

شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



شرح وحل الدرسين الأول والثاني من الوحدة التاسعة Rivers and
وشواطئ أنهار Coasts

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التواصل الاجتماعي بحسب الصف الثامن



روابط مواد الصف الثامن على تلغرام

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المزيد من الملفات بحسب الصف الثامن والمادة لغة انجليزية في الفصل الثالث

Unit 9
Rivers and coasts
Lessons 1-2
Rivers of life

Learning outcomes: By the end of the lesson, learners will be able to ...

- understand the details of an article
- discuss places/people/things using non-defining relative clauses.

Lesson 1

Lessons 1–2 **Rivers of life**

- Why are rivers important to people?

<http://www.myteacherpages.com/webpages/EGoodlad/academics.cfm?subpage=811607>

The lungs of the Earth

The Amazon River is about 6400 km long and its basin, which covers about 40% of South America, is the largest in the world. The Amazon rainforest, where there is rain almost every day of the year, is humid and hot with an average temperature of 27 degrees. It has a very rich ecosystem. About 40 000 plant species, 1 300 bird species and 2.5 million types of insects live there. Scientists, who believe that the Amazon is about

100 million years old, also call it the 'lungs of the Earth' because the plants and trees release a lot of oxygen into the atmosphere. They say that it's more than 20% of the world's oxygen comes from the rainforest.

Sadly, this amazing natural world is being destroyed mainly because of deforestation. According to WWF (World Wide Fund for Nature), which is an environmental protection group, 17% of the forest has been lost in just the last 50 years.

Reading

- 1 Read the text about the Amazon river.
What do the numbers in the box refer to?

27 20% 40% 50 6400 2.5 million

27 – degrees, the average temperature in the Amazon rainforest

20% – of the world's oxygen is produced in the basin of the Amazon River

40% – of South America is covered by the Amazon rainforest

50 – the number of years during which 17% of the rainforest has been destroyed

6,400 – the length of the Amazon River in kilometres

2.5 million – number of insect species found in the Amazon rainforest



Use of English: Non-defining relative clauses

Non-defining relative clauses give **extra** information about a person, thing or place in a sentence. If we leave the relative clause out, we can still understand the sentence.

We use commas before/after the relative clause and the following relative pronouns:

who for a person; *which* for a thing/animal; *where* for a place; or *whose* to talk about possession.

Example: *Scientists, who believe that the Amazon is about 100 million years old, also call it the 'lungs of the Earth' ...*

2 Read the text again and underline four non-defining relative clauses.

The lungs of the Earth

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Sadly, this amazing natural world is being destroyed mainly because of deforestation. According to WWF (World Wide Fund for Nature), which is an environmental protection group, 17% of the forest has been lost in just the last 50 years.

- 1 Join each pair of sentences with a non-defining relative clause. Use the correct relative pronoun from the box below.

• whose • which • who

- 1 The Manua people have lived in the rainforest for thousands of years. Their knowledge of medicinal plants surprises scientists.

The Manua people, whose knowledge of medicinal plants surprises scientists, have lived in the rainforest for thousands of years.

- 2 The Amazon is the second largest river in the world. Thousands of fish and mammals live there.

2 The Amazon, where thousands of fish and mammals live, is the second largest river in the world.

- 3 The toucan can be heard from about a kilometre away. It's the loudest creature in the Amazon jungle.



The toucan, which is the loudest creature in the Amazon, can be heard from about a kilometre away.

4 During the rainy season, the Amazon can reach 190 kilometres in width. The rainy season is from December to April.

During the rainy season, which is from December to April, the Amazon can reach 109 kilometres in width.

5 Manuas is the biggest city on the Amazon River. It's the place where many native tribes now live.

Manuas city, where many native tribes now live, is the biggest city on the Amazon River.

6 An Amazonian Indian called Raoni has become famous for trying to protect the rainforest from. He is an important chief.

An Amazonian Indian, who is an important chief, has become famous for trying to protect the rainforest.

