ENGLISH

Self Learning Programme

Grade 8
English
Self Learning Programme
Grade 8
# TABLE OF CONTENTS

## MODULE 1: SOCIAL ACTIVITIES

<table>
<thead>
<tr>
<th>UNIT</th>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sporting life</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>In the past</td>
<td>17</td>
</tr>
</tbody>
</table>

## MODULE 2: PLACES AND RECORDS

<table>
<thead>
<tr>
<th>UNIT</th>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Amazing world</td>
<td>24</td>
</tr>
<tr>
<td>4</td>
<td>World records</td>
<td>30</td>
</tr>
</tbody>
</table>

## MODULE 3: EXPERIENCES

<table>
<thead>
<tr>
<th>UNIT</th>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Life events</td>
<td>40</td>
</tr>
<tr>
<td>6</td>
<td>How we live</td>
<td>47</td>
</tr>
</tbody>
</table>
## MODULE 4: KEEPING IN TOUCH

<table>
<thead>
<tr>
<th>UNIT</th>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Ideas and thoughts</td>
<td>54</td>
</tr>
<tr>
<td>8</td>
<td>Messages</td>
<td>62</td>
</tr>
</tbody>
</table>

## MODULE 5: AROUND THE WORLD

<table>
<thead>
<tr>
<th>UNIT</th>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>The environment</td>
<td>70</td>
</tr>
<tr>
<td>10</td>
<td>Explorations</td>
<td>76</td>
</tr>
</tbody>
</table>

## MODULE 6: SCIENCE AND DISCOVERY

<table>
<thead>
<tr>
<th>UNIT</th>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Inventions</td>
<td>82</td>
</tr>
<tr>
<td>12</td>
<td>Creativity</td>
<td>90</td>
</tr>
</tbody>
</table>
Dear student, we're going to learn how to:

1. talk about routines and things you do regularly.
2. talk about things that are happening at the moment
3. talk about sports.

**PRE-LEARNING**

Dear student, let’s remember:

1. We use the simple present tense (v1) with (always, often, usually, sometimes, never) to talk about routines.
Example: I usually go to school by bus.

2. We use the present continuous tense \((\text{be} + \text{v}1 + \text{ing})\) to talk about things that are happening at the time of speaking.

Example: Today, I’m going to school by car.

Let’s go on! 

**TOOLS**

Dear student, prepare the following tools:

pencil, sharpener, rubber

**TASK 1**

**LEARN**

Use the simple present tense \((\text{v}1)\) to talk about routines and things you do regularly.

Add \((s)\) to the verb after \((\text{he, she, it})\)

- I go running once a week.
- He goes running once a week.

Use the present continuous tense to talk about things that are happening.

\((\text{now, today, at present, at the moment, this day, week ...})\)

E.g:

- I am doing my homework at the moment.
- She is playing table tennis now.
PRACTICE

Fill in (always / often / today):

- We always walk to school. We don’t go by car.
- Today we are going by bus, we are late.
- He often plays football 3 times a week.

DO

Choose the correct tense between brackets:

1. My uncle (speak – speaks) five languages.
   This year he (works – is working) in Dubai.

2. The two brothers (help – helps) their father in his job twice a week.
   Today they (visits – are visiting) a friend.

3. My favourite sport is football. I (am playing – play) it once a week

TASK 2

LEARN

We add (ing) to the verb to make a noun.

e.g.
- eat (v.) eating (n.)
- run (v.) running (n.)
- Swimming is a good sport.
We use the infinitive to (v1) after (It’s difficult / easy / important)

 nelle كلمات مثل:

e.g.

- It’s difficult to speak French.

- It’s nice to have good friends.

- Studying helps you to pass the exam.

**PRACTICE**

Choose the correct words after reading the following sentences:

1. It’s important _______ (to study, study) well before the exam.

2. (To smoke, smoking) can damage your health.

**DO**

Choose the correct words between brackets:

1. (To play / playing) many computer games can damage your hands.

2. It’s easy (sitting / to sit) down and watch T.V.

3. (Doing / to do) sport with friends makes it fun.

4. Playing sports helps you (keeping / to keep) fit.

5. It is important (to warm up / warming up) before you play.
TASK 3

LEARN

Read the following new vocabs, they’ll help you:

Discus

رمي القرص

Javelin

رمي الرمح
Shot-put

رمي الكرة الحديدية

Wrestling

مصافحة
Sprinting

جری - رکض - جری

Jogging

هرولة - هروله
Skiing

تزلج على الجليد

Skating

التنزل باستخدام الألواح
The first Olympic games began in 776 B.C. The games took place every four years at Olympia in ancient Greece. Events included the pentathlon (running, jumping, discus, javelin and wrestling).

The first modern-day Olympics took place in 1896. Events included cycling, sprinting, shot put, swimming, target shooting, weight, lifting, gymnastics and the marathon. The four-year period between Olympic Games is called an Olympiad. There is now the Winter Olympic Game – this happens two years after the Summer Olympics. Winter sports include ice hockey, skating, skiing and snowboarding.

The Olympic flag has five rings on a white background. The five rings represent the five continents of the world and Olympic friendship.
Answer the following questions about the text:

1. Where and when did the first Olympic Games begin?

2. What is the Olympiad?

3. What sports do Winter Olympic Games include?

4. What do the five rings on the Olympic flag represent?

Choose the correct answer:

1. Running, jumping, discus, javelin, and wrestling are the …
   a. marathon  b. pentathlon  c. racing

2. Asia, Africa, America, Australia, and Europe are the five … in the world
   a. continents  b. countries  c. cities.

3. The first modern –day Olympics took place in ……..
   a. 1896  b. 1996  c. 1866
a. Classify these activities into the four groups below:


<table>
<thead>
<tr>
<th>Throwing</th>
<th>Running</th>
<th>Jumping</th>
<th>Moving on ice or snow</th>
</tr>
</thead>
<tbody>
<tr>
<td>..................</td>
<td>..................</td>
<td>..................</td>
<td>........................</td>
</tr>
<tr>
<td>..................</td>
<td>..................</td>
<td>..................</td>
<td>........................</td>
</tr>
<tr>
<td>..................</td>
<td>..................</td>
<td>..................</td>
<td>........................</td>
</tr>
</tbody>
</table>

b. Write the (‘ing’ form or the infinitive) of the verbs between brackets:

1. .......... to your friends with a mobile phone is fun. (talk)

2. It’s important ............. your books tidy. (keep)

3. ............. fruit and vegetables helps you keep healthy. (eat)

c. Choose the correct form of the verb between brackets:

1. (Are – do) you writing with a pen or a pencil now?

2. What are you wearing at the moment? I (wear – am wearing) jeans.

3. On Monday, she usually (is cooking – cooks) pasta.
d. Write the ‘ing’ form or the infinitive.

1  ………………… fruit and vegetables helps you keep healthy. (eat)
2  It’s easy ……………………… enough exercise. (get)
3  ……………………… to your friends white a mobile phone is fun. (talk)
4  It’s important ………………… your books tidy. (Keep)
5  ………………… too many soft drinks is bad for you. (drink)
6  ………………… the net can be a good way to get information. (surfing)

e. Write the questions and answers. Use the present simple or the present continuous.

