

## كتاب الطالب المجلد الثالث منهج أكسس



### تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ⇨ المناهج الإماراتية ⇨ الصف الثامن ⇨ لغة انجليزية ⇨ الفصل الثالث ⇨ ملفات متنوعة ⇨ الملف

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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

أسئلة الامتحان النهائي القسم الالكتروني المسار العام

1

أسئلة الامتحان النهائي القسم الورقي منهج بريدج

2

مراجعة قواعد Grammar وفق الهيكل الوزاري المسار المتقدم

3

تجميعة مفردات Vocabulary وتدريبات وفق الهيكل الوزاري المسار المتقدم

4

دليل التعامل مع القواعد والنصوص القرائية والكتابة

5

# Access

## Student book 8

Volume 3  
Second Edition

1441 - 1442 A.H. /2020 - 2021 A.D.





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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 Great expeditions	<u>Reading:</u> Description Comment Article  <u>Writing:</u> Questions Diary entry Blog post	<u>Listening:</u> Story Conversation Radio show Opinions  <u>Speaking:</u> Asking and answering questions Expressing opinions Listing advantages and disadvantages	<i>-ing</i> forms  Present perfect (experience)	Travel Adventure Oceans Space
Unit 9 Sports and entertainment	<u>Reading:</u> Article Comments Instructions  <u>Writing:</u> Comment Poster Instructions	<u>Listening:</u> Sports commentary Conversation Interview  <u>Speaking:</u> Describing sports Giving opinions Sharing ideas Making plans Explaining rules	Reflexive pronouns  Present perfect (experience)	Sports Hobbies Cinema Board games

## Unit 8: 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?

**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...

#### Activity 2 Listening *Track 27*

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

#### Key Structure

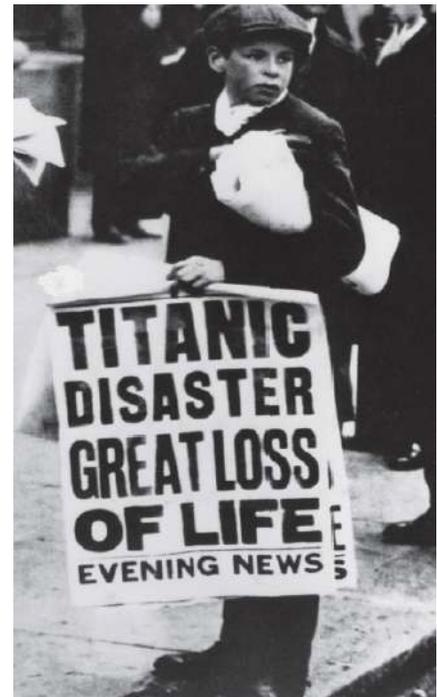
More/less than  
*The Titanic had **more than** 2000 passengers.*

#### Vocabulary

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

#### 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



#### LISTENING TIP

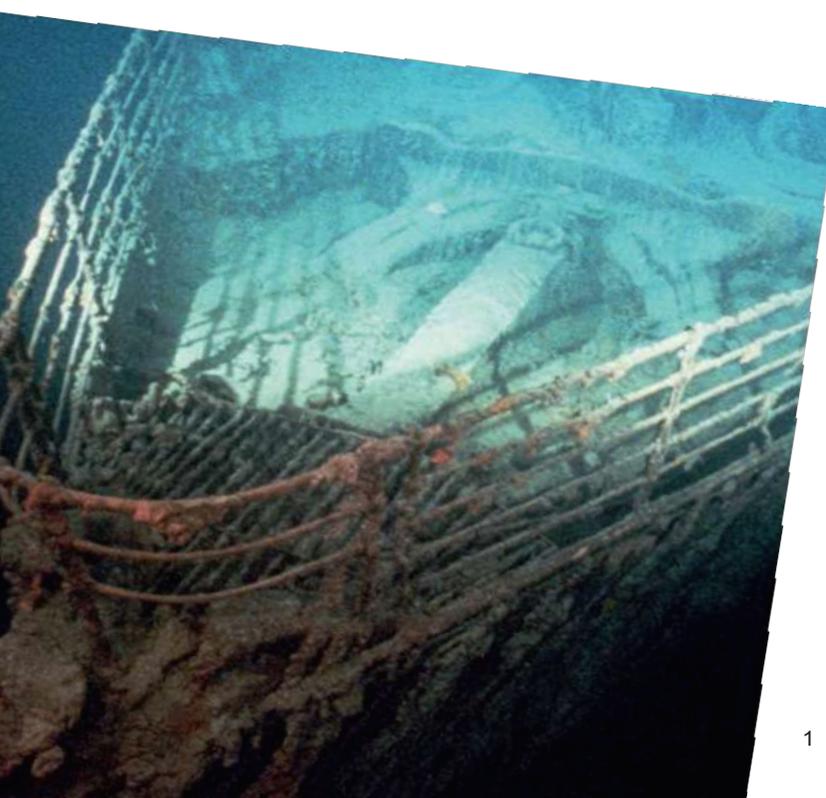
Before listening, think about what you might hear. You can do this by looking at pictures related to what you will listen to.

