbook.
9. If you cannot find the answer in the Classbook, you must miss a turn.
10. If you get the answer right, you should stay where you are.
11. Check each other's answers.
12. The winner is the first player to reach the last chain link.

1 Wood, card, bottles, screws and nuts are examples of _____ you will need to make something.

2 Light bulbs, radios, cars and aeroplanes are different types of _____.

3 An _____ is a person who has good ideas and makes new things.

4 The sequence of steps we follow when we make something like a balloon rocket or paper is called a _____.

5 To _____ is the process of planning and making detailed drawings.

6 To _____ something means to make something new that has not been made before.

7 A _____ is a detailed drawing.

3 Read and sort.

Read the descriptions of the inventions on pages 22 and 23 of your Classbook. Find five nouns, five verbs and five adjectives and write them in the space provided.

Nouns	Verbs	Adjectives
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

1 Read, match and complete the table.

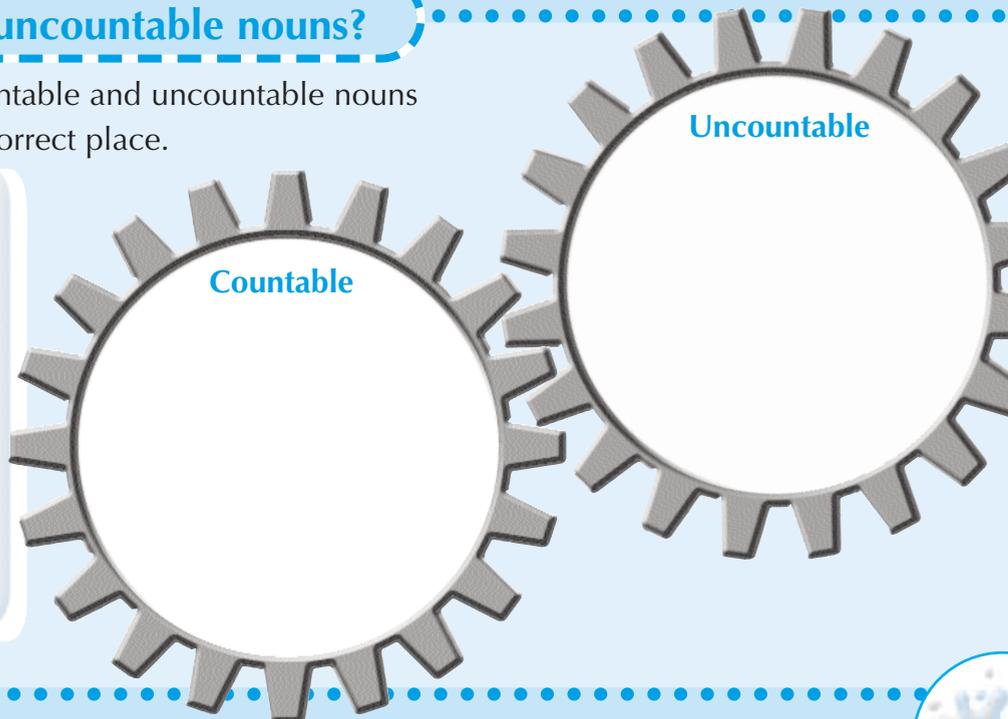
Read the descriptions on pages 22 and 23 of your Classbook and match them with the designs. Write the matching numbers on the table below and then complete the rest of the table using the information from the Classbook.

Match design and descriptions	Name of invention	Purpose	Materials	Weight	Colour
A 3	Hot head cooler	to cool head	metal springs thin cardboard strong fabric	200g	yellow blue
B					
C					
D					
E					

2 Countable or uncountable nouns?

- Sort the words into countable and uncountable nouns and write them in the correct place.

wire screw nail
 paper balloon wood
 spring stick string
 glass metal bottle
 cardboard fabric

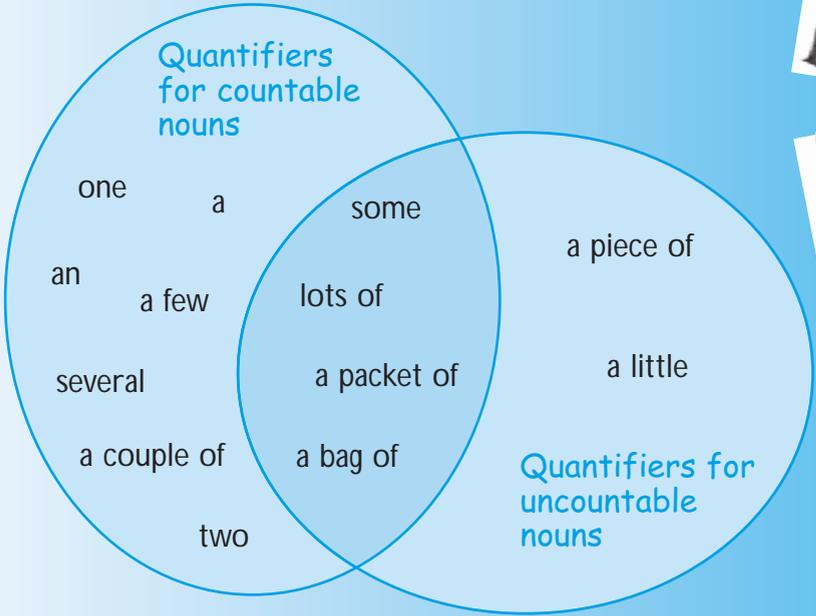


1 Shopping for materials.

Intissar is shopping for materials for her inventions. Use the quantifiers to write some sentences for her to use. Some examples have been done for you.

language focus
Quantifiers are used to say how much of something there is, or how many of something there are.

language focus
Countable nouns can be singular or plural.
banana, bananas
Uncountable nouns have one form only.
rice or glue



Please can I have a piece of wood?

Please can I have a few screws?

2 Write the sequencers.

Read Vinh Dan's letter on page 24 of your Classbook and write the sequencers from the letter in the space below.



P
R
O
J
E
C
T

Design and make an invention. Use the ideas on pages 22 and 23 of your Classbook and on the Young Inventors competition poster to help you.

1 Read, circle and underline.

Read the language focus box and then circle the subject and underline the object in the sentences below. The first one has been done for you.

language focus subjects and objects

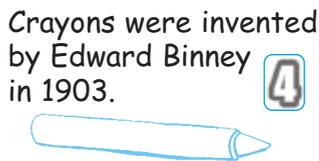
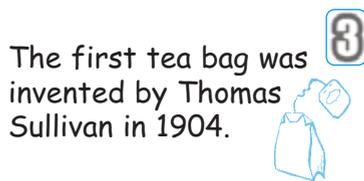
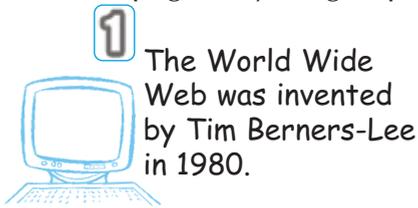
The **subject** usually comes **before** the verb. The subject **does** the action.

The **object** usually comes **after** the verb and **receives** the action.

- 1 In 1903, Edward Binney invented crayons.
- 2 In 1904, Thomas Sullivan invented the tea bag.
- 3 In 1919, Charles Strite invented the pop-up toaster.
- 4 In 1980, Tim Berners-Lee invented the World Wide Web.

2 The passive.

Read these four sentences about inventions and compare them with the sentences in activity 1 on this page. In your group, talk about what has happened to the subject and the object.



language focus the passive

To form **the passive**, we put the object in the position of the subject. We use the passive when we want to focus on **what happens** more than on the person who makes it happen. Sometimes the person is left out of the passive sentence. It is usually used for news reports, signs and scientific descriptions.

- The boy wrote the story.** (The boy is more important.)
The story was written by the boy. (The story is more important.)
He stuck the straw on the balloon. (The person is important.)
The straw was stuck on the balloon. (The person is not important.)

We form the passive with the verb **be** (is/was, are/were) and the **past participle** of the verb.

object + be + past participle of verb
the light bulb + was + invented

3 Identify the passive.

Read and tick the passive sentences.

- 1 Paper was invented by Ts'ai Lun
- 2 The Wright brothers made the first aeroplane.
- 3 The light bulb was invented in 1887.
- 4 Traffic lights were invented in 1923 by Garrett Morgan.
- 5 In 1929, the first robot was built.
- 6 Carl Magee invented the first parking meter in 1935.
- 7 The crossword was invented in 1913 by Arthur Wynne.

More invention facts!



1 Write.

Write four passive sentences from the report on page 26 of your Classbook.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

2 Great Arab inventions and inventors.

Read the report on page 26 of your Classbook and answer these questions using full sentences.

- 1 How many paragraphs are there?

- 2 Which paragraph is about Arab inventions of the past?

- 3 What was invented to help find the Qibla for prayers?

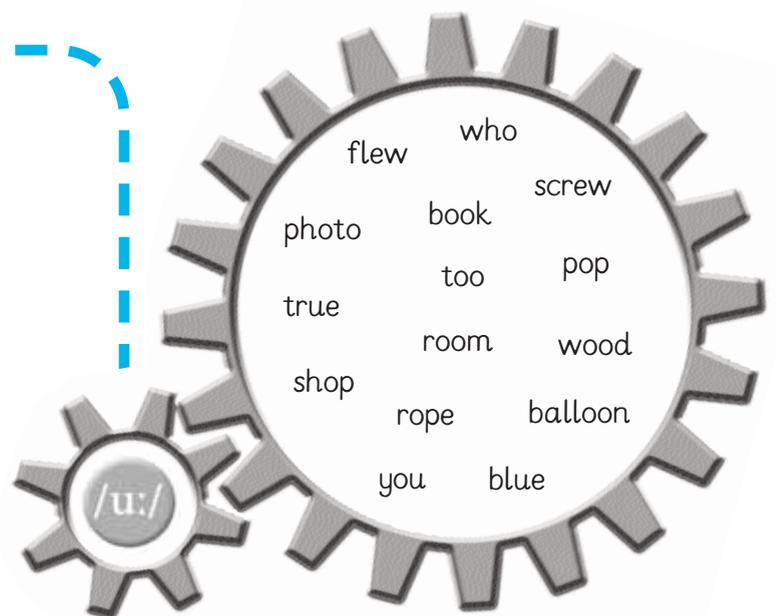
- 4 Which paragraph is about present Arab inventions?

- 5 Who invented the “Test-Fast-Tera” machine?

- 6 Which invention do you think is the most interesting? Why?

3 Sounds – /u:/.

Look at the words in the cog. Write the words with a /u:/ sound here.



1 A report on recycling paper.

Read and match the text with the photographs. Then put the report in the correct order. Work in your group and write your answers in your exercise book.



Here is my report about how to recycle paper. Help me put it in order.



1

A After that, the paper mixture was put in a blender with some more of the water and bleach mixture. This was blended to make a thick mixture.



2

B Next, two litres of warm water were mixed with one tablespoon of bleach.



3

D After blending, the mixture was pushed through a sieve to get rid of the water.



4

C Finally, the thick mixture was put onto a thick layer of newspaper and was rolled flat.



5

E Then, some of the water and bleach mixture was added to the paper until it was covered. Then, it was left to soak for an hour.

F First, the old pieces of paper were torn into small pieces and put in a bucket.



6

1 The Young Inventor's Quiz!

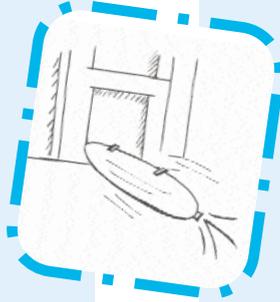
Are you inventive enough?

Read the questions and choose the answer that best describes what you would do.

The chain on your brother's bicycle is broken and there is nowhere to buy a new chain. What do you do?



- a) Use a small piece of string to hold the chain together until you can get to a shop.
- b) Use a small piece of metal to hold the chain together until you get to a shop.
- c) Use an elastic band to hold the chain together until you get to a shop.



Your friend has finished their drink and is going to throw away the empty can. What do you do?

- a) Let your friend throw the empty can away.
- b) Collect the empty can and use it as wheels on a model car you are making.
- c) Take the empty can and store it for using in an invention.

Your friend likes growing vegetables, but has a problem with goats trying to eat them. What do you do?



- a) Run after the goats and chase them away.
- b) Say, 'Sorry, I can't help!'
- c) Make a noise machine to chase the goats away.



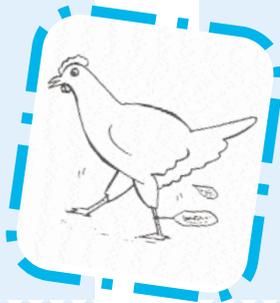
You have a straw, a balloon, a piece of string, and some sellotape. What can you make?

- a) Party decorations.
- b) A rocket.
- c) I don't know!

You find a piece of clean paper on the floor. What do you do with it?



- a) Make an origami model with it.
- b) Throw it in the bin.
- c) Write some ideas for an invention on it.



You want to send a message to your friend quickly and have no phone. What do you do?

- a) Write a letter.
- b) Tie a note to a chicken and send it to your friend.
- c) Make semaphore flags and send messages to your friend.

Now check and add up your marks.

MARKS

Question 4 a) 2 marks
b) 3 marks
c) 1 marks

Question 5 a) 3 marks
b) 1 mark
c) 2 marks

Question 6 a) 1 marks
b) 2 marks
c) 3 marks

Question 1 a) 2 marks
b) 3 marks
c) 1 marks

Question 2 a) 1 mark
b) 3 marks
c) 2 marks

Question 3 a) 2 marks
b) 1 mark
c) 3 marks



1 Read and think.

Quickly read the following sentences. Then, look at the numbered paragraphs from the Wrong Right Inventor story on pages 27 and 28 of your Classbook. Then, decide which of the following sentences best describes each paragraph. Write the number of the paragraph in the space provided.

- a. Intissar carried on making inventions.
- b. There was a bicycle race.
- c. She made a cleaner for her parents.
- d. The monkey was holding the box.
- e. Intissar liked collecting things.
- f. A monkey had escaped from a private zoo.
- g. The musical jewellery box didn't open.
- h. She made a motor for the bicycle.

2 True or false?

The following sentences are about the Wrong Right Inventor story. Quickly read through the story, and decide if the sentences are true or false. Then circle the correct answer.

- 1 Intissar is a girl who likes collecting shells and toys. true false
- 2 Intissar's grandparents think Intissar should become an inventor. true false
- 3 Intissar makes a musical box for her mother. true false
- 4 Intissar's parents think she will become better at inventing. true false
- 5 Intissar's brother nearly hits a camel. true false
- 6 The family catch the escaped monkey using the cleaner. true false

3 Write a story report.

Think and write about the Wrong Right Inventor story.

