

كتاب الطالب المجلد الثالث منهج أكسس نسخة 2026



تم تحميل هذا الملف من موقع المناهج الإماراتية

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ملفات اكتب للمعلم اكتب للطالب الاختبارات الكترونية الاختبارات ا حلول ا عروض بوربوينت ا أوراق عمل منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك الامتحان النهائي للمدرس

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف الثامن



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف الثامن والمادة لغة انجليزية في الفصل الثالث

مراجعة مهارات في المفردات والقواعد وفهم المقروء والكتابة

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UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

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الإمارات
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08

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Introduction to Access Book 8

This Access course is designed to build upon a foundation of English literacy and language skills and aims to:

- develop and extend listening, speaking, reading and writing skills.
- develop and build on language structures.
- develop and build on vocabulary.
- explore global and local topics.

The following themes, skills and structures are explored in this book:

Unit	Reading and writing skills	Listening and speaking skills	Language	Vocabulary
Unit 8 World festivals	Reading: Article Email Summary Writing: Description Email invitation Poster	Listening: Monologue Conversation Speaking: Describing an experience/event Making suggestions/plans Sharing ideas	Will (instant decisions) Present Continuous (future)	Travel Events Culture Festivals
Unit 9 Great expeditions	Reading: Description Comment Article Writing: Questions Diary entry Blog post	Listening: Story Conversation Radio show Opinions Speaking: Asking/answering questions Expressing opinions Listing advantages and disadvantages	-ing forms Present perfect (experience)	Travel Adventure Oceans Space



Unit 8: World festivals

Lesson 1: The Islamic pilgrimage to Mecca

- What do you know about Mecca?
- Why is it an important place for Islam?

Activity 1 Reading

Read the text below and answer the questions.

- 1 What does the photo show?
- 2 What is Hajj?
- 3 What is a pilgrim?

Key Structure

Strong adjectives
*It was a **wonderful** experience.*

Vocabulary

journey, pilgrim, Hajj, holiest, pilgrimage, incredible, wonderful, amazing, magnificent

VOCABULARY

journey: travelling from one place to another

holiest: the most holy place

The Kaaba is the holiest place in Islam.



A pilgrimage is a special journey to an important place. The photo is of the Kaaba inside The Great Mosque, Masjid al-Haram. It is the largest mosque in the world. The Kaaba is the holiest place in Islam. It is in Mecca, Saudi Arabia.

The people in the photo are completing the Hajj. This is the Islamic pilgrimage to Mecca. The word Hajj means 'a journey to Mecca'. People doing this journey are called pilgrims.

Activity 2 Listening Track 30

Listen to a pilgrim talk about completing the Hajj. What was it like?

Activity 3 Listening

Listen again to match the sentence parts.

- | | |
|--|-------------------------------------|
| 1 I was 18 when I did | a than the first time I went. |
| 2 It was incredible to see the | b next year. |
| 3 It was wonderful to see | c my first Hajj. |
| 4 There were even more pilgrims | d so many people in the same place. |
| 5 I hope to complete my third pilgrimage | e Kaaba for the first time. |

Activity 4 Speaking

In pairs, make a list of adjectives that show the pilgrim enjoyed the Hajj. There are four. Listen again to help you remember.

LANGUAGE TIP

Strong adjectives have the idea of 'very' but 'very' is not used.

We can use 'excellent' instead of 'very good'.

Examples of strong adjectives: *incredible, excellent, amazing, wonderful, magnificent, breathtaking*

Activity 5 Speaking

Use the words from Activity 4 to describe something you have experienced.

Last weekend was wonderful.

WRITING TIP

Proper nouns are the name of something. The first letter in the name is a capital letter.

The journey to Mecca is called the Hajj.



Activity 6 Practice

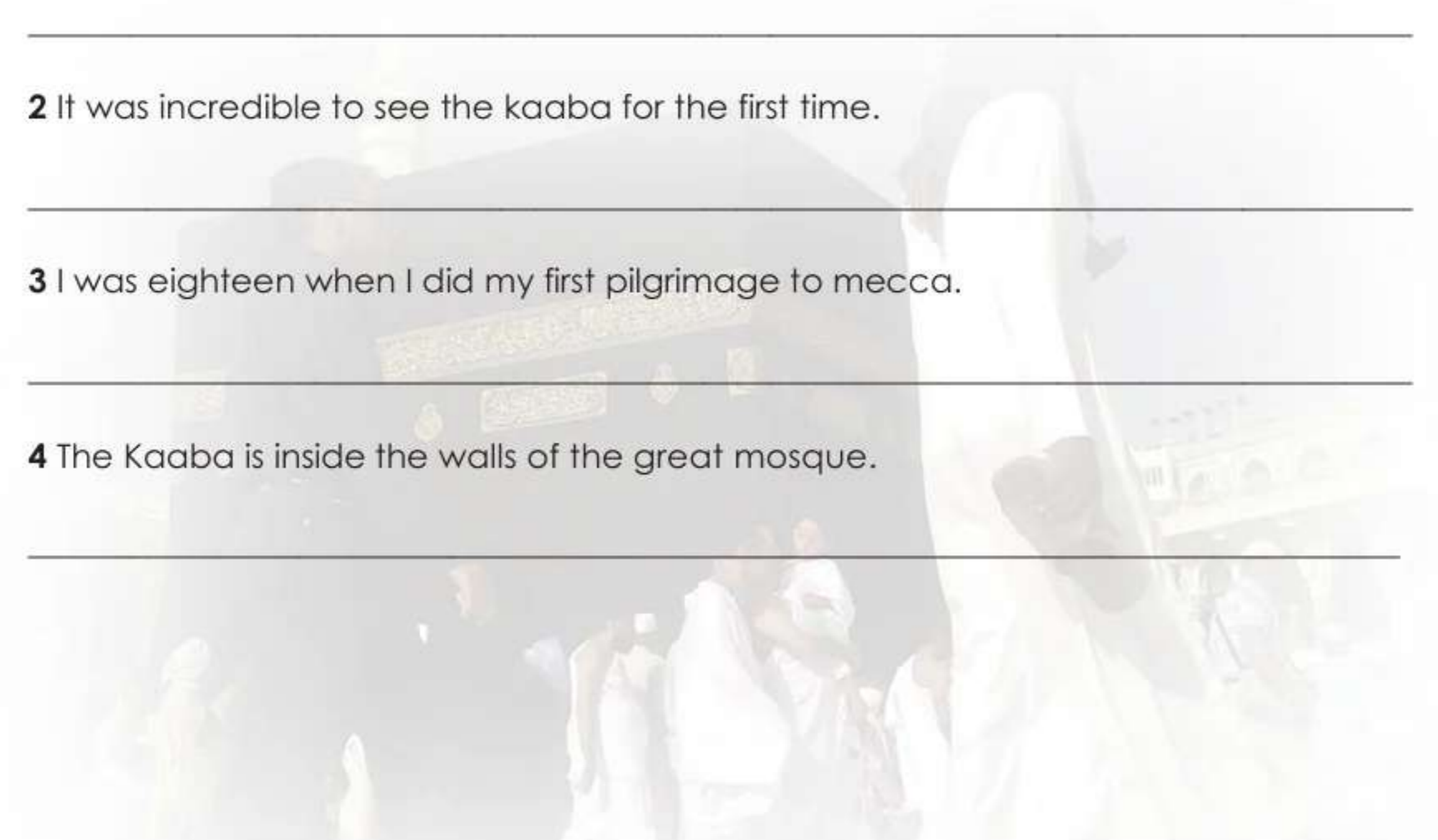
Some of the words in the sentences need a capital letter. Rewrite the sentences to make them correct.

1 the word hajj means 'a journey to Mecca'.

2 It was incredible to see the kaaba for the first time.

3 I was eighteen when I did my first pilgrimage to mecca.

4 The Kaaba is inside the walls of the great mosque.



Lesson 2: Three festivals

- Which festivals do you celebrate?
- Which is your favourite festival?

Activity 1 Reading

Read about Diwali, Eid Al-Fitr and Maslenitsa. Complete the chart.

Festival	When?	How long?	What happens?
Diwali		It lasts for...	
Eid Al-Fitr		It lasts for...	
Maslenitsa		It lasts for...	

Key Structure

Adjective, adjective + noun
They ate a **big, delicious** feast.

Vocabulary

celebrate, celebration, festival, bright, sparkly, Diwali, to last for...

READING TIP

When reading for specific information, it is helpful to underline the information you need so you can find it again easily.

Activity 2 Speaking

Work in pairs, take turns to ask and answer questions about the festivals. For example:

- A** When is Diwali celebrated?
B Diwali is celebrated at the end of October or beginning of November.
- A** How long does Diwali last?
B Diwali lasts for five days.
- A** What happens during Diwali?
B People decorate their homes.



Diwali

Diwali is the 'Festival of Lights'. It is a celebration of the Indian New Year. Many people around the world celebrate it. It starts at the end of October or the beginning of November. The celebration lasts for five days.

There are a lot of bright, sparkly fireworks during the festival. People also decorate their homes.

Eid Al-Fitr

Eid Al-Fitr celebrates the end of Ramadan. Ramadan is the ninth month in the Islamic calendar. Eid Al-Fitr is celebrated for three days.

After a visit to the mosque for prayer in the morning, family and friends eat a big, delicious feast. This is a meal of meat, vegetable and rice dishes. There are a lot of desserts too!



Activity 3 Speaking

Write a question about one of the festivals to ask your partner.

Question:



Maslenitsa

The Russian festival of Maslenitsa is in February or March. It lasts one week. The festival celebrates the end of winter and the start of spring.

At the beginning of the week, children make a large, colourful doll using straw and old clothes. This is called Lady Maslenitsa. People also make warm, tasty pancakes to eat.

LANGUAGE TIP

When describing something we use adjectives. We can use more than one adjective to describe a noun. These adjectives should be separated by a comma.

*There are lots of **bright, sparkly** fireworks at the festival.*



Activity 4 Practice

Find examples of two adjectives in the text and underline them.

Activity 5 Practice

Match the adjectives from the text.

- | | |
|----------|-------------|
| 1 big | a tasty |
| 2 warm | b delicious |
| 3 bright | c colourful |
| 4 large | d sparkly |

Lesson 3: Language focus

- Which festivals do you want to go to?
- What festivals are there in the UAE?

