



State of Palestine  
Ministry of Education

**NEW**  
EDITION

# English for Palestine

PUPIL'S BOOK **9B**

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## 1 Listen and repeat.



a bit    close    duty    fridge    grow up    in trouble  
look after    piece    simple    though

## 2 Look at the picture on the next page. Describe it.

- |                        |                           |                        |
|------------------------|---------------------------|------------------------|
| 1 Aunt Nada and Hadeel | on each side of           | on the table.          |
| 2 They are standing    | is saying something about | in the kitchen.        |
| 3 There is             | are standing              | the food on the table. |
| 4 Aunt Nada            | some food                 | the kitchen table.     |

## 3 Listen and answer the questions.



- |  |   |
|--|---|
| 1 What would Hadeel like to do with Aunt Nada? | 2 Why do the Masri family have a big problem? |
| 3 Who is trying to look after everyone?        | 4 How are Aunt Nada and Hadeel going to help? |

## 4 Listen and read. Find the words and phrases from activity 1.



Hadeel and Aunt Nada were talking in the kitchen.

**Aunt Nada** Tell me, do you ever cook back home?

**Hadeel** When I'm at home, I sometimes help a bit. But I'm often out because I do various sports and other activities after school. So I don't know very much about cooking. I should though.

**Aunt Nada** Yes, if you learn to cook, it'll be very useful later, when you grow up.

**Hadeel** You're right. I need to learn. Nidal knows much more than me! And if I don't learn, it won't be easy to live away from home in future.

**Aunt Nada** I'll teach you some simple dishes if you like.

**Hadeel** Great!

**Aunt Nada** Let's make lunch for our neighbours, the Masri family. Mrs Masri is sick.

**Hadeel** Are they the family opposite?

**Aunt Nada** Yes. How did you guess?

**Hadeel** The daughter always looks busy. She goes shopping every day, and I often think maybe her mum isn't well.

**Aunt Nada** You're right. Her father is in hospital, too, so poor young Sameera is looking after them and the four little ones, too. She's only fourteen, like you.

**Hadeel** That's very hard. How does she do everything?

**Aunt Nada** Well, the friends and neighbours are helping, and today it's my turn.

**Hadeel** If something like that happens back home, neighbours don't usually help as much. You seem to have a closer community here.

**Aunt Nada** Perhaps you're right. If someone is in trouble here, we always feel it's our duty to help. Now, ... there are some chicken pieces in the fridge. Let's cook them and make some salad.

### Everyday English

... if you like.  
If you like, ...



### 1 Read. Add new words from period 1. Make any changes needed.

- 1 **A** What do you have to do to help at home?  
**B** I sometimes \_\_\_\_\_ Grandma when Mum has to go shopping.
- 2 **A** I'd like a \_\_\_\_\_ of cheese to put on my bread.  
**B** No problem. Go to the \_\_\_\_\_, and you'll find some on the top shelf.
- 3 **A** It's freezing now, and I think those people on the mountain are \_\_\_\_\_.  
**B** Yes, and I'm a mountain guide, so it's my \_\_\_\_\_ to go and find them.
- 4 **A** Tell me, are you and your brothers and sisters \_\_\_\_\_?  
**B** Yes, we did everything together while we were \_\_\_\_\_, and we're still great friends now, too.
- 5 **A** In my new job, I do the housework, and I also cook \_\_\_\_\_.  
**B** You always say that you can't cook \_\_\_\_\_!  
**A** Oh, well, I can make a few \_\_\_\_\_ dishes. That's all I have to do.

### 2 Listen and check. Then practise in pairs.



### 3 Read again and answer the questions.

- 1 Why doesn't Hadeel know much about cooking?
- 2 If Hadeel learns to cook now, when will this help her?
- 3 What does Aunt Nada offer to do?
- 4 How many people is Sameera looking after?
- 5 How old is she?
- 6 What does Hadeel think about Sameera's situation?
- 7 Who is Sameera getting help from?
- 8 Why are these people happy to do that?

### 4 Work in pairs. Listen again and practise the conversation.



**1 Read the examples.**

- 1 If someone **is** in trouble here, we always **feel** it's our duty to help.
- 2 If something like that **happens** back home, neighbours **don't** usually **help** as much.
- 3 If you **learn** to cook, it **will be** very useful later.
- 4 If I **don't learn**, it **won't be** easy to live away from home in future.
- 5 I **will teach** you some simple dishes **if** you **like**.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 Examples 1 and 2 talk about something that **a)** is happening in the present.   
**b)** may happen at any time.  We call this a *Type 0* (zero) conditional.
- 2 Both verbs in these examples are in the present **a)** continuous.  **b)** simple.
- 3 Examples 3–5 talk about something that **a)** may / may not be happening now.   
**b)** may / may not happen in the future.  We call this a *Type 1* conditional.
- 4 The *if* part of the sentence uses a verb in **a)** the present.  **b)** the future.
- 5 The other part of the sentence uses a verb in **a)** the present.  **b)** the future.

**2 Work in pairs. Match sentence parts 1–7 and a–g to make Type 0 conditional statements.**

Describe Sameera's busy mornings.

- |   |   |
|---|---|
| 1 <input checked="" type="checkbox"/> If the children wake up late, | <b>a</b> she often comes to the dining room to eat. |
| 2 <input type="checkbox"/> If it is a summer camp day,              | <b>b</b> she plans a shopping trip.                 |
| 3 <input type="checkbox"/> If her mum feels weak,                   | <b>c</b> she puts everything away tidily.           |
| 4 <input type="checkbox"/> If her mum feels strong enough,          | <b>d</b> she always visits her dad in hospital.     |
| 5 <input type="checkbox"/> If the children's rooms are untidy,      | <b>e</b> she usually has her breakfast in bed.      |
| 6 <input type="checkbox"/> If she needs to buy some food,           | <b>f</b> she goes to their rooms and calls them.    |
| 7 <input type="checkbox"/> If she has time after shopping,          | <b>g</b> she always takes them all there.           |

**3 Work in pairs. Read out Sameera's questions about her trip to town today. Then make her Type 1 statements.**

**Student A** Does Mum need more medicine today?

**Student B** If she needs more medicine today, I'll have to go to the doctor's.

- |                                       |                              |
|---------------------------------------|------------------------------|
| 1 Does Mum need more medicine?        | > have to go to the doctor's |
| 2 Do we need more money?              | > visit the bank             |
| 3 Do we need more fruit?              | > need to go to the market   |
| 4 Do I have to get more vegetables?   | > stop at the greengrocer's  |
| 5 Does Dad want another book to read? | > get one at the library     |
| 6 Do we need more bread?              | > have to go to the baker's  |
| 7 Do I have to get more meat?         | > go to the butcher's        |

Now make negative *Type 1* statements.

*If she doesn't need more medicine today, I won't have to go to the doctor's.*

1 Listen and repeat.



burn	chemical	get rid of
imagine	material	necessary
pan	pour	stain (v/n)

Word formation

accident (n) accidental(ly) (adj/adv)  
 clean (v/adj) cleaner (n)  
 cook (v) cooker (n)

2 Listen. Add new words from activity 1. Make any changes needed.



- 1 **A** I don't like using very powerful \_\_\_\_\_ round the house.  
**B** I agree. They can damage things, and it isn't usually \_\_\_\_\_ to use them.
- 2 **A** Oh, no! You've \_\_\_\_\_ your new sweater. Is it coffee?  
**B** Yes, it happened \_\_\_\_\_. I was drinking a cup, and I dropped it.
- 3 **A** Have you tried to \_\_\_\_\_ the stain in your dress with soap and water?  
**B** Yes, but it hasn't worked. I'm going to try a very gentle chemical \_\_\_\_\_.  
**A** Well, be very careful. You don't want to damage that beautiful \_\_\_\_\_.
- 4 **A** I can't \_\_\_\_\_ cooking over an open fire all the time.  
**B** Well, that's what they did long ago. They didn't have modern \_\_\_\_\_ then!
- 5 **A** Is the soup in that \_\_\_\_\_ ready yet?  
**B** Yes, it's nice and hot, so should I \_\_\_\_\_ it into the soup bowls now?  
**A** OK, but be careful when you do that. Don't \_\_\_\_\_ yourself!

3 Listen and check. Then practise in pairs.



4 Look at the pictures. Then listen and number the dangers 1-6.



Now number the rules 1-6. (Listen again if necessary.)

- |   |   |
|---|---|
| <input type="checkbox"/> Never let children play with knives.                         | <input type="checkbox"/> Be careful to keep chemical cleaners away from children.     |
| <input type="checkbox"/> Always move heavy things that might fall.                    | <input type="checkbox"/> Be careful not to leave hot pans at the front of the cooker. |
| <input type="checkbox"/> Never leave a way for children to climb somewhere dangerous. |   |
| <input type="checkbox"/> Always stay with the children and watch them carefully.      |   |

### 1 Work in pairs. Talk about the pictures on the next page.

- 1 Do they show things that are really happening, or things that we are imagining?
- 2 In the first situation, what is the girl pointing at?
- 3 How does the boy seem to feel about it?
- 4 In the second situation, what is happening on the cooker?
- 5 How does the boy seem to feel about it?

### 2 Read the quiz and mark the statements true (✓) or false (✗).

- 1 The quiz is about things that are really happening now.
- 2 It shows how well or badly you could find answers to problems at home.
- 3 In Situation 1, your brother has had an accident with some tomato juice.
- 4 In this situation, b) would take more time than a).
- 5 Situation 2 could become very dangerous for everyone.

## QUIZ: Could you look after your home and family?

Imagine that your parents have gone out, and you are looking after your young brothers and sisters this evening. What would you do if these things happened?

**Situation 1:** Imagine that your little brother has accidentally poured some tomato juice down his shirt and stained it. What would you do?

*If that happened, I would ...*

- a) first try to get rid of the stain with cold water and soap. Then, if that did not work, I could use a gentle chemical cleaner.
- b) look for the most powerful chemical cleaner in the house and attack the stain with that.

**Situation 2:** Imagine that you are cooking dinner for everyone, but then a pan of hot oil starts burning. What would you do?

*If that happened, I would ...*

- a) turn off the cooker and pour cold water on the oil.
- b) turn off the cooker and cover the pan.

- 3 Read and do the tasks. Read the quiz and tick what you would do in the situations. Read the comments and match them to Situations 1 and 2 and compare with your answers.

- 4 Listen and read aloud. 

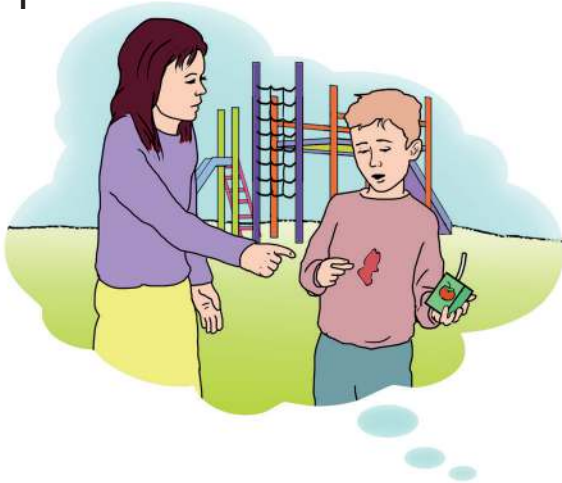
## Comments

**Situation \_\_\_\_:** If you did **a)**, the oil and water together would immediately start a huge and dangerous fire. If you did **b)**, that would stop air from reaching the oil, and this would quickly stop burning.