1 What was the title? _____

2 How many characters were in the story? _____

3 Who was your favourite character? _____

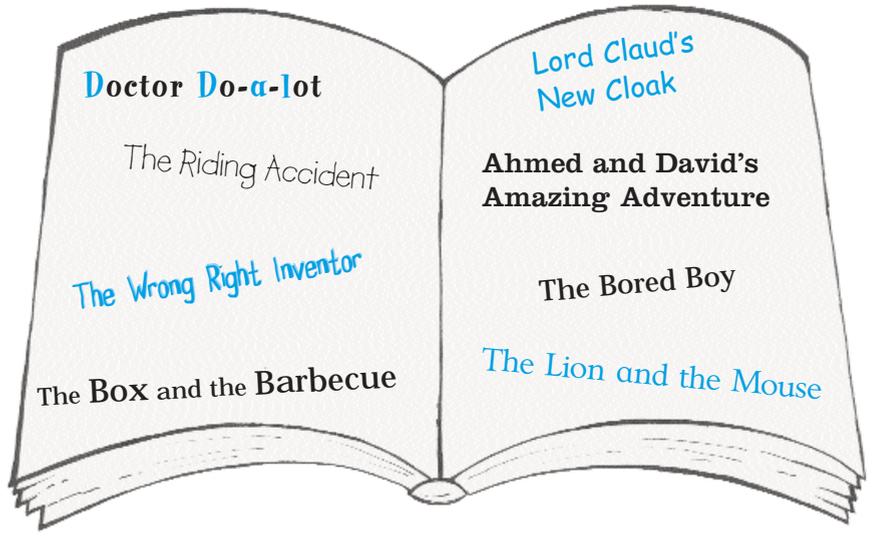
4 What was the story about? _____

5 Which part of the story did you like? Why? _____



1 Name that story.

Look at these story titles. Listen and circle which of the stories you hear and then decide which ones were missing.



2 Sort the words.

Sort the words below into nouns, verbs, adjectives and adverbs. Some words can be put into more than one column.

- black
- quietly
- red
- car
- stick
- cut
- recently
- string
- forest
- cat
- blow up
- carefully
- quickly
- paper
- wood
- tie up
- slowly
- fly away
- run
- balloon
- drive
- fast
- large
- strong
- long
- kite
- crash

nouns

verbs

adjectives

adverbs

3 Super sentences.

Use the Super Sentence Maker on pages 28 and 29 of your Classbook and the words from activity 2 on this page to make up your own super sentence.

- _____
- _____
- _____
- _____

Make some more super sentences in your exercise book!

1 Order the jumbled sentences.

Order the following sentences. Look at Vinh Dan's letter on page 24 of your Classbook to help you sequence the events.

- a The cans were collected from family and home,
- b The cans were flattened and cut to plan,
- c To give as presents with best wishes.
- d The cans were polished when finally finished,
- e The cans were washed and dried in the sun,
- f From ideas collected throughout the land,

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

2 Making a book.

Listen to Maha and Badriya talking about how to make a book and sequence the events.

a
Get materials.

b
Find ideas on the Internet.

c
Write the story.



c

1

2

3

4

5

6

7

book

d
Plan the page layout.

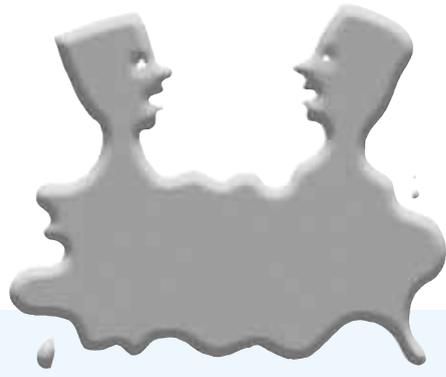
e
Read and think about the number of pages.

f
Check the story and carefully copy it into the book.

g
Decide how to make the book.



Unit 4



1 Read, listen and tick.

Ahmed and Ibrahim are looking through their Classbooks and talking about Unit 4. First, read the statements. Then, listen to what they say and tick the ones that are true.

A Ibrahim has looked at the unit.

B The unit is about great cities.

C Club Talk is on page 23 of the Classbook.

D Club Talk is all about villages, towns and cities.

E Ahmed has visited Mexico City, but he still hasn't visited the others.

F There is a project about villages in the unit.

G Mustafa has to visit seven cities in seventy days.

H Ahmed has read about the present perfect in the LRC.

2 What does the newspaper say?

Read about Mustafa and number the newspaper article so that it is in the correct order.

He came upon the idea when he read about Talib, who took part in last year's World City Challenge as a way of doing something good for others. Mustafa will raise money for Oceanlife if he visits eight cities in eighty days.

The gathering that held up the traffic for a few hours was all in a good cause to see off Mustafa and his father. Mustafa, who is 13 years old and a resident of Seeb, was starting the World City Challenge to collect money for his favourite charity, Oceanlife.

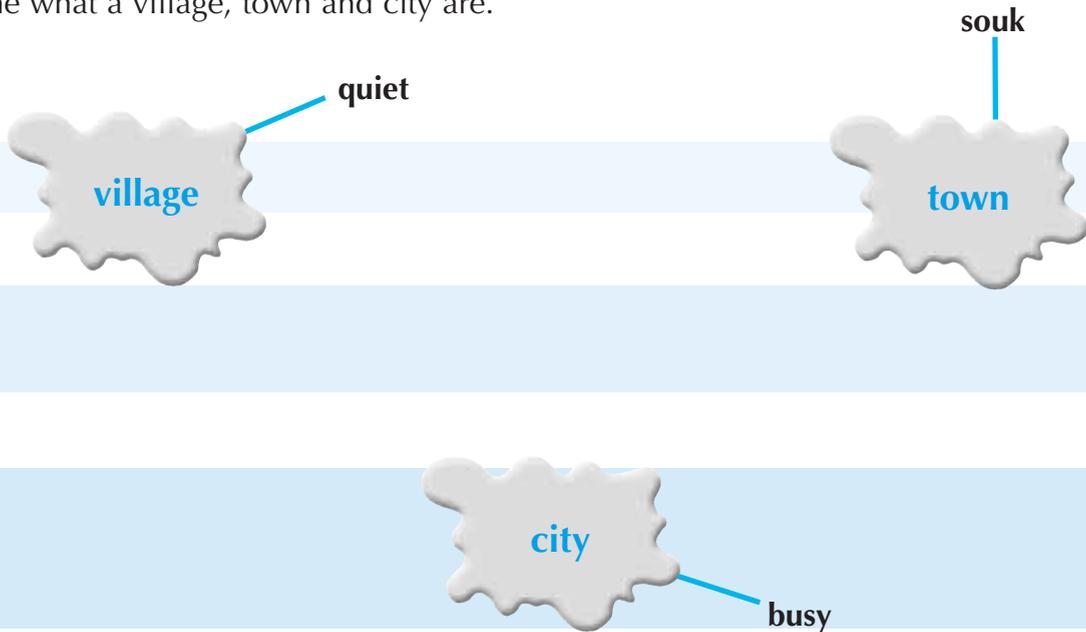
Mustafa hopes to visit several cities, including Amsterdam, Cairo and Cape Town. He is going to send us regular reports in order to tell us about his progress.

If you were out shopping last Thursday, you may have been caught up in the traffic jam on the roads near the corniche in Muttrah.

Watch out for other reports by Mustafa!

1 Village, town or city?

Read and listen to the Club Talk members describing where they live and complete the graphic organiser. Add your own ideas and then define what a village, town and city are.



2 Read and complete.

Read about Reykjavik and Mexico City on pages 34 and 35 of your Classbook and then complete the chart.



City	Location	Size	Population	Weather	Places to visit	Things to do	Other
Reykjavik							
Mexico City							

1 Complete the sentences.

In your group, read the following clauses and complete the second half of each sentence by adding a contrasting clause.

- 1 Mexico City is noisy, but _____
- 2 Reykjavik is cold, but _____
- 3 Tokyo is big, but _____

2 Contrasting clauses.

There are many words that can be used to contrast ideas. These include **however** and **although**. First, circle the contrasting word in each of the following sentences and then underline the contrasting idea. Use the example to help you.

With all the visitors, it's easy to make new friends in the summer. **However,** it's more difficult to meet people in the long, cold winter months!

- 1 Although the pollution is bad, there are many good things about Mexico City.
- 2 The summers are too hot to walk outside. However, the cooler winters are very nice.
- 3 The weather is cold, although you can keep warm by visiting one of the many famous swimming pools, or Hot Pots.
- 4 Travelling in many large cities can be difficult, however, it's quite easy to get around Tokyo on the subway, train or buses.

Now complete the rules in the language focus box using the information from the previous activities. Use the words in the box to help you.

language focus

contrasting words

but, however, although

however but although

1. _____, _____ and _____ are some contrasting words used to contrast ideas in English.
2. _____ only contrasts ideas **within a sentence** and can only be used in the **middle** of sentences.
3. _____ and _____ contrast ideas **within or between sentences**. They can be used at the **beginning** or in the **middle** of sentences.

1 Complete the paragraph

An ITC member has started writing a paragraph about the advantages and disadvantages of living in cities, towns and villages. Complete the paragraph by writing three more sentences using **but**, **however** and **although**.

There are many differences between cities and villages. Cities are noisy.

However, villages are quiet. _____

2 Project discussion.

Hamed and Talal are talking about their projects. First read the following sentences and then listen to the dialogue. While you are listening, tick the sentences that are true.

**P
R
O
J
E
C
T**

Start thinking about which city you will design your web page about. Use the project discussion to help you get ideas.

Hamed thinks the project is difficult.

Talal thinks the project is interesting.

Hamed knows where to get the information from.

Talal asks, 'Have you visited any cities that you liked?'

Hamed has visited Cairo.

Hamed visited Cairo three years ago.

Hamed thinks that Cairo is a clean city.

The LRC is a great place to do research.

Hamed read some books about great cities last night.

Talal has been to the travel agent, but Hamed hasn't been there.

The petrol station is next to the travel agent.

Hamed has been to the Internet café with his brother.

1 Talking about the past.

Use the information you know to complete the rules.
Use the words in the box to help you.

language focus

talking about the past using the past simple and present perfect

present perfect past simple

There are many ways of talking about the past in English. The **past simple** and the **present perfect** are just two ways of doing this.

We use the _____ to talk about a finished action in the past and when we have a definite time in mind.

I visited Cairo last year. [definite time in the past]

We use the _____ to talk about our experiences in our life up to now and when we have no definite time in mind.

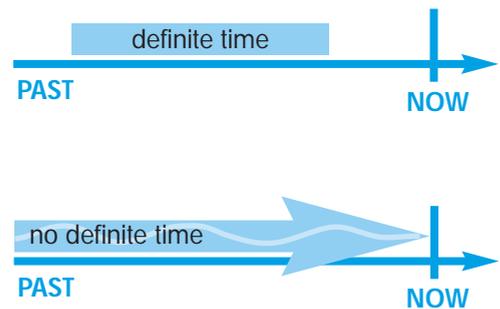
Yes, I have visited Cairo. [at any time in the past]

In statements, we form the present perfect using **has** or **have** + **the past participle**.

I have visited

In negatives, we form the present perfect using **hasn't** or **haven't** + **the past participle**.

I haven't visited



2 Project dialogue.

Read the dialogue and then underline the past simple in red and the present perfect in blue.

Talal: Hamed, which city are you going to choose for your ITC web page?

Hamed: I don't know, Talal.

Talal: Well, have you visited any cities that you liked?

Hamed: Yes, I've been to Cairo.

Talal: Oh yes, when did you go there?

Hamed: We went there last year, but I thought it was very noisy and the pollution was terrible.

Talal: Oh well, don't use Cairo for your project then. You can find out about other cities in the LRC or on the Internet.

Hamed: I know. I've been to the LRC and found some books on cities.

Talal: That's great! Have you read them?

Hamed: Yes, I have read them.

Talal: Really?

Hamed: I read them last night and thought I could find out more about Makkah. However ...

Talal: Yes?

Hamed: Well ... I think I need to find out more.

Talal: Have you tried the travel agent? They may be able to help you. They have lots of information on lots of cities.

Hamed: No, I haven't tried the travel agent. Where is it?

Talal: It's next to the roundabout, opposite the petrol station.

Hamed: Well, I haven't been there, but I have been to the Internet café with my older brother. He's really good on the Internet. Maybe he can help me find out more about Makkah.

Talal: Great idea, good luck with the project!

1 Read and complete.

Read the texts about Makkah on pages 36 and 37 of your Classbook and write a sentence for each of the key ideas. Use the example to help you get started. Try to write your own sentences.

Introduction	Makkah	Makkah is an important city for Muslims.
	Prophet Mohammed (PBUH)	
	Ka'ba	
The history of Makkah	desert	
	Zamzam	
	Ka'ba	
The story of Abraha and the elephants	elephants	
	miracle	
	stones	
The Prophet Mohammad (Peace Be Upon Him) and Makkah	the Angel Jibril	
	Hijrah	
	pilgrimage	

1 Think and complete your diary.

Imagine that you have visited Muscat and are writing a diary about what you visited yesterday. Look at the web page about Muscat on page 38 of your Classbook and write down four places next to the times below. Think about which tense you are going to use and write four sentences in your diary.

10 am _____

11 am _____

1 pm _____

4 pm _____

My diary

Write your time phrases here.

2 What time ...?

Look at the timetables on page 39 of your Classbook and answer the following questions. Work in your group.

1

You are waiting at the town centre bus stop. It is 11 o'clock in the morning. When does the next bus arrive at your stop?

2

You want to arrive in Manchester at 4.30 in the afternoon. When does the train depart from London?

3

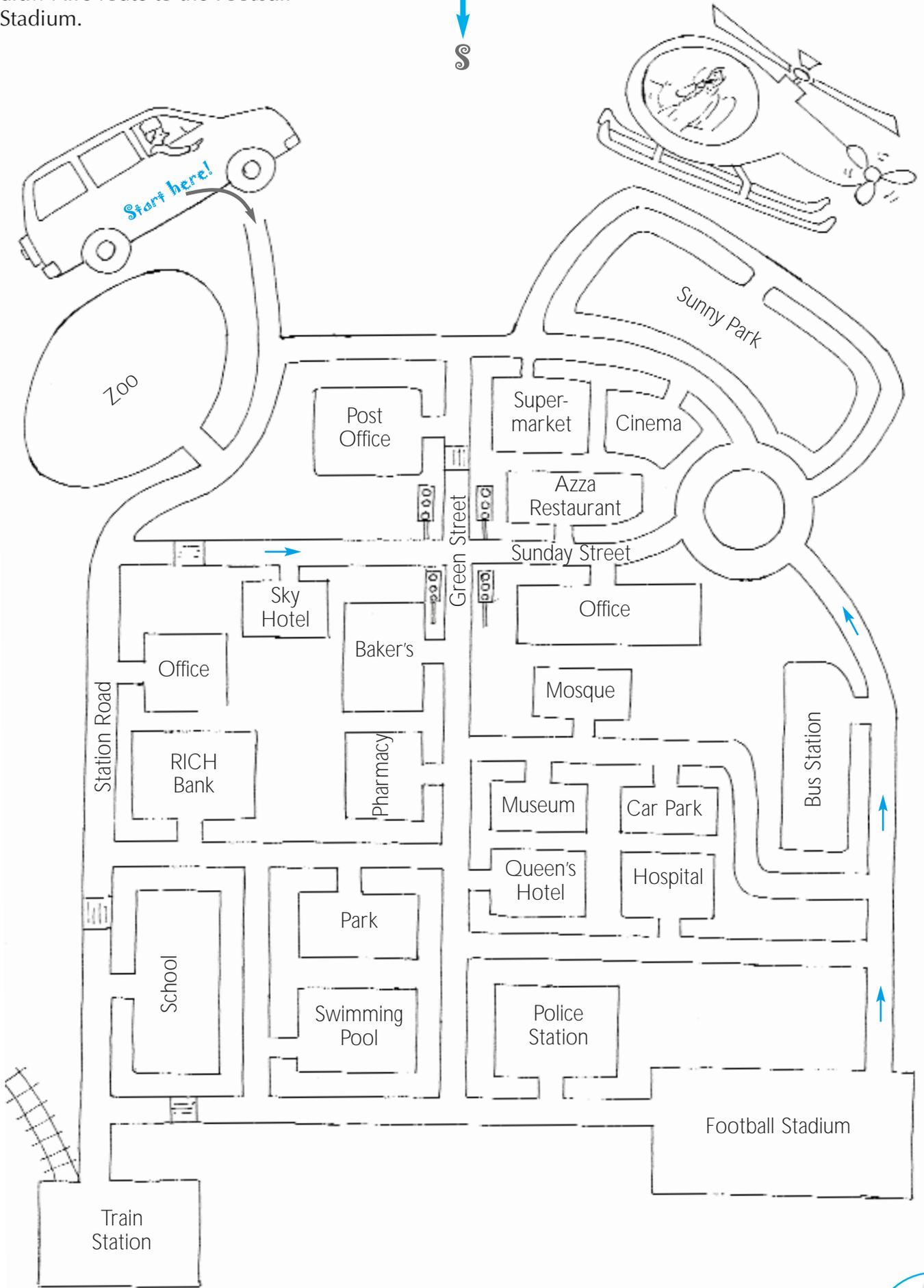
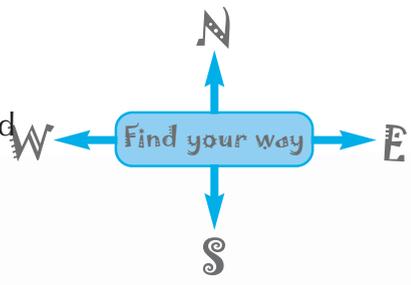
You are going on holiday to Paris this morning. When does your plane leave?