What are you doing now?

I’m doing this test.

- ………………… you ………………… this test with a pen or pencil now? (write)

- what ………………… you ………………… at the moment? (wear)

- What time ………………… you usually …………………? (get up)

- ………………… you ………………… this test with a friend? (do)

- ………………… you ………………… ice cream? (like)
Write a short paragraph about sport and life.

These notes may help you:

- Describe the sport you like or do.
- How often do you do it or practice it?
- Where do you practice it?
- Why do you do sport?
Dear student, we're going to learn how to:

1. talk about the past.
2. talk about what was happening in the past.

**PRE-LEARNING**

Dear student, let’s remember:

We use the simple past tense (v2) to talk about past events.

- go ➔ went
- play ➔ played

Example:

- We went to school yesterday.
- We played football last week.

**TASK 1**

**LEARN**

1. Use the past simple to talk about completed actions in the past.
   
   e.g.: Yesterday, I saw a comedy film.

2. Use the past continuous tense for an action that was in progress for a while in the past.
   
   e.g.: I was playing tennis for an hour last evening.
If two actions happened in the past at the same time, the action which took a long time is past continuous and the action which interrupted it is simple past.

*e.g:* while I was walking in the street, I saw my friend.

**PRACTICE**

Read and compare the following sentences:

- I broke my leg while I was running.
- I was running when I broke my leg.

Now complete these sentences:

1. I was walking when I .......... (meet) an old friend.
2. While he .................. (play) football, a hawk landed on the grass.

**DO**

1. Ali *(did – was doing)* his homework when his father called him.
2. *(While – When)* Rasha was watching TV, her aunt arrived.
3. *(While– When)* I was reading about the work, the phone rang.
4. Yesterday while we were surfing the Net, we *(find – found)* interesting topics.
You will read the first part of the story *(The Boy From The Past)*.

Read the following words aloud:

<table>
<thead>
<tr>
<th>كلمة</th>
<th>معناها</th>
<th>كلمة</th>
<th>معناها</th>
</tr>
</thead>
<tbody>
<tr>
<td>well</td>
<td>بئر</td>
<td>discovery</td>
<td>اكتشاف</td>
</tr>
<tr>
<td>gardener</td>
<td>البستاني</td>
<td>carved stone</td>
<td>حجر منقوش</td>
</tr>
<tr>
<td>repair</td>
<td>يصلاح</td>
<td>alphabet</td>
<td>الأبجدية</td>
</tr>
<tr>
<td>Phoenicians</td>
<td>الفينيقين</td>
<td>research</td>
<td>بحث</td>
</tr>
</tbody>
</table>

Read the following text:

**EPISODE 1: THE DISCOVERY**

It was the middle of the school holidays. Omar and his sister Laila were staying with uncle Firas and aunt Mariam at their house by the sea. It was a hot afternoon so Omar and Leila were playing table tennis inside the cool house. In the garden, Mazen the gardener was repairing the old well. Suddenly, Uncle Firas walked inside the house carrying a large piece of stone. It was a carved stone.

**Omar:** Where did you find it, uncle?

**Firas:** Mazen found it at the bottom of the well.

**Omar:** These marks look like letters of the alphabet.

**Laila:** We can use the Internet to find out about the marks, Uncle!

Laila and Omar did some research on the Internet. They discovered some interesting information about the Phoenicians.
Firas: That’s very interesting. Mazen found another piece in the well. I think it’s from the same stone.

Laila: How exciting! It looks like a map.
PRACTICE

Read the text and find the past simple of these verbs:

<table>
<thead>
<tr>
<th>be</th>
<th>was – were</th>
<th>walk</th>
<th>walked</th>
</tr>
</thead>
<tbody>
<tr>
<td>do</td>
<td>did</td>
<td>find</td>
<td>found</td>
</tr>
</tbody>
</table>

DO

Answer these questions:

1. Where were Omar and Laila staying?

2. What was Mazen doing?

3. What did he find?

4. What did Laila and Omar discover on the Internet?
SUMMATIVE EVALUATION

Write a story about a day in your life, a day you always remember.

You can use these notes:

- When it happened and where.
- What you were doing.
- How you felt: (excited – sad – upset – happy …)
- I will never forget the day ………..
UNIT 3 AMAZING WORLD

Dear student: we're going to learn how to:
- Compare things

PRE-LEARNING

Tall, short, beautiful, good
- My brother is shorter than me.
- My bag is more beautiful than yours.
- My mobile phone is good but yours is better.

TASK 1

LEARN

One-syllable adjectives (short adjectives):
- warm + er = warmer

Two-syllable adjectives ending in -ow and -er:
- clever + er = cleverer

Adjectives ending in -le:
- gentle + r = gentler

Adjectives ending in consonant + y (y changes in to i):
- happy + ier = happier
Two-syllable adjectives or more (long adjectives):

- more + helpful = more helpful
- more = interesting = more interesting

Irregular adjectives:

- good = better  
  bad = worse
- far = further / farther

**PRACTICE**

Read the following sentences:

1. The elephant is bigger than the tiger. (*big*)
2. Fadia is better than Ruba at tennis. (*good*)
3. Mercedes cars are more expensive than Mazda cars. (*expensive*)

**DO**

Complete the sentences with the comparative form of adjectives:

1. I think science is ............... than geography. (*interesting*)
2. This question is ............... than the last one. (*easy*)
3. Your computer is ............... my computer. (*bad*)
4. The train is ............... the bus. (*quick*)
LEARN

Read the new words aloud:

<table>
<thead>
<tr>
<th>specialist</th>
<th>archaeology</th>
<th>examined</th>
<th>complicated</th>
<th>mysterious</th>
</tr>
</thead>
<tbody>
<tr>
<td>اختصاصي</td>
<td>علم الآثار</td>
<td>تفحص</td>
<td>معقد</td>
<td>غامض</td>
</tr>
</tbody>
</table>

Read the following text

**EPISODE 2: THE BOY’S STORY**

The next day, they went to meet Professor Hussam, a specialist in ancient history and archaeology. Laila was studying the stones. The first piece was larger than the second one and its marks were clearer. When they arrived at the professor’s house, he examined the larger piece of stone. He grew very excited.

**Omar:** Are these Phoenician letters, professor?

**Professor:** Yes, they are. Phoenician is a difficult language … But it’s easier than Chinese. This piece tells the story of a boy. His name is Amer.

**Professor:** May I see the other piece?

**Laila:** I think it’s a map.

**Professor:** Right, this piece is more complicated than the first one.

After they got home, Omar and Laila received a mysterious email from a stranger. He wanted to help them to understand the stone pieces.

