

# CAMBRIDGE Global English

Coursebook



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**CAMBRIDGE**  
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# Welcome to Cambridge Global English Stage 8

*Cambridge Global English* is an eight-stage course for learners of English as a Second Language (ESL). The eight stages range from the beginning of primary (Stages 1–6) to the end of the first two years of junior secondary (Stages 7–8). It is ideal for all international ESL learners, and particularly for those following the Cambridge Primary/Secondary English as a Second Language Curriculum Framework, as it has been written to adhere to this framework. It presents realistic listening, speaking, reading and writing tasks, as well as end-of-unit projects similar to those students might encounter in the context of a first-language school. The course is organised into eighteen thematic units of study based on the Cambridge International English Scheme of Work for Stage 8. After every other unit, there is a literature spread, featuring authentic prose, poetry, plays and songs from a variety of sources.

*Cambridge Global English* materials are aligned with the Common European Framework of Reference. The materials reflect the following principles:

- **An international focus.** Specifically developed for young learners throughout the world, the topics and situations in *Cambridge Global English* have been selected to reflect this diversity and encourage learning about each other's lives through the medium of English.
- **A cross-curricular, language-rich approach to learning.** *Cambridge Global English* engages learners actively and creatively. At the same time as participating in a range of curriculum-based activities, they practise English language and literacy and develop critical thinking skills.
- **English for educational success.** To meet the challenges of the future, learners will need to develop facility with both conversational and more formal English. From the earliest stage, *Cambridge Global English* addresses both these competencies. Emphasis is placed on developing the listening, speaking, reading and writing skills learners will need to be successful in using English-language classroom materials.

In addition to this Coursebook, *Cambridge Global English Workbook 8* provides supplementary support and practice. Comprehensive support for teachers is available in *Cambridge Global English Teacher's Resource 8*.

We hope that learners and teachers enjoy using *Cambridge Global English Stage 8* as much as we have enjoyed writing it.

Chris Barker and Libby Mitchell

# Contents

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
<b>Unit 1</b> <b>Languages of the world</b>	Languages you speak The languages of Papua New Guinea The advantages of knowing languages	<b>Listening</b> Listen to some words and phrases in Tok Pisin  <b>Speaking</b> Interviews about the advantages of knowing other languages Talk about the languages you, your family and friends speak Give your views about the advantages of learning other languages	Determiners: <i>neither, each / every, all, both</i>  Conjunctions: <i>although, while, whereas</i>	Language ( <i>first language, bilingual, fluent</i> )  Useful words and phrases ( <i>definitely, for example</i> )	A fact file about a country
<b>Project</b>	Design and present a mobile phone app for learning English				
<b>Unit 2</b> <b>E-communication</b>	Using electronic communication The School of the Air Schools of the future Advantages and disadvantages of email Email and mobile phone etiquette	<b>Listening</b> A conversation about the advantages and disadvantages of email  <b>Speaking</b> Discuss using technology Discuss the advantages and disadvantages of learning with the School of the Air Discuss schools of the future Talk about things you wish you had or hadn't done	Expressing purpose: <i>to, in order to, so that, so as</i>  <i>will</i> future, passive form  <i>wish (that), if only + past perfect</i>  <i>should have / shouldn't have</i>	Communications technology ( <i>smartphone, to download</i> )	A paragraph giving opinions on mobile phones, apps, etc.
<b>Project</b>	A guide to email and mobile phone etiquette				
<b>Fiction</b>	<i>City of the Beasts</i> by Isabel Allende				
<b>Review</b>	Review of Units 1–2				
<b>Unit 3</b> <b>Rivers and coasts</b>	The Nile and the ancient Egyptians The water cycle The Amazon river and rainforest Robinson Crusoe Island	<b>Listening</b> An extract from a documentary about the Nile and the ancient Egyptians  <b>Speaking</b> Talk about a trip Compare and evaluate three tweets Ask questions about geography and the natural world	Non-defining and defining relative clauses	Rivers and coasts ( <i>source, sediment, delta</i> )  The water cycle ( <i>condensation, evaporation</i> )	A summary of an extract from a documentary  An account of a trip
<b>Project</b>	A magazine article about a major river				
<b>Unit 4</b> <b>Great expeditions</b>	The sinking of the <i>Titanic</i> and the exploration of the wreck Expeditions from China in the 15 <sup>th</sup> century Space exploration	<b>Listening</b> A radio discussion about exploring the wreck of the <i>Titanic</i> A narrative describing the voyages of Zheng He's treasure fleet A discussion about space exploration  <b>Speaking</b> Tell the story of the <i>Titanic</i> in your own words Discuss the ethics of exploring the wreck of the <i>Titanic</i> Retell the story of China's Treasure Fleet Discuss space exploration	Revision of past tenses Sentence adverbs: <i>though, as well</i> Revision of the <i>will</i> future	Sea voyages ( <i>fleet, liner, maiden voyage, set sail</i> ) Space exploration ( <i>solar system, planet, space station</i> )	Predictions about space exploration
<b>Project</b>	A great expedition				
<b>Fiction</b>	<i>Chike and the River</i> by Chinua Achebe				
<b>Review</b>	Review of Units 3–4				

