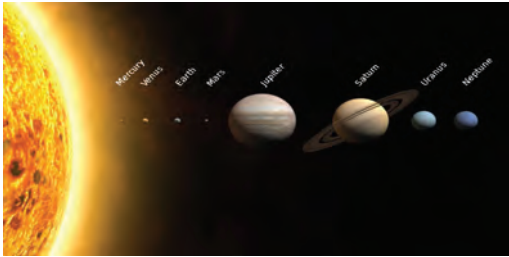


## Before you read

## Expository Text

## 1 Look at the pictures and guess what the text is about.



Mohammed is a student in grade 8. His teacher asked him to prepare a project and a PowerPoint presentation about Astronomy.

Here is what he found on the internet about Astronomy.



Mankind has long looked to the sky, trying to understand the **universe**. Astronomy is defined as "the study of stars, planets and space."

Historically, astronomy has focused on observations of what appears in the sky. Unlike most other fields of science, astronomers are unable to observe a system **entirely** from birth to death. The life of stars and galaxies is millions to billions of years.

In the past, it was very difficult to study astronomy because people didn't have **advanced** technology or the necessary equipment to see distant things.

Inventing the telescope helped us discover our universe, solar system and galaxies. Early astronomers **noticed** patterns in the sky. They tried to organise them in order to follow the stars and planets and predict their **motion**. The movement of the stars and planets was studied by people around the world, but was **widespread** in China, Egypt, Greece, Central America, and India.

Most astronomy today is done by using **remote** telescopes - on the ground or in space. They are controlled by computers, with astronomers somewhere far away studying data and images.

Since the beginning of digital photography, astronomers have provided amazing pictures of space. Astronomers and space flight programmes have also contributed to the study of our own planet. When missions travelled to the Moon and beyond, they looked back and snapped great images of The Earth from space.

Consult the dictionary for the meanings of the underlined words "**entirely**" and "**remote**".



**2**  **Read the text and answer the following questions:**

1. What did astronomy focus on in the beginning?
2. How can satellites help us to study our planet?
3. What is the theme of the passage?
4. In your opinion, how can astronomy help us to protect the Earth?

**3** **Grammar in context** *Indefinite Pronouns*

We use indefinite pronouns to refer to people or things without saying exactly who or what they are.

	Person	Place	Thing
every	everybody	everywhere	everything
some	somebody	somewhere	something
any	anybody	anywhere	anything
no	nobody	nowhere	nothing

 **Complete the following sentences using *everything, anything, everybody* and *nobody*:**

1. I am excited. Is there .....**anything**..... I can do to help with this project?
2. ....**Everything**..... in this museum is from the outer space.
3. ....**Everybody**..... is happy with the wonderful pictures of the Earth.
4. There is .....**nobody**..... living on the moon. There are no animals either.
5. ....**Everybody**..... wants to travel in a spaceship to explore space.

**4**  **Write four sentences about yourself, friends or family using *indefinite pronouns*.**

My friend is a very smart person. He is an Arab. He is a designer. And He has a very flexible mentality, and a strict organised schedule.

.....

.....

.....

## 2. Read and answer question:-

1. It focused on observations of what appears in the sky.
2. They can help us discover our universe, solar system and galaxies.
3. It is a scientific passage about astronomy.
4. It helps us observe the changes in the atmosphere around our planet.



تم تحميل الحل  
من موقع  
مدرستي التعليمية  
www.school-kw.com

# Exploring Project Work

Refer to Project 3 on page 94... to see the task we are working on in this unit.

## Listening



- Why are projects important?

Mohamed is interviewing Noura from Kuwait and Simon from the UK to learn about their projects.



12.1 a. Listen to the interviews. Which projects are Noura and Simon doing?

- Recycling mobile phones
- Tree planting
- Helping save wild animals
- Reusing paper



b. Answer the following questions:

1. Why are Noura and Simon doing these projects?
2. Who is helping them with their projects?
3. What are the benefits of their projects?

## Writing



3 There are many ways to help save the environment. Write an opinion paragraph about what people should do to help save our planet.

*(save water / recycle / turn off devices / short showers...etc)*



### Checklist:

- Did I explain my ideas clearly?
- Did I punctuate my sentences correctly?