4

It's a quarter to two in the afternoon and you are at the supermarket bus stop. If you catch the next bus, when will you arrive at the train station?

1 Listen and draw.

Listen to the radio travel news and draw Ali's route to the Football Stadium.



1 Have you ever ... ?

Read the first half of each sentence and write the second half using the clauses in the box. The two clauses in each sentence rhyme with each other.

- 1 Have you ever flown a plane _____ ?
- 2 Have you ever got lost _____ ?
- 3 Have you ever watched a football game _____ ?
- 4 Have you ever smelt a flower _____ ?
- 5 Have you ever caught a mouse _____ ?
- 6 Have you ever eaten a bun _____ ?

in The Sydney Opera House?	looking for Faisal Mosque?
over the island of Bahrain?	under the hot Arabian sun?
when visiting Al Ain ?	from the top of the Eiffel Tower?

language focus

abbreviations

We use abbreviations to make writing quicker.

An abbreviation is a short form of a word or phrase. We can make an abbreviation by leaving out some of the letters or by using the first letters of each word.

[www](#) means [World Wide Web](#)

[pop.](#) means [population](#)



Make a list of abbreviations and what they mean in your portfolio.

2 Make notes.

Choose the web page of someone in your group. Read it and complete the table. Collect information for two more web pages.

PROJECT

City	Location	Pop.	Weather	Landmarks	Things to do	Author

2 What's in Club Corner?

1 What's in a magazine?

In your group, discuss if you like reading magazines and why. Then, talk about what you find inside a magazine. Magazines have special types of text. Look at different magazines and tick the chart each time you find any of the following text types.

Types of text

Puzzles	
Tables of facts	
Dictionaries	
Short factual texts	
Long factual texts	
Letters and e-mails from readers	
Questionnaires	
Book reviews	
Instructions to make something	
Application forms to complete	
Advertisements	
Long stories	
Cartoon stories	
Interviews	
Graphs	

Decide to work in pairs or individually. Find the 'Read All About It' section on page 41 of your Classbook. Match the 'Read All About It' questions with the following text types and write the number of the question in the space provided.

Stories	
Brain busters	
Letters	
E-mails	
Book reviews	
Events programme	
Quizzes	
Interviews	

A Informal writing.

Written English can be formal or informal. Informal written English is like spoken English because it usually contains contractions – for example, *I've, it's*. Look back at the Learning Journal page about different ways of writing and look at the different text types from Mustafa's Challenge on pages 32 and 33 of your Classbook to remind yourself. Read the [Letter from the Editor](#) on page 41 of your Classbook and write down examples of sentences with contractions in your exercise book. Then write a sentence saying whether the Editor's letter is formal or informal and explain why.

B Design a magazine cover.

Look at the cover of Club Corner on page 41 of your Classbook. Think about magazines you have read. In your exercise book, make a list of everything you want to include on the cover of your own class magazine. Brainstorm ideas about the contents, the title, the size of your writing and how you will make the design attractive. Get some paper and design your magazine cover page.

C Write to the Editor of Club Corner.

Read the letter from the Editor on page 41 of your Classbook. The Editor asked for your ideas for the magazine. In your exercise book, brainstorm things that you like to see in magazines. Write an e-mail to the Editor suggesting your ideas for the magazine. Look back through the Classbook at previous e-mails and use the Writing Route to help you draft and write your e-mail. Look back at Units 2 and 4 to remind yourself about the work you did on conjunctions. Try to use these in your writing to give reasons and contrast.

1 Text investigation.

Look at the texts on pages 42 and 43 of your Classbook and work together in your group to answer the questions below. Write your answers in your exercise book.

- 1 Look back at the cover of Club Corner on page 41 of your Classbook to remind yourself about different text types. Then name the four different text types on pages 42 and 43 of the Classbook.
- 2 Which text talks about things that were true in the past but are not true now? What language helps the author do this?
- 3 Which text uses the most comparatives and superlatives to help the reader's imagination?
- 4 Which text describes a process? What tense is used to do this?
- 5 Which text tries to sell you something?
- 6 Which text is the most formal? Give a reason for your answer.

2 Mary's Report.

Listen to Mary compare Smogtown in 1950 and Smogtown in 2004. Complete the table of information while you listen.

Smogtown Then and Now	1950	2004
Size (square kilometres)	1	
Population		400,000
Vehicles	175	
Number of factories	0	
People with asthma		200,000

A Writing a letter.

Read the letter on page 42 of your Classbook again. Write down your answers to the following questions in your exercise book:

1. What is Azzan's address?
2. What is the main idea of each paragraph? Write your sentences in your exercise book.
3. Look at the third paragraph and organise the information into a table like the one you did for Smogtown. Put the headings **Then** and **Now** and complete the table for population, schools, industries, the port and international hotels.

C Write a report.

Use the information you collected in activity 2 to write a report in your exercise books comparing what Smogtown used to be like in 1950 and what it is like today. Look back at the work you did on 'used to' in Unit 2 and the work you did on contrasting conjunctions in Unit 4 to help you. Brainstorm your ideas and use the Writing Route to draft your paragraphs. Remember to think about the main ideas and the topic sentences of your paragraphs.

B Order Azzan's notes.

These are some of Azzan's notes. Read the letter on page 42 of your Classbook and re-write the notes in your exercise book in the same order as the letter.

- 10 - 400 industries.
- Photos?
- Schools.
- Population is now 631,031.
- Qalhat used to be capital city
- There are more doctors now.
- Find information about how Muscat has changed.
- Getting the idea - talking to my grandmother.

1 Join Conservation Corner.

You have read the advertisement about joining Conservation Corner on page 43 of your Classbook and you have decided to join. Complete the application form.

I would like to join Conservation Corner.

Please circle: Male / Female

First name: _____

Surname: _____

Date of Birth: ___ / ___ / ___

Place of Birth: _____

Address: _____

Tel. no.: _____

I want to join for 1 year. (3 Rials)

I want to join for 2 years. (6 Rials)

I want to join for 3 years. (7 Rials)

I enclose a cheque for _____ Rials.

Please tick the fantastic free gift you want:

t-shirt cap book

Where did you hear about Conservation Corner?

Please tick:

Internet magazine advert

television advert friend

radio other

Please make your cheques payable to ITC CC Ltd.

Send your application form and your cheque to:

Conservation Corner,
ITC,
PO Box 123,
Wellville

We sometimes give your address and name to other organisations. Please tick here if you do not want us to give out your name and address.

2 Processes and passives.

Look at the e-mail on page 43 of the Club Corner Magazine in your Classbook and write the answers to these questions in your exercise book.

1. Which animals are being talked about?
2. How are milk cartons useful?
3. Which paragraph did the author write in the passive?
4. Why did she write in the passive?

Jane found some instructions for making bird food balls. She wants to re-write the process in the passive for a report. Read the instructions and then complete the passive sentences below in your exercise book.

First, tear up some old bread into small pieces. Next, mix the bread with nuts and seeds. Then, carefully melt some butter in a saucepan. After that, add the butter to the nuts and seeds. When it is cool, roll it into a ball. Then put the ball in the fridge. Finally, when it is cold and hard, hang it in the garden for the birds to eat.

First, old bread is torn into small pieces.

Next, the bread ...

Then, the butter ...

After that, the butter ...

When it is cool, it ...

Then, the ball ...

Finally, when it is cold and hard, it ...

A Write a description.

Read Scary City Story on page 43 of the Club Corner magazine and find sentences containing comparatives and superlatives. Do not write in your Classbook. Now try writing your own description using comparatives and superlatives in your exercise book. First, decide what you want to describe – it can be a city, a car, a creature, a person, an invention or anything else you can think of. Use comparatives and superlatives to create a picture in the reader's mind. Remember to follow the Writing Route – you will need to write a first draft, revise and edit and then re-write your work.

B Make an activity for a friend.

Identify the processes you have looked at in this unit and the tenses they were written in. Write down your answers in your exercise book and check your answers with your teacher. Then, think of a process such as making a cup of tea, making a cake, making an invention, starting the computer, or anything else you are interested in. Decide whether you are going to write in the present or the past tense and write down the sequence of actions in your exercise book. Remember to use sequencers and make sure you include a subject and an object in each sentence. When you have finished, give your description to friend and get them to re-write it in the passive.

1 Have you ever?

Look at the texts on page 44 of the Classbook. Write down eight present perfect sentences from the texts. Make sure each sentence has a different past participle verb. The first one has been done for you.

- 1 I've swum with sharks.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

2 Extraordinary experiences.

Listen to John and Mary talking about their experiences. Tick the activities John and Mary have done on the survey. Then, write your friend's name in the third column and find out what they have done.

Have you ever ...	John	Mary
ridden a camel?		
camped in the desert?		
been scared?		
seen a shark?		
flown a kite?		
sewn something?		
grown vegetables?		
written a book?		

Has Mary ever ridden a camel?

Have you ever ridden a camel?

A Design your own survey.

Design your own survey to collect information about ten students' experiences. Write questions in the present perfect, for example *Have you ever ridden a camel?* Remember to look at the irregular verb list at the back of the Skills Book to help you with irregular past participles. Use the information from the previous activities and the work you did in Unit 4 to help you. When you have finished designing your survey, collect information by asking your friends the questions on your survey and record their answers. Finally, look at your results and write a few sentences to summarise what you discovered.

B Write about an experience.

Look at the different experiences of the ITC members on page 44 of your Classbook. In your exercise book, write about an experience in the present perfect for your magazine. It can be true or imaginary. Remember to use the present perfect and refer to the list of irregular verbs at the back of this book.

C Ask about experiences.

Look at the sentences you wrote in activity 1 on this page. Think of a question for each sentence and write it down in your exercise book. Then ask a friend one of your questions and let them reply. Don't forget to change over so you both take turns to ask and answer.

1 What's on?

Look at the **What's on?** section on page 45 of the Club Corner magazine in your Classbook and circle **true** or **false**.

- 1 There is a band playing at the Sunny Hotel on Wednesday, 13th January. 
- 2 The 'Wild Cats African Band' show starts at 11pm. 
- 3 Dinosaur Tracks is open every day. 
- 4 I can visit Dinosaur Tracks at 10am on Tuesday, 11th February. 
- 5 Dinosaur Tracks is at the Sunny Hotel. 
- 6 Animals in Danger starts on 16th February. 
- 7 Animals in Danger is at Wellville Hall. 
- 8 Animals in Danger is open at 6pm on Friday 7th February 

A Brain busters.

Solve the Brain Busters on page 45 of the Club Corner magazine. Write your answers in your exercise book. Then write your own Brain Buster for your friends to try out.

B What's on?

Design your own Events timetable. Use your imagination and remember to write the times using the 24 hour clock. Then, write some true/false sentences like the ones in activity 1. Work out the answers yourself and then give them to a friend to try and solve!

2 Flight CA-123 to Cairo.

Look at the cartoon strip on pages 44 and 45 of Club Corner. Think about what the characters are saying and then match the following speech bubbles with the cartoon strip. Write the correct letter in the space provided.

May day. May day. This is flight CA-123, destination Cairo. We have an engine burning and we are losing height. Over.

Uhhhhhh! The plane! It's blown up!

OK, I'll come with you.

I'm not sure. Somewhere on the East coast of Africa, I think. I'll check the radio in the plane.

Agghh! Hold on tight everyone! I'm going to try and land on the beach.

Everyone is out and safe captain. Where are we?

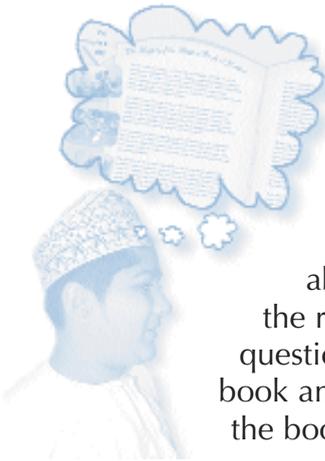
Quick! Get everyone out. Now!

I know a bit about survival in the desert. I'm going to get help.

C What are they saying?

Look at the cartoon strip on pages 44 and 45 of Club Corner again. Think about what the characters are saying in the final picture and decide what will happen next. Continue the cartoon strip in your exercise book.

1 Story report.



Faris is writing a story report about the story on pages 46 and 47 of Club Corner. He has brainstormed some questions to think about when he writes the report. Answer the questions in your exercise book and help Faris complete the book report.

Title

- What's the title of the story?

Characters

- What are the names of the characters?
- How old are the characters?
- What do you think they look like?

Setting

- Where does the story take place?

Plot

- What happens at the beginning of the story?
- What happens in the middle of the story?
- What happens at the end of the story?

Vocabulary

- Find four nouns.
- Find four verbs.
- Find four adjectives.

Useful language

- What phrases will help you write the report?

A Order the events.

1. Put the events from the story in the correct order by writing a number in the space provided. The first one has been done for you.
2. Choose a story you enjoyed reading from this semester or any story you have read in the LRC. Then make your own **Order the events** activity in your exercise book or on a piece of paper. When you have finished, give the activity and a copy of the story to your friend to try out.

They bought in cats to chase the rats.

The rats soon took over the town and were found eating food and spreading disease.

A strange looking man with sharp blue eyes, dressed in red and black arrived in Newtown.

The Mayor refused and said that £50 was too much money.

This time the young men, women and children came.

As he played, the rats stopped eating and started to follow the man.

