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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Languages of the world</th>
</tr>
</thead>
</table>
| **Reading/Topic** | Languages you speak  
The languages of Papua New Guinea  
The advantages of knowing languages |
| **Listening/Speaking** | Listening  
Listen to some words and phrases in Tok Pisin  
Interviews about the advantages of knowing other languages |
| **Use of English** | Determiners: neither, each / every, all, both  
Conjunctions: although, while, whereas |
| **Vocabulary** | Language (first language, bilingual, fluent)  
Useful words and phrases (definitely, for example) |
| **Writing** | A fact file about a country |
| **Project** | Design and present a mobile phone app for learning English |
| **Unit 2** | E-communication |
| **Reading/Topic** | Using electronic communication  
The School of the Air  
Schools of the future  
Advantages and disadvantages of email  
Email and mobile phone etiquette |
| **Listening** | A conversation about the advantages and disadvantages of email |
| **Speaking** | 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 |
| **Use of English** | Expressing purpose: to, in order to, so that, so as will future, passive form wish (that), if only + past perfect should have / shouldn’t have |
| **Vocabulary** | Communications technology (smartphone, to download) |
| **Writing** | A paragraph giving opinions on mobile phones, apps, etc. |
| **Project** | A guide to email and mobile phone etiquette |
| **Fiction** | City of the Beasts by Isabel Allende |
| **Review** | Review of Units 1–2 |
| **Unit 3** | Rivers and coasts |
| **Reading/Topic** | The Nile and the ancient Egyptians  
The Amazon river and rainforest  
Robinson Crusoe Island |
| **Listening** | An extract from a documentary about the Nile and the ancient Egyptians |
| **Speaking** | Talk about a trip  
Compare and evaluate three tweets  
Ask questions about geography and the natural world |
| **Use of English** | Non-defining and defining relative clauses |
| **Vocabulary** | Rivers and coasts (source, sediment, delta)  
The water cycle (condensation, evaporation) |
| **Writing** | A summary of an extract from a documentary  
An account of a trip |
| **Project** | A magazine article about a major river |
| **Unit 4** | Great expeditions |
| **Reading/Topic** | The sinking of the Titanic and the exploration of the wreck  
Expeditions from China in the 19th century  
Space exploration |
| **Listening** | A radio discussion about exploring the wreck of the Titanic  
A narrative describing the voyages of Zheng He’s treasure fleet  
A discussion about space exploration |
| **Speaking** | Tell the story of the Titanic in your own words  
Discuss the ethics of exploring the wreck of the Titanic  
Retell the story of China’s Treasure Fleet  
Discuss space exploration |
| **Use of English** | Revision of past tenses  
Sentence adverbs: though, as well  
Revision of the will future |
| **Vocabulary** | Sea voyages (fleet, liner, maiden voyage, set sail)  
Space exploration (solar system, planet, space station) |
<p>| <strong>Writing</strong> | Predictions about space exploration |
| <strong>Project</strong> | A great expedition |
| <strong>Fiction</strong> | Chike and the River by Chinua Achebe |
| <strong>Review</strong> | Review of Units 3–4 |</p>
<table>
<thead>
<tr>
<th>Unit 5</th>
<th>Sports and hobbies</th>
</tr>
</thead>
</table>
| **Reading/Topic** | Sports and sports equipment  
Sporting ability  
An article about two top women athletes  
A web forum about hobbies |
| **Listening/Speaking** | **Use of English** | **Vocabulary** | **Writing** |
| Listening | Compound nouns  
(ice hockey, goal post) | Sports and sports equipment  
(horse riding, reins, saddle) | Sentences using abstract nouns  
A web forum post about your hobbies |
| Sports commentaries | Abstract nouns  
(strong, agility) | Qualities associated with sport  
(co-ordination, speed) |
| Speaking | Present perfect continuous | Hobbies  
(judo, juggling, making model planes) |
| Ask and answer questions in a sports quiz  
Discuss what it takes to be a top sportsperson  
Talk about hobbies | |
| **Unit 6** | Entertainment and media |
| **Reading/Topic** | Free time  
An article about the circus as a way of life  
A film review |
| **Listening** | **Use of English** | **Vocabulary** | **Writing** |
| Listening | Phrasal verbs: take up, go out  
Position of adverbs | |
| An informal and a formal way of talking about free-time activities  
A profile of the Cirque du Soleil  
Talking about free-time activities  
Discuss life in a circus and whether animals should be used in circuses  
Give your opinions of a film | Free-time activities  
(playing the flute, doing karate)  
The circus and circus performers  
(acrobat, circus ring)  
Film reviews  
(performance, script, soundtrack) |
| **Unit 7** | Household routines |
| **Reading/Topic** | Kitchen appliances and equipment  
A magazine article in which teenagers describe their bedrooms  
A quiz about jobs at home |
| **Listening** | **Use of English** | **Writing** |
| Listening | Phrasal verbs  
(kitchen and home): put on, switch off, turn down  
Compound nouns: coffee machine, fire extinguisher  
Compound adjectives for colours: light blue  
Comparative adjectives with much, far ... than, a lot less ... than, just as ... as, nowhere near as .... as |
| Typical kitchen conversations  
Talking about your room at home  
Ask and answer questions in a quiz and make comparisons | |
| **Unit 8** | Habitat interactions |
| **Reading/Topic** | Tropical rainforests  
Photosynthesis and aerobic respiration  
An article about a young inventor  
Food chains and the effect of habitat changes |
| **Listening** | **Use of English** | **Writing** |
| Listening | Present passive  
Present perfect active and passive | Science: photosynthesis and aerobic respiration  
(energy, glucose, oxygen)  
The food chain  
(predator, prey, herbivore) |
| A nature documentary about rainforests  
A conversation about science homework  
An extract from a TV science programme  
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 | |