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<b>Unit 5 Sports and hobbies</b>	Sports and sports equipment Sporting ability An article about two top women athletes A web forum about hobbies	<b>Listening</b> Sports commentaries <b>Speaking</b> Ask and answer questions in a sports quiz Discuss what it takes to be a top sportsperson Talk about hobbies	Compound nouns ( <i>ice hockey, goal post</i> ) Abstract nouns ( <i>strength, agility</i> ) Present perfect continuous	Sports and sports equipment ( <i>horse riding, reins, saddle</i> ) Qualities associated with sport ( <i>coordination, speed</i> ) Hobbies ( <i>judo, juggling, making model planes</i> )	Sentences using abstract nouns A web forum post about your hobbies
<b>Project</b>	A flyer for an after-school club				
<b>Unit 6 Entertainment and media</b>	Free time An article about the circus as a way of life A film review	<b>Listening</b> An informal and a formal way of talking about free-time activities A profile of the Cirque du Soleil <b>Speaking</b> Talk about free-time activities Discuss life in a circus and whether animals should be used in circuses Give your opinions of a film	Phrasal verbs: <i>take up, go out</i> Position of adverbs	Free-time activities ( <i>playing the flute, doing taekwondo</i> ) The circus and circus performers ( <i>acrobat, circus ring</i> ) Film reviews ( <i>performance, script, soundtrack</i> )	A paragraph about free-time activities
<b>Project Fiction Review</b>	A film review <i>Bend it like Beckham</i> by Narinder Dhani Review of Units 5–6				
<b>Unit 7 Household routines</b>	Kitchen appliances and equipment A magazine article in which teenagers describe their bedrooms A quiz about jobs at home	<b>Listening</b> Typical kitchen conversations <b>Speaking</b> Talking about your room at home Ask and answer questions in a quiz and make comparisons	Phrasal verbs (kitchen and home): <i>put on, switch off, turn down</i> Compound nouns: <i>coffee machine, fire extinguisher</i> Compound adjectives for colours: <i>light blue</i> Comparative adjectives with <i>much, far ... than, a lot less ... than, just as ... as, nowhere near as ... as</i>	Kitchen appliances and equipment ( <i>dishwasher, iron</i> ) Bedroom contents ( <i>bedspread, noticeboard</i> )	A description of a room
<b>Project</b>	Design your own room				
<b>Unit 8 Habitat interactions</b>	Tropical rainforests Photosynthesis and aerobic respiration An article about a young inventor Food chains and the effect of habitat changes	<b>Listening</b> A nature documentary about rainforests A conversation about science homework An extract from a TV science programme <b>Speaking</b> Discuss the importance of rainforests, trees and plants for the environment Discuss the advantages and disadvantages of an invention to help farmers and wildlife in Kenya	Present passive Present perfect active and passive	Science: photosynthesis and aerobic respiration ( <i>energy, glucose, oxygen</i> ) The food chain ( <i>predator, prey, herbivore</i> )	A tweet describing an invention A summary of how human activity can affect the food chain
<b>Project Fiction Review</b>	Animals and the food chain <i>The Whale Rider</i> by Witi Ihimaera Review of Units 7–8				