Key Structure

Will for instant decisions.
I'll ask my parents.

Vocabulary

calendar, bring, art,
 artists, tickets, shall,
 camera

Activity 1 Listening Track 31

Listen to two cousins have a conversation.

- Where do the cousins want to go?



Using will for instant decisions.

You can use 'I'll...' (I will) when you decide to do something.

I'll ask my parents.

We often say *I think I'll...* when we decide to do something.

I think I'll bring my camera.

Activity 2 Listening

Listen again. Complete the conversation below by using the words in the box.

call bring look ask

- Mira:** Hi Nahla, are you free this weekend?
- Nahla:** Hi Mira! Hmm, I'll ¹ _____ in my calendar.
 Yes, I'm free. Do you want to do something?
- Mira:** Yes, there is an art festival in the design district. Do you want to go?
- Nahla:** Of course! I'll ² _____ my parents!
- Mira:** Great! I think I'll ³ _____ my camera to take photos.
- Nahla:** Yeah, good idea! I'll ⁴ _____ you tonight and let you know
 what my parents say.
 I hope they say yes.
- Mira:** Me too, bye!
- Mira:** Bye!

LANGUAGE TIP

We use 'shall' to ask someone's opinion about an idea.

- a *It's a hot day. Shall we go to the beach?*
 b *No, I'm too tired.*

Activity 3 Practice

Match sentences 1-5 with sentences a-e.

- | | |
|---------------------------------------|-----------------------------|
| 1 I'm hungry. | a I think I'll read a book. |
| 2 I need to ask my sister a question. | b Shall we go to the beach? |
| 3 I'm bored. | c I think I'll eat lunch. |
| 4 It's a nice day. | d Shall I call you later? |
| 5 You are very busy. | e I'll go find her. |



Activity 4 Practice

Read the sentences and circle the correct option.

1 I **call** / I'll **call** you tomorrow.

2 I want to buy this painting. I'll **ask** / I **ask** how much it costs.

3 I love art. I **go** / I'll **go** to art festivals a lot.

4 I want to take photos at the festival. I **bring** / I'll **bring** my camera.

5 I go to a lot of art festivals. I **talk** / I'll **talk** to the artists.

Activity 5 Speaking

Read the sentences in the speech bubbles. When do you say each one?
For example, I say "I'll buy some tickets" when we go to the cinema.

I'll call my cousin.

Shall we ask our friends?

Shall we go together?

I'll ask my parents.

I'll buy some tickets

I'll ask how much it costs.

Lesson 4: National festivals

- What is a national festival?
- Does the UAE have a national festival?

Activity 1 Reading

Read about the Janadriyah Festival.
What is the aim of the text?

The Janadriyah National Festival

The Janadriyah National Festival started in 1985. It is in Saudi Arabia. It is a cultural festival. This means it celebrates the traditions of Saudi Arabia. The festival lasts two weeks. It usually starts in February or March.

The festival starts with a huge camel race. There are also horse races, falconry and traditional poetry readings. A large book fair is part of the festival. There is also an enormous market at the festival. You can buy traditional crafts and jewellery at the market.

Activity 2 Reading

Read the text again, mark the sentences below as (T) true or (F) false.

- 1 The first festival was in 1895. T / F
- 2 It celebrates the traditions of Saudi Arabia. T / F
- 3 It always starts in February. T / F
- 4 The festival starts with a camel race. T / F
- 5 At the festival, the market is small. T / F
- 6 The market sells crafts and jewellery. T / F

Key Structure

Synonyms
big / huge

Vocabulary

*culture, traditions, market
crafts, jewellery, national*

VOCABULARY

tradition: a way of doing things that people have followed for a long time

crafts: things people make by hand, often for decoration or use



LANGUAGE TIP

Synonyms are words or phrases that mean the same thing as another word or phrase.

1 *big / large / huge*

2 *pretty / beautiful / gorgeous*

3 *amazing / wonderful / magnificent*



Activity 3 Speaking

In pairs, answer the questions below.

- What does National Day in the UAE celebrate?
- What date is National Day?
- When was the first National Day in the UAE?
- What happens on National Day?



WRITING TIP

Before writing a description, it is good to think about the questions you need to answer.

What is the festival?

When does it happen?

Why does it happen?

What happens during the festival?

Activity 4 Writing

Answer the questions to write a short description of National Day in the UAE.

When is the UAE's National Day?

When was the first UAE National Day?

What does the UAE National Day celebrate?

What happens during UAE National Day?

Lesson 5: Let's go to a festival

- How many festivals have you visited?
- Do you go to festivals with your family?

Activity 1 Speaking

Ask and answer the questions in pairs.

- Why is the UAE's National Day important?
- Why do people enjoy it?

Activity 2 Listening Track 32

Listen to a phone conversation between two friends. What nationality are they?

Activity 3 Listening

Listen again and circle the correct answer to the questions.

1 What does James say about England?

- a it's crowded b it's hot c it's cold

2 How many weeks holiday does James have?

- a one b two c three

3 Where does Nasser live?

- a Abu Dhabi b Dubai c Sharjah

4 What date does Nasser want James to arrive before?

- a 2nd November b 22nd December c 2nd December

5 What does Nasser want to celebrate with James?

- a Eid al-Fitr b UAE National Day c Al Hijra

6 Would James like to go?

- a yes b no c maybe

Key Structure

Inviting someone to a festival
Would you like to come to a festival?

Vocabulary

to visit, activities, nationality, to invite, to reply, paintings, fireworks



SPEAKING TIP

When inviting someone to something we can use 'Would you like...?'

*Would you like to visit Abu Dhabi?
Would you like to go to the festival?*

You can reply by saying:

*I would love to go.
That sounds great.*

If you can't go, you can say:

Sorry, I can't.

Activity 4 Speaking

Choose one of the festivals/celebrations below. Invite one of your friends to join.

Would you like to go to the Janadriyah National Festival?

I don't know, what is it like?

It has a big market and there are animal races.

That sounds fun! Yes, I would like to go.



UAE Art Festival

- celebrates art in the UAE
- lots of paintings
- can take art classes



Janadriyah National Festival

- cultural festival in Saudi Arabia
- has a big market
- has animal races



Eid Al Fitr

- celebrates the end of Ramadan
- visit the mosque for prayer
- eat a big, delicious feast

Lesson 6: Language focus

- Which festivals would you like to go to?
- What are you doing this weekend?

Activity 1 Reading

Look at Amir's planner. How many festivals is he going to?

Key Structure

Present continuous (future)
Amir **is meeting** his friend tomorrow.

Vocabulary

to have a meeting, diary, to make plans, planner, to check email



Activity 2 Reading

Look at Amir's diary again.

Read the sentences and decide if they are true (T) or false (F).

- 1 Amir has a test on Monday. T / F
- 2 On Tuesday Amir is going to a book festival. T / F
- 3 Amir has a meeting on Wednesday. T / F
- 4 Amir is meeting his family at 10am on Thursday. T / F
- 5 Amir is not playing football on Thursday night. T / F

THE PRESENT CONTINUOUS

We can use the present continuous to talk about future arrangements (plans that are made).

Remember to use *be + -ing* verb.

We **are meeting** my cousins tomorrow.

Activity 3 Practice

Complete the sentences with the correct form of the verb *to be* and an *-ing* verb.

- 1 Tomorrow we _____ to a book festival. (go)
- 2 They _____ a film at the cinema tonight. (watch)
- 3 Emma _____ to a film festival in Dubai tomorrow. (go)
- 4 We have a test on Monday. We _____ the results on Tuesday. (get)

Activity 4 Practice

Complete the diary with your plans.

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Notes

Activity 5 Speaking

Share your diary with a partner. Tell your partner what you are doing on different days.

What are you doing on Saturday?

My family are having a picnic in the park.

Lesson 7: Invitation to a food festival

- What kind of food would you like to try?
- Have you ever been to a food festival?

Activity 1 Reading

Read Amir's email invitation. Where is he going on Saturday?

Key Structure

Invitations

Do you want to come to a food festival?

Vocabulary

to try food, to join, unusual, international, ticket, invitation

To: sam@email.com
Subject: Hello

Hello Sam,

How are you? I'm going to a Japanese food festival on Saturday with my family and we have an extra ticket. Do you want to come with us? It will be really fun, and we can try lots of unusual foods. It starts at 9am but we are meeting at 10am. Please let me know if you can come.

Your friend,
Amir

Activity 2 Reading

Read the email replies. Which one is Sam's reply?

a) Thanks for inviting me to the cinema on Saturday. I would love to come. What time does the film start?

b) Thank you for your email. I'm sorry but I can't come to the book festival on Friday. I have to study for my English exam.

c) Thanks for the invitation. The food festival sounds fun. I would like to come. Where should I meet you?



WRITING TIP

If you want someone to do something with you, you can send an invitation. Remember to say what you are doing, where you are going and when.

You can use these expressions: *Do you want to...*
Would you like to...
Let me know if you can come.

Activity 3 Speaking

Look at the food festival advert and answer the questions in pairs.

- 1 Where is it?
- 2 How much does a ticket cost?
- 3 What time does it start?
- 4 What kind of food can you try there?



International Food Festival

York University Saturday 2-10 pm

Tickets 60AED

Food from around the world

French. Dutch. Emirati. Thai. Greek. Moroccan.
Spanish. German. British. Peruvian. Jamaican.

Try food from 50 different countries!

Activity 4 Writing

Imagine you are going to the International Food Festival. Write an email inviting someone to join you. Use the email invitation in Activity 1 to help you.

