

7

Ideas and Thoughts

Module 3

Before you read

Argumentative Text

1 Think, Pair, Share

- In pairs, look at the icons and name the applications.
- What do they have in common?



2 a. Read the text and give it a title

Social media has become a huge part of everyday life. Some people see this constant use as an **addiction** to social media, but others **defend** it as a normal part of modern life and communication.

The biggest problem is that using social media makes us less social in real life. We can become **obsessed** with checking **notifications** or messages. This can lead us to ignore the people around us. Often, people **confuse** social media with reality. Having lots of Facebook friends doesn't mean having a connection with those people in real life, and we forget that somebody's 'image' online doesn't always reflect that person's real life. Lots of people only post positive things, so we believe their lives are perfect, and we spend a lot of time trying to live up to those **unrealistic** images.

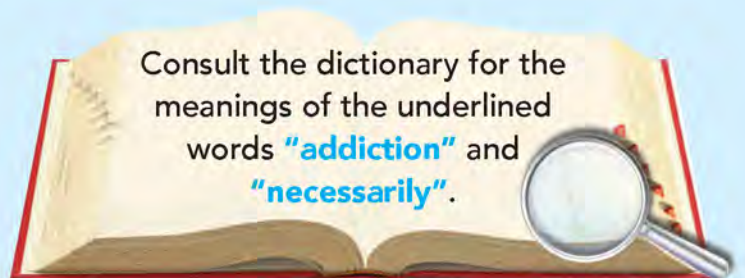
However, social media has opened up many new possibilities, especially to young people. It allows us to stay in touch with friends around the world, see their pictures and hear about their adventures. Social media is also a great way to raise enormous amounts of money for charity.

In my opinion, social media is not **necessarily** a bad thing. Although using technology excessively is unhealthy, using it in the right way is a huge benefit of living in modern times.

Hint

A fact can be proved or disproved, but opinions can differ depending on points of view.

Consult the dictionary for the meanings of the underlined words "**addiction**" and "**necessarily**".



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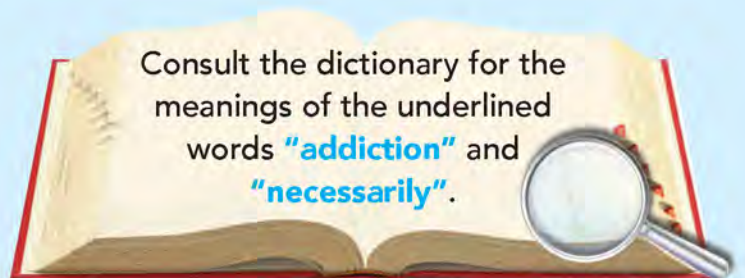
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b. Answer the following questions:

1. According to the author, what is the greatest problem with social media?
2. Which paragraph argues for social media and which one is against? How can you tell?
3. What does the writer think about social media?
4. What conclusions do you draw after reading this text?

3 Grammar in context Contrastive Connectors: although / however

e.g.: **Although** using technology excessively is unhealthy, using it in the right way can make life much easier.

Complete the following sentences:

- ...He has a great experience....., however, he didn't get the job.
- ...They went for a walk....., although it was raining.
- Although she knew she was wrong, ...she did not apologise.....
- I didn't like the film, however, ...I kept watching it to the end.....

Speaking

You are starting a small business with a group of friends and you want to advertise your **product**.

- Which social media would you choose?
- Discuss what specific **features** of that social media would make it useful.

Writing



4 "Social media can be a blessing or a curse."

a. Fill in the table with ideas for and against social media.

For	Against
• Gets people closer.....	• Causes health problem.....
• Shares knowledge and entertainment....	• Wastes a lot of time.....
• Makes us communicating interactively....	• Threatens our security and privacy.....
• Establishes and builds new relations.....	• Spreads hate and prejudice.....

b. In your notebook, develop your notes into an argumentative paragraph explaining whether you are for or against social media.

Checklist:

- Did I express my opinion in the topic sentence (**for or against**)?
- Did I provide reasons and details to support my argument?
- Did I conclude by summarizing my opinion in a way readers will remember?

(2) b. answer the following questions:-

1. Using social media makes us less social in our real life.
2. The second one is against while the third one argues for.
3. He believes that using social media in the right way is a huge benefit of living in modern times.
4. The real benefit of the social is when to balance in using it.



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Leaving Messages

Listening

1  Look at the picture and fill in the following table.

Name of the service	...Voice mail.....
When to use it	...To send a voice message.....
Its importance	...To leave a message rather than to wait.....



2  7.1 a. Listen and choose the best answer

The three callers are talking about:

- a. Likes and dislikes
- b. Future plans and arrangements
- c. Mistakes they made in the past

 b. Listen again and match the activities with the callers.

- Kevin (3) 1. Going to the beach
- Suzan (2) 2. Staying at home
- Ali (1) 3. Having a guitar lesson



Speaking

3 Peter calls his friend, but his mother answers the phone. She tells him that his friend is not at home, so Peter leaves a message.

a. Complete the phone conversation between Peter and the mother.

Mother: Hello. This is Mrs. Jones. Who's calling please?

Peter:


Mother: This is Peter. May I speak to John please?
I'm sorry but he's not home, would you like to leave a message?

Peter: Could you please tell himthat our friend Alan had an accident and he is.....
.....now in the hospital?.....

Mother: Oh my God! I can't believe it. I'll tell him as soon as he gets home.

Peter: ...Thank you, Goodbye.....

Mother: Bye.

 **Role-Playing:** b. Practise the above dialogue with your partner.

4 Grammar in context Present Continuous for Future Arrangements

You can use the present continuous to talk about plans/arrangements for the future.

- Ali **is going** to the beach on Saturday.
- Kevin **is working** on his project on Friday.



Look at the table and write sentences about their future arrangements.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Omar		See the dentist			Meet a friend	Work on the English project	Play football
Fatma	Go to the gymnasium		Visit grandma		Fly to Dubai		

1. Fatma is going to the gym on Sunday.
2. She is visiting her grandma on Tuesday.
3. Omar is seeing the dentist on Monday.
4. He is meeting a friend on Thursday.



