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English grade 8 Skills B...

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15 July, 2018 🕒

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SKILLS BOOK

GRADE EIGHT

Semester One

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مدرستك المتنقلة

↑ afidni.com



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8A Skills Book

Unit 1 More Free Time

1 Read the e-mails on page 4 of your Classbook and circle the correct answer to these questions.

Najma's e-mail is to .

- a) Ahmed b) Maha c) Maryam

Beth has just won prize for one of her photos.

- a) first b) second c) third

Ahmed has collected postcards from his friends from around the world.

- a) a hundred b) two hundred c) three hundred

Ahmed has joined the club at school.

- a) art b) English c) music

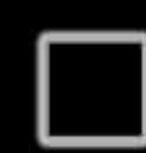
Najma's free time activities include reading, making models, and playing games.

- a) reading b) using the computer c) jogging

She thinks it's using computers at the Internet

- a) cheap b) not too expensive c) expensive

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2 Read, think and complete

Use these words to complete the sentences

Very adjective before too

1. and are placed
the .

2. Be careful! Very and too do not have the same meaning.

We use **Very** to make an adjective stronger.We use **too** when we want to make an adjective stronger and to suggest we don't do something or can't do something. It usually has a negative meaning.

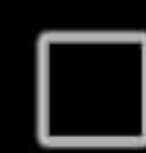
3 Write too or very in the spaces provided

It's **too** hot to dance, let's sit down.It's **Very** windy today. Let's go and fly a kite.I won't buy them because they're **too** expensive for me.I really like her, she's **Very** kind.He's **Very** a good cricket player.It's **too** quiet. I can't hear it.

↑ Complete the book review. Choose your words from the boxes

1. really good/ quite good/ really boring

↓

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2. interesting/ quite good/ awful
3. really easy/ easy/ really difficult
4. fantastic/ quite good/ awful
5. really good/ quite good/ really bad
6. really interesting/ good/ awful

I always thought paper-folding was 1) **really boring** . I picked up this book on origami because it had some 2) **interesting** pictures of paper models on the front cover. First, when I started to read it, I thought it was 3) **really difficult** because the written instructions were long and difficult to understand. Then, I realized that I did not need to understand all of the words because the diagrams were 4) **quite good**. I made a 5) **really good** origami frog and a flying bird and I felt very proud and pleased with my models. This book is not boring, it is 6) **really interesting**

5 Tick the words that contain the /ei/ sound

Skiing	<u>praying</u>	Chair
<u>skating</u>	<u>painting</u>	camping
sailing	Watching	<u>late</u>
<u>cake</u>	<u>name</u>	<u>baby</u>
Flying	skating	

6 Read and circle

Read these sentences about Basim and Latifa and circle True or

Basim played football in the story.

True

False

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- 2) Latifa watched her favorite sports program. True False
- 3) Basim's mother thinks Basim is too lazy. True
False
- 4) Basim likes to play chess. True
False
- 5) Latifa's father thinks Latifa is too busy with her friends. True
False

Self-study activities

Write the following adverbs in order.

fantastic
really good
quite good
good
all right
bad
quite bad
really bad
awful

Put the words below onto the table.

play/ chess/ boring/ boat/ play/ make/ dangerous/ dark

Nouns

Verbs

Adjectives

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Book	go	boring
Chess	play	dangerous
boat	make	dark

Underline the words with an /ei/ sound.

Sail/ pray/ say/ bad/ park/ make/ play/ quite/ May/ easy/ really/
said

Unit 2 Creature Features

Read Sami's e-mail to Robert. Find the words and write them



Example has been done for you.



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To: robert@itc.com

From: sami@itc.com

Subject: Animals

Hi Robert,

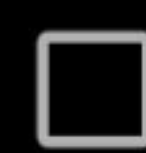
How are you? I hope you are well. It's getting cooler here and I'm really looking forward to the winter and playing outside more. What's the weather like in England?

We're starting a new topic at school all about animals. I studied endangered animals last year and it was very interesting. I learned about lots of extinct animals like dodos and quaggas. They became extinct because they were hunted but now I think the main dangers to wildlife are pollution, accidents and loss of habitat.