#### 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 28

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 14<sup>th</sup> 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 16<sup>th</sup>, 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.

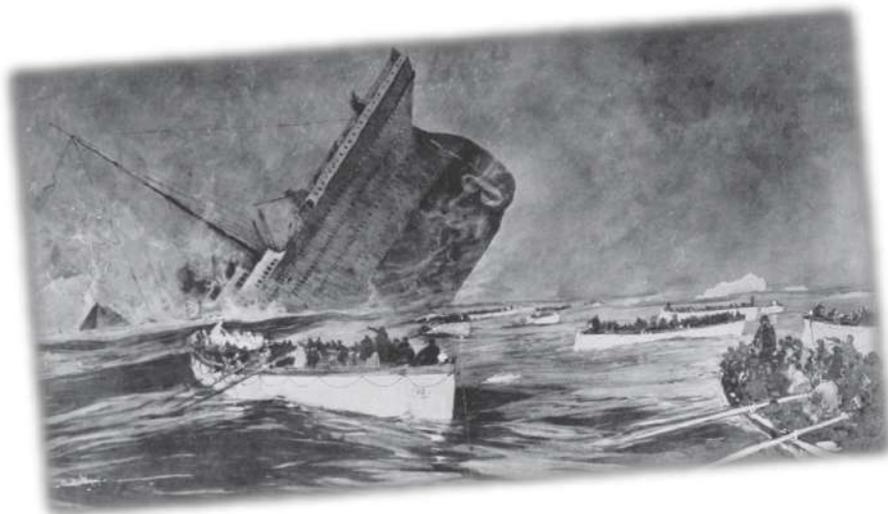
- |                 |  |
|-----------------|--|
| 1 maiden voyage | 1 to get away from something                 |
| 2 to sink       | 2 to not die after a dangerous event         |
| 3 to escape     | 3 a first trip or journey                    |
| 4 to survive    | 4 when something goes to the bottom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

### 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**  
emergency: a serious or dangerous situation



### 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 29

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

trying    exploring    travelling    reading    taking

### Travelling and exploring

I'm Azad and I travel all over the world and discover new places. I keep <sup>1</sup> \_\_\_\_\_ because there's always more to see. I don't think I'll ever see everything. I enjoy <sup>2</sup> \_\_\_\_\_ photographs and <sup>3</sup> \_\_\_\_\_ 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 <sup>4</sup> \_\_\_\_\_ I like <sup>5</sup> \_\_\_\_\_ 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) of 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 |

### Key Structure

-ing forms

I enjoy **exploring** historical cities.

### Vocabulary

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

### 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.

### -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.

### Activity 6 Speaking

Share your sentences with a partner.

*I enjoy exploring new places because it's fun.*

# 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:	<b>Ibn Jubayr al-Kinani</b>
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 30

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 31

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 2<sup>nd</sup> April      b 2<sup>nd</sup> August      c 7<sup>th</sup> 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 32

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 <sup>1</sup>arrived / arriving on the west coast of Africa. Her plan was to travel up the Ogoouè River in Gabon. She <sup>2</sup>wanted / was wanting to study the way people lived in that part of the world.

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

As she was <sup>4</sup>go / going up the river, she <sup>5</sup>stopped / stopping to collect fish. She collected 65 different types of fish. Three of them were named after her. In 1897, Mary <sup>6</sup>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 Kinsley 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 5<sup>th</sup> 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.

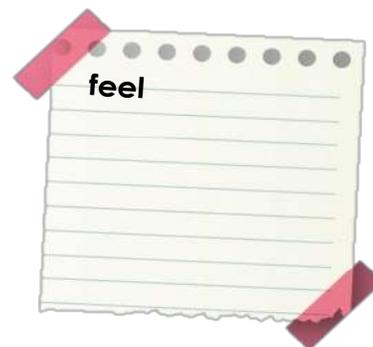
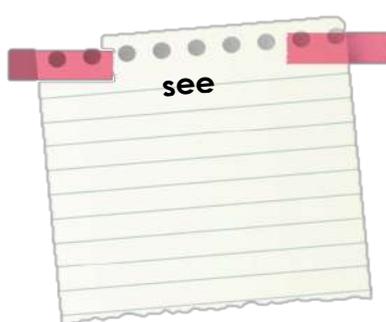
*Stop the car!*  
*The car **stopped**.*

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.

#### Sarah

- 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  
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.

#### 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

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?