**Situation \_\_\_\_:** If you did **b)**, this would probably get rid of it, but you would also probably damage the material. You might not get rid of the stain completely the first time if you did **a)**. However, you would not damage the material, and so you could try again if necessary.



1



2



**1 Read the quiz and add notes to complete the table.**

	Situations	Actions: <i>I would ...</i>
1	Your brother has _____ _____	Get rid of it with _____ or _____
2	A pan of _____ _____	Turn off _____ and _____

**2 Work in pairs. Ask and answer questions about the situations.**

- Student A:** Present the situations in activity 1 like this.  
*Imagine that your brother has ... What would you do?*
- Student B:** Answer with information from activity 1 like this.  
*In that situation, I would ...*

**3 Read the quiz again and do these tasks.**

**Say what the underlined words refer to.**

- Line 5: Then, if that did not work, ...
- Line 8: ... cooking dinner for everyone, ...
- Line 17: ..., and this would quickly stop burning.
- Line 18: ..., this would probably get rid of it, ...

**Now say what the underlined words and phrases mean.**

- Line 7: ... and attack the stain with that.
- Line 22: ... and so you could try again ...
- Line 22: ... you could try again if necessary.

**4 Work in pairs. Think and discuss.**

- Have you ever looked after younger brothers and sisters – or other children?
- Did everything go well, or did you have problems?

### 1 Match opposites 1–4 and a–d.

- |              |            |            |             |
|--------------|------------|------------|-------------|
| 1 __ enemy   | 2 __ safe  | a turn off | b right     |
| 3 __ turn on | 4 __ wrong | c friend   | d dangerous |

### 2 Now add pairs of opposites from activity 1. Make any changes needed.

- It was dark when I arrived. I stopped the car, \_\_\_\_\_ the engine, went to the house, opened the door and \_\_\_\_\_ the lights inside.
- Why are you always angry with Deema? She isn't your \_\_\_\_\_, you know, and she wants to be your \_\_\_\_\_.
- Mariam got 95% in the test. She got almost everything \_\_\_\_\_ and just one thing \_\_\_\_\_.
- It's too \_\_\_\_\_ for the children to go out on the road. They must stay in the garden: it's \_\_\_\_\_ there.

### 3 Match forms of *look* with the definitions.

look    look    look after    look at    look for    look like    look up

- look \_\_\_\_\_: used to say how someone or something seems to you
- \_\_\_\_\_: try to find someone or something
- \_\_\_\_\_: turn your eyes towards someone or something to see it clearly
- \_\_\_\_\_: used when you want someone to look carefully at something
- \_\_\_\_\_: make sure that nothing bad happens to someone or something
- \_\_\_\_\_: try to find information, usually in a book or a list or on the internet
- \_\_\_\_\_: look almost the same as someone or something else

### 4 Now add forms of *look* to complete the dialogues. Make any changes needed.

At a big party:

- Ahmad** You (1) \_\_\_\_\_ smart in that shirt, Khaled.  
**Khaled** Thanks, Ahmad. Why are you (2) \_\_\_\_\_ that person over there?  
**Ahmad** Because he (3) \_\_\_\_\_ an old friend. His name was Tim Hall.  
**Khaled** I'll (4) \_\_\_\_\_ the name on the guest list. Yes, look. Tim Hall.  
**Ahmad** Fantastic! I must go and say hello to him.

At home:

- Huda** Have you seen my phone? I've been (5) \_\_\_\_\_ it all day!  
**Majed** No, sorry. You should (6) \_\_\_\_\_ your things more carefully.  
**Deema** I can see it. (7) \_\_\_\_\_, it's over there by the TV.  
**Huda** Oh, yes, that's it! Thanks very much!

### 1 Read the examples.

- 1 If the oil **started** burning, I **would turn off** the cooker.
- 2 If you **used** a powerful chemical cleaner, this **would remove** the stain.
- 3 If that **did not work**, you **could use** a gentle chemical cleaner.
- 4 You **might not remove** the stain completely if **you did** that.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 Examples 1–2 are about things that **a)** are happening.  **b)** we only imagine happening.   
We call this a *Type 2* conditional.
- 2 The ‘unreal’ situation is in the part of the sentence that **a)** has *if*.  **b)** does not have *if*.
- 3 The verb in the *if* part is in **a)** the past simple.  **b)** the present simple.
- 4 The verb in the other part is in the form **a)** *had* + infinitive.  **b)** *would* + infinitive.
- 5 Examples 3–4 show that the verbs in a *Type 2* conditional **a)** can only be positive.   
**b)** can be positive or negative.
- 6 Example 4 shows that the *if* part **a)** can only come first in the sentence.   
**b)** can also come in second position.

### 2 Work in pairs. Say what you would do if you were in these situations. Choose answers from the box.

give first aid and call a doctor	give him / her some of mine
go back and look for it	<del>hold it under cold running water</del>
look up the answer on the internet	look after him / her and look for the mother

#### Situations:

- 1 You burn your hand just a little (for example, by touching a hot pan).  
*If I burned my hand just a little, I would hold it under cold running water.*
- 2 Your friend forgets to bring a picnic lunch (for example, on a school trip).
- 3 You lose your purse somewhere in town.
- 4 A neighbour suddenly becomes sick and collapses.
- 5 You see a small child on a busy road.
- 6 Someone asks you a difficult question about Palestine.

### 3 Work in pairs. Look at the pictures and rules in period 4, activity 4. Make statements.

**Student A:** Use the rules to make statements like this.

*If those were my children, I wouldn't let them play with knives.*

**Student B:** Use the rules to make answers like this.

*I agree. If those children were mine, I would put the knife away.*

### 1 Work in pairs. Talk about things that may happen at any time.

**Student A:** Ask questions about these things.

*What do you usually do if you ...*

can't get online to chat with your friends      can't get to sleep  
 haven't got time to finish the housework  
 can't understand your homework  
 feel sick when you wake up in the morning  
 someone wants to watch a different programme on TV

**Student B:** Answer with these (or your own) ideas.

*If I (can't get online to chat with my friends), ... instead.*

play (football)      help at home      listen to music / read a story  
 go and meet / visit friends      stay in bed and sleep  
 ask my teacher      get help from sisters and brothers

### 2 Work in pairs. Talk about your future with *will + be* or *have*. Use these ideas.

be a (mother / father)      have a (child / family)  
 have a/an (house / apartment)      have a (good job / fast car)

*In ten years from now, I hope I'll (have a family).*

**Now say what you will do if these things happen.**

*In ten years from now, I hope I'll (have a family). If that happens, I'll give my children all my free time.*

### 3 Ask and answer questions about things that are not real. Choose from these ideas.



become a famous (film) star  
 can visit one special place anywhere in the world  
 can play (football) for any team in the world  
 have enough money to buy a very special present (parents)



*If I became a famous film star, I would be in all the most exciting films.*



**1 Look at the picture and do the tasks.**

- 1 Describe the picture. Say what is happening.
- 2 Guess what the people are discussing.



**2 Listen to part 1. Check your answers to activity 1.**



**3 Read lists of ideas 1–4 and a–d. Listen to part 2 and match a–d to 1–4.**



- |   |  |
|---|--|
| 1 <input checked="" type="checkbox"/> Spend the money on a health centre. | a People here be much fitter.                    |
| 2 <input type="checkbox"/> Build a new health centre here.                | b People here be much healthier.                 |
| 3 <input type="checkbox"/> Develop lots of clubs.                         | c They help to build a better, closer community. |
| 4 <input type="checkbox"/> Choose this project.                           | d People can get medical help faster than now.   |

**4 Practise your pronunciation: sentence stress.**



**Listen for the most important point in each half of the sentences. Underline the sound with the strongest stress.**

- 1 If we spent the money on a health centre, people here would be much healthier.
- 2 If we built a new health centre, people could get medical help faster than now.
- 3 If we developed lots of clubs, these would help to build a better, closer community.
- 4 If we chose this project, people here would be much fitter.

**5 Work in groups. Act out the situation in part 2 of the listening.**

- 1 Take the parts of the community leader, Dr Rania Yussef and Mr Tim Reece.
- 2 Use the ideas in activity 3 to help you speak.
- 3 Use sentence stress to make your important points strongly.

## 1 Listen and write down what you hear.

## 2 Work in pairs. Complete a report to City Hall.

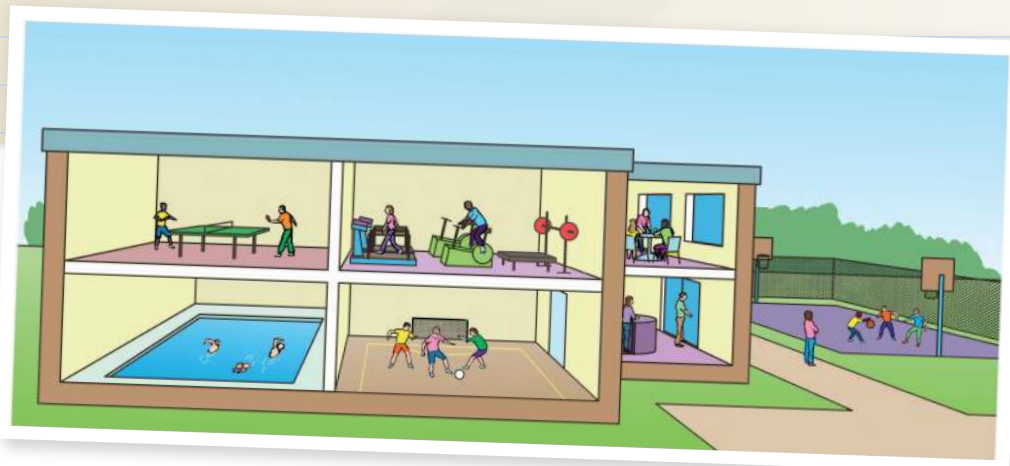
- The community group has decided to support one of the projects – the sports centre. Copy and complete the introductory paragraph to start your report.
  - Add today's date to the first sentence.
  - Add the words in the box.

community    discuss    government    meeting    project    sports centre

On (Monday), there was a (1) \_\_\_\_\_ at our (2) \_\_\_\_\_ hall to (3) \_\_\_\_\_ the money that we might get from the (4) \_\_\_\_\_ to pay for a special community (5) \_\_\_\_\_. We agreed that if we won the money, we would like to use it to pay for a new (6) \_\_\_\_\_.

- Make three statements about the project. (Use the notes in period 10 to help you.)  
*If we spent the money on a new sports centre, we could ...*
- Create a topic sentence to start a paragraph that will explain your ideas.  
We think that \_\_\_\_\_ would do a lot for our area.  
We feel that \_\_\_\_\_ this project would be a great help to our community.  
We believe that \_\_\_\_\_ would be very popular with the local people.
- Copy and complete the paragraph to continue your report.

We ... (topic sentence). First of all, ... (first statement). Secondly, ... (second statement). Finally, ... (third statement).