I think loss of habitat is a very important issue now. There are flamingoes and some rare birds living on the beach near my house but next year there is a plan to build a hotel there. I wonder what will happen to the birds when they lose their habitat. Are there endangered animals in England? How do you protect them?

This time we are going to learn a little bit about zoos and how they help protect rare species of animals. I think it will be interesting. Have you got a zoo near you in England? There isn't a zoo in Oman but there is a sanctuary for Arabian oryx at Jiddat Al Harasees. If you visit a zoo, please can you send me some leaflets or information?

... all for now. Write back soon,

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The if clause describes a possible situation in the future.

The main clause describes the result of the if clause.

2 Look at the food web in activity 1 on page 12 of your Classbook. complete the sentences, Then read the language focus box about clauses, and underline the verbs.

Caracal lynx eat . They also eat **gecko** and **snake** .

Caracal lynx don't eat **grasshopper** .

Snakes and **eagles** eat geckos.

Shrikes eat **grasshopper** and **gecko** but they don't eat .

If we destroy the vegetation, the **grasshopper** will have nothing to eat.

If we kill the snakes, the **gecko** population will grow.

language focus**conjunctions**

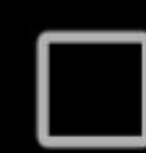
We use conjunctions to join clauses or sentences.

because is a conjunction.

because is used to give a reason.

because the lynx is happy. He feels safe.

because the lynx is happy because he feels safe.



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When we join clauses or sentences with **because** we don't usually use a comma.

3 Write **but** or **because** in the language focus box.

because gives a reason for the main clause.

but gives a contrast to the main clause.

We usually use a comma before **but** .

We don't usually use a comma with **because** .

4 Write **but** or **because** so that these sentences make sense.

The enclosures are big **because** animals need space to exercise.

There are places to eat and rest **because** visitors spend all day at the zoo.

It is wonderful seeing birds, **but** it is sad they can't fly.

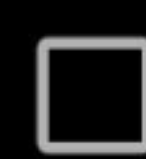
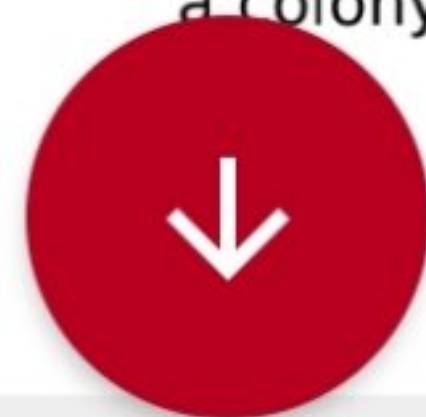
Tickets are expensive, **but** the money is used for conservation projects.

I liked the gift shop, **but** I didn't like the prices.

My children liked the playground, **but** I thought it was dangerous

5 Write the sentences correctly and then circle the group nouns

- ↑ a group of elephants
- ↑ a group of wolves
- ↑ a group of dolphins
- ↑ a colony of bats



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- a band of gorillas
- a pride of lions
- a troop of kangaroos

6 Use the words provided to write two comparative sentences and two superlative sentences for each group of words. The first one has been done for you.

- 1 horses/ boring/ zebras
- 2 dinosaurs/ amazing/ frogs
- 3 elephants/ expensive/ hippos

1 Horses are more boring than zebras.
Zebras are less boring than horses.
Horses are the most boring.
Zebras are the least boring.

2 dinosaurs are more amazing than frogs
frogs are less amazing than dinosaurs.
Dinosaurs are the most amazing.

↑ elephants are more expensive than hippos
hippos are less expensive than elephants.
Elephants are the most expensive.



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Self-study activities

Complete the conditional sentences using the words in brackets

1. If I feel unwell, I will stay at home (home / stay)
2. if you go to the Jiddat Al Harasees , you will see oryx. (the Jiddat Al Harasees / go)
3. If you push that window, it will break (break)
4. if you don't exercise , you will have a healthy heart. (exercise)
5. If you go to the zoo, you will see animals (see / animals)
6. if you join the organisation , you will help conserve animals. (join / organisation)

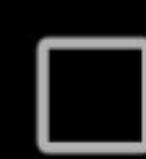
Write sentences with used to. Start with the words provided

1. They/go they used to go to Salalah
2. He/like he used to like riding bikes
3. I/be scared of I used to be scared of bats
4. We/enjoy we used to enjoy swimming
5. Omanis/live/round houses Omanis used to live in round houses.

