

English for Libya

Preparatory 2 Course Book

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English for Libya Preparatory 2 Course Book
State of Libya
Ministry of Education
Curricula and Educational Research Centre

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Illusrators
Red, Giraffe, Janette Hill, Doug Nash

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Throughout the Course Book and Workbook, you will find the following icons:

 Pairwork activity

 Group work activity

 Project work

 Functional grammar



21st Century Skills

Book Map

	UNIT 1 A School Magazine Page 6	UNIT 2 Health Matters Page 22	UNIT 3 Olympic Sports and Games Page 34	UNIT 4 Fun with English 1 Page 48
Listening and speaking	• Planning the design of a class magazine • Asking for and making suggestions • Expressing personal preferences • Asking for and giving opinions • Listening for gist and detail, taking notes	• Making *Get well* cards • Role-play: Ordering a meal • Enquiring about and describing state of health • Asking and answering questions • Listening and taking notes	• Listening for detail and writing notes • Role-play: Booking sports classes • Asking about and expressing sports preferences and abilities	• Listening to conversations for detail • Listening to understand abbreviations • Listening to identify setting and action • Fluency and intonation
Reading and writing	• Reading to work out meaning, sequence and detail • Reading an episode of a story • Reading an interview and own story aloud • Filling in an application form • Expanding notes • Rewriting paragraphs • Writing a short account of a personal event	• Reading for gist, detail and language • Reading an episode of a story • Reading to identify the main idea of each paragraph • Reading to check information • Correcting two paragraphs marked by a teacher • Writing a limerick for the magazine • Writing a personal email	• Reading an episode of a story • Reading conversations aloud • Reading and writing about sporting events • Identifying relevant information in short factual texts • Studying a writing plan and learning about topic sentences before writing a paragraph	• Reading to improve reading skills • Reading to recognize different word types • Reading to improve writing skills • Writing notes in a spider diagram
Structure and language	• Revision of tenses • Present perfect with *for* and *since* • Gerunds after *like, enjoy, hate,* etc. • Apostrophe before and after *s* • Defining relative clause with *who* • Syllable stress	• Giving advice with *should* • Adverbial time phrases • Quantifiers: *a little, a lot,* etc. • *want* + noun/pronoun + *to* + infinitive • Revision of *should* + infinitive	• *What would you like to (do)? I'd like to …* • *How good are you at (volleyball)? I'm quite good./I'd like to learn how to play it.* • Past habitual tense: *used to* + infinitive • Decimal numbers • Comparatives and superlatives	
Vocabulary	• Contents of a school magazine • Words related to creating a magazine • Adjectives describing personality	• Keeping fit • Healthy eating • Common ailments	• Names of sports and games • Words related to playing sports and games	

	UNIT 5 Communication and Sharing Information Page 54	UNIT 6 Jobs and Professions Page 68	UNIT 7 Saving Our World Page 80	UNIT 8 Fun with English 2 Page 94
	• Asking for and giving information • Giving advice • Making impersonal telephone calls • Listening for detail and writing notes • Making telephone calls	• Playing a game: *What's my job?* • Describing jobs • Describing abilities and interests • Using pictures to tell a story • Comparing timetables • Listening for gist and detail	• Discussing global warming, pollution and endangered animals • Making offers to help • Describing animal habitat • Making offers • Listening to take and complete notes	• Focusing on the skill of listening carefully • Listening to check predictions • Focusing on the skill of speaking with natural rhythm • Practising speaking by reading speech bubbles • Playing a game to develop speaking skills • Making a phone call
	• Reading advice on using a dictionary • Studying how to work out meaning from the context • Reading short factual texts and captions • Writing about an illustrated process • Reading an episode of a story	• Reading for gist, detail and sequence and practising search-reading • Reading an interview aloud • Correcting a marked paragraph • Planning and writing a career plan • Reading an episode of a story	• Inferring information from pictures to tell a story • Listening for gist and detail and taking notes • Reading for gist and detail and practising search-reading • Reading the final episode of a story • Writing a personal email and an article	• Focusing on the skill of reading for gist • Reading to identify topic sentences • Reading to work out meaning from context • Reading to improve writing skills • Using link words to join sentences • Writing using nouns and adverbs
	• Present and past simple passive • Names of parts of speech • Present passive with *can* • Imperatives with *do* • Stress and intonation	• Revision of tenses • Future: *going to* + infinitive • *When* + present tense, *I am going to …* • Article before names of jobs • Syllable stress	• Revision of future: *going to* + infinitive • Modals *must, may, might* • Revision of first conditional • Revision of past simple • Syllable stress • Intonation	
	• Words related to communications	• Occupations • School subjects	• Animals in danger • Pollution • Global warming	



Communication Skills:
Completing an application form
Inferring information from conversations
Understanding meaning from context

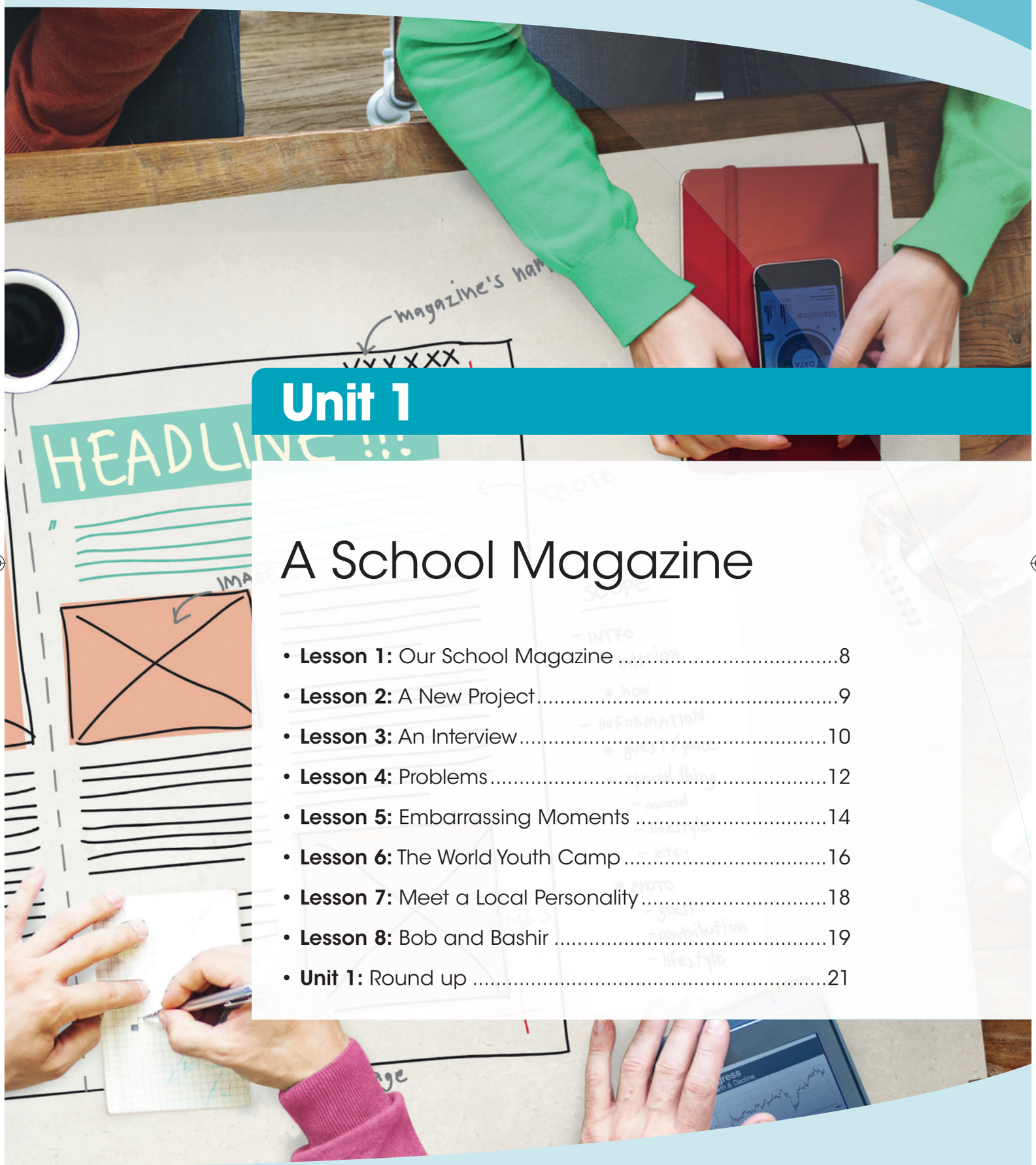
Media Literacy: Inferring information from notices and ads

Life Skills: Critical thinking

C21 SKILLS

Study Skills:
Completing a table
Inferring information from notes

Research Skills: Conducting interviews



Unit 1

A School Magazine

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Unit 1 Lesson 1: Our School Magazine

Al-Mustafa Intermediate School for Girls has its own monthly magazine. A team of four students and an English teacher produces it. Students from different classes write for it. They put their contributions in a box and the team chooses the best ones.

A Read the notice then answer the questions below.

Write for the school magazine. Choose any of these sections:

- Puzzles
- Town events
- Cartoons
- Problem page
- Interviews (Talk to somebody well known in the town)
- Stories
- Sports reports
- Jokes
- School news
- Poetry
- Letters

Post them here - NOW - and get your name in print!





1 How many sections are there?
2 Write them in alphabetical order.
3 Match the sections to these definitions:
   - **a** funny stories with small pictures
   - **b** short, funny stories
   - **c** writing with words that rhyme (end with the same sound)
   - **d** asking people questions about themselves
   - **e** things happening in the town
   - **f** descriptions of events, for example, football matches
   - **g** reports about school events
4 Which section do you think you would read first? Why?

Expressing ownership and possession: Possessive 's'

Go and get the boy's bags. = one boy
BUT
Go and get the boys' bags. = more than one boy

The school's magazine is very interesting. = one school, one magazine
BUT
The schools' magazines are very interesting. = more than one school, more than one magazine

B Now do Exercises A and B on page 4 of the Workbook.

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Lesson 2: A New Project

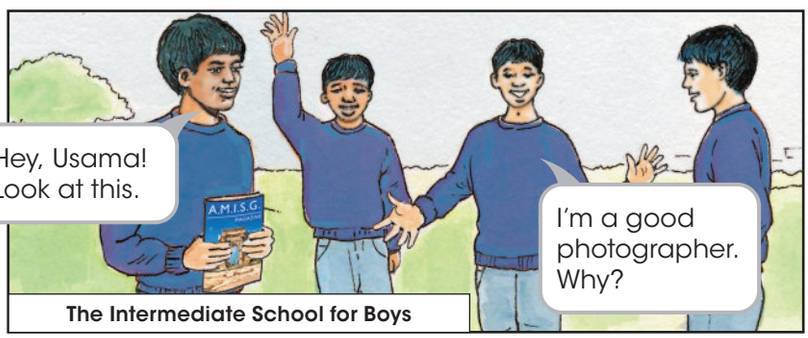
A Study the words and their definitions then answer the questions below.

article (n.) is a piece of writing in a newspaper or magazine.
cover (n.) is the outside of a book or magazine.
edit (v.) means to check and correct a piece of writing.
editor (n.) is somebody who edits (checks/corrects the writing of others).
print (v.) means to put words or pictures on paper with a machine.
printer (n.) 1) is somebody who prints as a job. 2) is a machine that prints.
report (v.) means to describe an event. → **report (n.), reporter (n.)**

1. What do (n.) and (v.) mean?
2. How many meanings of 'printer' are there?
3. What do 'report' and 'reporter' mean?

B 2 Listen and answer these questions. Then listen again and do Exercises A and B on page 5 of the Workbook.

1. What are these boys talking about?
2. What do they decide to do?



C C21 SKILLS Your project this year is to write your own English magazine. Decide on these things in groups, then as a class:

1. the sections you will have in your magazine
2. the best students for the team
3. a name for your magazine

D Study the Functional grammar box below then do Exercise C on page 5 of the Workbook.

Asking for and making suggestions: Asking and suggesting politely

Why don't we start a magazine?
What sections shall we have?
Let's have articles about the school.

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Unit 1 Lesson 3: An Interview

A This is the students' first interview for their magazine. Read it and find words that mean the following:

1 famous
2 the opposite of 'to like'
3 the opposite of 'polite'
4 a road round a town



Meet Mr James.

This month, we talked to Jack James. He runs Pizza Cabin, the well-known Italian takeaway and café in the High Street. I'm sure we've all been there many times with our families.

How long have you worked at Pizza Cabin, Mr James?

I've worked in the café for ten years, but I've lived in Ashby since I was born.

Do you enjoy your work?

I enjoy some parts of my work. I don't enjoy cleaning up when the café closes.

What do you like doing in your spare time?

I love painting.

What things do you dislike doing?

I don't like washing-up. I have to do that at work. And I hate gardening. It's very hard work. But we have a beautiful garden because my wife loves gardening.

What kind of people do you like and dislike?

I really like people who are polite and ask for things nicely. I don't like people who are impolite and shout.

What's your favourite food?

Italian food, of course – pizzas and pasta. But I also like some English food, like fish and chips.

What's your favourite TV programme?

I watch all the programmes about cooking. My favourite one is *A Taste of the Sea*. I always learn something.

Do you have any suggestions for making the town better?

There are too many cars in the town centre. Why don't they build a ring road?

B Now do Exercise A on page 5 of the Workbook.

C 3 Listen to the interview above then read it aloud.

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D Study the Functional grammar box about describing periods of time then answer questions 1 to 4 below.

Describing periods of time: Using *for* and *since*

I've lived in Ashby since I was born. I've worked in the café for ten years.

1. How long have you been in this school?
2. How long have you been in this class?
3. How long has your family lived in this city/town?
4. How long have you known your best friend?

E Study the Functional grammar box about naming activities then answer questions 5 and 6 below.

Naming activities: Gerunds *like* + verb with *~ing*

I like cooking. I don't like cleaning up.

5. What do you like doing?
6. What don't you like doing?

enjoy love hate playing football watching films

F Study the Functional grammar box about describing people then ask and answer questions like questions 7 and 8 below.

Describing people: Adjectives vs relative clauses

I like helpful people. I don't like noisy people.
I like people who help others. I dislike people who are noisy.

7. What kind of people do you like?
8. What kind of people don't you like?

kind happy friendly unfriendly funny lazy quiet sad

9. What kind of people do you like?
10. What kind of people don't you like?

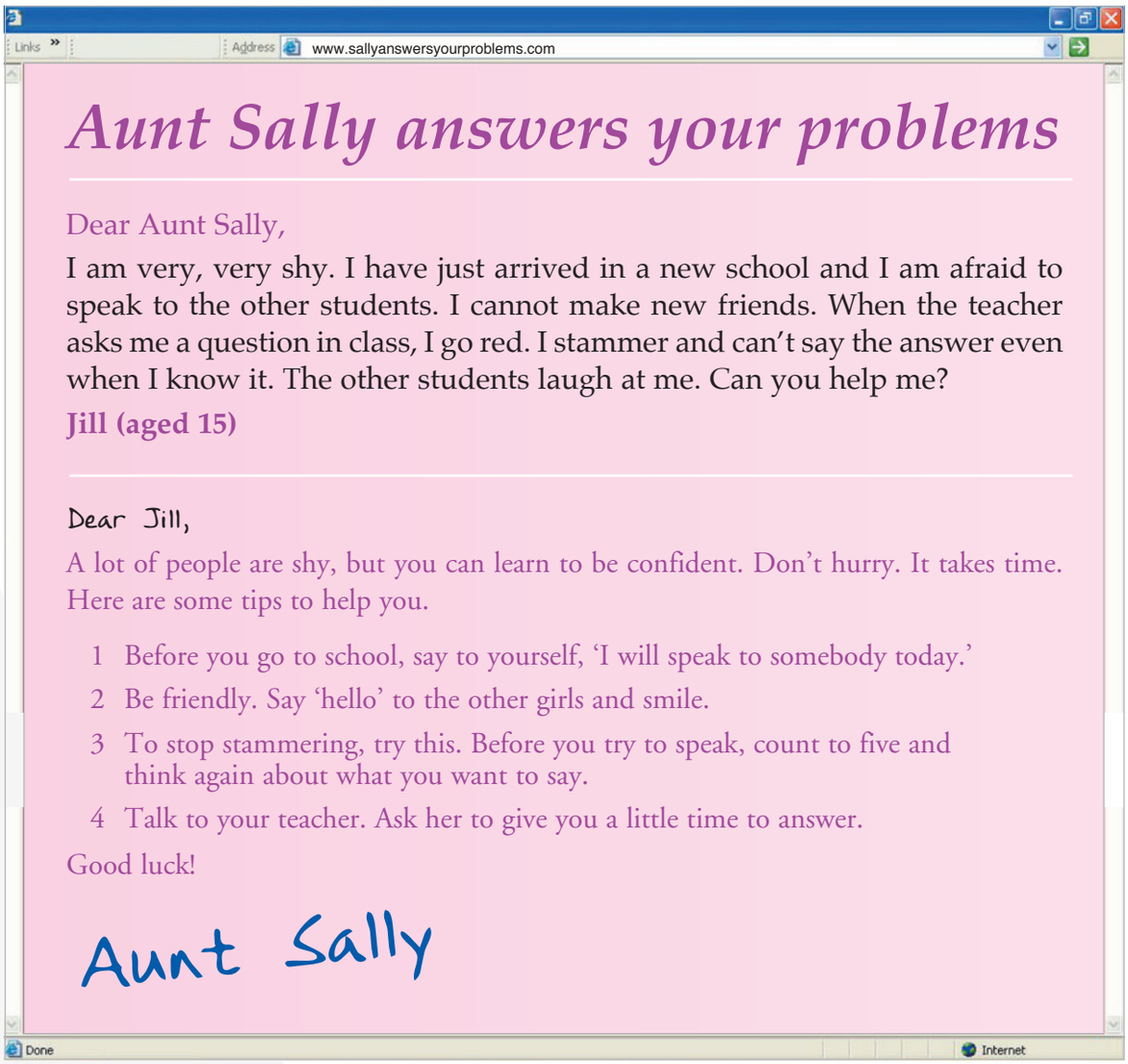
can tell jokes can play chess can do puzzles tell lies don't say anything

G Now do Exercises B to D on page 6 of the Workbook.

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Unit 1 Lesson 4: Problems

A Look at an online magazine problem page. Do Exercises A and B on page 7 of the Workbook.



C21 SKILLS

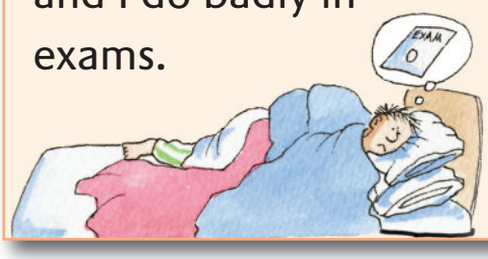
B What do you think of each piece of advice Aunt Sally gave Jill? Is it ... very good? ... good? ... not very good? Is there any other advice you would give Jill? Explain why.

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C Read these problems. What do you think Aunt Sally will say to the people who sent them?

1

When we have exams, I can't sleep at night. Then I am very tired when I get to school and I do badly in exams.



2

A friend of mine is very lazy and never does her homework. On the school bus, she copies mine. I don't think this is right, but I have to give her my homework because she is a friend.



D Sally has made some notes on the problems. Read the notes and answer these questions.

1 work hard all semester - don't work too hard before exams - at exam time, try not to worry - before bed, read a story or listen to music, etc. - bed early
2 agree, not right - don't give h.w. - v. unhelpful - not helping your friend - doesn't do own work, won't learn anything - e.g., can't copy in exams - explain

1 What do these mean? etc. h.w. e.g. v.
2 How are 'notes' different from sentences and paragraphs?

E Now do Exercises C and D on pages 7 and 8 of the Workbook.

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Unit 1 Lesson 5: Embarrassing Moments

A Look at the pictures on page 15 and try to guess the stories.

B Now read the sentences and number them in order.

Making references: Using pronouns

The main pronouns are:
she he it we they them

Pronouns like *she, he, it, we, they, them* and the word *there* are very useful words. We can use them instead of repeating nouns.

Sentences with pronouns and *there* come after sentences with nouns.

Examples:
My father went to the shop on the corner. He bought a magazine there.
The cat ran up the tree. It got stuck there.
The boys played in the park. They loved it there.

C 4 Listen and check your answers. 5 Then listen to the complete stories.

Vocabulary tip: Understanding meaning from context

To die means to stop living.
Example: *Zaid was very sad when his grandfather died.*
One of the girls wrote in her story: I nearly died! What do you think it means?

You know what *black* means and you know what *eye* means.
But what is a *black eye* and how do you get one?

D Now do Exercises A to F on pages 9, 10 and 11 of the Workbook.

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Links » Address www.storiesoftheweekblog.com

I nearly died!

The first sentence and the last sentence in the stories are in the correct place. Just for fun, we have put the other sentences in the wrong order. Can you work out the stories?

a One day last week, my mum and I were out shopping in town.

b 'That's nice,' she said. 'Your uncle will like that. He drinks lots of tea.'

c It was the shop assistant's own mug!

d I picked it up to look at the price and spilled hot coffee all over my dress.

e Mum saw a really nice mug on the shelf.

f We were looking for a present for my uncle, so we went to a gift shop.

g I was so embarrassed that I nearly died!

Liz Ellen – *Year 8*

1



2



a Last week, my dad took my sister and me to the museum.

b I turned round, but he wasn't there.

c Suddenly I saw him and ran towards him.

d Bang! I ran into a big mirror.

e 'Dad! Dad!' I shouted. I was worried.

f I still have a black eye.

g We were looking at an old car and I wanted to ask Dad something.

h I feel embarrassed every time I go out.

Wendy Hill – *Year 7*

Done Internet

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C21 SKILLS **A** **Read the advertisement for the World Youth Camp then discuss the questions in pairs. Would you like to go? Why? Why not?**

World Youth Camp (WYC)



Come to the World Youth Camp.

Get to know other young people from different countries.

Can you answer 'Yes' to these questions?

Do you like camping and walking?

Can you cook over a campfire?

Do you enjoy sport and adventure?

Do you want to see the world?

The WYC is for you.

Boys from 26th July to 16th August
Girls from 17th August to 7th September

Fill in an application form and send it to:
Rod Border, WYC, PO Box 5782, Southport, Australia.
or email it to: wycsouthport@wyc.co

C21 SKILLS **B** **Read the two application forms on page 17.**

List the things the boys have in common and the things that they don't have in common.

C **Now do Exercises A to E on pages 11, 12 and 13 of the Workbook.**

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WYC Application Form

Name: Bashir Hamza Age: 16

Address: 31 Omar Mokhtor Street, Azzawyah, Libya

How often do you go camping? I go camping every weekend.

Why do you like camping? I like cooking outside on a fire. I really like camping on the beach. I love lying in my sleeping bag, listening to the sea before I go to sleep.

Which other countries have you been to? I have never been to another country.

Which languages do you speak? I speak Arabic and English.

What do you do in your spare time? I enjoy watching television and listening to music at home. My favourite hobby is swimming. I also like playing chess and sailing.

Why do you want to come to the WYC? I would like to come to the WYC because I want to meet young people from other countries.

Which of these things would you like to do at the WYC?


scuba-diving


climbing


ballooning


windsurfing


horse-riding

I would like to go horse-riding and windsurfing.

WYC Application Form

Name: *Bob Walker* Age: *15*

Address: *23 Middle Street, Ashby, England*

How often do you go camping? *I go camping in my summer holidays.*

Why do you like camping? *I really enjoy sitting round a campfire in the evening talking and singing. I also like cooking and eating outside.*

Which other countries have you been to? *I have been to France, Germany and the USA.*

Which languages do you speak? *I speak English and French.*

What do you do in your spare time? *I listen to a lot of music and I enjoy cooking. My favourite hobby is skating. I want to win a competition one day.*

Why do you want to come to the WYC? *I would like to come to the WYC because I want to see Australia. I want to see all the strange animals that live there. I have seen a lot of TV programmes about them.*

Which of these things would you like to do at the WYC?


scuba-diving


climbing


ballooning

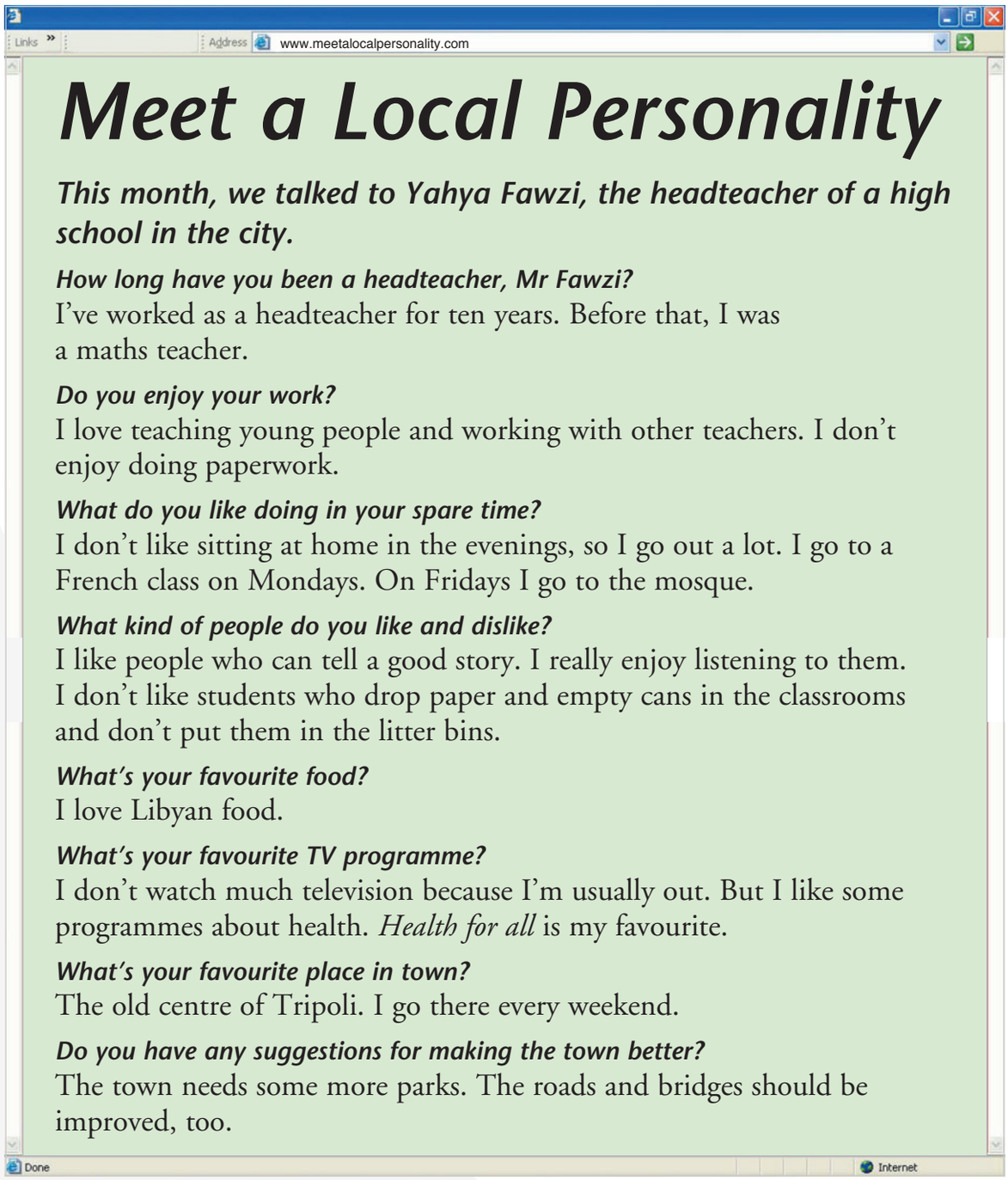

windsurfing


horse-riding

I would like to go ballooning.