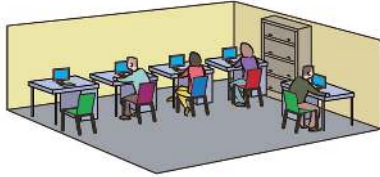


**1 Work in groups. Decide the thing that your school needs most.**

Your school may win some money for a special project and your head teacher wants the students to help choose the project.

- Together, choose a group leader.
- Decide one thing that you will support. You can choose from these ideas. Plan to explain why your choice is the best one.

**Unit task:** Writing a report with ideas for a better school.



a new computer room



a new science lab



a new art room



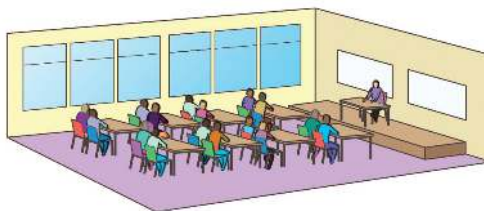
a new mini-bus



a new sports hall



a new library



some bigger classrooms

- The group leader thanks everyone for coming and starts the discussion. He / She asks for ideas and chooses people to present and explain them in turn.
- The group leader asks everyone to discuss the different ideas freely.
- The group leader asks all to vote for their favourite ideas and notes the numbers of votes for each.
- After the vote, everyone again states the special points that make this the best choice of project. There should be three points or more.
- Everyone makes notes of the special points.

**2 Write a report to your head teacher.**

- 1 Write an introductory paragraph like the one you wrote in period 11. Write today's date and explain that there was a group meeting in room name / number. Finish the paragraph with a *Type 2* conditional.
- 2 Write an explanatory paragraph like the one wrote in period 11. Start with a topic sentence. Continue with your special points from activity 1.

1 Listen and repeat. 

chance	expect	fetch	get to know
knock	midday	pity	suggest
			tray

## 2 Look at the picture on the next page. Describe it.

- |   |                   |                  |                            |
|---|-------------------|------------------|----------------------------|
| 1 | Hadeel            | a tray of food   | to see each other.         |
| 2 | They are talking  | and another girl | to the other girl.         |
| 3 | Hadeel is passing | to be pleased    | of the girl's house.       |
| 4 | They seem         | at the door      | are talking to each other. |

3 Listen and answer the questions. 

- |   |  |   |   |
|---|--|---|---|
| 1 | Who did Aunt Nada and Hadeel make lunch for? | 2 | What happened when Sameera opened the door? |
| 3 | What did the girls do then?                  |   |   |

4 Listen and read. Find the words from activity 1. 

When Aunt Nada and Hadeel finished making lunch for the Masri family, Hadeel offered to take the food to them. She wanted a chance to meet Sameera. Aunt Nada happily agreed. She also wanted Hadeel and Sameera to get to know each other.

So Hadeel took the tray to the Masri family. She knocked and the door opened.

**Hadeel** Hi, I'm Hadeel.

**Sameera** Oh, hello, you're staying opposite, aren't you?

**Hadeel** Yes, and your name is Sameera, isn't it?

**Sameera** That's right. Please come in.

**Hadeel** Thank you, and look, I've brought you lunch. Aunt Nada made it for you – with a little help from me.

**Sameera** That's really kind! Please come through and have tea. I can make you some Arab-style tea – or I can make you some lemon tea.

**Hadeel** Oh, thank you! I'd love some Arab-style tea, please.

**Sameera** Excuse me, I'm going to take Mother some food in bed. Then I'll be back.

A little later.

**Hadeel** I hear you've got four little brothers and sisters, and you're looking after all of them, too.

**Sameera** Well, yes, at the moment.

**Hadeel** I don't expect you get much free time!

**Sameera** No, not much! And that reminds me, it's midday and I have to fetch the children from their summer camp and give them their lunch. It's a pity because I'm enjoying our chat.

**Hadeel** Well, we don't have to stop. I suggest we go together, and then we can carry on chatting, can't we?

**Sameera** Yes, we certainly can.

**Everyday English**

Please come in.  
Please come through  
and have tea.





**1 Read. Add new words from period 1. Make any changes needed.**

- 1 **A** I hear the new summer camp is nearly full. Everyone wants to go!  
**B** Let's ask our parents to get places for us while there's still a \_\_\_\_\_.
- 2 **A** What time do you \_\_\_\_\_ the guests to arrive?  
**B** At \_\_\_\_\_, so they should be here very soon. It's 11:45 now.
- 3 **A** We should do something to \_\_\_\_\_ our new neighbours.  
**B** Yes, well, I \_\_\_\_\_ we invite them here for lunch at the weekend.
- 4 **A** Could you go and \_\_\_\_\_ all the knives and forks from the kitchen?  
**B** Yes, I'll bring everything on a \_\_\_\_\_.
- 5 **A** We've \_\_\_\_\_ three times, but Tariq doesn't seem to be at home.  
**B** That's a \_\_\_\_\_! I was really hoping to meet him again.

**2 Listen and check. Then practise in pairs.** 

**3 Read again and answer the questions.**

- 1 Why did Hadeel offer to take the food to the Masri family?
- 2 Why was Aunt Nada happy to say yes?
- 3 What did Sameera know about Hadeel?
- 4 What did she invite Hadeel to do?
- 5 Then what did she offer to make Hadeel?
- 6 Why did Sameera have to go out a little later?
- 7 Why was that a pity?
- 8 What did Hadeel suggest doing in order to continue their chat?

**4 Work in pairs. Listen again and practise the conversations.** 

### 1 Read the examples.

- 1 I'd love **some Arab-style tea**, please.      2 I'm enjoying **our chat**.  
 3 Aunt Nada made **lunch for the Masri family**.      4 She made **the Masri family lunch**.  
 5 Hadeel took **the tray to the Masri family**.      6 She took **the Masri family the tray**.

Look at the examples again. Tick (✓) the best way to complete the statements.

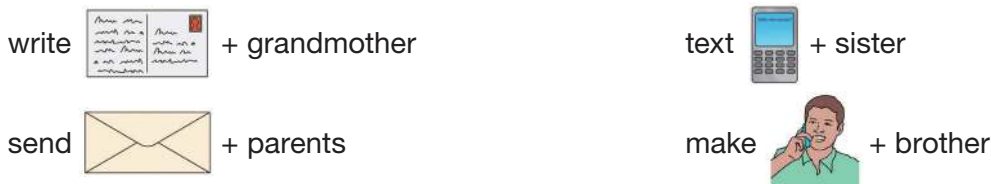
- 1 Examples 1 and 2 have **a)** one object.  **b)** two objects.   
 2 Examples 3–6 all have **a)** one object.  **b)** two objects.   
 3 In examples 3 and 5, the first object (direct object) comes **a)** just after   
**b)** just before  the verb.  
 4 In 3, the second object (indirect object) follows the word **a)** *to*.  **b)** *for*.   
 5 In 5, the second object (indirect object) follows the word **a)** *to*.  **b)** *for*.   
 6 In 4 and 6, the indirect object comes **a)** before  **b)** after  the direct object.  
 7 When the indirect object comes first, we **a)** keep  **b)** cut  the words *for* and *to*.  
 8 The direct object is usually **a)** a thing,  a person,  and the indirect object is usually  
**b)** a person.  a thing.

### 2 Make statements. Say what Rania did on holiday with her cousins.

- 1 Say what she did for the first time. Use these words: **boat horse mountain zoo**  
*She climbed a mountain for the first time.*



- 2 Say how she communicated. Use these words: **call letter message postcard**  
*She wrote a postcard to her grandmother.*



- 3 Say what she did for people. Use these words: **cakes chocolates flowers vase**  
*She bought some chocolates for her grandmother.*



### 3 Work in pairs. Ask and answer questions about activity 2.

- Student A** Did Rania (write a postcard) to her parents?  
**Student B** No, she didn't. She sent them a letter.  
**Student B** Did Rania (choose a vase) for her aunt and uncle?  
**Student A** No, she got them some flowers.

1 Listen and repeat.



belong disabled disaster earthquake  
 equipment extra flood international  
 organization victim

Word formation

volunteer (n) volunteer (v)  
 voluntary (adj)

2 Listen. Add new words from activity 1. Make any changes needed.



- 1 **A** I hear that you \_\_\_\_\_ to Oxfam. But what does it do?  
**B** It's a big \_\_\_\_\_ that helps people in trouble round the world.
- 2 **A** There seem to be a lot of natural \_\_\_\_\_ round the world.  
**B** Yes, for example that \_\_\_\_\_ in China after weeks of heavy rain.  
**A** I remember. There were thousands of \_\_\_\_\_ who lost everything.
- 3 **A** Do you remember when thousands of buildings collapsed in that big \_\_\_\_\_ last year?  
**B** Yes, there was a big \_\_\_\_\_ call for help from round the world.
- 4 **A** Tony does \_\_\_\_\_ work at a school for children with special needs. There are a lot of \_\_\_\_\_ like him who go to help the teachers.  
**B** Do the children need \_\_\_\_\_ help with studying, and learning how to do things?  
**A** Yes, because they're all \_\_\_\_\_ in various ways. The school has lots of special \_\_\_\_\_ to help the children, too.

3 Listen and check. Then practise in pairs.



4 Listen and do the tasks.



- 1 Answer the questions.  
 1 What kind of programme is *Young World*?  
 2 What is the topic of the programme today – as well as last week?

2 Number in order.

**a** Number the people in the order that the speaker talks about them.

- Tom from Britain                       Rosa from Brazil  
 Hassan from Saudi Arabia         Sameera from Palestine

**b** Number the kinds of help that they give.

- Doing community projects  
 Doing voluntary work at a local library  
 Sending help to victims of natural disasters  
 Looking after sick or disabled people at home

3 Make statements from 2a and 2b like this.

*People like Tom from Britain do community projects.*



Rosa



Hassan



Tom



Sameera

**1 Work in pairs. Talk about the pictures on the next page.**

- 1 Who are the people in the pictures?
- 2 What countries are they from?
- 3 Where is the girl in picture **a)** and what is she doing?
- 4 What do the boys in picture **b)** belong to? What are he and the others doing?
- 5 Where are the volunteers in picture **c)**, and what have they done?

**2 Read and write the names of speakers 1–3.****3 Read and mark the statements true (✓) or false (✗).**

- 1 Tom recently helped build a playground at his school.
- 2 The library gives Rosa CDs and DVDs for her work there.
- 3 Hassan's organization helps save the lives of victims of natural disasters.
- 4 Tom, Rosa and Hassan all do voluntary work for their local community.
- 5 All three of them feel good about their voluntary work.

**Reaching out to others**

1 **1** \_\_\_\_\_ 'At the end of the school week, we have a choice. We can do extra work in the library or sports or, like me, we can do voluntary work. We do projects which help the local community, and we recently finished one at a school for young children. It's a new playground which we helped to build. We set up the new play equipment, and the children love it. That feels good, and we had lots of fun, too.'

2 \_\_\_\_\_ 'On Saturday mornings, I volunteer at the local library. There are various jobs which you can do there. For example, you can take books to the homes of disabled people who can't get to the library. But my favourite is my little reading group. I read stories to young children that I meet every week. They love it, and I really enjoy that. They don't pay me, but I'm allowed to borrow books instead, and that's very nice.'