But who was he?
UGARIT, SYRIA
Photo by: Klaus Wagensonner Source: https://www.flickr.com/photos/sipazigaltumu/3175355962/

BYBLOS, LEBANON
Photo by: Keith Yahl Source: https://www.flickr.com/photos/yahl/4327148172/
Complete the list from the story:

<table>
<thead>
<tr>
<th>large</th>
<th>clean</th>
<th>easy</th>
<th>complicated</th>
</tr>
</thead>
<tbody>
<tr>
<td>larger</td>
<td>cleaner</td>
<td>easier</td>
<td>more complicated</td>
</tr>
</tbody>
</table>

Choose the correct answer:

1. Phoenician is a ........ language.
   a. different  b. difficult  c. easy

2. ............... is the study of the past by looking at ancient things.

3. ‘Complicated’, is the opposite of ........
   a. complex  b. simple  c. strange.

4. Laila and Omar ............... to know what was carved on the stones.
   a. tried themselves.
   b. went to someone else.
   c. didn’t want
Answer:

1. Who made the carvings?

2. What did Leila and Omar receive?

SUMMATIVE EVALUATION

Write sentences comparing your school with your friend’s school:

These adjectives may help you.


--------------------------------------------------------------------------------------------------

--------------------------------------------------------------------------------------------------

--------------------------------------------------------------------------------------------------

--------------------------------------------------------------------------------------------------

--------------------------------------------------------------------------------------------------

--------------------------------------------------------------------------------------------------

--------------------------------------------------------------------------------------------------
UNIT 4  WORLD RECORDS

Dear student, we're going to learn how to:

1. use the comparative and superlative form.
2. talk about records.
3. describe things and objects.

PRE-LEARNING

Dear student, let’s remember:

- Comparative and superlative adjectives.
  e.g: tall  taller  the tallest  /  short   shorter   the shortest.

- Some words about geography:
  Lakes, rivers, desert, sea.

TASK 1

LEARN

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>warm</td>
<td>warmer</td>
<td>the warmest</td>
<td></td>
</tr>
</tbody>
</table>

One-syllable adjectives we add
(short adjectives)

1. er
2. (the + adj + est)
<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
<th>Rule</th>
</tr>
</thead>
</table>
| clever    | cleverer    | the cleverest | Two–syllable adjectives ending with –ow and –er  
1. er  
2. (the + adj + est) |
| gentle    | gentler     | the gentlest | Adjectives ending with –le we add:  
1. r  
2. (the + adj + st) |
| happy     | happier     | the happiest | Adjectives ending with consonant +y we delete y and add:  
1. ier  
2. (the + adj + iest) |
| interesting | more  
interesting | the most  
interesting | Two–syllable adjectives or more we add:  
1. (more + adj)  
2. (the most + adj) |
| good      | better      | the best    | Irregular adjectives: they become as shown. |
| bad       | worse       | the worst   | |
| far       | farther /  
further | the farthest /  
the furthest | |

**Note:** you can use **than** after comparative adjectives
PRACTICE

Choose the correct answer:

1. My hat is (bigger / the biggest / biggest) in the party.

2. I passed the exam. I am (the most happy / happier / the happiest) boy today.

DO

Choose the correct answer:

1. Lions are (more / the most) dangerous animals.

2. A computer is (more / the most) expensive than a mobile phone.

3. Giraffes are (the tallest / tallest) among animals.

4. Text messages are (the shortest / shorter) than emails.

5. August is (hotter / the hottest) month in a year.

6. A Mercedes car is (bigger / the biggest) than a Mini car.
## TASK 2

### LEARN

#### New words

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Word</th>
<th>Meaning</th>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>range</td>
<td>سلسلة</td>
<td>salty</td>
<td>مالح</td>
<td>blood</td>
<td>دم</td>
</tr>
<tr>
<td>waves</td>
<td>أمواج</td>
<td>gravity</td>
<td>جاذبية</td>
<td>tides</td>
<td>المد والجزر</td>
</tr>
<tr>
<td>strange</td>
<td>غريب</td>
<td>discover</td>
<td>يكتشف</td>
<td>marvel</td>
<td>اعجوبة / معجزة</td>
</tr>
</tbody>
</table>
OCEAN FACTS

Did you know that two thirds of the world’s surface is covered by oceans and seas? And that 97% of the Earth’s water is in the sea?

The world has four oceans: the Pacific, the Atlantic, the Indian and the Arctic. The Pacific covers nearly half our planet and is the largest and deepest ocean. There are mountains under the ocean. And these are bigger than the mountains that you find on land. In fact, the world’s longest mountain range is under the sea. It goes around the middle of the Earth.

The sea level rises and falls twice a day along the world’s coasts. These changes in level are called tides. The moon’s gravity causes the tides to happen. Sometimes, there are very big waves called tidal waves, or tsunamis.

The water in the sea is like a salty soup full of millions of tiny animals. There are over 21,000 different types of fish. The biggest fish are sharks – they eat other fish.
The world’s biggest warm-blooded animals also live in the sea. You have probably seen photos and films of whales and heard their strange songs.

So next time you go to the beach, don’t forget the marvels of the world’s seas and oceans!

**PRACTICE**

Answer the questions.

1. Where do you find the world’s longest mountain range?
2. What makes tides happen?
3. What can you find in sea water?
4. Which are the biggest fish? And the biggest warm-blooded animal?

**DO**

Which facts in the text do you like most? Write 3 facts.

1. 
2. 
3. 

Complete the fact box with the superlative form of the adjectives or the most.

<table>
<thead>
<tr>
<th>long</th>
<th>large</th>
<th>old</th>
<th>fast</th>
</tr>
</thead>
</table>

World records:

1. Egypt has 1,500 km of the Nile, the longest river in the world.
2. China has ………. man–made structure in the world—the Great Wall. It is 460 km long.
3. China is also one of ……….. populated country in the world.
4. Australia has one of ……….. landscape in the world, created over millions of years.
Now write a paragraph about geographical places. Try to use comparative and superlative form. You may begin like this: "My favourite place is Al–Hamidya Souk. It is the most interesting souk in Damascus. It’s very old and famous."
Complete the sentences with the comparative form of the adjective and then.

1. I think that science is .................................. geography. (interesting)
2. Your computer is .................................. my computer. (good)
3. This question is .................................. the last one. (easy)
4. Andrew is .................................. Peter. (young)
5. My dad’s new car is .................................. his old one. (safe)
6. Your camera is .................................. mine. (expensive)
7. The museum is .................................. the town hall. (old)
8. This cake is .................................. that one. (delicious)
9. English is .................................. Latin. (useful)
10. The train is .................................. the bus. (quick)
Complete the dialogues with the superlative form of the adjective.

1. A: Why do you come to school by bus?
   B: It’s .............................................. way. (fast)

2. A: It’s hotter today than yesterday.
   B: Yes today is ........................................... day of the year. (hot)

3. A: Why did you buy that computer?
   B: Because it was ......................................... one in the shop. (powerful)

4. A: Which painting do you prefer?
   B: That one. It’s got ......................................... colours. (good)

5. A: What’s .............................................. city in the world? (beautiful)
   B: I think it’s Paris.

6. A: How is your new computer game?
   B: It’s great. But it’s ......................................... game I have. (complicated)

7. A: What was .............................................. question in the test? (difficult)
   B: I think it was the true/false exercise.