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
<b>Unit 9</b> <b>Buildings and structures</b>	A general knowledge quiz about famous buildings and structures An article about the Millau Viaduct A new look at school design	<b>Listening</b> The answers to a general knowledge quiz <b>Speaking</b> Give a presentation about a bridge Talk about the design features of your school	Questions beginning with prepositions: <i>in which, for whom</i> Past continuous, active and passive	Buildings and structures ( <i>palace, stadium, pyramid</i> ) Bridges ( <i>suspension bridge, viaduct</i> ) Parts of a school ( <i>classroom, staircase, storey</i> )	A fact file about a bridge
<b>Project</b>	Design your ideal school				
<b>Unit 10</b> <b>Design and shape</b>	Shopping for food Three-dimensional shapes Classic designs	<b>Listening</b> A conversation about shopping for food A radio programme about the shapes of everyday objects Descriptions of classic designs <b>Speaking</b> Role-play a food shopping conversation Discuss everyday shapes Give your opinions about classic designs	Quantifiers with countable and uncountable nouns: <i>a bar of, a slice of</i>	Containers ( <i>can, bottle</i> ) Unit nouns ( <i>loaf</i> ) Group nouns ( <i>bunch</i> ) Shapes ( <i>sphere, cube</i> ) Adjectives to describe everyday objects ( <i>simple, practical</i> )	A shopping list
<b>Project</b>	Design a product				
<b>Poetry</b>	<i>Where I come from</i> by Elizabeth Brewster				
<b>Review</b>	Review of Units 9–10				
<b>Unit 11</b> <b>Personality types</b>	Aspects of personality A profile of a young inventor Soap opera	<b>Listening</b> A radio discussion about soap opera <b>Speaking</b> Talk about personality types Talk about a soap opera, the main characters, their personalities and the emotions that feature most frequently	Adjectives followed by prepositions: <i>interested in, good at</i> Prepositions followed by nouns: <i>at university, in the news</i> Abstract nouns: <i>jealousy, greed</i>	Personality adjectives ( <i>calm, determined</i> ) Abstract nouns and their corresponding adjectives to describe personality ( <i>generosity, generous</i> )	A summary of a news story for a website
<b>Project</b>	A description of a soap opera				
<b>Unit 12</b> <b>People and their jobs</b>	Jobs and places of work Talking about jobs A day in the life of a firefighter What you'll be doing in ten years' time	<b>Listening</b> Identify jobs from what people say about their work <b>Speaking</b> Talk about the people you know and the jobs they do Talk about the jobs you would like to do Talk about what you'll be doing in ten years' time and make suggestions for career choices	Suffixes for job titles ( <i>dentist, receptionist, manager, plumber</i> ) Verbs and prepositions followed by verb + <i>-ing</i> ( <i>avoid doing, by checking</i> ) <i>will</i> future and future continuous	Jobs ( <i>optician, doctor</i> ) The world of work ( <i>duties, shift</i> )	A paragraph about the job you'd like to do
<b>Project</b>	A day in the life of someone doing a particular job				
<b>Fiction</b>	<i>Rickshaw Girl</i> by Mitali Perkins				
<b>Review</b>	Review of Units 11–12				
<b>Unit 13</b> <b>Shops and services</b>	Supermarkets An article about the psychology of shopping in a supermarket Choosing a present and organising a celebration	<b>Listening</b> Supermarket announcements Plans for a celebration <b>Speaking</b> Describe a supermarket, what it has on offer and the layout Describe objects without saying their names	Prepositions followed by nouns ( <i>on offer, at half price</i> ) Reflexive pronouns ( <i>help yourself, you can weigh them yourself</i> ) Prepositions after adjectives and verbs ( <i>afraid of, agree with</i> )	Supermarket ( <i>trolley, checkout, bakery</i> )	Write a paragraph about the advantages and disadvantages of supermarkets
<b>Project</b>	Plan a celebration				