7 The anaconda is the largest snake in the world. Its home is the Amazon river.

The anaconda, whose home is the Amazon rainforest, is the largest snake in the world.

8 The Manuas-Iranduba bridge is the only bridge across the Amazon. It was built in 2010.

The Manus-Iranduba bridge, which was built in 2010, is the only bridge across the Amazon.



2 Write a sentence about a famous person, place and building in your country. Use non-defining relative clauses.

1

2

3

3 Match the beginnings of the sentences 1–5 with the endings a–e.
Then add the commas round the non-defining relative clauses.

d1 Martin Strel who is a long-distance swimmer

b2 Jaguars which are a cat species

e3 One of the largest fish living in the Amazon
is the fish Pirarucu which

a4 Belém the place where the Amazon river
meets the Atlantic ocean.

c5 More than 150 languages are spoken by
the various Amazon natives who

a is one of the biggest cities in Northern Brazil.

b can be found in the Amazon rainforest.

c live in the rainforest without technology.

d swam the whole of the Amazon river in
66 days.

e has teeth in its mouth and on its tongue.



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Lesson 2

Lesson 2


Learning outcomes: By the end of the lesson, learners will be able to ...

- understand the gist and details of a formal talk
- write a summary of the facts presented in the talk.

Listening

- 4 You're going to listen to an extract from a documentary. Look at the words below. What do you think the documentary is about?

along the banks civilisation flourished
grow crops provided a lot of materials

- 5  30 Listen and check your answers. Why was the Nile important to ancient Egyptians? Discuss your ideas as a class.

They based their lives and culture on the river Nile.

- 6 Listen again and complete the notes opposite using one word.



Ancient Egypt and the Nile

- The ancient Egyptians could grow food because the Nile changed the _____¹.
- From the animals that lived in the river, the ancient Egyptians caught the _____².
- An example of building materials taken from the Nile is the _____³.
- The material used to write on came from 'papyrus' which was a _____⁴.
- The Nile allowed the ancient Egyptians to sell goods like _____⁵ and linen.

- 1- soil
- 2- fish
- 3- mud
- 4- plant
- 5- gold

Writing

- 7** **21st** Write notes in your Workbook about the benefits of the Nile in ancient Egypt based on the extract from the documentary and on information you find. The first section has been completed for you.

Writing tip

When you're making notes, you can often leave out words. The important information is often in the nouns.

- 3** Complete these notes about the benefits of the Nile in ancient Egypt based on the extract from the documentary and information you find.

How the ancient Egyptians benefited from the Nile	
✓ food	Nile - source of food: cereals, fruit and vegetables were grown; also fish from the river for animal protein
✓ materials	
✓ trade	

Use of English: Present and past tenses

Use the present simple and continuous to talk about habits and ongoing actions in the present.

*Many people **live** on the banks of the Nile now and **are using** its waters to grow crops.*

Use the past simple and continuous to talk about finished and ongoing actions at a finished period of past time.

*Many people **were farming** on the banks of the Nile when Ibn Battu **made** his journey across Africa.*

Use the present perfect to link the past with the present.

*People **have lived** on the banks of the Nile for many centuries and this way of life still continues today.*

4 Study the Use of English box on page 147 of the Coursebook. Then circle the correct verb form to complete the sentences.

- 1** People **are living** / **have lived** along the banks of the Nile for thousands of years.
- 2** Ancient Egyptians knew that every year in June the river **flooded** / **was flooding** and they could then use the fertile soil to grow crops for food.
- 3** They **catch** / **caught** a lot of fish as this was their main source of animal protein.
- 4** They **are used to** / **used to** make bricks with mud from the river and these were used to make their homes and other buildings.
- 5** They also used a plant called the 'papyrus' **to make** / **make** a type of paper and write on it.
- 6** They **were able to** / **able to** carry goods, such as gold and linen, to trade with other countries around the Mediterranean.