**Project**
- A flyer for an after-school club
- A film review  
*Read it like Beckham* by Narinder Dhami  
Review of Units 5–6
- Design your own room
- Animals and the food chain  
*The Whale Rider* by Witi Ihimaera  
Review of Units 7–8
<table>
<thead>
<tr>
<th>Unit 9</th>
<th>Reading/Topic</th>
<th>Listening/Speaking</th>
<th>Use of English</th>
<th>Vocabulary</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buildings and structures</td>
<td>A general knowledge quiz about famous buildings and structures</td>
<td>Listening: The answers to a general knowledge quiz</td>
<td>Questions beginning with prepositions: in, which, for whom</td>
<td>Buildings and structures (palace, stadium, pyramid)</td>
<td>A fact file about a bridge</td>
</tr>
<tr>
<td>Structures</td>
<td>Speaking: Give a presentation about a bridge</td>
<td>Past continuous, active and passive</td>
<td>Bridges (suspension bridge, viaduct)</td>
<td>Parts of a school (classroom, staircase, storeroom)</td>
<td></td>
</tr>
<tr>
<td>An article about the Millau Viaduct</td>
<td>Talk about the design features of your school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A new look at school design</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Project**
- Design your ideal school

<table>
<thead>
<tr>
<th>Unit 10</th>
<th>Reading/Topic</th>
<th>Listening/Speaking</th>
<th>Use of English</th>
<th>Vocabulary</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and shape</td>
<td>Shopping for food Three-dimensional shapes Classic designs</td>
<td>Listening: A conversation about shopping for food A radio programme about the shapes of everyday objects Descriptions of classic designs</td>
<td>Quantifiers with countable and uncountable nouns: a bar of, a slice of</td>
<td>Containers (can, bottle) Group nouns (bunch)</td>
<td>A shopping list</td>
</tr>
<tr>
<td></td>
<td>Speaking: Role-play a food shopping conversation Discuss everyday shapes Give your opinions about classic designs</td>
<td></td>
<td></td>
<td>Shapes (sphere, cube) Adjectives to describe everyday objects (simple, practical)</td>
<td></td>
</tr>
</tbody>
</table>