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
<b>Unit 14</b> <b>Possessions and personal space</b>	A web forum about treasured possessions My room Adverts for buying and selling things	<b>Listening</b> An interview with a teenager about his room <b>Speaking</b> Use what people say about their treasured possessions to talk about personalities Talk about your own most treasured possessions Describe an object without giving its name Give your opinion about a room	<i>to have something done</i> Past perfect in reported speech Compound adjectives ( <i>well-known</i> )	Personal possessions ( <i>sports trophies, friendship bracelet</i> ) Bedroom contents	A post for a web forum about treasured possessions A 'for sale' advert
<b>Project</b> <b>Autobiography</b> <b>Review</b>	Organise a charity sale <i>Coming to England</i> by Floella Benjamin Review Units 13–14				
<b>Unit 15</b> <b>Natural disasters</b>	Natural disasters A report of a drought in East Africa Raising money for charity	<b>Listening</b> A news report about a natural disaster A conversation at a charity event <b>Speaking</b> Discuss the problems that are caused by drought	Present perfect active and passive <i>despite, in spite of</i> Modals: <i>can / can't, must / mustn't, have to / don't have to</i>	Natural disasters ( <i>floods, hurricanes</i> ) Games at a charity fête	Write an information leaflet for a charity
<b>Project</b>	Organise a school fête for charity				
<b>Unit 16</b> <b>Survivors</b>	Disaster and survival An extract from a review of a book about a plane crash survivor An article about a mining disaster and a rescue Survival kits	<b>Listening</b> An extract from a radio book club programme <b>Speaking</b> Discuss three stories of survival Talk about what you need for a day's expedition	Comparative adverbs	Disasters and survivors ( <i>explosion, survival instinct</i> ) Survival kit ( <i>whistle, water bottle, compass</i> )	A paragraph about a plane crash survivor
<b>Project</b> <b>Travel/</b> <b>Autobiography</b> <b>Review</b>	Plan a day's expedition <i>Touching the Void</i> , by Joe Simpson Review of Units 15–16				
<b>Unit 17</b> <b>Summer season</b>	Summer holidays Summer camps and outdoor activities A summer camp in Japan Staying in a hostel	<b>Listening</b> Dialogues between a hostel manager and guests <b>Speaking</b> Give your opinions about the kind of summer holiday you like or don't like Compare summer camp schedules	Past modals: <i>should have, could have, would have</i> Indirect and embedded questions: <i>Could you tell me what time breakfast is, please? You need to tell me what time you want it.</i>	Summer holiday items ( <i>insect repellent, sun cream</i> ) Summer camp activities ( <i>kayaking, mountain biking</i> )	A letter or message to a friend explaining why you wish they had come on a recent trip or holiday with you
<b>Project</b>	Write a comedy sketch set in a youth hostel				
<b>Unit 18</b> <b>Using English</b>	Performing on stage The story of King Midas Writing and performing scenes from a play	<b>Listening</b> Two auditions for parts in a play <b>Speaking</b> Talk about performing in the theatre Talk about the story of Midas	Reported speech: statements, questions and commands Punctuation: full stops and commas	The theatre ( <i>stage manager, props, performers, narrator</i> )	Rewrite a paragraph putting in the correct punctuation
<b>Project</b> <b>Fiction</b> <b>Review</b>	Write and perform a play about King Midas <i>The Village by the Sea</i> by Anita Desai Review of Units 17–18				