### **(3) Writing the paragraph about saving the environment:-**



We know that we can't save our environment overnight. But, having an intention to make this possible is all that count. Reduce wastage of papers. Try not to ruin plants. They are one of the biggest factors that can keep the earth fertile and save the life. Save trees to save our environment. Encourage your child to plant trees in any empty ground. As I said before, the initiative counts. If you feel the need of saving the environment, you will stop others from doing something which can hurt the well being of the nature. Save the environment by being a little close to the nature. You can also make a large contribution by reducing the wastage of electricity. Yes, in India the production of electricity is still dependent on the non renewable energy sources. Switch off the lights and fans when you don't need them. Sometimes it's even great to enjoy the natural light and air. Allow circulation of air and flow of light inside the home to save energy. Conclusion: So we should try to save our environment by making the small day to day initiatives. The first thing you should do is try to save water, trees and electricity. This will make a big difference. Also try to spread good words and educate children about it. Love the nature to save the earth for our own future.

**4 Grammar in context** *Need to ...*

**I need to do something = it is necessary for me to do it.**

*e.g.: I need to eat/ learn/ work ...*

	Negative
Present	doesn't/ don't need to
Past	didn't need to

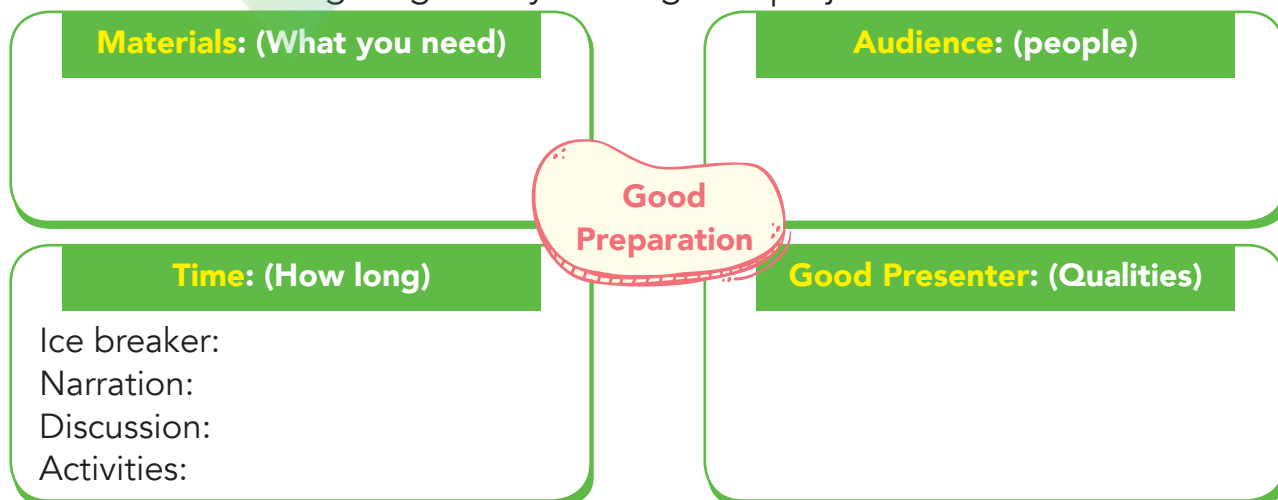
 1. The cats are hungry. <b>need to / feed</b>	 2. The iPad was working well. ( <b>fix</b> )
I need to ... <b>feed them</b> .....	The technician didn't need to .. <b>fix it</b> .....
3. The museum offers free entry. ( <b>pay</b> ) Visitors .. <b>don't need to pay</b> .....	4. The test is cancelled. ( <b>study</b> ) He .. <b>doesn't need to study</b> .....

**Speaking**

**5 Exploring ways to present information to other people:**

When you prepare projects about certain topics, how can you present them to your class?

- Discuss the importance of giving presentations and how you can prepare for a good one. Think about **time**, **audience**, **materials**, and the **qualities** of a **good presenter**. Then share your answers with the class.
- Fill in the following diagram by relating it to project 3.



**6 In your notebook, write what you think you need/don't need to do to prepare your project.**

*e.g. I need to find good materials for my project.*

# Planning a Presentation

## 1 Before you read Think, Pair, Share

## Expository Text

- Do you like giving presentations? Why? Why not?

Mohamed needs to present information to the class. He wants to know how to make his PowerPoint presentation a great one. Here is what he found on the web:

## How to Make a Good Presentation



Preparation is the most important part of making a successful presentation. When you are designing a presentation, you need to plan **ahead**.