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A Read the interview from an online school magazine and find out what Mr Fawzi thinks should be improved.



Meet a Local Personality

This month, we talked to Yahya Fawzi, the headteacher of a high school in the city.

How long have you been a headteacher, Mr Fawzi?
I've worked as a headteacher for ten years. Before that, I was a maths teacher.

Do you enjoy your work?
I love teaching young people and working with other teachers. I don't enjoy doing paperwork.

What do you like doing in your spare time?
I don't like sitting at home in the evenings, so I go out a lot. I go to a French class on Mondays. On Fridays I go to the mosque.

What kind of people do you like and dislike?
I like people who can tell a good story. I really enjoy listening to them. I don't like students who drop paper and empty cans in the classrooms and don't put them in the litter bins.

What's your favourite food?
I love Libyan food.

What's your favourite TV programme?
I don't watch much television because I'm usually out. But I like some programmes about health. *Health for all* is my favourite.

What's your favourite place in town?
The old centre of Tripoli. I go there every weekend.

Do you have any suggestions for making the town better?
The town needs some more parks. The roads and bridges should be improved, too.

B Now do Exercises A and B on pages 13 and 14 of the Workbook.

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Lesson 8: Bob and Bashir

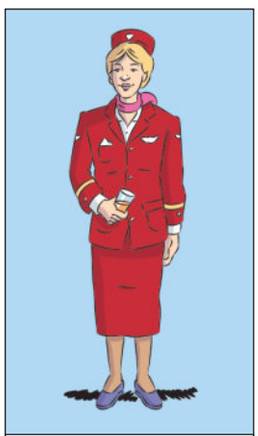
A 6 **Listen and read the story then answer the questions.**

Story time

1 Who is telling this story?
2 Where are the boys going?
3 How many unlucky things happen to Bob?

I was flying to Australia to the World Youth Camp. I met Bashir when he got on at Tripoli. Now we were flying to Brisbane.

'I'm sorry,' I said.
'It doesn't matter,' said the flight attendant. 'I'll get you another one.' She tried to smile at me. There was orange juice everywhere – on the floor, on the seat and all over the flight attendant.



A flight attendant

'Never mind,' said Bashir. 'Accidents can happen to anyone.' 'But why do they always happen to me?' I asked.





passport

I was asleep when we landed. 'We're here,' said Bashir. The man who looked at our passports was very friendly, but Bashir could not understand him. He spoke a different kind of English.
'I hope they don't all speak like that,' said Bashir. 'Let's go and get our suitcases.'

About twenty minutes later, the first suitcases appeared.'Here's mine,' shouted Bashir. 'It's the first one!''And here's mine,' I said. 'The blue one. Can you get it, please, Bashir? 'He picked up the blue case.

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'Thank you,' said a grey-haired old lady behind us. 'Thank you so much. How kind of you.' She took the case and left.

'It looked like my case,' I said.

'Where is your case, then?' asked Bashir. Now there were fewer and fewer cases going round.

'It's not here. It's lost. What shall I do?' I shouted. 'Why do these things always happen to me? Why me?' I was worried.

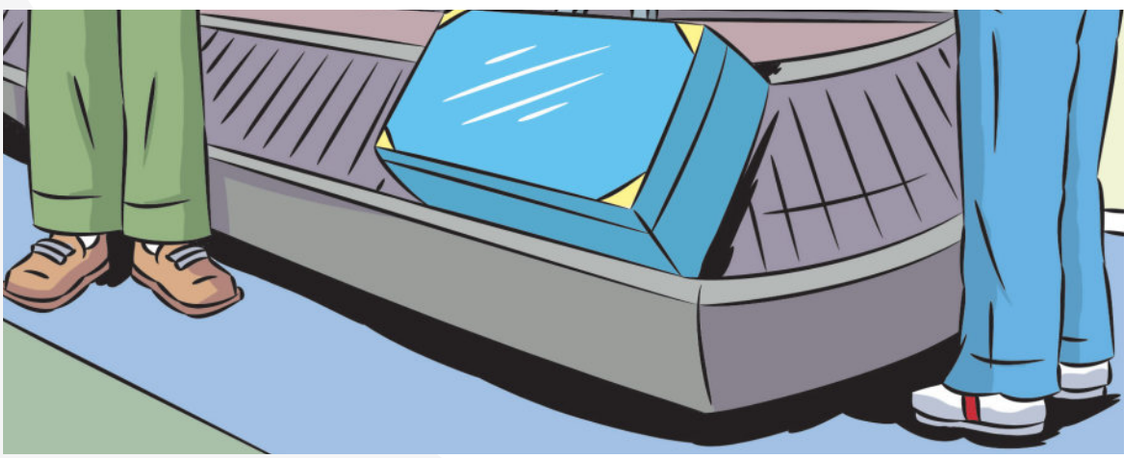
'Don't worry,' said Bashir. 'Look, here it is. I knew it wasn't lost.'

We walked towards the customs desk. 'Do you have anything to declare?' asked the customs officer. 'No,' I said. 'We're going to the World Youth Camp.'

'That's nice,' said the customs officer. 'But would you mind opening your suitcase, please?'

I opened my case and the customs officer looked inside. Then he looked at me. Bashir looked at me. I looked at the case. 'Oh, no! It's the old lady's. Now what shall I do? Oh, why me? Why do these things always happen to me?'





B Now do Exercises A to D on pages 15 and 16 of the Workbook.

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Unit 1: Round up

A **Here are some of the things you practised in Unit 1. Discuss each item with a partner. Take it in turns to give another example.**

Now you can:

- **ask for and make suggestions**

Why don't we start a magazine?

What sections shall we have?

Let's have articles about the school.

- **talk about things you like or dislike**

I love horse-riding.

I hate gardening.

- **describe people with adjectives and relative clauses**

I like helpful people. *or* I like people who help others.

I hate noisy people. *or* I hate people who shout.

- **say how long you have done something**

I have known my friend for three years.

We have lived in our new house since September.

- **ask for and give opinions**

What do you think of Tareq's story?

Which story is the best?

I think that Khalid's story is the funniest. Let's choose his.

and you can ...

- work out the meanings of new words and idioms while you are reading.
- decide what to put in your magazine.
- answer interview questions.
- get information from notes.
- write a short story.
- fill in an application form.

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Study Skills:
Classifying information in a spider diagram
Identifying the general idea

Life Skills: Critical thinking

C21 SKILLS

Communication Skills: Concluding information

Information Literacy: Card messages



Unit 2

Health Matters

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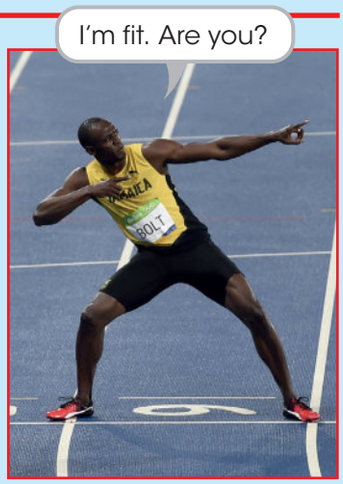
Unit 2 Lesson 1: Keep fit!

A Read this advice blog. What is each paragraph about?

Take my advice …

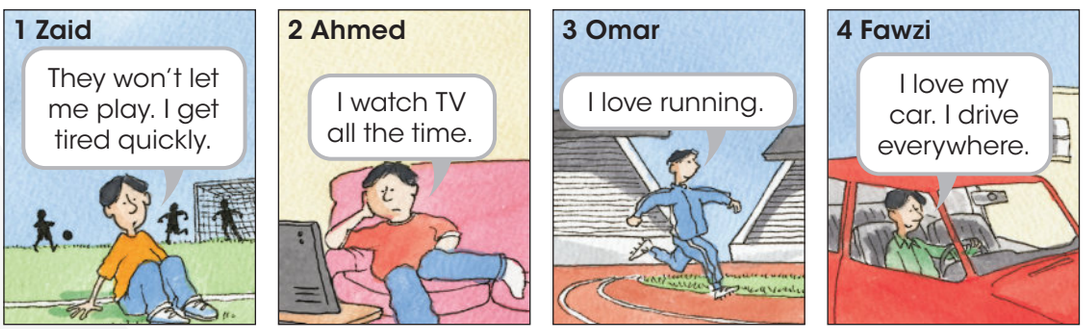
Fitness is very important. Unfit people cannot enjoy life. They get tired very quickly, so they cannot play games. They cannot run. In fact, they cannot even walk without getting tired and out of breath. So, if you want to enjoy life, you should get fit and keep fit.

How can you get fit? You should take exercise regularly. Games like football, basketball and netball give you plenty of exercise because you have to run all the time. Swimming and cycling are also very good forms of exercise. If you don't like any of these, you can just go walking. You should walk quickly for about twenty minutes every day. Walking slowly will not make you fit and walking to your bedroom will not either! Some people think that taking exercise is boring, but it doesn't have to be. If you take exercise with your friends, you will have fun.



B Now do Exercise A on page 17 of the Workbook.

C Look at the pictures below. Which of these boys do you think is fit?



D Study the Functional grammar box below then give advice to the boys who are unfit.

You should …

Giving advice: Using *should* + verb

You need to get fit. You should take some exercise.
You're always tired. You shouldn't go to bed late.
You shouldn't play with matches.
You should go to bed earlier.

E Now do Exercises B to E on pages 17, 18 and 19 of the Workbook.

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Lesson 2: Eat the Right Food

A Talk about the foods and drinks in the pictures. Choose three things that are … *very good for you* … *not so good for you*.



B Now read Layla Ahmed's report in the school magazine and check your ideas. Then do Exercises A and B on pages 19 and 20 of the Workbook.

A report of Nurse Fawzia's talk by Layla Ahmed

What did Nurse Fawzia mean? Before her talk, I did not understand, but I do now. This is what she said.

We all need food and drink, but what kind and how much do we need? Some kinds of food are very good for us, for example, fish, fruit and vegetables. They keep us healthy and they do not make us fat. We should eat five pieces of fruit and vegetables every day, but we can eat more. We should also drink a lot of water.

Meat and cheese are also good, but only if we don't eat too much. They have a lot of fat. We should be very careful about anything that has a lot of fat, salt or sugar in it. This does not mean that we should never eat biscuits, sweets, chips or crisps. It is all right to eat a few. If we eat too many, we will be unhealthy and we will get fat.

When Nurse Fawzia came to our school, I had a bag of crisps, two chocolate bars and a bottle of cola in my school bag. Today I have water and fruit in my bag.

C Study the Functional grammar box below then do Exercise C on page 20 of the Workbook.

Expressing quantity: too much too many a little a few

A little sugar is all right, but too much is bad for you.
A few biscuits are all right, but too many are bad for you.

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Unit 2 Lesson 3: In a Restaurant

A Look at the menu. Use the definitions to work out the meaning of the underlined words.



Meat
Lamb curry
Beef curry
Fried chicken
Burgers
Hot dogs

Pizza



Fish
Fried fish
Grilled fish

Vegetables
Baked potato
Chips
Salad



Desserts
Apple cake
Chocolate cake
Ice-cream
Fruit salad



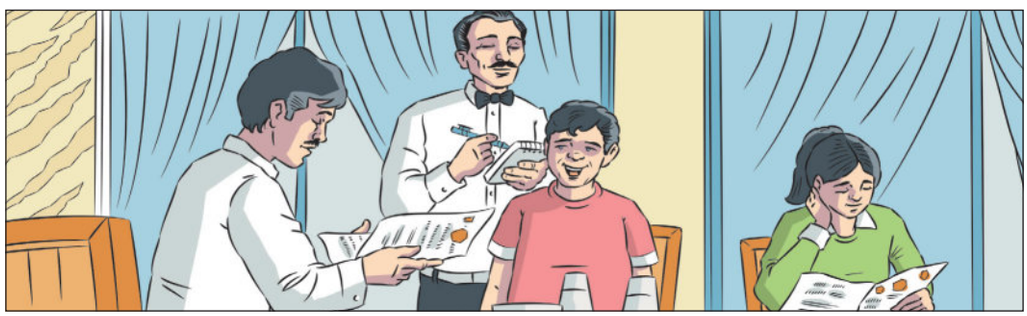


Drinks
Fruit juices
Milkshakes
Cola
Lemonade
Tea
Coffee
Mineral water

beef (n.) is the meat of a cow.
lamb (n.) is the meat of a sheep.
fried (adj.) means cooked in hot fat or oil.
grilled (adj.) means cooked under strong heat.
baked (adj.) means cooked in an oven.

C21 SKILLS

B Discuss which things on the menu are 'healthy' and which things are 'not healthy'.



C Waleed and Reema are in a restaurant with their father. The waiter has come to take their order.

1 Which of the things below do you think he will say?

2 Who do you think will reply and what will he or she say?

1

What do you want?

Good evening.

Are you ready to order, sir?

Can I take your order, sir?

2

Good evening.

We're not ready.

No, sorry, we're not ready.

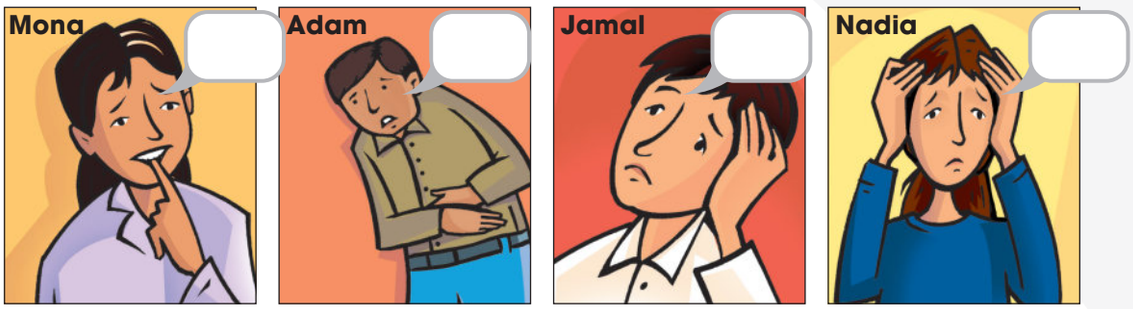
Yes, thank you.

D 7 Now listen and check your ideas. Then do Exercises A to C on page 21 of the Workbook.

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Lesson 4: Aches and Pains

A 8 Listen and look at the pictures.



B Now match these sentences to the pictures in Exercise A.

1 I have a stomach ache.
2 I've got toothache.
3 I've got a headache.
4 I have an earache.

C Study the Speaking tip on the right then think of other expressions that are similar.

Speaking tip: Expressing feeling or status

We say: *I've got a headache.*
OR *My head aches.*

They mean the same.

C21 SKILLS

D 9 Listen to the conversations. Read them aloud. What do you think of the advice the woman gives the children?

- What's the matter, Mona?
- I've got toothache.
- Oh, dear! You should go to the dentist.
- Yes, I will.

- What's wrong, Adam?
- I have a stomach ache and I feel sick.
- You shouldn't eat so many crisps in the break.
- Yes, I think you're right.

- Are you all right, Jamal?
- No, my ear hurts.
- Oh, I'm sorry. You should go to the doctor.
- I've been to the doctor. He gave me some drops. I have to put them in twice a day.

- You don't look well, Nadia.
- I've got a bad headache.
- Oh, dear. Here, take these two pills with some water.
- Thanks very much.

E Now make up your own conversations.

F Now do Exercises A to D on pages 21, 22 and 23 of the Workbook.

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Unit 2 Lesson 5: Jalal's Story

C21 SKILLS **A** Jalal wrote this story for the school magazine. Read it quickly and say what the story is about.

A true story *by Jalal Abdullah*

I sometimes have to look after my little brother for an hour or so when my parents go out. Ibrahim is ten. He always wants me to play with him, but I want him to play by himself. One day when I was playing a computer game, he said again and again, 'Jalal, I feel sick. I've got a pain in my stomach.'

'You always say that, Ibrahim. There's nothing wrong with you,' I said angrily. 'You haven't got a pain. You are a pain. Sit down and watch that video.'

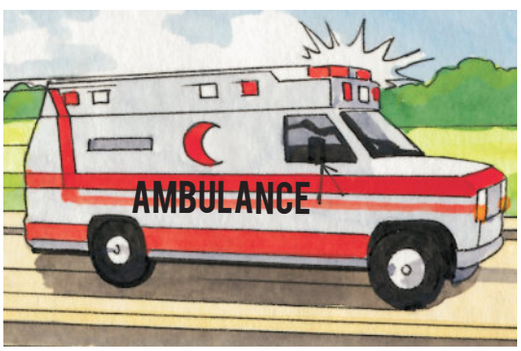
Ibrahim started crying and an hour later he was still crying loudly. I gave him a bag of crisps, but he didn't stop and he didn't eat the crisps. That was very unusual. I was shouting at him when my parents came home. They were very angry with me. I was very surprised when my father called an ambulance.

'Something is wrong,' my mother said. 'Can't you see? Ibrahim is in pain.'

A few hours later, the doctors took out Ibrahim's appendix. They saved his life.

I was very frightened. Ibrahim nearly died and it was my fault. I learned a lesson that day.





B Discuss which of these lessons you think Jalal learned. Then do Exercises A and B on pages 23 and 24 of the Workbook.

1 You should always believe your brother.
2 You should always listen to your brother.
3 You should always play with your brother.

C21 SKILLS **C** You know the meaning of *pain*, but what do you think Jalal means when he says: You are a pain?

D Now do Exercises C and D on pages 24 and 25 of the Workbook.

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Lesson 6: 'Get well' Cards

A Talk about the cards with your partner. Discuss the following questions.

1. Which words are on all the cards?
2. Do you think any of the cards are funny?
3. When do we send *Get well* cards to friends?
4. Choose a card for a friend. Why did you choose it?



B Match the cards with the messages inside.



C Now do Exercises A and B on page 26 of the Workbook.

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A 11 Listen and read.



One day a young girl called Astrad
Went out on a trip with her dad.
She cooked him some fish.
She burned the whole dish!
That's probably why he went mad.



There was an old man from Brazil,
Who suddenly felt very ill.
'I've eaten that pie,
I think I will die.
Or maybe I'll just take a pill.'

B 11 Work with a partner to complete the notes below. Listen again then say the limericks together. Correct each other if necessary.

- A limerick is a short …
- It has … lines.
- The last words on lines 1, … and … rhyme.
- The last words on lines 3 and … also rhyme.
- A limerick is always …

C Do Exercises A to E on pages 27 and 28 of the Workbook.

D Write a limerick for your school magazine.

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Lesson 8: Bob and Bashir – The Eggs

A 13 Listen and read the story then answer the questions.

Story time

1 Who are Bob and Bashir?
2 Where did they meet?
3 Where are they now?
4 What happened to Bob on the way?

B Read the story again and answer these questions.

1 What do Bob and Bashir have to do on the first morning?
2 How do you make scrambled eggs?
3 What happens to the eggs?

'Hello,' we said. There were four other boys in our tent – Paul from France, Chuck from America, Hans from Germany and Aziz from Algeria. I told them about my suitcase. They were all very kind and gave me everything that I needed.

On our first morning in the camp, we woke up early. I put on French trousers, a Libyan shirt and an Algerian sweater. The trousers were too big and the sweater was too small.

'Never mind,' said Bashir, laughing. 'Your suitcase will be here soon.'
'I hope so,' I said.

We had to cook breakfast for the whole camp. Hans and Aziz had to make the fire and Paul had to make the tea. Chuck had to do the washing-up.
'Bashir and Bob, you're the cooks,' said Rod Border. 'Scrambled eggs for fifty, please.'
'What are scrambled eggs?' asked Bashir.



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'Read this. Page twenty-three,' said Rod. He gave Bashir a book – *Camp Cooking*. 'Don't burn them,' said Rod and went away.
'Leave it to me,' said Bashir.
I put butter into a pan. Bashir broke seventy-five eggs into the pan and then I added milk, salt and pepper. Bashir began to cook the scrambled eggs – slowly. He didn't burn them. They were delicious. Perfect.

All the other boys were sitting in the dining-tent, waiting for breakfast.
'Give me the pan,' said Hans. 'I'll carry it over to the table.'
'No, no,' I said. 'I'll do it.' I was proud of Bashir's eggs. I picked up the pan and started walking.

Then it happened.

'Bob! Look out!' shouted Bashir.
'A wallaby!'
'A what-a-be?' I asked. I did not hear the answer.

A small wallaby raced through our kitchen. It hopped over the fire and knocked over the tea. Then it knocked me over. Bashir's perfect eggs flew into the air. The pan landed on a table. The eggs landed on the boys. I landed in a bush.
'I didn't know eggs could fly,' said one boy.
'Delicious,' said another, wiping some scrambled egg from his face.
'You missed the plates,' said a third boy.
Everybody laughed. They weren't angry.
'Are you all right?' asked Bashir.
'Yes, thanks,' I said from my bush.
'But why me? Why do these things always happen to me?'

C Now do Exercises A to G on pages 29, 30 and 31 of the Workbook.

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Unit 2: Round up

A **Here are some of the things you practised in Unit 2. Discuss each item with a partner. Take it in turns to give another example.**

Now you can:

- **give advice**

  You should get fit and keep fit.
  You shouldn't watch TV all the time.
  You should take exercise regularly.

- **say how often you do things**

  I play chess twice a week.
  I take exercise regularly.
  I go walking three times a week.

- **use words to show amounts**

  A little salt on your food is all right.

  Too much sugar is bad for your teeth.

  A few biscuits are OK.

  Too many chips will make you fat.

- **say what is wrong when you are ill**

  I don't feel well.
  I've got a headache.
  I have a pain in my stomach.
  My arm hurts.

- **say how you feel in different situations**

  I feel frightened.
  I feel excited.

- **use this pattern: *want* + pronoun + *to* + infinitive to say what someone wants you to do**

  Your father wants you to help him in his shop.

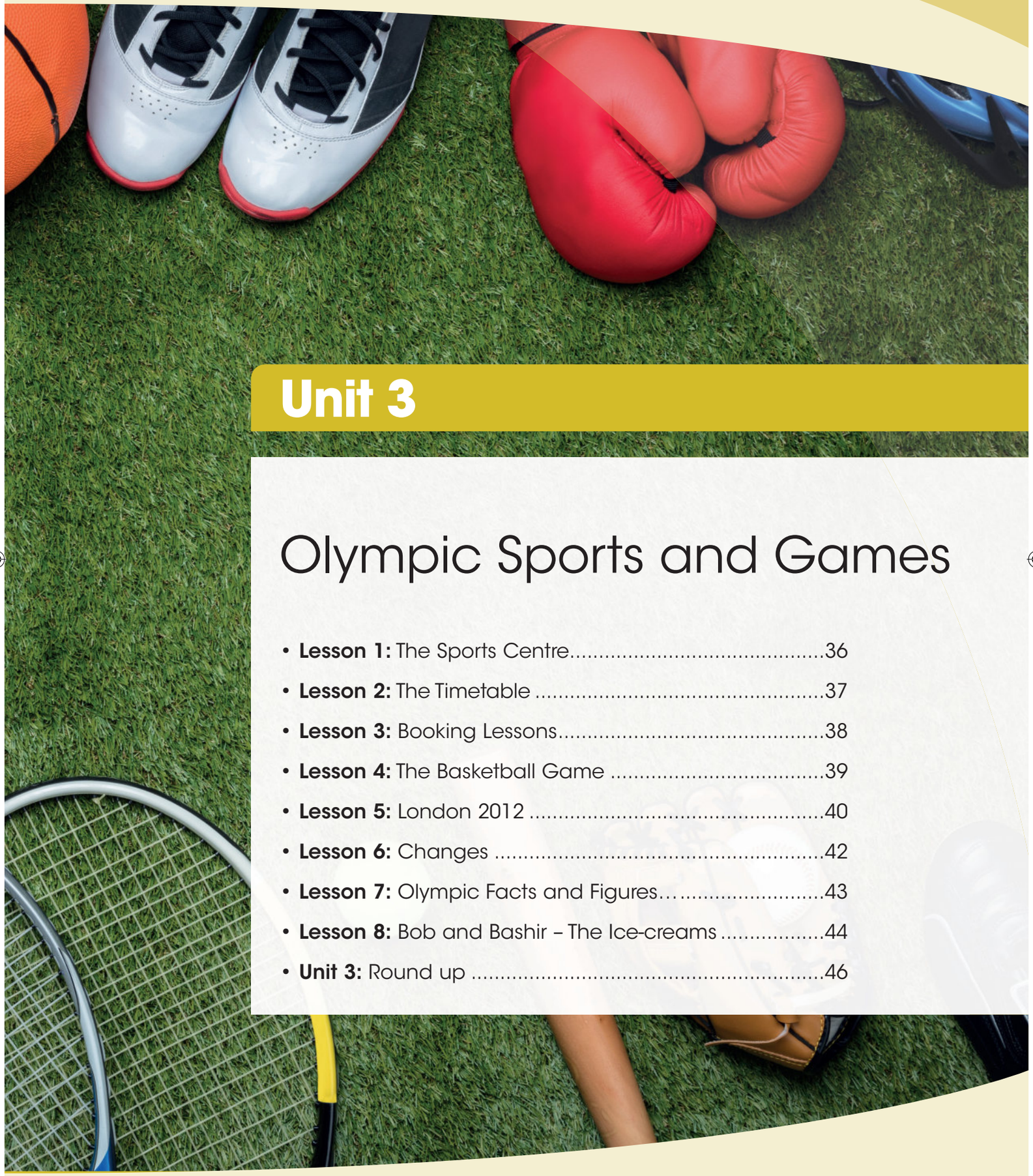
  My mother wants me to eat more vegetables and fruit.

and you can ...

- order food from a menu.
- give advice to friends who feel sick.
- learn about food that is good for you and how to stay healthy.
- read texts quickly to find out what they are about, then more carefully to work out meaning and understand details.
- use notes to complete a paragraph.
- learn how to improve your writing.
- make a *Get well* card.
- write a limerick.

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Media Literacy: Inferring information from a picture, story or leaflet
Information Literacy: Transferring information to a table
Numeracy Skills: Reading numbers
C21 SKILLS
Research Skills: Comparing results and conclusions
Communication Skills: Recalling information quickly
Study Skills:
Comparing notes to texts
Organizing information in a diagram



Unit 3

Olympic Sports and Games

- **Lesson 1:** The Sports Centre.....36
- **Lesson 2:** The Timetable 37
- **Lesson 3:** Booking Lessons.....38
- **Lesson 4:** The Basketball Game 39
- **Lesson 5:** London 2012 40
- **Lesson 6:** Changes 42
- **Lesson 7:** Olympic Facts and Figures… 43
- **Lesson 8:** Bob and Bashir – The Ice-creams 44
- **Unit 3:** Round up 46

Unit 3 Lesson 1: The Sports Centre

A 15 **Listen and point to the pictures as you hear the names of the sports. Repeat the names.**

ASHBY SPORTS CENTRE

Come to the sports centre and get fit!

You can choose from last year's old favourites:



And, from the beginning of this year, we can give you lessons in these sports:



Call us on 952841 for more information.

Verbs and sports: *play/do* + sport; *go* + gerund

We play football, tennis, etc.
We go swimming, horse-riding, etc.
We do judo, karate, etc.

Can you work out the rules?
Now think of some more examples for each verb.

B **Ask and answer.**



What sports would you like to do?

I'd like to play volleyball.



I'd like to do gymnastics. And I'd like to go horse-riding.