The Mayor of Newtown decided to give a reward of £50 to anyone who would get rid of the rats.

Newtown was a very rich and wealthy port.

B Write your own story.

You have written many stories this semester. Now is your chance to write and publish a story for the ITC 'Club Corner' magazine. You can choose to write about any topic you enjoyed from this semester. Remember to:

- Use the Writing Route from Unit 1 to help brainstorm and draft your ideas.
- Use the nouns, verbs, adjectives and adverbs that are useful for the topic you have chosen.
- Use the Super Sentence Maker to write interesting sentences.
- Use conjunctions.
- Draft and re-draft your story and then write a final neat copy for publishing in the magazine.
- Check your spellings and punctuation.

Good luck!

1 Write complete sentences.

Look at the photos on page 46 of your Classbook and then write sentences about each photo. Use the story about the missing people of Newtown to help you write your sentences in the present continuous tense. The first one has been done for you as an example.

- 1 Students are looking at masks and puppets for a play.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

2 Read, order and listen.

The following dialogue is from the story of *The Mystery of the Missing People of Newtown*. An ITC member has written it in the wrong order. Quickly read and order the dialogue by writing a number in the space provided. The first one has been done for you. Then, check that you have the correct order by listening to the tapescript.

Mayor: Oh no! What can we do to get rid of the rats?

1 Child: Mr Mayor, the cats have failed to kill the rats!

Mayor: That's a great idea, but who will help us?

Stranger: I agree. I'll get rid of the rats for £50.

Child: We can offer a reward to anyone who can help us.

Mayor: Really ... can you? I'll pay you £50 if you succeed.

Stranger: I'll get rid of the rats for you.

A Collect and write.

Either collect five photos about one of the topics covered in this book or draw five pictures about one of the topics in this book. Then write sentences about the photos you have collected or the pictures you have drawn. Use the Internet, magazines, the *English for Me* books or the LRC to help you with your work.

B Write a dialogue.

With a friend, write a simple dialogue from part of the story of *The Mystery of the Missing People of Newtown* in your exercise books. Read the story to help you decide which part of the story you want to write a dialogue about. Look at the dialogue in activity 2 on this page. Think about the characters that are going to be in your dialogue. Think about the words you will use. It may help if you and your friend say the words to each other as you write your dialogue. When you have finished, practise the dialogue and record it on tape.

C Put on a play.

Look again at the photos on page 46 of your Classbook. They are photos of a play about *The Mystery of the Missing People of Newtown* that some ITC members put on for their club. Use the story to put on your own play. You will need to think about the order of the story, the characters and the dialogue. Think about the materials, for example, masks, costumes, a pipe, etc. you will need to tell your story. Work with a group of friends to complete the task.

1 Write your answers here.

Read the focus questions on pages 48 and 49 of Club Corner in your Classbook and write your answers in the space below. The first one has been done for you. Try to use complete sentences.

- 1 Round the World was written by Mustafa Ali.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

A Choose two books.

Choose two books that you have read in the LRC. Choose a book that you liked a lot and choose a book that you didn't like. On a piece of paper, draw the front cover of the book you liked and then answer the following questions:

1. Who is the author of the book?
2. Who illustrated the book?
3. How many pages does the book have?
4. What is the book about?
5. Write three things you liked (or didn't like) about the book.

Now do the same for the book you didn't like.

B True or false?

Read the book club reviews on pages 48 and 49 of your Classbook. Then, answer the following true/false questions by circling the correct answer. Then write five more true or false questions about the book reviews and give them to your friends to try out.

1. *Arab Inventors* is an awful book to read. True / False
2. Sally Masters has written a book about zoos. True / False
3. The best book to read is called *Free time Fun*. True / False
4. *Round the World* was written by Mustafa Al Hani. True / False

1 Read and match.

ITC members have written some notes on three books to help them write book reviews for the Club Corner magazine. Read and match the notes with the reviews they have started to write. Then choose one of the reviews to write three more sentences about in your exercise book.

Title: The Rabbit Run
Author: Lucy Lemner
Illustrations: big, colourful, lots of detail, fantastic ✓✓✓
Photos: colour and black and white
Real story: fact, first time writing, 5 years set in the countryside in England.
Rabbits: what they eat, where they live, how they survive danger from humans (build on land where rabbits live)
Words: excellent, beautiful, wonderful, sad, really easy

☆☆☆ 1

Title: 100 Great Cities to Visit ✓
Author: Talal Ameen
Maps: too small
Information: quite a lot, not clear
Photos: colour and black and white, quite small ✓
Real story: fact (very interesting), guide to 100 cities, for visitors
Cities: Amsterdam, Moscow, Muscat, etc., ways of getting around, useful things to say/take ✗
Words: OK, nice, alright, quite good, small

☆☆☆ 2

Title: Chess for Beginners ☹️
Author: Omar Ali
Poor illustrations: very difficult, too hard/small
Information: NOT presented well, really hard vocabulary
Photos: colour and black and white, quite small ✗
All about playing chess: information on players, different games, moves
Words: awful, quite poor, sentences too difficult

☆ 3

Have you ever visited a city, such as Muscat or Moscow, and wished you had more information about what to do and where to go? This pocket-sized book is small enough to carry on any travels ...

a

This is the worst book I have read in a long time and is not to be recommended to any reader of Club Corner. To start with, the title tells you that this is a book for beginners, however, the language is too difficult ...

b

This is an excellent first book by this new author of children's books. She spent five years watching a family of rabbits in the beautiful English countryside. She has written a factual book telling us about the lives of these wonderful animals ...

c

A Brainstorm.

With your friends, brainstorm vocabulary for books with five stars and books with only one star. Use the information in this unit and previous units to help you. Work in your exercise books. Two examples have already been done to help you get started.

excellent

5-star books

1-star books

boring

B Choose and review a book.

Choose either a book you like or a book you don't like. On a piece of paper, write a review of the book. Use the information from the work you have been doing on reviews in the past few lessons to help you. Remember to include the title, author's name and the illustrator's name. Also remember to say why you liked or didn't like the book. Remember to use adjectives and adverbs to help you. When you have finished, get your teacher to display your work in the LRC, the classroom or put it into the Club Corner magazine. Good luck!

1 Learning Journal.

Over the semester, you have been completing the Learning Journal pages from the back of your Skills Book. Look back at the Learning Journal pages and write about the work you have been doing over this semester in your exercise book. Think about these questions when you write.

- What have you done well?
- What have you enjoyed?
- What haven't you enjoyed?
- What new things have you learned?
- What do you want to do more work on in the future?

A Read and write.

1. Read the following letter and then answer these questions:
Who has written the letter?
Who is the letter written to?
What is the letter about?
Write the answers in your exercise book.

2. Now write the first draft of your letter to the writers. Try to include the things you liked and the things you didn't like. Use the model to help you, but don't copy what has been written there.

Dear Writers,

I have finished Grade 8A English for Me now. I really enjoyed it and thought the topics were really interesting. I liked the work on animals in Unit 2 and making all those inventions in Unit 3, it was great. The stories were quite good, but I found some of the words a little bit difficult to understand. However, I am trying hard to use the dictionary pages to help me. As always, the illustrations and photos were good and really helped me to understand some of the difficult text. I think that in the next book you should include more activities from the ITC.



B Your turn!

Over the past semester, you have done many quizzes and games. It is now your turn to write a quiz about the Skills Book for this semester. Look back over the activities you have done in your Skills Book to decide what you are going to ask the questions about. Look at the quizzes you have done to help you write the questions you are going to ask. Write 10 questions and work with other members of your group. When you have finished, give your quiz to friends from another group to answer. You may decide to add pictures to your quiz to make it look more interesting. Good luck!

1 Vocabulary.

Write down a free time activity for each of the following categories.

- a) indoor activities _____
- b) outdoor activities _____
- c) dangerous activities _____
- d) quiet activities _____
- e) arts and crafts activities _____

2 Anagrams.

Sort the letters and write the free time activity.

- a) ggnnijo _____
- b) wesing _____
- c) tarkea _____
- d) shinigf _____
- e) ginisk _____

3 Adverbs.

Write the following adverbs in order.

all right really good really bad good bad quite good quite bad

+ve

fantastic _____

-ve

awful _____

4 Too and very.

Write **too** or **very** in the sentences.

- Don't swim there! It's _____ dangerous.
- I'm not going out. It's _____ hot!
- I want to see that film again. It was _____ good.
- The weather is _____ nice. Let's go for a walk.
- I can't see the car. It's _____ dark.
- It's _____ busy to skateboard on the road. Let's go to the park.
- It's _____ important to put the rubbish in the bin.
- It's _____ heavy to carry. I think we should push it.

5 Sounds.

Underline the words with an /eɪ/ sound.

sail	bad	play	easy
pray	park	quite	really
say	make	May	said

6 Words.

Sort the words below onto the table.

book
go
chess
boring
boat
play
make
dangerous
dark

nouns	verbs	adjectives
_____	_____	_____
_____	_____	_____
_____	_____	_____

Adjectives
dangerous
boring
dark

Verbs
make
play
go

Nouns
chess
book
boat

5

a) too
b) too
c) very
d) very
e) too
f) too
g) very
h) too

4

fantastic
really good
good
quite good
all right
quite bad
bad
really bad
awful

3

a) jogging
b) sewing
c) karate
d) fishing
e) skiing

2

Now check your answers.



1 Conditional sentences.

Complete the conditional sentences using the words in brackets

- If I feel unwell, _____ (home / stay)
- _____, you will see oryx. (the Jiddat Al Harasees / go)
- If you push that window, it _____ (break)
- _____, you will have a healthy heart. (exercise)
- If you go to the zoo, you _____ (see / animals)
- _____, you will help conserve animals. (join / organisation)

2 Joining clauses.

Add **but** or **because**.

- I went home early from school _____ I was ill.
- I bought the bag, _____ it was very expensive.
- He got excellent marks in his spelling test _____ he learned his spellings.
- It rained a lot, _____ I really enjoyed my holiday.
- I like monkeys more than tigers _____ they are funnier.

3 Used to.

Write sentences with **used to**. Start with the words provided.

- They/go _____
- He/like _____
- I/be scared of _____
- We/enjoy _____
- Omanis/live/round houses _____

4 Write about yourself.

Write a paragraph about yourself before and now. Write about things you used to do and things you used to like. Try making your sentences longer by using **because** to give reasons and using **but** to give contrast.

For example: I used to walk to school because I lived near the school, but now I go by bus because my school is not near my school.

Illustrate your paragraph with pictures or photographs and put it in your portfolio.

5 Sounds.

Say these words to yourself. Underline the /ə/ sound in each word.

interview

zookeeper

doctor

endanger

elephant

6 Comparatives and superlatives.

Write the comparative and the superlative of these words, using the example to help you.

	Comparative	Superlative
beautiful	more beautiful	most beautiful
a) wet		
b) organised		
c) interesting		
d) endangered		
e) strange		

7 More comparatives and superlatives.

Decide if the sentences are correct. Tick ✓ or cross ✗ the sentences and make the necessary corrections in your exercise book.

- a. It was the wonderfulest day of my life.
- b. He was more taller than me.
- c. Yesterday was sunnier than today.
- d. My holiday was most exciting than last year.
- e. That was the most boring day of my life.

8 Application forms.

Match the expressions on the left with the questions.

- | | | |
|----------------------|--------------------------|--|
| 1) Address | <input type="checkbox"/> | a) What's your phone number? |
| 2) Surname | <input type="checkbox"/> | b) When were you born? |
| 3) First name | <input type="checkbox"/> | c) Where were you born? |
| 4) Date of birth | <input type="checkbox"/> | d) What's your first name? |
| 5) Place of birth | <input type="checkbox"/> | e) What's your family name? |
| 6) Tel.no. | <input type="checkbox"/> | f) Where do you live? |
| 7) Hobbies/interests | <input type="checkbox"/> | g) What do you like doing in your free time? |

9 Filling in forms.

Do the following:

1. Write your name in BLOCK CAPITALS.

2. Write your signature.

3. Delete:
boy girl woman man
4. Write your address.

Now check your answers.



1. If I feel unwell, I will stay at home.
2. If you go to the Jiddat Al Harasees, you will see oryx.

because
but
because

3. If you push that window, it will break.
4. If you exercise, you will have a healthy heart.
5. If you go to the zoo, you will see animals.
6. If you join an organisation, you will help conserve animals.

because
but
because

1. They used to go (fishing/cycling/to Barka ...)
2. He used to like (shopping/football/swimming/chicken ...)
3. I used to be scared of (scorpions/snakes/the night/school ...)
4. We used to enjoy (visiting friends/school/eating chicken/football ...)
5. Omanis used to live in round houses.

interview
zookeeper
doctor
endanger
elephant

a) wetter, wettest
b) more organised, most organised
c) more interesting, most interesting
d) more endangered, most endangered
e) stranger, strangest

a. It was the most wonderful day of my life.
b. He was taller than me.
c. Yesterday was sunnier than today.
d. My holiday was more exciting than last year.
e. That was the most boring day of my life.

1. f)
2. e)
3. d)
4. b)
5. c)
6. a)
7. g)

1 Sort the words.

Write the words in the correct column.

breakfast carefully hungry eat catch quickly blue
enormous slowly write pen ball angry quietly run cat

adverbs	verbs	adjectives	nouns

2 Quantifiers and nouns.

Choose the correct quantifier and write it in the sentence.

- | | |
|--------------------------------------|--------------------------------------|
| a) Please can I have _____ nails? | [some a a piece of] |
| b) Please can I have _____ wire? | [two lots of several] |
| c) Please can I have _____ wood? | [a couple of a packet of a piece of] |
| d) Please can I have _____ balloons? | [a bag of a a piece of] |
| e) Please can I have _____ stick. | [a couple of several a] |

3 Past participles.

Write down the past participles of the following verbs:

a) invent

b) build

c) make

d) see

e) write

f) ride

g) collect

h) catch

i) drive

j) cut

4 Writing passive sentences.

Look at the sentences and rewrite them in the passive in your exercise book.

- Willis Carrier invented the air conditioner in 1902.
- The teacher made the bottle rocket.
- The boy blew up the balloon.
- Vinh Dan drew the plan.
- Ahmed put the elastic band through the can.

5 Changing passive sentences.

These sentences are in the passive. Rewrite them to emphasise the person who does the action.

a) The air conditioner was invented by Willis Carrier.

b) The story was written by Ahmed.

c) The "Test-Fast-Tera" machine was invented by an Egyptian woman.

d) The mouse was chased by the cat.

e) The food was made by his mother.

6 Improving your sentences.

Add an adjective, an adverb and an additional clause to the sentences below. Write the new sentences in your exercise book. Look back at the sentence-making machine on page 28 of your Classbook to help you.

- a) She picked up the pen.
- b) He ate breakfast.
- c) The boy ran towards the cat.
- d) The ball rolled under the car.