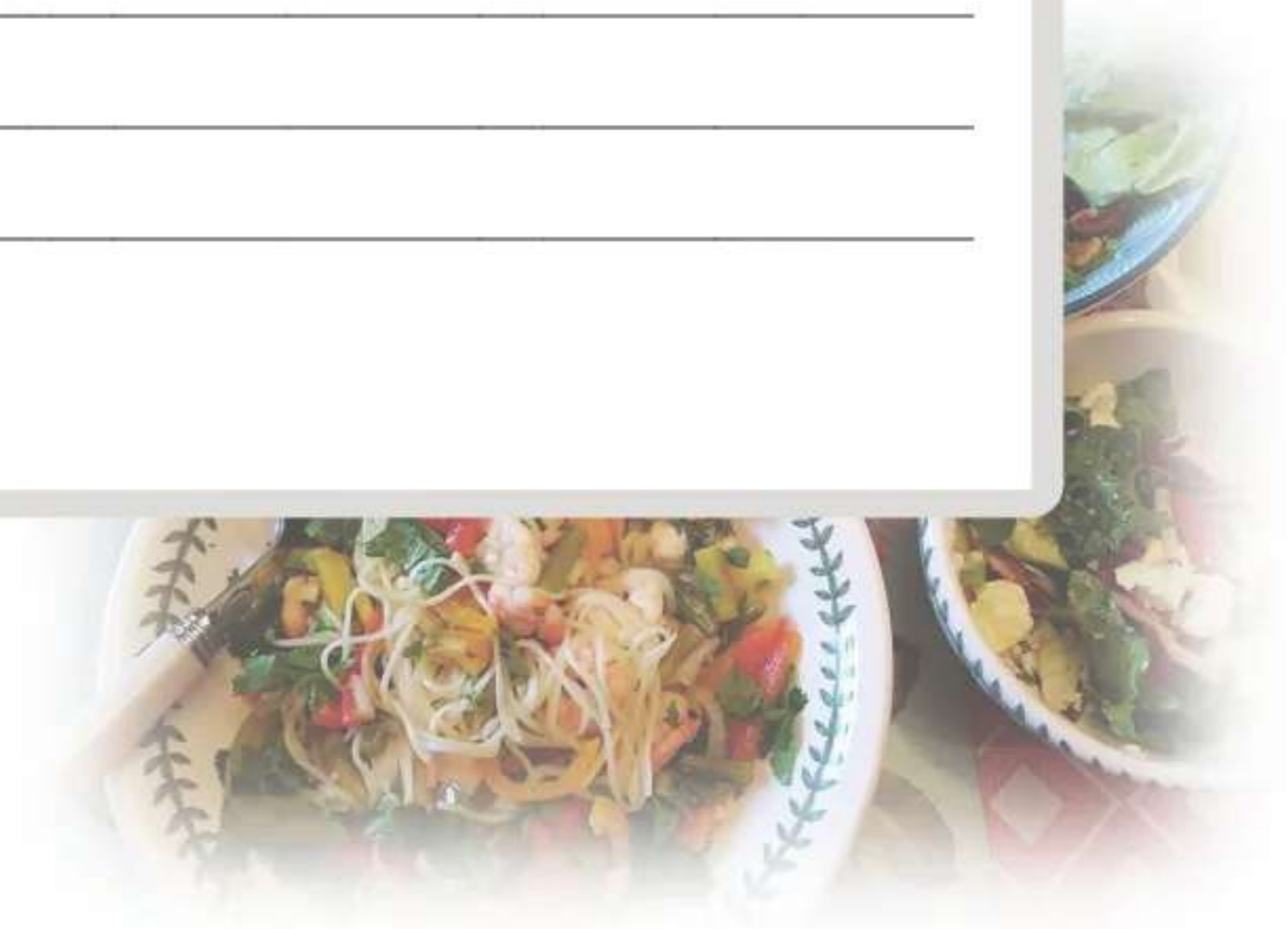
To:

Subject:

Hello _____,

How are you? _____

Your friend,



Lesson 8: Children's festivals

- Are there any festivals for children in the UAE?
- Do you know of any children's festivals in other countries?

Activity 1 Listening Track 33

Listen to a professor talking about Kodomo no Hi.
In which country does it take place?

Key Structure

Making suggestions
How about a race?

Vocabulary

to celebrate, flag, gift, to take place
thank, to plan, rice



Activity 2 Listening

Listen again and answer the questions.

1 When is Children's Day in Japan?

- a) 4th of May b) 15th of May c) 5th of May

2 How do people celebrate?

- a) They fly flags. b) They fly on planes. c) They go fishing.

3 What do people eat on children's day?

- a) chocolate cake b) fish c) rice cakes

4 What do children say to their parents and teachers?

- a) thank you b) congratulations c) goodbye

Activity 3 Listening

Complete the summary of the talk.

The _____ is Children's Day in Japan.
People fly _____ that look like fish.
People eat _____. They also thank
their _____ and _____.

WRITING TIP

A summary gives the main ideas of a text, or a talk.

When you write a summary, read or listen to the information, find the main ideas and write them in your own words.

Activity 4 Speaking

In groups, plan an activity for the next Children's Day.
Write your ideas in the table.

SPEAKING TIP

We can use these phrases to make suggestions:
Why don't we + verb?
How about + noun?

Why don't we play a sport?

How about a race?

What activity?	
Where will it take place?	
Things needed:	

Activity 5 Speaking

Share your ideas with your class.

We planned a running race for Children's Day...

Lesson 9: A poster about a festival

- Where do you usually see posters?
- Have you ever made a poster?

Activity 1 Speaking

Look at the poster for a festival and answer the questions.

What is the name of the festival?

When is it celebrated?

How long does it last?

Activity 2 Speaking

You are going to make a poster for a festival.

In pairs, choose a festival.

You can use one of these festivals or choose your own.

- National Day
- Eid
- Maslenitsa
- Janadriyah
- Children's Day

Activity 3 Reading

Research your festival. Use the information in the coursebook or find information online.

Makes notes to answer the questions about your festival.

What is it called?	
When is it celebrated?	
How long does it last?	
Where is it celebrated?	
What do people eat?	



Key Structure

Making suggestions
How about a race?

Vocabulary

to research, at the end,
at the beginning, pattern





Activity 4 Speaking

Decide what you want to put on your poster.
What is the most important information?
What is the most interesting information?

*I think we should say
how old the festival is.*

Activity 5 Speaking

Plan and design your poster.
Read the tips and look at the
poster in Activity 1 to help you.

WRITING TIP

Tips for making a poster:

- Use a big heading to make it interesting.
- Write neatly with large letters so people can read it.
- Only include the most important information.
- Use drawings or photos to make it look nice.



Activity 6 Speaking

Present your poster to the class and describe your festival.

*This is our poster
about Diwali.*

Lesson 10: Review

Key Structure
Unit 8 structures

Vocabulary
Unit 8 vocabulary

Activity 1 Vocabulary

Complete the sentences with the correct words from the box.

celebrate festival journey bring plans gift unusual

- 1 The word Hajj means a _____ to Mecca.
- 2 People _____ Diwali at the end of October or beginning of November.
- 3 I don't know what to _____ to the festival.
- 4 Shall we go to the book _____ next week?
- 5 I like making _____ with my family.
- 6 Susan likes trying _____ foods from different countries.
- 7 I gave my mother a _____ for Mother's Day.

Activity 2 Reading

Read the article. Where is the Sapporo Snow Festival?

The Sapporo Snow Festival

The Sapporo Snow Festival is held for one week every February. It is one of the best winter festivals in Japan. There is lots to see. There are hundreds of snow and ice sculptures all around the city of Sapporo. At night the sculptures are covered with lights so everything looks magnificent. During the day people can play in the snow or try Japanese food like noodles or rice cakes.

VOCABULARY

sculpture - A piece of art that you make by cutting or shaping hard things like stone, wood, or ice.



Activity 3 Reading

Read the sentences about the article. Are they true (T) or false (F)?

- 1 The Sapporo Snow Festival lasts for two days. **T / F**
- 2 The festival is in February every year. **T / F**
- 3 The festival is in summer. **T / F**
- 4 Lights make the sculptures look amazing at night. **T / F**

Activity 4 Language

Read the sentences and choose the correct words.

- 1 I **buy** / I'll **buy** tickets for the festival later.
- 2 I want an ice cream. I think I'll **go** / I **go** to the shop.
- 3 I **learned** / I'll **learn** about world festivals in English class last week.
- 4 The teacher asked for help so the students said, "**We'll** / **We** help you."

Activity 5 Language

Complete the sentences with the correct form of the verb *to be* and an *-ing* verb.

- 1 Tomorrow the students _____ to a book festival. (go)
- 2 Tonight Aysha _____ dinner with her family. (have)
- 3 Tomorrow I _____ Ms. Smith to talk about the school festival. (meet)
- 4 On Monday Omar _____ a speech at the school festival. (give)

Activity 6 Writing

Write an invitation email to a book festival in your emirate.
Say where and when the festival is and invite a friend to join you.

To:
Subject: Hello

Hello _____,

Your friend,

Unit 9: Great expeditions

Lesson 1: Exploring the seas

- Would you like to travel on a ship?
- Where would you like to go?

Activity 1 Reading

Read the start of a newspaper article. What was the Titanic?

Key Structure

More/less than
*The Titanic had **more than** 2000 passengers.*

Vocabulary

to sink, to explore, passenger, object, terrible, disaster, ship

The Titanic was the largest ship in the ocean in 1912. It could carry over 3000 passengers. People said it could never sink. However, it sank to the bottom of the ocean on...