5 Ask your partner questions to find out about his/her future plans.



(Practise the dialogue with your partner.)

A: What are you doing tonight?

B: I'm watching T.V. tonight.

A: Are you doing anything tomorrow?

B: I am going to meet my friends.

A: What are your plans for the weekend?

B: I am going to the farm with my family.

Smart Living

Opinion Text

1 Before you read Think, Pair, Share

- Do you think mobile phones are a good invention? Why?
- Are there any places where you think mobile phones should be banned? Why?



2 Read and fill in the table with what each of the following persons thinks of mobile phones.

A radio station recently asked its listeners for their points of view about smartphones. This is what some of them said.



Omar

"I can't live without my smartphone. I think I'm addicted to it. In fact, I post over ten images a day and send at least thirty text messages. I just like to be in touch with all my friends. I wouldn't give it up for all the money in the world, it's **worth a fortune** to me."

Mariam

"I have a mobile, but I try not to use it excessively. I worry about its harmful effects on my health. I read that a lot of studies suggest a possible link between frequent headaches and smartphones. I always keep it away from my children."

Jaber

"I think smartphones, tablets and computers have a very bad effect on people. They seem to be stuck to those devices all the time. I miss the old days when grandparents and grandchildren **gathered** to **recount** their favourite memories and family history."

Jassim

"I think they're really useful. It's great to be able to call or text an employee for an important meeting. The other day my car broke down on the highway and it was great to be able to phone for help. Another time, I got lost on the way to a friend's house and I just looked up the directions on my Maps **application**. That was really **handy**."

Omar	...Smart phones has become a part of our daily life.....
Mariam	...Smart phones have harmful effects on our health.....
Jaber	Smart devices have changed our lives negatively.
Jassim	...Smart devices are very handy in many situations.....

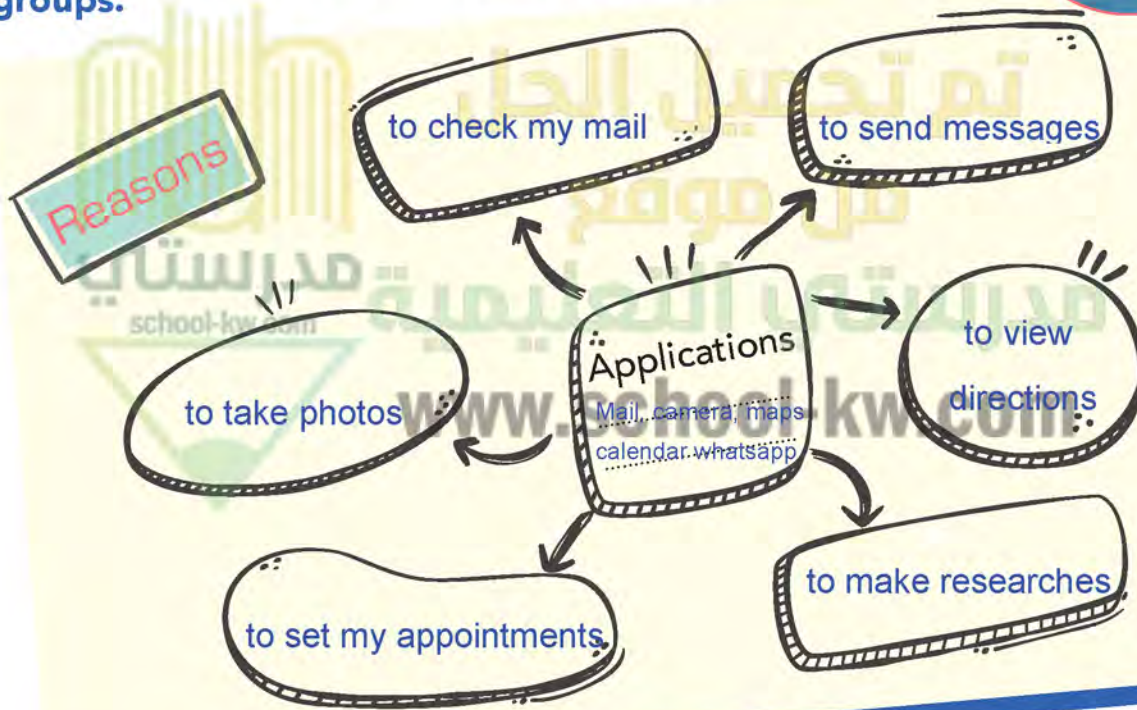
3 Guess who the following people are:

- | | | |
|--------|-------|---------------|
| Omar | (b) | a) a mother |
| Maraim | (a) | b) a student |
| Jaber | (d) | c) a manager |
| Jassim | (c) | d) an old man |



Speaking and Writing

4  a. What smartphone application should everybody use? Discuss and fill in the spider-gram with reasons to support your choice. Share your ideas with other groups.



b. In your notebook, develop your notes into a two-paragraph report expressing your opinion about this application by discussing its features and benefits.

Checklist:

- Did I begin my report by stating the topic and my opinion?
- Did I use facts and details to support my opinion?
- Did I conclude by retelling my opinion in different words?



Imagine you work for a mobile phone company. Design a mobile phone of the future. Think about the features it has and what it can do. Draw the phone and mention all the features. Present your idea to the class.



Expository Text

Before you read

1  Answer the following question:

How do you usually communicate with your friends?



We all have ideas, feelings and opinions that we want to communicate to other people. Communication helps us **convey** information, it has improved over the years as the ways we communicate have changed **gradually**.

Oral culture was very important in the past. People had to store all their knowledge in their memories before writing was invented. Older people told stories and facts to the younger generations. Later, people learned to carve and paint pictures on stones. They used them to **exchange** ideas. After writing was invented, people were able to write down everything they knew.

The inventions of printing, telephone, radio, television and computer changed the way we communicate. Nowadays, we get a lot of our information from the internet. Today, communication satellites send signals across the globe. Consequently, we can experience world events as they happen. Now, communication happens much more **efficiently**.