8. A: This notebook only cost 10p.
   B: Yes, it’s ............................................... one I found in the market. (cheap)
Dear student, we're going to learn:

1. talking about experiences (things that have happened).
2. some things about athletics.

PRE-LEARNING

Dear student, let’s remember:

- **PRESENT PERFECT**: S + have/has + p.p + rest of the sentence.

  eg: Samer has written three letters.

  Write more:

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

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

  - Some words about athletics + sport:

  runner, swimmer, footballer.

  Remember more:

  ............... - ............... - ............... - ...............
LEARN

Lets learn: Grammar

PRESENT PERFECT: \( (S + \text{have} - \text{has} + \text{p.p} + \text{rest}) \) of the sentence.

Each verb as you know has three forms \((v1 - v2 - v3)\)

<table>
<thead>
<tr>
<th>v1</th>
<th>v2</th>
<th>v3</th>
</tr>
</thead>
<tbody>
<tr>
<td>play</td>
<td>played</td>
<td>played</td>
</tr>
<tr>
<td>visit</td>
<td>visited</td>
<td>visited</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>gone</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>eaten</td>
</tr>
</tbody>
</table>

Do you know any other verbs? Write them

………………………………..………………………………..………………………………..………………………………..

Use: We use this tense to talk about events or experiences without saying exactly when they happened.

Form: I/We /They /You + have + verb3 + rest of the sentence

He/She/It + has + verb3 + rest of the sentence

- Samer has written three letters.
- My mother hasn’t cooked the lunch yet.
- You have seen a film in English
- Have you ever been to Lebanon?
- Has she written her homework?
Already – never – just – ever – yet

(Since + specific time)  (for + duration of time)

**PRACTICE**

Underline the correct verb form

1. I (have / has just) written a poem.
2. They (has / have already) visited a science museum.
3. He (hasn’t / have) cooked dinner yet.
4. I’ve (eat / eaten) bread.

**TASK 2**

DO

Complete the sentences with forms of the present perfect:

1. Hind ............... a cake. (make)
2. ................. Firas a novel? (write)
3. We ................. a famous footballer. (meet)
4. The Mahmoud family ................. in many different restaurants. (eat)
5. Omar ................. his book. (find)
6. ................. you lots of photos? (take)
New words

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Word</th>
<th>Meaning</th>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>speed</td>
<td>سرعة</td>
<td>avoid</td>
<td>يتجنب</td>
<td>backpack</td>
<td>حقائب ظهر</td>
</tr>
<tr>
<td>photographer</td>
<td>مصور</td>
<td>trousers</td>
<td>بنطال</td>
<td>freedom</td>
<td>حرية</td>
</tr>
<tr>
<td>solitude</td>
<td>عزلة</td>
<td>offer</td>
<td>يعرض - يقدم</td>
<td>chance</td>
<td>فرصة</td>
</tr>
</tbody>
</table>

**JAMEL THE RUNNER**

![Image of Jamel Balhi running near pyramids](https://commons.wikimedia.org/wiki/File:Jamel_Balhi.jpg)

*Photo by: Tripot
Source: https://commons.wikimedia.org/wiki/File:Jamel_Balhi.jpg*

**JAMEL BALHI** was born in Lyon, France, in 1963. But he hasn’t stayed there. In fact, he has run around the world!
When Jamel Balhi was a small boy, he liked running around the house. When he was sixteen, he ran his first race. However, Jamel isn’t interested in winning races – he’s interested in running. He has run the length of America from North to South – a distance of 24,000 kilometres. He has travelled along the Silk Road in China. Most recently, he has run across Mozambique and South Africa. In his life he has crossed more than 170 countries and covered more than 280,000 kilometres. Jamel runs for about six or seven hours a day. His speed is about 15 kilometres per hour. He tries to avoid bad weather – but this sometimes doesn’t succeed. He doesn’t carry much. In his small backpack he carries his camera, a pair of trousers, a sweatshirt and a raincoat.

When he isn’t running, Jamel takes photographs, gives talks and writes about his life. In fact, he has written several books about his travels. Jamel is also a professional photographer and he takes photos of every place he visits. Running offers Jamel freedom and solitude. However, when he stops it also offers him the chance to meet new people. Jamel says that strangers are friends we haven’t met yet. And he enjoys running on roads the most because they connect all the people of the world.

PRACTICE

Answer the questions.

1. When did Jamel start running? He started running when he was a small boy.

2. What did he do when he was sixteen? .................................................................

3. Name four countries where he has run. ............................................................

4. What does he take with him? .............................................................................

5. What does he do when he isn’t running? ............................................................

6. Why does he run? ..............................................................................................

Find the past participles (v3) of these verbs from the text:

travel: .......... meet: .......... cross: ...........

Self-learning programme / English/ Grade 8
PRACTICE + DO

Find the past participles (V3) of these verbs.

<table>
<thead>
<tr>
<th>eat</th>
<th>fly</th>
<th>bake</th>
<th>go</th>
<th>lose</th>
<th>act</th>
<th>make</th>
<th>meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>eaten</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>visit</th>
<th>win</th>
<th>see</th>
<th>write</th>
<th>buy</th>
<th>sleep</th>
<th>run</th>
<th>ride</th>
</tr>
</thead>
<tbody>
<tr>
<td>visited</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SUMMATIVE EVALUATION

Complete the sentences with the correct present perfect of these verbs:

go (x2) – see – fly – give – speak

1. Salah has slept in a tent.
2. We have visited the museum in our town.
3. They ......................... to a famous person.
4. She ......................... to Spain.
5. Simon and Tom ......................... in an airplane.
6. I ......................... money to charity.
7. You ......................... sunset over the ruins of Palmyra.
Complete the sentences with (for or since).

1. Louise has been in this room ……for…… three hours.

2. We’ve run this website …………… 2005.

3. They’ve had their house …………… two years.

4. You’ve been my friend …………… I was a child

Choose three things you liked about Jamel.

•

•

•

GREAT WALL OF CHINA
Photo by: Dennis Jarvis  Source: https://www.flickr.com/photos/archer10/2213473574/
Dear student, we're going to learn how to:

- talking about things or experiences that have happened.

PRE-LEARNING

Dear student, let’s remember:

- Some words about The Boy from the Past

archaeology – mysterious

Remember more:

 .................. – ................ – ................ – ................

- Let’s remember again

PRESENT PERFECT: ( S + have / has + p.p + rest.) of the sentence.

Each verb as you know has three forms (v1 – v2 – v3)

<table>
<thead>
<tr>
<th>v1</th>
<th>v2</th>
<th>v3</th>
</tr>
</thead>
<tbody>
<tr>
<td>play</td>
<td>played</td>
<td>played</td>
</tr>
<tr>
<td>visit</td>
<td>visited</td>
<td>visited</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>gone</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>eaten</td>
</tr>
</tbody>
</table>

Use: We use this tense to talk about events that we don’t say when they happened, or completed.
**Form:**  I/We /They /You + have + verb3 + rest of the sentence.