C **Now do Exercises A to C on page 32 of the Workbook.**

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Lesson 2: The Timetable

A 16 **Dave phoned the sports centre and heard a message. Listen to the message. What information does Dave have to leave?**

B 17 **Listen and repeat these words.**

beginners advanced team practice



C **The sports centre sent Dave this leaflet. Ask and answer questions about it.**

ASHBY SPORTS CENTRE

Men's and boys' lessons: Tuesday, Thursday and Saturday
Women's and girls' lessons: Monday, Wednesday and Friday

Tennis
Beginners: Mon. 5 – 7
Team practice: Mon. 7 – 9

Athletics
Start now!
Wed. and Thur. 5 – 7

Swimming
Team practice:
Thur. 7 – 9 Fri. 7 – 9

Volleyball
Beginners:
Mon. and Tue. 7 – 9
Advanced:
Fri. 5 – 7 and Sat. 3 – 5

Gymnastics
Beginners:
Tue. and Wed. 7 – 9
Advanced:
Thur. and Fri. 7 – 9

Basketball
Beginners: Tue. 5 – 7
Team practice: Sat. 3 – 5

Karate
Learn a new sport!
Mon. 5 – 7 Thur. 5 – 7

Call 952841 to book a class and for information about other sports.

When is the volleyball beginners' class?

On Monday and Tuesday from seven o'clock to nine o'clock.

D **Now do Exercise A on page 33 of the Workbook.**

E **Ask and answer questions. What sports do you want to do?**



How good are you at volleyball?



I'm quite good at volleyball, but I want to practise.



I've never played volleyball. I'd like to learn how to play it.

Vocabulary tip: Plural nouns with possessive 's'

The man's favourite sport is tennis. = one man BUT
The men's favourite sport is tennis. = more than one man
Make sentences with women **and** children**.**

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Unit 3 Lesson 3: Booking Lessons

A 18 Liz and Dave called the sports centre to find out about lessons. Listen to and read the conversations then complete part of the timetable in Exercise A on page 33 of the Workbook.





Liz: Hello. Is that the sports centre?

Sports officer: Yes. Can I help you?

Liz: Well, I'd like to play tennis.

Sports officer: How good are you at tennis?

Liz: Oh, I'm quite good. I'm in the school team.

Sports officer: All right. Come on Monday at seven o'clock. It's team practice.

Liz: Thanks very much. Oh, and I'd like to learn horse-riding.

Sports officer: We have beginners' lessons on Wednesdays at five o'clock.

Liz: Thank you very much. Goodbye.

Sports officer: Hello. Sports centre.

Dave: Hello. I'd like to do judo.

Sports officer: Are you good at judo, or do you want to learn?

Dave: I'm a beginner. I want to learn.

Sports officer: That's fine. Beginners' lessons are on Tuesdays at five o'clock.



B 19 Listen and complete the timetable in Exercise A on page 33 of the Workbook.

C Now do Exercises B to E on page 34 of the Workbook.

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Lesson 4: The Basketball Game

A Read the results of a basketball game. Guess the meaning of the words in red.

Opposites

This is the result of a basketball game.

Al-Afriqi 60 Al-Ahly 54

1 Al-Afriqi won the game.

2 Al-Ahly lost the game.

3 Al-Afriqi beat Al-Ahly.

4 Al-Ahly lost to Al-Afriqi.



C21 SKILLS

B 20 Read and work out this conversation then listen and check. 21 Listen to the complete conversation.

Hasan: Samir. That was awful! How did we lose?

Samir: ☐ 1

Hasan: You? At least you won a few points.

Samir: ☐ 2

Hasan: I know. Other people are fitter than us. And they can run faster. They can beat us at anything.

Samir: ☐ 3

Hasan: Let's have a competition. Just you against me.

Samir: ☐ 4

Hasan: High jump! But I jumped higher than you last week.

Samir: ☐ 5

Hasan: Next weekend. Swimming, running and high jump. OK?

Samir: ☐ 6

What did Samir say?

a) What can we do? We have to get fitter.

b) That wasn't in a competition. When shall we have it?

c) What? You won more points than I did. You always do. Let's face it. We're not very fit.

d) Good idea! We'll have a 100-metre race, a swimming race and we'll do the high jump.

e) OK. I'll see you next weekend at the sports centre.

f) It was my fault, Hasan. I was terrible!

C Read the conversation aloud. Discuss how the students feel? Friendly? Angry? Happy? Sad?

D Now do Exercises A and B on pages 35 and 36 of the Workbook.

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Unit 3 Lesson 5: London 2012

C21 SKILLS

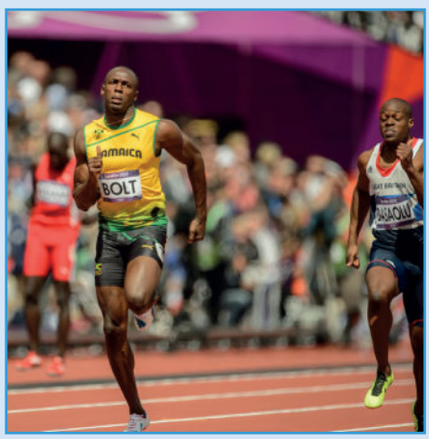
A Study the pictures. What do you think the texts are about? Read the texts quickly to check your answers.

1

The Olympic Games of 2012 took place in London, UK. Every country sent a female competitor. Women's boxing was included for the first time, so the 2012 Games became the first at which every sport had female competitors.



2



One of the greatest successes of London 2012 was the Jamaican team. It was their most successful performance with four gold, five silver and three bronze medals. The sprinter Usain Bolt* won three of the four gold medals and broke two world records. He ran 100 metres in 9.63 seconds making him the fastest man in the world.

3



In tennis, the American player Serena Williams* defeated Maria Sharapova* and won gold in the women's singles. In the men's singles, the British player Andy Murray* won after defeating Roger Federer* in the final.

*Usain Bolt – /juːseɪn bəʊlt/ Serena Williams – /sə?'riːnə wɪljəmz/ Maria Sharapova – /məˈriːə ʃærəˈpəʊvə/
Andy Murray – /ændi 'mʌri/ Roger Federer – /'rɒdʒə(r) fedərə/

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4



The men's football team from Mexico won its first ever Olympic gold medal after defeating Brazil in the final. The score was 2–1. All the players were under 23 years old.

5



The gold medal for the men's long jump was won by Greg Rutherford* from Britain. His 8.31 metre jump fell short of American Mike Powell's 8.95 metre record, set in 1991.

B **Who can answer these questions fastest?**

1. Which country won the men's football gold medal at London 2012?
2. What nationality is the athlete who holds the world record for the long jump?
3. Who won the women's tennis singles?
4. Which race makes an athlete 'the fastest man in the world'?
5. Which country won gold in the 2012 long jump?

C **Work in pairs to list answers for these questions. Compare your answers with other answers in your class.**

In which sports do you …

… hit something? … throw something?

… kick something? … run? … jump?

Write your answers. Are they the same as the rest of the class?

D **Now write three questions about the information in the texts. Then ask a classmate to find the answers. The Speaking tip will help you.**

Speaking tip: Reading numbers

We write: 9.63 seconds We say: nine point six three seconds

E **Now do Exercises A and B on pages 36 and 37 of the Workbook.**

*Greg Rutherford – /ɡrɛg ˈrʌðəfəd/

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Unit 3 Lesson 6: Changes

A Samir does judo. The editor of Samir's school magazine asked him to write a paragraph about it. Study how Samir planned his paragraph.

First he made some notes.

- one day, do judo for my country
- no friend, now have lots
- didn't like competition, now love them
- was shy, now confident
- was weak, unfit, now strong
- schoolwork was bad, now good at it

Then he put his notes in order and added some words.

Doing judo has changed my personality and my life. Example:

1 personality – was shy, now confident
2 good for health – was weak & unfit, now strong, fitter
3 good for schoolwork – was bad, now good at it
4 no friend, now have lots
5 like competition, hate losing
6 one day, do judo for my country

B Read Samir's article. What did he write that was not in his notes?

I used to be shy

by Samir Salih, Year 8

I started doing judo two years ago and it has changed my personality and my life.
I used to be very shy, but judo has given me confidence. Judo has also been good for my health. I used to be very unhealthy and unfit. I could not run very fast and I was often ill. Now I am much stronger and fitter.

I also used to be lazy, but now I train every day and I enjoy it. My teachers say that my schoolwork is better now. I used to be bad at it, but now I get good marks all the time. Before I started doing judo, I used to have no friends. I don't know why. Now I have lots. I also used to be afraid of competitions and exams. Now I really enjoy competing against other people and I hate losing. One day, I hope to do judo for Libya.

C Find words that mean the following:

1 what kind of person you are
2 the opposite of 'shyness'
3 practise

D Study the Functional grammar box then do Exercises A to F on pages 38 and 39 of the Workbook.

Talking about changes from the past: *used to be/have*

I used to be shy, but now I'm confident.
I used to have no friends, but now I have lots.

Talk about things you used to do or have, but don't do or have any more.

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Lesson 7: Olympic Facts and Figures

A Below is a text about Olympic facts and figures. What type of information do you think it will include?

Olympic facts and figures

- The old Olympic Games took place in Greece two thousand years ago. In 1896, a Frenchman started the modern Olympic Games. They take place every four years.

_____

- Pierre de Coubertin* started the modern Olympic Games. He thought that everybody should enjoy taking part in the Games. He said, 'The most important thing in the Olympic Games is not to win, but to take part.'

_____

- More than 200 countries took part in the London Olympic Games in 2012. Over 80 countries won medals. The athletes competed in 26 different events.

_____

- The athletes who come first, second and third win medals. The winner gets a gold medal, the athlete who comes second gets a silver medal and the third gets a bronze medal.

_____

- The five rings on the Olympic flag stand for the five continents. Each continent has a different colour. Blue is for Europe, yellow for Asia, black for Africa, green for Australia and red is for America.

B Find these words in the text quickly and match them to their meaning.

1 take place ☐	**2** took part in ☐	**3** medals ☐
a what the winners get	**b** happen	**c** competed in the Games

C Now do Exercises A and B on pages 40 and 41 of the Workbook.

*Pierre de Coubertin – /piːjeə də kjuːbətn/

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Unit 3 Lesson 8: Bob and Bashir – The Ice-creams

A 22 Listen and read the story then answer the questions.

Story time

1 Where was the tennis competition held?
2 Why did Bob get an ice-cream?
3 How many ice-creams did Bob buy?

On Wednesday afternoon, we had a surprise.

'Tomorrow, we're all going to Southport,' said Rod Border. 'There's a tennis competition. It's a big event. You'll see some of the best players in the world.'

'Who's playing?' Bashir asked Rod.

Rod replied. 'Well, Heyton Blewitt* and Khaleel Ibrahim will be there.'

At dinner that evening, everyone talked about the tennis competition. Bashir was very excited.

'I used to watch a lot of tennis. It's my favourite sport,' I said.

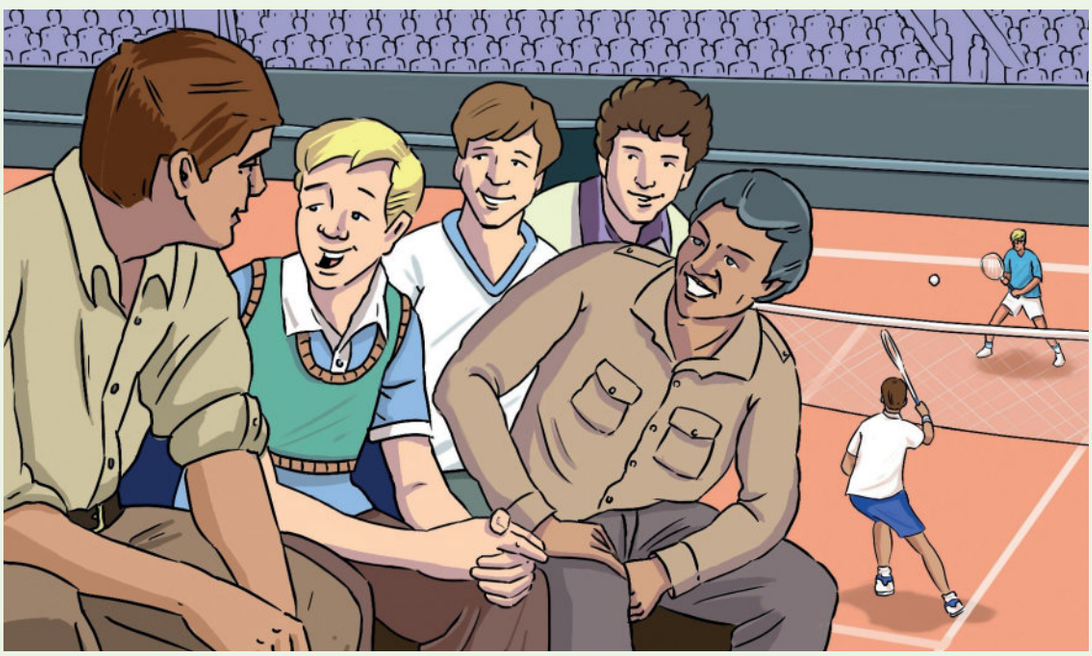
'Game, fourth set, Plaster!' cried the referee.

The two players had been on the court for almost three hours. It was very hot, and they both looked exhausted. I felt exhausted, too.

'I'd like a break,' I thought.

I decided to get an ice-cream to cool down.

'Will you get me one, too?' Bashir asked.



*Heyton Blewitt – /heɪtən bluːɪt/

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'And me!' said Paul.

'Me, too!' added Hans, from behind me.

'Looks like you have a few ice-creams to buy, Bob!' said Rod. 'Since you're going, I'll have one, too.' He handed me some money.

I sighed and walked away.

I had to queue for a long time to buy the ice-creams. I was worried. I didn't want to miss the match!

I paid the ice-cream seller and hurried back. I looked for Bashir and the others, but I couldn't see them. The ice-creams were beginning to melt.

Then I saw Rod. He was standing up.

'Bob! Over here!' he shouted.

I climbed the steps towards him. Then, on the last step, I tripped. The ice-creams flew into the air. They landed on Rod.

Rod wiped the ice-cream off his face. He was smiling.

'Next time, I'd like to eat it, not wear it.'

Bashir was laughing. So was everyone else.

'Why me?' I said. 'Why do these things always happen to me?'

B Now do Exercises A to D on pages 42 and 43 of the Workbook.

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Unit 3 Round up

A **Here are some of the things you practised in Unit 3. Discuss each item with a partner. Take it in turns to give another example.**

Now you can:

- **talk about which sports you would like to do or play**

What sports would you like to do?

I'd like to play tennis.

I'd like to do athletics.

- **ask and answer questions about a timetable**

When is the advanced horse-riding class?

On Saturday from three o'clock to five o'clock in the afternoon.

- **ask and answer questions about how good people are at sport**

How good are you at volleyball?

I'm quite good, but I'd like to practise.

I've never played volleyball. I'd like to learn.



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- **say numbers and years**

28.28 seconds: twenty-eight point two eight seconds

1996: nineteen ninety-six

2015: two thousand and fifteen

- **describe changes**
  - I used to have no friends, but now I have lots.
  - I used to be lazy, but now I work hard.

and you can ...

- use information from conversations to fill in a timetable.
- perform a conversation.
- write sentences to make a story.
- practise finding information quickly in texts.
- find new words and work out their meanings as you read.
- write a paragraph.



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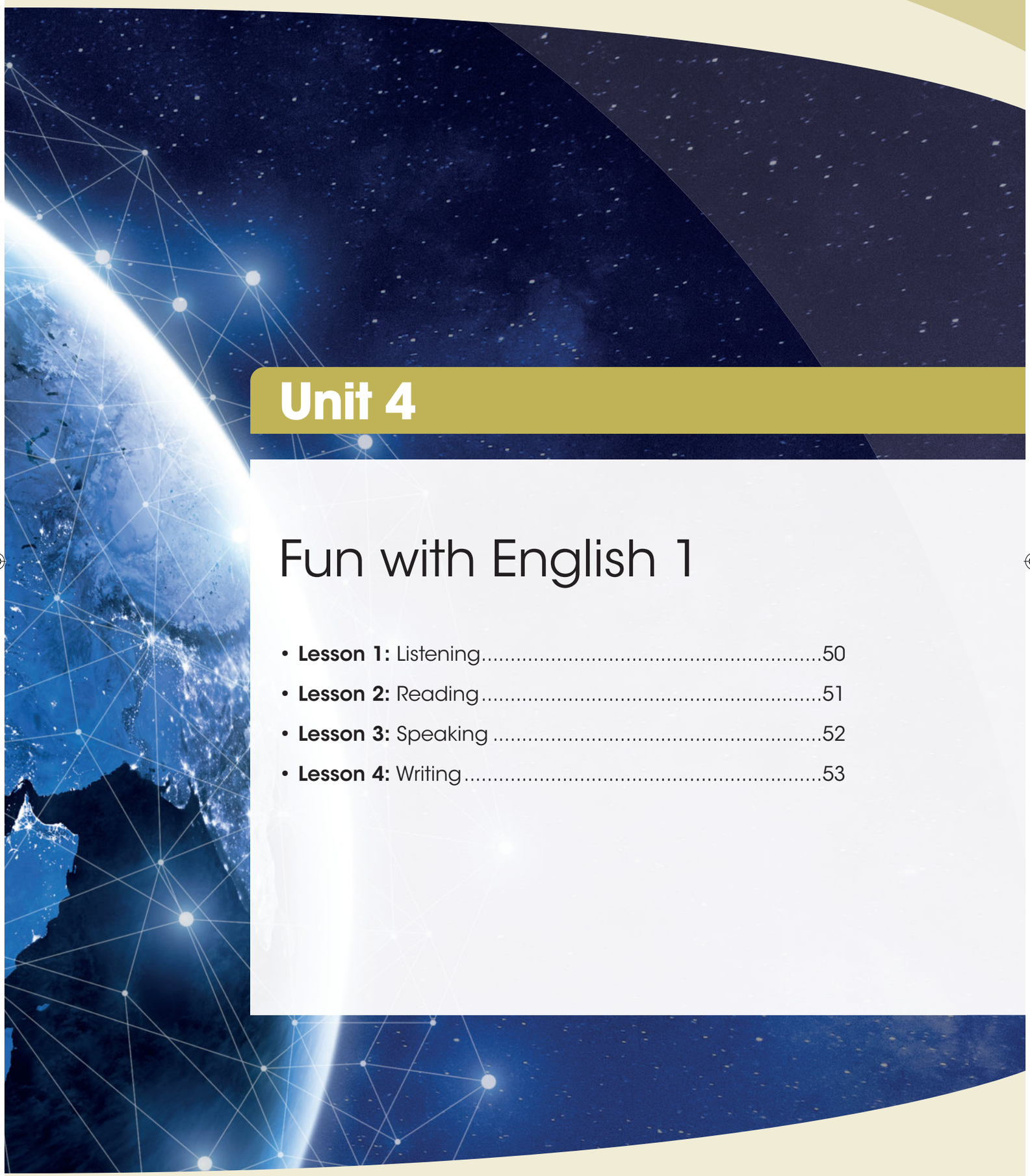


Communication Skills: Saying days and times

Information Literacy:
Effective reading strategies
Organizing information in a spider diagram

C21 SKILLS

Study Skills:
Organizing words in lists
Understanding information from notes



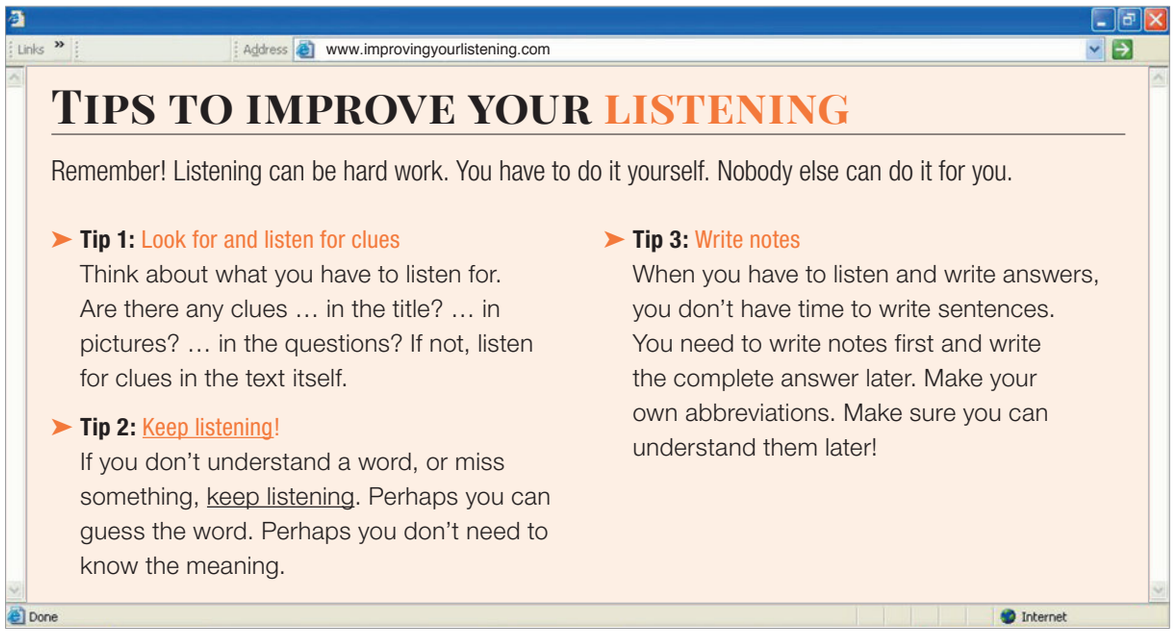
Unit 4

Fun with English 1

- **Lesson 1:** Listening.....50
- **Lesson 2:** Reading.....51
- **Lesson 3:** Speaking 52
- **Lesson 4:** Writing.....53

Unit 4 Lesson 1: Listening

A Read these listening tips.



B 23 Listen to two conversations. Where are the people in each conversation? What are they doing?

C 24 You want to know the score in a football match between Libya and Algeria. Listen to the radio.



'And now, sport. At the end of an exciting game at the new National Stadium, the score was …'

C21 SKILLS **D** Work out this student's notes.

1 What did Mr Andrews order? fr. chick. – r. & sal. – choc. c. – app. ju.
2 What did Mrs Andrews order? gr. fish – chps. & sal. – fru. sal. – min. wat.

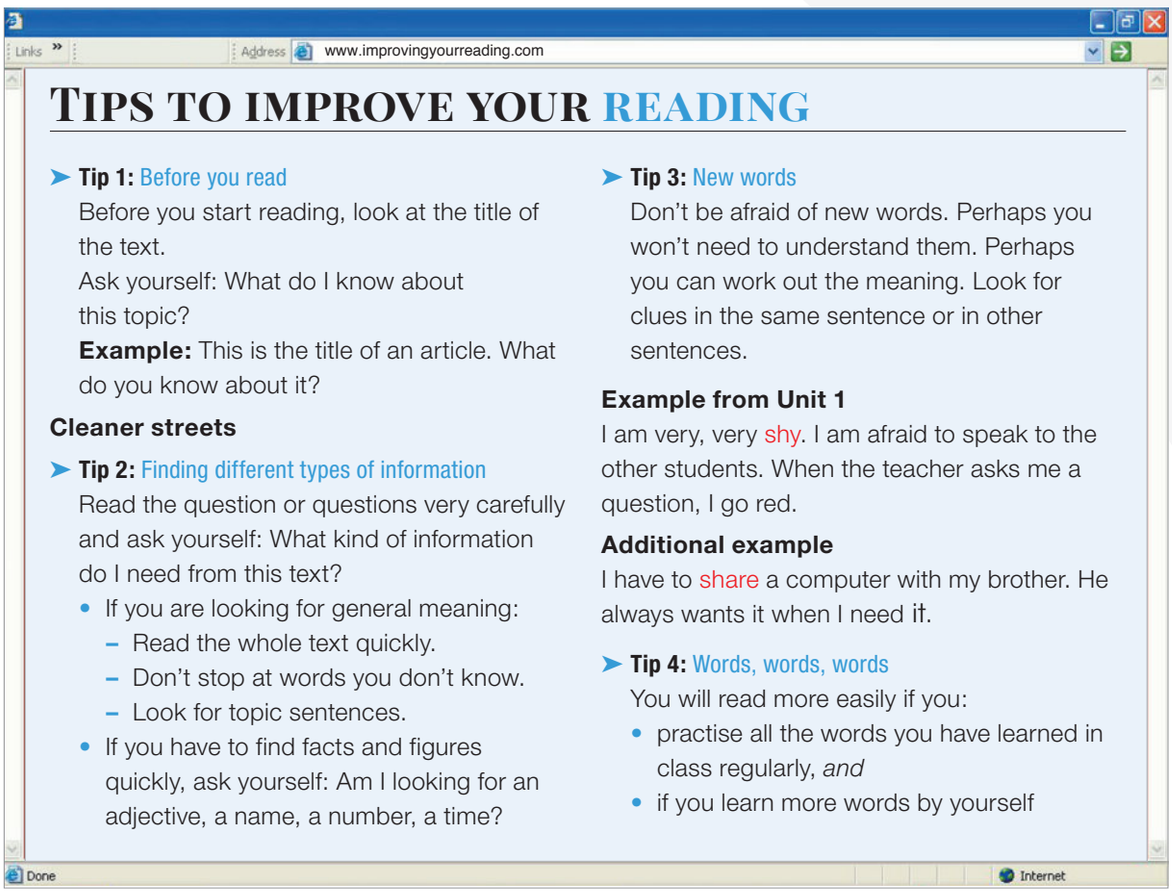
E 25 Now listen and check your answers.

F Now do Exercises A to C on pages 44 and 45 of the Workbook.

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Lesson 2: Reading

A Discuss information about improving your reading skills.



B Collect words in groups in your notebook. Read the suggestions below.

- nouns: the names of food, buildings, sports.
- adjectives: to describe feelings, places, people.
- adverbs that tell you how, or how often people do things.

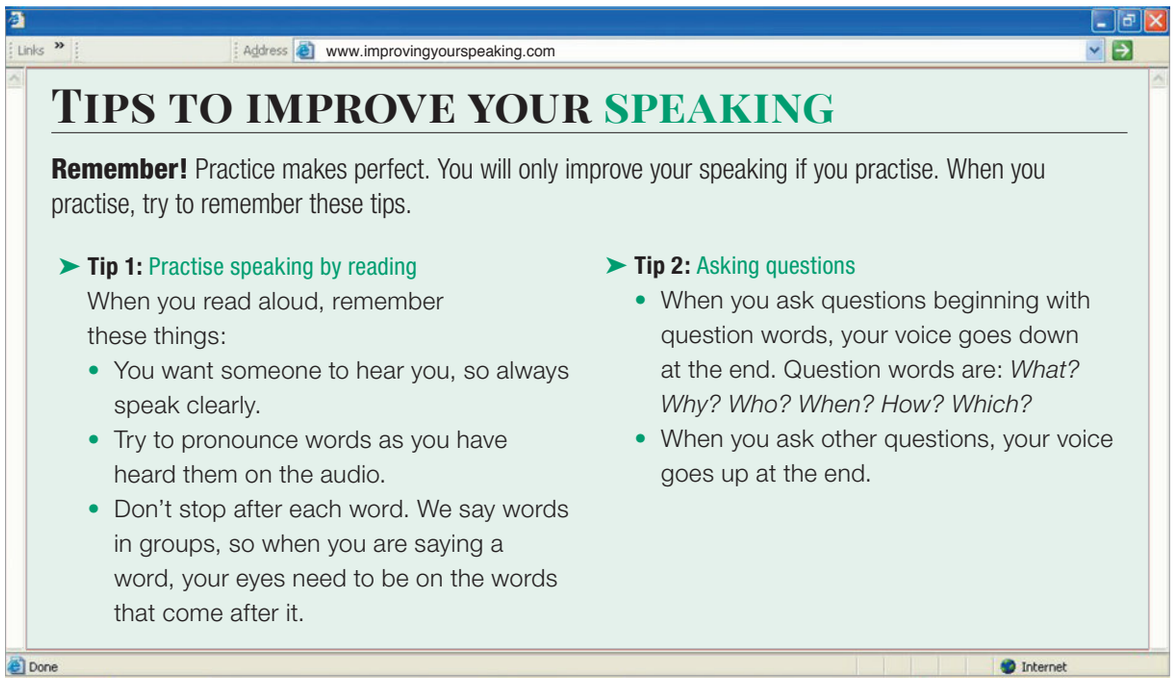
Try to learn five new words a day.