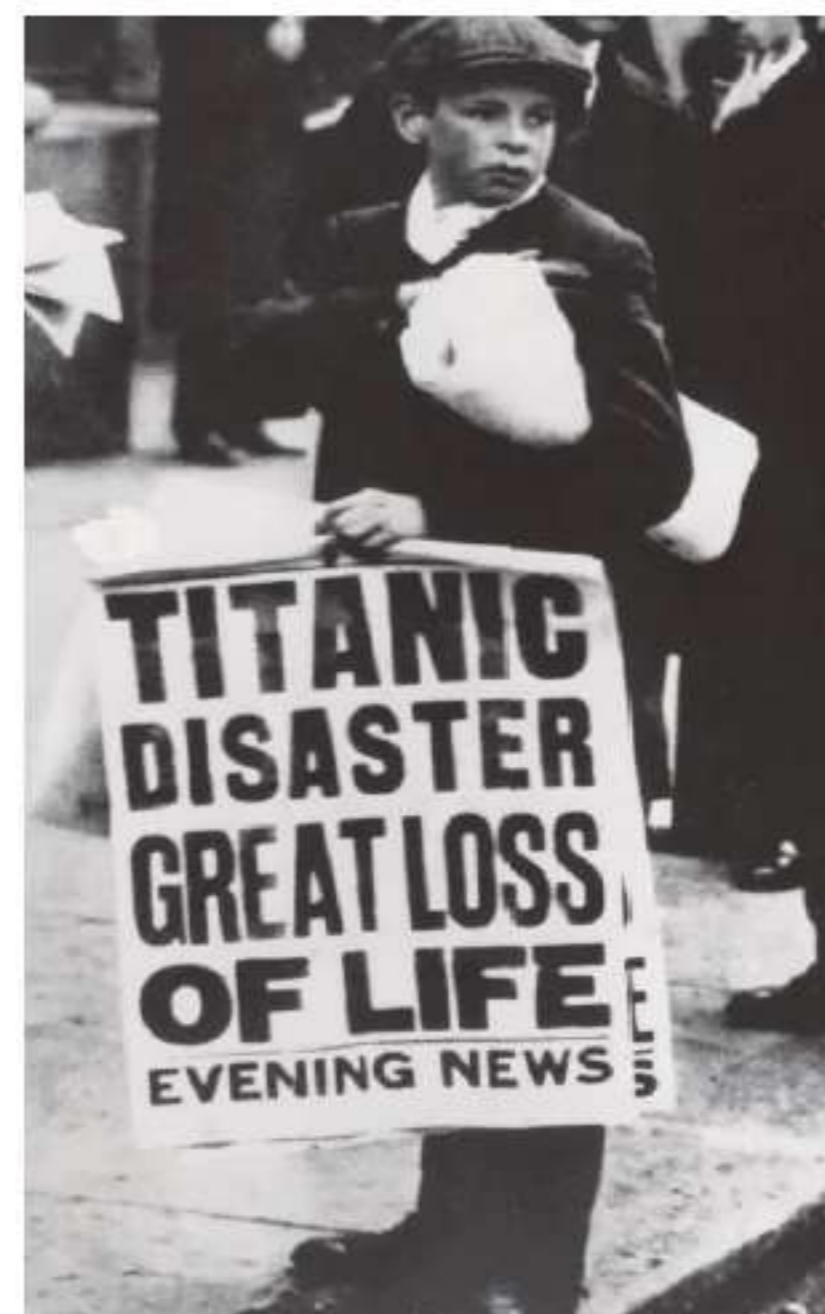
VOCABULARY

to launch: to put a ship into the water
iceberg: a large piece of ice in the sea
wreck: a ship at the bottom of the sea

Activity 2 Listening Track 34

Listen and mark the sentences as true (T) or false (F).

- 1 The Titanic was launched in 1914. T / F
- 2 The Titanic hit an iceberg. T / F
- 3 Less than 1500 passengers died. T / F
- 4 In 1985, the wreck was found. T / F
- 5 A robot took pictures of the wreck. T / F
- 6 No objects were found. T / F



LISTENING TIP

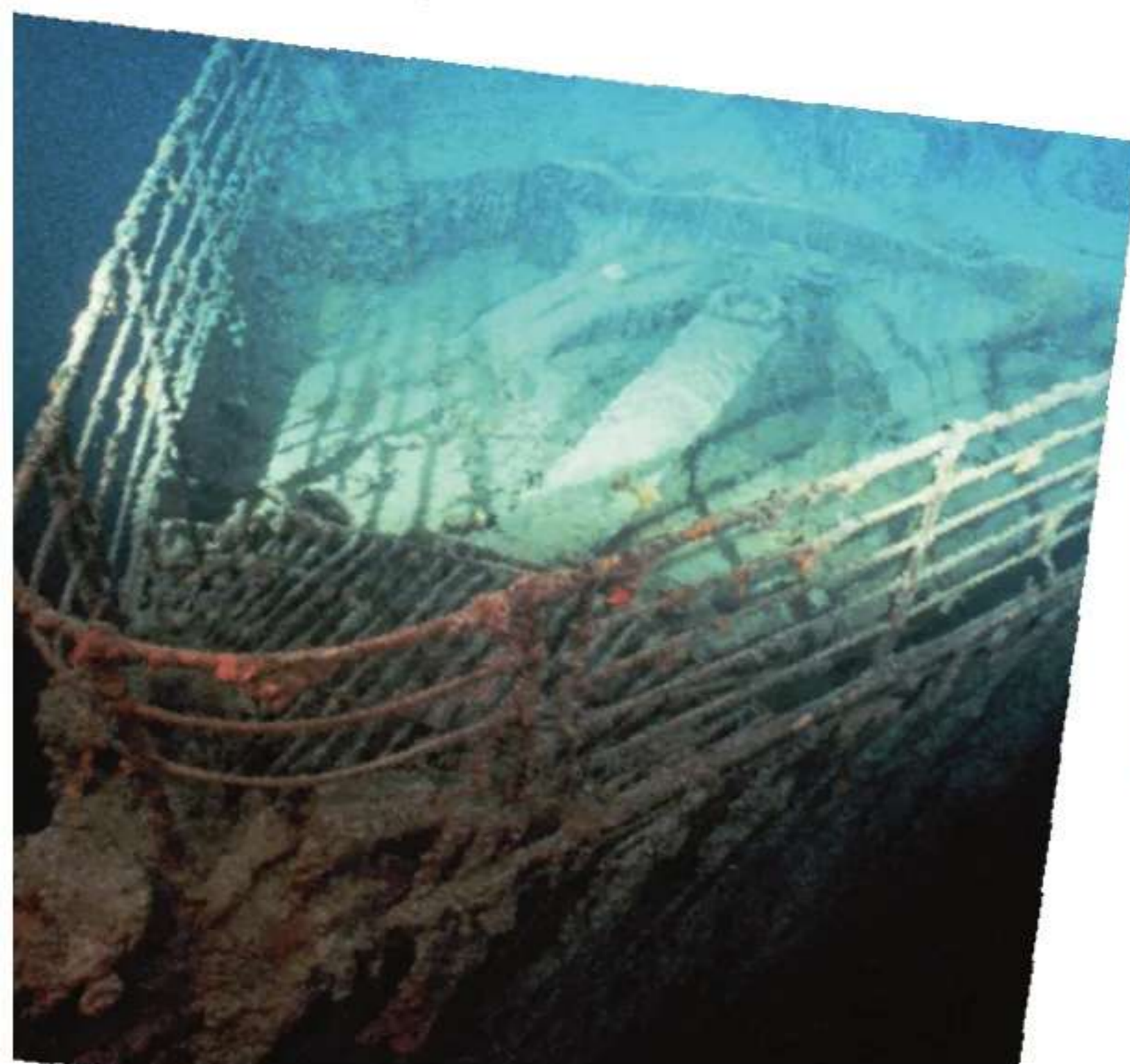
Before listening, think about what you might hear. You can do this by looking at pictures related to what you will listen to.

LANGUAGE TIP

We can use *more than* and *less than* to say the general amount of something.

less than 1500 passengers

more than 3000 people



Activity 3 Vocabulary

Circle the correct meaning of the word in each sentence.

1 The Titanic was **launched** in 1912.

- a the building of the Titanic
- b the movement of the Titanic into water
- c the name of the Titanic

2 It **sank** after it hit an iceberg in April 1912.

- a the Titanic sailed across the Atlantic
- b the Titanic carried many passengers
- c the Titanic went below the water to the bottom of the ocean

3 More than 1500 **passengers** died.

- a the people on the ship
- b the people who built the ship
- c the people who bought the ship

4 The **wreck** of the Titanic was found in 1985.

- a the workers of the ship
- b the parts of the ship at the bottom of the ocean.
- c a picture of the ship

5 They found objects such as jewellery, a whistle, silver, letters and other personal **belongings**.

- a expensive old objects
- b the parts of a ship
- c a person's things

Activity 4 Speaking

Ask and answer the questions with a partner.

Why do you think people like exploring wrecks like the Titanic?

Would you like to explore the wreck of the Titanic?

What should we do with the objects from the wreck?



Lesson 2: The Titanic

- What do you remember about the Titanic?
- Would you like to go on a long trip on a ship?

Activity 1 Reading Track 35

Read the text and number the paragraphs in the correct order. Then listen and check your answers.

The sinking of Titanic

- a** Four days after leaving the United Kingdom, on the night of Sunday the 14th of April, the Titanic hit an iceberg.
- b** However, by the next morning, the newspapers said more than 1500 people died. Only about 700 passengers survived.
- c** Titanic was the biggest and fastest ship of its time. In April 1912, the ship left the United Kingdom to travel to New York on her maiden voyage.
- d** It took three hours for the ship to go down after hitting the iceberg. It sank almost four kilometers to the bottom of the North Atlantic Ocean. Some passengers escaped on lifeboats but the Titanic didn't have enough lifeboats for everyone.
- e** On Tuesday, April 16th, the headlines in the newspaper said, 'Titanic sunk, no lives lost' and 'All Titanic passengers are safe'. They didn't know what had happened.

Key Structure

Compound nouns
*The Titanic didn't have enough **lifeboats**.*

Vocabulary

to escape, lifeboat, headline, newspaper, iceberg



LANGUAGE TIP

Compound nouns are made of two or more words.

*phone call
bathroom
lifeboats
newspaper*

Activity 2 Reading

Read the questions about the text and choose the correct answers.

- 1 When did the Titanic sink? **a** May **b** April **c** June
- 2 Which city was the Titanic going to? **a** Paris **b** Liverpool **c** New York
- 3 How long did it take for the Titanic to sink? **a** 3 hours **b** 4 hours **c** 5 hours
- 4 How many passengers did not die? **a** 1500 **b** 700 **c** 1912

Activity 3 Vocabulary

Match the words from the text with their meanings.