Today's technology has made communication faster and easier. We can watch news stories from all over the world, learn facts and information and talk to our families and friends even from miles away. However, we must remember to talk to people face to face because communication is more than just words. Meeting in person allows us to show our true personalities, emotions and **reactions**.

2  Read the text and match the paragraphs with their headings:

- | | | |
|-------------|-------|---------------------------------|
| Paragraph 1 | (4) | Modern communication |
| Paragraph 2 | (2) | Communication in the Past |
| Paragraph 3 | (1) | The importance of Communication |
| Paragraph 4 | (3) | Development of Communication |

3  **Read again and answer the following questions:**

- Why is communication important ?
- What was the main source of information in the past?
- Explain how technology has made communication easy and fast.
- Why should we talk to people face to face?
- What is the author's purpose for writing this text?
- Identify **the topic sentence**, **the supporting details** and **the concluding sentence** in the third paragraph.



4 **Grammar in context** *Past Perfect Tense*

The past perfect tense is used to express an action that happened before another one in the past.

(had + past participle)

e.g. *The storm started after the villagers had left the forest.*

 **Choose the correct form of the verbs to complete the following sentences:**

1. I**felt**..... (feel) great after I**had passed**..... (pass) the exam.
2. By the time I**arrived**..... (arrive), my kids ...**had finished**..... (finish) their meal
3. I couldn't remember where I**had seen**..... (see) that man.

Speaking

" Modern technology has improved communication around the world.."



5  **In groups, discuss how modern technology has positively changed the way we communicate.**

In a table (in your notebook), make notes about the following:

socialization- family relationships - sources of information - modern gaming.

Remember to:

- respect each speaker.
- listen politely, even if you disagree with your partner's ideas.

3. Answer questions:-

- * To share ideas, knowledge, culture, and experiences.
- * Telling stories, carving on stones, drawing and painting.
- * You can contact anyone, in anywhere, at anytime, and browsing the world news updates minute by minute.
- * to communicate easily and convey ideas smoothly.
- * to present some information about communication in the past and at the present.
- * 'The inventions of printing, telephone, radio, television and computer changed the way we communicate.' And 'Information from the internet. Today, communication satellites send signals across the globe. Consequently, we can experience world.' And 'Now, communication happens much more efficiently.'

5. Discussion table of modern technology:-

Specialisation	Good communications Calling friends Sending messages Sharing opinions and thoughts
Family relationships	www.school-kw.com Sharing feelings Calling each other Sharing photos of moments Sharing advices and counsel
Sources of Information	Saving personal information Searching for information Doing researches Watching videos
Modern gaming	Playing online games Inviting friends to play Downloading games Wining prizes and gifts

History of Communication

Listening

1  Answer the following questions:

- Which of the following **means** of communication do you prefer? Why?



2  8.1 Listen and complete the following table:

Timeline	Means of Communication
1200 BC Fire
..... 2500	Messengers
900 BC Postal services
..... 1990	The World Wide Web
..... 1937	The 'One Price' post
1850s Telegraph
1876 Telephone

Speaking and Writing

3  a. In groups, talk about how people used to communicate in the past discussing the following questions:

1. What means of communication did people use before technology?
2. What difficulties did people face?
3. What was the main role of grandparents in communication?



 b. In your notebook, use your ideas to write a paragraph about communication in the past.

(1) Answer the questions:-

I prefer the smart phone because it can multi-task, and I use its applications in most of my life's tasks, from waking up by the alarm to purchasing stuff online.

(3) a. Discussing the questions:-

1. Carving, drawing, and painting. The pigeons, and the signal carriers.
2. Travelling for long distances, because of the roads and transportation.
3. Telling stories, words of advices, and sharing their lives' experiences.

b. Communication was very different in the past .

communicate by using fires and messengers .

People used to

pigeons to convey their messages .

They also used carrier

People used smoke signals to let

There were many difficulties

At war time , people found it difficult .

Long distance travelling was another

problem people used to face .

Really , it was very hard to communicate in the past .

Bad weather was an obstacle .

to communicate .

other people know about their places

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4 Grammar in context 'both ... and'

Examples:

- The telephone was invented in the 19th century. The telegraph was invented in the 19th century.

Both the telephone and the telegraph were invented in the 19th century.

- The baby is smart. The baby is **sensitive**

The baby is both smart and sensitive.

a. Write full sentences using (both...and):

- Famous actors/**talented/skillful**

...Famous actors are both talented and skillful.....

- Sky diving/interesting/dangerous.

...Sky diving are both interesting and dangerous.....

- British people/American people/English

...Both British people and American people speak English.....

b. Use (both...and) to form sentences about the following pictures:



1. Both the sky and the sea are blue.....

2. Winter is both cold and rainy.....

3. Both the books and the Internet are useful.....

4. The park is both beautiful and clean.....

Future Communication

Informative Text

Before you read

1 Think, Pair, Share

- If you could ask someone from the future about communication, what questions would you ask?

2 Read the short texts and write a name for each creative gadget.

(A) ...Arm.bracelet.....

The next step in **wearable** technology will be a **bracelet** that will make your **skin** your new touch screen. It will be able to project a touchscreen onto your arm, making it possible for you to easily **access** and use your apps without having to take out your phone. You can play games, answer your calls, check the weather, find your way and keep whatever you want on your arm.



(B) ...Smart.newspaper.....

It's another creative gadget that is being designed to help users get access to the latest news. This gadget **works** by connecting a smart newspaper to the internet. The reader will be able to **activate** content ranging from audio to advertisements by touching **various** parts of the page.

(C)Smart.lenses.....

They look like normal lenses but they will have three tiny lasers and a micro mirror to reflect pictures **directly** into your eyes. There is no need to wear a smart watch, have a mobile phone, tablet or TV because these lenses can let you watch movies or read your messages without opening your eyes.



1. Think, pair, and share:-

Do robots have any kind of communication with humans?

How are machines in the future?

How are appliances in the future?

How are devices in the future?



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3  **Read again and answer the following questions:**

1. What is the function of the bracelet?
2. In what way is the newspaper creative?
3. How will the lenses replace smart devices?