C Now do Exercises A and B on pages 45, 46 and 47 of the Workbook.

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Unit 4 Lesson 3: Speaking

A Study the information blog about improving your speaking. Discuss why each tip is useful.



B 28 Listen, then read these sentences aloud.

1 It's very hot today.
2 It was very hot and windy yesterday.
3 It was very hot and windy when we went to the beach last weekend.

C 29 Listen to these conversations. Then read them aloud.

The strongest parts of the sentences are underlined. The arrows show where your voice goes up or down.

- ❍ How are you? You look tired.
- ● I feel awful and I have a headache.
- ❍ Have you been to the doctor?
- ● No. I'll go this afternoon.

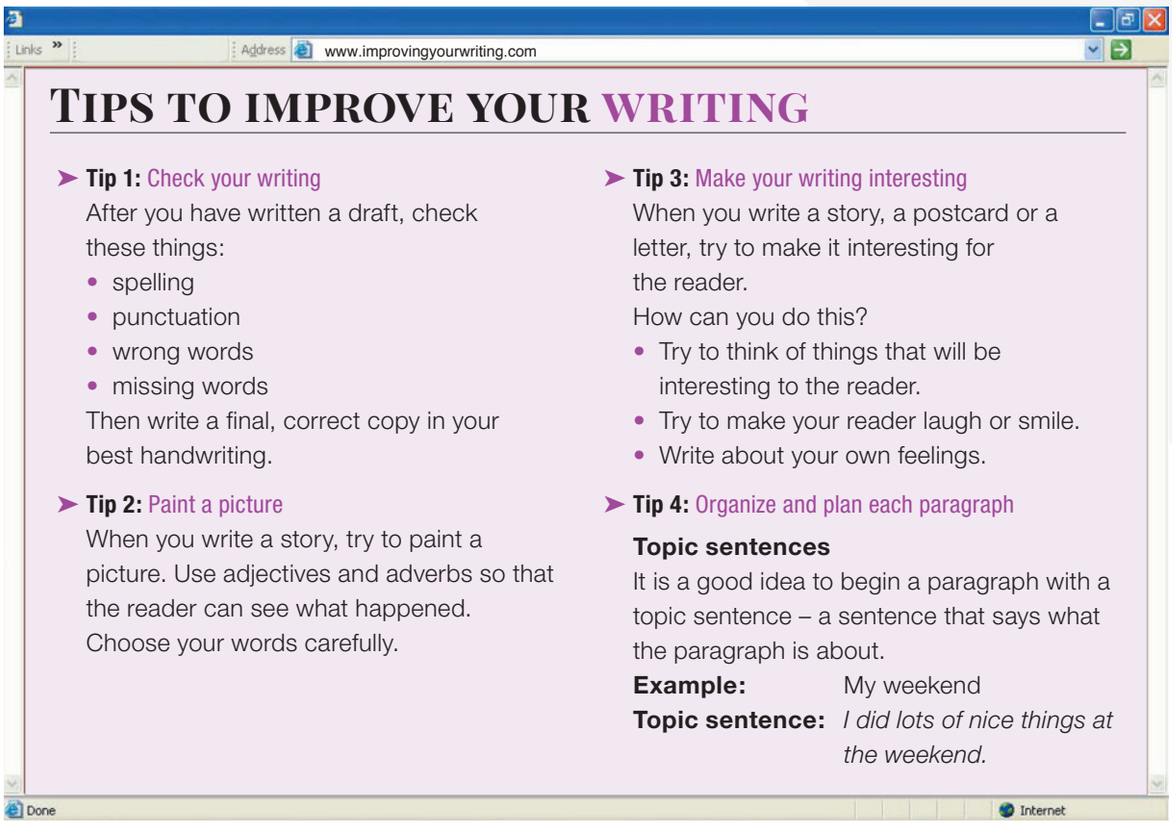
- ❍ Can I help you?
- ● When do you have swimming lessons?
- ❍ Are you good at swimming?
- ● No. I'm a beginner.
- ❍ The beginners' class is at ten o'clock on Saturday morning.

D Now do Exercise A on page 47 of the Workbook.

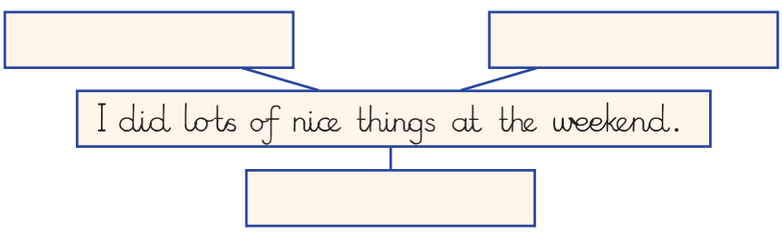
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Lesson 4: Writing

A Remember all these writing tips.



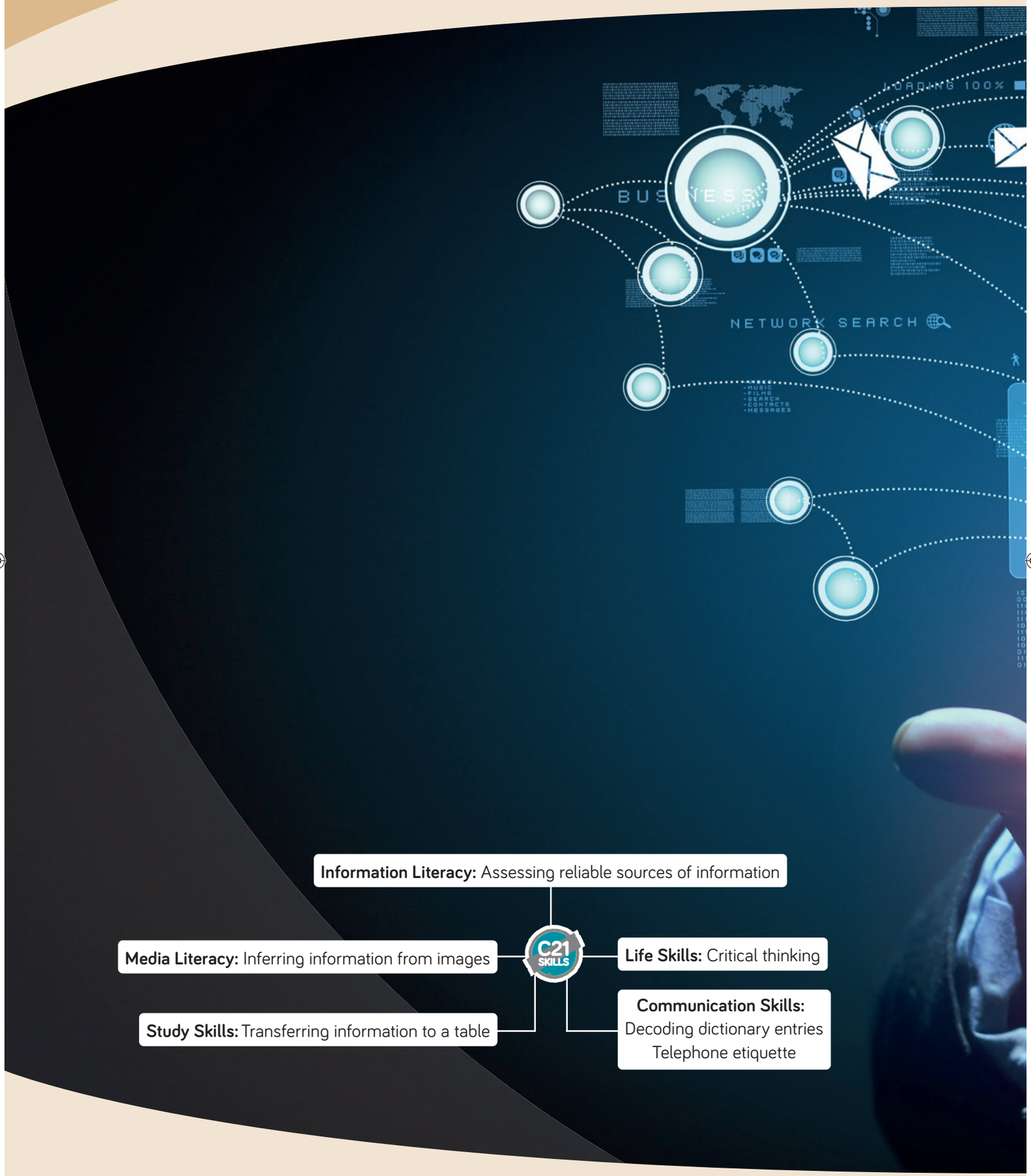
B Make notes about what you did at the weekend in a spider diagram.



C Write notes about each thing you did on a separate box. Of course, if you did more than three things, draw more boxes. Next, number the notes in the best order, for example, in the order you did the things. Then write your draft.

D Now do Exercises A and B on pages 48, 49 and 50 of the Workbook.

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Information Literacy: Assessing reliable sources of information

Media Literacy: Inferring information from images

C21 SKILLS

Life Skills: Critical thinking

Study Skills: Transferring information to a table

Communication Skills:
Decoding dictionary entries
Telephone etiquette



Unit 5

Communication and Sharing Information

- **Lesson 1:** Old Ways of Sending Information.....56
- **Lesson 2:** Accessing Information.....58
- **Lesson 3:** Working Out Meanings.....59
- **Lesson 4:** From Cairo to Tripoli 60
- **Lesson 5:** Great Inventions.....62
- **Lesson 6:** Telephones 63
- **Lesson 7:** On the Phone.....64
- **Lesson 8:** Bob and Bashir – The Ants.....65
- **Unit 5:** Round up 67

Unit 5 Lesson 1: Old Ways of Sending Information

C21 SKILLS

A Read and use the pictures to work out the meaning of these words:

horse lighthouse flag drum smoke signal pigeon

1



In the Arab world, men used to ride for hours carrying messages. When one horse was tired, they got another one. This messenger service started in 670. It was called Albarid.

2



People used to build lighthouses near the sea. The lighthouses warned ships of danger.

3



People used to send messages using flags.

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4



In Africa, people used to use drums to send messages.

5



Americans used to light fires on the tops of mountains and send messages using smoke signals.

6



People used to use pigeons to carry messages from Egypt to Syria. A good pigeon could fly from Cairo to Damascus without stopping.

B Discuss these questions.

1 When was the best time to use lighthouses – day or night? Why?
2 How did pigeons know where to take their messages?
3 Which of these methods was … the fastest? … the slowest? … the safest?
4 How many modern ways of sending information can you think of?

C Now do Exercises A and B on page 51 of the Workbook.

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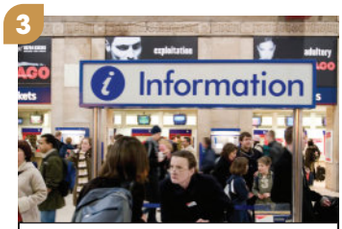
Unit 5 Lesson 2: Accessing Information

A Discuss why you would go to these places.

1 

library – reference section

2 
surfing the web

3 

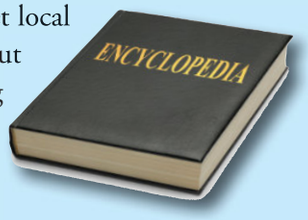
information desk

B Read the text below to check your ideas.

In the past, libraries used to be the place to go to access information. Most libraries have a reference section. You can't borrow the books in a reference section: you have to use them in the library. If you want to know where Berlin is, you can look it up in an atlas. If you want to learn about Saladdin, you can use an encyclopedia.

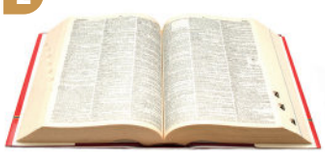
Nowadays, you can access information immediately by surfing the web. You can talk to your friends on social media, read the news or look at blogs.

Travellers can get information from the information desk at an airport or from a tourist office in a town. They can find out about hotels, buses and taxis. They can also get local maps and find out about interesting places to go and things to see.



C What information can you get from these things? Discuss your ideas.

1 newspaper 

2 dictionary 

3 radio 

D Discuss in pairs. How can you access information about the things listed below these days? Where would you need to go if you wanted information about them?

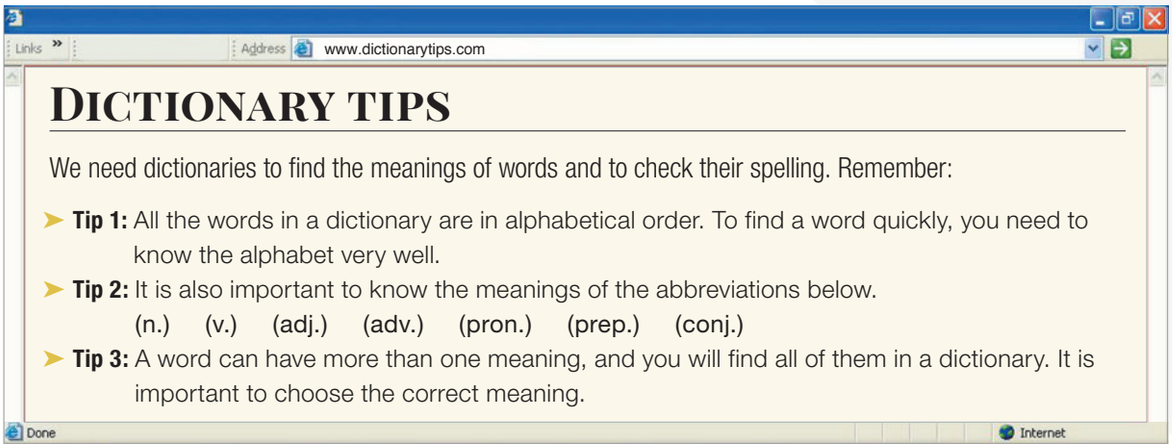
- how to grow plants
- a big world event
- the time of sunset
- the population of India
- when the museum is open
- the meaning of *encyclopedia*

E Now do Exercise A on page 52 of the Workbook.

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Lesson 3: Working Out Meanings

A Read the text about dictionaries then answer the questions that follow.



1 **Who can put these words into alphabetical order the fastest?**

bus	bag	book	boy	bicycle	blue
bright	but	box	belt	build	better

2 **Work out what the abbreviations mean. Then find an example of each in this sentence:**
The black horse ran fast, so it won the race easily.

B Read this dictionary entry. Find the correct definition for *bank* in each of the sentences a–d. Is it a noun or a verb?

bank (n.) 1. a place where you keep money. 2. a piece of ground higher than the ground around it. 3. a piece of ground next to a river. 4. a piece of ground, usually sand or rock, in the sea near or above the top of the water.
bank (v.) 5. to keep money in or put money into a bank. 6. to turn a plane left or right.





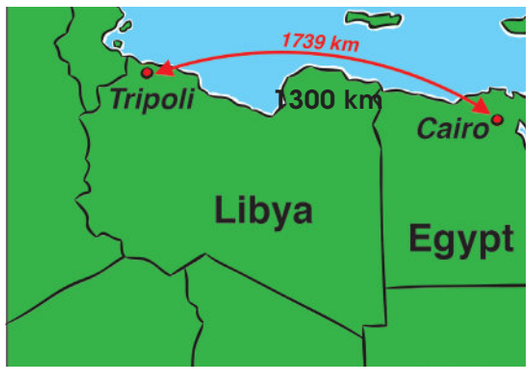
a He sat on the grassy bank and put his feet in the water.
b The plane banked to the left as it got near the airport.
c He wanted to see better, so he walked to the top of the bank.
d She banks her money twice a week.

C Now do Exercises A to E on pages 52, 53 and 54 of the Workbook.

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Unit 5 Lesson 4: From Cairo to Tripoli

A Read the text and look at the pictures. How long does it take for an article to get from a reporter in Cairo to a reader in Tripoli?



1



On Monday morning, an article is written in Cairo.

2



Next, it is sent by email to a newspaper office in Tripoli. This takes less than a minute.

3



When the article arrives, it is read by an editor.

4



If the editor likes the article, it is edited and inserted into the newspaper.

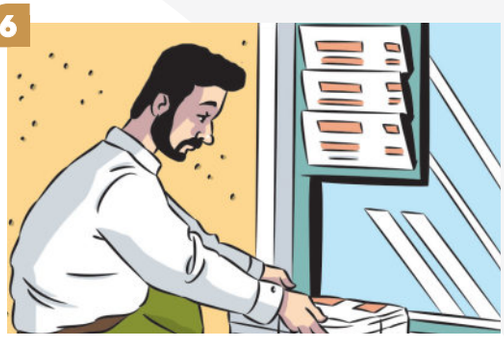
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5



Then it is sent to the printing press and at night, the newspapers are printed.

6



Early on Tuesday morning, the newspapers are sent to the shops.

7



When the shops open, the newspapers are sold.

8



Finally, the article is read!

B Study the Functional grammar box then find more passive verbs in the text. Are there any active ones?

Active and passive voice: Emphasizing the object of a sentence

When we say what people and things do, we use active verb forms like *write* and *send*. When we say what happens to people and things, we use passive verb forms like *is written* and *is sent*. In active sentences, the subject performs the action. In passive sentences, the subject has an action done to it.

To form the present passive, use the verb *be* + past participle of a verb.
Books are sold in our local library.

A reporter writes an article in Cairo.	active
An article is written in Cairo.	passive
Next, she sends it to Tripoli.	active
Next, it is sent to Tripoli.	passive

Notice we don't need to add 'by a reporter'.

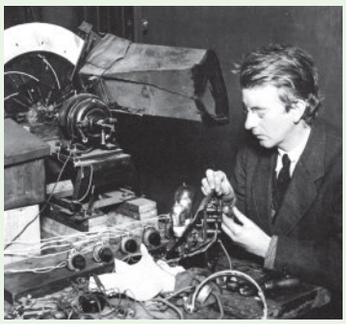
C Now do Exercises A to C on pages 55 and 56 of the Workbook.

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Unit 5 Lesson 5: Great Inventions

A Study the extracts below. Where do you think they come from?

1 a dictionary? 2 a story book? 3 a reference site?



John Logie Baird, *1888–1946*

In London in 1926, Baird, a Scottish inventor, was the first person to show pictures on a television screen. The pictures were not very good and they did not move. In 1927, however, he was able to send moving pictures from London to Scotland using telephone wires. The following year, he sent pictures to America using radio waves. Baird continued working and, finally, he helped to develop colour television.



Guglielmo Marconi, *1874–1937*

After the invention of the telephone by Alexander Bell (1847–1922), inventors worked on radio waves instead of electric signals to carry sound. Marconi, an Italian, was the first to do this. In 1896, he sent a radio message over a distance of more than 1.5 kilometres. The following year, he sent a message from land to a ship at sea, a distance of 29 kilometres. Finally, in 1902, he sent a radio message from America to England.

B Scan the first extract and quickly find the answers to these questions.

1 Who invented television?
2 What was his nationality?
3 When did he invent it?
4 Is he alive or dead?

C Now ask and answer about the radio.

Tenses: Active vs passive

Marconi invented the radio.
Baird showed pictures on a television screen.

The radio was invented by Marconi.
Pictures were shown on a television screen by Baird.

D Now do Exercises A to C on page 57 of the Workbook.

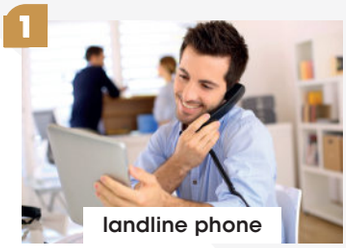
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Lesson 6: Telephones

A Look at the pictures. Which of these kinds of phones have you used?

B Read the texts. Find the advantages and disadvantages of each kind of phone.

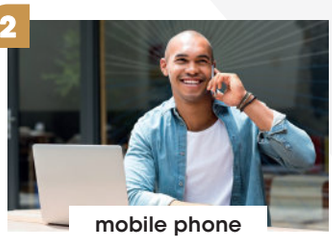
1



landline phone

A landline phone sends and receives signals through a wire. The wire is called the landline. All landlines are connected, so you can phone people all over the world. Landline phones are less useful than mobile phones, because they can only be used in one place. However, they are often more reliable.

2



mobile phone



mobile phone mast

A mobile phone does not need a landline, because it sends signals to a special mast using radio waves. The mast sends the radio waves to another phone. There are mobile phone masts in most places, so mobile phones can be used almost anywhere. Many mobile phones can also be used to take photographs, play music and access the internet. These are called smartphones.



smartphone

C Study the Functional grammar box then do Exercises A and B on page 58 of the Workbook.

Expressing ability: Present passive with *can*

Landline phones can be used in one place.
Mobile phones cannot be used without batteries.

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Unit 5 Lesson 7: On the Phone

A Talk about some of the things to do and not to do when you are making an important phone call.

B Now read these pieces of advice. How many did you talk about?

Links » Address www.personalblog.com/Ayad

Speak up! by Sawsan Ayad, Grade 8

Do introduce yourself. Always say who you are.

Don't wait for the other person to ask who you are. It is not polite.

Do say why you are calling.

Don't start before the other person knows what your call is about.



Do think about what you want to say before you make the call.

Don't waste time trying to think of things as you speak.



Do speak slowly and clearly. Remember that the other person can't see you.

Don't speak too fast even if you are nervous.

Done Internet

C21 SKILLS

C 31 Anas has a stomach ache. He needs to see a doctor. He rings the medical centre to make an appointment. Listen to Anas on the phone and look at Sawsan's advice. What does he do wrong?



Some things you can say

Anas Abdullah here.

Anas Abdullah speaking.

I'd like to make an appointment, please.

Some things you can hear

I'm sorry. Could you repeat that, please?

Can you spell that, please?

D Now do Exercises A to C on page 59 of the Workbook.

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Lesson 8: Bob and Bashir – The Ants

C21 SKILLS

A Do you remember what happened to Bob in the last story?

Story time

B 33 Listen and read the story then answer the questions.

1 Where were the boys going?
2 How do you know Bob was still tired?
3 What did Bob sit on?

'Right, boys. Wake up. It's nearly five o'clock,' Jim Cooper shouted.

We had to get up early because today we were going for a walk in the mountains. Jim was our guide.



Bob yawned. Paul was asleep.

We got into the camp bus.

'Right, boys,' said Jim. 'It's nearly two hours' drive, so make yourselves comfortable.'

'Let's sing,' said Hans.

'Let's go back to sleep,' said Bashir. I yawned. Paul, Chuck and Aziz were already asleep.

The bus stopped at the end of a dusty road.

'We're here,' said Jim. 'Everyone out!'

We walked for quite a long time along a path through a forest. We crossed streams and climbed over rocks. We saw flowers and birds of every colour.

'They're beautiful. Really beautiful,' said Bashir.

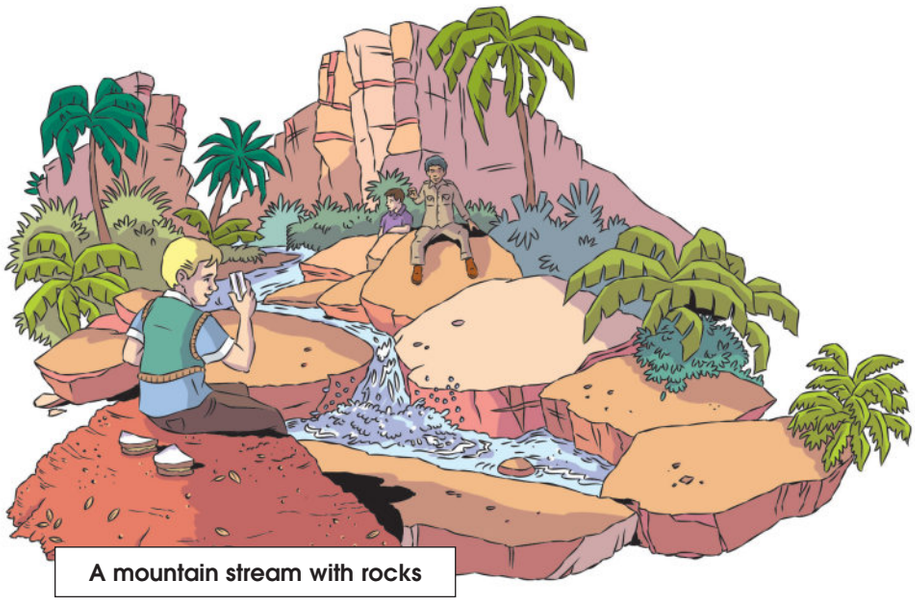
'I've never seen colours like that,' said Paul.

'I have,' said Aziz.

'Gee!' said Chuck.



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A mountain stream with rocks

'Right, boys. Time for lunch,' said Rod.

Everybody sat down and took out their sandwiches. Cheese and tomato. I sat down on a rock. I picked up a sandwich. It was covered with little animals. 'Ouch!' I screamed. 'Something has bitten me! Ouch! Ouch! Ouch!' More bites.

'You're on an anthill,' said Bashir. 'Move!'

I moved quickly. 'Why me? Why do these things …,' I said.

'… always happen to me?' said the others.

'I didn't know that ants liked cheese and tomato,' said Bashir.

The ants finished lunch. So did we. We started climbing.



Anthill

C Now do Exercises A to D on pages 60, 61 and 62 of the Workbook.

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Unit 5: Round up

A **Here are some of the things you practised in Unit 5. Discuss each item with a partner. Take it in turns to give another example.**

Now you can:

- **use the abbreviations in a dictionary entry**

> **and (conj.)** is used (1) to link words and (2) to link parts of a sentence.
>
> *My mother and father are at home.*
> *I came here in 1990 and I have lived here ever since.*

Do you remember what these grammatical abbreviations mean?

(v.) (n.) (adj.) (adv.) (prep.) (pron.) (conj.)

- **form and use the passive**

a **Present passive:** *is/are* + past participle of a main verb

The article is written in Cairo. It is edited in Tripoli. Then it is printed in newspapers the same night. They are sold in the shops the next day.

b **Past passive:** *was/were* + past participle of a main verb

Radio was invented by Marconi.

Pictures were shown on a television screen by Baird.

c **Present passive with *can*:** *can* + *be* + past participle of a main verb

Mobile phones can be used almost anywhere.

In remote places, landline and mobile phones cannot be used.

- **make telephone calls properly**

- Always say who you are.
- Say why you are calling.
- Speak slowly and clearly.

Layla Ahmed here.

I'm calling about tomorrow's flight to Bahrain.

The other person can ask:

Can you spell that, please?