3 \_\_\_\_\_ 'There's always a big natural disaster somewhere in the world. If it isn't an earthquake, it's a flood or a hurricane. I can't go and help, but there's something else that I can do. I belong to an international organization which sends help to people who are in danger. It collects money for things that disaster victims badly need – things like food and medicine. Then we volunteers put everything into boxes ready to send. At Eid, we also sent toys for children in Africa, and that was nice. It's good to give to people who have very little.'

**4 Listen and read aloud.**

**1 Read and complete the notes.**

Tick (✓) the correct columns.  
Then complete column 4.



Helpers	Kinds of help			
	1 At home	2 Locally	3 Internationally	4 Examples
People like Sameera	✓			Look after people in the family who are <u>sick</u> or <u>disabled</u> .
Tom				Helps with _____, like a _____.
Rosa				Helps at the _____, specially with a _____.
Hassan				After _____, helps to send things that people need like _____ and _____.

**2 Work in pairs. Ask and answer questions about the helpers.**

**Student A:** Ask questions.  
*Who do people like Sameera try to help?*  
*What kind of thing do they do?*

**Student B:** Answer the questions. Use your notes in activity 1.  
*They try to help people at home.*  
*For example, they look after ...*

**3 Read the passage again and do these tasks.**

**Say what the underlined words refer to.**

- Line 3: ... and we recently finished one at a school ...
- Line 9: They don't pay me, ...
- Line 10: ... I'm allowed to borrow books instead, ...

**Now say what the underlined phrases mean.**

- Line 1: At the end of the school week, ...
- Line 2: We do projects which help the local community, ...
- Line 11: There's always a big natural disaster ...

**4 Work in pairs. Think and discuss.**

- What kinds of voluntary work can Palestinians do?
- What kinds of voluntary work have you ever done – or might you like to try?

**1 Work with parts of speech.**

1 Find these words in the passage in period 5.

choice \_\_\_\_ voluntary \_\_\_\_ help \_\_\_\_ feel \_\_\_\_  
 natural \_\_\_\_ danger \_\_\_\_ collect \_\_\_\_ medicine \_\_\_\_

2 Add the correct parts of speech to the words in the box. Use these abbreviations: v (for verb) n (for noun) adj (for adjective).

**2 Add the words from activity 1 to the tables.**

Verb	Noun	Noun	Adjective	Verb	Adjective
choose	_____	_____	dangerous	_____	helpful
_____	collection	_____	medical	volunteer	_____
_____	feeling	nature	_____		

**3 Add pairs of words from activity 2.**

- 1 **A** I've heard that a lot of Palestinians \_\_\_\_\_ to work for the community.  
**B** That's right. For example, older students all do \_\_\_\_\_ work.
- 2 **A** My little brother Fuad loves wildlife and \_\_\_\_\_.  
**B** Yes, it's \_\_\_\_\_ for young children to find animals very interesting.
- 3 **A** Do we have a \_\_\_\_\_ for our next project?  
**B** We can help in the park, or we can \_\_\_\_\_ to build a new playground.
- 4 **A** You've got a huge \_\_\_\_\_ of old clocks here!  
**B** Yes, well, you see I \_\_\_\_\_ all kinds of clocks.
- 5 **A** I get a really good \_\_\_\_\_ when I can help someone to do something.  
**B** Yes, I always \_\_\_\_\_ the same way. It's nice to give a helping hand.
- 6 **A** Can I \_\_\_\_\_ you carry these heavy bags, Aunt Muneera?  
**B** Oh, thank you, Adnan! If you could, that would be very \_\_\_\_\_.
- 7 **A** Is it \_\_\_\_\_ to go walking in the woods at night?  
**B** I think the biggest \_\_\_\_\_ is that you could fall and hurt yourself.
- 8 **A** The flood victims badly need food, clean water and \_\_\_\_\_ help.  
**B** What kinds of food and \_\_\_\_\_ should we send?

**4 Work in pairs. Practise the dialogues in activity 3.**



**1 Read the examples.**

- 1 It feels right to give to people. **They have very little.**  
> It feels right to give to people **who have very little.**
- 2 We do projects. **They help the local community.**  
> We do projects **which help the local community.**
- 3 I read stories to young children. **I meet them every week.**  
> I read stories to different groups of children **who/that I meet every week.**
- 4 There is something else. **I can do it.**  
> There is something else **which/that I can do.**

**Look at the examples again. Tick (✓) the best way to complete the statements.**

- 1 The relative clauses in examples 1–4 add **a) important**  **b) unimportant**  information to the first part of their sentences.
- 2 Examples 1 and 3 show that we can use **a) who or that**  **b) which or that**  in relative clauses about people.
- 3 Examples 2 and 4 show that we can use **a) who or that**  **b) which or that**  in relative clauses about things.
- 4 In examples 1 and 2, *who* and *which* are **a) the subject**  **b) the object**  of their relative clauses.
- 5 In examples 3 and 4, *who/that* and *which/that* are **a) the subject**  **b) the object**  of their relative clauses.

**2 Form sentences with relative clauses. Join the sentences on the left and right.**

**The subject pronouns change to relative pronouns.**

- |                               |       |  |
|-------------------------------|-------|--|
| 1 Tom is the volunteer.       |       | He helped to build a playground.               |
| 2 He does various projects.   | who   | <del>They</del> all help the local community.  |
| 3 Rosa is the person.         | which | <del>She</del> reads to a group of children.   |
| 4 She does this at a library. |       | <del>It</del> has various jobs for volunteers. |

1 *Tom is the volunteer who ...*

**3 Form sentences with relative clauses. Join the sentences on the left and right.**

**The object pronouns change to relative pronouns.**

- |                                  |       |   |
|----------------------------------|-------|---|
| 1 Tom talks about a project.     |       | His group recently finished <del>it</del> . |
| 2 They built a playground.       | who   | Everyone loves <del>it</del> .              |
| 3 Rosa is one of the volunteers. | which | The local library uses <del>them</del> .    |
| 4 Rosa has a group of children.  |       | She helps <del>them</del> to read.          |

1 *Tom talks about a project which ...*

**1 Work in groups. Talk about gifts. Do these tasks.**

(Eid is coming, and you are feeling generous!)

1 Choose who to give each thing to. Write their names on the labels.

2 Make statements like this.

*I'm going to cook everyone a delicious meal.*

3 Note the present that each partner is going to give you.

*(Name 1) is going to (give) me a (present), and (Name 2) is going to (get) me a ...*

cook a delicious meal

*Everyone*

bake a cake

get a box of chocolates

buy a DVD

give a book

draw a picture

4 Now list the presents that your partners are going to give you.

*(Name) is going to (give) me a (present). And (name) is going to (get) me a ...*

**2 Work in pairs and remember earlier units. Make true statements with relative clauses.**

*Nidal and Hadeel were the ones who flew to Palestine for a holiday.*

Information about Unit 1:

- |                                     |  |
|-------------------------------------|--|
| 1 Nidal and Hadeel were the ones.   | <del>They</del> flew to Palestine for a holiday. |
| 2 Their cousins were the people.    | They planned to stay with <del>them</del> .      |
| 3 They got a flight.                | <del>It</del> took them all the way to Gaza.     |
| 4 The market was one of the places. | They visited <del>it</del> in Jerusalem.         |

Information about Unit 2:

- |                                  |  |
|----------------------------------|--|
| 1 Lana and Waleed were the ones. | They live in London.                     |
| 2 Grandma was the person.        | The family invited her to come and stay. |
| 3 Mrs Qadiri made new curtains.  | They were for Grandma's room.            |
| 4 A wardrobe was another thing.  | They had to get it.                      |

Information about Unit 3:

- |                                   |                                 |
|-----------------------------------|---------------------------------|
| 1 Jamie was the one.              | He collapsed during training.   |
| 2 The coach was the person.       | Waleed called him for help.     |
| 3 Rock climbing was the activity. | Julie Nixon tried it last year. |
| 4 Swimming is an activity.        | It will be good for her.        |

**3 Work in pairs. Remember Unit 8 period 1. Ask questions and give full answers.**

- |   |   |
|---|---|
| A <i>Who was the person who was cooking?</i>    | B <i>The person who was cooking was ...</i>   |
| A <i>What was the meal that she was making?</i> | B <i>The meal that she was making was ...</i> |



**1 Look at the picture and read the poem's title. Guess the writer's meaning.**

By *The Book of Life* the writer probably means

- a) the diaries which many people write about their lives every day.
- b) the story of our travel through life from the past to the present to the future.

**2 Listen to the poem and do these activities.**



- 1 Check your answers to activity 1.
- 2 Read out the lines which describe the picture.

***The Book of Life***

- 1 Life is a book in chapters three  
The Past, the Present and the Yet to Be,  
The Past has gone, it could not stay,  
It's in our dreams of yesterday,  
5 Remembered sometimes for its sadness,  
But also for its joy and gladness.  
Live for the Present, live for today,  
So quickly does it pass away.  
Help one another along life's path,  
10 cheer them up and make them laugh,  
For the Past it soon will be,  
Live it now, it's yours you see,  
But what about the Yet to Be?  
It's locked away, ... God holds the key.



*Margaret Curtis*

**3 Listen to understand some new words. Then decide the meanings of these.**



- |                             |   |
|-----------------------------|---|
| Line 2: Yet to Be           | a) things that have been happening recently |
|                             | b) things that are still in the future      |
| Line 5: sadness             | a) unhappy feeling                          |
|                             | b) happy feeling                            |
| Line 12: it's yours you see | a) it's yours if you can find it            |
|                             | b) please understand that it's yours        |


**4 Answer these questions.**

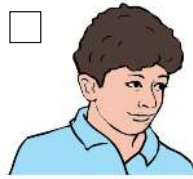
- 1 Where has the Past gone?
- 2 What should we do in the Present?
- 3 What will soon happen to the Present?
- 4 What does only God know about?

**5 Listen again and read out the poem.**

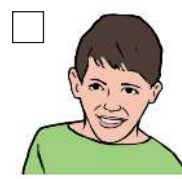


1 Listen and write down what you hear. 

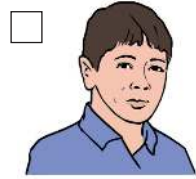
2 Listen to part 1. Number the students in the order that they speak. 



Osama



Adnan



Bassel

3 Listen to part 2. Listen for these expressions. Write A, O or B for the names of the speakers. 

Saying what you think		Disagreeing with someone else	
I (really)	believe that ... <input type="checkbox"/>	Yes, but ... <input type="checkbox"/>	
	feel that ... <input type="checkbox"/>	I partly agree with you, but ... <input type="checkbox"/>	
	think that ... <input type="checkbox"/>	I don't agree. <input type="checkbox"/>	
It seems to me that ... <input type="checkbox"/>	I think that's completely wrong. <input type="checkbox"/>		

4 Work in pairs. Listen again. Decide who said these things – A, O or B. 

- People should live for today.
- We can't just forget about the past.
- It's our past which has brought us to our present, so it's very important.
- We should live each day as fully as we can.
- We certainly shouldn't worry about the future.
- It's important to think about the future.
- We need to work towards the future that we've planned.
- We have to let God decide our future.