Match the expressions on the left with the questions

1) Address number?

a) What's your phone

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- | | | |
|-------------------------------|---|--|
| 2) Surname | → | b) When were you born? |
| 3) First name | → | c) Where were you born? |
| 4) Date of birth name? | → | d) What's your first name? |
| 5) Place of birth name? | → | e) What's your family name? |
| 6) Tel.no. | → | f) Where do you live? |
| 7) Hobbies/interests doing in | → | g) What do you like doing in your free time? |

Unit 3 Inventors and Inventions

1 Intissar is deciding which word to use in the following passages. Read the passages and fill in the blanks with the correct word.

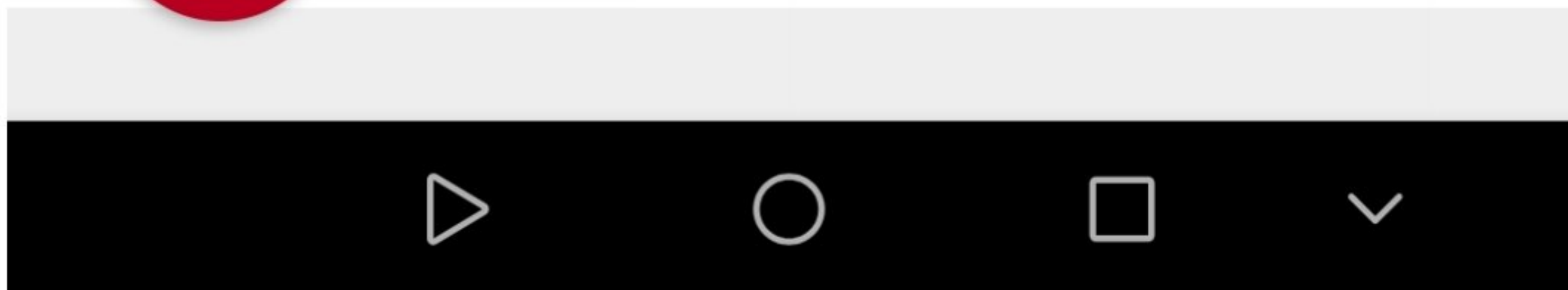
design (v) design (n) invention (n) invent (v) process (n) materials (n) inventor (n)

Wood, card, bottles, screws and nuts are examples of **materials** you will need to make something.

Light bulbs, radios, cars and aeroplanes are different types of **invention**.

Inventor is a person who has good ideas and makes new

The sequence of steps we follow when we make something like a balloon rocket or paper is called a **process**.



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To **design** is the process of planning and making detailed drawings.

To **invent** something means to make something new that has not been made before.

A **design** is a detailed drawing.

2 Sort the words into countable and uncountable nouns and write them in the correct place

Wire/ screw/ nail/ paper/ balloon/ wood/ stick/ spring string/ glass/ metal/ bottle/ cardboard/ fabric

Countable

Uncountable

language focus

Countable nouns can be singular or plural.

banana, bananas

Uncountable nouns have one form only.

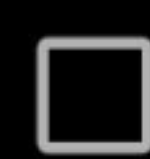
rice or glue

subjects and objects

The subject usually comes before the verb. The subject does the

object usually comes after the verb and receives the action.

3 Read the language focus box and then circle the subject and underline the object in the sentences below.



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In 1903, Edward Binney invented crayons.

In 1904, Thomas Sullivan invented the tea bag.

In 1919, Charles Strite invented the pop-up toaster.

In 1980, Tim Berners-Lee invented the World Wide Web.

language focusthe passive

To form the passive, we put the object in the position of the subject.

We use the passive when we want to focus on what happens more than on the person who makes it happen. Sometimes the person is left out of the passive sentence. It is usually used for news reports, signs and scientific descriptions.

The boy wrote the story. (The boy is more important.)

The story was written by the boy. (The story is more important.)