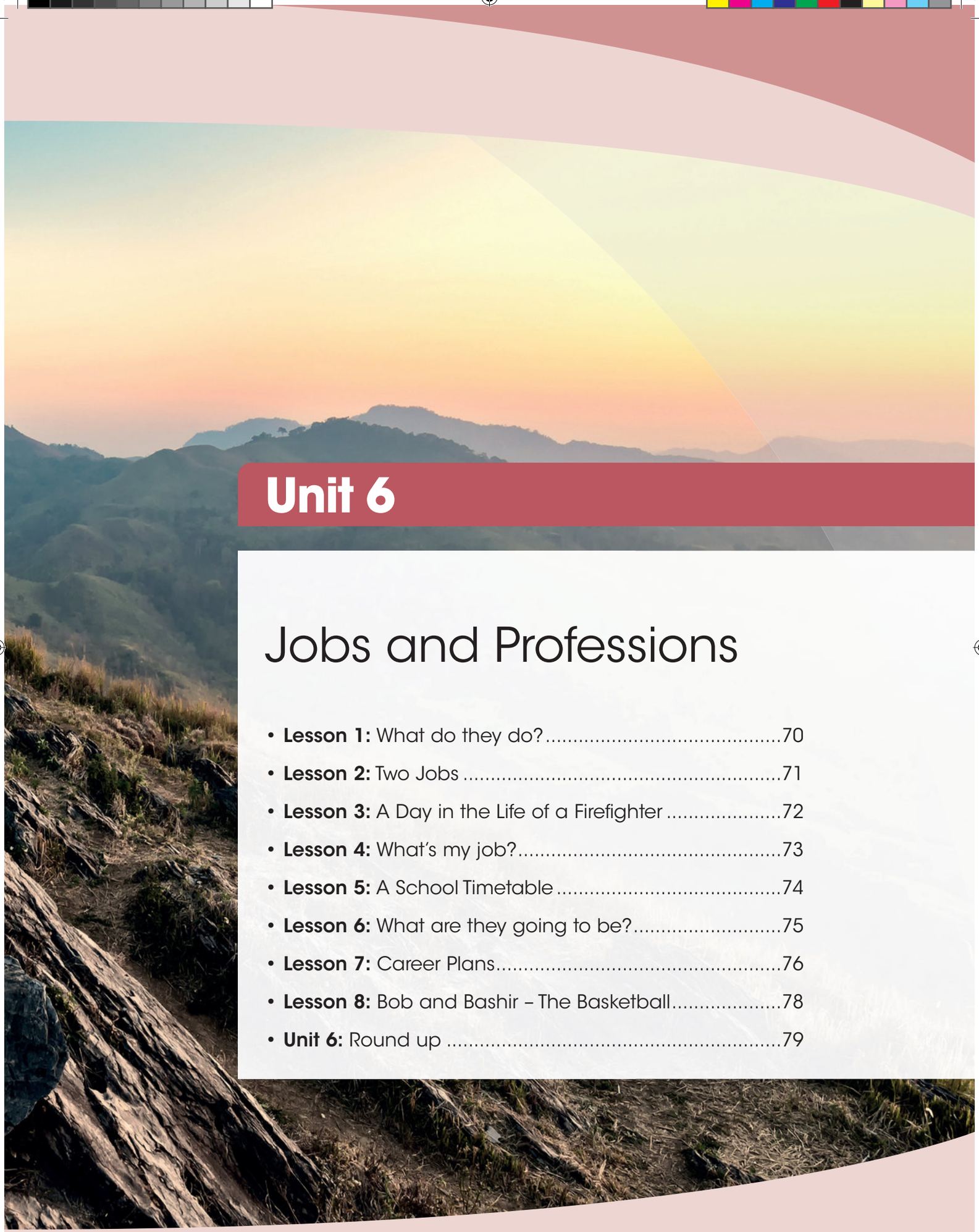
I'm sorry. Could you repeat that, please?

and you can ...

- correct mistakes.
- practise phone etiquette during phone conversations.
- work out meanings of new words without using a dictionary.
- find specific information in a text after reading quickly.

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Life Skills: Critical thinking
Study Skills: Transferring information from text to a table
Media Literacy: Inferring information from tables
C21 SKILLS
Media Literacy: Sequencing events based on images
Career Skills: Drafting a career plan
Information Literacy:
Extracting information from tables
Inferring meaning from context



Unit 6

Jobs and Professions

- **Lesson 1:** What do they do?.....70
- **Lesson 2:** Two Jobs 71
- **Lesson 3:** A Day in the Life of a Firefighter 72
- **Lesson 4:** What's my job?.....73
- **Lesson 5:** A School Timetable 74
- **Lesson 6:** What are they going to be?.....75
- **Lesson 7:** Career Plans.....76
- **Lesson 8:** Bob and Bashir – The Basketball.....78
- **Unit 6:** Round up 79

Unit 6 Lesson 1: What do they do?

C21 SKILLS **A** 35 **Listen and read the descriptions. Then match them to the pictures.**

A A **businesswoman** works in an office and runs a business. She is very good at working with money.

B A **pilot** flies a plane and takes people to different countries. He or she has to wear a uniform.

C An **architect** plans and designs buildings. He or she works in an office.

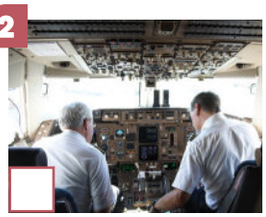
D A **mechanic** works in a workshop or a garage and repairs people's cars.

E An **engineer** works outside or in an office. He or she designs, builds or repairs machines, roads and bridges.

F A **shop assistant** works for a shopkeeper or shop owner. He or she helps customers, the people who want to buy things in the shop.

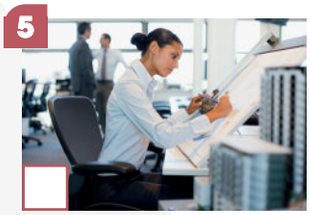
G A **firefighter's** job is very dangerous. He or she puts out fires and saves people. A firefighter has to wear special clothes.

1 

2 

3 

4 

5 

6 

7 

C21 SKILLS **B** **Describe the picture. Which profession interests you most? Explain your answer.**

C **Now do Exercises A and B on page 63 of the Workbook.**

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Lesson 2: Two Jobs

A Read the two paragraphs. Find the words in the texts and match them to their meanings.

1 hard-working
2 university, college
3 to study
4 subjects
5 clever

a things you learn at school
b places to study
c the opposite of lazy
d to spend time learning about something
e quick to learn and understand

Dr Salwa works in a hospital. She takes care of sick people and makes them better. She is very hard-working. She usually works eight hours a day, but she sometimes has to work twelve hours. At school, she was very clever and good in all subjects. After school, she went to university. She had to study for six years. She likes being a doctor because in this job she can help people.





Hanan is an office manager. She answers phone calls and she sends and receives emails on a computer. She usually works every day from 8 a.m. to 2 p.m., but she sometimes has to work in the afternoon. Sometimes she has to go to different countries. Her best subjects at school were mathematics and English. After school, she went to college to study business administration. She had to study for four years. She enjoys her job because she meets a lot of different people. She also enjoys travelling.

B Now do Exercises A to D on pages 64 and 65 of the Workbook.

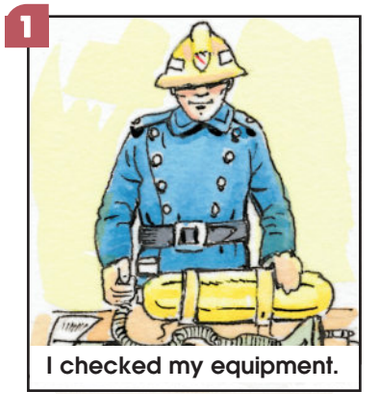
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Unit 6 Lesson 3: A Day in the Life of a Firefighter

C21 SKILLS

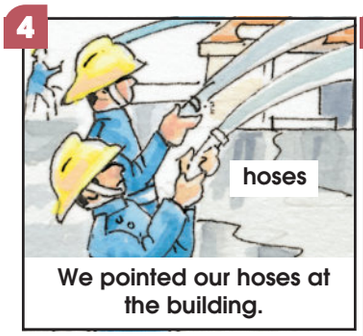
A A firefighter talked about a day in his life. Use the pictures to tell the rest of the story of his day. What do you think happened next?







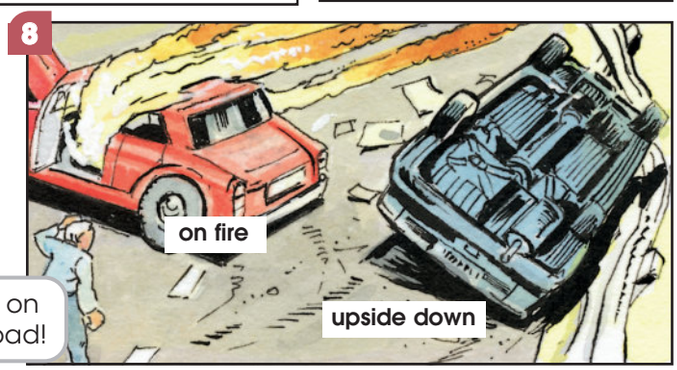












B Now do Exercises A to C on pages 65 and 66 of the Workbook.

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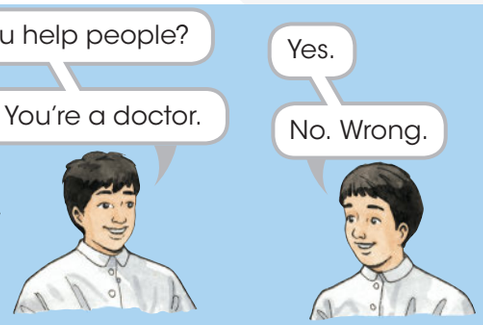
Lesson 4: What's my job?

A Read and discuss these instructions for playing games.

★ Game A ★

Student 1: Think of a job, but don't tell anyone what it is.

Student 2: Ask your partner up to five questions to try to find out what the job is.



★ Game B ★

Student 1: Write the name of a job on a piece of paper and put it on your partner's back.

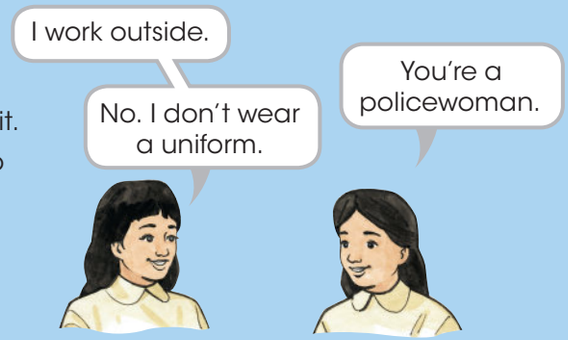
Student 2: Ask questions to try to find out what the job is.



★ Game C ★

Student 1: Think of a job and five things you can say about it.

Student 2: After each sentence, try to guess what the job is.



B 38 Listen and answer these questions.

1. Which of the three games do you hear?
2. Which of the jobs in the box do you hear?
3. Which ones are not in the box?

C21 SKILLS

C In pairs, choose one of the games and play it.

D Now do Exercises A to E on pages 66 and 67 of the Workbook.

architect artist bus driver cook
doctor editor engineer farmer
firefighter mechanic nurse park-keeper
photographer pilot policewoman
reporter secretary shepherd
shop assistant singer teacher

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Unit 6 Lesson 5: A School Timetable

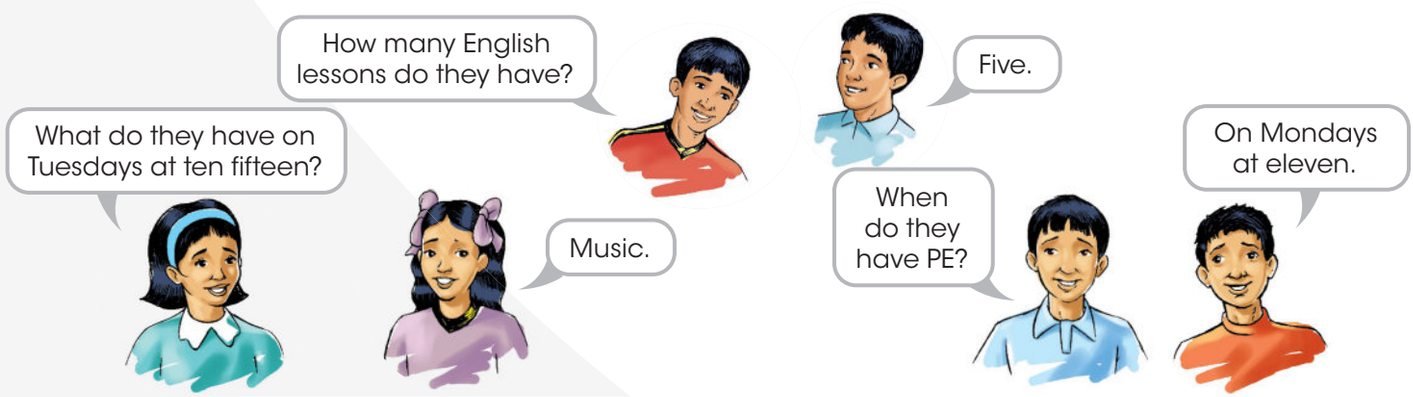
A Study the timetable below. It is for a student at school in England. How is it different from yours?

Timetable – 2nd Intermediate					
	Monday	Tuesday	Wednesday	Thursday	Friday
8.30	English	History	Maths	RE	History
9.15	Maths	Science	English	French	Maths
10.00	Break				
10.15	Geography	Music	Science	English	Geography
11.00	PE	English	IT	Maths	English
11.45	RE	Maths		History	French
12.30	Lunch				
1.45	Art	French	Sport	Home Economics	RE
2.30		Geography			Science
3.15	End of day				

IT = Information Technology; Maths = Mathematics; PE = Physical Education; RE = Religious Education

B 40 Listen to some students and look at the timetable. Which days are they talking about?

C In pairs, ask and answer questions.



D Now do Exercises A to F on pages 68, 69 and 70 of the Workbook.

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Lesson 6: What are they going to be?

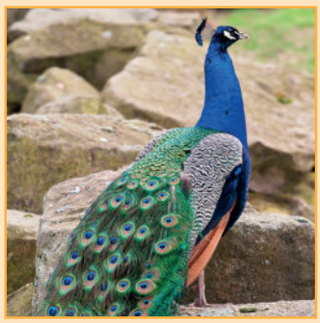
A Read about Firas and Mona and answer these questions.

1 What do they do in their spare time?
2 What are they going to be when they finish school?

Reading tip: Predicting information

Before reading a text try to look at the pictures or headings to guess what the text is about.

Firas is seventeen. His favourite school subjects are history, geography and art. He loves animals. Every Friday he goes to the zoo. He takes photographs of birds and animals. Sometimes he has to wait for a long time to take a good photograph, but he is very patient. His favourite animal is the peacock. Next year he is going to take his last school exam. If he passes, he is going to go to university to study animals. He wants to be a zoologist.





Mona is eighteen. Her favourite school subjects are biology and chemistry. She is also very good at English and physics. She is interested in helping people. She is very kind and friendly. Sometimes she visits a hospital. Some patients have no visitors. Mona takes flowers to these patients and sits and talks with them. At school she works hard because she does not want to fail her final school exam. When she finishes school, she is going to be a doctor.

B Now do Exercises A and B on page 70 of the Workbook.

C Work with words.

1 Look at this dictionary entry. Which meanings of *patient* can you find in the texts?
2 What do you think to *take*, *pass* and *fail* an examination mean?

patient (n.) somebody who is taken care of by a doctor.
patient (adj.) able to wait for a long time and stay calm without getting angry. *She is very patient with young children.* **patiently** (adv.) *He waited patiently for the bus.*

D Study the Functional grammar box then do Exercises C to E on page 71 of the Workbook.

Describing action in the future: *be* + *going to* + infinitive

We use *be* + *going to* + infinitive to talk about the future when we know **for certain** what is going to happen.

Mona is going to work in a hospital.

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Unit 6 Lesson 7: Career Plans

A Find the answers to these questions as quickly as you can in the four texts.

1 Who thinks they are	**a** friendly? **b** hard-working? **c** patient?
2 Who is good at	**a** science? **b** mathematics? **c** English? **d** geography?
3 Who is going to go to	**a** vocational school? **b** university?

Sarah



I am fourteen years old. I think I am quite friendly and hard-working. I passed all my exams last year. At school, I am good at languages. I am very good at English. I am not very good at science. When I finish school, I am going to study English at university because I want to be a translator.

Adel



I am very hard-working and patient. I have two little brothers and they never make me angry. At the weekend, I always go and help on a friend's farm because I love working with animals. I enjoy working with horses most. At school, I am good at biology. I am going to take my last school exam next year. If I get good marks, I am going to go to college to learn how to make sick animals better. I am going to be a vet.

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Khalid



I think I am quite friendly. At school, I am good at mathematics, but I am not very good at the other subjects. I am very good at making things. We have a lesson in woodwork twice a week and I love it. I make things at home as well – tables, shelves and cupboards. I'm going to go to a vocational school to train to be a carpenter.

Dania



I am very hard-working. I am also very fit and healthy because I do a lot of sport. My favourite school subjects are science and IT. I am also very good at geography and English. After school, I am going to study science at university. When I finish studying, I am going to fly to the Moon in a spacecraft. I am going to be an astronaut.

B **Now do Exercises A and B on page 72 of the Workbook.**

C **Study the Functional grammar box below then talk to your partner about your career plans.**

Talking about a fixed time in the future: *going to + when*

This sentence is about the future, but we always use the present tense in the *when* part of the sentence.

What are you going to do when you finish school?

future present

D **Now do Exercises C to E on pages 73 and 74 of the Workbook.**

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Unit 6 Lesson 8: Bob and Bashir – The Basketball

A 41 Listen and read the story then answer the questions.

Story time

1 Where are the basketball courts?
2 What does Bashir not have?
3 What is Bashir's joke? Why is it funny?

'It's going to hurt for a few days,' said the nurse. I was in the clinic for the ant bites. 'Try to think about something else.'

Bashir and Paul were waiting for me.

'Let's go to Southport park,' Paul suggested. 'We have two hours before our bus leaves for the camp.'

'OK,' I said. 'But don't mention insects!'

When we got to the park, there were lots of people playing basketball on the public courts.

'I wish I had my trainers,' Bashir said. 'I want to practise!'

'You're sport-crazy, Bashir,' said Paul, laughing. 'Do you ever think about anything else?'

Bashir laughed, too. He was a bit embarrassed. 'Sorry,' he said. 'I love basketball. I want to be a basketball player.'

'I thought so!' said Paul. 'When I'm older, I'm going to be a doctor.'

'A doctor?' I said. 'Really? You'll have to study for such a long time!'

'I don't mind. I enjoy studying,' said Paul. 'What about you, Bob? What are you going to be?'

'Bob wants to be an entomologist!'* laughed Bashir.

'Very funny,' I said.

Suddenly a basketball flew through the air. Bashir ducked. I didn't. It hit me on the nose.

'Ouch!' I said. 'Why me? Why do these things always happen to me?'

Bashir and Paul didn't say anything. They just laughed.

*An **entomologist** is a person who studies insects.



B Now do Exercises A to F on pages 75 and 76 of the Workbook.

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Unit 6: Round up

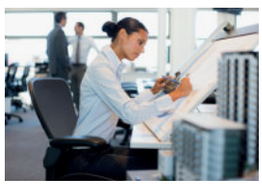
A Here are some of the things you practised in Unit 6. Discuss each item with a partner. Take it in turns to give another example.

Now you can:

- **say what jobs people do**



He's a mechanic.



She's an architect.

- **talk about school subjects**



My favourite school subjects are history and IT. I'm good at geography and English. I'm bad at mathematics.

- **describe future events and plans that are certain**



When I finish school, I'm going to be a nurse.



When I finish school, I'm going to go to college.



You've done no work. You're going to fail the exam.





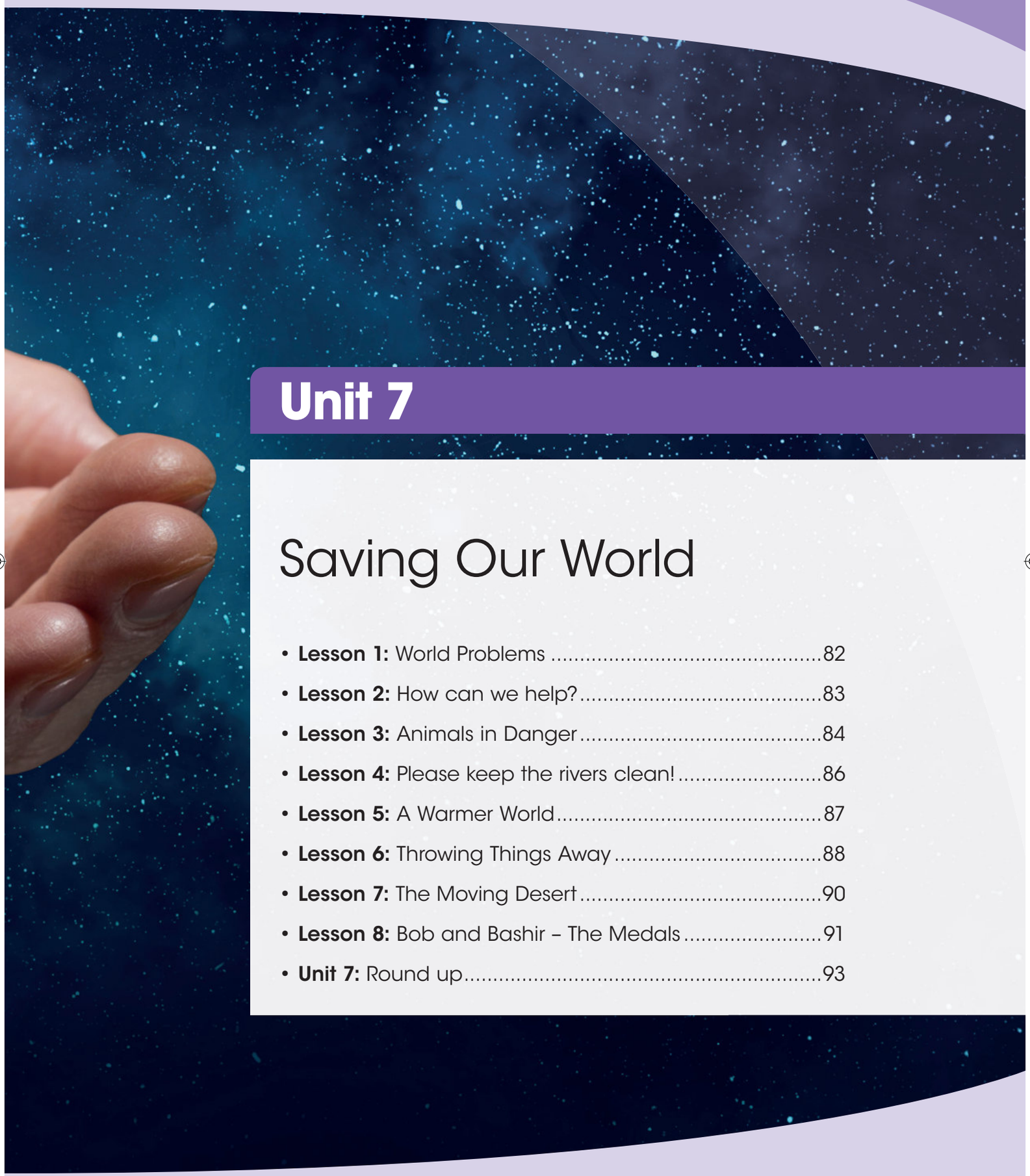
It's going to rain soon.

and you can ...

- play guessing games.
- use pictures to tell a story.
- compare an English school timetable with your own.
- practise scanning – finding information in texts very quickly.
- talk and write about your career plans.

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Media Literacy: Inferring information from headlines
Information Literacy: Inferring information from diagrams
Study Skills:
Extracting meaning from context
Note-taking
C21 SKILLS
Communication Skills: Predicting a sequence of events
Life Skills:
Critical thinking
Environmental awareness



Unit 7

Saving Our World

- **Lesson 1:** World Problems 82
- **Lesson 2:** How can we help? 83
- **Lesson 3:** Animals in Danger 84
- **Lesson 4:** Please keep the rivers clean! 86
- **Lesson 5:** A Warmer World 87
- **Lesson 6:** Throwing Things Away 88
- **Lesson 7:** The Moving Desert 90
- **Lesson 8:** Bob and Bashir – The Medals 91
- **Unit 7:** Round up 93

Unit 7 Lesson 1: World Problems

A Read these newspaper headlines from around the world and match them to the pictures.

1 Germany
World getting warmer, scientists say

2 Kenya
Sixteen elephants found dead

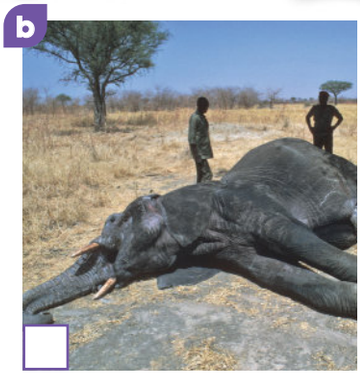
3 Japan
Air pollution a danger to young and old, doctor warns

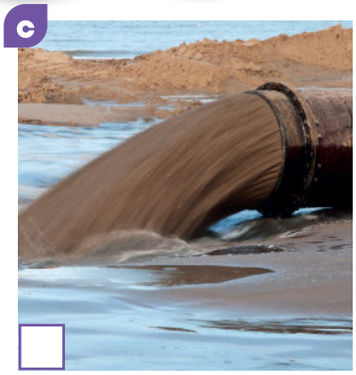
4 UK
Litter drowns town!

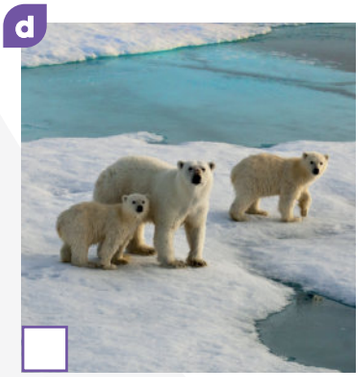
5 USA
Oil kills thousands of sea birds and pollutes beaches

6 France
Waste from factory pollutes town's water supply

a 

b 

c 

d 

e 

f 

B Discuss these questions.

What do you know about these problems?
Do you know the reasons for them? What can we do about them?

C Newspaper headlines are usually not complete sentences. Which words are missing in the headlines (1–6) that appear in Exercise A?

D Now do Exercises A to D on pages 77 and 78 of the Workbook.

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Lesson 2: How can we help?

A Sarah was very upset when she read this article. Read it and find out why.



Send a child to school for 100 dollars!

In many African countries, people have to pay to go to school. Unfortunately, many parents are too poor to do this, so their children must go without education. This is very bad for their future and for the future of Africa. Did you know that just 100 dollars will pay for one African child to go to school for a year?

B 42 Listen to the conversation. What did Sarah and her friends decide to do?

Noora: We should do something.
Sarah: No. We must do something. But what?
Dalia: We must collect money to send some children to school.
Layla: I know! Let's have a bring-and-buy sale.
Dalia: What's that?
Layla: Everyone brings something to be sold. And everyone buys something.
Noora: That's a great idea. We can advertise it in the school magazine.
Sarah: Wonderful! I have some CDs. I'll bring those.
Dalia: I can help. I'll bring some plants. I grow them in our garden.
Layla: And I have lots of clothes.
Noora: I'll bake some cakes.
Sarah: Wait! Wait! Where are we going to have this sale?
Dalia: In the school playground, I hope. Let's go and ask the headmistress.
Layla: Good idea.

C Study the Functional grammar box then find examples of *should* and *must* in Exercises A and B.

Giving strong advice: Using *should* and *must*

We use *should* to give advice.
Example: You should work harder. You'll get better marks in your exam.

Must is stronger than *should*. It means *have to* or *have got to*.
Example: You must work harder. If you don't, you'll fail your exam.

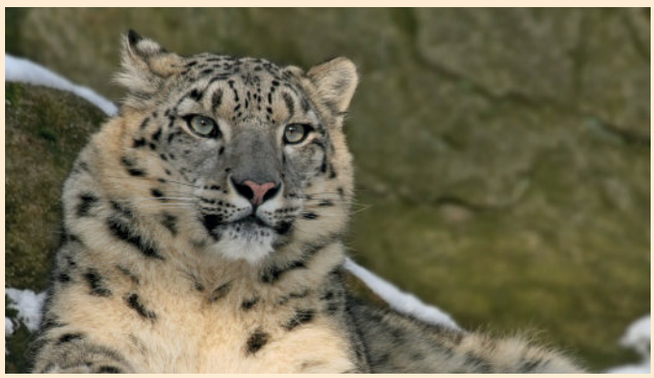
D Now do Exercises A to E on pages 79 and 80 of the Workbook.

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Unit 7 Lesson 3: Animals in Danger

C21 SKILLS

A Read about these animals and find two reasons why they are in danger.



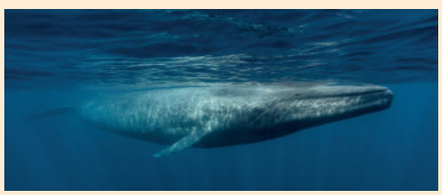
Snow leopard

The fur of this beautiful animal is grey with biggish black spots and much smaller spots. Nobody knows exactly how many there are, but there are very few. It is hunted for its fur.