**Project**
- Design a product

**Poetry**
*Where I come from* by Elizabeth Brewster

**Review**
Review of Units 9–10

<table>
<thead>
<tr>
<th>Unit 11</th>
<th>Reading/Topic</th>
<th>Listening/Speaking</th>
<th>Use of English</th>
<th>Vocabulary</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personality types</td>
<td>Aspects of personality A profile of a young inventor Soap opera</td>
<td>Listening: A radio discussion about soap opera Speaking: Talk about personality types Talk about a soap opera, the main characters, their personalities and the emotions that feature most frequently</td>
<td>Adjectives followed by prepositions: interested in, good at Prepositions followed by nouns: at university, in the news Abstract nouns: jealousy, greed</td>
<td>Personality adjectives (calm, determined) Abstract nouns and their corresponding adjectives to describe personality (generosity, greed)</td>
<td>A summary of a news story for a website</td>
</tr>
</tbody>
</table>

**Project**
- A description of a soap opera

**Unit 12**

**People and their jobs**

**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

**Listening**
 Identify jobs from what people say about their work

**Speaking**
 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

**Suffices for job titles** (dentist, receptionist, manager, plumber)

**Verbs and prepositions followed by verb + -ing** (avoid doing, by checking)

**Future and future continuous**

**Jobs (optician, doctor)**

**The world of work (duties, shift)**

**A paragraph about the job you’d like to do**

**Project**
- A day in the life of someone doing a particular job

**Fiction**
*Rickshaw Girl* by Mitali Perkins

**Review**
Review of Units 11–12

<table>
<thead>
<tr>
<th>Unit 13</th>
<th>Reading/Topic</th>
<th>Listening/Speaking</th>
<th>Use of English</th>
<th>Vocabulary</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shops and services</td>
<td>Supermarkets An article about the psychology of shopping in a supermarket Choosing a present and organising a celebration</td>
<td>Listening: Supermarket announcements Plans for a celebration</td>
<td>Prepositions followed by nouns (on offer, at half price) Reflexive pronouns (help yourself, you can weigh yourself)</td>
<td>Supermarket (trolley, checkout, bakery)</td>
<td>A paragraph about the advantages and disadvantages of supermarkets</td>
</tr>
<tr>
<td></td>
<td>Speaking: Describe a supermarket, what it has on offer and the layout Describe objects without saying their names</td>
<td>Prepositions after adjectives and verbs (afraid of, agree with)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Project**
- Plan a celebration
<table>
<thead>
<tr>
<th>Unit 14 Possessions and personal space</th>
<th>Reading/Topic</th>
<th>Listening/Speaking</th>
<th>Use of English</th>
<th>Vocabulary</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A web forum about treasured possessions</td>
<td>Listening</td>
<td>Use what people say about their treasured possessions to talk about personalities</td>
<td>Past perfect in reported speech</td>
<td>Personal possessions (sports trophies, friendship bracelet)</td>
<td>A post for a web forum about treasured possessions</td>
</tr>
<tr>
<td>My room</td>
<td>To have something done</td>
<td>Bedroom contents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adverts for buying and selling things</td>
<td>Speaking</td>
<td>Talk about your own most treasured possessions</td>
<td>Compound adjectives (well-known)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describe an object without giving its name</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Give your opinion about a room</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Project**

**Autobiography Review**

Organise a charity sale

**Coming to England** by Floella Benjamin

Review Units 13–14

---

<table>
<thead>
<tr>
<th>Unit 15 Natural disasters</th>
<th>Reading/Topic</th>
<th>Listening/Speaking</th>
<th>Use of English</th>
<th>Vocabulary</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural disasters</td>
<td>Listening</td>
<td>Use what people say about their treasured possessions to talk about personalities</td>
<td>Past perfect in reported speech</td>
<td>Personal possessions (sports trophies, friendship bracelet)</td>
<td>A post for a web forum about treasured possessions</td>
</tr>
<tr>
<td>A report of a drought in East Africa</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raising money for charity</td>
<td>Speaking</td>
<td>Talk about your own most treasured possessions</td>
<td>Compound adjectives (well-known)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describe an object without giving its name</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Give your opinion about a room</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Project**