    He/She/It + has + verb3 + rest of the sentence.

- Samer has written three letters.
- My mother hasn’t cooked the lunch yet.
- You have seen a film in English for 3 hours.

**TASK 1**

**LEARN**

- We use (for) to indicate duration of time.
- We use (since) for specific time.

**PRACTICE**

**Complete the sentences. Use (for, since) and the present perfect.**

حل الجمل قبل أن ننظر إلى الحل ما بين قوسيين

1. I …… have been ……. (be) in this room for half an hour.
2. We ………………… (not have) any food …………………… breakfast time.
3. Laila …………………. (not spend) much money …………… last week.
4. Firas …………………. (have) a headache ………………… this morning.

**Complete the text with the correct form of the verb using (since or for).**

Amer (1) ………………… (live) in Aleppo, Syria all his life. He loves sport, especially football. He (2) ………………… (play) football (3) ………………… he was six years old. His favourite video game is a football game. It’s new. You can put your photo on the body of a digital player! He (4) …………………. (have) it (5) ………………… a week. He (6) …………………. (not win) a game, so he has to practise!
THE BOY FROM THE PAST

EPISODE 3: THE MYSTERIOUS COLLECTOR

Dear Omar and Laila,

Thank you for contacting me. This is the most interesting enquiry I have received since I started my website. I would like to meet you to talk about your discovery. Why don’t we meet tomorrow afternoon?

Best wishes, Harry Dark

Omar and Laila read the unexpected email. Who was Harry Dark? And how could he help?

They decided to ask their uncle and aunt for advice.

The next day, with the professor and Aunt Mariam, they met Harry Dark in a restaurant.

Harry: I’ve been interested in the Phoenicians for over 20 years. I’ve collected lots of ancient pots, carvings and statues. I’ve run my website since 2001. It’s an excellent way to exchange information. Do you know, it’s received 1,500 visits since January?
Professor: I’m delighted that people are interested in such old things! Look. I’ve brought a photo of our piece of Phoenician stone.

Harry: Interesting. Very interesting. May I show you a photograph of one of my own pieces?

Harry placed his photograph on the table next to the professor’s.

Laila: The pieces fit together! How is that possible?

Harry: I found my piece of stone near your house. It tells the story of a boy called Amer.

Omar: that’s right!

Harry: I’ve looked for other pieces of his story for five years. I want to know how it finishes. Did you find anything else?

Omar: We found a map!

Harry: That’s very interesting. I’d like to buy both your pieces for my collection.

Mariam: I’m sorry, Mr Dark, but we don’t want to sell them.

Harry: Are you sure?

Mariam: I’m afraid we plan to give them to the museum.

**PRACTICE**

Answer the questions.

1. What does Harry Dark want to do? He wants to meet Omar and Laila.

2. What is exciting about the photos of the two pieces of stone? ........................................

3. What does Harry Dark want to do with the family’s pieces of stone? ..............................

4. What does the family want to do with them .................................................................
Complete the sentences. Use the present perfect form of these verbs.

win    meet    eat    hear    not play    see    go    lose

1. Samer .................................. to a lot of countries in the Middle East.
2. Lama .................................. the statue at an exhibition.
3. Hind and Lubna ............................... computer games ever in their lives.
4. We .................................. Chinese food.
5. Anas .................................. his football boots. He’ll have to buy new ones.
6. I .................................. that traditional song on the radio.
7. You’re lucky. You ............................ your favourite football player.
8. Munzer ................................. a prize for his schoolwork.
SUMMATIVE EVALUATION

Now write a paragraph in your notebook about a historic site in your country.

These words may help you:

ancient – statues – civilization – lovely – columns …

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
BOSRA AMPHITHEATRE

Photo by: Shane Horan  Source: https://www.flickr.com/photos/shaneh/5031373058/

APAMEA

Photo by: Taras Kalapun  Source: https://www.flickr.com/photos/xslim/308450385/
UNIT 7 IDEAS AND THOUGHTS

Dear student, we're going to learn how to:

1. express the future by using present continuous.
2. use adverbs (so, neither) to show agreement.

PRE-LEARNING

We use present continuous for acts that are happening now.

Examples: You are surfing the internet now.

You are sitting by the computer.

swimming pool - carvings - museum - busy - business

TASK 1

LEARN

We use present continuous to talk about future acts that are planned already

Ex 1: My Dad is flying to Beirut tomorrow.

Ex 2: I am visiting a friend at 6 o’clock tomorrow.
PRACTICE

Put the verbs in the correct form

a. We (play) football this evening. (are playing)
b. Sami (travel) to Lattakia next Sunday. (is traveling)

DO

Change the verbs as in the examples above

1. My mum .................. (go) to the dentist this evening.
2. I ...................... (study) for my exam next week.
3. My friends ................ (go) on a picnic next Friday.
4. Omar ..................... (watch) a football match at 8 o’clock today

TASK 2

LEARN

Lets learn how to agree with people.

a. Rami: I can swim.
   Omar: so can I (كذلك أنا أستطيع)
b. Nada: I have got one brother only.
   Reema: so have I. (وكذلك أنا)
   Ali: So am I. (وكذلك أنا)
d. **Salwa:** I help my mother

**Arwa:** so do I.

أما هي الجمل المنفية نقول:

e. **Ahmad:** I wasn’t sick

**Abeer:** neither was I (ولا أنا)

f. **Fadi:** I won’t stay here.

**Akram:** neither will I (ولا أنا)

g. **Hiba:** I don’t like boxing.

**Sami:** neither do I

### PRACTICE

Choose the correct form

1. I’m happy, (so – neither) am I.
2. We were late (so – neither) were we.
3. I don’t travel a lot (so – neither) do I.
4. I can’t speak Chinese, neither (can I – I can)

### DO

Agree with these (neither – so) with I

1. I like sports; ............................
2. He hasn’t got a laptop, ............................
3. They don’t stay up late, ............................
### New words

<table>
<thead>
<tr>
<th>الكلمة</th>
<th>المعني</th>
<th>الكلمة</th>
<th>المعني</th>
</tr>
</thead>
<tbody>
<tr>
<td>communication</td>
<td>تواصل</td>
<td>share</td>
<td>يشارك</td>
</tr>
<tr>
<td>culture</td>
<td>ثقافة</td>
<td>imitate</td>
<td>يقلد</td>
</tr>
<tr>
<td>opinion</td>
<td>رأي</td>
<td>oral</td>
<td>شفهي</td>
</tr>
<tr>
<td>invention</td>
<td>اختراع</td>
<td>facts</td>
<td>حقائق</td>
</tr>
<tr>
<td>generation</td>
<td>جيل</td>
<td>draw</td>
<td>يرسم</td>
</tr>
<tr>
<td>remember</td>
<td>يتذكر</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Photo by: Michael Shaheen  
Source: https://www.flickr.com/photos/mikeshaheenphotography/10895557035/*
Let’s read the following text:

Why is communication important?