Ibex

This mountain goat is hunted for its horns. They are 70 to 140 centimetres long. Its coat is reddish brown to greyish brown. If it is not protected, it will soon disappear.



Blue whale

This is the largest animal alive today. It is 29 metres long. Whales were hunted for their oil and almost disappeared. Now they are protected.



Golden toad

The male is bright gold in colour. The female is much darker. People are draining water from the places where they live. When the water goes completely, the golden toad will disappear.



Tiger

The tiger has beautiful yellow and black fur. It looks like the sun shining through trees and helps the tiger hide in the forest. There are now fewer than 4,000 tigers in the wild, because tigers were hunted for their skins.

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B Which animals were killed to make three things in this room? What do you think about this?

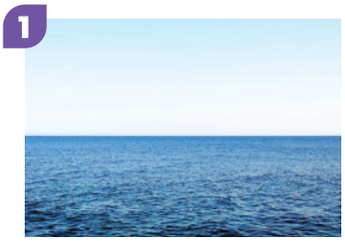


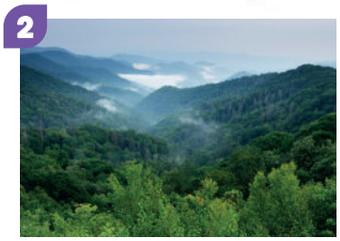
C Study the Speaking tip below. Look at the pictures then discuss where you think the animals in Exercise A live.

Speaking tip: Expressing agreement or disagreement

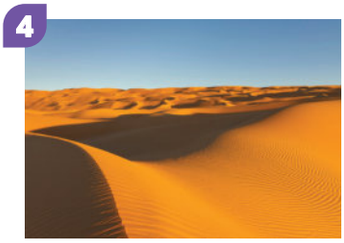
I agree. You're right.	I disagree. I think you're wrong.

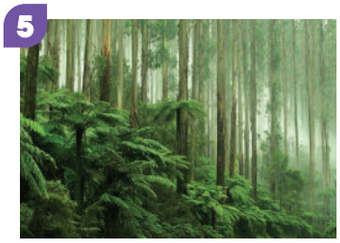


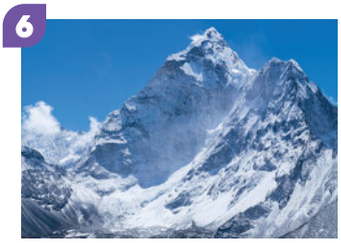
1 
Sea

2 
Mountain forest

3 
Wetlands

4 
Desert

5 
Forest

6 
High, cold places

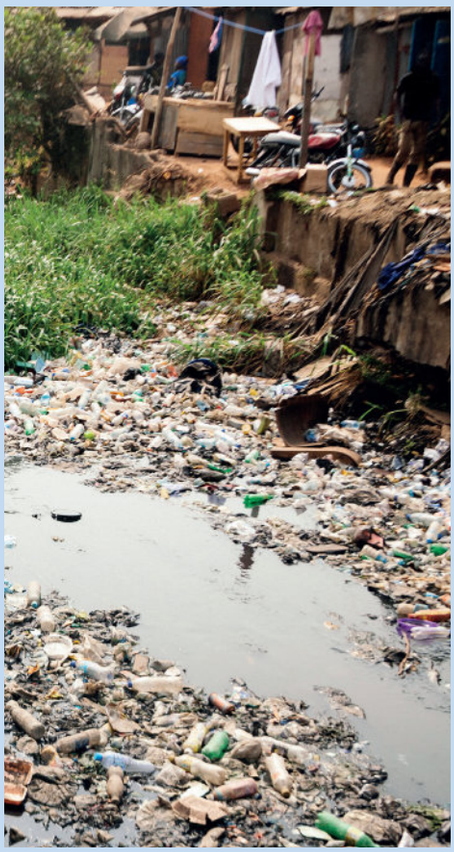
D Now do Exercises A to C on page 81 of the Workbook.

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Unit 7 Lesson 4: Please keep the rivers clean!

A Read the text and match the paragraphs to these topics.

a What needs to be done
b Water in Africa
c The solution
d Water pollution in rivers



1 Many countries in Africa, despite the large rivers, are unable to provide drinking water for most of their people. In addition, there are a lot fewer fish than there were before.

2 Many rivers are polluted with sewage, rubbish and industrial waste. Millions of tons of waste go into the rivers and streams every year. This destroys the natural habitats of the wildlife and damages our beautiful rivers. It also causes huge damage to health.

3 The river water must be safe for drinking, fishing, swimming and boating. We can make our rivers safer and healthier for wildlife and people. In fact, everyone should do something to keep the rivers clean. First, we must stop littering. We can have teams of volunteers to pick up the rubbish along the banks. The river will clean itself if we stop littering. Then, we can also lead river clean-up efforts. People can force their government to do something to stop sewage and waste from factories, hospitals and power stations flowing into the rivers.

4 Remember – you are the solution to water pollution. If we want to have clean rivers and oceans, we must have clean minds.

B Find words in the text that match these definitions.

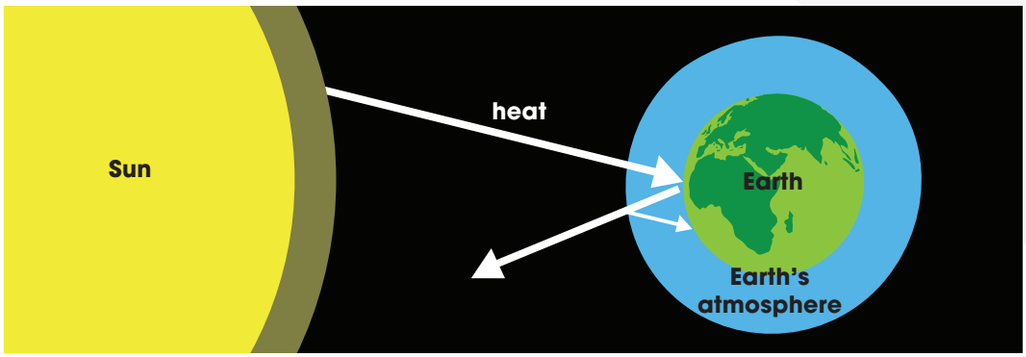
1 a person who does a job without pay
2 to add harmful things to water, etc.
3 to drop rubbish
4 places where animals live

C Now do Exercise A on page 82 of the Workbook.

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Lesson 5: A Warmer World

A Study the diagram below. What information does it tell you?



B Read an interview with a scientist. Find some results of a warmer world.



Is the world getting warmer?
Yes, it is.

Why is this happening?
There may be other causes, but it is mainly our fault.

Why is it our fault?
We're burning fuels like coal, gas, oil and wood. And we're driving cars.

I don't understand.
All these produce gases that trap heat in the Earth's atmosphere.

If the world gets warmer, what will happen?
The ice caps will melt, so the sea level will rise. This means some land will disappear. Also, it's possible that the weather will change.

In what way?
We might have hotter summers and wetter winters. In some hot countries, there may be less rain, and some farmland might become desert.

Will all this happen soon?
Some things are already happening, but others may take 30 or 40 years.

Can we stop it happening?
We can if we want to.

C Now do Exercise A on page 82 of the Workbook.

D What can be done to stop the world getting warmer? Do you think it should be done? Do you think it will be done?

E Study the Functional grammar box then do Exercise B on page 82 of the Workbook.

Expressing possibility: *may* and *might*

We use *may* and *might* to say there is a chance that something is true or that it is possible something will happen. Both are used to talk about the present or future. *Might* is less certain than *may*.

Examples: I may not be at school tomorrow.
It might be too windy to go sailing this afternoon.

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Unit 7 Lesson 6: Throwing Things Away

C21 SKILLS

A The Carter family bought a new TV. They put the empty box outside to be collected. Use the pictures to tell the story.





C21 SKILLS

B What do you think happened next?

C Now do Exercise A on page 83 of the Workbook.

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D Look at the pictures of people being wasteful then answer the questions. What reasons do you think they give? What do you think a careful person says to each of them?

1



2



3



E 47 Listen and check your ideas. Then do Exercise B on page 83 of the Workbook.

F Study the English saying. Is there an Arabic saying like this?
Waste not, want not!
Now complete the questionnaire below in pairs. What does this tell you about your impact on global warming?

Are you wasteful? Answer these questions. Be honest! Do you …

	always	sometimes	never
• leave the water running when you brush your teeth?	☐	☐	☐
• switch off the light when you leave a room?	☐	☐	☐
• leave food on your plate?	☐	☐	☐
• throw away things when there is nothing wrong with them?	☐	☐	☐

G What strong advice would you give to these people?



1 throw/out of your car



2 drop/in the park



3 leave/on the beach



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Unit 7 Lesson 7: The Moving Desert

A Read the article and answer these questions.

1 What are the main causes of the moving desert?

2 What is the good news?

Links » Address www.environmentalawareness.com/movingdesert

THE MOVING DESERT

The moving desert is a danger from which many countries around the world suffer. The problem is caused by social, political, economic or natural factors. Deserts which 'move' or increase in size like this harm both the environment and the people who live there.

Sand storms, low rainfall, keeping too many animals, over-farming and tree cutting creates dry zones. Many fertile areas have disappeared. This problem damages all aspects of life and is a challenge to many people across the world, especially in Africa. Ninety per cent of Libya is covered by desert, so the fertile areas in the north of the country – the Jebel Akhdar region near Benghazi, and the Jifara Plain on which Tripoli stands – are extremely important for agriculture and must be protected.

However, recent satellite pictures show that the desert is still expanding. People in Libya are beginning to realize how serious the problem is, and the government is looking for solutions.

Vegetation is very good for protecting the soil. Therefore, one solution is to use water piped from deep underground to create man-made oases. Another solution is to build highly efficient irrigation systems. These systems keep the soil wet, but not too wet, so that not all the nutrients are washed away. They work by dripping water onto the soil slowly, rather than sprinkling it.

Finally, a big factor is education. The National Plan for Agricultural Development is teaching people that, every now and then, farmland needs to be given a rest from animals and crops. That way, the soil doesn't get too dry and turn into desert.



Done Internet

B Now do Exercises A to D on pages 84 and 85 of the Workbook.

C Discuss these questions.

- What do you think will happen if people don't do anything?
- What problems do you think there might be with the National Plan for Agricultural Development?
- What other ways can you think of to protect the land from growing deserts?

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Lesson 8: Bob and Bashir – The Medals

A 48 Listen and read the story then answer the questions.

Story time

1 Who was leading the walk in the mountains?
2 Who drove the bus to get help?
3 Who pinned the medals on Bob and Bashir?

One day we went on a mountain walk. Jim Cooper was running up the mountain like a goat. 'Come on, guys. Faster! Faster!' he called. Suddenly he slipped and fell.

'Aaah!' he screamed. 'My leg! It's broken!'

Chuck and Aziz found two sticks and tied them to Jim's leg.

'That's better,' said Jim. 'But I can't move. Two of you will have to go to the nearest farm and send a message. Can any of you drive?'

'I can,' said Bashir. 'I drove a tractor on my uncle's farm.'



Bashir and I went back to the bus. I found the nearest town on the map and gave directions. After an hour, we saw some houses.

'Stop at the first one,' I said. A young man opened the door.

'Can you help us?' asked Bashir. 'There's been an accident. We have to send a message to Southport. It's urgent!'



In a very short time, a rescue helicopter arrived. The pilot was Dick Bird. 'Climb in,' he shouted. 'And look out for your friends. If you see them, shout.'

'OK,' shouted Bashir.

They both had to shout because there was a lot of noise in the helicopter. Five minutes later, I saw them.

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'Over there!' This time I shouted.

Chuck, Paul, Hans and Aziz were waving arms and jackets like flags in the wind.



We landed. Chuck and Hans tried to pick Jim up.

'No, no,' said Dick. 'You mustn't move him. Not like that. You never know. It might be serious. We'll make a stretcher.'

Very carefully, Bashir and I lifted Jim on to our stretcher. It was made from two pieces of wood and three sweaters. We carried him to the helicopter. Then we got in.

'I've been on the radio to Southport Hospital,' said Dick. 'They know we're coming.'

We left Jim at the hospital and a friend of Dick's drove us back to the camp.

'Bob! Bashir!' somebody shouted. It was Rod Border. He was running towards us.

'What have we done now?' I asked Bashir.

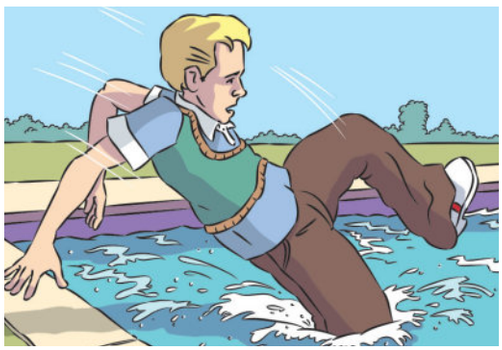
'Well done!' said Rod. 'You were fantastic. You're going to get a medal. Both of you. The WYC medal.'

The next day, everybody cheered as Rod Border pinned on Bashir's medal.

'Thank you, Rod,' said Bashir, smiling.

Then Rod pinned on my medal. He pressed too hard.

'Ouch!' I screamed. I thought it was the ants again. I ran. 'Ants! Ants!' I shouted, as I jumped into the pool.



'Bob,' said Bashir, laughing. 'It was only this.' He was holding up the pin of the medal.

'Oh, no!' I said. 'Why me? Why do these things always happen to me?'



B Now do Exercises A to D on pages 86 and 87 of the Workbook.

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Unit 7: Round up

A **Here are some of the things you practised in Unit 7. Discuss each item with a partner. Take it in turns to give another example.**

Now you can:

- **read headlines and understand their form**

World getting warmer, scientists say	'The world is getting warmer,' scientists say.
Sixteen elephants found dead	Sixteen elephants were found dead.

- **use *should* and *must***

  We should do something to help poor children in Africa.

  No. We must do something. We have to.

- **make offers**



- **express agreement and disagreement**

  I agree. You're right.

  I disagree. I think you're wrong.

- **describe possible future events**

  There may be less rain.

  Farmland might become desert.

  It's possible that the weather will change.

and you can ...

- write notes based on conversations.
- talk about world problems.
- make conversations about a bring-and-buy sale.
- use pictures to tell part of a story and work out an ending.
- give orders to people who have dropped litter.
- read quickly to find the topics of paragraphs and to find names, then more carefully to find details.

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Study Skills:
Inferring meaning from context
Note-taking

C21 SKILLS

Life Skills: Critical thinking

Information Literacy: Organizing information in a diagram



Unit 8

Fun with English 2

- **Lesson 1:** Listening.....96
- **Lesson 2:** Speaking 97
- **Lesson 3:** Reading.....98
- **Lesson 4:** Writing.....99

Unit 8 Lesson 1: Listening

Listening tip: Listening carefully

Sometimes we need to listen very carefully for particular information. If we don't hear the information, or if we don't note it down correctly, we may have lots of problems – like the people in the pictures below.

C21 SKILLS

A Study the Listening tip then look at the pictures. Try to guess what information each person got wrong. Make notes of your ideas.

1



2



3



C21 SKILLS

B 50 Now listen and check your ideas. What have you learned about listening from this exercise?

C Now do Exercises A and B on page 88 of the Workbook.

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Lesson 2: Speaking

Speaking tip: Fluency

- When you are reading aloud, don't stop after each word. We say words in groups, so when you are saying a word, your eyes need to be on the words that come after it.
- Try to show how the speaker feels.

A 52 **Study the Speaking tip then practise reading these speech bubbles aloud. Then listen carefully. Do you need to practise saying them again?**

I went to a new restaurant last night, but it was awful. The food was bad and the waiters were very slow. Worst of all, they weren't even polite.

I went to a new restaurant last night and it was fantastic! The food was delicious and the waiters were really good. They were helpful and friendly.

B 53 **Play a game: *Going on holiday.***

A I'm going to take two pairs of shoes.

B I'm going to take two pairs of shoes and three shirts.





C I'm going to take two pairs of shoes, three shirts and a camera.





D I'm going to take two pairs of shoes, three shirts, a camera and a book.

E I'm going to take two pairs of shoes, three shirts, a camera and a bar of chocolate.

F You forgot *book*, so we have to start again.

C **Imagine you want one of these jobs. Make phone calls.**

Look back at *On the Phone* on page 64 first.

Garden help wanted.
Schoolgirl or schoolboy once a week for 2 or 3 hours.
Tel: 327 444

Play with my children!
Mother wants afternoon help with children aged 5, 7 and 9. Lovely garden and lots of toys.
Tel: 596 369

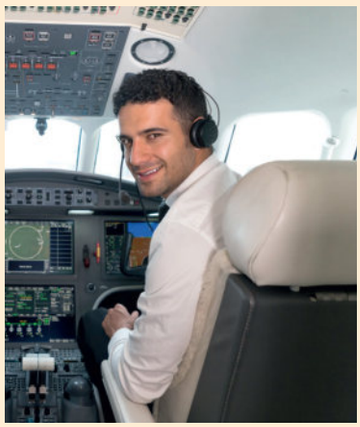
D **Now do Exercises A to D on pages 88 and 89 of the Workbook.**

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A Read the text quickly and find out what each paragraph is about. Note down your answers.

Links » Address www.pilotcareersblog.com

A high-flying job



Muhammad has always wanted to be a pilot. When he was a little boy, he played with toy planes when other boys played with their cars and trains. He used to sit in the garden and look up at the sky, waiting for a plane to pass over his head. His father sometimes took him to the airport to see the planes.

Muhammad did very well at school. He worked hard at everything, but especially at mathematics and English because he needed these subjects to be a pilot. He knew that English is the 'language of the air', so he did a lot of extra work on English in his spare time. Muhammad got top marks in his final school exams and he was able to go to an aviation college in Germany to train to be a pilot.

Muhammad will never forget his time at the college or the people he met there. On the day when he took off on his first solo flight, he was a little nervous, but he was also excited to be flying a plane by himself. 'It was really exciting,' he told his friends afterwards. Muhammad also had to take written exams which were very difficult. However, he passed them all. 'The day I got my pilot's certificate was the best day of my life,' he said.

Done Internet

B Underline the topic sentence in each paragraph.

C Now read more carefully and work out the meaning of the words in the box. Remember to look for clues in the sentences.

especially	language of the air	aviation college
extra	solo	pilot's certificate

D Now do Exercises A and B on pages 90 and 91 of the Workbook.

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Lesson 4: Writing

A Answer these questions.

- Is your writing better now than it was at the beginning of the year?
- Do you have any problems? If so, what are you doing about them?

B Read the tips on how to improve your writing from your school magazine. Then answer the questions.

Links » Address www.improvingyourwriting.com

IMPROVING YOUR WRITING SKILLS

➤ **Tip 1:** Spelling

To improve your spelling try this:

- Look at five words in a list every night.
- Spell them aloud.
- Ask somebody to test you.

Try writing difficult words (e.g., *friend*).

➤ **Tip 2:** Punctuation

Can you answer these questions?

1 When do you need to use these?

- capital letters
- apostrophes
- full stops
- speech marks
- question marks

2 You also need to use commas sometimes. When?

➤ **Tip 3:** Grammar

When you are checking your draft, look at the verbs and ask yourself these questions:

1 Am I writing about the present, the past or the future?

Use these words and phrases to check:

yesterday last week tomorrow now

2 Is this the right part of the verb?

➤ **Tip 4:** Joining words

Use joining words to show how your thoughts fit together.

➤ **Tip 5:** Adjectives and adverbs

Use adjectives and adverbs to paint a picture. This will make your writing more interesting.

Done Internet

C Write this sentence correctly.

youve done well in maths english and arabic my mother said

D Join these sentences.

1 Ameen was very sad. His grandfather died.

2 Hanan enjoys her job. She meets a lot of different people.

3 Marwa is very good at English. She isn't good at maths.

E Think of nouns you can use with these adjectives.

interesting lovely exciting beautiful delicious

boring friendly polite funny noisy quiet popular

F Think of adverbs you can use with these verbs.

shout cry run laugh listen write swim

G Now do Exercise A on pages 91 and 92 of the Workbook.

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Checklist for Written Work

Planning your work

- [ ] Read the question carefully. Underline the important parts. Do you understand it? If it is not clear, then ask your teacher.
- [ ] Brainstorm as many ideas as you can of what you are going to write about. Write them down as a list or mind map.
- [ ] Look up any vocabulary that you are unsure of.
- [ ] Select the ideas you want to use and delete any that are not relevant. You don't have to use everything.
- [ ] Put your ideas into a logical order and group ideas that go together in sections.
- [ ] If you can, find a model text and look at the style and layout. Are there any phrases or vocabulary that you can adapt for your own work? (Be careful not to copy chunks of the model text without changing it though.)
- [ ] Think about who you are writing for and decide on the style and layout. For example, if you are writing a letter to a friend, the style will be different to a formal letter and the layout will be different to a story.

Writing and revising your work

- [ ] Use the ideas from your planning to write the first draft. Don't worry too much about accuracy or choosing the right words.
- [ ] Remember to start a new paragraph every time you move on to a new idea or topic.
- [ ] Read through your first draft and check that you have answered the question correctly.
- [ ] Decide if you want to delete, change or add any more ideas.
- [ ] Decide whether you want to change the paragraphing or the order of the ideas.
- [ ] Check that you have linked your ideas using connecting words and phrases (e.g., *first*, *next*, *then*, etc.).
- [ ] Write a second draft more carefully and slowly. Make sure your writing is clear.

Editing your work

- [ ] Read through your work. Check you have answered the question correctly, every sentence is clear, the grammar is correct, you have used suitable vocabulary and linking words, the spelling is correct. (Check with a dictionary.)
- [ ] Show your work to your family or a friend and see if they can help you edit it.
- [ ] Editing tip: You could try reading the text in reverse order, starting with the final sentence and working backwards to the first sentence. This will stop you being distracted by the content and allow you to focus on technical details.

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Transcripts

Unit 1 Lesson 1

1

Listen and match.

Nadia: Right. The interview. We need somebody to do the interview. Would you like to interview somebody, Maysam?

Maysam: Me? No. I can't do that, Nadia. I'm doing the problem page.

Nadia: Oh, yes. Of course you are. Maysam – problem page. But we still need somebody to do the interview.

Maysam: How about Sarah? She likes talking to people. And she writes well.

Nadia: OK. Good idea. Sarah – interview. What's next?

Maysam: Um – the story. We don't have a story yet.

Nadia: Don't we? Oh, dear. Well, I'll write the story. It'll be quicker if I do it. OK with you?

Maysam: Fine. But will you have time, Nadia?

Nadia: Sure. I'll do it. Nadia – story. Now – who wrote about school news last time?

Maysam: Just a minute. Um. School news – Rasha. But she doesn't want to do it again. She told me. She wants to write a review of a TV programme.

Nadia: Well, if she really wants to, I don't mind. Rasha – TV review. But who'll do the School news, then?

Maysam: I think Muna wants to do the School news this time. She asked me.

Nadia: OK. Muna – School news. That leaves just the Sports news. Who's interested in sport?

Maysam: Sally. She loves sport.

Nadia: Yes. But is she good at English?

Maysam: Sally? Of course. She's fantastic at English.

Nadia: Well, Sally it is, then. Sally – Sports news. I think that's it.

Maysam: Right. Let's go and get something to drink.

Unit 1 Lesson 2

2

Listen and answer the questions.

Mazin: Hey, Usama! Look at this.

Usama: What is it?

Mazin: A magazine. From the girls' school. It's really interesting. Why don't we start a magazine?

Usama: Mm. I don't know. It'll be a lot of hard work and …

Mazin: Well, if you're not interested, Layth will be. Layth! Have you seen this magazine from the girls' school?

Layth: Yes, I have. Good, isn't it? Why don't we start one?

Mazin: You see, Usama. I told you.

Usama: Oh, but it'll be too much work and …

Layth: Oh, come on, Usama. It'll be fun.

Usama: Oh, all right. Maybe. But who'll decide what goes into the magazine?

Layth: We'll need an editor. Just a minute! Mazin, you're good at English. Why don't you be the editor?

Mazin: You're good at English too, Layth.

Layth: But I want to be a reporter. I think you'll be a good editor, Mazin. Don't you, Usama?

Usama: Yes, great! Fantastic! Mazin is really good at English and he's good at telling people what to do.

Layth: Exactly! Come on, Mazin.

Mazin: Oh, all right then. I'll be the editor. And you want to be a reporter, Layth?

Layth: Yes.

Usama: Can I be a reporter, too?

Mazin: Of course. You write very well. But I thought you didn't want to …

Usama: Well … you know …

Mazin: Right. We have an editor and two reporters. That's a good start. Now – what sections shall we have? There's a list in the girls' magazine. We don't want all these, do we?

Layth: No, no. There are too many.

Usama: Let's have articles about the school.

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Mazin: I agree, but can't we have some articles about things outside the school? Like the interview.
Usama: Who'll be the photographer and take the photographs? I don't have a camera. Do you?
Tariq: Hi, everybody. What are you talking about?
Mazin: Hi, Tariq. Tariq! You have a camera, don't you?
Tariq: Yes. And I'm a good photographer. Why?

Unit 1 Lesson 3

3 ***Is the interview on page 10 of the Course Book.***

Unit 1 Lesson 5

4

Listen and check your answers.

Story 1: 1a, 2f, 3e, 4b, 5d, 6c, 7g
Story 2: 1a, 2g, 3b, 4e, 5c, 6d, 7f, 8h

5

Listen to the complete stories.

Liz: One day last week, my mum and I were out shopping in town. We were looking for a present for my uncle, so we went to a gift shop. Mum saw a really nice mug on the shelf. 'That's nice,' she said. 'Your uncle will like that. He drinks lots of tea.' I picked it up to look at the price and spilled hot coffee all over my dress. It was the shop assistant's own mug! I was so embarrassed that I nearly died!
Wendy: Last week, my dad took my sister and me to the museum. We were looking at an old car and I wanted to ask Dad something. I turned round, but he wasn't there. 'Dad! Dad!' I shouted. I was worried. Suddenly I saw him and ran towards him. Bang! I ran into a big mirror. I still have a black eye. I feel embarrassed every time I go out.

Unit 1 Lesson 8

6 ***Is the story on pages 19 and 20 of the Course Book.***

Unit 2 Lesson 3

7

Listen and check your ideas.

Part 1

Waiter: Good evening.
Father: Good evening.
Waiter: Are you ready to order, sir?
Father: Er, are you ready, Reema … Waleed?
Children: Yes, Dad.
Father: Yes, thank you. Reema, give the waiter your order.

Part 2

Reema: I'd like a baked potato, please.
Waiter: A baked potato. And some meat, or fish?
Reema: No, thank you. I'm not very hungry.
Father: How about a pizza?
Reema: No, thanks, Daddy. But I'd like a salad, please.
Waiter: A mixed salad? With tomatoes, lettuce and onions?
Reema: Oh, yes. That sounds lovely. And can I have a little butter on the baked potato, please?
Waiter: Yes, of course, miss. And for dessert?
Reema: I'd like some fruit salad and a little ice-cream, please.
Waiter: Fruit salad and ice-cream. And what would you like to drink?
Reema: Oh, er, I forgot about a drink … An orange juice, please.
Waiter: One orange juice. Thank you, miss.
Father: Now you, Waleed.
Waleed: Well, I am hungry. I'd like a large burger and chips, please. And …
Waiter: One burger and chips.
Father: You should have some vegetables, Waleed.
Waiter: The burgers come with a small salad, sir.
Father: Oh, fine.

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Waleed: And for dessert, I'd like a large piece of chocolate cake and a lot of ice-cream.
Father: Not too much ice-cream.
Waiter: Chocolate cake and ice-cream – not too much. And to drink?
Waleed: Can I have a large cola, please?
Waiter: One large cola. Thank you. And what would you like, sir?
Father: I'd like some grilled fish and rice, please, with, let me see, …

Unit 2 Lesson 4

8

Listen and look at the pictures.