- | | |
|-----------------|--|
| 1 maiden voyage | a to get away from something |
| 2 to sink | b to not die after a dangerous event |
| 3 to escape | c a first trip or journey |
| 4 to survive | d when something goes to the bottom of water survive |

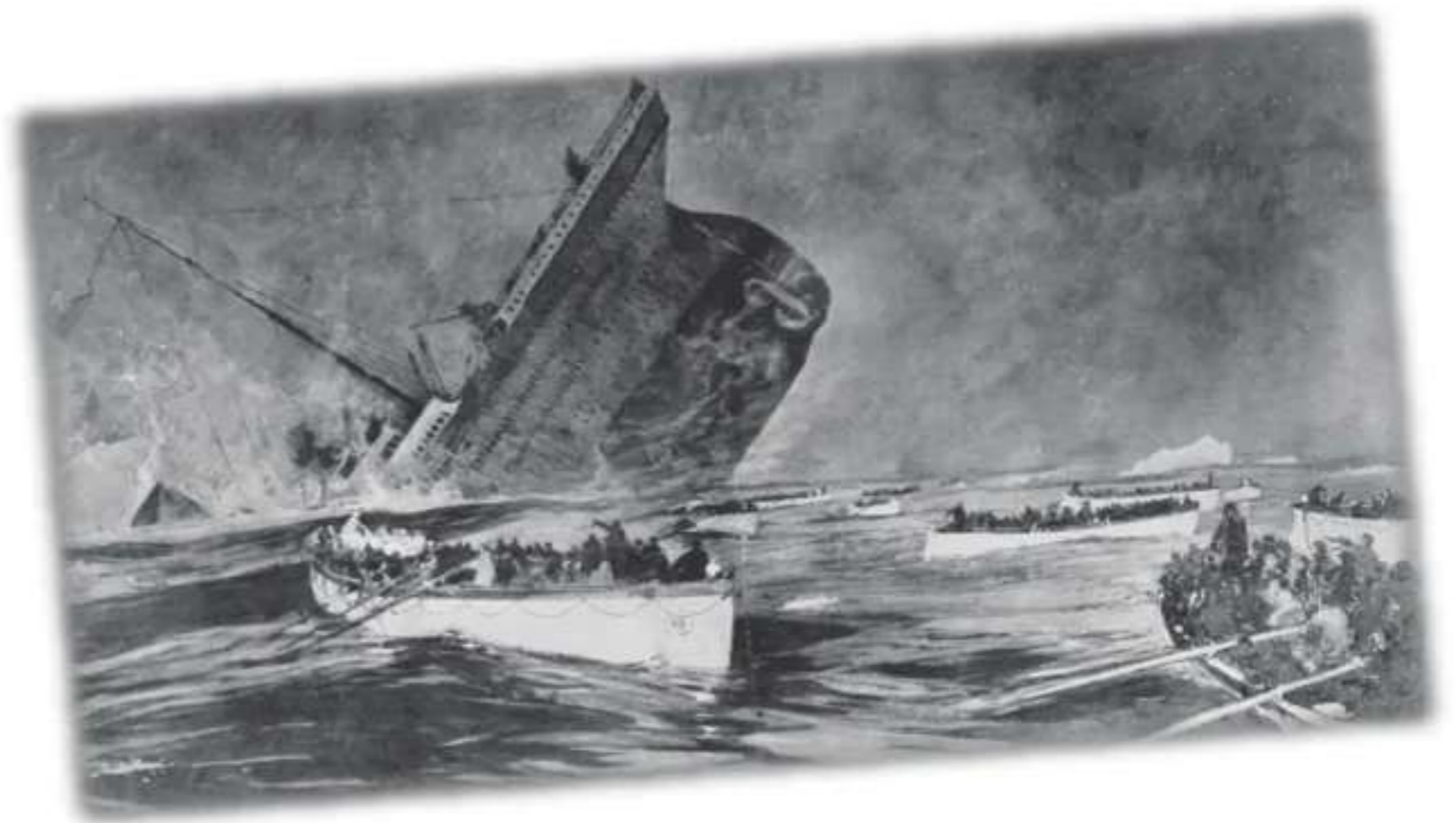
Activity 4 Vocabulary

Read the language tip. Then find words in the text that mean the following:

- 1 a very large piece of ice in the sea _____
- 2 a small boat used for emergencies _____
- 3 the title of a newspaper story _____
- 4 a paper with writing about the news _____

VOCABULARY

A very bad situation that happens suddenly and needs help quickly, like a fire, a car accident, or someone getting very sick.



Activity 5 Writing

Write two questions with three answer choices about the Titanic for your partner to answer. Use the questions in Activity 2 as an example.

1 _____

a _____ b _____ c _____

2 _____

a _____ b _____ c _____

Lesson 3: Language focus

- Do you like visiting new places?
- Where would you like to go?

Activity 1 Listening & Reading Track 36

Listen while reading Azad's blog. Write the words from the box in the correct spaces.

trying exploring travelling reading taking

Key Structure

-ing forms

I enjoy **exploring** historical cities.

Vocabulary

exploring, historical, bored, excited, new places, country, city

Travelling and exploring

I'm Azad and I travel all over the world and discover new places. I keep ¹ _____ because there's always more to see. I don't think I'll ever see everything. I enjoy ² _____ photographs and ³ _____ different foods. I love exploring historical cities. Every time I come back home I feel bored. I always want to travel again. When I'm not ⁴ _____ I like ⁵ _____ books about other countries. They help me to learn about the places I want to visit.

Activity 2 Reading

Read the text again. Mark the statements as true (T) or false (F).

- | | |
|--|-------|
| 1 Azad doesn't like travelling. | T / F |
| 2 Azad enjoys exploring historical cities. | T / F |
| 3 Azad doesn't enjoy taking photographs. | T / F |
| 4 When Azad goes home, he feels excited. | T / F |
| 5 Azad like reading books about science. | T / F |

Activity 3 Practice

Underline the *-ing* forms in each sentence.

- 1 Omar likes visiting new places.
- 2 We started learning about world geography in school.
- 3 My brother enjoys climbing mountains.
- 4 Cycling is my favourite hobby.
- 5 I don't like travelling in winter.

Activity 4 Practice

Read the sentences and circle the correct word.

- 1 Fatima keeps **talk** / **talking** about her trip to Russia.
- 2 I always **travel** / **travelling** in summer.
- 3 Claire enjoys **learn** / **learning** languages.
- 4 I like **visit** / **visiting** new places.
- 5 It's fun to go **walk** / **walking** in the countryside.

Activity 5 Practice

Complete the sentences with your own ideas.

- 1 I enjoy _____.
- 2 Travelling is _____.
- 3 I go _____.
- 4 _____ is my favourite activity.

Activity 6 Speaking

Share your sentences with a partner.

I enjoy exploring new places because it's fun.

-ing forms

We can add *-ing* to verbs to make *-ing* forms. For example, the verb 'read' is 'reading'.

An *-ing* form can be a subject or an object in a sentence.

Subject: **Reading** is my favorite hobby.

Object: I enjoy **reading**.

We often use *-ing* forms after different verbs:

like travelling
enjoy travelling
keep travelling
go travelling

Look at the text in Activity 1 and circle the verbs before the *-ing* forms.

Lesson 4: The travels of Ibn Jubayr

- Do you know about any famous journeys?
- Would you like to go on a long journey?

Key Structure

Sequencing words

First he went to Cairo.

Vocabulary

map, journey, to sail, river
to arrive, transport

Activity 1 Reading

Read about Ibn Jubayr and complete the table.

Name:	Ibn Jubayr al-Kinani
Where was he born?	
What countries did he visit?	
What did he make?	



The travels of Ibn Jubaya

Ibn Jubayr al-Kinani was born in Valencia, Spain when it was part of the great Muslim Empire of Al Andalus. He made his pilgrimage to Mecca in February 1183. First, he travelled from Spain to Egypt. Then he travelled through Arabia to Mecca. After that he visited Iraq, Syria, the Kingdom of Jerusalem and Sicily. Ibn Jubayr wrote about his trip and the countries he visited. He also made maps of the places he visited.

Activity 2 Listening Track 37

Look at the map as you listen to Ibn Jubayr's journey. Circle the colour of the journey you hear.

- green red
purple yellow



Activity 3 Listening Track 38

Listen to the first part of Ibn Jubayr's journey. Circle the correct answers below.

1 How did Ibn Jubayr travel from Morocco to Egypt?

- a by car b by boat c by train

2 Which river did Ibn Jubayr travel along?

- a the Amazon b the Congo c the Nile

3 How did Ibn Jubayr travel from Jeddah to Mecca?

- a by camel b by boat c by train

4 When did Ibn Jubayr arrive in Mecca?

- a 2nd April b 2nd August c 7th August

LANGUAGE TIP

We can use the sequencing words *first*, *then*, *after* and *finally* to order events when telling a story.

First he went to Cairo.

Then he travelled along the Nile.

After that, he travelled by camel to the coast.

Finally, he arrived home.

Activity 4 Listening Track 39

Listen to the second part of Ibn Jubayr's journey.

Match the beginnings of the sentences 1-4 with the endings a-d.

1 After spending nine months in Mecca

a in April 1185.

2 First he went

b he travelled by boat to Sicily.

3 He then visited Syria and from there

c Ibn Jubayr travelled home.

4 He arrived home

d to the Arabian city of Medina.

Activity 5 Speaking

Ask and answer the questions below with a partner.

What countries did Ibn Jubayr visit on his way home?

What countries did Ibn Jubayr visit on his way to Mecca?

What transport did he use?

Lesson 5: Travels in Africa

- Would you like to visit Africa?
- What African countries can you name?

Activity 1 Vocabulary

Use the words in the vocabulary box to complete the sentences below.

- 1 A port is always on the _____.
- 2 I used a _____ to travel across the water.
- 3 The sail boat was too big so I used a _____.
- 4 I like to _____ books.
- 5 The boat left the _____.

Activity 2 Reading

Look at the article. What do you think it is about? Circle the correct answer.

- a** a country **b** a person's journey **c** Europe

Key Structure

Past simple and past continuous

As she **was going** up the river, she **stopped**.

Vocabulary

Africa, to continue, publish, arrive, European, plan

VOCABULARY

coast: the land next to the sea/ocean
port: a place on the coast where boats arrive and leave
boat: used to travel on water
canoe: a small boat
to collect: to get things and keep them



Mary Kingsley

In 1895, a European woman named Mary Kingsley ¹ arrived / arriving on the west coast of Africa. Her plan was to travel up the Ogoouè River in Gabon. She ² wanted / was wanting to study the way people lived in that part of the world.

On 5th June, she left the port of Glass and travelled by boat to Ndjolè. When she was ³ traveling / travelled she changed to a canoe because the boats couldn't travel further up the river.

As she was ⁴ go / going up the river, she ⁵ stopped / stopping to collect fish. She collected 65 different types of fish. Three of them were named after her. In 1897, Mary ⁶ write / wrote a book about her travels. It is called *Travels in Africa*.

Activity 3 Reading

Read the article and circle the correct verb form in 1-6.

Activity 4 Reading

Read the article again. Write the question for each answer.

1 Q Where did Mary Kingsley go in 1895?

A ...to the west coast of Africa.

2 Q _____

A ...to travel up the Ogoouè River in Gabon.

3 Q _____

A ...on 5th June.

4 Q _____

A 65

5 Q _____

A 1897

LANGUAGE TIP

When regular verbs have the stress on the last vowel and the vowel is followed by a consonant, we must double the consonant for its past simple form.