# 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*

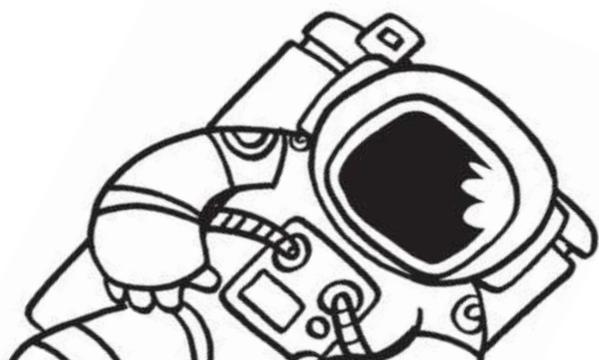
### VOCABULARY

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

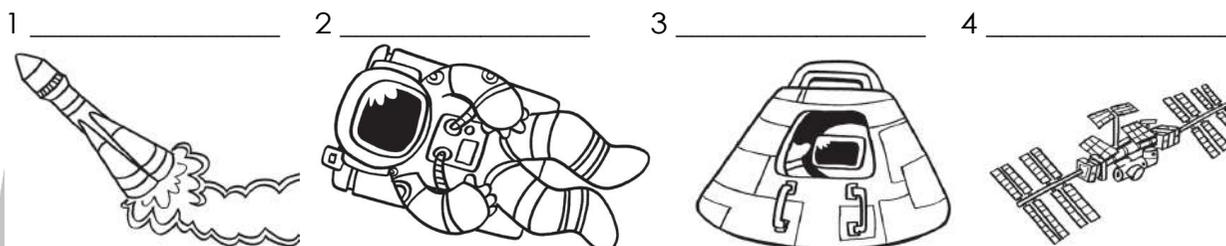
Match the headings to the paragraphs in Activity 1.

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

## 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 33

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 33

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.*

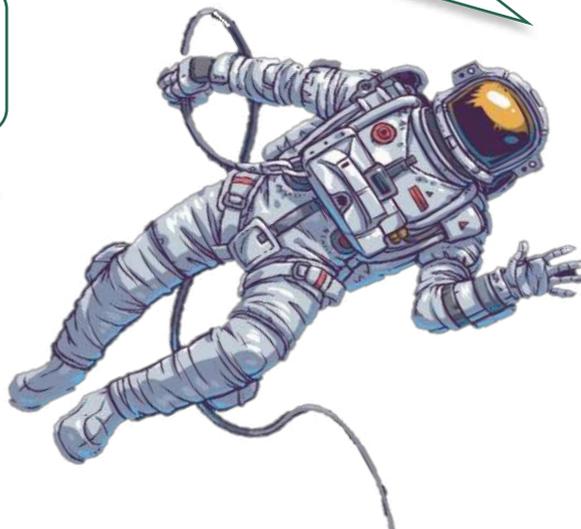
### Activity 5 Speaking

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?

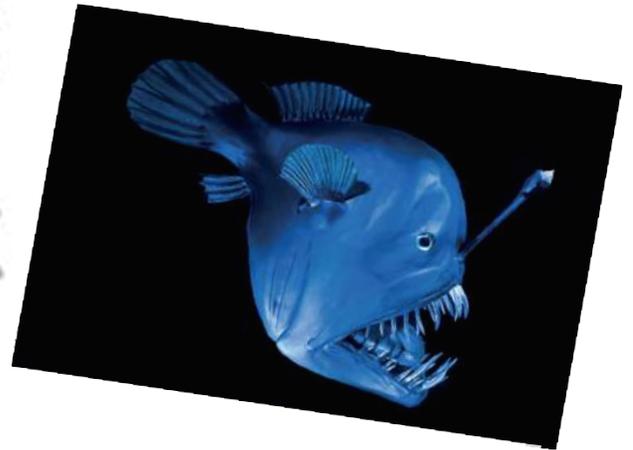
- Look up (space)
- Look down (underwater)

### 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: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 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) for 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.

---

---

---

---



# Unit 9: Sports and entertainment

## Lesson 1: Sports for everyone

- Do you play any sports?
- Do you watch sports on television?

**Key Structure**  
Compound nouns  
*I like to play **basketball**.*

**Vocabulary**  
*ice hockey, football, golf, equipment, helmet, puck, racket, referee, net, goal*

### Activity 1 Speaking

Take it in turns to describe one of the sports in the pictures. Your partner should say the sport you describe.

*You kick a ball into a goal.*

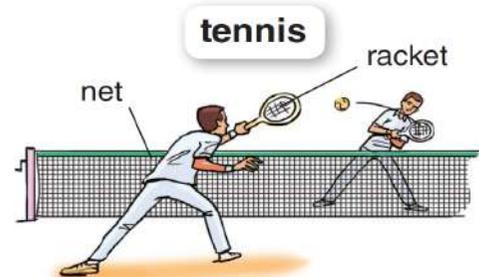
*Football!*

### Activity 2 Vocabulary

1 Look at the pictures on both pages for 30 seconds.

2 Close your book.

3 Make a list of the sports and the sports equipment you remember.



### Activity 3 Vocabulary

How many compound nouns can you find in the pictures?

#### LANGUAGE TIP

A compound noun is a noun with two or more words.

*I like to play **ice hockey**.*  
***Football** is my favourite sport.*



### Activity 4 Listening Track 34

Listen to six sports programmes. List the sports you hear about in the order you hear them.