He stuck the straw on the balloon. (The person is important.)

The straw was stuck on the balloon. (The person is not important.)

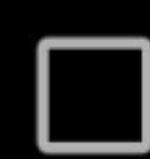
We form the passive with the verb be (is/was, are/were) and the past participle of the verb.

object + be + past participle of verb

light bulb + was + invented



and tick the passive sentences.



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Paper was invented by Ts'ai Lun. ✓

The Wright brothers made the first aeroplane.

The light bulb was invented in 1887. ✓

Traffic lights were invented in 1923 by Garrett Morgan. ✓

In 1929, the first robot was built. ✓

Carl Magee invented the first parking meter in 1935.

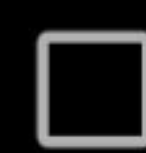
The crossword was invented in 1913 by Arthur Wynne. ✓

5 Quickly read the following sentences. Then, look at the numbered paragraphs from the Wrong Right Inventor story the Classbook. Then, decide which of the following sentences best describes each paragraph. Write the number of the paragraph in the space provided.

- Intissar carried on making inventions.
- There was a bicycle race.
- She made a cleaner for her parents.
- The monkey was holding the box.
- Intissar liked collecting things.
- A monkey had escaped from a private zoo.

musical jewellery box didn't open.

made a motor for the bicycle.





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The cans were polished when finally finished,
The cans were washed and dried in the sun,
From ideas collected throughout the land,

Self-study activities

Choose the correct quantifier and write it in the sentence

- a) Please can I have some nails? [some a a piece of]
 b) Please can I have lots of wire? [two lots of several]
 c) Please can I have a piece of wood? [a couple of a
 packet of a piece of]
 d) Please can I have a bag balloons? [a bag of a a piece of]
 e) Please can I have a stick. [a couple of several a]

Look at the sentences and rewrite them in the passive.

A Willis Carrier invented the air conditioner in 1902.

the air conditioner was invented in 1902 by Willis Carrier

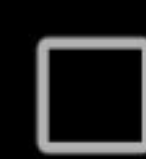
b) The teacher made the bottle rocket.

the bottle rocket was made by the teacher.

c) A boy blew up the balloon.

the balloon was blown by the boy.

d) Vinh Dan drew the plan.



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the plan was drawn by Vinh Dan

These sentences are in the passive. Rewrite them to emphasise the person who does the action.

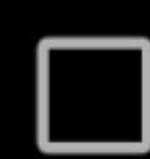
A The air conditioner was invented by Willis Carrier.

b) The story was written by Ahmed.

c) The "Test-Fast-Tera" machine was invented by an Egyptian woman.

d) The mouse was chased by the cat.

e) The food was made by his mother

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Unit 4 Great Cities

1 Read the following clauses and complete the second half of each sentence by adding a contrasting clause

- 1 Mexico City is noisy, **but it is nice**
- 2 Reykjavik is cold, **but very attractive**
- 3 Tokyo is big, **but easy to tour**

2 There are many words that can be used to contrast ideas. These include however and although. First, circle the contrasting word in each of the following sentences and then underline the contrasting idea

1 Although the pollution is bad, there are many good things about Mexico City.

↑ Summers are too hot to walk outside. However, the cooler are very nice.

↓ The weather is cold, although you can keep warm by visiting one of the many famous swimming pools, or Hot Pots.

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4 Travelling in many large cities can be difficult, however, it's quite easy to get around Tokyo on the subway, train or buses.

3 Now complete the rules in the language focus box using the information from the previous activities. Use the words in the box to help you.

language focus**contrasting words but, however, although**

however but although

1 **however** , and **although** are some contrasting words used to contrast ideas in English.

2. **but** only contrasts ideas within a sentence and can only be used in the middle of sentences.

3. **however** and **although** contrast ideas within or between sentences. They can be used at the beginning or in the middle of sentences

4 Use the information you know to complete the rules.

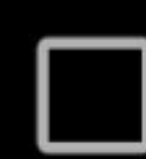
Use the words in the box to help you.

about the past using the past simple and present

at



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present perfect

past simple

There are many ways of talking about the past in English. The past simple and the present perfect are just two ways of doing this.