Writing

4  **Your school is organising a writing competition entitled:**

"The Development of Communication in the Future."

Plan and write a report of two paragraphs to take part in this competition.



1. In the 1st paragraph, write what means of communication from the past you would like to bring back and why (messages in bottles, pigeons, smoke signals ..etc)
2. In the 2nd paragraph, write about what you think communication will be like in the future.
3. Fill in the following organizer with your notes, then write your report in your notebook.

The Development of Communication

From the past

..... Messages in bottles.....
..... Pigeons.....
..... Signal carriers.....
..... Messengers.....
.....
.....

In the Future

..... Bracelet.....
..... Smart houses.....
..... Smart cars.....
..... Robots as humans.....
.....
.....

Checklist:

- Did I include an Introduction that attracts the reader's attention?
- Did I make sure that each paragraph consists of a topic sentence and details that support the topic sentence? Did I end with a final thought stating my opinion?
- Did I edit my writing?

3. Read and answer the questions:-

1. It projects a touch screen onto arm to use applications so easily.
2. The reader can activate a content by touching parts of the page.
3. They let you scroll down, watch movies, or read messages without opening eyes.

4. The paragraphs:-

Communication today is totally different from the past. People used to communicate by using messages in bottles and pigeons. These old ways are very special. I would like to use them in our world today. They used messengers to deliver messages. If we come back to use messengers again, it will be great .

Communication is developing very fast, so there will be an amazing change.

In the future, People will be able to communicate by using bracelets and smart

Before you read

Narrative Text

- 1  Look at the picture and guess what the story might be about.



Joha used to be famous in many Arab countries. He is known by lots of different names, Goha, Joha, Hodja, Mollah and Nasreddin. He was loved by **grown-ups** and children alike. Whatever people call him, he appears as an **innocent** or even a fool, but sometimes the fool turns out to be wise and to **outwit** those who call him a fool.

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This is one of his famous stories:

Joha and his son were on their way to a nearby village. The son rode their donkey while Joha walked **alongside**.

On their way, they **passed** some people who pointed at Joha and his son. "Look at that boy", they said. "He is riding the donkey and his poor old father is walking." When he heard this, Joha said, "You get off the donkey and I'll ride."

"Look at that man. He is riding the donkey and his poor young son is walking," said some other passers-by, pointing at the two of them. Joha thought about this. "Get on the donkey, we'll both ride it," he said.

Joha and his son passed by more people who pointed at them. "Look at those people riding that poor donkey. How **cruel**," they said. Joha thought about this as well. "Let's both get off the donkey," he said to his son, and so they both walked alongside it.

The next people they passed pointed at them and said, "look at those fools, walking along when they have a donkey they could ride!"

After some thought, Joha said, "Don't listen to them! I have a good idea"

2  **Read the story and answer the following questions.**

- Who is the story about?
- What is the main problem in the story?
- What details in the story let you know that Joha was trying to **please** people?

3 a. The ending of the story is missing, write what you think happened to Joha and his son.

.....

.....

.....

.....

b. What did Joha and his son learn in this story?

4 Grammar in context *Reported Speech (imperatives)*

When we report someone's words, we use two different ways:

1. We can use direct speech with quotation marks: "Close the door.", or
2. We can use reported speech: He asked me to close the door.

- "Get off the donkey," said Joha → **Joha asked his son to get off the donkey.**
- Later he said, "Don't listen to them." → **He asked his son not to listen to them.**

 **Rewrite these requests/commands in reported speech.**

1. "Listen to your father," said his mother.
The mother asked her son to listen to his father......
2. "Don't disturb me," he said.
My friend asked me not to disturb him......

Speaking

5  **In your own words, retell Joha's story to your partner.**

You can start like this:
"Once upon a time there was a poor man who lived in One day, while..."

(2) Read and answer the questions:-

1. It's about Joha and his son with the donkey.
2. Listening to what people are saying Which sometimes causes problems.

(3) Write the ending:-

a. Joha and his son would carry the donkey, then they would meet other people who would ask why again and they ended the story carrying the donkey to their home.

b. Not to listen to people all the time.



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Storytelling

Listening

- 1  Match the adjectives with the nouns they describe. The first one has been done for you.

Adjectives		Nouns
1. proud	(b)	a. well
2. humble	(f)	d. astronomer
3. narrow	(e)	c. sky
3. deep	(a)	d. ladder
4. short	(d)	e. alley
5. clear	(c)	f. person



- 2  9.1 a. Listen and decide if the following statements are true (T) or false (F). Justify your answers.

- The astronomer knew everything about farming. (F)
..... universal navigation.....
- The astronomer was a very **modest** person. (F)
..... proud.....
- The astronomer's neighbours did not like him. (T)
.....
- The neighbour saved the astronomer. (T)
.....

Speaking

- 3  Discuss the following questions with your partner, then share your answers with the class.

- What do you think of the astronomer? The neighbour?
- If you were the kind neighbour, would you save the astronomer? Why? Why not?
- What is something you are proud of? why?
- What things are people proud of that they should not be? why?



4 Grammar in context Phrasal Verbs (with look)

A **phrasal verb** is a verb that is made up of a main **verb** together with a **preposition**.

Often this gives the verb a new meaning.

For example:

- The astronomer was **looking at** the sky.
- He was **looking for** something.



Choose the right preposition to complete these phrasal verbs.

after - out - up - for

1. If you don't know the meaning of a word, you should **look** it **up** in a dictionary.
2. **Look** **out**! There's a boy crossing the street.
3. Can you **look** **after** my cat while I am on holiday?
4. He **looked** **for** his keys everywhere but couldn't find them.



Look out = be careful
Look after = take care of
Look for = search for
Look up = search in a reference book

Writing

5 Think about a time when you helped someone.

- Where were you?
- Whom did you help?
- How did you help?
- What was the result?

Write a narrative paragraph describing this experience and explaining how you felt about helping this person.

..Once., I. was. driving. home. when. I. saw. an. accident. That. was. so. horrible. A. driver.....
..was. lying. in. pain. with. a. broken. arm. and. leg. First., I. called. the. ambulance. to. get. him.....
..to. hospital. Then., I. helped. him. to. get. out. of. his. car. After. that. he. was. taken. to.....
..hospital. Later., he. got. better. and. came. back. to. his. family.....