- Adverbs: carefully, quickly, slowly, quietly
- Verbs: eat, catch, write, run
- Adjectives: hungry, blue, enormous, angry
- Nouns: breakfast, pen, ball, cat
- 1
- a) invented
- b) built
- c) made
- d) seen
- e) written
- f) ridden
- g) collected
- h) caught
- i) driven
- j) cut
- 2
- a) Please can I have some nails?
- b) Please can I have lots of wire?
- c) Please can I have a piece of wood?
- d) Please can I have a bag of balloons?
- e) Please can I have a stick?
- 3
- a) The air conditioner was invented by Willis Carrier in 1902.
- b) The bottle rocket was made by the teacher.
- c) The balloon was blown up by the boy.
- d) The plan was drawn by Vinh Dan.
- e) The elastic band was put through the can by Ahmed.
- 4
- a) The air conditioner was invented by Willis Carrier in 1902.
- b) The bottle rocket was made by the teacher.
- c) The balloon was blown up by the boy.
- d) The plan was drawn by Vinh Dan.
- e) The elastic band was put through the can by Ahmed.
- 5
- a) Willis Carrier invented the air conditioner.
- b) Ahmed wrote the story.
- c) An Egyptian woman invented the "Test-Fast-Tera" machine.
- d) The cat chased the mouse.
- e) His mother made the food.
- 6
- Suggested answers (use your imagination!)
- a) She quietly picked up the blue pen and started writing.
- b) He quickly ate an enormous breakfast because he was really hungry.
- c) The angry boy quickly ran towards the cat and caught it.
- d) The small ball slowly rolled under the car and stopped.

Now check your answers.



1 Present perfect.

Join the beginnings with the ends to make present perfect sentences.

Beginnings

1. Some people have bought
2. Maha has visited
3. The zookeeper has
4. A hundred monkeys have
5. Our visitors have

Ends

- a. arrived!
- b. caught the crocodile.
- c. the house opposite.
- d. escaped from the zoo.
- e. Makkah.

2 How to form the present perfect.

Tick the correct answer in each set of sentences.

- | | | | |
|---------------------------------|-------------------------------------|---|--------------------------|
| I've started driving lessons. | <input checked="" type="checkbox"/> | c) She have never seen an oryx. | <input type="checkbox"/> |
| I've starting driving lessons. | <input type="checkbox"/> | She has never seen an oryx. | <input type="checkbox"/> |
| a) They have ate Egyptian food. | <input type="checkbox"/> | d) I have written a book. | <input type="checkbox"/> |
| They have eaten Egyptian food. | <input type="checkbox"/> | I have wrote a book. | <input type="checkbox"/> |
| b) We has made a model. | <input type="checkbox"/> | e) Mustafa and Azzan has been to Palestine. | <input type="checkbox"/> |
| We have made a model. | <input type="checkbox"/> | Mustafa and Azzan have been to Palestine. | <input type="checkbox"/> |

3 Present perfect or past simple?

Write sentences in your exercise book using the words provided. Remember to use the rules in the language focus box on page 36 of your Skills Book to help you decide which tense to use. Look at these two examples to help you.

(I, visit, Eiffel Tower, in 2002) I visited the Eiffel Tower in 2002.
 (We, see, the Sphinx) We've seen the Sphinx.

- | | |
|----------------------------------|---------------------------------|
| a. (I, go, Australia) | e. (she, catch flu, last week) |
| b. (Salim, drive, Salalah) | f. (Maha, draw map) |
| c. (they, go fishing, 2 o'clock) | g. (they, fly around the world) |
| d. (he, cook pizza, yesterday) | |

4 Contrasting ideas.

Join the two sentences using the word in brackets.
Rewrite the sentences in your exercise book.

- a) The weather is hot in the summer. It is very cold in the winter. (however)
- b) Sally enjoys playing chess. She finds it difficult to play. (although)
- c) The trains are fast. It takes six hours to get to Manchester. (but)
- d) Skiing is dangerous. He really enjoys it. (however)
- e) She speaks really good English. She has never lived there. (although)

5 24-hour clock.

Write the following times as 24-hour clock times.

- a) 10am _____
- b) 2pm _____
- c) 6 o'clock in the morning _____
- d) 7 o'clock in the evening _____
- e) half past 9 at night _____
- f) a quarter past 5 in the afternoon _____
- g) a quarter to 12 in the morning _____

6 Abbreviations.

Write down what these abbreviations mean.

- a) km _____
- b) www _____
- c) pop. _____
- d) UK _____
- e) kg _____
- f) OR _____

- 1. a) I've been to Australia.
 - b) Salim has driven to Salah.
 - c) They went fishing at 2 o'clock.
 - d) He cooked pizza yesterday.
 - e) She caught flu last week.
 - f) Maha has drawn a map.
 - g) They've flown around the world.
- 2. a) 10.00
 - b) 14.00
 - c) 06.00
 - d) 19.00
 - e) 21.30
 - f) 17.15
 - g) 11.45
- 3. a) kilometres
 - b) World Wide Web
 - c) population
 - d) United Kingdom
 - e) kilogrammes
 - f) Omani Rials

- 1. c) They have eaten Egyptian food.
 - 2. e) We have made a model.
 - 3. b) She has never seen an oryx.
 - 4. d) I have written a book.
 - 5. a) Mustafa and Azzan have been to Palestine.
- 1. a) The weather is hot in the summer, however, it is very cold in the winter.
 - b) Although Sally enjoys playing chess, she finds it difficult.
 - c) Sally enjoys playing chess, although she finds it difficult.
 - d) The trains are fast, but it takes six hours to get to Manchester.
 - e) Although she speaks really good English, she has never lived there.
 - f) Skiing is dangerous, however, he really enjoys it.
 - g) Although she speaks really good English, she has never lived there.

Now check your answers.



Grammar reference

present simple

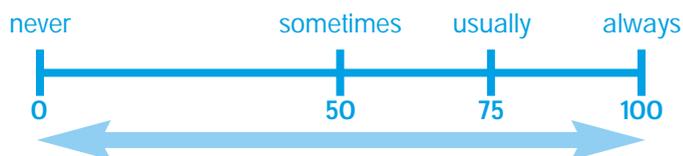
We use the present simple to talk about things that are true.

I you we they	walk	to school
he she it	walks	

We use the present simple to talk about routines and habits.

She goes to school at 6 o'clock every day.

We often use adverbs of frequency with the present simple.



He never washes the dishes.

She always helps her mother.

present continuous

We use the present continuous to talk about actions happening now.

Ali is reading a book.

They are watching television.

We make the present continuous with the **present tense** of the verb **be** + a verb ending in **-ing**.

I	am	eating	dinner
you we they	are		
he she it	is		

present perfect

We use the present perfect to talk about our experiences in our life up to now and when we have no definite time in mind.



He has visited Cairo.

They have written a book about the Jiddat Al Harasees.

We make the present perfect using the verb **have** + **the past participle**.

I you we they	have	seen	the pyramids
he she it	has	seen	

the passive

We use the passive when we want to focus on what happens more than on the person who makes it happen. Sometimes the person is left out of the passive sentence. It is usually used for news reports, signs and scientific descriptions.

The boy wrote the story. [The boy is more important.]

The story was written by the boy. [The story is more important.]

To form the passive we use the verb **be** + **the past participle**.

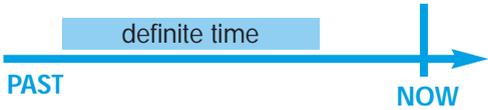
it	is was	invented
they	are were	

past simple positive/negative

We use the past simple to talk about finished actions or situations in the past and when we have a definite time in mind.

He went to Australia last summer.

I visited my uncle yesterday.



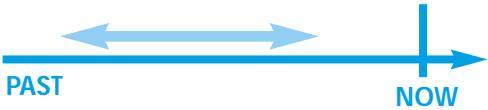
I	arrived	in the morning
you		
we		
they		
he		
she		
it		

past continuous

We use the past continuous to describe actions that happened over a period of time in the past.

They were having a barbecue.

He was playing football.



We make the past continuous with the past simple of the verb **be** + a verb ending in **-ing**.

I	was	eating	lunch
he			
she			
it			
you	were	eating	lunch
we			
they			

used to

We use **used to** for describing things that happened regularly in the past but don't happen now.

I **used to** get up at 7 o'clock but now I get up at 6 o'clock.

We also use it to describe something that was true in the past but is not true now.

That building **used to** be a cinema.

used to is followed by **the infinitive** of the verb.

I			
you			
he			
she	used to	live	in England
it			
we			
they			

the future

We use **going to** and **will** when we want to talk about the future.

We use **going to** when we want to talk about our plans for the future.

I **am going to** see the doctor tomorrow.

They **are going to** watch the film tonight.

We use the present tense of the verb **be** + **going to** + **the infinitive** of the verb.

I	am			
he				
she	are	going to	visit	Muscat tomorrow
it				
you				
we	is			
they				

the future

will has many uses. One of its uses is to predict what will happen or what we think will happen in the future.

Scientists **will** make robots to help us in the home.

We **will** travel in flying cars to Mars.

We use **will** followed by **the infinitive** of the verb.

I	:	:	:	:
you	:	:	:	:
he	:	:	:	:
she	will	live	on Mars	:
it	:	:	:	:
we	:	:	:	:
they	:	:	:	:

1st conditional

We use the first conditional to talk about what we think will happen in the future.

If you study hard, you **will** pass your exams.

If we kill the snakes, the toad population **will** grow.

We form the first conditional with **two clauses**.

The **if clause** begins with the word **if** and the **main clause** shows the **result**.

We make the first conditional with **if** + **present simple** + **will**.

When the **if clause** comes **before** the **main clause**, it is separated by a **comma**.

too and very

too and **very** are placed **before** the adjective.

very makes the adjective stronger.

It's hot. – It's very hot.

too makes the adjective stronger but it usually has a negative meaning.

It's very hot. – It's too hot.

question words

We use **who** to ask about people.

Who is it?

We use **where** to ask about places.

Where is the post office?

We use **when** to ask about time.

When does the bus leave?

We use **why** to ask for a reason.

Why is Makkah a great city?

We use **how** to ask about the size or quantity of something.

How heavy is it?

List of irregular verbs

infinitive

be
become
begin
blow
break
bring
build
buy
can
catch
come
cut
do
draw
drink
drive
eat
fall
feel
find
fly
forget
get
give
go
have
hear
hit
hold
keep
know
learn
leave
let
lose
make
meet
must
pay
put
read
ride
ring
run
say
see
sell
send

past simple

was/were
became
began
blew
broke
brought
built
bought
could
caught
came
cut
did
drew
drank
drove
ate
fell
felt
found
flew
forgot
got
gave
went
had
heard
hit
held
kept
knew
learned
left
let
lost
made
met
had to
paid
put
read
rode
rang
ran
said
saw
sold
sent

past participle

been
become
begun
blown
broken
brought
built
bought
been able
caught
come
cut
done
drawn
drunk
driven
eaten
fallen
felt
found
flown
forgotten
got
given
gone
had
heard
hit
held
kept
known
learned
left
let
lost
made
met
had to
paid
put
read
ridden
rung
run
said
seen
sold
sent

List of irregular verbs

infinitive

sing
sit
sleep
speak
spend
stand
steal
swim
take
teach
tell
think
throw
understand
wake
wear
win
write

past simple

sang
sat
slept
spoke
spent
stood
stole
swam
took
taught
told
thought
threw
understood
woke
wore
won
wrote

past participle

sung
sat
slept
spoken
spent
stood
stolen
swum
taken
taught
told
thought
thrown
understood
woken
worn
won
written

Word list

Unit 1

act	<i>v</i>	/ækt/
activity	<i>n</i> [C]	/æk'tɪvəti/
all right	<i>adj</i>	/ɔ:l'raɪt/
arts and crafts	<i>n</i> [U]	/ɑ:tsənd'krɑ:fts/
awful	<i>adv</i>	/ɔ:fəl/
board game	<i>n</i> [C]	/'bɔ:dgeɪm/
boring	<i>adj</i>	/'bɔ:riŋ/
camp	<i>v</i>	/kæmp/
collect	<i>v</i>	/kə'lekt/
computer	<i>n</i> [C]	/kəm'pjʊ:tə/
cycle	<i>v</i>	/'saɪkl/
dance	<i>v</i>	/dɑ:nts/
dangerous	<i>adj</i>	/'deɪndʒərəs/
difficult	<i>adj</i>	/'dɪfɪkəlt/
draw	<i>v</i>	/drɔ:/
easy	<i>adj</i>	/'i:zi/
excellent	<i>adj</i>	/'eksələnt/
exciting	<i>adj</i>	/'ɪk'saɪtɪŋ/
expensive	<i>adj</i>	/ek'spensɪv/
fantastic	<i>adj</i>	/'fæn'tæstɪk/
fish	<i>v</i>	/fɪʃ/
football	<i>n</i> [C]	/'fʊtbɔ:l/
friend	<i>n</i> [C]	/frend/
funny	<i>adj</i>	/'fʌni/
garden	<i>n</i> [C]	/'gɑ:dən/
good	<i>adj</i>	/gʊd/
horse ride	<i>n</i> [C]	/'hɔ:s raɪd/
indoor	<i>adj</i>	/'ɪn'dɔ:/
interesting	<i>adj</i>	/'ɪntrestɪŋ/

jog	<i>v</i>	/dʒɒg/
karate	<i>n</i> [U]	/kə'reɪti/
keyboard	<i>n</i> [C]	/'ki:bɔ:d/
make	<i>v</i>	/meɪk/
model	<i>n</i> [C]	/'mɒdəl/
outdoor	<i>adj</i>	/'aʊtdɔ:/
paint	<i>v</i>	/peɪnt/
photograph	<i>n</i> [C]	/'fəʊtəgrɑ:f/
play	<i>v</i>	/pleɪ/
postcard	<i>n</i> [C]	/'pəʊstkɑ:d/
quiet	<i>adj</i>	/'kwaɪət/
quite	<i>adv</i>	/kwaɪt/
read	<i>v</i>	/ri:d/
really	<i>adj</i>	/'riəli/
roller skate	<i>v</i>	/'rɒlə sket/
sew	<i>v</i>	/səʊ/
sing	<i>v</i>	/sɪŋ/
skateboard	<i>n</i> [C]	/'skeɪtbɔ:d/
ski	<i>v</i>	/ski:/
swim	<i>v</i>	/swɪm/
take	<i>v</i>	/teɪk/
television	<i>n</i> [C]	/telə'vɪʒən/
think	<i>v</i>	/θɪŋk/
use	<i>v</i>	/ju:z/
very	<i>adv</i>	/'veri/
visit	<i>v</i>	/'vɪzɪt/
watch	<i>v</i>	/wɒtʃ/
write	<i>v</i>	/raɪt/