We use the **past simple** to talk about a finished action in the past and when we have a definite time in mind.

I visited Cairo last year. [definite time in the past]

PAST	definite time	NOW
------	---------------	-----

We use the **present perfect** to talk about our experiences in our life up to now and when we have no definite time in mind.

Yes, I have visited Cairo. [at any time in the past]

PAST	no definite time	NOW
------	------------------	-----

In statements, we form the present perfect using has or have + the past participle.

I have visited

In negatives, we form the present perfect using hasn't or haven't + the past participle.

I haven't visited



the dialogue and then underline the past simple in red and present perfect in blue.



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Talal: Hamed, which city are you going to choose for your ITC web page?

Hamed: I don't know, Talal.

Talal: Well, have you visited any cities that you liked?

Hamed: Yes, I've been to Cairo.

Talal: Oh yes, when did you go there?

Hamed: We went there last year, but I thought it was very noisy and the pollution was terrible.

Talal: Oh well, don't use Cairo for your project then. You can find out about other cities in the LRC or on the Internet.

Hamed: I know. I've been to the LRC and found some books on cities.

Talal: That's great! Have you read them?

Hamed: Yes, I have read them.

Talal: Really?

Hamed: I read them last night and thought I could find out more about Makkah. However ...

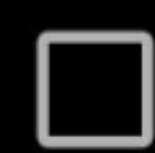
Talal: Yes?

Hamed: Well ... I think I need to find out more.

Talal: Have you tried the travel agent? They may be able to help you. They have lots of information on lots of cities.

Hamed: No, I haven't tried the travel agent. Where is it?

Talal: It's next to the roundabout, opposite the petrol station.



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Hamed: Well, I haven't been there, but I have been to the Internet café with my older brother. He's really good on the Internet. Maybe he can help me find out more about Makkah.

Talal: Great idea, good luck with the project!

6 Look at the road signs in activity 1 on page 40 of your Classbook. Write the letter of the sign next to its meaning below.

- 1 One way. Go in this direction.
- 2 Do not stop here.
- 3 Turn left.
- 4 Do not turn left.
- 5 No Entry. Do not go this way.
- 6 Do not drive faster than 50km per hour.
- 7 Do not turn right.
- 8 Turn right.

7 Read the first half of each sentence and write the second half using the clauses in the box. The two clauses in each sentence rhyme with each other.

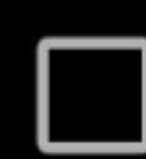
Have you ever flown a plane **over the island of Bahrain** ?

Have you ever got lost **looking for Faisal Mosque** ?

Have you ever watched a football game **under the hot Arabian**

Have you ever smelt a flower **from the top of the Eiffel Tower** ?

Have you ever caught a mouse **in The Sydney Opera House** ?



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Have you ever eaten a bun [under the hot Arabian sun?](#)

in The Sydney Opera House?

over the island of Bahrain?

when visiting Al Ain ?

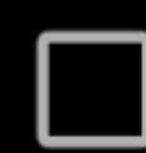
looking for Faisal Mosque?

under the hot Arabian sun?

from the top of the Eiffel Tower?

Self-study activities

Join the beginnings with the ends to make present perfect sentences.

Beginnings1. Some people have bought [the house opposite.](#)2. Maha has visited [Makkah](#)[The zookeeper](#) has [caught the crocodile.](#)[A hundred](#) monkeys have [escaped from the zoo.](#)[The bus](#) visitors have [arrived!](#)

تفاصيل الملخص ←

English grade 8 Skills B...

English 📖

15 July, 2018 🕒

المشاهدات 11794

English

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Ends

- arrived!
- caught the crocodile.
- the house opposite.
- escaped from the zoo.
- Makkah.

Join the two sentences using the word in brackets. Rewrite the sentences in your exercise book.

A The weather is hot in the summer **however**, it is very cold in the winter. (however)

b) **Although** Sally enjoys playing chess, she finds it difficult to play. (although)

c) The trains are fast **but** it takes six hours to get to Manchester. (but)

d) Skiing is dangerous **however**, he really enjoys it. (however)

e) Although she speaks really good English, she has never lived there. (although)