- 1 football
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

#### LISTENING TIP

Listen for key words to help you understand the topic. If you hear the words *basket* or *team* the topic might be basketball.

camel racing



volleyball



swimming



football UK  
soccer US



#### Activity 5 Speaking

Choose a sport you are interested in and describe it to your partner. Think about what you do and what equipment you need to play it.

*I like snowboarding. You snowboard on a mountain with snow. You need a snowboard and goggles.*

*That sounds **fun!***

#### SPEAKING TIP

When someone says something interesting we can respond using a rising intonation when we speak. This means a word or the end of the sentence sounds higher.

*That's **amazing!***

## Lesson 2: What are you into?

- What do you like to do at home?
- What do you like to do outside?

### Activity 1 Reading

Read about Amal and Fatima. What are their hobbies?



I'm the chess champion of my school. I enjoy playing chess with my friends and family. My grandfather is teaching me how to play well. I like thinking about the fastest way to win a chess game. When I'm not playing chess, I play computer games with my brother. He prefers computer games to chess. I prefer chess.

*Amal, 14, Sharjah*

I'm really into paddle boarding. I go every weekend. I enjoy paddling near the mangroves around Abu Dhabi. I love being outside in nature. When I'm not paddle boarding I like going to the cinema and the mall with my friends.

*Fatima, 16, Abu Dhabi*



### Activity 2 Reading

Read the sentences about Amal and Fatima and decide if they are True or False.

#### Amal...

- 1 is the chess champion of his school.
- 2 enjoys playing chess with his friends.
- 3 prefers playing computer games to chess.
- 4 plays computer games with his brother.

T / F  
T / F  
T / F  
T / F

#### Fatima...

- 1 doesn't like paddle boarding.
- 2 goes paddle boarding once a month.
- 3 loves being in nature.
- 4 likes going to the cinema.

T / F  
T / F  
T / F  
T / F

#### Key Structure

Verb + -ing  
I enjoy **teaching** my brother English

#### Vocabulary

to be into, chess, paddle boarding, champion, spare time, to prefer

#### VOCABULARY

to prefer:  
to like something more than something else

*I prefer playing sports to watching sports.*

### Activity 3 Practice

Find examples in the text of verbs followed by *-ing*.

### Activity 4 Speaking

Ask and answer the questions below in pairs.

- 1 Do you any enjoy any of the things Amal and Fatima enjoy?
- 2 What do you like doing in your spare time?
- 3 Which do you prefer, being outside or staying at home?

*I like playing chess too.*

*I enjoy cycling in my spare time.*

*I prefer staying at home.*

### LANGUAGE TIP

We use the *verb + ing* form after verbs such as *enjoy, like* and *love*.

*I enjoy **hiking** in the mountains.*

*I like **playing** computer games.*

*I love **going** to the cinema.*



### Activity 5 Writing

Write sentences about your friends and family describing their likes and dislikes. Use the words in the table and the language tip box to help you.

enjoy	play	sports
like	do	the cinema
love	go	restaurants
	listen to	computer games
	read	books
	watch	films
		TV

*My sister enjoys reading books.*

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

# Lesson 3: Language focus

- Are you learning anything new in your free time?
- What activities do you do every week?

## Key Structure

Reflexive pronouns  
*He looked at **himself** in a mirror.*

## Vocabulary

*to sandboard, to cook, company, karate, belt, hurt, to cut*

### Activity 1 Reading

Read three students' comments about hobbies. Circle the reflexive pronouns in each comment.



#### Farooq

I taught myself how to sandboard two years ago and now I'm very good at it. When I finish school, I want to start a sandboarding company. I'll take people to the desert and teach them how to sandboard. I hope they will enjoy themselves.



#### Thomas

I'm teaching myself to cook. It's a great hobby. I have lots of recipes for delicious meals. I always cook in my kitchen at home because it's nice and big. I'm always careful when I use the knives because I don't want to cut myself.

### REFLEXIVE PRONOUNS

We use reflexive pronouns when the object is the same as the subject of the verb.

*I am teaching **myself** to play the guitar.*

subject                      object

Notice reflexive pronouns are possessive pronouns with *-self* or *-selves* added.

pronoun	reflexive pronoun
<i>I</i>	<i>myself</i>
<i>you</i>	<i>yourself/yourselfs</i>
<i>he</i>	<i>himself</i>
<i>she</i>	<i>herself</i>
<i>it</i>	<i>itself</i>
<i>we</i>	<i>ourselves</i>
<i>they</i>	<i>themselves</i>

When we want to show someone does something alone, we can use *by* with a reflexive pronoun.

*I study **by myself**.*



#### Rana

I love reading. I'm reading a travel book about a woman who travels to Asia. She teaches herself Japanese on the way to Japan. It's very interesting. I plan to travel and write my own travel book when I'm older.

## Activity 2 Reading

Read the comments again. Circle true (T) or false (F) for each sentence.