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

How do we learn to communicate?

We learn to communicate by copying people around us. Babies imitate sounds and speak their first words at around twelve months. By the age of two, a child has learnt about 200 words. Children continue learning to communicate at school and at home.

How did we communicate in the past?

Oral culture was very important before the invention of writing. People had to remember all their knowledge, so older people told stories and facts to the younger generation. Later, people learned to draw pictures on stone to exchange ideas. After the invention of the alphabet, people could write down everything they know. In this way more information could be communicated than any one person could remember.
Complete the list with nouns and verbs from the text:

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>generate</td>
</tr>
<tr>
<td>communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>know</td>
</tr>
<tr>
<td></td>
<td>inform</td>
</tr>
</tbody>
</table>

Photo by: Sandra Cohen-Rose and Colin Rose  
Source: https://www.flickr.com/photos/73416633@N00/533476449/
DO

Choose the correct completion from a – b or c:

1. Communication is important for ..................
   a. sharing information
   b. learning
   c. both a and b

2. Children learn to communicate by ..................
   a. drawing pictures
   b. copying people
   c. crying

3. At the age of two, children can ..................
   a. speak
   b. write
   c. neither a nor b

Answer these questions:

1. How many words can a child learn by the age of two?

2. When was oral culture important?

3. Why did people in the past draw pictures?
SUMMATIVE EVALUATION

Answer:

What are you doing this week?

1. On Saturday I am .................................................................

2. On Monday ...........................................................................

3. On Wednesday ......................................................................

Agree to these using (I) with (so) or (neither)

1. I like my country, Palestine, .................................

2. I don’t speak French, .................................
Dear student, we're going to learn how to:

- express actions when the subject is not so important.

(\textit{present + past passive}) المبني للمجهول بصيغتي الحاضر والماضي

**PRE-LEARNING**

Dear student, let’s remember the conjugation of some verbs:

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past participle</th>
<th>Present</th>
<th>Past</th>
<th>Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>write</td>
<td>wrote</td>
<td>written</td>
<td>drink</td>
<td>drank</td>
<td>drunk</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
<td>broken</td>
<td>send</td>
<td>sent</td>
<td>sent</td>
</tr>
<tr>
<td>take</td>
<td>took</td>
<td>taken</td>
<td>sell</td>
<td>sold</td>
<td>sold</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>eaten</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remember we use (ed) for regular verbs.

**TASK 1**

**LEARN**

We use the present and past passive to express actions that are more important than the doer of the action.
There are three steps for making the passive:

1. We put the object at the beginning of the sentence.

2. We use verb to be (am – is – are) in the present (was – were) in the past.

3. We always use the past participle form of the verb.

Examples:

a. The internet is used everywhere.

b. Computers are linked together.

c. The World Wide Web (www) was invented by Tim Lee.

Example: America was discovered by Christopher Colombus.
PRACTICE

Change these sentences into the passive form

Example:

Alexandar Graham Bell invented the telephone.

The telephone was invented by Alexander Bell.

1. People use planes to travel

   Planes are used to travel

2. The children broke the window last night.

   The window was broken last night.

DO

Change the verbs to make the passive form:

Example: Water (use) to drink and wash.

   Water is used to drink and wash.

1. Messages (carry) by horse riders in the past.

   Messages were carried by horse riders in the past.

2. The e-mail (write) yesterday.

   The e-mail was written yesterday.

3. Fresh milk (take) to supermarkets everyday.

   Fresh milk is taken to supermarkets everyday.

4. Sandwiches (eat) during the break.

   Sandwiches are eaten during the break.
## TASK 2

### LEARN

Let’s learn these words:

<table>
<thead>
<tr>
<th>brain</th>
<th>دماغ</th>
<th>part</th>
<th>قسم</th>
<th>behaviour</th>
<th>سلوك</th>
</tr>
</thead>
<tbody>
<tr>
<td>complicated</td>
<td>معقد</td>
<td>energy</td>
<td>طاقة</td>
<td>movement</td>
<td>حركة</td>
</tr>
<tr>
<td>supply</td>
<td>يزود / مخزن</td>
<td>weight</td>
<td>وزن</td>
<td>allow</td>
<td>يسمح</td>
</tr>
<tr>
<td>float</td>
<td>يطفو</td>
<td>liquid</td>
<td>سائل</td>
<td>skull</td>
<td>جمجمة</td>
</tr>
<tr>
<td>adult</td>
<td>راشد</td>
<td>size</td>
<td>حجم</td>
<td>divide</td>
<td>يقسم</td>
</tr>
<tr>
<td>control</td>
<td>تحكم يتحكم</td>
<td>breathing</td>
<td>تنفس</td>
<td>digestion</td>
<td>الهضم</td>
</tr>
</tbody>
</table>
Let’s read the following text:

**BRAIN POWER**

Control centre

The brain is the most complicated part of the body. It takes up 2% of our body weight but uses 20% of our energy supply. It receives information and sends out messages to control our behaviour and movements. It allows us to think, learn and remember. The brain floats in liquid and the hard skull protects it. The adult brain weighs around 1.4 kilograms—but a six-year-old’s brain is already adult sized!

Parts of the brain

Your brain is divided into three main parts. The smallest part controls breathing and digestion. The middle part controls movement. The biggest part controls intelligence, the senses and memory. Different sections of this part are responsible for different things. These include smell, sight, touch, music and language. Scientists study brains while people are doing activities, such as talking. They can see which part of the brain is used
Complete the list with nouns and verbs from the text

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>behave</td>
<td></td>
</tr>
<tr>
<td>..................</td>
<td>movement</td>
</tr>
<tr>
<td>..................</td>
<td>protection</td>
</tr>
<tr>
<td>digest</td>
<td></td>
</tr>
</tbody>
</table>

Photo by: _DJ_
Source: https://www.flickr.com/photos/flamephoenix1991/8376271918/
SUMMATIVE EVALUATION

Answer these questions:

1. How many parts is the brain divided into?

2. Who invented the electric lamp?

Change the following sentences into passive form:

1. Leonardo Davinci painted the Mona Lisa.

2. Yemen discovered coffee first.
Write about a day in your life. These words may help you

Good news, favourite, won, broke, felt, changed, must, did, got, lost, game:

..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
UNIT 9  THE ENVIRONMENT

Dear student, we're going to learn:

1. Talking about likes and dislikes.

PRE-LEARNING

Dear student, let’s remember:

‘That’ and ‘or’ can join words as in these examples:

1. English and French are foreign languages.
2. You can go to the party by bus or taxi.

WIND POWER STATION

Photo by: Tommy Clark  Source: https://www.flickr.com/photos/tommyscapes/8724877024/
Task 1

Learn

Let’s learn how to use the relative pronouns

‘Who’ (for people), ‘which’ ‘that’ (for things) and ‘where’ (for places).

They are used to connect two clauses to make complex sentences.