Mona: I've got toothache.
Adam: I have a stomach ache.
Jameel: I have an earache.
Nadia: I've got a headache.

9 Is the text of the four conversations on page 27 of the Course Book.

10

Listen and answer the questions.

Part 1

Doctor: Hello, Noora.
Noora: Hello, doctor.
Doctor: Now, what's the matter?
Noora: I have a pain in my ear. It really hurts.
Doctor: So you've got an earache. I'd better have a look. Let me see. Mmmm! Yes, I see. I'll put some drops in your ear. It will be better soon.
Noora: Will it hurt?
Doctor: No, of course not. It will feel cold, that's all. Just put your head on one side, please. Thank you. One, two drops. There. That didn't hurt, did it?
Noora: No, it didn't.
Doctor: Right. Now take this bottle with you and put two more drops into your ear before you go to bed tonight.
Noora: Two drops at night.
Doctor: That's right. Use the drops twice a day until your ear doesn't hurt any more.
Noora: How long will it hurt, doctor?
Doctor: Oh, only a few days. Don't worry. I'm sure your ear will be fine. But don't go swimming until it's better.
Noora: All right, doctor. Thank you.
Doctor: Goodbye.

Part 2

Doctor: Hello, Rasha. What can I do for you?
Rasha: I've got a very bad headache, doctor. It hurts all the time.
Doctor: A headache. I see. Your eyes look a bit red, too. Tell me, Rasha, do you wear glasses?
Rasha: Yes, sometimes.
Doctor: But you're not wearing them now. Why not?
Rasha: I don't like wearing them, doctor. I don't look nice with glasses.
Doctor: Well, you should wear them all the time, Rasha. If you don't, you'll have headaches all day, every day – and night. And your eyes will get worse. You don't want that to happen, do you?
Rasha: No, I don't, doctor. Do I have to wear them when I'm watching television?
Doctor: Yes, of course. I said all the time. Except when you're sleeping, of course.
Rasha: All right, doctor.
Doctor: Good girl. I'll give you some painkillers to stop this headache, but I don't want to hear that you ever have a headache again. Do you understand?
Rasha: Yes, doctor.
Doctor: There are twelve pills in this box, Rasha. Take two with water, three times a day – today and tomorrow.
Rasha: Two pills, three times a day – today and tomorrow.
Doctor: That's right. Have you got your glasses with you?
Rasha: Yes, I have.
Doctor: Good. Put them on now, please, and don't take them off until you go to bed.
Rasha: All right, doctor. And thank you.
Doctor: Goodbye, Rasha.
Rasha: Goodbye, doctor.

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Unit 2 Lesson 7

11 Is the text of the two limericks on page 30 of the Course Book.

12

Listen and check your answers.

There was a young boy from Kuwait,
Who got to school every day late.
When his teacher asked 'Why?'
He replied with a cry,
'My clock always wakes me at eight.'

There was an old man from Jaipur,
Whose house had a green and blue door.
I said, 'I like white.'
He said, 'That's all right.
But I think that white is a bore.'

Unit 2 Lesson 8

13 Is the story on pages 31 and 32 of the Course Book.

14

Listen and answer the questions.

Doctor: And your name is …?
Huda: Huda.
Doctor: Hello, Huda. Now, what's the matter?
Huda: I've got a stomach ache.
Doctor: A stomach ache. How long have you had it?
Huda: Since yesterday morning.
Doctor: Yesterday morning! That's a long time. Why didn't you come and see me earlier?
Huda: I hoped it would go away.
Doctor: I see. What did you eat the night before last?
Huda: Lamb and rice with a salad.
Doctor: That's all right then. Now, where exactly does it hurt? Which part of your stomach?
Huda: It hurts all over.
Doctor: Not in one particular place?
Huda: No. All over.
Doctor: Well, it's not appendicitis then. I'll give you some medicine. Take it three times a day. If the pain doesn't go away, come and see me again tomorrow and we'll do some tests. All right?
Huda: Yes, doctor. Thank you.

Unit 3 Lesson 1

15

Listen and point to the pictures.

Voice 1: Ashby Sports Centre. Come to the sports centre and get fit! You can choose from last year's old favourites:
Voice 2: Volleyball (Pause)
Voice 1: Swimming (Pause)
Voice 2: Sailing (Pause)
Voice 1: Horse-riding (Pause)
Voice 2: Football (Pause)
Voice 1: Judo (Pause)
Voice 2: Basketball (Pause)
Voice 1: And, from the beginning of this year, we can give you lessons in these sports:
Voice 2: Karate (Pause)
Voice 1: Tennis (Pause)
Voice 2: Athletics (Pause)
Voice 1: Gymnastics (Pause)
Voice 2: Call us on 952841 for more information.

Unit 3 Lesson 2

16

Listen to the message.

Voice: This is the Ashby Sports Centre. Thank you for calling. We hold classes in many different sports from tennis to horse-riding. We have separate classes for women and girls and for men and boys. There are three kinds of classes: beginners, advanced and team practice. Please leave your name and address and we'll send you a leaflet. Thank you for calling.

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17

Listen and repeat these words.

Voice: beginners (Pause)
advanced (Pause)
team practice (Pause)

Unit 3 Lesson 3

18 ***Is the text of the conversations on page 38 of the Course Book.***

19

Listen and complete the rest of the timetable in the Workbook.

Part 1

Officer: Sports centre. Can I help you?
Girl: Yes. I'd like to join a gymnastics lesson. When is it, please?
Officer: Are you good at gymnastics, or do you want to learn?
Girl: Oh, I want to learn. I've never done gymnastics before.
Officer: Well, the beginners' lesson for girls is on Wednesday at seven o'clock.

Part 2

Boy 1: Hello. Is that the sports centre?
Officer: Yes. Can I help you?
Boy 1: Yes. I want to go swimming. Can you tell me when lessons are?
Officer: How good are you at swimming?
Boy 1: I'm quite a good swimmer. I'd like to try to join the team.
Officer: Right. Team practice is on Thursday at seven o'clock.
Boy 1: Thursday at seven o'clock. Thank you.

Part 3

Officer: Sports centre. Can I help you?
Boy 2: Yes. I want to do horse-riding lessons. I'm quite good, but I want to improve.
Officer: Our advanced lessons are on Saturdays at ten in the morning. Can you come then?
Boy 2: Yes, I can. That's fine. Thank you.

Unit 3 Lesson 4

20

Check your answers.

1f, 2c, 3a, 4d, 5b, 6e

21

Listen to the complete conversation.

Hasan: Samir. That was awful! How did we lose?
Samir: It was my fault, Hasan. I was terrible!
Hasan: You? At least you won a few points.
Samir: What? You won more points than I did. You always do. Let's face it. We're not very fit.
Hasan: I know. Other people are fitter than us. And they can run faster. They can beat us at anything.
Samir: What can we do? We have to get fitter.
Hasan: Let's have a competition. Just you against me.
Samir: Good idea! We'll have a 100-metre race, a swimming race and we'll do the high jump.
Hasan: High jump! But I jumped higher than you last week.
Samir: That wasn't in a competition. When shall we have it?
Hasan: Next weekend. Swimming, running and high jump. OK?
Samir: OK. I'll see you next weekend at the sports centre.

Unit 3 Lesson 8

22 ***Is the story on pages 44 and 45 of the Course Book.***

Unit 4 Lesson 1

23

Listen to two conversations.

Conversation 1

Man 1: Can you pass me a magazine, please?
Man 2: This one?

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Man 1: Yeah. Thanks.
Man 2: How long have you been here?
Man 1: Half an hour. I came in just five minutes before you.
Man 2: Why do we always have to wait so long? They should know that we have to work, too. I don't have time to sit here.
Man 1: No, I don't either. I came in here with an earache. Now I have a headache as well. What about you?
Man 2: Pain in my back. Sitting on chairs like these doesn't help. What is the doctor doing?
Man 1: Is it worth waiting? He'll give us pills and tell us to rest.

Conversation 2

Man: It's nice here, isn't it?
Woman: Yes, it's new. It's only been open a week.
Man: What's yours like?
Woman: Delicious. What did you order?
Man: The chicken with orange sauce.
Woman: It looks interesting.
Man: It's all right. Nothing fantastic.
Woman: Do you want some more water?
Man: Yes, please.
Woman: Waiter!

24

Listen to the radio.

Announcer: And now, sport. At the end of an exciting game at the new National Stadium, the score was Libya 3, Algeria 3.

25

Now listen and check your answers.

Waiter: Are you ready to order now, sir?
Mr Andrews: Yes, we are. I'd like fried chicken with – er – rice, please.
Waiter: Salad?
Mr Andrews: Er – salad – do I want salad? Yes, please.
Waiter: Madam?
Mrs Andrews: Er, grilled fish, please. With chips. And I'll have salad, too.
Waiter: Grilled fish, chips and salad. And dessert?
Mrs Andrews: Fruit salad, please.
Mr Andrews: And chocolate cake for me.
Waiter: One chocolate cake and one fruit salad. Anything to drink?
Mr Andrews: Apple juice for me.
Mrs Andrews: And mineral water for me.
Waiter: Apple juice and mineral water. Thank you, madam, sir.

26

Listen and write the letters.

Male: Right – shall we try and do the timetable for the Sports Weekend?
Female: I've done one. Do you want to have a look at it?
Male: Fantastic! Let me see. Now, on Saturday we have only beginners' classes, and on Sunday only advanced classes? Is that right?
Female: Yes. And we start with karate. Karate beginners – Saturday, from ten o'clock to twelve o'clock.
Male: And the advanced class is – let me see now – Sunday, from two o'clock to four o'clock. Fine.
Female: Next, tennis. Advanced classes only. We have no beginners. Sunday evening from five o'clock to seven o'clock.
Male: No beginners at tennis?
Female: No. Everybody is advanced. But for athletics, we only have a beginners' class. That's on Saturday from two o'clock to four o'clock.
Male: That leaves just two classes.
Female: That's right. And they'll be gymnastics.
Male: No judo or swimming or horse-riding or …?
Female: No. There's no time. So, gymnastics – beginners. Saturday from five o'clock to seven o'clock. And advanced …
Male: Let me guess. Sunday morning from ten o'clock to twelve o'clock.
Female: Correct. Sunday. Ten to twelve. Advanced gymnastics.
Male: So, let's check that. Karate beginners – Saturday ten to twelve. Karate advanced – Sunday two to four. Tennis – advanced only – Sunday, from five to seven. Athletics, beginners only –

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Saturday two o'clock to four o'clock. And gymnastics, beginners – Saturday evening, five to seven. And advanced – Sunday from ten o'clock in the morning to twelve. Fine.

27

Listen and answer the first two questions.

Teacher: Come in, Wendy. Don't be shy. Sit down.
Wendy: Thank you.
Teacher: Now, what is it?
Wendy: Well – I can't sleep at night and I get headaches all the time.
Teacher: Are you worried about something? School? Exams?
Wendy: No, no. Nothing like that. I'm doing very well at school. And I never worry about exams. It's just that I can't sleep and then in the morning, I have a headache. Always. Every morning.
Teacher: Mm. Have you been to a doctor?
Wendy: No. My parents won't take me. They don't think I have a problem.
Teacher: Do you take any pills?
Wendy: No. When I take pills, I get a stomach ache.
Teacher: I see. You get a stomach ache. Er – what time do you eat in the evening?
Wendy: We have dinner at about 7.30 and then I have a glass of lemonade and a packet of crisps just before I go to bed. At about ten o'clock.
Teacher: Ah. That's the problem. You shouldn't have lemonade or anything like that just before you go to bed. Have a glass of milk or some water. But no tea or coffee or lemonade. And no crisps. You'll sleep better.
Wendy: And the headaches?
Teacher: You say you're good at schoolwork.
Wendy: Yes.
Teacher: What about sports and games? Do you swim or play tennis?
Wendy: No. I don't like swimming or tennis.
Teacher: How do you come to school?
Wendy: I live about one kilometre away. My father brings me in his car.
Teacher: But that's not far! You should walk to school. And walk home. You have to take some exercise. If you do, I think you'll find that your headaches will go away.
Wendy: All right. I'll try. Thank you.

Unit 4 Lesson 3

28

Listen, then read these sentences aloud.

1 It's very hot today.
2 It was very hot and windy yesterday.
3 It was very hot and windy when we went to the beach last weekend.

29

Listen to these conversations. Then read them aloud.

Girl 1: How are you? You look tired.
Girl 2: I feel awful and I have a headache.
Girl 1: Have you been to the doctor?
Girl 2: No. I'll go this afternoon.

Man: Can I help you?
Boy: When do you have swimming lessons?
Man: Are you good at swimming?
Boy: No. I'm a beginner.
Man: The beginners' class is at ten o'clock on Saturday morning.

Unit 5 Lesson 2

30

Listen to the conversations.

Part 1

Ibrahim: Hi, Saeed.
Saeed: Hello, Ibrahim. I've got a problem.
Ibrahim: What's the problem?
Saeed: I want to go fishing tomorrow, but I don't know what the weather will be like.
Ibrahim: You should listen to the weather forecast on the radio.
Saeed: Oh, yes. Good idea.

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Part 2

Maysam: Hi, Badria. I've got a problem.
Badria: What is it? Maybe I can help.
Maysam: I have to write about a famous Libyan inventor for the magazine. Where can I find some information?
Badria: Use the internet.
Maysam: I've tried, but I can't find anything.
Badria: Go to the reference section in the library then. You'll probably find some information there.
Maysam: I'll do that. Thanks.

Part 3

Bilal: Hello, Bilal here.
Khalid: Hi, Bilal. This is Khalid. Let's go to the cinema tonight.
Bilal: Oh, fine, yes. What's on?
Khalid: Oh, I don't know what's on. I phoned the cinema, but there's no reply.
Bilal: Have you got a newspaper?
Khalid: A newspaper? Yes.
Bilal: Well, use it! Look at the 'What's on' section. You'll find the cinema listings there.
Khalid: Oh, OK. I'll call you back.

Unit 5 Lesson 7

31

Listen to Anas on the phone?

Receptionist: Tripoli Medical Centre. How can I help you?
Anas: Ahhh, my stomach, my stomach!
Receptionist: Hold on. Hold on. Who's speaking, please?
Anas: Oh. Yes. Um. Sorry. My name is Anas. And, it really hurts.
Receptionist: Excuse me, what are you talking about? What hurts?
Anas: Er, my stomach. I have a bad stomach ache.
Receptionist: Oh, OK. Are you registered at the medical centre?
Anas: I don't know. I need to see a doctor.
Receptionist: What is your family name? I can check to see if you are registered.
Anas: (Muffled) Abdullah.
Receptionist: I'm sorry. Could you repeat that, please?
Anas: Abdullah. Anas Abdullah.
Receptionist: Can you spell that, please?
Anas: A-B-D-U-L-L-A-H.
Receptionist: OK. Yes, you are registered. How long has your stomach been hurting?
Anas: For days now. I can't remember. Since Tuesday? No, since Monday after my dinner.
Receptionist: OK. So, for three days? Right, when can you come to see the doctor?
Anas: I can come any time. Well, actually, I can't come until my mum gets home so she can drive me.
Receptionist: And what time is that?
Anas: Four o'clock.
Receptionist: OK. I have an appointment at 4.30. Would that be OK?
Anas: Yes, thank you. That would be great.
Receptionist: OK. We'll see you at 4.30.
Anas: Thanks, bye.

32

Listen and answer the questions.

Receptionist: Tripoli Medical Centre. How can I help you?
Anas: Hi. My name's Anas Abdullah. I need to book an appointment to see a doctor. I have a stomach ache.
Receptionist: OK. Are you registered with us, Anas?
Anas: Yes, I've been before. My family name is Abdullah.
Receptionist: Could you spell that, please?
Anas: Yes, of course. A-B-D-U-L-L-A-H.
Receptionist: Thanks. How long have you had your stomach ache?
Anas: Um, around three days now.
Receptionist: OK, you'd better come in today. When would you like an appointment?
Anas: Any time after four, please?
Receptionist: I have an appointment at 4.30. Would that be OK?
Anas: Yes, thank you.
Receptionist: See you at 4.30.

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Unit 5 Lesson 8

33 Is the story on pages 65 and 66 of the Course Book.

34

Listen to Nadia and Sarah.

Nadia: Hi, Sarah!
Sarah: Oh, hello, Nadia. Where are you going?
Nadia: To the internet café.
Sarah: But you have a computer at home, don't you?
Nadia: Yes, but it's broken. And I want to send an email today.
Sarah: Who are you sending an email to?
Nadia: My friend, Helga – she lives in Germany. It's a great way of keeping in touch.
Sarah: Why don't you phone or send a text?
Nadia: That would be quite expensive! It's much cheaper to send an email.
Sarah: Oh, yes, I see.
Nadia: I want to tell Helga that we're going to Europe in the holiday, so I will be able to see her.
Sarah: Have you seen her before?
Nadia: No, but we have been penfriends for a year. So now we'll meet at last. I'm really excited. Sarah, I have to go. See you later.
Sarah: Oh, right. Enjoy the internet café – and your holiday!

Unit 6 Lesson 1

35 Are the descriptions on page 70 of the Course Book.

Unit 6 Lesson 2

36

Now listen and check.

Voice: Where do you work?
Nurse: I work at the Albaraa Hospital.
Voice: Do you have to wear a uniform at work?
Nurse: Yes. I have to wear a uniform at work.
Voice: Do you like your job?
Nurse: Yes. I like my job very much.
Voice: How long do you have to work?
Nurse: Oh, I usually have to work ten hours a day.
Voice: Is it hard work?
Nurse: Yes. It's very hard work, but I like taking care of sick people.
Voice: How long did you have to study?
Nurse: I had to study for four years.
Voice: Do you want to be a doctor?
Nurse: No, I don't want to be a doctor. I love my job.
Voice: How many people do you see every day?
Nurse: Every day? Oh, I usually see about forty or fifty people every day.

Unit 6 Lesson 3

37

Listen and check your answers.

When I arrived at the fire station yesterday morning, I checked my equipment as usual. We had our first call at ten o'clock. We were told there was a fire in a supermarket in the middle of town. We drove through the streets as fast as possible. When we got there, the fire was burning strongly. The heat was terrible and some people were trapped inside. We had to get them out quickly. We got out our hoses and pointed them at the building. Twenty minutes later, the fire was out and we were able to go into the building. We saved all the people, but some had to go to hospital. At two o'clock, we were called to an accident on the ring road. The police helped us get there very fast. One car was on fire and another was upside down on the road. Fortunately, the driver of the burning car was standing by the side of the road. However, the driver of the other car was trapped. We put the fire out quickly and got the second driver out. He was badly injured. At the end of the day, I was tired and upset about the accident. But it's all in a day's work for a firefighter. We do our best.

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38

Listen and answer the questions.

Part 1

Teacher: Good morning, class.
Class: Good morning, Miss Hadeel.
Teacher: Today you're going to play a game.
Class: (Slight cheer)
Teacher: The name of this game is 'What's my job?' and this is what I want you to do. You'll work in pairs. One of you, Student 1, thinks of a job, but doesn't tell her partner. OK?
Class: Yes, Miss Hadeel.
Teacher: Student 2 has to try to find out what the job is. Student 2 can ask five questions – only five, no more. If you can find out the job with five questions or fewer, you get a point. If not – nothing. Right. You can begin. I'll listen.
Student 2: Have you thought of a job?
Student 1: Yes.
Student 2: Um – do you work inside?
Student 1: Sometimes.
Student 2: Do you work in an office?
Student 1: No.
Student 2: Do you make food for people?
Student 1: No.
Student 2: Do you help people?
Student 1: Yes.
Student 2: You're a doctor.
Student 1: Wrong. I'm a policewoman.

Part 2

Teacher: Good morning, class.
Class: Good morning, Mr Kareem.
Teacher: Right, everybody. Today I want you to play a game.
Class: (Slight cheer)
Teacher: The name of this game is 'What's my job?' and this is what I want you to do. You'll work in pairs. One of you, Student 1, thinks of a job, but don't tell your tell her partner. All right?
Class: Yes, Mr Kareem.
Teacher: Student 2 has to guess what the job is. Student 1 says five things about the job, and after each sentence Student 2 makes a guess. Remember – only five things, no more. If Student 2 can guess the job after hearing just five sentences or fewer, she gets a point. If not – nothing. Right. You can begin now. I'll listen.
Student 1: Right – I've thought of a job.
Student 2: Go on.
Student 1: I don't work in an office.
Student 2: You're a farmer.
Student 1: No. Next thing: I wear a uniform.
Student 2: You're an ambulance driver.
Student 1: No. Third sentence. I take people to other places.
Student 2: You're a – er – you're a bus driver.
Student 1: No. I have to speak English.
Student 2: You're a taxi driver!
Student 1: Wrong. Last sentence. I work at the airport.
Student 2: You're a pilot! Of course!
Student 1: Correct. Well done. Now it's your turn.

39

Listen and circle the job each person is going to do.

1

Boy 1: When I finish school, I'm going to work in my father's restaurant for a year. I really like working in the kitchen making delicious food for people. Then I'm going to go to college to train. Perhaps one day I'll have my own restaurant.

2

Girl 1: At school, my best subjects are English and Arabic. I'm also learning French. I'm going to try to get a job working on an aeroplane. I will show people to their seats and give them food and drink.

3

Boy 2: My best school subject is mathematics, but I also like geography. I really want to visit other countries. In the evenings, I often go to the airport and watch the planes. As I watch them, I think, 'One day I'm going to fly one of those!'

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4

Girl 2: After school, I'm going to go to training college. My favourite subject is history – I just love it and I want to tell other students about it later. I'm very patient, so I won't get angry if my students aren't interested in it at first. I'll just have to make my lessons more interesting.

5

Boy 3: My favourite subject at school is science. And I'll need it in the job I'm going to do. I've always liked animals and I don't like seeing an animal sick or in pain. I want to help make it better. First, I have to go to university, though.

6

Girl 3: At school, I'm quite good at Arabic and IT – you know, working with computers. After school, I'm going to go to college and then get a job in an office – writing letters, answering the phone, talking to visitors – all those things.

Unit 6 Lesson 5

40

Listen to some students and look at the timetable.

1

Boy 1: Now, what do I have after the break? Science, information technology – double lesson. Oh, no! Aha! Sport in the afternoon! That's better! (Pause)

2

Girl 1: What's this afternoon? Home economics! Oh, dear! I've forgotten to bring any flour! (Pause)

3

Boy 2: When's PE today? After geography and before RE. (Pause)

4

Girl 2: What's the last lesson today? Geography. Oh, dear! I haven't done my homework. (Pause)

5

Boy 3: Let's see. First lesson – history, then mathematics. And RE and science in the afternoon. That'll be tiring. (Pause)

6

Girl 3: When's French today? Ah! Just before lunch. That's good. (Pause)

7

Boy 4: Right – what's next? Art. And then home!

Unit 6 Lesson 8

41 Is the story on page 78 of the Course Book.

Unit 7 Lesson 2

42 Is the conversation on page 83 of the Course Book.

43 **Listen and check your answers.**

Voice: something
advertise
everyone
playground
headmistress

44

Listen and write notes.

Part 1

Suhad: Hello, Sarah. I hear there's going to be a bring-and-buy sale.
Sarah: Yes. That's right.
Suhad: Well, I'll bring a camera.
Sarah: A camera? Isn't that a bit …
Suhad: It's all right. I've just got a new one, but the old one still works.
Sarah: That's great! Thank you, Suhad.
Suhad: When's the sale?
Sarah: On Monday at four o'clock.
Suhad: Fine. See you then.

Part 2

Wisal: Hi, Sarah. I heard about the bring-and-buy sale. I think it's a great idea.
Sarah: Thank you, Wisal.
Wisal: I'd like to help. I've got lots of books. I'll bring the ones I've read.

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Sarah: That's wonderful. People always buy books.
Wisal: When do you want them?
Sarah: Oh, just before the sale, please.
Wisal: When is it?
Sarah: On Monday at four o'clock.
Wisal: All right. I'll bring them at quarter to four.
Sarah: Fine. Thanks very much.

Part 3

Widad: Hello, Sarah. I hear you need some things for the bring-and-buy sale.
Sarah: Yes, we do, Widad.
Widad: Well, I think I can help.
Sarah: Oh, good!
Widad: I have a lovely doll, but I don't play with it any more.
Sarah: A doll will be lovely. There's sure to be a child who'll want it.
Widad: That's what I thought. Shall I take it to your house?
Sarah: No, thanks. Just bring it to the playground, please. At about quarter to four.
Widad: All right. Bye for now.
Sarah: Bye, Widad.

Unit 7 Lesson 6

45

Listen and check your answers.

1f, 2c, 3i, 4a, 5k, 6e, 7g, 8b, 9d, 10j, 11h

46

Now listen to the story.

The Carter family bought a new TV. They put the empty box outside to be collected. Later, the Carters' cat wanted to come inside because it was raining. Nobody opened the window for the cat, so it went into the box.

When some men came to collect the rubbish next morning, they put the box into their truck. They drove the truck to the rubbish tip and emptied it. A man who was working at the rubbish tip heard a sound: 'Miaow! Miaow!'

'Puss! Where are you, puss?' he called. He found the box, opened it, and the cat jumped out. It raced away. Like all cats, it was able to find its way home. It reached the house and sat outside. 'Miaow! Miaow!' Somebody opened the door and the cat ran inside.

47

Listen and check your ideas.

Picture 1

Father: Tamara! You haven't finished!
Tamara: Yes, I have, Dad.
Father: No, you haven't. Just look at all that food on your plate.
Tamara: I can't eat it. I took too much.
Father: That's so wasteful, Tamara. People around the world are hungry. Think of them next time.

Picture 2

Mother: James, you're wasting water.
James: No, I'm not. I'm brushing my teeth.
Mother: But you don't need to keep the water running all the time. It's very wasteful.
James: But we have plenty of water.
Mother: Yes, we have now, but we may not always have plenty. Turn the tap off.

Picture 3

Nasser: Oh, welcome, Kamal. Come in.
Kamal: Nasser, I thought your house was on fire!
Nasser: On fire! Why?
Kamal: There are lights blazing everywhere!
Nasser: Yes, isn't it lovely?
Kamal: No, I don't think it is. I think it's terrible to waste electricity like this. You should switch most of them off. Waste not, want not, remember?

Unit 7 Lesson 8

48 Is the story on pages 91 and 92 of the Course Book.

49

Listen to some boys and answer the questions.

Yassir: Phew! I'm hot. That was a long walk. Let's sit down and have something to drink.

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Jamal: Good idea! Do you want a bottle of water or a can of cola? (Pause) Yassir, you aren't listening. What's wrong?
Yassir: Just look at that, Jamal!
Jamal: What?
Yassir: All that rubbish lying around on the beach.
Jamal: Hm, yes. Some people must have been littering on the beach.
Yassir: It's horrible. We must do something.
Jamal: Do something? What can we do?
Yassir: Pick it up.
Jamal: You're joking! Why should we pick it up? We didn't put it there.
Yassir: I know, but if we don't do something, who will? Come on, Jamal. You know we've all been asked to try to keep our country clean. Here's your chance.
Jamal: Oh! Well! All right!
Yassir: Good! You collect bottles and cans. I'll collect paper.
Jamal: What do I collect them in?
Yassir: There are plenty of plastic bags lying around. Use some of them.
Jamal: I thought you were thirsty, Yassir. What about that drink you wanted?
Yassir: I'll have it later. I'll be even thirstier after picking up this lot.
Jamal: Well, I'm having some water now and when I've finished.
Yassir: (Laughing) OK, Jamal! Have some water and cheer up! Don't be so grumpy. You'll feel fantastic when you've finished!
Jamal: Hm, maybe. But I came to the beach to enjoy myself, not to work.

Unit 8 Lesson 1

50

Now listen and check your ideas.