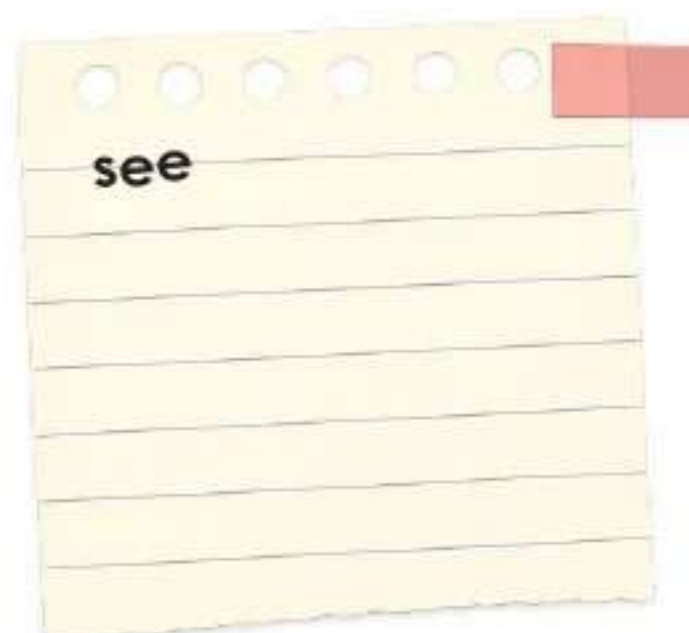
Stop the car!
The car **stopped**.

When the last vowel is not stressed, we don't double the consonant. For example,

The door is open.
He **opened** the door.

Activity 5 Writing

Read the start of the diary entry of an explorer's trip to Gabon, Africa. What do you think the explorer did, felt and saw?



Activity 6 Writing

Complete the diary with your own ideas. Use your notes from Activity 5 to help you.

07/04/2019 My Trip to Gabon

I arrived in Gabon last week, I did so many things ...

I saw ...

I felt ...

WRITING TIP

When writing a diary, use personal pronouns, describe your feelings and write details that are interesting to you.

Lesson 6: Language focus

- Which capital cities have you visited?
- Which countries have you visited?

Key Structure

Present perfect
*I **have seen** the pyramids.*

Vocabulary

Korea, Asia, Europe, pyramids, Australia, capital city

Activity 1 Reading

Read the fun facts about three people. Have you visited any of the same places?



Ali

- I have visited 30 different countries.
- I have lived in Asia.
- I have eaten kimchi.

Aisha

- I have been to Egypt.
- I have seen the Pyramids.
- I have been to the River Nile.



James

- I have visited London.
- I have travelled all over the United Kingdom.
- I have tried afternoon tea.



Activity 2 Reading

Read the profiles again and answer the questions.

- 1 Who has visited London? _____
- 2 Who has eaten kimchi? _____
- 3 Who has seen the Pyramids? _____
- 4 Does Ali live in Asia now? Yes / No
- 5 Did Ali live in Asia in the past? Yes / No
- 6 Do we know when Ali lived in Asia? Yes / No

Present perfect

We can use the present perfect tense to talk about past experiences.

*I **have visited** three cities in Europe.*

I / you / we / they + have + past participle
 he / she / it + has + past participle

*He **has visited** London.*

*She **has seen** the Pyramids.*

*I **have eaten** Korean food before.*

Remember! We don't say when something happened in the present perfect tense.

*She **has seen** the Pyramids ~~last year~~.*

Activity 3 Practice

Circle the past participles in the three profiles in Activity 1.

Activity 4 Practice

Put the words in order to make sentences.

1 have / eaten / French / We / food.

2 Dubai / She / lived / before. / has / in

3 been to / They / Sydney / have / Australia. / in

4 seven / I / Europe. / in / have / countries / visited

Activity 5 Practice

Create your own profile. Write three fun facts about your experiences.

- _____
- _____
- _____

Activity 6 Speaking

Now play a guessing game with a partner. Say one word from each sentence. Your partner should try to guess what you wrote.

The Pyramids.

Yes!

Hmm...You have seen the Pyramids?

LANGUAGE TIP

Past participles can be regular or irregular. Regular past participles end in *-ed*.

Present	Past	Past participle
visit	visited	visited
live	lived	lived
travel	travelled	travelled
see	saw	seen
eat	ate	eaten

Lesson 7: Exploring space

- What can you see in the sky at night?
- Would you like to go to space?

Activity 1 Reading

1961, 1969 and 1986 were important years in the history of space exploration. Do you know why? Read the text to check your ideas.

Exploring space

1 _____

The Space Age began in the 1940s when the first rockets went to space. In 1961, the first man went into space. They experienced zero gravity.

2 _____

In 1966, the first spacecraft landed on the Moon. It took photographs. Then, in 1969, the first man landed and walked on the MOon.

3 _____

Since then, spacecraft have gone to Mars. This is the closest planet to Earth. We now know more about Mars than ever before.

4 _____

In 1986, the age of space stations began. Astronauts can live in space stations for a long time. There are astronauts living in space stations above our heads right now!

5 _____

The International Space Station (ISS) is the biggest. It cost \$100 billion to build. It costs \$82 million for each astronaut to get to the ISS and back to Earth again.

Key Structure

Adverbs of probability

*I'd **definitely** go to space. I'd **maybe** take my camera.*

Vocabulary

space, to explore, astronaut, Earth, Moon, to land

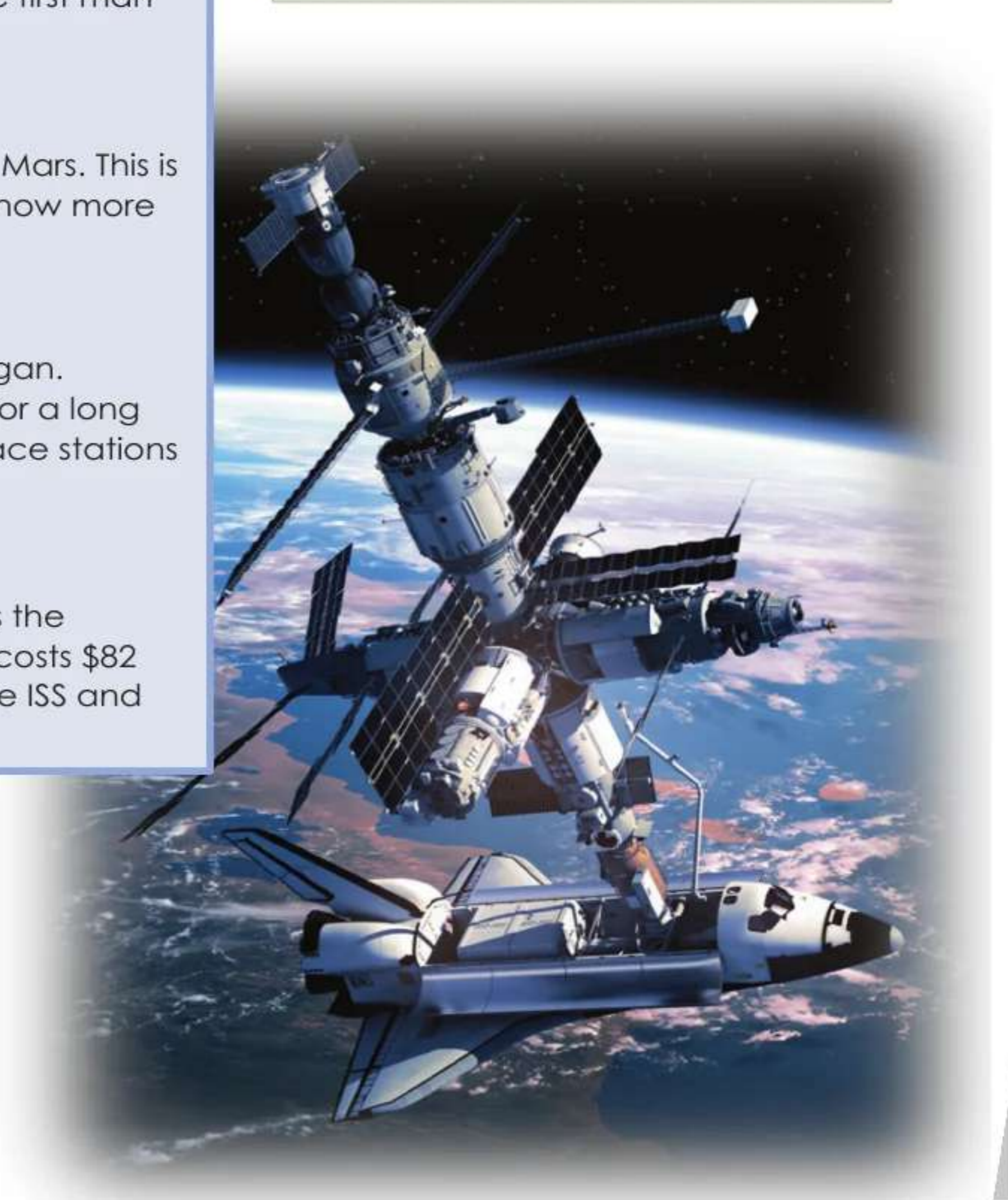
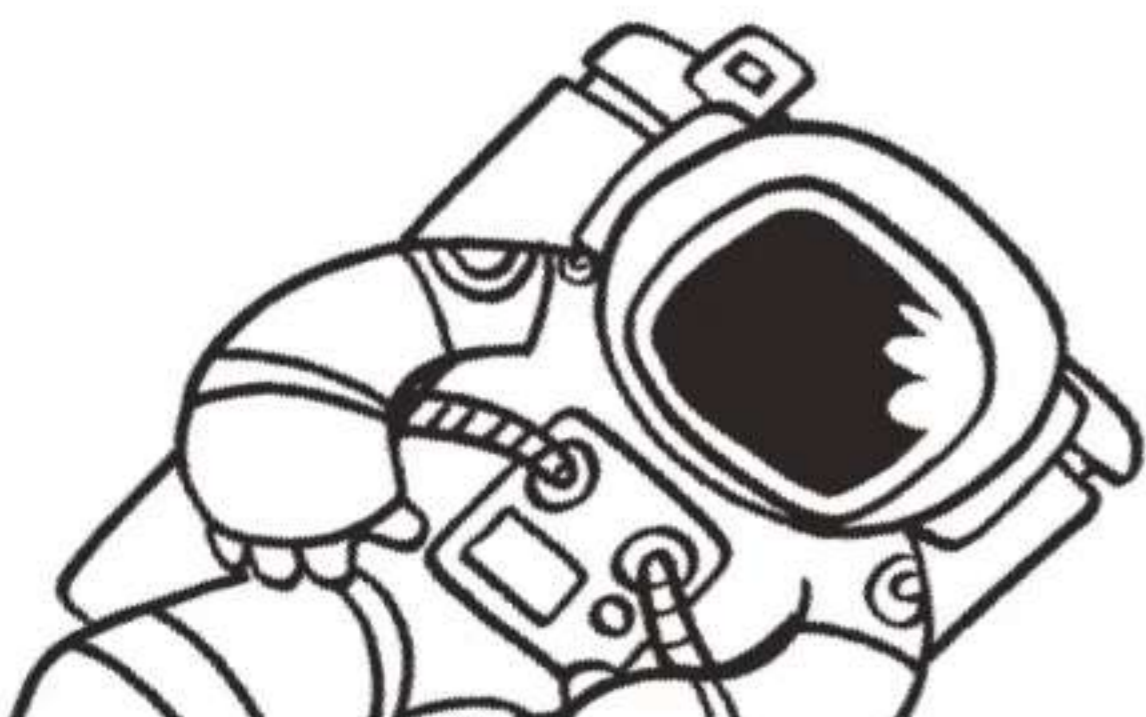
VOCABULARY