5 Write a paragraph. Give the main ideas of the different speakers.

- Use language and statements from activities 3 and 4.
- Use these connecting words: *but, however, and, also*.
- You will need the verbs *believe, feel, think, agree*. You can also use *say, add, go on to say*.

Start like this.

Adnan, Bassel and Osama have different ideas about the past, present and future. Adnan feels that people should ... However, Bassel says that ... And he adds that ...

**1 Work in pairs. Think and discuss.**

Do you agree that we should 'Live for the Present, live for today'?

What about living only for the future? What about living in the past?

**Unit task:** Writing about the past, the present and the future.

**2 Work in pairs. Do these tasks.**

- 1 Explain your ideas to each other. Agree or disagree.
- 2 Compare your ideas to what Adnan, Bassel and Osama said.

**3 Prepare to add a paragraph to the one that you wrote in period 11.**

**This time write about your ideas.**

- 1 Choose the topic sentence that introduces your ideas best.  
I completely agree with (name).  
I partly agree with (name / names).  
I partly agree with (name), and I also partly agree with (name).  
I don't agree with (name / name or name).
- 2 Note your main idea. Note points that support your idea.
- 3 Choose suitable connecting words from ones that you already know, including *and, also, or, too, either, but, however, although, though, because, so, therefore*.

**4 Write your paragraph. Then check your writing and make corrections.**

- 1 Check that your ideas are clear.
- 2 Check that your ideas are connected clearly.
- 3 Check the grammar.
- 4 Check the vocabulary.
- 5 Check the spelling.
- 6 Check the punctuation.
- 7 Write your corrected paragraph again.

**5 Work in pairs. Think and discuss.**

If you could, would you like to know the future? Or is it better not to know?

1 Listen and repeat. 

come down	go up	joke (v)	keep (= go on)
population	pound (£)	price	supermarket
		section	tuna

## 2 Look at the picture on the next page. Describe it.

- |                          |                |                              |
|--------------------------|----------------|------------------------------|
| 1 The boy near the woman | is dressed     | Waleed's mother, Mrs Qadiri. |
| 2 The woman              | to be shopping | Waleed Qadiri.               |
| 3 She seems              | is probably    | like a shop assistant.       |
| 4 The man in the hat     | looks like     | for fish.                    |

3 Listen and answer the questions. 

- 1 What was Mrs Qadiri trying to buy?
- 2 What was the problem for her?
- 3 Why is this happening?

4 Listen and read. Find the words and phrases from activity 1. 

Mrs Qadiri and Waleed were shopping at the fish section in a big supermarket.

**Mrs Qadiri** How much is the tuna, please?

**Assistant** It's twenty-five pounds a kilo.

**Mrs Qadiri** Twenty-five pounds? You're joking!

**Assistant** No, seriously, that's the price. It's the finest fish that you can buy!

**Mrs Qadiri** But twenty-five pounds is more than the most expensive meat! Your prices keep going up and up!

**Assistant** I'm sorry, but we're paying more and more, so our prices to you have to rise, too.

**Mrs Qadiri** So why is it happening?

**Waleed** It's because too many fish are being caught, Mum. I'm learning all this at school.

**Mrs Qadiri** Tell me more.

**Waleed** Well, all the adult fish are being caught. So young ones aren't being produced. And that means fish populations everywhere have been falling for years.

**Mrs Qadiri** That sounds terrible. Is anything being done about it?

**Assistant** Yes, something is being done. In Europe, people are being stopped from catching too many fish now. They're being stopped by the government, and they aren't allowed to go out in their boats as much as they used to.

**Mrs Qadiri** So does that mean there will be more fish again in future?

**Assistant** We hope there will – in the end. If not, I'll lose my job!

**Mrs Qadiri** And will your prices come down?

**Assistant** We certainly hope they will.

**Mrs Qadiri** Well, I'm very sorry, but until then, we'll have to go somewhere else and buy something cheaper. Come on, Waleed. Let's go!

**Everyday English**

Twenty-five pounds? You're joking!  
Come on, Waleed. Let's go!



**1 Read. Add new words from period 1. Make any changes needed.**

- 1 **A** (On the phone) Where are you in the \_\_\_\_\_? I'll come and find you.  
**B** I'm in the magazine and newspaper \_\_\_\_\_. See you soon!
- 2 **A** I'm going to buy some \_\_\_\_\_ for dinner. It's my favourite fish!  
**B** Are you \_\_\_\_\_? It's far too expensive!
- 3 **A** What's the normal kind of \_\_\_\_\_ that you have to pay for fish in Britain?  
**B** It's about eight \_\_\_\_\_. That's about twelve dollars.
- 4 **A** What's the \_\_\_\_\_ of America at the moment?  
**B** It's about 320 million, and it's \_\_\_\_\_: it'll be over 400 million by 2050.
- 5 **A** The team \_\_\_\_\_ climbing the mountain for a week.  
**B** Yes, they got to the top yesterday and now they're \_\_\_\_\_.

**2 Listen and check. Then practise in pairs.**



**3 Read again and answer the questions.**

- 1 What kind of shop were Waleed and his mother in, and which section were they in?
- 2 How did Waleed know about the problems of the fishing industry?
- 3 Why have fish populations been falling?
- 4 What is being done to stop this?
- 5 What does the assistant hope will happen?
- 6 If it does not, what will happen to him?
- 7 If it does, what may finally happen to fish prices?
- 8 Until then, what will the Qadiri family have to do?

**4 Work in groups. Listen again and practise the conversation.**



**1 Read the examples.**

- |   |  |
|---|--|
| 1 They <b>are teaching me</b> all this at school. | 2 I <b>am being taught</b> all this at school. |
| 3 Someone <b>is doing something</b> .             | 4 <b>Something is being done</b> .             |
| 5 People <b>are catching the adult fish</b> .     | 6 <b>The adult fish are being caught</b> .     |
| 7 Adults <b>are not producing young ones</b> .    | 8 <b>Young ones are not being produced</b> .   |

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 Examples 1, 3, 5 and 7 are in the present continuous **a) active**.  **b) passive**.
- 2 Examples 2, 4, 6 and 8 are in the present continuous **a) active**.  **b) passive**.
- 3 We form the present continuous passive from **a) am / is / are + being + past participle**.   
**b) am / is / are + doing + past participle**.
- 4 We form negatives from **a) not + am / is / are + being + past participle**.   
**b) am / is / are + not + being + past participle**.

**2 Work in pairs. Describe the activities in the present continuous passive.**

It is 7:00 in the morning. The fishing boat *Jenny* is home from a long fishing trip.



- People are doing several things at the same time.  
*Several things are being done at the same time.*
- Some people are taking fish off the boat.
- Other people are putting fish in boxes.
- Someone is checking the weight of the boxes of fish.
- Someone else is picking up the fish, and he is carrying the boxes to the fish market.
- A man is selling the fish, and people from shops and restaurants are buying them.

**3 Work in groups. Describe real activities.**

Imagine that it is the start of the day at your local market. Say what is being done. You can use these verbs.

bring	carry	check	clean	count	fetch
	open	prepare	sweep	take	



1 Listen and repeat.



cause (v/n)	coast	destroy	disappear	discover
man-made	net	require	risk	species

Word formation

act (v)	action (n)
die (v)	death (n)

2 Listen. Add new words from activity 1. Make any changes needed.



- 1 **A** Scientists are still \_\_\_\_\_ more new kinds of life in the deep oceans.  
**B** It's amazing! There are millions of different \_\_\_\_\_.
- 2 **A** Pollution is \_\_\_\_\_ a lot of damage to life in the oceans.  
**B** Yes, we \_\_\_\_\_ losing many different species. It's becoming a huge \_\_\_\_\_ disaster.
- 3 **A** We have to do something! The whole world needs to take \_\_\_\_\_!  
**B** Well, some countries now \_\_\_\_\_ fishing boats to catch fewer fish.
- 4 **A** Some people use very large \_\_\_\_\_ to help catch the fish that they want.  
**B** But they also cause the \_\_\_\_\_ of other kinds of sea life, too.
- 5 **A** I love the old path along the \_\_\_\_\_ above the sea. Let's go that way.  
**B** I'm sorry, but we can't. Parts of it were \_\_\_\_\_ by the sea last winter. They fell into the sea and \_\_\_\_\_ during some very bad weather.

3 Listen and check. Then practise in pairs.



4 Look at the pictures. Then listen and number the points 1–5 as you hear them.



Modern technology to help find fish

Special equipment to help get the heavy nets out of the water

Weather forecasts to give warnings of bad weather

Powerful engines to help sail fast in the right direction

Radio to call for help if necessary

**1 Work in pairs. Talk about the pictures in the text and on the next page.**

- 1 Looking at the pictures on the next page, what changes do you see?
- 2 How long have these changes taken?
- 3 Read the title of the passage. From the three pictures, what seems to be the answer?

**2 Read and mark the statements true (✓) or false (✗).**

- 1 Many forms of life in the oceans are in danger.
- 2 Fishing is the only cause of the problem.
- 3 Only a few countries agreed to stop catching whales.
- 4 Whale numbers are now rising, but quantities of fish are still falling.
- 5 The writer thinks that fish farms will soon cover the land near the coasts.

**Will the oceans live or die?**

1 Fish and many other kinds of life, like coral, are disappearing from the oceans fast. There are sad changes everywhere. Near the coast, they are often caused by pollution. Farther out, the cause is often over-fishing. Fishing boats with huge nets catch and kill everything. We risk a terrible man-made disaster – the death of the oceans.



5 But could our recent action to save the whales give us hope? Two centuries ago, whales were already being caught for their oil and meat. By the 1940s, the job was being made easier by modern technology. From the 1950s to the 1980s, they were being caught everywhere and numbers were collapsing. Whole species of whales were quickly being destroyed, and they were not being protected anywhere.

10 Finally, the world took action. In 1985, almost every country agreed to stop catching whales. This means that whale populations are slowly rising again.

Could the same thing happen with fish and fishing? Sadly, almost certainly not. In Europe, people are required to catch smaller quantities now, but almost everywhere else they go on fishing freely – though it is getting harder. They cannot stop: too many hungry people need to eat.

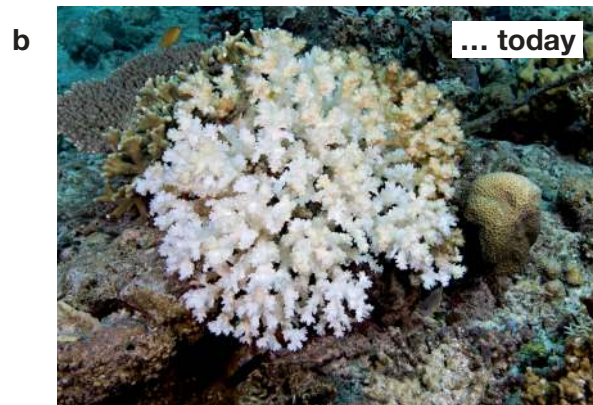
15 Perhaps the only way to save the oceans is the one that our ancestors discovered long ago: farming. There are already many fish farms, and perhaps there will soon be many more along the world's coasts. People say the fish do not taste as good as wild fish. However, that is still much better than losing all the fish in the world.