Unit 2

amphitheatre	<i>n</i> [C]	/ˈæmpɪθiətə/
aviary	<i>n</i> [C]	/ˈeɪvjəri/
balance	<i>n</i> [U]	/'bæləns/
charity	<i>n</i> [C]	/'tʃærɪti/
china	<i>n</i>	/'tʃaɪnə/
conservation	<i>n</i> [U]	/kɒnsə'veɪʃən/
contrast	<i>v</i>	/kən'trɑ:st/
control	<i>v</i>	/kən'trəʊl/
crocodile	<i>n</i> [C]	/'krɒkədail/
destroy	<i>v</i>	/dɪs'trɔɪ/
disease	<i>n</i> [C]	/dɪ'zi:z/
education	<i>n</i> [U]	/edʒʊ'keɪʃən/
enclosure	<i>n</i> [C]	/ɪn'klɒʊzə/
endangered	<i>adj</i>	/ɪn'deɪndʒəd/
entertainment	<i>n</i> [U]	/entə'teɪnmənt/
extinct	<i>adj</i>	/ɪk'stɪŋkt/
hunt	<i>v</i>	/hʌnt/
join	<i>v</i>	/dʒɔɪn/
natural	<i>adj</i>	/'nætʃərəl/
organisation	<i>n</i> [C]	/ɔ:gənə'raɪzəʃən/
pesticide	<i>n</i> [U]	/'pestɪsaɪd/
poach	<i>v</i>	/pəʊtʃ/
pollution	<i>n</i> [U]	/pə'lju:ʃən/
population	<i>n</i> [U]	/pɒpjʊ'leɪʃən/
protect	<i>v</i>	/prə'tekt/
rare	<i>adj</i>	/reə/
release	<i>v</i>	/rɪ'li:s/
research	<i>n</i> [U]	/rɪ'sɜ:tʃ/
species	<i>n</i> [C]	/'spi:ʃi:z/

teacher	<i>n</i> [C]	/'ti:tʃə/
ticket	<i>n</i> [C]	/'tɪkɪt/
tiger	<i>n</i> [C]	/'taɪgə/
vegetation	<i>n</i> [U]	/vedʒɪ'teɪʃən/
wild	<i>adj</i>	/waɪld/
zoo	<i>n</i> [C]	/zu:z/
zookeeper	<i>n</i> [C]	/'zu:ki:pə/

Unit 3

aeroplane	<i>n</i> [C]	/ˈeərəpleɪn/
automatic	<i>adj</i>	/ɔːtəˈmætɪk/
balloon	<i>n</i> [C]	/bəˈluːn/
battery	<i>n</i> [C]	/'bætəri/
bicycle	<i>n</i> [C]	/'baɪsɪkəl/
black	<i>adj</i>	/blæk/
bleach	<i>n</i> [U]	/bli:tʃ/
blow up	<i>v</i>	/bləʊ 'ʌp/
bucket	<i>n</i> [C]	/'bʌkɪt/
build	<i>v</i>	/bɪld/
can	<i>n</i> [C]	/kæn/
candle	<i>n</i> [C]	/'kændəl/
cardboard	<i>n</i> [U]	/'kɑːdbɔːd/
carefully	<i>adv</i>	/'keəfʊli/
character	<i>n</i> [C]	/'kærɪktə/
collect	<i>v</i>	/kə'lekt/
crash	<i>v</i>	/kræʃ/
crayon	<i>n</i> [C]	/'kreɪən/
cut	<i>v</i>	/kʌt/
design	<i>n</i> [C], <i>v</i>	/dɪ'zaɪn/
drive	<i>v</i>	/draɪv/
elastic band	<i>n</i> [C]	/ɪləstɪk 'bænd/
empty	<i>adj</i>	/'empti/
fabric	<i>n</i> [U]	/'fæbrɪk/
fast	<i>adj</i>	/fɑːst/
favourite	<i>adj</i>	/'feɪvərɪt/
fly away	<i>v</i>	/flaɪ ə'weɪ/
forest	<i>n</i> [C]	/'fɒrɪst/
gramme	<i>n</i> [C]	/græm/
helicopter	<i>n</i> [C]	/'helɪkɒptə/
invent	<i>v</i>	/ɪn'vent/
inventor	<i>n</i> [C]	/ɪn'ventə/
kilogramme	<i>n</i> [C]	/'kɪləgræm/
kite	<i>n</i> [C]	/kaɪt/
large	<i>adj</i>	/lɑːdʒ/
long	<i>adj</i>	/lɒŋ/
machine	<i>n</i> [C]	/mə'ʃiːn/
model	<i>n</i> [C]	/'mɒdəl/

paper	<i>n</i> [U]	/'peɪpə/
pedal	<i>n</i> [C], <i>v</i>	/'pedəl/
plastic	<i>n</i> [U]	/'plæstɪk/
quickly	<i>adv</i>	/'kwɪkli/
quietly	<i>adv</i>	/'kwaɪətli/
recently	<i>adv</i>	/'riːsəntli/
recycle	<i>v</i>	/'riːsaɪkəl/
red	<i>adj</i>	/red/
right	<i>adj</i>	/raɪt/
robot	<i>n</i> [C]	/'rəʊbɒt/
robotic	<i>adj</i>	/'rəʊbɒtɪk/
sail	<i>n</i> [C], <i>v</i>	/seɪl/
screw	<i>n</i> [C]	/skruː/
sellotape	<i>n</i> [C]	/'seləteɪp/
shell	<i>n</i> [C]	/ʃel/
sieve	<i>n</i> [C]	/sɪv/
slowly	<i>adv</i>	/'sləʊli/
spring	<i>n</i> [C]	/sprɪŋ/
stick	<i>n</i> [C], <i>v</i>	/stɪk/
story	<i>n</i> [C]	/'stɔːri/
straw	<i>n</i> [C]	/strɔː/
string	<i>n</i> [U]	/strɪŋ/
strong	<i>adj</i>	/'strɒŋ/
tablespoon	<i>n</i> [C]	/'teɪbəlspuːn/
tea bag	<i>n</i> [C]	/'tiːbæg/
thread	<i>n</i> [U], <i>v</i>	/θred/
tie up	<i>v</i>	/taɪ 'ʌp/
toaster	<i>n</i> [C]	/'təʊstə/
transport	<i>n</i> [U]	/'trænspɔːt/
travel	<i>v</i>	/'trævəl/
vaccine	<i>n</i> [C]	/'væksɪn/
water	<i>n</i> [U]	/'wɔːtə/
wheel	<i>n</i> [C]	/wiːl/
wire	<i>n</i> [U]	/'waɪə/
wood	<i>n</i> [U]	/'wʊd/
wrong	<i>adj</i>	/'rɒŋ/

Unit 4

afternoon	<i>n</i> [C]	/ɑ:ftə'nu:n/
arrive	<i>v</i>	/ə'raɪv/
beautiful	<i>adj</i>	/'bjʊ:tɪfəl/
bus	<i>n</i> [C]	/bʌs/
camel	<i>n</i> [C]	/'kæməl/
cinema	<i>n</i> [C]	/'sɪnɪmə:/
city	<i>n</i> [C]	/'sɪti/
clean	<i>adj</i>	/kli:n/
cool	<i>adj</i>	/ku:l/
cost	<i>n</i> [C]	/kɒst/
depart	<i>v</i>	/dɪ'pɑ:t/
desert	<i>n</i> [U]	/'dezət/
diary	<i>n</i> [C]	/'daɪəri/
excited	<i>adj</i>	/'ɪk'saɪtɪd/
extreme	<i>adj</i>	/'ɪk'stri:m/
falaj	<i>n</i> [C]	/fə'lædʒ/
famous	<i>adj</i>	/'feɪməs/
garden	<i>n</i> [C]	/'gɑ:dən/
goat	<i>n</i> [C]	/gəʊt/
great	<i>adj</i>	/gret/
hotel	<i>n</i> [C]	/'həʊ'tel/
Islamic	<i>adj</i>	/'ɪz'læmɪk/
landmark	<i>n</i> [C]	/'lændmɑ:k/
large	<i>adj</i>	/lɑ:dʒ/
leave	<i>v</i>	/li:v/
location	<i>n</i> [C]	/ləʊ'keɪʃən/
map	<i>n</i> [C]	/mæp/
morning	<i>n</i> [C]	/'mɔ:nɪŋ/
mosque	<i>n</i> [C]	/'mɒsk/

museum	<i>n</i> [C]	/'mju:zi:əm/
negative	<i>adj</i>	/'negətɪv/
noisy	<i>adj</i>	/'nɔɪzi/
oasis	<i>n</i> [C]	/'əʊeɪsɪs/
ocean	<i>n</i> [C]	/'əʊʃən/
park	<i>n</i> [C]	/'pɑ:k/
peaceful	<i>adv</i>	/'pi:sfəl/
pollution	<i>n</i> [U]	/pə'lju:ʃən/
population	<i>n</i> [U]	/'pɒpjʊ'leɪʃən/
positive	<i>adj</i>	/'pɒzɪtɪv/
reach	<i>v</i>	/'ri:tʃ/
rubbish	<i>n</i> [U]	/'rʌbɪʃ/
sail	<i>v</i>	/seɪl/
shopping	<i>n</i> [U]	/'ʃɒpɪŋ/
size	<i>n</i> [U]	/saɪz/
smog	<i>n</i> [U]	/'smɒg/
souk	<i>n</i> [C]	/'su:k/
subway	<i>n</i> [C]	/'sʌbweɪ/
ticket	<i>n</i> [C]	/'tɪkɪt/
timetable	<i>n</i> [C]	/'taɪmteɪbəl/
tower	<i>n</i> [C]	/'taʊwə/
town	<i>n</i> [C]	/'taʊn/
traffic jam	<i>n</i> [C]	/'træfɪk dʒæm/
traffic	<i>n</i> [C]	/'træfɪk/
train	<i>n</i> [C]	/'treɪn/
tram	<i>n</i> [C]	/'træm/
trip	<i>n</i> [C]	/'trɪp/
village	<i>n</i> [C]	/'vɪlɪdʒ/
weather	<i>n</i> [U]	/'weðə/

Different ways of writing

Look at pages 32 and 33 of your Classbook. Mustafa's family collected the cards, postcards, notes, newspaper articles and e-mails from his Round the World journey. Read them and then answer the following questions.

1 Match the following with the texts on pages 32 and 33 of your Classbook and write the number of each text in the space provided.

a. card

d. newspaper article

b. postcard

e. e-mail

c. note

f. letter

2 Which text do you think was the quickest to write? Why?

.....

.....

.....

3 Which text do you think took longer to write? Why?

.....

.....

.....

4 Which of the texts didn't Mustafa write? How do you know?

.....

.....

.....

5 There are formal and informal ways of writing in English. Informal writing usually has contractions [can't, I've, isn't] and usually uses personal pronouns [I, you]. Formal writing does not usually use these. Look again at the texts from pages 32 and 33 of your Classbook and decide which ones are formal and which ones are informal. Circle the appropriate answer.

a. card formal / informal

d. newspaper article formal / informal

b. postcard formal / informal

e. e-mail formal / informal

c. note formal / informal

f. letter formal / informal

How do you learn your spellings?



Some ITC members are sharing the different ways they learn their spellings. Read them and tick which ones you want to try.

- 1** I use Look, Cover, Write and Check. It helps me see the word in my head.
- 2** I write the word two or three times very quickly.
- 3** I think of another word with the same sound which I can spell. I know how to spell night so I can guess how to spell light, fight, might ...
- 4** I write down words with the same spelling patterns - cake, snake, shake, take, wake ...
- 5** I like to write the word in a sentence.
- 6** I learn them with my friend - my spelling buddy. We test each other every day.
- 7** I stick the spellings all around my house so that I see them everywhere.
- 8** I read English magazines and books so I am always looking at words. It helps me decide if my spelling looks right or not.
- 9** I say the letters of the word in a chant or rhyme - H-A-P-P-Y! Happy.
- 10** I try to notice rules and patterns. For example, I have learned the rules for spelling plurals and comparatives at school. I know 'ck' and 'ing' are usually at the end of words, not in the middle. I also know that adding an 'e' at the end of a word usually makes the vowel say its name. So tape is just tap with an e!
- 11** I make up silly sentences with words beginning with the same letters. I remember because with Big Elephants Can Always Understand Small Elephants.
- 12** I like playing spelling games and doing word puzzles. For example, crosswords, word searches and anagrams help me learn to spell.

Thinking about your progress.

1 Put **but** or **because** in the following sentences.

I like watching television, _____ I don't like watching the News.

I always play football on Tuesday _____ my friends play football on Tuesday.

She says that she likes shopping, _____ she never goes to the shops.

Now think and tick.

- I understand the difference between **because** and **but**.
- I feel confident using **because** and **but**.
- I would like some more practice of **because** and **but** so I can get better.
- I am not sure of the difference between **because** and **but**.

2 Use the words in the box and **used to** to help you write three sentences comparing how good you were at English 7 years ago and how good you are today.

speaking
listening
spelling
reading
understand
enjoy
be good at
like
writing
learning
tests
think
dislike

Now think and tick.

- I understand how to write sentences with **used to**.
- I feel confident writing sentences with **used to**.
- I would like some more practice writing sentences with **used to** so I can get better.
- I am not sure how to write sentences with **used to**.

3 Write three comparative sentences. Use the words below.

beautiful _____

boring _____

delicious _____

Now think and tick.

- I am really good at writing comparative sentences using adjectives with 3 syllables or ending with **-ing**.
- I can write comparative sentences using adjectives with 3 syllables or ending with **-ing**.
- I can write comparative sentences using adjectives with 3 syllables or ending with **-ing** but I would like some more practice.
- I don't understand how to write comparative sentences using adjectives with 3 syllables or ending with **-ing**.

Thinking about your paragraphs!

1. Look at **Club Talk** on pages 16 and 17 of your Classbook and write down the number of the **Club Talk** paragraph that matches the following main idea.

unusual animals

cruelty

endangered animals

entertainment

2. Now write down the key words and phrases from **Club Talk** that help to support the following main ideas. Add any other words you can think of.

cruelty

entertainment

3. Now think about zoos and what **you** think. Think of two main ideas for paragraphs in your writing and put them in the space below. Write down the words and phrases for your main ideas.

4. Write a topic sentence to introduce the main idea for each of your paragraphs.

5. If you want to write more paragraphs, then plan them in the same way.

6. Now write the first draft of your paragraphs on page 15 of your Skills Book.

Reflection



Do you remember Basim interviewing Ahmed? Now Basim wants to interview you. These are the questions. What are you going to say?

Basim: Hi Do you mind if I ask you some questions about Unit 1?

.....: No, that's fine. Go ahead.

Basim: What did you think of the story?

.....

Basim: How do you use *too* with an adjective?

.....

Basim: There was a lot of new vocabulary in this unit. How did you learn it?

.....

Basim: Did you find out which free time activity was best for you?

.....

Basim: What was your favourite part of the unit?

.....

Basim: What did you find difficult?

.....

Basim: OK. Thanks a lot!

What free time activity is best for me?

Read each question, think about yourself and circle the number.		Strong NO 			Strong YES 
1	Are you good at understanding maps?	1	2	3	4
2	Do you enjoy asking questions about everything?	1	2	3	4
3	Are you good at adding up money when you go shopping?	1	2	3	4
4	Do you enjoy listening to people talking?	1	2	3	4
5	Do you like reading and writing?	1	2	3	4
6	Do you like word games and puzzles?	1	2	3	4
7	Do you enjoy listening to music?	1	2	3	4
8	Are you aware of different sounds around you?	1	2	3	4
9	Can you play an instrument?	1	2	3	4
10	Can you balance on one leg?	1	2	3	4
11	Do you like being active?	1	2	3	4
12	Do you exercise every day?	1	2	3	4
13	Do you like working by yourself?	1	2	3	4
14	Do you know what is important to you?	1	2	3	4
15	Do you think carefully about how to do things?	1	2	3	4
16	Do you like animals?	1	2	3	4
17	Do you enjoy being outside?	1	2	3	4
18	Are you interested in different countries?	1	2	3	4
19	Do pictures help you remember things?	1	2	3	4
20	Do you enjoy watching videos?	1	2	3	4
21	Are you good at understanding charts and diagrams?	1	2	3	4
22	Are you happy to be on your own?	1	2	3	4
23	Do you work carefully?	1	2	3	4
24	Do you know what you like?	1	2	3	4

Add up your totals for the questions below:

	Total	Multiple Intelligence
Questions 1 + 2 + 3		A
Questions 4 + 5 + 6		B
Questions 7 + 8 + 9		C
Questions 10 + 11 + 12		D
Questions 13 + 14 + 15		E
Questions 16 + 17 + 18		F
Questions 19 + 20 + 21		G
Questions 22 + 23 + 24		H

When you have found which letter has the highest total, find the letter below to find some suggestions for activities you might enjoy.