- First you need to decide what your presentation is trying to achieve. Select a topic that is interesting to your audience and to you. Once you have selected a topic, decide on how much information you can present in the amount of time **allowed**. Setting a time limit will help you focus on the **content** that is most important. Then you need to understand what material you have. Think about what you need to show so that your audience will understand your message.
- During the opening of your presentation, it's important to attract the audience's attention and build their interest. The body of the presentation is where you present your content. Research your content using the best sources and make sure it is **suitable** for your audience. Pictures and charts will help your audience to understand more. Text can help to **emphasise** important points. The most important part should be in your **narration**. Your slides should only be there to illustrate what you are going to say. Don't read your slides.
- During the conclusion of your presentation, **reinforce** the main ideas you communicated.
- Remember to consider copyright. You must not use images or any other media that belong to other people.

## 2 Read the text and answer the following questions:

1. What are the key points to preparing a good presentation?
2. What details in the text support the idea that you need to focus on your narration?
3. Why did the writer end the text this way?
4. Who needs to give presentations?

## (2) Read and answer question:-


1. Preplanning and planning well, thinking of illustrations suit the audience, and keeping eye contact with showing empathy.
2. The prepared slides should only be there to illustrate what you are going to say.
3. To help us understand how important to respect the rights and copyrights.
4. Teachers, instructors, project makes, mangers, learners and students, and others.



تم تحميل الحل  
من موقع  
مدرستي التعليمية  
www.school-kw.com



## Speaking and Writing

- 3**  **a. In groups, you are going to start working on project 3.**



**First, you are going to write a narration for the presentation your group is going to give:**

- What should be presented first?
- How will you make it exciting?
- How will you explain each slide?
- What tasks will you tell your audience to do?

### Checklist:

- Did I gather facts from a variety of good sources?
- Did I organise my facts into an outline?
- Did I develop my topic with details and examples?

-  **b. Write the narration for your presentation.**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

- c. Use your narration to prepare the presentation with your group.**

# Project 3 Work in small groups

## Express Yourself

A presentation is a speech or talk in which a new idea, project or piece of work is shown and explained to an audience.

A successful presentation requires confidence and organisation.

**You are going to prepare a presentation about any topic (yourself - fashion - your favourite pet - your favourite football player - a profession...etc).**

- Decide on the topic of your presentation.
- Make a clear plan to follow while preparing your presentation.
- Select useful sources of information to learn more about the topic (books, magazines, holding interviews, internet...etc).
- Choose suitable materials for your presentation (pictures, videos, music, objects...etc).
- Distribute roles and responsibilities among your group.
- Present your topic clearly to the audience.



Writing is done for different purposes and for different audiences. The different forms of writing are known as types of writing.

A writer will choose a type depending on what he/she wishes to achieve, what sort of material is to be discussed, and what kind of effect he/she wants to have on the reader.



**This textbook focuses on the following types:**

1. **Narrative text/writing:** is a story meant to entertain the readers. However, this doesn't mean that these stories are purely fictional. If the author tells a story based on personal experience or historical facts, it will still be considered a narrative writing.
2. **Argumentative text/ writing:** uses evidence and facts to prove whether or not a thesis is true. It presents two sides of a single issue and covers the most important arguments for and against.
3. **Expository text/writing:** exposes the reader to facts. It presents information, shares ideas and provides explanations and evidence.

Some examples of expository works include magazine and newspaper articles, textbooks, autobiographies, and college essays.

**Expository texts may be further categorised as:**

- a. **Informative text/writing:** educates readers by introducing straightforward information and facts, but never personal opinions.

An informative essay is not intended to persuade the reader, but to educate.

e.g.: Recipes, how-to articles, history texts, scientific articles..etc

- b. **Opinion text/writing:** tells what the writer thinks or feels about a topic. In contrast to an argumentative essay, the opinion essay focuses on one opinion.

**When writing any of these types, you should have the following structure:**

- ✓ **Introduction:** where you state the thesis statement (general idea/s of your essay).
- ✓ **Body paragraph/s:** where you develop the main idea/s with details, examples and justification.
- ✓ **Conclusion:** where you restate your thesis statement in different words.