**3 Listen and read aloud.**





## The sea near Aqaba



### 1 Read and complete the notes.

Two big causes of damage to sea life are: 1 \_\_\_\_\_ 2 \_\_\_\_\_

Whales were caught for their: 1 \_\_\_\_\_ 2 \_\_\_\_\_

The worst time for whales was: \_\_\_\_\_

In 1985, most governments agreed: \_\_\_\_\_

Fishermen in Europe now have to: \_\_\_\_\_

Fishermen outside Europe keep on: \_\_\_\_\_

To save the oceans, we could have: \_\_\_\_\_

### 2 Work in pairs. Take it in turns to make statements like these.

*Two big causes of damage to sea life are pollution and ...*

### 3 Read the passage again and do these tasks.

**Say what the underlined words refer to.**

- 1 Line 2: ..., they are often caused by pollution.
- 2 Line 2: Farther out, the cause ...
- 3 Line 6: ... the job was being made easier ...
- 4 Line 12: Sadly, almost certainly not.

**Now say what the underlined phrases mean.**

- 1 Line 3: ..., the cause is often over-fishing.
- 2 Line 4: We risk the death of the oceans.
- 3 Line 8: ... and numbers were collapsing.
- 4 Line 10: Finally, the world took action.

### 4 Work in pairs. Think and discuss.

Human beings should stop eating other animal species. Instead of fish, we should live on the crops that we grow and things that some animals produce – eggs and milk.

### Did you know ...?

Blue whales are probably the largest animals that have ever lived, including dinosaurs, and they can be as much as 34 metres long and can weigh 120 tonnes.



**1 Write the words correctly. Then add to the clouds.**

odlof    raincheru    rove-singhif    thakequare    toilpunol

man-made disasters

natural disasters

**2 Match the words with meanings that are almost the same.**

enormous    close to    go up    find    number    difficult

discover    hard    huge    near    quantity    rise

**3 Add pairs of words from activity 2. Make any changes needed.**

(When we express the same meaning again, we often use a different word.)

- We made large \_\_\_\_\_ of burgers for the party, and we also cooked huge \_\_\_\_\_ of fries.
- Tokyo is an \_\_\_\_\_ city, and the population is \_\_\_\_\_, too.
- From the sound of the sea, we knew that we were \_\_\_\_\_ the beach, but our boat was also very \_\_\_\_\_ some dangerous rocks.
- It's \_\_\_\_\_ to learn any language, but I think Chinese is really \_\_\_\_\_!
- Last night, we \_\_\_\_\_ a box in the cupboard, and in the box we \_\_\_\_\_ a beautiful vase.
- The price of bread has \_\_\_\_\_ a lot, and the price of vegetables has \_\_\_\_\_ too.

**4 Rewrite the sentences. Place the adverbs in brackets correctly in the underlined verb unit.**

- Sad changes are caused by pollution. (often)  
*Sad changes are often caused by pollution.*
- Whales were being caught for their oil. (already)
- Whales were being destroyed. (quickly)
- Their populations are rising again. (slowly)

**Look at the passage on page 32 to check your work.**

**Now rewrite more sentences with adverbs in the same way.**

- Several species of whale were lost. (almost)
- Then catching whales was stopped by most countries. (finally)
- However, whales are being caught by two or three countries. (still)
- These countries have been trying to raise the numbers that they can catch. (also)
- Great damage is being done to other ocean species, too. (now)
- For example, many kinds of life along the world's coasts are being damaged by pollution. (badly)

**1 Read the examples.**

- 1 Modern technology **was making the job** easier.    2 **The job was being made** easier by modern technology.  
 3 People **were catching them** everywhere.    4 **They were being caught** everywhere.  
 5 People **were not protecting them** anywhere.    6 **They were not being protected** anywhere.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 Examples 1, 3 and 5 are in the past continuous **a) active.**  **b) passive.**   
 2 Examples 2, 4 and 6 are in the past continuous **a) active.**  **b) passive.**   
 3 We form the past continuous passive from **a) was / were + being + past participle.**   
**b) was / were + doing + past participle.**   
 4 We form negatives from **a) not + was / were + being + past participle.**  **b) was / were + not + being + past participle.**

**2 Work in pairs. Describe the activities in the past continuous passive.**

It was 10:00 in the morning yesterday. The fish market was finishing.



- 1 Someone was driving a van full of fish out of the market.  
*A van full of fish was being driven out of the market.*  
 2 People were putting more fish into other vans.  
 3 More people were still paying for fish.  
 4 People were cleaning the market hall.  
 5 Someone was washing the big plastic boxes.  
 6 Someone was sailing the *Jenny* out to sea again.

**3 Work in groups. Describe real activities.**

Imagine that you saw the end of the day at your local market yesterday. Say what was being done. You can use these verbs.

bring    carry    check    clean    close    count    fetch  
 sweep    take    tidy up    wash

**1 Work in pairs. Describe the activities in the present continuous passive.**

It is 7:00 in the evening. People at the Ocean Fish Restaurant are hard at work.

*Different kinds of fish are being prepared.*

1



Different kinds of fish / prepare

2



Various vegetables / cook

3



Fish and vegetables / put on plates

4



Meals / take / dining-room

**2 Describe present changes at your school or in your local area. Use the present continuous passive.**

*A new science lab is being built at our school.*

**3 Look at Jim Webb's photo of his father's boat and read his story.**



It was an exciting time for me. My dad was training me to take over the job of captain. At the same time, the government was helping fishermen to make their boats more modern and efficient. It was giving Dad money to help with our old boat, too.

The photo shows the winter when we were making big changes. We were cleaning the bottom of the boat. We were also painting the sides of the boat. At the same time, we were taking out the old engines. We were buying some new engines to put into the boat instead. We were also adding some new equipment to help look for fish.

**Now write the report. Put Jim Webb's story into the third person and into the passive where possible. Start like this.**

*It was an exciting time for old Jim Webb. He was ...*

**4 Describe past changes at your school or in your local area. Use the past continuous passive.**

*A year ago, a new road was being constructed through the centre of town.*

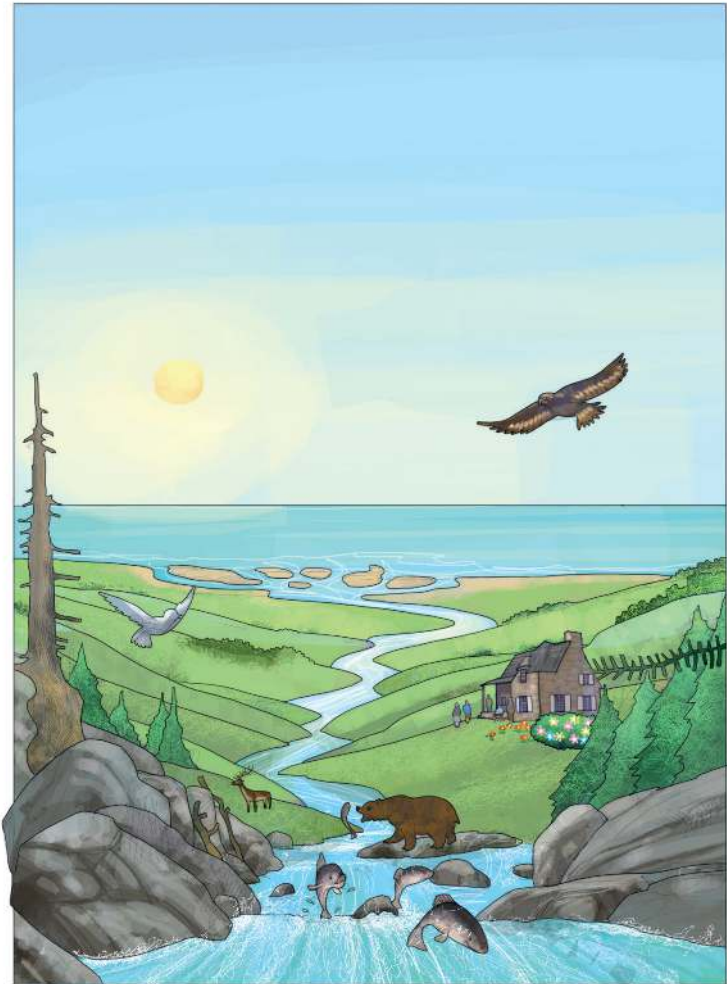
1 Work in pairs. Look at the picture. Name as many natural things as you can.

2 Listen to the poem. Listen for things in nature that you found in the picture. 

**The World with its Countries**

1 The world with its countries,  
Mountains and seas,  
People and creatures,  
Flowers and trees,  
5 The fish in the waters,  
The birds in the air  
Are calling to ask us  
All to take care.  
  
These are our treasures,  
10 A gift from above,  
We should say thank you  
With a care that shows love  
For the blue of the ocean,  
The clearness of air,  
15 The wonder of forests  
And the valleys so fair.  
  
The song of the skylark,  
The warmth of the sun,  
The rushing of clear streams  
20 And new life begun  
Are gifts we should cherish,  
So join in the call  
To strive to preserve them  
For the future of all.

*John Cotton*



3 Read and match the summaries to verses 1–3. Say which words help you.

- We need to love and save for the future the wonderful things that we are given.
- All the wonderful things in the world want us to look after them carefully.
- We need to thank God for everything He has given us, and look after it with love.

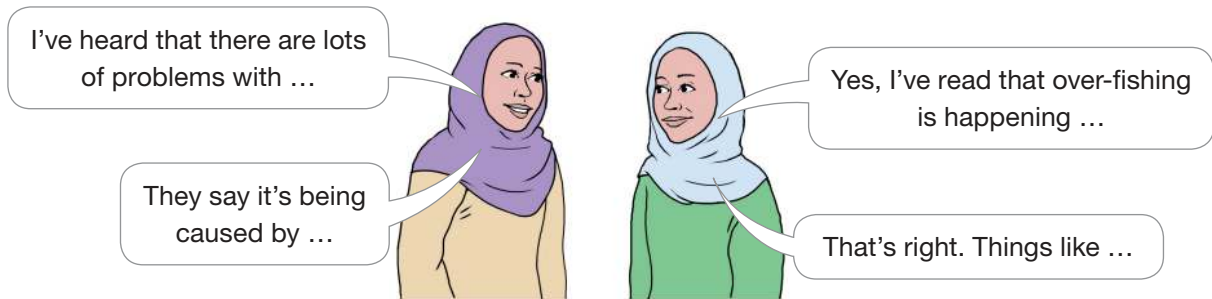
4 Listen to understand some new words. Then work out the meanings of these. 

	Words	Words you know		Words	Words you know
Line 8	take care	careful	Line 15	wonder	wonderful
Line 12	care	careful	Line 18	warmth	warm
Line 14	clearness	clear	Line 22	join in	join

5 Listen again and read out the poem. 

**1 Listen and write down what you hear.** 

**2 Work in pairs. Discuss the idea of new fish farms on the Gaza coast.**



**Think about:**

**a) The problems with traditional fishing:**

- 1 Over-fishing is happening all round the world. ... caused by all the modern technology that fishermen have – things like ...
- 2 Everything in the sea is being killed by ...
- 3 Fish populations everywhere are ...
- 4 The price of fish in the shops is ...

**b) The advantages of fish farms:**

- 1 If some new fish farms are ... on the Gaza coast, they will produce food for ...
- 2 There will be more fish in the shops, so prices ...
- 3 There will be more jobs for ...
- 4 This will also save wild fish populations just as ... are being saved.