Checklist:

- Did I choose words and expressions that describe feelings?
- Did I include only important events and put them in order?
- Did I use sequencing words such as (first, then, later ..etc)?

The Pleasure of Reading

Expository Text

Before you read

1 Answer the following questions:

- How often do you read? I read every day.
- What do you usually read? Why?
I read Quran and short stories, in order to know more.



2 Read the text and answer the questions that follow:

We all grow up with stories. Stories of our family, stories from our friends and stories we read. There are stories we hear at school, at work, on television and in the movies. Stories are everywhere! They make us feel alive and inspire us. Our interest in stories is based on our need to understand life as knowledge and as personal and emotional experiences. Stories are a way to **reach out** to people.



Stories are the most effective way to communicate and **deliver** messages from one human being to another. They have been shared since the beginning of time. Our **ancestors** gathered around the fire passing on their **wisdom** to the next generation through stories. Stories communicate values, not just skills. They help parents teach their children about life.

Here are just a few of the reasons why stories are so powerful: They quickly build **trust** between the speaker and the listener. They increase interest, **engage** emotions, and allow the listener to be part of the story. They help people understand their world. They affect understanding, change behaviour and give people opportunities to remember and retell messages. Stories are creative **tools** that engage our senses and emotions as well as our minds. They help us see the world through someone else's eyes.

3  Write the main idea of each paragraph:

Paragraph 1	<i>Stories are part of our nature.</i>
Paragraph 2	...The history and the importance of stories.....
Paragraph 3	...Why stories are powerful.....

4  Find words in the text which mean:

- Great-grandparents: ..Ancestors.....
- good judgment:Wisdom.....
- confidence between people: ...Trust.....



Speaking and Writing

5  a. In groups, discuss the following questions and take notes:

1. How important are stories in our life?
2. In what situations do people usually tell stories?
3. Can we use stories for communication? How?

b. In your notebook, use your notes to plan and write two paragraphs about the importance of stories in our lives and how they help us to communicate with others.

Checklist:

- Did I start with a general idea about the topic?
- Did I give examples, facts and details to support my main idea?
- Did I edit my writing, checking spelling and punctuation?
- Did I take care with my handwriting?



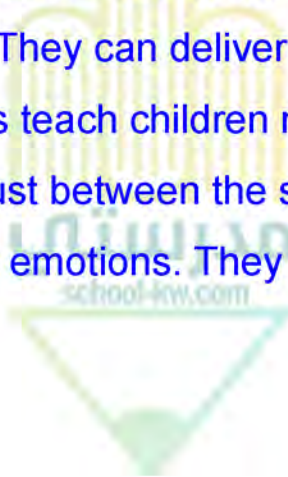
Think of a good story to tell your class. Think of the message behind the story. Check if your message has been clearly delivered.

(5) a. In a group, discuss:-

1. Reading them is an effective way to communicate .They convey messages and wisdom.
2. Giving advice , telling about history and important events.
3. Yes, we can. we use them to deliver a moral lesson and to give advice.

b. Paragraph about stories:-

Sharing stories is one of the most effective way to communicate. Stories deliver messages. They can deliver wisdom too. They spread values, not just skills. And they help parents teach children moral lessons of life. Stories are so powerful, because they can build trust between the speaker and the listener. And they increase interest. They can engage emotions. They also help people to understand the world.



10

Discoveries and Inventions

Module 4

Before you read Think, Pair, Share

Informative Text

- 1  Look at the pictures. Name the inventions and discuss why people need them.



- 2  Read the text and complete the table that follows:

1 There were inventions in the past that were even more important than TVs and cars. In fact, people started inventing stone tools about 2.5 million years ago. About 100,000 years ago, people invented the wheel, machines for digging, pots and metal tools.

2 The ancient Egyptians were skilled glassmakers. As far back as 2500 BC, the first glass objects they made were probably **beads**, for jewellery. The ancient Romans **spread** the skill of glass making from Egypt to the rest of the world. They made glass bottles and cups, and **they** also discovered how to make clear glass. They were the first people to use glass windows.

3 The Chinese invented fast food about 3,500 years ago. **They** made noodles from flour and water and sold them, with delicious sauces, in cities around China.

4 Today you can buy chewing gum everywhere in the world. Until 1870, however, it was only known in Mexico. Chewing gum comes from the Sapodilla tree. If you cut in the tree, a thick, milky liquid comes out. This liquid becomes gum and tastes very good. The Mexicans made chewing gum for **themselves**. While searching for sapodilla trees, they found the **ruins** of many cities from the past.

Place	Invention	Order
Egypt	Glass	1st
Mexico	Gum	
China	Fast food	

3 Read the text again and answer the following questions:



1. When did people start inventing stone tools?
2. How was chewing gum discovered?
3. In your opinion, what are the **consequences** of what the Chinese invented?

4  **What words would you use to replace the underlined pronouns in the text:**

1. **'they'** in the 2nd paragraph The ancient Egyptians, and the ancient Romans.....
2. **'They'** in the 3rd paragraph The Chinese.....
3. **'themselves'** in the 4th paragraph The Mexicans.....

5 Grammar in context Reflexive Pronouns

a. Read the last paragraph and answer the following question:

- Who made the chewing gum for the Mexicans?

b. Complete the following sentences:

1. You can walk to school byyourself.....
2. The **president**himself..... came to our school.
3. My sister made a delicious cake by....herself.....
4. I did the homework bymyself.....

Subject pronouns	Reflexive pronouns
I	myself
you	yourself
he	himself
she	herself
we	ourselves
they	themselves
you	yourselves



Speaking

6  **In pairs, choose an invention and discuss the following questions:**

- Why was it invented? To multi-task our lives.
- Who uses it? Over 90% of the world's population.
- How did it change our lives? It drastically did.
- How would you like to improve it?

The Internet!

I would work on protecting users' data.