A Mathematical/Logical. You enjoy thinking, planning and working out puzzles. Try playing games like chess and draughts. I think you will enjoy doing experiments, solving problems and taking part in quizzes. You will also have fun solving puzzles like crosswords and secret codes.

B Linguistic/Verbal. You will probably be good at languages so why not start learning a new language! Read and write as much as you can – keep a diary and write letters to newspapers, friends and relatives. Try acting and think about starting a discussion club.

C Musical/Rhythmic. You will enjoy all music and sounds. Think about starting a band with your friends or starting a music library.

D Bodily/Movement. You can try any sport! They can be team sports like football, basketball and volleyball or individual sports like jogging, speed-walking and roller skating. Why don't you do exercises at home or join a local gym? If you like excitement, you can try rock-climbing, sky-diving or skiing.

E Interpersonal. You like being with other people. You will enjoy free time activities that you can do with your friends like playing board games or writing e-mails. Perhaps you should try chess.

F Naturalist. You enjoy the natural world of animals and plants. You could make a collection of different leaves or rocks, make a globe of the world, join an environmental organisation on the Internet, go walking in the mountains or go camping.

G Visual. You like to see things in pictures so why not try painting or drawing pictures of your own? You will enjoy watching television and videos and I think that the computer would be a good free time activity for you.

H Intrapersonal. You are perfectly happy being by yourself. You will enjoy free time activities that you can do by yourself like playing on the computer, making models, collecting things or reading.

Collecting Information

Think:

Here are some different ways of collecting information.



Match the ways of collecting information with the following definitions:

- a A place containing books and computers.
- b A list of written questions that you give to a lot of people in order to collect information.
- c Questions that you ask a large number of people in order to find out what they think and what they like doing.
- d A meeting when someone is asked questions.
- e A network that connects millions of computers around the world.

Think about the projects you have done and the different ways you have collected information.

Link:

What ways of collecting information have you used to do the following?

1. Talking to your grandparents about their life when they were young.
2. Reading and finding out more information about the internet.
3. Designing a home page for the IKC.
4. Finding out what your friends like doing after school.
5. Finding out what your friends eat for breakfast in order to decide if they have a healthy diet.

Scanning and Skimming

Think and link.

Think:

Read the reading strategies on page 5 of your Classbook.
Now think about the questions you answered on page 4 of your Classbook.
Which reading strategies did you follow in answering the questions?

1. What's the topic of the e-mails?

2. Who is Beth's best friend?

3. Which countries does Ahmed mention?

4. What is Najma's new book about?

Link:

Look at your answers to the above and decide what you will do differently next time.

Have you ever?

Use the present perfect to ask and answer questions about where you have been. Put a tick ✓ for yes, and a cross ✗ for no.

Name	A museum	Cairo	The Queen's Hotel	Muscat	The Pizza Palace	London

Now write 5 sentences using the information you have gathered:

1

.....

2

.....

3

.....

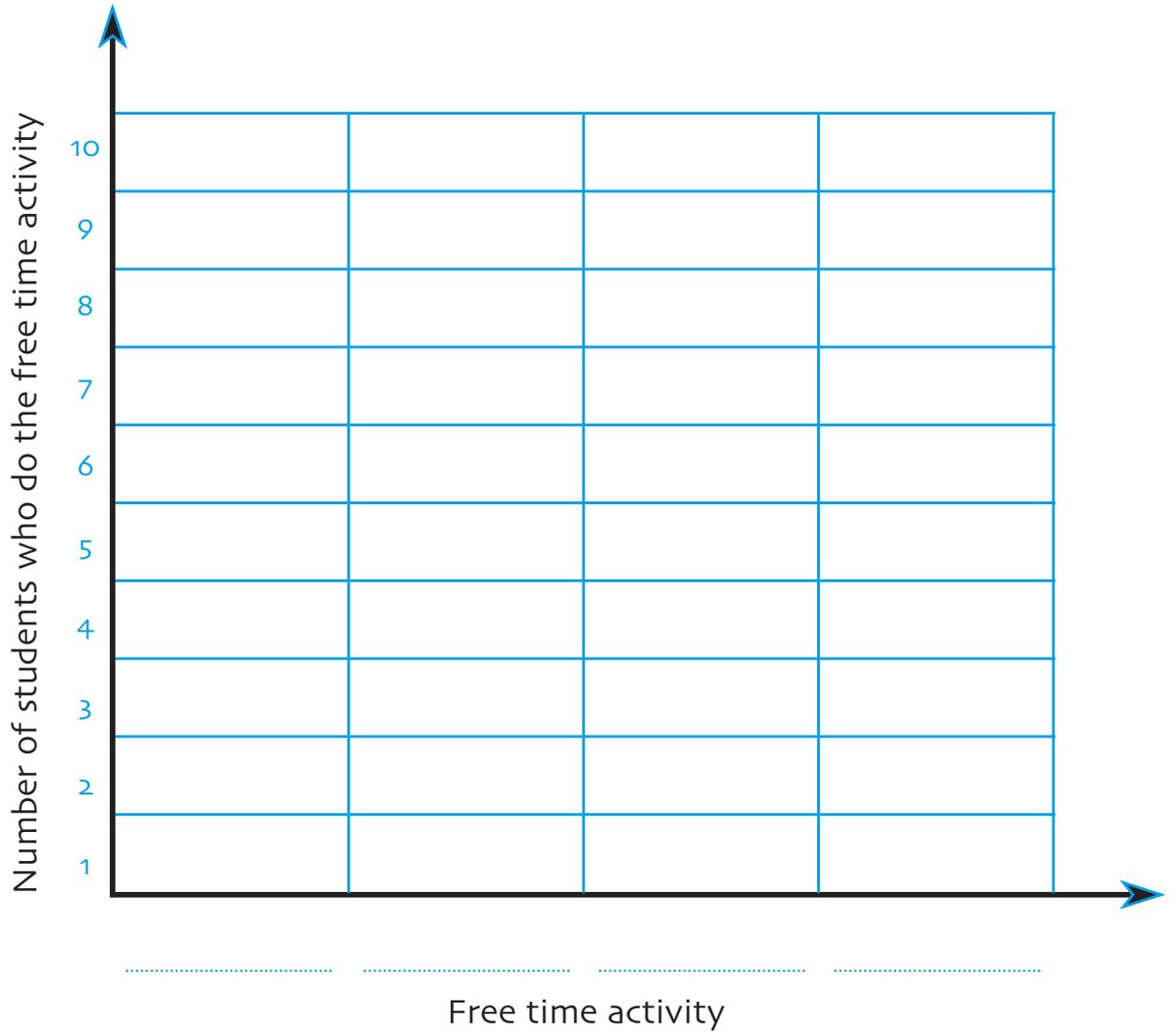
4

.....

5

.....

My Free Time Graph



Favourite free time activities

.....

.....

.....

.....

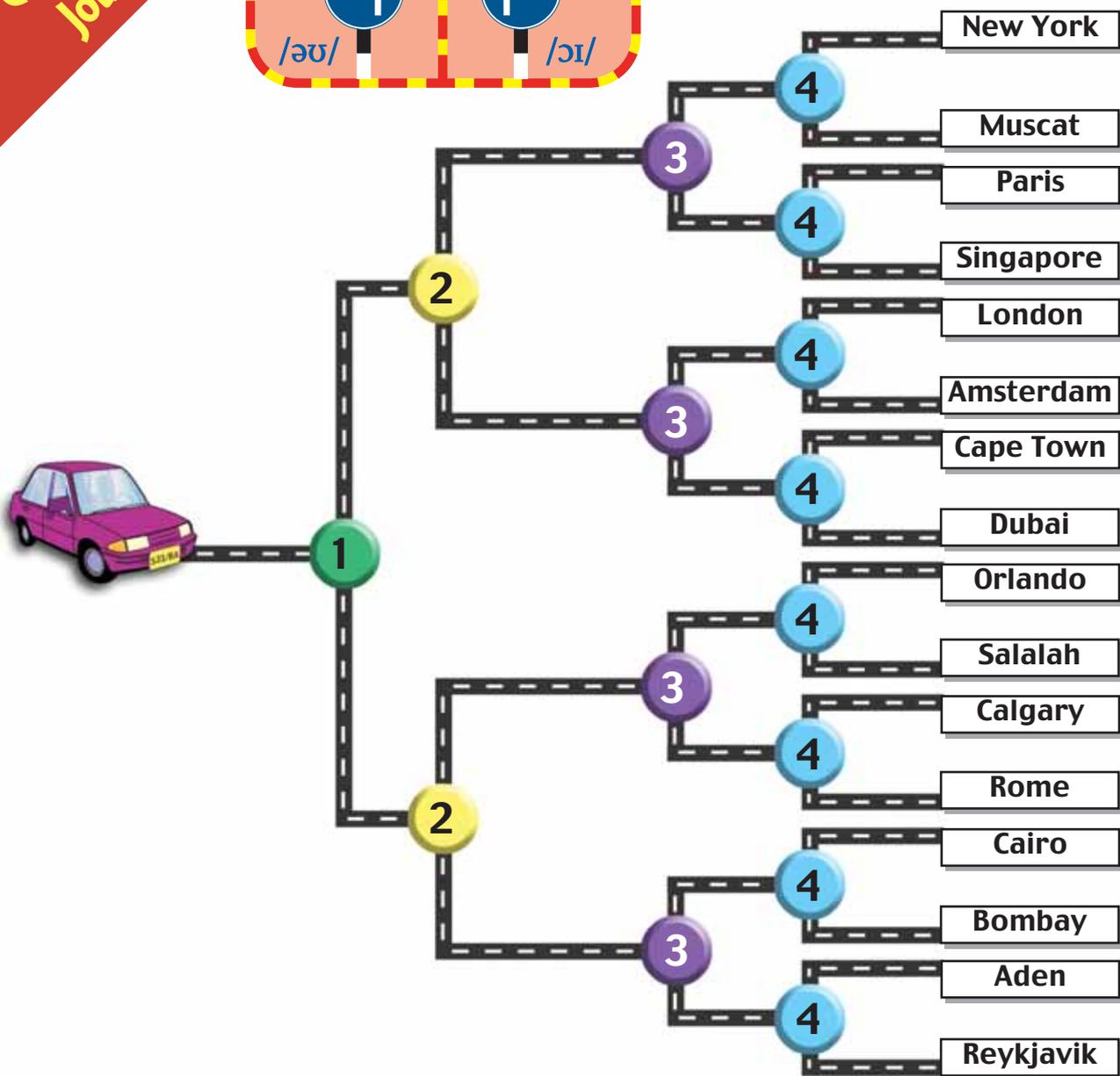
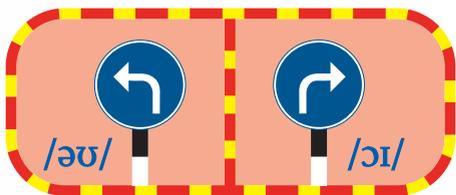
.....

The Writing Route

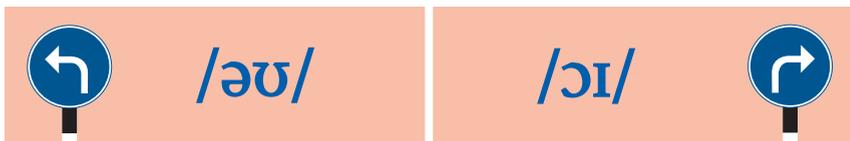
Plan		<ul style="list-style-type: none">• Brainstorm.•• Research in the LRC.• Read books.
Draft	Your first go at writing.	<ul style="list-style-type: none">• Read your plan.• Write as quickly as possible.•
	Show your work to a friend or your teacher and talk about how to make your writing better.	<ul style="list-style-type: none">• Get your friend to read your work.•• Write down any new ideas and add them to your plan.• Re-write your plan.
Re-draft		<ul style="list-style-type: none">• Read your new plan again.•• Re-write your work with the new ideas you have.
	Read your writing again.	<ul style="list-style-type: none">• Re-read your second draft when you have finished.•• Think again how to make your writing better.
Check	Make sure there are no mistakes in your writing and that your spellings are correct.	<ul style="list-style-type: none">• Look at your checklist.• Look in the dictionary.• Look at your punctuation.• Look at your handwriting.• Look at your sentences and paragraphs.
		<ul style="list-style-type: none">• Make sure that all your work is correct.•• Change the order of the sentences and paragraphs.
Publish		<ul style="list-style-type: none">• Get a clean piece of paper.• Make sure you are in a quiet place.•

1
City Sounds
Journey

Listen, identify the sound and turn left or right.