- 1 Farooq taught himself to ski four years ago. T/F
- 2 Thomas is teaching himself karate. T/F
- 3 Rana is teaching herself to read. T/F
- 4 Farooq wants to start a sandboarding company. T/F
- 5 The woman in Rana's book taught herself Chinese. T/F

## Activity 3 Practice

Put the words in order and write sentences.

1 to / Spanish. / how / herself / teaching / is / speak / She

---

2 hurt / jumped off / The cat / when / itself / the wall. / it

---

3 photograph / took / ourselves. / We / a / of

---

4 by myself. / I / ate / the whole cake

---

## Activity 4 Practice

Complete the sentences with the correct reflexive pronoun.

- 1 She looked at \_\_\_\_\_ in the mirror.
- 2 They bought \_\_\_\_\_ a new house.
- 3 You can teach \_\_\_\_\_ new languages.
- 4 We buy \_\_\_\_\_ lunch every day.

## Activity 5 Speaking

Talk in pairs about what you and your friends do for yourselves.

*I teach myself foreign languages.*

### SPEAKING TIP

When we are talking about ourselves or other people it's important to use the correct reflexive pronouns.

*I sometimes cook for **myself**.  
My **brother** studies by **himself**.*

## Lesson 4: What are your hobbies?

- What hobbies do you have?
- Do lots of people like the same hobbies as you?

### Key Structure

Expressions of quantity  
**All of them** are sports.  
**Two of them** like reading.

### Vocabulary

photography, to collect, seashell, jars, to act, adventure, films, horse riding, karate

### Activity 1 Reading

Read what some students say about their hobbies.  
 Do any of them have the same hobbies as you?

“I LOVE **karate!**” - Amal

“My hobbies are **photography** and **cycling**. I like taking photographs of bicycles.” - Sara

“I like **horse riding.**” - Ray

“My hobby is **acting**. I want to be in films.” - Dina

“I enjoy **coin collecting**. When I go to new countries I keep some coins for my collection. I have coins from China, Japan and Australia!” - Omar

“I love **writing**. I like to write adventure stories.” - Tim

“I like **painting**. I paint lots of different things and use bright colours.” - Faisal

“I collect seashells from the beach. I have so many now! I always enjoy **seashell collecting.**” - Aya

### Activity 2 Vocabulary

Put the hobbies from Activity 1 under the correct heading.

collecting things	sports/exercise	creative
1 _____	1 _____	1 _____
2 _____	2 _____	2 _____
	3 _____	3 _____
		4 _____

### Activity 3 Vocabulary

Match the sentence parts to make true sentences about the student comments in Activity 1.

- 1 All of them
- 2 Two of them
- 3 Three of them
- 4 Four of them

- a exercise as a hobby.
- b have at least one hobby.
- c enjoy collecting things.
- d have a creative hobby.

### Activity 4 Vocabulary

Match the hobbies to the images.

karate

photography

coin collecting

cycling

writing



### Activity 5 Writing

Write a comment about your own hobbies like the ones in Activity 1.




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### Activity 6 Writing

Your school wants to start an afterschool club. In pairs, choose an activity and make a poster to tell people about it.

#### WRITING TIP

Your poster should say: what the club is, where it is and why people should go.

#### Come and try KARATE!

##### When?

Every Wednesday after school

##### Where?

In the school gym

##### Why?

It's good exercise and it's fun! You will enjoy it!




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# Lesson 5: Going to the cinema

- What was the last film you saw?
- What was it about?

## Activity 1 Speaking

In pairs, ask and answer the questions below.

- How often do you go to the cinema?
- What types of films do you watch?

comedy	horror	action
drama	adventure	

## Activity 2 Listening Track 36

Listen to two friends talk about their weekend plans. What do they decide to do?

## Activity 3 Speaking

Look at the cinema webpage. Which film do you think the friends will see?

### Key Structure

Future forms

*I'm **going to** the cinema at the weekend.*

### Vocabulary

*cinema, comedy, horror, action, drama, adventure*



**The Siblings** 1:30pm

*In this family comedy, two brothers start a football team.*



**The Mountain** 3:00pm

*A group of friends have an adventure when they climb up a mountain.*



**Pizza Dreams** 5:00pm

*This drama is about the opening of a pizza restaurant.*



## Activity 4 Listening Track 37

Listen to part 2 of the conversation and circle the correct answer to the questions in a quiz.

### QUIZ

- 1 Which film are the friends going to see at the cinema?  
a The Siblings      b The Mountain      c Pizza Dreams
- 2 What time does the film start?  
a 3:00pm      b 2:45pm      c 1:30 pm
- 3 What time are they meeting at the cinema?  
a 2:30pm      b 3:00pm      c 2:45pm
- 4 How much is the cinema ticket?  
a 40 Dhs      b 30 Dhs      c 50 Dhs
- 5 What food are they going to buy at the cinema?  
a nachos      b popcorn      c a hotdog

### LISTENING TIP

Before listening, underline the important words in the question. Listen for these words.

## Activity 5 Speaking

Imagine you are going to the cinema with your friend. Decide what you want to see and what time you are going to meet.