# WORDS TO REMEMBER

## MODULE 1

MODULE 1					
UNIT 1	sprinting	(N)	UNIT 2	infection	(N)
	extremely	(Adv)		sight	(N)
	resistance	(N)		determination	(N)
	flexible	(Adj)		overcome	(V)
	regimen	(N)		barrier	(N)
	session	(N)		inspire	(V)
	cool down	(PhV)		incredibly	(Adv)
	promise	(V)		capable	(Adj)
	arrow	(N)		separate	(Adj)
	strict	(Adj)		employ	(V)
	risk	(N)		wage	(N)
	obesity	(N)		instead of	(Adv)
	amount	(N)		trap	(N)
	gain	(V)		drop out	(PhV)
	lack	(V)		jobless	(Adj)
	adequate	(Adj)		inhale	(V)
UNIT 2	lead/ led	(V)	UNIT 3	stingy	(Adj)
	theme	(N)		furiosus	(Adj)
	provide	(V)		hearty	(Adj)
	cavern	(N)		justice	(N)
	voluntary	(Adj)		crowd	(N)
	native	(Adj)		unfairly	(Adv)
	recently	(Adv)		dispose of	(PhV)
	achieve	(V)		float	(V)
	improve	(V)		package	(N)
	master	(V)		gravity	(N)
	frequently	(Adv)		casual	(Adj)
				specialised	(Adj)

# WORDS TO REMEMBER

## MODULE 2

MODULE 2					
UNIT 4	hire	(V)	UNIT 5	counting	(N)
	raise	(V)		height	(N)
	community	(N)		skill	(N)
	demote	(V)		collection	(N)
	harsh	(Adj)		pleasure	(N)
	quit	(V)		house	(V)
	wound	(N)		impressive	(Adj)
	compelled	(Adj)		sculpture	(N)
	astonished	(Adj)		exhibit	(N)
	plunge in	(PhV)		illusion	(N)
	beg	(V)		fictional	(Adj)
	exceptionally	(Adv)		thrilled	(Adj)
	humble	(Adj)		schedule	(N)
	hardship	(N)		actually	(Adv)
	generation	(N)		conduct	(V)
	securely	(Adv)		spoil	(V)
	throughout	(Preposition)		luxury	(Adj)
	tug on	(PhV)		spectacular	(Adj)
heritage	(N)	donate	(V)		
UNIT 5	equator	(N)	UNIT 6	carpet	(N)
	unique	(Adj)		return	(Adj)
	glow	(V)		oval	(Adj)
	reflect	(V)		countless	(Adj)
	antiquity	(N)		royal	(Adj)
	bargain	(N)		pure	(Adj)
	atmosphere	(N)		marble	(N)
	sightseeing	(N)		import	(V)
	destination	(N)		chandelier	(N)

# WORDS TO REMEMBER

MODULE 3					
UNIT 7	addiction	(N)	UNIT 8	bracelet	(N)
	defend	(V)		skin	(N)
	obsessed	(Adj)		access	(N)
	confuse	(V)		activate	(V)
	unrealistic	(Adj)		various	(Adj)
	necessarily	(Adv)		directly	(Adv)
	product	(N)	UNIT 9	grown-up	(N)
	feature	(N)		innocent	(Adj)
	arrangement	(N)		outwit	(V)
	ban	(V)		nearby	(Adj)
	worth	(Adj)		alongside	(Adv)
	fortune	(N)		pass	(V)
	gather	(V)		cruel	(Adj)
	recount	(V)		please	(V)
application	(N)	proud		(Adj)	
handy	(Adj)	ladder		(N)	
convey	(V)	alley		(N)	
gradually	(Adv)	modest		(Adj)	
exchange	(V)	reach out		(PhV)	
efficiently	(Adv)	deliver		(V)	
reaction	(N)	ancestor	(N)		
means	(N)	wisdom	(N)		
sensitive	(Adj)	trust	(N)		
talented	(Adj)	engage	(V)		
skillful	(Adj)	tool	(V)		
wearable	(Adj)				

# WORDS TO REMEMBER

## MODULE 4

MODULE 4					
UNIT 10	pot	(N)	UNIT 11	previously	(Adv)
	bead	(N)		assume	(V)
	spread	(V)		unusual	(Adj)
	ruins	(N)		generally	(Adv)
	consequence	(N)		detail	(N)
	president	(N)		vote	(V)
	mainly	(Adv)	universe	(N)	
	electrical	(Adj)	entirely	(Adv)	
	humidity	(N)	advanced	(Adj)	
	found	(V)	notice	(V)	
	influential	(Adj)	motion	(N)	
	department	(N)	widespread	(Adj)	
	chairman	(N)	remote	(Adj)	
	profitable	(Adj)	audience	(N)	
UNIT 11	intended	(Adj)	UNIT 12	quality	(N)
	original	(Adj)		ahead	(Adv)
	dramatic	(Adj)		allow	(V)
	combine	(V)		content	(N)
	involve	(V)		suitable	(Adj)
	approach	(V)		emphasise	(V)
	restriction	(N)		narration	(N)
	appearance	(N)		reinforce	(V)
	expert	(N)			
	attitude	(N)			