<table>
<thead>
<tr>
<th>Unit 16 Survivors</th>
<th>Reading/Topic</th>
<th>Listening/Speaking</th>
<th>Use of English</th>
<th>Vocabulary</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disaster and survival</td>
<td>Listening</td>
<td>Use what people say about their treasured possessions to talk about personalities</td>
<td>Past perfect in reported speech</td>
<td>Natural disasters (floods, hurricanes)</td>
<td>Write an information leaflet for a charity</td>
</tr>
<tr>
<td>An extract from a review of a book about a plane crash survivor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An article about a mining disaster and a rescue</td>
<td>Speaking</td>
<td>Talk about your own most treasured possessions</td>
<td>Present perfect active and passive despite, in spite of Modal: can / can’t, must / mustn’t, have to / don’t have to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survival kits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Project**

**Travel/ Autobiography Review**

Organise a school fête for charity

**Plan a day’s expedition**

**Touching the Void**, by Joe Simpson

Review of Units 15–16

---

<table>
<thead>
<tr>
<th>Unit 17 Summer season</th>
<th>Reading/Topic</th>
<th>Listening/Speaking</th>
<th>Use of English</th>
<th>Vocabulary</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer holidays</td>
<td>Listening</td>
<td>Use what people say about their treasured possessions to talk about personalities</td>
<td>Past modals: should have, could have, would have</td>
<td>Personal possessions (sports trophies, friendship bracelet)</td>
<td>A paragraph about a plane crash survivor</td>
</tr>
<tr>
<td>Summer camps and outdoor activities</td>
<td></td>
<td></td>
<td>Indirect and embedded questions: Could you tell me what time breakfast is, please? You need to tell me what time you want it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A summer camp in Japan</td>
<td>Speaking</td>
<td>Talk about your own most treasured possessions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staying in a hostel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Project**

Write a comedy sketch set in a youth hostel

---

<table>
<thead>
<tr>
<th>Unit 18 Using English</th>
<th>Reading/Topic</th>
<th>Listening/Speaking</th>
<th>Use of English</th>
<th>Vocabulary</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performing on stage: The story of King Midas</td>
<td>Listening</td>
<td>Use what people say about their treasured possessions to talk about personalities</td>
<td>Past perfect in reported speech</td>
<td>Personal possessions (sports trophies, friendship bracelet)</td>
<td>A paragraph putting in the correct punctuation</td>
</tr>
<tr>
<td>Writing and performing scenes from a play</td>
<td>Two auditions for parts in a play</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>Talk about performing in the theatre</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Talk about the story of Midas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Project**

**Fiction Review**

Write and perform a play about King Midas

*The Village by the Sea* by Anita Desai

Review of Units 17–18

---

## Additional Notes

- **Listening**
  - Listening to music, stories, or news reports.
  - Understanding and responding appropriately.

- **Speaking**
  - Engaging in conversations or presentations.
  - Expressing ideas and opinions clearly.

- **Use of English**
  - Practicing grammar, vocabulary, and pronunciation.

- **Vocabulary**
  - Expanding and refining word knowledge.

- **Writing**
  - Composing texts for different purposes and audiences.

- **Autobiography Review**
  - Reflecting on personal experiences and insights.

- **Autobiography**
  - Writing about one’s own life and experiences.

- **Travel/ Autobiography Review**
  - Exploring places and cultures.

- **Autobiography**
  - Reflecting on personal experiences and insights.

- **Using English**
  - Applying language skills in practical contexts.

- **Fiction Review**
  - Analyzing and appreciating literary works.