I'm going to the cinema tomorrow. Do you want to come?

Yes, I'd love to! I'm having lunch with my sister at Dubai Mall. Do you want to go to the cinema there?

### LANGUAGE TIP

There are different ways to talk about the future. We can use:

**Going to:** when we have decided to do something  
*I'm **going to go** to the mall tomorrow.*

**Present continuous:** when we have made a plan for the future.  
*I'm **watching** a film at the cinema tomorrow.*

Ok! What film do you want to see?

# Lesson 6: Working in films

- Would you like to make a film?
- Do you think making a film is easy or difficult?

## Activity 1 Reading

Read the article about a film maker.

What did Peter find difficult about making a film in the desert?

### Key Structure

Adverbs

We **definitely** need a camera.

### Vocabulary

to film, heat, actor, costumes, equipment, difficult

## MAKING A FILM IN THE DESERT

By Peter Thomas

I always wanted to make a film about people living on Mars. I couldn't go to Mars to film it, so I went to the desert in Abu Dhabi instead. The desert looks a lot like Mars. Making a film was really difficult. The **heat** was the biggest problem. I often started to feel **dizzy**. The actors got so hot during the day because they were wearing **costumes**. The camera **equipment** also got very hot and sometimes stopped working. There were also a lot of **bugs**. They flew onto the actors faces while we filmed. But after 8 months, we finished filming and we didn't have to work in the desert anymore!



## Activity 2 Vocabulary

Find the words in the article for the following meanings:

1 small insects

\_\_\_\_\_

2 very hot weather

\_\_\_\_\_

3 things that are used to do something

\_\_\_\_\_

4 clothes that actors wear

\_\_\_\_\_

5 feeling ill or feeling you might fall over

\_\_\_\_\_

### Activity 3 Reading

Read the article again and answer the questions.

- 1 Where did Peter go to make his film? \_\_\_\_\_
- 2 What does the desert look like? \_\_\_\_\_
- 3 What was the biggest problem for Peter? \_\_\_\_\_
- 4 Why did the actors get so hot? \_\_\_\_\_
- 5 How long did it take to make the film? \_\_\_\_\_

#### READING TIP

When answering questions about a text, it's helpful to look for words from the question in the text. They may be in a different form.

Question: *Where did Peter go to.....?*  
In the text: *I went to the ....*

#### LANGUAGE TIP

Some adverbs go before the main verb in a sentence.

*I often watch action films.*  
*I'll definitely visit Abu Dhabi again.*

### Activity 4 Practice

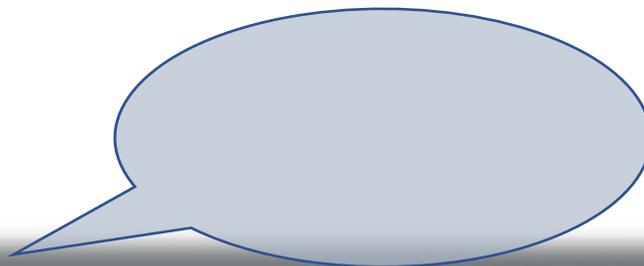
Read the Language Tip box. Rewrite the sentences with the adverb in the correct place.

- 1 I go to the cinema. (often)  
\_\_\_\_\_
- 2 My friends watch horror films with me. (never)  
\_\_\_\_\_
- 3 I will make an action film. (definitely)  
\_\_\_\_\_
- 4 They buy popcorn at the cinema (always)  
\_\_\_\_\_

### Activity 5 Speaking

Imagine you are making a film. In pairs, ask and answer the questions below.

- What type of film will you make?
- Where will you film it?
- What equipment do you need?
- How many actors do you need?





### Activity 3 Practice

Complete the sentence with the word **ever** or **never**.

- 1 Have you \_\_\_\_\_ seen an elephant?
- 2 I have \_\_\_\_\_ seen an elephant.
- 3 Has he \_\_\_\_\_ climbed a mountain?
- 4 He has \_\_\_\_\_ climbed a mountain.
- 5 Has she \_\_\_\_\_ been surfing?
- 6 She has \_\_\_\_\_ been surfing.

#### LANGUAGE TIP

We use the past participle *been* to say we went somewhere and came back.  
*I have been to Paris.*

Remember we can use contractions when we speak.  
*I've been to Paris.*

### Activity 4 Practice

Put the words in order and write sentences.

- 1 broken / ever / camera? / Have / a / you
- 

- 2 never / I / visited / have / Australia.
- 

- 3 ridden / Have / bike? / you / a / ever
- 

- 4 has / She / been / never / Al Ain. / to
- 

### Activity 5 Writing

Write two questions below in the present perfect tense for your partner to answer.

Question 1: \_\_\_\_\_

Answer: \_\_\_\_\_

Question 2: \_\_\_\_\_

Answer: \_\_\_\_\_

### Activity 6 Speaking

Now tell the class about your partner.



Tariq has never climbed a mountain!