Part 1

What did Susan get wrong?

Susan: Hello, this is Susan. Can I speak to Liz, please?
Woman: Liz! There's nobody here called Liz.
Susan: What? She must be there! She gave me her number and told me to phone at six o'clock. It's very important. I have to …
Woman: Hold on, hold on! I've told you, there's nobody …
Susan: But she gave me this number – 432147 – and I wrote it down.
Woman: Well, I'm afraid you wrote down the wrong number. 432147 is my number and I'm not Liz. I can't help you. Goodbye.
Susan: But … Oh, dear! Now what can I do?

Part 2

What did Jalal get wrong?

Jalal: There's nobody at home. What can I do?
Taxi driver: Ring the bell again.
Jalal: I rang it and rang it. The house is completely dark.
Taxi driver: There must be somebody there. You've come to stay with them for a holiday, you told me.
Jalal: Yes, I have.
Taxi driver: Are you sure this is the correct address – 24 West Street?
Jalal: Of course it is. My friend Dave phoned me and I wrote it down on this piece of paper.
Taxi driver: Perhaps it's the wrong number. Or perhaps its West Road – or Drive, or …
Jalal: What can I do? I don't know anyone else in England!
Taxi driver: Well, let's see. You can …

Part 3

What did Jane Smith get wrong?

Receptionist: Can I help you?
Jane: Oh, yes. My name's Jane Smith. I have an interview at four o'clock. With Miss Brown.
Receptionist: I don't think so, Miss Smith.
Jane: What do you mean?
Receptionist: I don't think you have an interview with Miss Brown at four o'clock.
Jane: But I have! It's about a job as a secretary.

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Receptionist: Yes, Miss Brown was looking for a new secretary. And she's found one, I'm pleased to say.

Jane: She can't do that! What about my interview? I want that job. I'm a really good secretary. I'm …

Receptionist: Miss Smith. Please calm down. It's true, you did have an interview. But it was yesterday. You didn't come for it.

Jane: It wasn't yesterday. It's today.

Receptionist: I'm afraid you're wrong. Look at my diary. I phoned you and told you the day and the time. You said it was all right.

Jane: Oh, dear! I must have written it down on the wrong day!

51

Listen to the news on the radio and answer the questions.

Newsreader: And now for some local news. A house in Castle Street was ruined by fire last night. Today, we are trying to find out how it started. Mrs Sarah Brown and her two children, Ann, five, and Kate, three, were asleep upstairs. Mr Brown works at night, so he was not in the house when the fire broke out. Our reporter spoke to one of the Browns' neighbours, Mr Sam White.

Sam: I was coming home late. As soon as I got out of my car, I smelled smoke. Then I saw it was coming from the Browns' house. I ran towards the house. Oh, and I used my mobile phone to call the firefighters. I couldn't open the front door, so I started shouting: 'Fire! Fire!' Then Mrs Brown appeared at an upstairs window. She was shouting, 'Help! Help! I can't get to my girls.' I told her to jump, but she shouted: 'No, no! Not without the girls!' The firefighters arrived at that moment.

Newsreader: One of the firefighters spoke to our reporter.

Firefighter: We got up to Mrs Brown from outside the house, but of course she didn't want to leave her children. 'They're in their bedroom at the back of the house,' she said, 'but I can't open my bedroom door to get to them. Break it down, quickly, please, please!' 'If you go through that door,' I shouted, 'you'll die. The heat and smoke will kill you. We have special equipment. You must leave now and let us get on with our job.'

Newsreader: The firefighters were able to get Mrs Brown out quite quickly. And they found the two girls, not in their bedroom, but in the bathroom. That probably saved their lives.

Unit 8 Lesson 2

52

Listen carefully.

Part 1

Female: I went to a new restaurant last night, but it was awful. The food was bad and the waiters were very slow. Worst of all, they weren't even polite.

Part 2

Male: I went to a new restaurant last night and it was fantastic! The food was delicious and the waiters were really good. They were helpful and friendly.

53

Listen and read.

Person A: I'm going to take two pairs of shoes.

Person B: I'm going to take two pairs of shoes and three shirts.

Person C: I'm going to take two pairs of shoes, three shirts and a camera.

Person D: I'm going to take two pairs of shoes, three shirts, a camera and a book.

Person E: I'm going to take two pairs of shoes, three shirts, a camera and a bar of chocolate.

Person F: You forgot *book*, so we have to start again.

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Key Words

(n) = noun (v) = verb (adj) = adjective (adv) = adverb (prep) = preposition (pro) = pronoun

Put each word in a sentence of your own, to help you remember it.

Unit 1

accident (n)	/ˈæksɪd(ə)nt/	something that happens without warning and creates a problem
adventure (n)	/ədˈventʃə(r)/	an exciting experience or trip
advertisement (n)	/ədˈvɜː(r)tɪsmənt/	an announcement to tell people about a new product, opportunity or company
advice (n)	/ədˈvaɪs/	suggestion from a person (e.g., a friend) to help in a situation
afraid (adj)	/əˈfreɪd/	worried that something bad will happen
article (n)	/ˈɑː(r)tɪk(ə)l/	a piece of writing in a newspaper or magazine
ballooning (n)	/bəˈluːnɪŋ/	flying in a hot-air balloon for fun
camp (n)	/kæmp/	a place where people go on holiday and do activities
camp (v)	/kæmp/	to stay in a tent on holiday
campfire (n)	/ˈkæmpˌfaɪə(r)/	a fire that people make near their tents when camping, for heat and cooking food
cartoon (n)	/kɑː(r)ˈtuːn/	an amusing drawing, often in a newspaper, usually about things that have happened in the world (current events)
climbing (n)	/ˈklaɪmɪŋ/	a sport that involves going up a rock or mountain
confident (adj)	/ˈkɒnfɪd(ə)nt/	calm around other people, finding it easy to talk to people
cover (n)	/ˈkʌvə(r)/	the outside of a book or magazine
definition (n)	/ˌdefəˈnɪʃ(ə)n/	exact explanation of what a word means
die (v)	/daɪ/	to stop living
dislike (v)	/dɪsˈlaɪk/	to not like a person or thing
edit (v)	/ˈedɪt/	to check and correct something (e.g., a piece of writing)
editor (n)	/ˈedɪtə(r)/	somebody who edits
embarrassed (adj)	/ɪmˈbærəst/	how you feel when you make a mistake in front of other people
embarrassing (adj)	/ɪmˈbærəsɪŋ/	when an event makes you feel awkward
enjoy (v)	/ɪnˈdʒɔɪ/	to have a good time

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exam (examination) (n)	/ɪgˈzæm/	an important test
favourite (adj)	/ˈfeɪv(ə)rət/	preferred thing (e.g., 'My favourite colour is red.')
first (adj)	/fɜː(r)st/	number one; coming before all others (e.g., on a list, in a queue)
football (n)	/ˈfʊtˌbɔːl/	a sport with two teams who must kick a ball into a goal
form (n)	/fɔː(r)m/	a document with information to complete
friendly (adj)	/ˈfren(d)li/	nice and helpful
hobby (n)	/ˈhɒbi/	an activity that you do for fun
horse-riding (n)	/hɔː(r)s ˈraɪdɪŋ/	the activity of travelling by sitting on a horse
impolite (adj)	/ˌɪmpəˈlaɪt/	rude; without respect for other people
interview (n)	/ˈɪntə(r)ˌvjuː/	a conversation with somebody important, often in a magazine
interview (v)	/ˈɪntə(r)ˌvjuː/	to ask somebody questions and write down or record the answers
joke (n)	/dʒəʊk/	something that you tell to make people laugh
letter (n)	/ˈletə(r)/	a written message that you send to somebody
magazine (n)	/ˌmægəˈziːn/	a type of book that is printed every week or month about a topic (can be online)
mark (n)	/mɑː(r)k/	a symbol that means something (e.g., a question mark)
moment (n)	/ˈməʊmənt/	a short amount of time
news (n)	/njuːz/	recent events
photographer (n)	/fəˈtɒgrəfə(r)/	a person who takes photographs on a camera
poetry (n)	/ˈpəʊɪtri/	a piece of writing which often rhymes, similar to a song but not musical
polite (adj)	/pəˈlaɪt/	nice and friendly
print (v)	/prɪnt/	to put words or pictures on paper with a machine
print (n)	/prɪnt/	words or pictures that have been printed on paper
printer (n)	/ˈprɪntə(r)/	1) somebody who prints documents or books as their job; 2) a machine that prints documents
problem (n)	/ˈprɒbləm/	an issue that is difficult to work out
report (v)	/rɪˈpɔː(r)t/	to describe an event
reporter (n)	/rɪˈpɔː(r)tə(r)/	a person who collects information and writes or broadcasts reports
ring road (n)	/rɪŋ rəʊd/	a road that goes around the city

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scuba-diving (n)	/ˈskuːbə ˌdaɪvɪŋ/	swimming underwater with breathing equipment
section (n)	/ˈsekʃ(ə)n/	a part of something (e.g., a magazine)
shy (adj)	/ʃaɪ/	opposite of 'confident'; afraid of talking to people
stammer (v)	/ˈstæmə(r)/	to repeat words because you find it difficult to speak
well known (adj)	/wel nəʊn/	famous; widely known
win (v)	/wɪn/	to succeed in a competition
windsurfing (n)	/ˈwɪn(d)ˌsɜː(r)fɪŋ/	a water sport that involves standing on a board and using the wind to move
work (v)	/wɜː(r)k/	to make an effort in school to complete assignments
youth (n)	/juːθ/	before a person is an adult

Unit 2

ache (n)	/eɪk/	a long-lasting pain in a part of the body
ache (v)	/eɪk/	to experience a pain in a part of the body
baked (adj)	/beɪkt/	cooked in an oven
basketball (n)	/ˈbɑːskɪtˌbɔːl/	a team sport using a ball that is bounced and put through a net to score points
beef (n)	/biːf/	the meat of cows
card (n)	/kɑː(r)d/	a folded piece of thick paper with a picture on the front and a message written inside (e.g., a birthday card)
cheer up	/ʧɪər ʌp/	a phrase meaning 'to feel less miserable'
curry (n)	/ˈkʌri/	a hot dish from India of vegetables and/or meat cooked in a spicy sauce
dentist (n)	/ˈdentɪst/	a medical professional who looks after people's teeth
doctor (n)	/ˈdɒktə(r)/	a medical professional who looks after the whole body
earache (n)	/ˈɪəreɪk/	a dull pain in the ear
exercise (n)	/ˈeksə(r)saɪz/	a repeated physical action done to gain fitness
fat (n)	/fæt/	a natural substance found in many types of food that is unhealthy in large amounts
fat (adj)	/fæt/	unhealthy because of excess weight
fault (n)	/fɔːlt/	responsibility when a person is to blame
fit (adj)	/fɪt/	healthy as a result of physical exercise
fitness (n)	/ˈfɪtnəs/	how fit a person is

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form (n)	/fɔː(r)m/	type or category
fried (adj)	/fraɪd/	cooked in a pan with oil
fruit (n)	/fruːt/	sweet, naturally occuring food grown on trees and bushes
get well	/get wel/	a phrase used in cards to encourage people to feel better after an illness
grilled (adj)	/grɪld/	cooked under heat in an oven or over an open fire
headache (n)	/'hedeɪk/	a dull pain in the head
healthy (adj)	/'helθi/	in good condition physically
hurt (v)	/hɜː(r)t/	to feel pain
lamb (n)	/læm/	meat from a young sheep
miss someone (v)	/mɪs 'sʌmwʌn/	to be sad that you are far away from a loved one
pain (n)	/peɪn/	unpleasant physical feeling in a part of the body
pills (n)	/pɪlz/	medicine in the form of small tablets
regularly (adv)	/'regjʊlə(r)li/	often and at the same, prearranged time
salt (n)	/sɔːlt/	a white powder that is added to food to make it taste better
should (v)	/ʃʊd/	ought to
stomach (n)	/'stʌmək/	part of the body where food is processed after eating
stomach ache (n)	/'stʌmək eɪk/	a long-lasting pain in the stomach
sugar (n)	/'ʃʊgə(r)/	sweet white powder added to food and drink to make it taste sweeter
surprised (adj)	/sə(r)'praɪzd/	confused or shocked when something unusual has happened
tired (adj)	/'taɪə(r)d/	lacking in energy and needing to sleep
tooth (n)	/tuːθ/	the small, hard white part of the mouth used for chewing
toothache (n)	/'tuːθeɪk/	a long-lasting pain in a tooth
unfit (adj)	/ʌn'fɪt/	not fit
unhealthy (adj)	/ʌn'helθi/	not healthy
unusual (adj)	/ʌn'juːʒʊəl/	strange or out of the ordinary

Unit 3

advanced (adj)	/əd'vɑːnst/	more difficult or skilled
against (prep)	/ə'genst/	in competition with

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athletics (n)	/æθ'letɪks/	track and field sports
beat (v)	/biːt/	to win over someone else (e.g., 'I beat my brother at tennis.')
beginner (n)	/bɪ'gɪnə(r)/	a person who is new to an activity
book (v)	/bʊk/	to arrange or reserve a class
compete (v)	/kəm'piːt/	to try to win or be better than another person at an activity
competition (n)	/ˌkɒmpə'tɪʃ(ə)n/	an organized situation where two or more people compete
competitor (n)	/kəm'petɪtə(r)/	someone taking part in a competition
confidence (n)	/'kɒnfɪd(ə)ns/	the knowledge that you are able to do an activity well
confident (adj)	/'kɒnfɪd(ə)nt/	knowing that you are able to do an activity well, based on skill and ability
final (n)	/'faɪn(ə)l/	the last stage of a competition, between the best competitors
gymnastics (n)	/dʒɪm'næstɪks/	a sport involving a group of exercises to display balance, agility and strength
health (n)	/helθ/	physical wellness
high jump (n)	/haɪ dʒʌmp/	an event in athletics where competitors jump over a high bar
judo (n)	/'dʒuːdəʊ/	a martial art originally from Japan
karate (n)	/kə'rɑːti/	a martial art originally from China
lose to (v)	/luːz tuː/	to be beaten at a competition by someone
medal (n)	/'med(ə)l/	a small metal disc of gold, silver or bronze that is awarded to the winner of a competition
melt (v)	/melt/	to become liquid when heated
message (n)	/'mesɪdʒ/	a communication made by recording what you want to say
performance (n)	/pə(r)'fɔː(r)məns/	the activity of taking part in something in front of an audience, especially in an official situation
point (n)	/pɔɪnt/	a decimal point, appearing as a dot, used to divide a second into a smaller measure of time, e.g., (twelve ~ five seconds = 12.5 seconds)
point (win a ~) (n)	/pɔɪnt/	a measure of success or achievement in a sport
practice (n)	/'præktɪs/	a rehearsal of an activity or sport
practise (v)	/'præktɪs/	to do something repeatedly in order to get better
result (n)	/rɪ'zʌlt/	the final score
rule (n)	/ruːl/	an instruction that must be followed in a competition or sport

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sailing (n)	/ˈseɪlɪŋ/	the activity of travelling in a boat for the purposes of recreation or sport
score (n)	/skɔː(r)/	the number of points a competitor has in a game or sport
score (v)	/skɔː(r)/	to earn a point in a game or sport
sports centre (n)	/spɔːts ˈsentə/	a place where people practise and compete in different sports
strong (adj)	/strɒŋ/	able to lift heavy things
successful (adj)	/səkˈsesf(ə)l/	with a history of achieving good things
swimming (n)	/ˈswɪmɪŋ/	the activity of moving through water quickly
tennis (n)	/ˈtenɪs/	a sport where two or four people compete by hitting a ball over a net
timetable (n)	/ˈtaɪmˌteɪb(ə)l/	a list of times and places where different sports can be practised
train (v)	/treɪn/	to work on fitness and practise a sport
volleyball (n)	/ˈvɒliˌbɔːl/	a team sport involving two teams hitting a ball over a net with their hands
world record (n)	/wɜː(r)ld ˈrekɔː(r)d/	the best time or distance that has ever been achieved in an event

Unit 4

abbreviation (n)	/əˌbriːviˈeɪʃ(ə)n/	a shortened version of a word (e.g., 'adj' is an abbreviation of 'adjective')
awful (adj)	/ˈɔːf(ə)l/	very bad
draft (n)	/drɑːft/	a first version of a piece of writing
overweight (adj)	/ˌəʊvə(r)ˈweɪt/	too fat; weighing too much

Unit 5

access (v)	/ˈækses/	to find and use
advantage (n)	/ədˈvɑːntɪdʒ/	a positive aspect
alphabetical order (adj)	/ˌælfəˈbetɪk(ə)l ˈɔː(r)də/	a way of arranging words according to the order they come in the alphabet
dictionary (n)	/ˈdɪkʃən(ə)ri/	a book that lists words and their meanings in alphabetical order

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disadvantage (n)	/ˌdɪsəd'vɑːntɪdʒ/	a negative aspect
distance (n)	/'dɪstəns/	a measurement of how far it is between two points
email (n)	/'iːmeɪl/	an electronic letter sent via computer
forest (n)	/'fɒrɪst/	an area with lots of trees close together
information (n)	/ˌɪnfə(r)'meɪʃən/	text or images that tell you something useful
information desk (n)	/ˌɪnfə(r)'meɪʃən desk/	a specific, organized place where information is collected and given out
insert (v)	/ɪn'sɜːr(t)/	to put in
internet café (n)	/'ɪntə(r)ˌnet 'kæfeɪ/	a place where people can pay to use the internet
invent (v)	/ɪn'vent/	to design and create something new
invention (n)	/ɪn'venʃ(ə)n/	something new that has been created for a particular purpose
inventor (n)	/ɪn'ventə(r)/	a person who spends their time designing and creating new things
landline (n)	/'læn(d)ˌlaɪn/	a phone connection that uses physical wires
library (n)	/'laɪbrəri/	a collection of books and newspapers which is stored and can be borrowed by the public
meaning (n)	/'miːnɪŋ/	the definition of a word or phrase
mobile phone (n)	/'məʊbaɪl fəʊn/	a phone that can be carried around
newspaper (n)	/'njuːzˌpeɪpə(r)/	a paper publication with current information about the world in it
office (n)	/'ɒfɪs/	a building or room where a company or organization conducts business
phone mast (n)	/fəʊn mɑːst/	a tower used by mobile phone companies to send and receive radio waves
radio waves (n)	/'reɪdɪəʊ weɪvz/	the form that radio messages take when they are sent through the air
receive (v)	/rɪ'siːv/	to get something
reference (n)	/'ref(ə)rəns/	a collection of organized information
reliable (adj)	/rɪ'laɪəb(ə)l/	likely to work and not break; trustworthy
sea (n)	/siː/	large areas of salt water
send (v)	/send/	to convey information to a particular recipient
signal (n)	/'sɪgn(ə)l/	a coded or representative version of a message
smartphone (n)	/'smɑːr(t)ˌfəʊn/	a phone with extra features such as internet access and video capabilities

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take (~ a photograph) (v)	/teɪk/	to use a camera
telephone wires (n)	/'telɪfəʊn 'waɪəz/	the physical electronic system used by landlines
useful (adj)	/'juːsf(ə)l/	helpful; suitable for a purpose

Unit 6

architect (n)	/'ɑː(r)kɪˌtekt/	a person who designs buildings
art (n)	/ɑː(r)t/	the study of paintings, sculpture, etc.
astronaut (n)	/'æstrəˌnɔːt/	a person who explores space
biology (n)	/baɪ'ɒlədʒi/	the scientific study of living things
businesswoman (n)	/'bɪznəsˌwʊmən/	a woman who runs a company
career (n)	/kə'rɪə(r)/	the work a person does over their lifetime
carpenter (n)	/'kɑː(r)pɪntə(r)/	a person who builds things out of wood
clever (adj)	/'klevə(r)/	able to work things out
college (n)	/'kɒlɪdʒ/	a place to continue education above school level
engineer (n)	/ˌendʒɪ'nɪə(r)/	a person who designs and builds systems and machines
English (n)	/'ɪŋglɪʃ/	the study of the English language and literature in English
fail (v)	/feɪl/	to be unsuccessful
fire station (n)	/'faɪə(r) 'steɪʃən/	the central point where the fire service is organized from
firefighter (n)	/'faɪə(r)ˌfaɪtə(r)/	a person who puts out fires for their job
French (n)	/frentʃ/	the study of the French language
geography (n)	/dʒiː'ɒgrəfi/	the study of geography, including physical and human geography
hard-working (adj)	/'hɑː(r)dˌwɜː(r)kɪŋ/	able and willing to make a lot of effort in their work
history (n)	/'hɪst(ə)ri/	the study of the past
home economics (n)	/həʊm ˌekə'nɒmɪks/	the study of domestic crafts such as cooking and sewing
hospital (n)	/'hɒspɪt(ə)l/	the building where sick people are treated by doctors
IT (information technology) (n)	/ˌaɪ 'tiː/	the study of computer systems
maths (mathematics) (n)	/mæθs/	the study of figures and calculation
mechanic (n)	/mɪ'kænɪk/	a person who fixes machinery for their job
music (school subject) (n)	/'mjuːzɪk/	the study of music
office manager (n)	/'ɒfɪs 'mænɪdʒə/	a person who is in charge of an office

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pass (v)	/pɑːs/	to be successful in a test or exam
patient (adj)	/ˈpeɪʃ(ə)nt/	able to wait without becoming frustrated
patient (n)	/ˈpeɪʃ(ə)nt/	a sick or injured person being treated at a hospital
PE (physical education) (n)	/ˌpiː ˈiː/	the study and practice of health and fitness
physics (n)	/ˈfɪzɪks/	the study of energy and physical forces
pilot (n)	/ˈpaɪlət/	a person who flies a plane
plan (n)	/plæn/	an organized set of steps and decisions to reach a goal
RE (religious education) (n)	/ɑːr iː/	the study of world religions
science (n)	/ˈsaɪəns/	the organized study of the world by doing experiments
shop assistant (n)	/ʃɒp əˈsɪstənt/	somebody who works in a shop and helps customers
study (v)	/ˈstʌdi/	to look over your notes to prepare for an exam
subject (n)	/ˈsʌbdʒɪkt/	things you learn at school
take (~ an exam) (v)	/teɪk/	to do an exam in school
timetable (n)	/ˈtaɪmˌteɪb(ə)l/	a list of times when different lessons are
translator (n)	/træns'leɪtə(r)/	someone who can understand different languages and can tell people what others are saying
uniform (n)	/ˈjuːnɪfɔː(r)m/	a set of formal clothes for work or school
university (n)	/ˌjuːnɪˈvɜː(r)səti/	a place where you can study after you leave school to get a degree
vet (n)	/vet/	an animal doctor
vocational school (n)	/vəʊˈkeɪʃ(ə)nl skuːl/	a place where you can study after you leave school to learn skills for particular jobs (e.g., carpenter)
waiter (n)	/ˈweɪtə(r)/	a person who serves food and drink in a restaurant or café
woodwork (n)	/ˈwʊdˌwɜː(r)k/	the activity of making things from wood
zoologist (n)	/zuˈɒlədʒɪst/	a person who studies animals

Unit 7

advertise (v)	/ˈædvə(r)taɪz/	to tell people about a new product, opportunity or company
agree (v)	/əˈgriː/	to have the same opinion as someone else
atmosphere (n)	/ˈætməsˌfɪə(r)/	gas that covers the Earth

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bring-and-buy sale (n)	/brɪŋ ən baɪ seɪl/	an event where people sell their items and give the money to charity
cause (n)	/kɔːz/	a reason that something happens
cause (v)	/kɔːz/	to make a bad thing happen
challenge (n)	/ˈtʃæləndʒ/	a situation that causes difficulty
collect (v)	/kəˈlekt/	to gather together
danger (n)	/ˈdeɪndʒə(r)/	something that may harm a person or object
desert (n)	/ˈdezə(r)t/	part of the world that is covered with sand and has little water
disagree (v)	/ˌdɪsəˈgriː/	to have a different opinion than someone else
disappear (v)	/ˌdɪsəˈpɪə(r)/	to stop existing; to become invisible
education (n)	/ˌedjʊˈkeɪʃ(ə)n/	skills and knowledge learned in school and college
environment (n)	/ɪnˈvaɪrənmənt/	nature, people, animals, plants, the landscape
fertile (adj)	/ˈfɜː(r)taɪl/	where plants grow easily
forest (n)	/ˈfɒrɪst/	an area with lots of trees, larger than a wood
habitat (n)	/ˈhæbɪtæt/	a place where specific animals or plants live
headline (n)	/ˈhedˌlaɪn/	the title of a news article written in large letters
heat (n)	/hiːt/	hotness
hunt (v)	/hʌnt/	to chase and kill animals
ice cap (n)	/aɪs ˈkæp/	ice that covers some of the Earth
litter (n)	/ˈlɪtə(r)/	dropped objects of packaging, etc., in a public place
litter (v)	/ˈlɪtə(r)/	to drop rubbish
melt (v)	/melt/	to change from solid to liquid
moving desert (n)	/ˈmuːvɪŋ ˈdezət/	a desert that is moving because of the world getting warmer
pollute (v)	/pəˈluːt/	to make water, land, air dirty with man-made waste
pollution (n)	/pəˈluːʃ(ə)n/	waste that makes water, land, air dirty
protect (v)	/prəˈtekt/	to make a law that stops people from killing or hurting an animal
rise (v)	/raɪz/	to get higher
river (n)	/ˈrɪvə(r)/	a body of water that flows across land to the sea
rubbish (n)	/ˈrʌbɪʃ/	things you don't need any more (e.g., paper, plastic)
rubbish tip (n)	/ˈrʌbɪʃ tɪp/	a place where you dispose of rubbish

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scientist (n)	/ˈsaɪəntɪst/	a person whose job is to study science
sea level (n)	/siː ˈlev(ə)l/	how high the sea is, compared to the land
sewage (n)	/ˈsuːɪdʒ/	human waste that is piped from buildings through pipes
the wild (n)	/ðə waɪld/	nature, cut off from society
throw away (v)	/θrəʊ əˈweɪ/	to put in the bin
ton (n)	/tʌn/	a large amount of something; 1,000 kg
truck (n)	/trʌk/	a large vehicle with space to transport items
volunteer (n)	/ˌvɒlənˈtɪə(r)/	a person who helps with something but isn't paid any money
waste (n)	/weɪst/	unwanted produce
wasteful (adj)	/ˈweɪs(t)f(ə)l/	using too much of something (e.g., electricity)
wetlands (n)	/ˈwetlændz/	an area of land that has lots of water
wildlife (n)	/ˈwaɪldˌlaɪf/	animals and insects that live away from humans (e.g., in the forest or the wetlands)
workman (n)	/ˈwɜː(r)kmən/	somebody who does physical work

Unit 8

airport (n)	/ˈeə(r)ˌpɔː(r)t/	a place where you go to fly in a plane to another country
aquarium (n)	/əˈkweəriəm/	a building where you go to see fish and other sea creatures
aviation (n)	/ˌeɪviˈeɪʃ(ə)n/	building and flying planes
certificate (n)	/sə(r)ˈtɪfɪkət/	a piece of paper that says you have passed an exam
neighbour (n)	/ˈneɪbə(r)/	somebody who lives near you
put out (v)	/pʊt aʊt/	to stop a fire
solo (adv)	/ˈsəʊləʊ/	without anyone else; alone

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Phonetic Symbols

Vowels			
iː see	ɪ sit	ʊ book	uː too
e men	ə america	ɜː word	ɔː sort
æ cat	ʌ but	ɑː part	ɒ not

Diphthongs		
ɪə here	eɪ day	
ʊə tour	ɔɪ boy	əʊ go
eə wear	aɪ my	aʊ how

Consonants							
p pink	b bed	t time	d do	ʧ church	ʤ judge	k kilo	g go
f five	v very	θ think	ð the	s six	z zoo	ʃ short	ʒ casual
m milk	n no	ŋ sing	h hello	l live	r read	w window	j yes

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