(3) Read and answer questions:-

1. They started inventing stone tools about 2.5 million years ago.
2. Chewing gum comes from the Sapodilla tree.
3. The fast food causes fatness, and health problems, although it helps people to avoid wasting time.

(5) a. The Mexicans made chewing gum for themselves.



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Greatest Inventions of all time

Listening

1 Sort the following inventions according to their importance to you:



electric light



fridge



television



car



internet



computer

2 10.1 a. Listen to the dialogue which took place between Nada and Fatima many years ago, and fill in the table with what they thought were the five most important inventions:

No.	Inventions	Reasons
1
2
3
4
5

b. If you met Nada and Fatma today, what would you tell them about today's 5 most important inventions? How about in 2050?

3 Grammar in context *a few/a little/many/much*

many/ a few + a countable noun → There are a few books about the history of inventions in our school library.

much/ a little + an uncountable noun → I save a little money every month.

much is **mainly** used in negative sentences and questions.

a. Fill in the table with words from the list:

kilos – butter – shoes – money – months – photos – sand – milk – rice – dinars

a few	kilosshoes.....	...months....	...photos.....	...dinars.....
a little	rice	...butter.....	...sand.....	...milk.....	...money....

(2) b. Here are the 5 most important inventions of all time which have truly made their effects on our lives.

Telephone

The name of the inventor should surely ring a bell. Alexander Graham Bell thought of how to communicate even from afar by converting the human voice into electric signals. He was the proponent of long-distance communication, and his development of the telephone had been the forerunner of the communication convenience we all experience today.

Electricity

There is no single man who can be truly credited for the discovery of electricity, but some of the names which would pop up in the list include Benjamin Franklin and his kite experiment, and Nikola Tesla who is often dubbed as the father of electricity because of his understandings of this force behind most of the everyday items which we use today. From home entertainment to the lights outside the road, electricity is behind it.

Airplane

Traveling by ship was okay. But traveling by air has proved to be much better. To get to other foreign destinations faster, the best way today is by plane and we owe it to the Wright brothers who had invented it back in 1903 when they had successfully made the first sustained flight. Abbas Ibn Firnas back in the 9th century had made his own attempts but they weren't able to last. Only the Wright brothers were able to give way to the birth of the modern winged aircraft.

Light bulb

Imagine being in a room. A dark room. Candles can give you light but that light just isn't enough in the dead of night. Thankfully, Thomas Edison did not give up even if it had taken him almost a hundred tries before he had perfected his invention of the light bulb back in 1879. Joseph Swan made a light bulb in 1860 but since it glowed only for just a few hours, Thomas Edison is the one credited for the invention of the light bulb as we know it.

The Worldwide Web

You wouldn't be reading any of this if not for the invention of Sir Tim Berners-Lee's invention – the worldwide web. Accessing the websites you know today traces its origins back to the British engineer's invention!



b. Complete the following sentences with *a few / a little / much / many*:

1. I haven't got**much**..... time, we'll have to talk fast.
2. There will be**a little**..... rain this week.
3. I have**a few**..... close friends. It's hard to find a true friend.
4. There aren't**many**..... extra chairs in our classroom, we need more.

Speaking and Writing

4



a. Work in groups to decide on an invention that you cannot live without.

- Name the invention and explain how important it is for you.
- Discuss how the world would be different without it.
- Take notes, then tell the class about your decision.



b. Write an opinion paragraph explaining why you think your invention is important.

Electricity is important for a large number of reasons. Here are 11 reasons (in no particular order) for why electricity is important. It is a universal energy source and can be created from a variety of methods. For example, electricity can be based on the production methods just listed, electricity can be produced from a variety of renewable sources. It is a versatile energy source. Electricity is weightless. It is easy to transport and distribute.

At the "point of use" it suffers from very little energy loss. It converts easily into other energy types like light (to brighten rooms and illuminate homes/business at night), sound (in things like speakers), and motion (electric motors for cars and toys). It can be stored (batteries). It can be used to communicate (Morse code). Electric charge can be created/transmitted through connected wires (conduction) or wirelessly through the air (induction). It's clean (dependent on how it is produced in the first place).

Checklist:

- Did I include a topic sentence stating my main idea?
- Did I add supporting details to develop the topic sentence?
- Did I end with a strong concluding sentence?
- Did I edit my paragraph?

(4) a. It's easy to take electricity for granted, but the next time you recharge your phone or turn on your computer, stop for a moment and think about what you'd do without electricity. From the rapidly spoiling food in your fridge to the pile of unwashed laundry in your washing machine, the impact on your new life minus the electricity is profound. Today electricity is readily available and it's hard to imagine life without it. People managed quite well without electricity, but no electricity meant more time spent on chores, inconvenience, and manual labour. Nearly all aspects of everyday life were more inconvenient, whether it was sitting in a dimly lit living room after sunset, salting and drying meat so it wouldn't spoil, or washing the laundry by hand.

Kerosene lamps, candles, fireplaces, and gas lamps were some of the ways you could light up your home after dark. If you were eating, reading a book, or taking a bath after sunset, you needed to carry your lamp or candle with you to make sure you didn't trip over or end up fumbling in the dark. These lighting sources were dimmer than light bulbs - one 60-watt lightbulb gives you the same amount of light from 100 candles. Food spoiled quickly in the world before electricity-power refrigeration, but these societies still had ways to keep food fresh for longer. For example, meat safes and cool pantries kept meat and other food cool while keeping flies and insects away. These were placed in the coolest places in the house, away from direct sunlight. Smoking, salting, and drying food were also good ways to extend the shelf life of produce.

Without electricity, you had to cook over an open fire, such as on a metal stovetop or over a fireplace. There weren't any appliances either, so bakers relied on labour-saving devices like manual mixers to make batter and dough. Ovens, for making bread and other baked goods, relied on firewood-powered fires.

Electricity powers every area of our modern lives, so it's no surprise how much labour and time savings it brings. Without electricity keeping our food fresh and our homes warm and well lit, we would end up losing a lot of comfort and convenience.

Inventors who changed the world

Informative Text

1 Before you read Think, Pair, Share



- Make a list of famous inventors you know. Then compare your list with other groups.