# Lesson 8: Backgammon

- Do you like board games?
- What board games can you name?

## Activity 1 Reading

Match the paragraphs with the correct headings.

**Rules**                      **History**                      **Description**

### Key Structure

Sequencing words

**First** you pick teams, **then** you read the rules. **Finally**, you play.

### Vocabulary

rules, checkers, wooden, documents, dice, to roll

## Fact File: Backgammon

1 \_\_\_\_\_

Backgammon is a game that many people play in the Arab world. It is a wooden box with painted triangles inside. There are 30 pieces called 'checkers'. Friends often play this game in coffee shops.

2 \_\_\_\_\_

Many people think that backgammon started in Iraq around 5,000 years ago. Pictures and documents from the past show that the Ancient Greeks and the Ancient Egyptians played a game like backgammon too. It's a very old game!



3 \_\_\_\_\_

In the simplest way to play backgammon, two players take 15 checkers each. They put half their checkers on their side of the board and the other half on the other side of the board. They take turns to roll the dice and move their checkers the amount of spaces the dice show. The aim is to get all their checkers to their side of the board.

## Activity 2 Reading

Read the fact file again. Circle the correct answer for each question.

- 1 How many checkers are there in a game of backgammon?    **a** 20            **b** 30            **c** 40
- 2 In which country did backgammon start?    **a** Afghanistan            **b** Saudi Arabia            **c** Iraq
- 3 How many checkers does each player have?    **a** 15            **b** 30            **c** 10
- 4 Which groups of people played a game like backgammon in the past?  
**a** Greeks and French            **b** Greeks and Egyptians            **c** Egyptians and Spanish

### Activity 3 Speaking

Ask and answer the questions below with a partner.

Have you ever played backgammon?

Which board games do you like to play?

### Activity 4 Reading

Read the instructions for backgammon and put them in the correct order from 1-4.

\_\_ Finally, the winner is the first person to get all their checkers on their side of the board.

\_\_ Then, it's time to play the game! Players take turns rolling the dice. They can move their checkers the numbers of spaces that are shown on the dice.

\_\_ First, players put half their checkers on their side of the board and the other half on the opposite side of the board.

\_\_ Next, players slowly move their checkers to their side of the board after each roll of the dice.

#### READING TIP

When reading instructions, remember they are step-by-step. Look for sequencing words like *first*, *then*, *next* and *finally* to help you put them in the correct order.



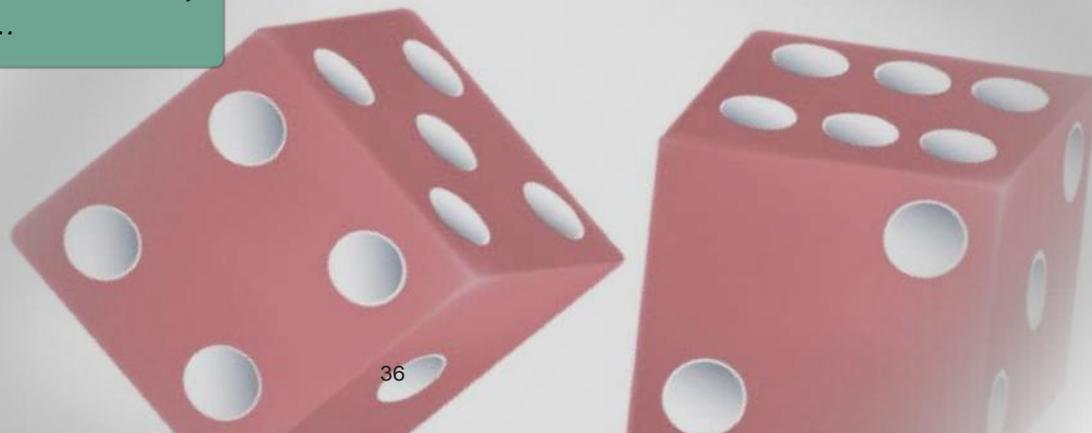
#### SPEAKING TIP

When explaining the rules of a game, remember to use sequencing words.

*First* you choose a colour. *Then*, you roll the dice...

### Activity 5 speaking

Think of a game you like to play. Try to explain the rules to your partner.



# Lesson 9: Design your own board game

- Do you like playing board games?
- What's the best board game you have ever played?

## Key Structure

Giving instructions

**Step 1:** pick a colour

**Step 2:** roll the dice

## Vocabulary

design, to move, players, to land on, to climb, to slide, to win

### Activity 1 Reading

Read the instructions for a game. Do you know the name of this game?

**Number of players:** 2-6

**You need:** the board, dice and pieces.

**How to play:**

**Step 1:** Each player chooses a piece and puts it on the 'start' square.

**Step 2:** Players take it in turns to roll the dice. The dice show the number of squares they must move their piece.

**Step 3:** If the square you land on is the bottom of a ladder, go up the ladder. If the square you land on is a snake's head, you must move down the snake to its tail.