2 Read and sort the words.



Spelling

Spelling



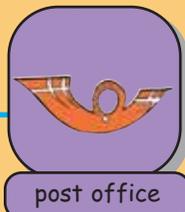
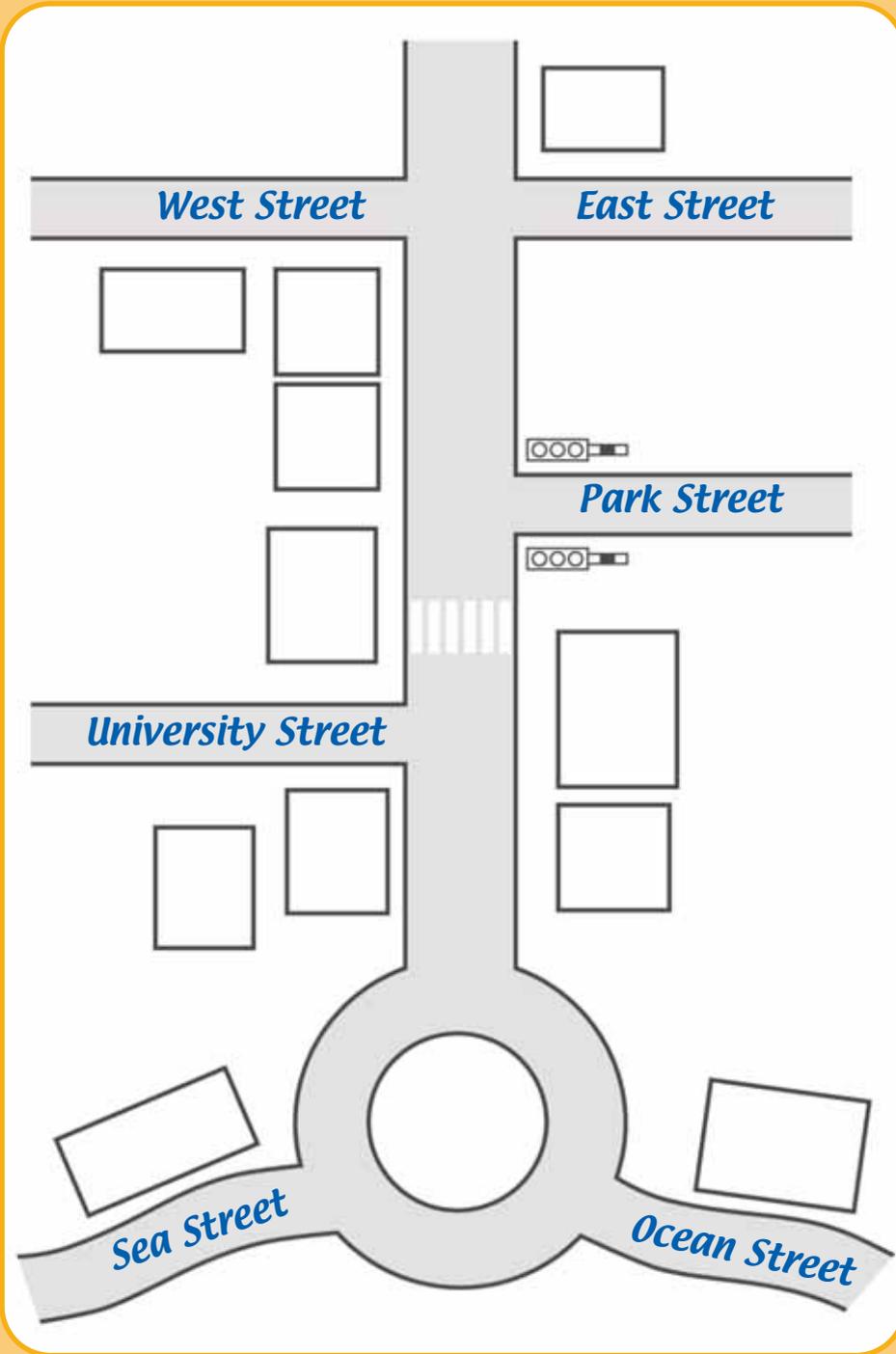
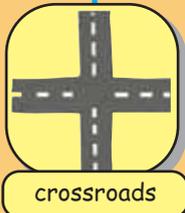
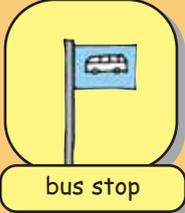
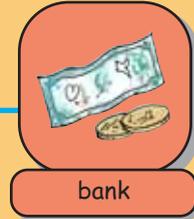




About Town

Listen to Rashid and label the places on the map.

Excuse me, please can you tell me where the is?





Extreme Cities

Fact File



City	Location	Size	Population	Weather	Places to visit	Things to do	Other
	Honshu Island			—	Imperial Palace Hama Rikyu Park	take a tour	
Calgary	Canada near Bow River 250 km from USA	721 km sq.	800,000	summer: cool but sometimes hot, 30 C winter: cold	Calgary Tower	riding horses	cleanest city Winter Olympics in 1988 cowboy show



Extreme Cities

Fact File



City	Location	Size	Population	Weather	Places to visit	Things to do	Other
Tokyo	Japan Honshu Island	550 km sq.	33 million	—	Imperial Palace Hama Rikyu Park Tokyo Tower	shopping take a tour	largest city
	near Bow River 250 km from USA			summer: cool but sometimes hot, 30°C winter: cold			Winter Olympics in 1988 cowboy show



World City Challenge



ship

plane

cyclo

bicycle

train

ferry



City Facts

Find out which city Mustafa has been to and then locate it on the map.

Name of city: Orlando
Location: Florida, U.S.A.
Weather: warm all year round, average temperature 28°C
Places of interest: Disney World, Gatorland, nature parks
Things to do: go water skiing, visit theme parks, wrestle with an alligator

Name of city: Ho Chi Minh City
Location: Vietnam, Southeast Asia on the Saigon River
Weather: warm all year round, average temperature 28°C
Places of interest: Saigon Central Mosque, Saigon River, Buu Truong Tam (Post Office), Chinatown
Things to do: go on a boat trip, city tour

Name of city: Sydney
Location: Australia
Weather: hot and sunny
Places of interest: Sydney Opera House, Taronga Park Zoo, The Rocks
Things to do: catch the ferry, listen to music, eat in restaurants, visit museums, walking

Name of city: Ushuaia
Location: Tierra del Fuego, South Argentina
Weather: cold all year round
Places of interest: Museum of the End of the World, prison of Ushuaia, the Port
Things to do: go skiing, walks, boat rides, visit the port, visit the prison

Name of city: Singapore
Location: South East Asia
Weather: warm all year round, average temperature 28°C
Places of interest: Chinatown, Little India, Sentosa Island
Things to do: shopping, go on the cable car to Sentosa Island

Name of city: Cape Town
Location: South Africa, next to Indian and Atlantic Oceans
Weather: warm
Places of interest: Table Mountain, beaches
Things to do: walking, cycling

Name of city: Cairo
Location: Egypt
Weather: hot and sunny
Places of interest: The Pyramids and Cairo Tower
Things to do: catch a boat down the River Nile, camel ride

Name of city: Amsterdam
Location: Netherlands
Weather: average winter temperature 3°C, average summer temperature 17°C
Places of interest: The Royal Palace, art museums
Things to do: go on a boat, city walks



The Story Sorting Machine!

In your group, choose one of the stories you have read in *English For Me* and sort it out using the Story Sorting Machine by answering the following questions:

What's the name of the story?

Title

What are the names of the characters?

Characters

What do you think they look like?

What adjectives are used?

What verbs are used?

Vocabulary

What nouns are used?

What adverbs are used?

How old are the characters?

Useful language

What language will help you write the story?

What happens in the middle of the story?

What happens at the beginning of the story?

Setting

Where does the story take place?

What happens at the end of the story?

Plot



Young Inventors Competition

How _____ are you?

Can you design and make an invention?
This is your opportunity to become a real _____!
The categories for this year's competition are:

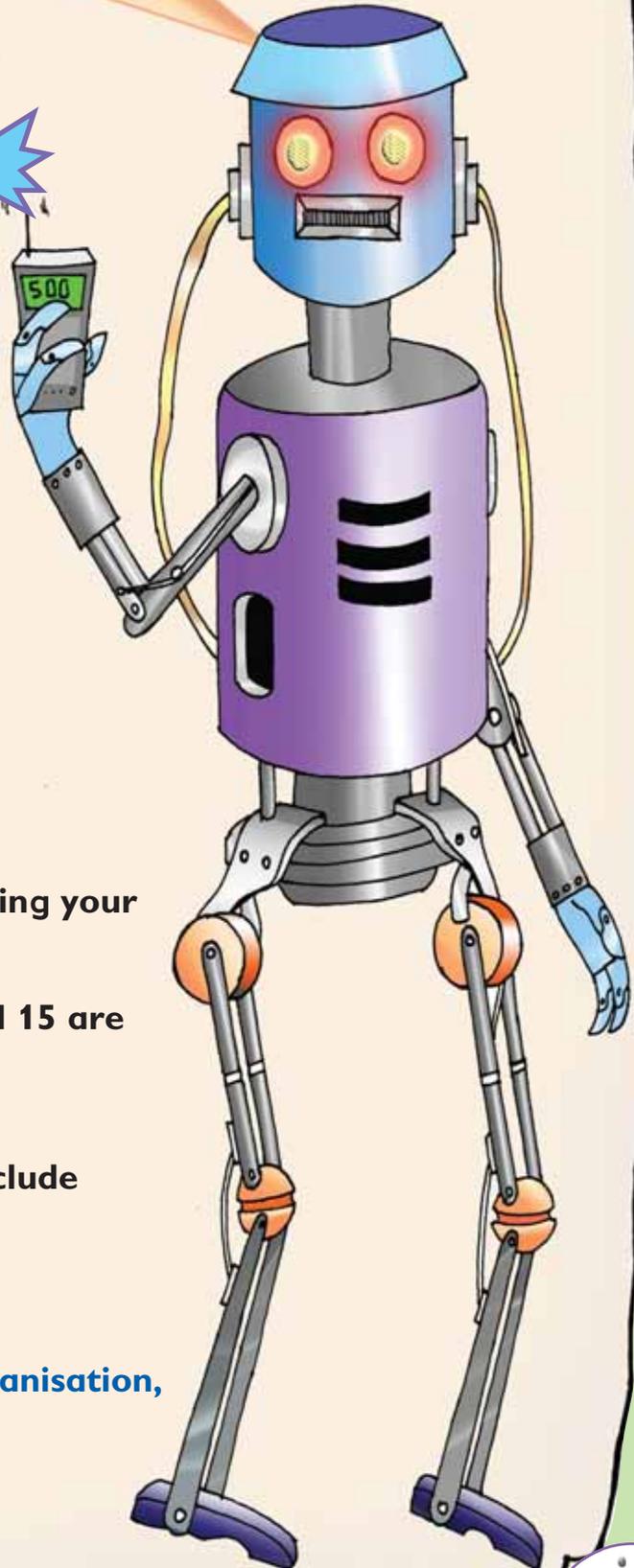
1. _____ Inventions.
2. Crawling Inventions
3. Useful Inventions.

Choose a _____ and start designing your invention now!

All students between the ages of 12 and 15 are invited to submit their designs before the _____.

Designs must be clearly labelled and include details of the types of materials.
Send your _____ to:

**The Young Inventors Competition,
The International Young Inventors Organisation,
65 Allwood House,
London,
UK**



Young Inventors Competition

How inventive are you?

Can you _____ and make an invention?
This is your opportunity to become a real inventor!

The categories for this year's _____ are:

1. Flying Inventions.
2. Crawling Inventions
3. Useful Inventions

Choose a category and start designing your invention now!

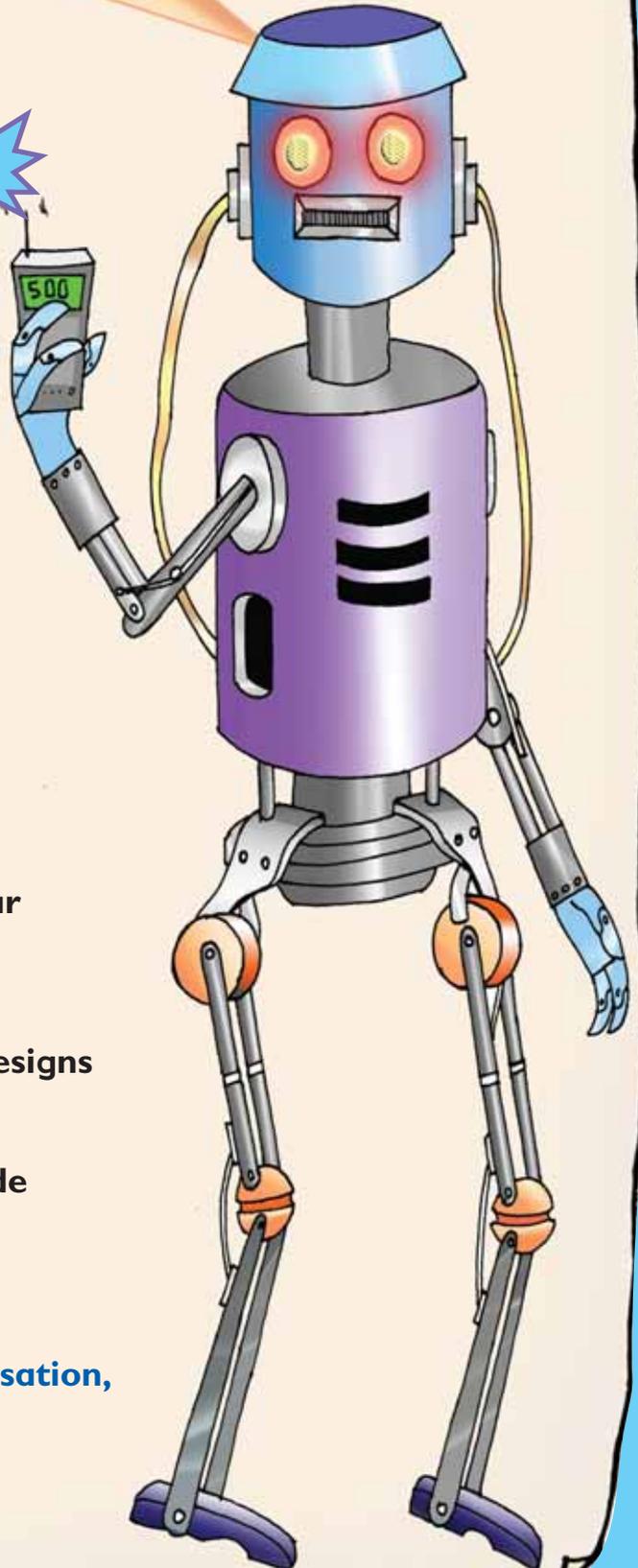
All students between the ages of _____ are invited to submit their designs before the 1st December.

Designs must be clearly labelled and include details of the types of _____.

Send your designs to:

**The Young Inventors Competition,
The International Young Inventors Organisation,
65 Allwood House,**

_____,
UK



You have decided to join Oceanlife. Complete the application form and then fill out the cheque and put it in your portfolio.

Join OCEANLIFE and make a difference!

Application Form

Please complete in BLOCK CAPITALS.

To apply for membership, simply complete and return this application form to the address below.

Annual individual membership *Please tick one box*

Adult £30

OAP £25

Student £25

Child (3-14) £25

Title: Mr Mrs Miss Other *(Please delete)*

First name: _____ Surname: _____

Address: _____

Country: _____

Date of birth: __/__/__ Tel. no.: _____ E-mail: _____

Where did you find out about Oceanlife? *(Please tick)*

School

Internet

Radio

Magazine

Friend

TV

DONATIONS

I would like to make a donation towards supporting Oceanlife and I enclose £ _____

Overall total enclosed £ _____

HOW TO PAY

Credit card Cheque *(Payable to Oceanlife. Please write your name and address on the back of the cheque.)*

Please return the completed application form to:
Oceanlife, Sea Protection Agency, Dublin Park, London, UK

International Bank of EcoLand

Pay _____

Date _____

The sum of _____

£

Amount in numbers

_____ *Amount in words*

Signed _____

Cheque no. 4985





In pairs, decide who is A and who is B. Carefully tear or cut the cut-out page in half along the dotted line. If you are A, then you should take the part labelled A and put the part labelled B away. If you are B, then you should put the part labelled A away. Then, sit back to back so your friend can't see your piece of paper and you can't see theirs. Complete the TV Guide with the missing information by talking and listening to each other.

A

TV Guide Monday

Star Choice

12.45	Film: Catch a Thief
2.20	_____
_____	Music Madness
3.10	My Country in June
3.30	_____
3.45	Business News
_____	Happy Homes
4.30	Time Team
5.15	_____
5.45	IT Update
_____	National News
6.15	Shark Feeders
7.00	_____
7.30	Hope Hospital
_____	College Quiz Time
8.20	Birds of the World
8.50	_____

B

TV Guide Monday

Star Choice

_____	Film: Catch a Thief
2.20	Cook with Khamis
2.50	Music Madness
_____	My Country in June
3.30	Hands Around the World
3.45	_____
4.00	Happy Homes
_____	Time Team
5.15	Car World
5.45	_____
6.00	National News
_____	Shark Feeders
7.00	West Street
_____	Hope Hospital
8.00	College Quiz Time
8.20	_____
8.50	Film: Train Trouble!