2 Read the following text and choose the correct answers:

Willis Carrier: The Father of Air Conditioning

Genius can strike anywhere. On a foggy day in 1902, Willis Carrier had an idea that helped him to invent the first **electrical** air conditioner. **It** was not created for people, Carrier wanted to control the **humidity** at his printing company because the water was ruining paper. In 1915, he **founded** Carrier Corporation, a company that sells heating and air conditioning systems. In 1998, he was named one of TIME magazine's "100 Most **Influential** People of the 20th Century".



Sadeq Ahmed Qasem: The Inventor of ALCHEMIST



Sadeq Qasem is a Kuwaiti inventor. He was born on December 6, 1984. Sadeq was given the best invention award and the title of "Arab Inventor" in 2010 by the Stars of Science TV show. He won the award for his invention 'Alchemist', a machine that scientists use to work with chemicals. He has also won many other awards.

He is the head of the invention development **department** at Sabah Al-Ahmed Center for Development and Innovation. He has created over 20 inventions.

Steve Jobs: The Man Who Thought Different

Steve Jobs was an American businessman, designer and an inventor. He was born on February 24, 1955. He was the **chairman**, chief executive officer (CEO), and co-founder of Apple Inc. He played a key role in the creation of the Apple II, MacBook, iPod, iPhone, and iPad. When Jobs died, at the age of 50 in 2011, he was worth \$10.2 billion, and Apple was one of the largest, most **profitable** and most influential tech companies on the planet.



- (1) 1. Thomas Edison (1847–1931) Edison filed over 1000 patents. He developed and innovated a wide range of products from the electric light bulb to the phonograph and motion picture camera.
2. The Wright Brothers Successfully designed, built and flew the first powered aircraft, showing that man could fly. One of the most important inventions of Twentieth Century.
3. Benjamin Franklin (1705–1790) Polymath who discovered electricity and invented the Franklin stove.
4. Nikola Tesla (1856–1943) Serbian-born scientist who emigrated to the US. He was a brilliant scientist who played a key role in the development of AC electricity, through the AC induction motor, transformer, and Tesla coil. His method of AC electricity has been the template for global electricity use.
5. Charles Babbage (1791–1871) Created first mechanical computer, which proved to be the prototype for future computers. Considered to be the 'Father of Computers'.
6. James Watt (1736–1819) Inventor of the steam engine, which was critical in the industrial revolution. His invention of a separate condensing chamber greatly improved the efficiency of steam.
7. Alexander Bell (1847–1922) Credited with inventing the first practical telephone. Also worked on optical telecommunications, aeronautics and hydrofoils.
8. Leonardo Da Vinci (1452–1519) One of the greatest ever minds. He invented models that proved workable 3-500 years later.
9. Galileo (1564–1642) Developed a powerful telescope and confirmed revolutionary theories about the nature of the world. Also developed an improved compass.
10. Tim Berners Lee Developed the http:// protocol for the internet, making the World Wide Web freely available.

1. The writer's purpose is to
 - a. compare the three inventors.
 - b. explain how genius can strike anywhere.
 - c. give information about great inventors.
 - d. describe how people become inventors.
2. The underlined pronoun 'it' in the **1st paragraph** refers to
 - a. genius
 - b. day
 - c. idea
 - *d. air conditioner
3. The underlined word 'profitable' in the **last paragraph** means
 - *a. powerful
 - b. advanced
 - c. helpful
 - d. beneficial

3 Read the text again to answer the following questions:

1. Why did Willis Carrier invent the first air conditioner?
2. What did Sadeq Qasem receive the title of "Arab Inventor" for?
3. How did Steve Jobs contribute to the development of Apple?

Speaking and Writing www.school-kw.com

4  **If you could invent one thing that would make your life easier, what would you create?**

a. In groups, think of a new invention that does not exist. Name the invention, describe it and make notes of its uses and benefits. Then, select a member to present your invention to the class.

 b. In your notebook, plan and design a presentation describing your invention by answering the following questions:

What does the invention look like? (*shape/ size/ colour..etc*)

What does it do? (*different uses*)

Why is it important? (*benefits*)

You can draw a picture of your invention.



(3) Read and answer questions:-

1. Because he wanted to control the humidity at his printing company because the water was ruining paper.
2. He won the award for his invention 'Alchemist', a machine that scientists use to work with chemicals.
3. He played a key role in the creation of the Apple II, MacBook, iPod, iPhone, and iPad.



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11

Intelligence and Creativity

Module 4

1 Before you read

Expository Text

Think of what you can do with these objects other than their **intended** purpose.



Be creative



Creativity is using your imagination to create something **original**. Everyone is creative, but some people act on their ideas and others don't.

There are many ways of being creative and creativity can help us solve many different problems.

1 The evolution of ideas

Creativity is not only about **dramatic** new ideas, it is also about making gradual **improvements** to existing ideas. Car development is an example of this. If a car designer creates a more comfortable car, he builds on many changes made by designers in the past.

2 Putting ideas together

Two or more ideas can be **combined** to create a new idea. If you join the ideas of a computer and a network, you get the Internet.



3 Changing how we do things

Sometimes new ideas bring about a change in how we do things. In the past, all surgical operations **involved** cutting into the patient. But now doctors can send a small tube with a camera into a person's body and treat the patient from the inside.

4 Finding a new use for things

Creativity doesn't always involve inventing something new. If you look at something that exists, you can often think of another use for it.



Some of the best scientific developments have come this way. In the 19th century, plastic was developed for making balls. In 1889, a man discovered that you could use it for photographic film.

5 Changing approach

When we try to solve a problem, we often use one way to deal with it, which may not work. If you change your **approach**, you can sometimes find a different solution. For example, most city planners slow traffic down with speed **restrictions** and signs. But one planner proved that if you take all the signs away, cars go slower! This is because drivers have to be more careful.

2  Read the text, then fill in the table below:

No.	Type of creativity	Example	Give your own example
1	Developing	A car designer uses changes made by designers in the past	
2	Putting ideas together	Two or more ideas can be combined to create a new idea.	
3	Changing how we do things	Sometimes new ideas bring about a change in how we do things.	
4	Finding a new use for things	Plastic for making balls used for photographic film	
5	Changing approach	When we try to solve a problem, we often use one way to deal with it, which may not work.	