**3 Complete Waleed's school essay.**

**1 Copy and complete paragraph 1. Put the verbs and adverbs in brackets together.**

*Fishing: The problems and the answer that Gaza can help provide*

Thirty years ago, experts (1) ... (were reporting) (already) that fish in the oceans (2) ... (were being caught) (often) in huge numbers. This has continued, and fish populations (3) ... (are being destroyed) (now) everywhere. It (4) ... (has become) (therefore) very important to take action quickly.

**2 Write paragraph 2. Use ideas about problems in activity 2a). Use these sequence markers.**

First (of all),      Secondly,      Thirdly,      Finally,

*There are a lot of problems with ... First of all, ...*

**3 Write paragraph 3. Use ideas about advantages in activity 2b). Use sequence markers again.**

*Because there are so many problems with ..., we should think about the advantages of ... on the Gaza coast. First, ...*

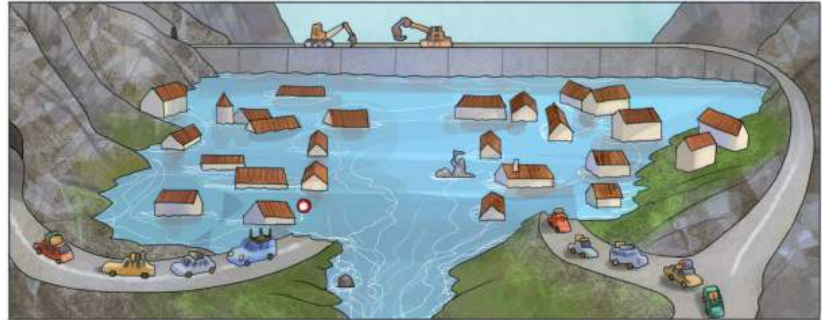
**1 Work in pairs. Describe the picture.**

- Say how a new man-made lake is being constructed.
- Say what people are doing.

**Unit task:** Writing for or against a local project.

**2 Work in pairs. Discuss this new man-made lake in your area.**

- 1 Read and mark the points for (✓) and against (✗) the project.
- 2 Discuss first the problems and then the advantages.



There are certainly a lot of problems with the project.

For example, a lot of good farmland is being covered.



Yes, and a beautiful little town is also ...

You can add your own ideas as well.

☐ lots of jobs (destroy)

☐ selling fish outside our area (also bring) money into the community

☐ the new lake (provide) water for all

☐ a beautiful little town (also lose)

☐ fish farms (produce) good food for many people

☐ these new industries (provide) a lot of new jobs

☐ water sports on the lake (soon bring) lots of tourists

☐ eight thousand people (throw) out of their homes

☐ two thousand new homes (need) for these people, but they (not build)

☐ fishing for the wild fish in the lake (also bring) tourists

☐ two thousand homes (destroy)

☐ lots of good farmland (flood)

Now give each other your own ideas. Say whether you are for or against the project.

**3 Write a paragraph of a letter to the newspaper for or against the project.**

**Start like this.**

*As everyone knows, a man-made lake (now construct) in our area. There are clearly problems and also advantages with this project. However, I feel that the ... are greater than the ... . First of all, ...*

## 1 Listen and repeat.



aim	comment	create	fence	lovely
middle	notice	rubbish	tonight	waste

### Word formation

break (v) broken (adj)  
meet (v) meeting (n)  
pass (v) past (prep)

## 2 Look at the picture on the next page. Describe it.

- |                  |                      |                               |
|------------------|----------------------|-------------------------------|
| 1 The picture    | two women who are    | and a play area for children. |
| 2 It is a garden | shows a place        | sitting and talking together. |
| 3 We can see     | see several children | that Lana is imagining.       |
| 4 We can also    | with lots of flowers | who are playing happily.      |

## 3 Listen and answer the questions.



- 1 What did the girls go past on their way to school?
- 2 What did the notice invite them to do?
- 3 Who went to the meeting, and what did they decide to do?

## 4 Listen and read. Find the words from activity 1.



One day, Lana and Lisa commented on a piece of waste ground that they always went past on their way to school.

- Lana** Look at all the rubbish and broken glass. It isn't very nice, is it?
- Lisa** No, it's horrible! They should do something about it, shouldn't they?
- Lana** Maybe someone *is* doing something. Look at this notice on the fence.
- Lisa** That's happening tonight, isn't it? I'd like to go. What about you?
- Lana** Yes, but we can't go alone, can we? I'll ask Dad to go, too.



Mr Qadiri was free that evening, so he went to the meeting with the girls.

**Speaker** We're aiming to build a garden for everyone. For example, we want to make part of it a safe play area for children.

**Lana** You can imagine the trees and flowers, can't you?

**Lisa** Yes, it'll look lovely right here in the middle of town, won't it?

**Mr Qadiri** Yes, it will. It's a good project.

**Speaker** Spring is coming, so we're starting this Sunday. Who'd like to join us?

**Lisa** But we can't start yet, can we? It's still early March, so it's too cold.

**Mr Qadiri** Oh, but we certainly *can* start. March is a busy time in the garden.

**Lana** Come on, Lisa. We can try it, can't we? Let's have a go. Let's say yes.

### Everyday English

Who'd like to ...?  
Let's say yes.  
Let's have a go.





### 1 Read. Add new words from period 1. Make any changes needed.

- 1 **A** We need to build a \_\_\_\_\_ round the garden.  
**B** Yes, but how high should it be? About 1.5 metres?
- 2 **A** We need to discuss things. Is everyone free for a \_\_\_\_\_ tomorrow night?  
**B** No, I'm not, but I could meet all of you \_\_\_\_\_ if you like.
- 3 **A** I think this room will look \_\_\_\_\_ if we paint these dark walls white.  
**B** I agree. That'll \_\_\_\_\_ a much nicer room. It'll look larger, too.
- 4 **A** We're at this meeting to discuss our plans for a community party, so please feel free to \_\_\_\_\_ on them. Mrs Carter, would you like to speak first?  
**B** Thanks. Well, I think we should \_\_\_\_\_ to have the best party of the year!
- 5 **A** Do you want me to put up this \_\_\_\_\_ on the wall in the school hall?  
**B** But most people will just walk \_\_\_\_\_ it and not see it.  
**A** Well, let's put it up in the \_\_\_\_\_ of the hall. Then everyone will see it!
- 6 **A** Don't walk over there. There's some \_\_\_\_\_ glass.  
**B** Well, we can't leave dangerous \_\_\_\_\_ like that. We need to sweep it up.  
**A** You're right. Let's put it safely in a box and then put that in a \_\_\_\_\_ bin.

### 2 Listen and check. Then practise in pairs.



### 3 Read again and answer the questions.

- 1 What was the problem with the piece of waste ground?
- 2 What made Lana think that someone was doing something about the mess?
- 3 What was the writer of the notice inviting people to do?
- 4 What was the name of the notice writer's organization?
- 5 Where and when was the meeting?
- 6 What date was it when Lana and Lisa saw the notice?
- 7 What did the girls and Lana's father want to do?
- 8 Why didn't Lisa want to do this at first?

### 4 Work in groups. Listen again and practise the conversations.



**1 Read the examples.**

- |  |                          |
|--|--------------------------|
| 1 That's happening tonight, <b>isn't it?</b>                       | Yes, <b>it is.</b>       |
| 2 It <b>isn't</b> very nice, <b>is it?</b>                         | No, <b>it isn't.</b>     |
| 3 It'll look lovely, <b>won't it?</b>                              | Yes, <b>it will.</b>     |
| 4 <b>We can</b> try it, <b>can't we?</b>                           | Yes, <b>we can.</b>      |
| 5 <b>We can't</b> go alone, <b>can we?</b>                         | No, <b>we can't.</b>     |
| 6 <b>They should</b> do something about it, <b>shouldn't they?</b> | Yes, <b>they should.</b> |

Look at the examples again. Tick (✓) the best way to complete the statements.

- We use tag questions like these when we think we know the answer. We believe the other person will **a)** agree  **b)** not agree  with us.
- When we think the answer is yes, we use an affirmative sentence and **a)** a positive  **b)** a negative  tag.
- When we think the answer is *no*, we use a negative sentence and **a)** a positive  **b)** a negative  tag.
- When the sentence uses *is, are, was, were*, we **a)** use  **b)** do not use  the same verb again in the tag.
- When the sentence uses a modal verb like *can, could, will, would, should, must*, we **a)** use  **b)** do not use  the same verb again in the tag.

**2 Match the sentences and tags.**

1 *You're Mariam's cousins, aren't you?*

- |   |                        |
|---|------------------------|
| 1 You're Mariam's cousins,                | <b>a</b> were they?    |
| 2 There isn't much food in the fridge,    | <b>b</b> aren't there? |
| 3 They weren't at school yesterday,       | <b>c</b> isn't it?     |
| 4 It's probably going to rain later,      | <b>d</b> aren't you?   |
| 5 The ground was too cold in February,    | <b>e</b> wasn't he?    |
| 6 There are some interesting places here, | <b>f</b> is there?     |
| 7 Fuad was the first to arrive,           | <b>g</b> wasn't it?    |

**3 Complete the questions with tags. Then match answers a–g to 1–7.**

- |  |                                 |
|--|---------------------------------|
| 1 The garden project must start soon, _____?         | <b>a</b> No, we shouldn't.      |
| 2 It's March, so we can't wait any longer, _____?    | <b>b</b> Yes, it will.          |
| 3 You're right, we shouldn't waste any time, _____?  | <b>c</b> Yes, it must.          |
| 4 The garden will be ready by June, _____?           | <b>d</b> No, we won't.          |
| 5 If we don't begin, we won't finish in time, _____? | <b>e</b> No, we can't.          |
| 6 We can have a lot of fun with this project, _____? | <b>f</b> Yes, we certainly can! |

Now work in pairs. Ask and answer the tag questions.

**4 Now work in pairs. Ask and answer about food, weather, hobbies, etc. using tag questions.**

**A** *You haven't tried Japanese food, have you?*      **B** *No, I haven't.*



1 Listen and repeat. 

ashamed (of)	carpenter	clean up	committee
energy	gardener	look forward to	repair
	request (v/n)	secretary	

**Word formation**  
 comment (v)    comment (n)  
 discuss (v)    discussion (n)  
 leader (n)    lead (v)

2 Listen. Add new words from activity 1. Make any changes needed. 

- 1 **A** This is *Music all the Way* on Radio London, the programme that plays all your \_\_\_\_\_.  
**B** Yes, we're \_\_\_\_\_ hearing from you. Just call us or text us.
- 2 **A** I hear you've just joined the Garden Project \_\_\_\_\_.  
**B** Yes, I've agreed to become the \_\_\_\_\_ and take notes.
- 3 **A** We need to call a meeting and have a good, long \_\_\_\_\_ with everyone.  
**B** Yes, and you're the head of the Committee, so you should start the meeting and \_\_\_\_\_ the conversation.
- 4 **A** We'll need a \_\_\_\_\_ – someone who can work with wood.  
**B** Yes, of course, and his first job will be helping to \_\_\_\_\_ the fence.  
**A** Yes, and we'll need a \_\_\_\_\_ to choose the trees and other plants.
- 5 **A** I'm sorry my room is a mess. I feel quite \_\_\_\_\_ it!  
**B** Don't worry. I'll help you \_\_\_\_\_ everything. It won't take long.
- 6 **A** As Lana's class teacher, do you have any \_\_\_\_\_ to make about her work?  
**B** Yes, she's got a lot of \_\_\_\_\_, and she works very hard.