**Step 4:** The first player to land on the 'finish' square wins!



### Activity 2 Speaking

You are going to design a board game in groups. Answer the questions below.

How do you play your game?

What's the name of your game?

What do you need to play?

How many people can play?

How do you win the game?

### Activity 3 Writing

You will write questions for the players of your board game. The different coloured squares have different types of questions. Look at the examples to help you write one more question for each colour.

#### vocabulary

1 What do you call the clothes that actors wear?

2 \_\_\_\_\_

#### grammar

1 Have you ever been to Asia? Answer using the present perfect tense.

2 \_\_\_\_\_

#### spelling

1 Can you unscramble this word? MSTOCUSE

2 \_\_\_\_\_

START	1	2	3	4	5	6
END	12	11	10	9	8	7

### Activity 4

Write the instructions for your board game.

**Number of players:** \_\_\_\_\_

**You need:** \_\_\_\_\_

**How to play:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**WRITING TIP**

We used colons (: ) when we write instructions or lists.

*Step 1: ...*

*Step 2: ...*

### Activity 5 Practice

Swap games with another group and play their board game.

**Key Structure**

Unit 9 structures

**Vocabulary**

Unit 9 vocabulary

# Lesson 10: Review

## Activity 1 Vocabulary

Match the words with their descriptions.

- |               |  |
|---------------|--|
| 1 helmet      | a the activity of taking photographs                             |
| 2 costume     | b small cubes with dots on each side, often used for board games |
| 3 equipment   | c clothes that actors wear                                       |
| 4 photography | d something that does not let water through                      |
| 5 waterproof  | e a hard hat you put on your head (for example, when cycling)    |
| 6 dice        | f things that are used for an activity                           |

## Activity 2 Reading

Read the blog post about hobbies. Mark the statements as true (T) or false (F).

My name is Alex and I love cycling. I have cycled all over the world. I bought myself a new bicycle this week because my first one is very old now. I have started a cycling club. We meet every weekend to cycle around the city. I've met so many new friends. We are planning a trip to Africa next summer. Cycling has made my life better. I feel healthy and happy!



- |  |       |
|--|-------|
| 1 Alex has never cycled before.            | T / F |
| 2 Alex bought a new bicycle one month ago. | T / F |
| 3 Alex started a cycling club.             | T / F |
| 4 The cycling club meets every Monday.     | T / F |
| 5 The club is planning a trip to Asia.     | T / F |

## Activity 3 Speaking

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

What type of club would you like to start?

Have you ever joined a club?

What clubs do you think should be at your school?

### Activity 4 Language

Circle the correct reflexive pronoun for the sentences below.

- 1 He bought **myself** / **himself** a new bicycle.
- 2 We took a photograph of **themselves** / **ourselves**.
- 3 My sister likes to study by **herself** / **yourself**.
- 4 They taught **itself** / **themselves** how to cook.
- 5 He looked at **himself** / **myself** in the mirror.



### Activity 5 Language

Rewrite the sentences below to make them correct.

- 1 I been to Europe three times.

---

- 2 Have you ever eat Japanese food?

---

- 3 They have ever climbed a mountain.

---

- 4 Have you ever see an elephant?

---

### Activity 6 Writing

Write instructions for a game you know. Say what you need and how to play.

---

---

---

---

---

# Unit Lesson

8

1



Grammar

8

3



Grammar

8

4



Functional Language

8

5



Grammar



Grammar

8

6



Grammar

8

7



Grammar

# Unit Lesson

8

8



Functional Language

8

9



Functional Language

8



Vocabulary

# Unit Lesson

9

1



Functional Language

9

2



Grammar

9

3



Grammar

9

5



Functional Language

9

7



Grammar

9



Vocabulary

## Word lists

### Unit 8

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

### Unit 9

accident  
action  
actor  
adventure  
belt  
bugs  
cinema  
champion  
checkers  
chess  
coloured  
comedy  
company  
costumes  
dangerous  
design  
dice  
difficult  
documents  
drama  
equipment  
events  
films  
football  
goal  
golf  
heat  
helmet  
horror  
horse riding  
hurt  
ice hockey  
jar

karate  
net  
paddle boarding  
photography  
players  
professional  
puck  
racket  
referee  
rock climbing  
rules  
seashells  
spare time  
surfing  
to act  
to be into  
to climb  
to collect  
to cook  
to cut  
to film  
to land on  
to move  
to prefer  
to roll  
to sandboard  
to slide  
to win  
waterproof  
wooden

# Grammar Guide

## Unit 8

### **-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		

***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

## Unit 9

### Reflexive pronouns

We use reflexive pronouns when the object is the same as the subject of the verb.

*I am teaching **myself** how to play the guitar.*

*Tom fell and hurt **himself**.*

Notice reflexive pronouns are possessive pronouns with *-self* or *-selves* added.

<u>pronoun</u>	<u>reflexive pronoun</u>
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
they	themselves

When we want to show someone does something alone, we can use *by* with a reflexive pronoun.

*I study **by** myself.*

*He reads **by** himself.*