rocket: something that gets spacecraft into space

spacecraft: used for travelling in space. They can carry people and objects

space station: a place in space where astronauts live

zero gravity: when you have no weight in space



Activity 2 Reading

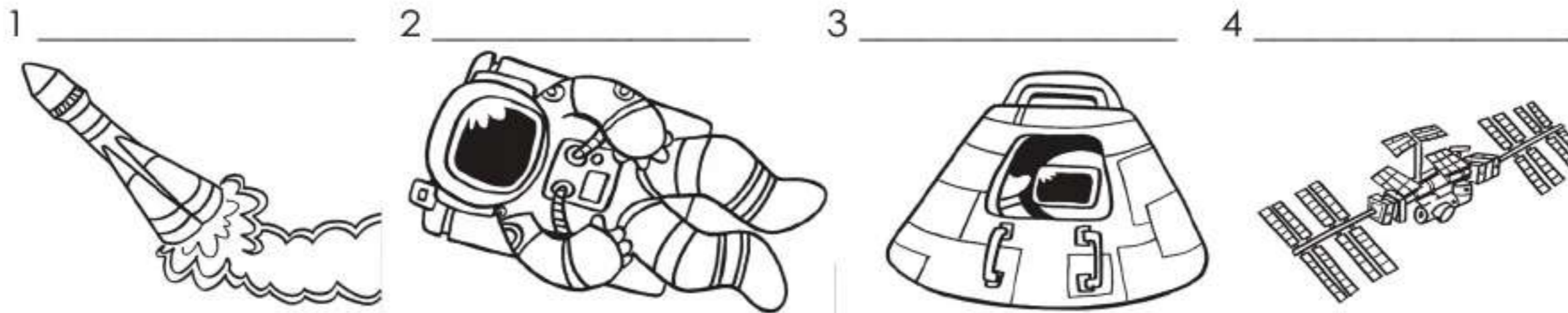
Match the headings to the paragraphs in Activity 1.

- | | |
|----------------------------------|-----------------------------------|
| a The cost of the ISS | d Exploring the Moon |
| b Exploring Mars | e The beginning of space stations |
| c The start of space exploration | |

Activity 3 Vocabulary

Write the correct word next to each picture.

astronaut rocket spacecraft space station



Activity 4 Speaking

Ask and answer the questions with a partner.

- Would you like to go to space? Why or why not?
- What do you think astronauts do in space?

Activity 5 Speaking

What would you take on a space journey?

I'd bring my diary so I could write about my experiences.

I'd definitely take a camera.

SPEAKING TIP

We can use the word *definitely* when we are 100 per cent sure about something.

I'd definitely go to space.

Notice adverbs of probability come before the main verb.

Lesson 8: Space

- How many planets can you name?
- Would you like to live on a space station?

Activity 1 Listening Track 40

Listen to three students give their opinions about exploring space. Match their names to what they say.

Melissa

Tanya

Yasmin

1 _____

I think we should explore space. We've already seen what Mars is like and I'm sure one day, people will live on Mars!

2 _____

It's very expensive. It costs a lot of money to send just one robot into space. I think we should use the money to help people. We could use the money to help our own planet, as well.

3 _____

I think we should explore the planets in our solar system. It is very dangerous, though. It's better to send robots, not people.

Activity 2 Listening Track 40

Listen again. Answer the questions below.

- 1 Who thinks exploring space is bad? _____
- 2 Who thinks exploring space is dangerous? _____
- 3 Who thinks people will live on Mars? _____

Activity 3 Speaking

Which student do you agree with? Why?

I agree with Yasmin because it's very dangerous for people to go to space.

Key Structure

Though

*Astronauts live in space. It is very dangerous, **though**.*

Vocabulary

robot, solar system, dangerous, planet, to get hurt

Activity 4 Speaking

What is good and bad about exploring space? Write your ideas in the table.

Why is exploring space a good idea?	Why is exploring space a bad idea?

SPEAKING TIP

We can use the word *though* to mean *however*. We usually say *though* at the end of a sentence.

Exploring space is important. It is very dangerous, though.

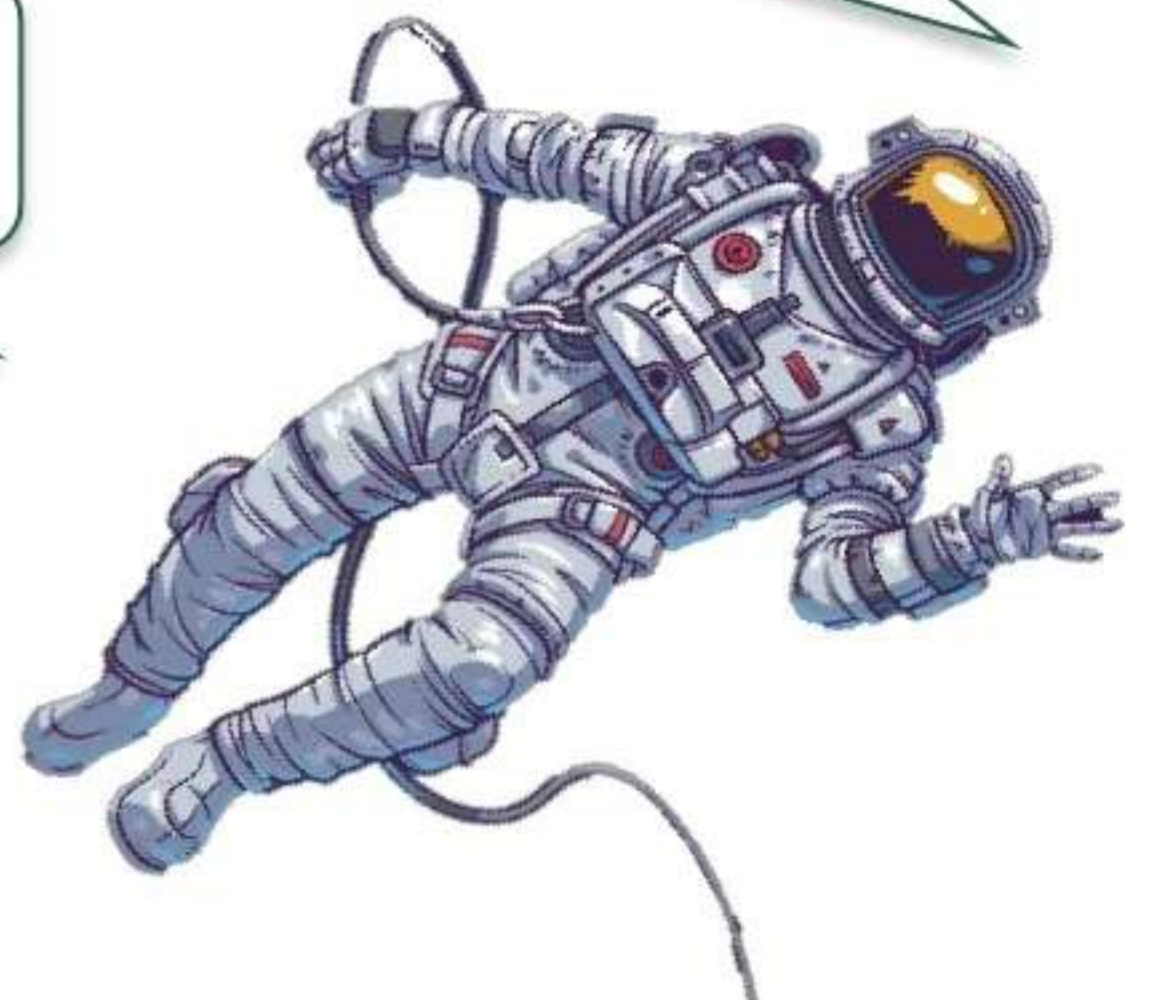
Activity 5 Speaking

Do you think exploring space is a good idea? Why?

I think exploring space is good because space is so interesting.

I think exploring Mars is important because people could live on Mars one day.

I think it's important to explore space. It's very dangerous, though.



Lesson 9: Above and below

- Would you like to be an explorer?
- Where would you like to go?

Key Structure

Should
We **should** explore space.

Vocabulary

above, below, deep, underwater, seafloor, surface

Activity 1 Reading

Sarah is going to write a blog post. Read the notes and look at the pictures. What do you think she will write about?

People have explored all of the Earth's surface. What is left?

- Look up (space)
- Look down (underwater)

Space

- only small amount of space explored
- spacecraft sent to Mars
- we don't know a lot

Underwater

- some parts of ocean 11km deep
- we have maps of only 5% of seafloor
- new deep-sea fish



Activity 2 Speaking

Do you think it is more important to explore space or to explore the oceans? Discuss in groups.

Activity 3 Writing

You are going to write a blog post.
Choose one of the titles below:

- **Why we should explore space**
- **Why we should explore the oceans**

Activity 4 Writing

Write notes about your ideas for why we should explore space/the oceans.
Use Activity 1 to help you.