3 Grammar in context Suffixes (-ment/-able/-ed/-less/-ful)

A **suffix** is a letter or a group of letters added to the end of a word to change its meaning.

-ment action or process	-able can be done
-ed past tense verb	-less without
	-ful full of

Find the words in the text that end with suffixes:

(...comfortable... / ...developed... / ...careful... / ...discovered... /)

4  Add the right suffixes to the words in brackets:

- I like to be (help) **helpful** at home.
- The (fear) **fearful** boy saved the cat.
- The teacher wanted to see (improve) **improvement** in my grades this month.

Writing Part 1:

5  Be creative. In groups, design a character profile for a person from your imagination.

Draw a face and give it a name. Write four things to describe the person's **appearance**. Write four more things to describe the person's personality, then write three things that the person likes doing.

Appearance
1.
2.
3.
4.

Personality
1.
2.
3.
4.

Likes
1.
2.
3.
4.



Name

.....

Creative Thinking



Listening



• Who is the most creative person in your family? Why?



11.1 Listen to Lee Johnson, an **expert** on creative thinking, and complete the following diagram:

Six Secrets of Creativity

Reasons

1

Carry a notebook and a pen.

To write down ideas

2

.....

Exercise gives energy to the brain

3

Read a lot of books.

.....

4

Don't watch a lot of TV

.....

5

.....

It makes you more creative

6

Have a positive **attitude**.

.....

Speaking



- What do you think of Johnson's tips? Do you agree with all of the tips?
- What tips would you give to make the lessons more fun?



Add Your Own Tips

.....

.....

.....

4 Grammar in context Double comparatives

(The + **comparative adjective**, the + **comparative adjective**)

e.g. The **more** books I read, the **more** I learn.

The **older** we grow, the **wiser** we become.

a. Complete the following sentences:

1. ...The more you study....., the better your marks will be.
2. The more time I spend with my family, ..the wiser I will become.....
3. ...The faster you move....., the sooner you arrive.

b. Rewrite the sentences using 'double comparatives':

1. If we exercise more, we will become healthier.
...The more we exercise, the healthier we become.....
2. If the sun is brighter, I will be happier.
...The brighter the sun is, the happier I will be.....



Writing

Part 2:

5 In groups, work on ideas for the **first draft** of a short story about the character you decided on **previously**.

- Choose one of the following ideas for your story or create your own.

✓ *It was the best/ worst day of his/her life.*

✓ *He/She has been left alone on an island or so they **assumed** until he/she wakes up to find a message written in the sand.*

- Add events and include details to describe actions, thoughts, and feelings.

Think of the following questions:

- Where was he/she? (time/ place)
 - Was he/she alone?
 - What happened to him/her?
 - How did he/she feel?
- Now, use your notes to write your own story.



Remember to:


- focus on getting your ideas down in the first draft rather than perfecting your word choice.



Search the internet or other sources for more pieces of advice on how to be creative. Prepare a poster or a presentation and add pictures and quotes about creativity.

Strange or Creative

Expository Text

- 1  Look at the pictures; Do you know any of these people? What did they do?

It is very important to know that being creative doesn't equal being perfect. Even the most creative people in the world can have strange or even **unusual** habits. You'll read below about three creative people that were unusual in their own way.



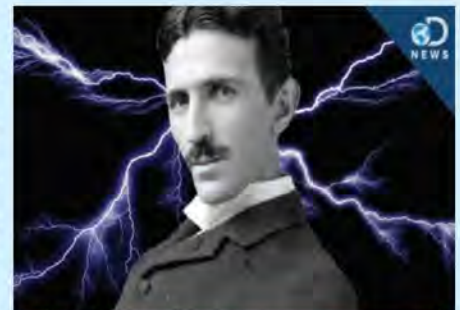
1 This English crime novelist, short story writer and playwright didn't write at a desk. She never even had an office!

Agatha Christie wrote over sixty books in hotel rooms, on kitchen tables or in her bedroom. Sometimes she started writing before she even had a plot. She **generally** started with the **details** before moving on.

2 Charles Dickens, the author of many novels including, "David Copperfield" and "A Tale of Two Cities", had some truly strange habits. He only slept and wrote facing north and believed that this practice improved his creativity. He was also obsessed with the need for tidiness. He always required that his furniture, pens and ink be specially arranged to help him think.



3 This is Nikola Tesla, one of history's greatest inventors. Remember his face every time you are showered with the blessings of electricity. But this genius was also called "**mad**" because of the strange things he did. He rarely slept for more than two hours straight. This harmed his physical and psychological health. Once he stayed awake for eighty-four hours! He also loved pigeons so much that he would go out and look for injured ones to take to his home and nurse them back to health.



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

1. What was strange about each of the three characters?
2. What is the purpose of the writer?
3. Give another title for the text.

3  **Read again and choose the correct answer from a, b, c and d:**

1. The opposite of the underlined word "**details**" in the first paragraph is
a. facts b. whole c. items d. pieces
2. Charles Dickens was interested in
a. Science b. Psychology c. History d. Literature
3. The underlined word '**mad**' in the third paragraphs means
a. angry b. upset c. crazy d. strict

Writing

Part 3:


4  **a. In groups, write the final draft for your short story. Edit your story by answering the following questions:**

- Does your story have a beginning, a middle and an end?
- Is the setting described clearly?
- Are all the events and details clear? Can you offer more details to explain your characters or events?
- Are there boring parts in your story that need to be deleted?
- Did you check for grammar, spelling and punctuation?



b. Read your story to the class.

Speaking

- 5**  Work in groups to **vote** on the most creative story. Make notes about why you think it is the best one, then explain your opinion to your group.



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.



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Exploring Project Work

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

Listening



1 Why are projects important?



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

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

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.



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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.

Handwriting practice area with multiple horizontal lines for writing the narration.

- 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)		furiously	(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)		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)
UNIT 8	handy	(Adj)	UNIT 9	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!



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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!