Practice

Look at these:

1. This is the man who taught us to swim.
2. I’ve lost the ring which (that) my mother gave me.
3. We live in a street where there are a lot of trees.

Do

Use the right word (who, which, where)

1. We chose the camera ............... was the cheapest.
2. This is the hotel ............... we stayed
3. Muhammad has a brother ............... played football for a famous team
**LEARN**

We use ‘both … and’, ‘either… or’ and ‘neither … nor’ to join two sentences.

نتصل بالربط بين جملتين ‘both … and’, ‘either… or’ و ‘neither … nor’.

على النحو التالي: neither … nor

إما هذا أو ذاك.

either… or

كلاً من … و

both … and

**PRACTICE**

1. Both Mariam and Lana play the piano.
2. He can either have pizza or hamburger
3. I don’t like the swimming pool. I can neither swim nor dive.

**DO**

Supply the missing words in each space:

1. She speaks ............... English nor Arabic.
2. You can drink neither fruit juice ............... coffee in the class.
3. ............... Laila and Sally live in Syria.
### Task 3

#### Learn

Learn the following words before doing the following:

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>environment</td>
<td>بيئة</td>
<td>lake</td>
<td>بحيرة</td>
</tr>
<tr>
<td>island</td>
<td>جزيرة</td>
<td>wildlife</td>
<td>الحياة البرية</td>
</tr>
<tr>
<td>piece</td>
<td>قطعة</td>
<td>continent</td>
<td>قارة</td>
</tr>
<tr>
<td>tropical forests</td>
<td>الغابات الاستوائية</td>
<td>seeds</td>
<td>حبوب</td>
</tr>
<tr>
<td>deserts</td>
<td>صحارى</td>
<td>mountain</td>
<td>جبل</td>
</tr>
</tbody>
</table>

*Photo by: CIFOR  Source: https://www.flickr.com/photos/cifor/8701469442/*
Read the text:

One out of ten people lives on an island. What is an island? It’s a piece of land that is surrounded by water. It is smaller than a continent and larger than a rock. There are islands all over the world – the Pacific Ocean has 30.000 islands. Islands are very special places and each one has its own plants and animals.

Madagascar, off Africa, is an island where there are tropical forests, deserts, mountains, rivers and lakes. It has more wildlife than a continent.

This is a definition of a word in the text. Find the word.

**Island:** A piece of land surrounded by water.
DO

These are other definitions that refer to certain words.

1. A high rocky place that people climb. (m ..............)
2. A natural flow of water going across the land to the sea. (r ........)

In the text there are many places people like. Which ones do you like?

________________________________________________________________________

SUMMATIVE EVALUATION

Complete each sentence with the correct relative pronouns.

1. Do you know the boy ............ is standing outside?
2. This is the place ............ I lost my glasses.
3. Milk is a drink ............ is good for you.

Use ‘who’, ‘which’ in two free sentences:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Use ‘both’…‘and’, ‘either ...or’ and ‘neither ...nor’ in three free sentences:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Dear student, we're going to learn how to:

1. Make guesses.
2. Talk about things, you had to do.
3. Use indefinite pronouns.

PRE-LEARNING

Let’s remember that we use ‘some’ in positive sentences while we use ‘any’ in negative sentences and questions.

For example:
1. There is some milk in the fridge.
2. There isn’t any flower in the garden.
3. Are there any books on the table?

TASK 1

LEARN

Let’s learn the indefinite pronouns which refer to indefinite people, things or places:

<table>
<thead>
<tr>
<th>somebody</th>
<th>something</th>
<th>somewhere</th>
<th>positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>nobody</td>
<td>nothing</td>
<td>nowhere</td>
<td>negative</td>
</tr>
<tr>
<td>anybody</td>
<td>anything</td>
<td>anywhere</td>
<td>question</td>
</tr>
</tbody>
</table>
PRACTICE

1. I’ve lost my glasses.
2. They must be somewhere here.
3. Nobody is perfect.
4. Is anybody home?

DO

Complete the sentences with (nobody, something, anywhere)

1. Come here. I want to tell you ……………
2. My phone rang, …………… answered.
3. I can’t find my book ……………

Photo by: mariusz kluzniak
Source: https://www.flickr.com/photos/39997856@N03/12428407375/
LEARN

1. ‘Could be’ means (it is possible that) ممكن
2. ‘Can’t be’ means (it is impossible that) مستحيل
3. ‘Must be’ means (It is certain that) مؤكد

PRACTICE

1. Take a jumper. It could be cold outside in the evening.
2. That can’t be Ahmed. Ahmed is much taller.
3. They must be old now. They were born in 1919.

DO

Complete the sentences with (could / can’t / must)

1. You ............... be tried. You slept really well last night.
2. They ............... be on holiday. The office is empty.
3. Take your umbrella. It ............... be rainy outside.
LEARN

Learn the following words before you read the text:

<table>
<thead>
<tr>
<th>Phoenician</th>
<th>فينيقي</th>
<th>turn on</th>
<th>يشغل</th>
</tr>
</thead>
<tbody>
<tr>
<td>stone</td>
<td>حجارة</td>
<td>surf</td>
<td>يبحث</td>
</tr>
<tr>
<td>worry</td>
<td>يقلق</td>
<td>map</td>
<td>خريطة</td>
</tr>
<tr>
<td>well</td>
<td>بئر</td>
<td>location</td>
<td>موقع</td>
</tr>
</tbody>
</table>

Laila: Omar, the men haven’t taken the Phoenician stones.

Omar: Yes, they have! Look! The stones can’t be anywhere else!

Laila: Don’t worry. I was worried about the thin man. So I put them back in the well. I had to be more careful.
PRACTICE

Do the following exercise:

1. Laila was sure that the men .......... the Phoenician stones.
   a. must take       b. can’t have       c. haven’t taken

2. Laila was worried about:
   a. the stones       b. the thin man       c. Omar

3. Omar said that the stones .......... anywhere.
   a. can’t be        b. can be       c. must be

4. Laila put the stones in the
   a. well       b. cabinet       c. roof

DO

Fill in the spaces with the words:
worry, map, well, Phoenician

1. The .......... lived a long time ago.

2. Students usually .......... before the exam.

3. You can take out water from the .......... 

4. He used a .......... to find his way
SUMMATIVE EVALUATION

Use three indefinite pronouns in sentences about yourself.

- some: ................................................................................................................
- any: ...................................................................................................................
- no ......................................................................................................................

Use ‘could be’, ‘can’t be’ and ‘must be’ in sentences about your friends

When I was young, I had to ..............................................................
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
UNIT 11 INVENTIONS

Dear student, we’re going to learn how to:

1. express future plans.
2. make decisions.
3. talk about inventions.

PRE-LEARNING

Let’s remember that the simple future tense is used for prediction.

For example: It will be hot tomorrow.

We’ll have an electric car in the near future.

Note: after will the verb is in zero form.

TASK 1

LEARN

The simple future tense.