LANGUAGE TIP

You can use *should* to give your opinion.

We **should** explore space.

Remember to support your opinion with a reason.

We should explore space **because** we don't know a lot about it.

WRITING TIP

We use notes to help us remember what to write.
Remember to turn your notes into full sentences.

Note: *spacecraft sent to Mars*

Sentence: *A spacecraft was sent to Mars.*



Activity 5 Writing

Write your blog post.
Use your notes from Activity 5 and the notes from Activity 1 to help you.

Title _____

Key Structure

Unit 9 structures

Vocabulary

Unit 9 vocabulary

Lesson 10: Review

Activity 1 Vocabulary

Match the words with their meanings.

- | | |
|-------------|--|
| 1 journey | a to go below the surface of water |
| 2 astronaut | b a large piece of ice that floats in the sea |
| 3 to sink | c an event that causes a lot of harm or damage |
| 4 map | d when someone travels from one place to another |
| 5 iceberg | e a picture that shows countries, and places |
| 6 disaster | f a person who goes to space |

Activity 2 Reading

Read the article about the Titanic and mark the sentences as true (T) or false (F).

April 15, 1912

The Titanic disaster!

The Titanic sank to the bottom of the North Atlantic early this morning. The Titanic was only four days into its first

journey. The ship was travelling to New York when it hit an iceberg. There were not enough lifeboats for everyone on the ship. More than 1,500 people have died. The Titanic was the largest ship in the ocean and this disaster has shocked the world.

- | | |
|---|-------|
| 1 The Titanic sank on April 16, 1912. | T / F |
| 2 The Titanic sank to the bottom of the Pacific. | T / F |
| 3 More than 1,500 people died in the disaster. | T / F |
| 4 The Titanic hit an iceberg. | T / F |
| 5 The Titanic was the smallest ship in the ocean. | T / F |



Activity 3 Speaking

In pairs, take turns asking and answering the questions below.

Do you think people should explore the Titanic wreck?

Would you like to go on a long journey across an ocean?

Have you ever been on a ship?

Activity 4 Language

Circle the correct option in the sentences below to make them correct.

- 1 We **travel** / **travelling** in the summer holidays.
- 2 I enjoy **try** / **trying** food from different countries.
- 3 Aisha **visits** / **visiting** Europe every winter.
- 4 They like **explore** / **exploring** the desert.
- 5 I go **run** / **running** in the mountains at the weekend.

Activity 5 Language

Put the words in the correct order to make sentences.

- 1 tried / have / before. / I / Korean food

- 2 lived / Paris. / has / He / in

- 3 Sheikh Zayed Mosque / seen / Abu Dhabi. / have / I / in

- 4 has / swum / Pacific / the / in / Omar / Ocean.

Activity 6 Writing

Write three sentences to say why you think exploring space is a good or a bad idea.



Wordlists

Unit 8

activity
amazing
art
at the beginning/
at the end
bright
bring
calendar
camera
celebration
crafts
culture
diary
Diwali
festival
fireworks
flag
gift
Hajj
holiest
incredible
international
invite
invitation
jewellery
journey
magnificent
market
national
nationality
paintings
pattern

pilgrim
pilgrimage
planner
reply
rice
shall
ticket
to celebrate
to check your email
to have a meeting
to join
to last for
to make plans
to plan
to research
to take place
to thank
to try (food)
traditions
unusual
wonderful

Unit 9

above
Africa
Asia
astronaut
Australia
below
bored
capital city
city
country
dangerous

deep
disaster
Earth
Europe
European
excited
exploring
headline
historical
iceberg
journey
Korea
lifeboat
map
Mars
Moon
new places
newspaper
object
Paris
passenger
plan
planet
publish
pyramids
river
robot
seafloor
ship
solar system
space
surface
terrible
to arrive
to continue
to discover



to escape
to explore
to get hurt
to land
to sail
to sink
transport
underwater
United Kingdom

Grade 8 Grammar Reference

Unit 8

Will for instant decisions

We can use *I'll* (*I will*) at the moment we decide to do something.

subject + will + verb

*I think **I'll** drink some water.*

We'll call my brother.

The negative is formed by changing *will* to *won't* (*will not*).

subject + won't + verb

We **won't** go to the mall.

I **won't** go to the gym today.

Present continuous (Future)

We can use the present continuous to talk about future plans.

I
You / We / They + am (not) + verb -ing
He / She are
 is

*I **am meeting** my cousin tomorrow.*

*We **are going** to the cinema tomorrow.*

We can form negative sentences by using *not*.

*I'**m not meeting** my sister tomorrow.*

*We **aren't going** to the mall tomorrow.*

*He **isn't playing** football tomorrow.*

We can form questions by putting the subject before the verb.

(Wh- question) + am I
 are you / we / they + verb -ing?
 is he / she / it

***Am I meeting** you tomorrow?*

***Are we going** to school tomorrow?*

***What is he doing** tomorrow?*

***Where are we eating** tonight?*

Unit 9

-ing forms

We can use *-ing* forms in many ways. To make this form be we add *-ing* to a verb.

*I like **writing** stories.*

*I don't enjoy **reading**.*

-ing forms can be the subject or an object of a sentence.

Subject:

Reading is my favourite hobby.

Object:

I enjoy **reading**

We often use *-ing* forms after different verbs:

like travelling

enjoy travelling

love travelling

hate travelling

keep travelling

go travelling

Present perfect (experience)

There are different ways to use the present perfect tense.

We can use present perfect tense to talk about past experiences. It refers to the whole past and not a specific time.

I / you / we / they	+	have	(not/never)	+	past participle
he / she / it		has			

*I **have been** to France.*

*I **have not been** to France. / I **have never been** to France.*

For the negative form, we add *not*. i.e. *haven't* / *hasn't* (have not / has not). We can also use *never* instead.

*I **have seen** an elephant before. (in my life)*

*Mary **has been** to China three times.*

Questions are formed by putting *have/has* before the subject.

Have + I / you / we / they + past participle
Has + he / she / it + past participle

Have you **been** to Europe?

Has Aya **seen** a tiger?

We can also add the word *ever* when asking a question in present perfect form.

Have you **ever been** to Europe? (in your life)

Has Aya **ever seen** a tiger? (in her life)

Past participles can be regular or irregular. Regular past participles end in *-ed*.

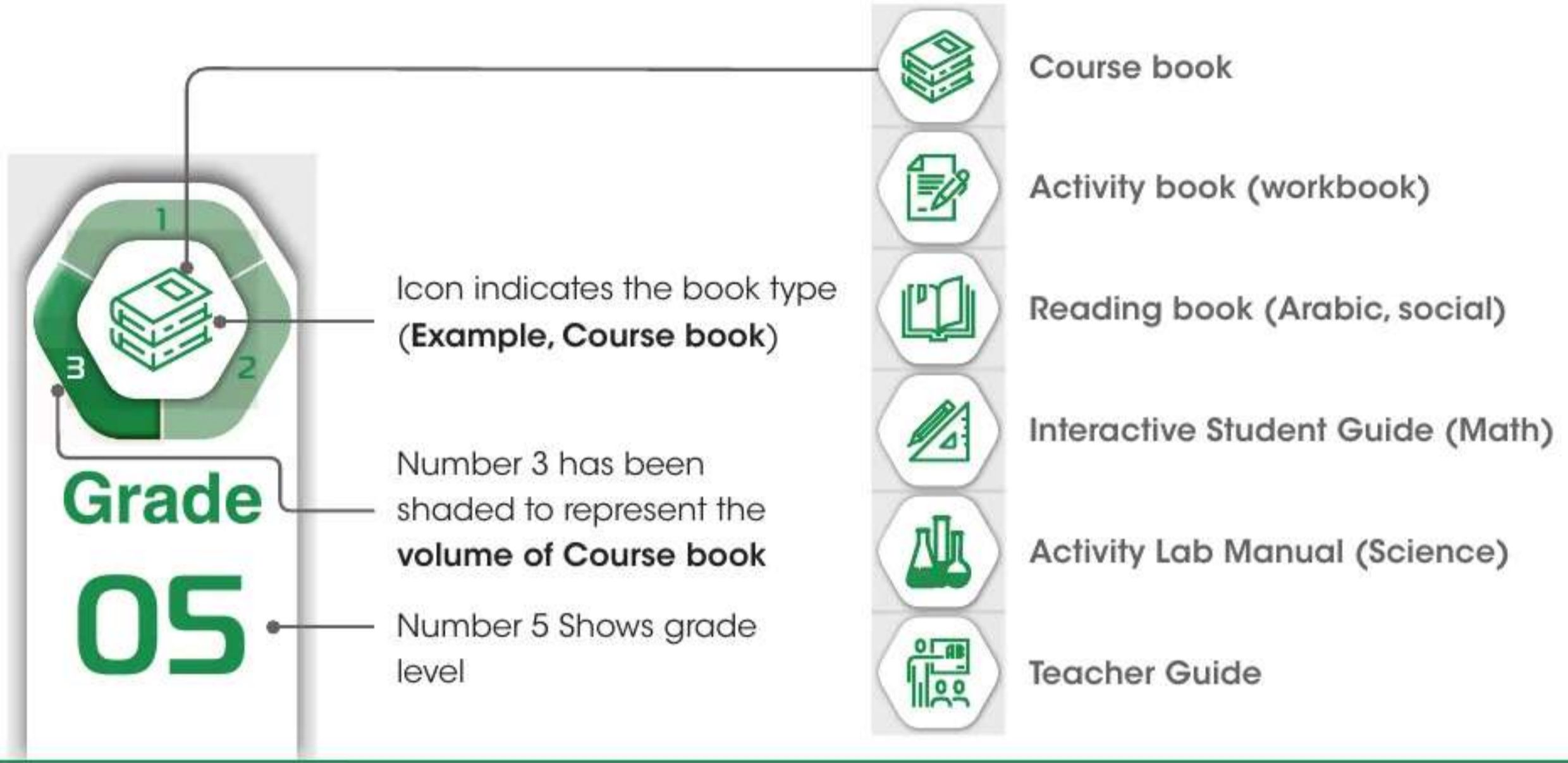
Present	Past	Past participle
visit	visited	visited
live	lived	lived
travel	travelled	travelled
see	saw	seen
eat	ate	eaten



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Cover label guide

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