# Literature time!





### Stars in his Eyes

‘Stop looking at those stars and come and help me,’ Galileo’s father called. ‘Dreamer,’ said his teacher. ‘You’ll never have any success if you don’t study now.’ Galileo was a starry-eyed child. He often imagined himself flying through the clouds. He was sent away to school to become a doctor, but he did not learn easily. His favourite subject was Mathematics. He believed that it could be a key to understanding the world around him.



At the age of eighteen Galileo made his first discovery. He was in a building in his home town, Pisa, in Italy, when he heard a strange noise. He noticed that an oil lamp was swinging backwards and forwards. He also heard the lamp’s chain hitting against the wall, and it seemed to him that they were both moving at the same time. ‘Am I only dreaming again?’ he wondered. But he hurried home to find out if what he thought was true.

He took two pieces of lead that were of the same weight and tied them to two ropes of equal length. He fixed the ropes to a chair. He gave his father one rope to hold at the end with the weight; he held the other rope higher than his father’s. They let go of the weights at the same time and then counted the number of swings backwards and forwards. Both father and son reached one hundred together. ‘Father,’ shouted Galileo ‘Don’t you see? My rope was further up than yours but they both arrived at the same point at the same time.’





The old Italian man could not know then that his son had just discovered a great fact. Nor did he know that, for hundreds of years, men would use his knowledge to measure time on a clock and to watch the stars and sun moving in the sky.

To Galileo, it was only a beginning. Next he said that two different weights fall together if they come down from the same height. 'Not possible!' his friends said. 'Everyone knows that a penny falls faster than a feather!' 'Follow me and I will show you,' commanded Galileo. And up to the top of the Tower of Pisa he climbed. He carried a ball in each hand, but



one was ten times as heavy as the other. He let go of them at the same time and heard the crowd become silent when the balls hit the ground together. They had just seen something they could not believe!

For the rest of his life he worked to make things that the whole world uses and enjoys today. He made a compass to point north and to help find the direction in which a person is travelling. He used a magnet to explain many things about the Earth. He measured the heat of air with a thermometer. Finally, he proved to the world that the Earth and all other planets move around the sun, which is at the centre of our solar system. To do this, he built a telescope through which he could study the stars, the sun and the moon. From a boy who had science in his blood and stars in his eyes, he grew to be a great man who opened the beauties of the heavens to people on Earth.

# Journey to the Centre of the Earth



Professor Lidenbrock was a famous geologist from Hamburg in Germany. In 1863, while he was looking at an old book, he found a piece of paper with a message. It was written by a famous Icelandic scientist in the sixteenth century, and it gave instructions for going to the Earth's centre!

Professor Lidenbrock was very excited. He immediately told his nephew, Axel, to get ready for a long journey, starting at an extinct volcano in Iceland. Axel knew the journey would be dangerous, but his uncle was determined to make the trip.

Only a few days later, Axel and the professor were in Iceland. They were given a guide called Hans, who was a big, strong and quiet man. The three explorers found the opening of the old volcano's crater and, using ropes and axes, began to climb down inside it. They descended a long way, and then walked for days through tunnels in complete darkness. They almost ran out of water, and Axel feared they would die in these underground passages, but Professor Lidenbrock was very enthusiastic.

Eventually they found a strange underground sea. Hans made a simple boat and they sailed on it for several days. During this time they saw a lot of strange fish and some huge sea monsters. Creatures like these lived on the Earth's surface millions of years ago, but no longer!

On a small island they saw mammoths – ancestors of today's elephants.





And finally they saw a giant, who was more than three metres tall. Even Professor Lidenbrock forgot his usual curiosity and started to run to the boat.

The three explorers used some gunpowder to make a hole in a rock wall, but the explosion caused a volcanic eruption. Their tiny boat was lifted higher and higher, up through a tunnel, by a huge tidal wave. Just when they were sure they were about to die they were thrown out of the top. When they had recovered, they started to look around. They saw that they were back on the earth's surface. But they didn't know which country they were in. The professor asked a small boy in several different languages. When he asked in Italian the boy replied 'Stromboli'. They had entered the earth through an extinct volcano in Iceland, and returned through an active volcano in Italy!