(will + v1) can be used to talk about decisions made at the time of speaking.

e.g: I’ll visit my grandparents next holiday.

will + visit
PRACTICE

1. I’ll visit my grandparents next holiday.
2. I will study hard for the exam tomorrow.

DO

Match the beginnings with the endings of the sentences:

1. I’ll visit a) a story
2. I’ll stop b) ‘The Phoenician Boy’
3. I’ll write c) eating sweets
4. I’ll read d) you
TASK 2

LEARN

The structure (am/ is/ are going to)

Can be used to express future plans we have decided to do before speaking

- am going to
- is going to + v1
- are going to

PRACTICE

- I am going to buy a car.
- She is going to study medicine in England.

DO

Write:

- Yesterday I felt ill, so today I ............... to the doctor.
- Our house is so small, we ............... to buy a bigger one.
### TASK 3

#### LEARN

Learn the following words:

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>improved</td>
<td>طوّر - حسن</td>
<td>financial</td>
<td>مالي/ ذو صلة بالمال</td>
</tr>
<tr>
<td>power – station</td>
<td>محطة طاقة</td>
<td>illuminated</td>
<td>أضاء</td>
</tr>
<tr>
<td>permission</td>
<td>إذن</td>
<td>rival</td>
<td>خصم - منافس</td>
</tr>
<tr>
<td>equipment</td>
<td>معدات</td>
<td>counting machine</td>
<td>آلة عد / معداد</td>
</tr>
<tr>
<td>assistant</td>
<td>مساعد</td>
<td>invention</td>
<td>اختراع</td>
</tr>
<tr>
<td>create</td>
<td>يبتدع - يبدع</td>
<td>invent</td>
<td>يبتدع</td>
</tr>
<tr>
<td>alternating</td>
<td>متبدل</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PARABOLIC SOLAR POWER PANELS**

*Photo by: Sandia Labs  Source: https://www.flickr.com/photos/sandialabs/5856870893/*
INVENTORS WHO LIT THE WORLD

Thomas Edison is most famous for his work with electricity. He invented the light bulb and the first machine for playing music. He also improved the telephone. The world’s first power station was built using Edison’s plans.

At 16 Edison got a job as a telegraph assistant. He then went to New York with very little money. One day in the Financial District he helped repair a counting machine. And then he got his first job in New York, looking after it!
DO

Re-order these swords to make good sentences.

1. **Invented / telephone / the / Graham Bell.**

2. **Is / great / computer / the / invention / a.**
SUMMATIVE EVALUATION

Answer:

1. What inventions will be there in the next 50 years?

2. What are you going to do tomorrow?

3. What are you going to study next year?

MARS LANDING

Photo by: NASA Goddard Space Flight Center  Source: https://www.flickr.com/photos/gsfc/6385411977/
Write three sentences to talk about decisions you may make now:

1. 

2. 

3. 

Can you remember the words that begin with (i) in the box of words

SOLAR POWER

Photo by: Sandia Labs  Source: https://www.flickr.com/photos/sandialabs/5856870629/
UNIT 12 CREATIVITY

Dear student, you’re going to learn:

- learn how to function conditional sentences and express cause and effect.

PRE-LEARNING

Will

- It will rain tomorrow.
- I will enjoy my time.

TASK 1

LEARN

The conditional sentence is composed of two clauses:

- ‘If’ clause and the main clause, separated with a comma (, )

PRACTICE

If you heat water to 100°C, it boils.

If it doesn’t rain, plants don’t grow.

Note: Both verbs are present simple.
DO

Choose:

1. If it rains, plants (grow – die).
2. If we go up higher, we (breathe – eat) hardly.

THAT’S GREAT

TASK 2

LEARN

The simple present tense is used in ‘if’ clause, while the simple future form is used in the main clause.

We usually put a comma after the ‘if part’ of the sentence.

PRACTICE

It will be expensive if we take a taxi.

If it is necessary, I will go shopping.

The doctor will see you today if you phone first.

DO

Complete:

1. If you study hard, ………………………………

2. …………………………………………., you will get fat.

3. If you get up late, ……………………………….
Learn: Seeing the possibilities:

<table>
<thead>
<tr>
<th>injury</th>
<th>اصابة</th>
<th>X - rays</th>
<th>اشعة سينية</th>
</tr>
</thead>
<tbody>
<tr>
<td>bone(s)</td>
<td>عظام / عظام</td>
<td>glass tube</td>
<td>انبوب زجاجي</td>
</tr>
<tr>
<td>screen</td>
<td>شاشة</td>
<td>card board</td>
<td>كرتون</td>
</tr>
<tr>
<td>hole</td>
<td>ثقب</td>
<td>wedding ring</td>
<td>خاتم زفاف</td>
</tr>
</tbody>
</table>

Read this text about Wilhelm Conrad Rontgen:

**X- RAYS**

If you have an injury, doctors will give you an X-ray to look for the broken bones. But X-rays were only discovered in 1895. Rontgen was actually studying the rays which we use for TV screens and fluorescent light. He wanted to see if the rays could escape from a glass tube, so he covered it with black cardboard. Suddenly he noticed a light a metre away on a screen. ‘The cardboard has a hole in it’, he thought. But it didn’t. Then he realised that rays of light were actually passing through the cardboard!

He then discovered that he could see the bones and wedding rings of his wife’s hand using the rays. That was the first X-ray.
X-RAY

Photo by: Trace Meek  Source: https://www.flickr.com/photos/tracemeek/5327224133/
PRACTICE

Answer these questions:

1. What will doctors give you if you have an injury?

2. When were X-rays discovered?

3. Was there a hole in the cardboard?

4. Underline the conditional sentences in the text.

DO

Complete these spaces:

1. If you have an injury, doctors will give you an X-ray.

2. If you feel ill, .................................................................

3. If you have money, .............................................................
SUMMATIVE EVALUATION

Choose the correct from in brackets.

1. If it (did / does) not rain this weekend, we will go on a picnic.

2. If Samar (will get / gets) a good degree, she will become a university professor.

3. If the temperature of water falls below 0 degree C, it (freezes / froze).

4. If you (will choose / choose / chooses) that computer, you won’t spend so much money.

EMPEROR PENGUINS
Photo by: Christopher Michel  Source: https://www.flickr.com/photos/cmichel67/11240321653/
فريق العمل العلمي:
[إعداد وتحضير] مجموعة من المختصين السوريين من وزارة التربية في الجمهورية العربية السورية، وكالة الأمم المتحدة للإغاثة، وتشغيل الأجيال الفلسطينيين في الشرق الأدنى الأولو، ومنظمة الأمم المتحدة للطفولة.

فريق العمل الفني:
[تنفيذ] مجموعة من الخبراء المختصين في اللغة العربية، اللغة الإنجليزية، الرياضيات، الهندسة، وتصميم الوثائق، وبرمجة وإعداد الإنتاج الفني، وقطاعات الإنتاج الفني.
[إنتاج] مركز بابل، شركة معروفة للانتاج الفني، دمشق، الجمهورية العربية السورية.

الموقع الإلكتروني: www.babel.productions