3 Listen and check. Then practise in pairs. 

4 Listen and do the tasks. 

1 Listen to part 1. List things the speaker says people should wear and bring.

To wear: 1 \_\_\_\_\_ 2 \_\_\_\_\_

3 \_\_\_\_\_ 4 \_\_\_\_\_

To bring: 1 \_\_\_\_\_ 2 \_\_\_\_\_



2 Listen to part 2. Write the time and date.

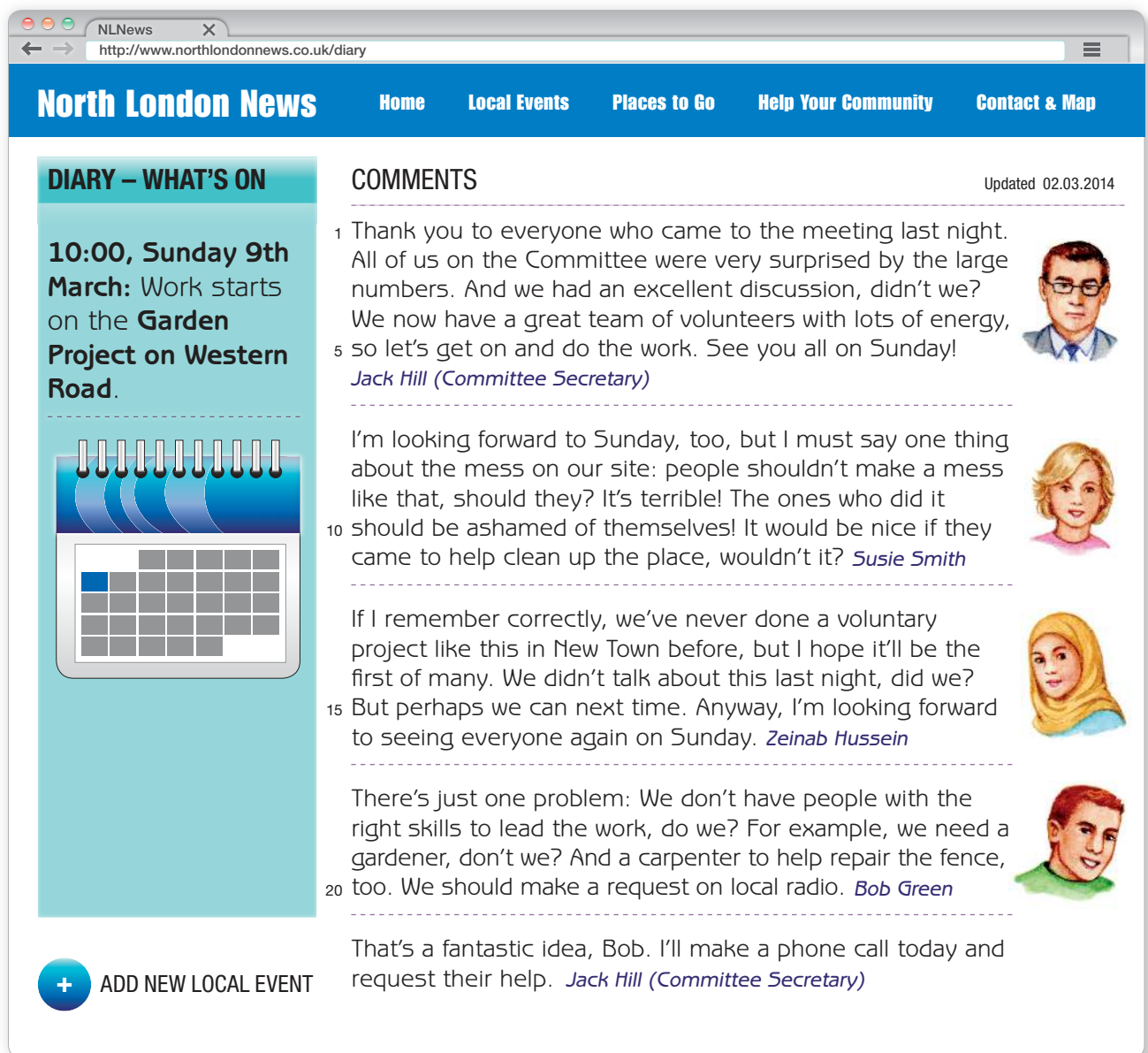
Start work at \_\_\_\_\_ on \_\_\_\_\_, \_\_\_\_\_.

1 Work in pairs. Say what the pictures on the next page show.

Then read the website comments. Find out whose ideas the pictures show.

2 Read again and mark the statements true (✓) or false (X).

- 1 The first comment is from Jack Hill to the other people on the Committee.
- 2 Susie Smith expects that the people who left the rubbish will clean it up.
- 3 Zeinab Hussein has been part of the local community for a long time.
- 4 Bob Green wants the local radio's carpenter and gardener to help.
- 5 All of the comment writers show that they expect to be at the site on Sunday.



North London News Home Local Events Places to Go Help Your Community Contact & Map

**DIARY – WHAT'S ON**

**10:00, Sunday 9th March:** Work starts on the **Garden Project on Western Road**.

**COMMENTS** Updated 02.03.2014

1 Thank you to everyone who came to the meeting last night. All of us on the Committee were very surprised by the large numbers. And we had an excellent discussion, didn't we? We now have a great team of volunteers with lots of energy, 5 so let's get on and do the work. See you all on Sunday! *Jack Hill (Committee Secretary)*

I'm looking forward to Sunday, too, but I must say one thing about the mess on our site: people shouldn't make a mess like that, should they? It's terrible! The ones who did it 10 should be ashamed of themselves! It would be nice if they came to help clean up the place, wouldn't it? *Susie Smith*

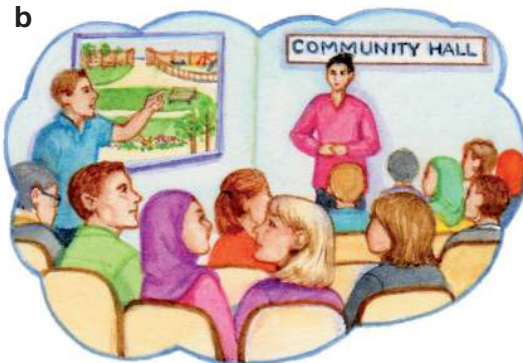
If I remember correctly, we've never done a voluntary project like this in New Town before, but I hope it'll be the first of many. We didn't talk about this last night, did we? 15 But perhaps we can next time. Anyway, I'm looking forward to seeing everyone again on Sunday. *Zeinab Hussein*

There's just one problem: We don't have people with the right skills to lead the work, do we? For example, we need a gardener, don't we? And a carpenter to help repair the fence, 20 too. We should make a request on local radio. *Bob Green*

That's a fantastic idea, Bob. I'll make a phone call today and request their help. *Jack Hill (Committee Secretary)*

+ ADD NEW LOCAL EVENT

3 Listen and read aloud. 



**1 Read again and complete the notes.**

- 1 Jack \_\_\_\_\_ a) wants to thank \_\_\_\_\_  
 b) is pleased that they now \_\_\_\_\_
- 2 \_\_\_\_\_ a) is angry about \_\_\_\_\_  
 b) thinks that they \_\_\_\_\_
- 3 \_\_\_\_\_ a) believes that the project \_\_\_\_\_  
 b) hopes that \_\_\_\_\_
- 4 \_\_\_\_\_ a) says that they need a \_\_\_\_\_  
 b) suggests that they \_\_\_\_\_
- 5 \_\_\_\_\_ a) agrees that this \_\_\_\_\_  
 b) adds that \_\_\_\_\_

**2 Work in pairs. Make statements like these.**

*Student A* Jack Hill wants to thank everyone who came to the meeting.  
*Student B* And he's also pleased that they now have a great team of volunteers.

**3 Read the website comments again and do these tasks.**

Say what the underlined words refer to.

- 1 Line 5: See you all on Sunday!
- 2 Line 10: It would be nice if they came ...
- 3 Line 15: But perhaps we can ...
- 4 Line 22: ... and request their help.

Now say what the underlined phrases mean.

- 1 Line 2: All of us on the Committee ...
- 2 Line 2: ... were very surprised by the large numbers.
- 3 Line 5: ... let's get on and do the work, ...
- 4 Line 15: But perhaps we can next time.

**4 Work in pairs. Think and discuss.**

- 1 Is there a 'rubbish problem' where you live?
- 2 What do you think should happen to people who create this problem?

**1 Match opposites a–e to 1–5.**

1 \_\_ badly    2 \_\_ busy    3 \_\_ eastern  
4 \_\_ finish    5 \_\_ proud of

a ashamed of    b free    c start  
d well    e western

**2 Add pairs of opposites from activity 1. Make any changes needed.**

- 1 **A** If you're \_\_\_\_\_ this evening, let's meet.  
**B** Sorry, but I'll be \_\_\_\_\_. I have to prepare for a test.
- 2 **A** Rama used to play the piano very \_\_\_\_\_. She was terrible!  
**B** Yes, but now she plays very \_\_\_\_\_. She's much, much better.
- 3 **A** Nisma \_\_\_\_\_ training after school every afternoon.  
**B** Yes, and I've heard that she doesn't \_\_\_\_\_ until 6:00 in the evening!
- 4 **A** Let's look at the \_\_\_\_\_ sky and you'll see the sun rise.  
**B** It's beautiful! And it's amazing that the \_\_\_\_\_ sky is still dark.
- 5 **A** Rami used to be \_\_\_\_\_ himself because he wasn't fit enough to play sport.  
**B** But now he plays football for the school, so he's very \_\_\_\_\_ himself.

**3 Add the words to the correct groups.**

a ~~cake~~    some homework  
a mess    a phone call    a project  
a request    ~~some shopping~~  
some work

Expressions with <i>do</i>	Expressions with <i>make</i>
do some shopping	make a cake

**4 Use expressions from activity 3 to complete the sentences. Make any changes needed.**

- 1 In geography, we're going to \_\_\_\_\_ on the weather.
- 2 My baby brother's \_\_\_\_\_ with his food again. It's everywhere!
- 3 I went to the supermarket yesterday, and I \_\_\_\_\_.
- 4 We're all hungry, Dad, so can I \_\_\_\_\_? Can we eat now?
- 5 After dinner, I usually get out my books and \_\_\_\_\_.
- 6 It's Rana's birthday tomorrow, so I'm going to \_\_\_\_\_ for her.
- 7 The cooker isn't working. I need to \_\_\_\_\_ and get some help.
- 8 I won't be free until this evening. I have to \_\_\_\_\_ first.

**1 Read the examples.**

- |   |                       |
|---|-----------------------|
| 1 We need a gardener, <b>don't we?</b>  | Yes, <b>we do.</b>    |
| 2 We <b>don't have</b> people with the right skills, <b>do we?</b>            | No, <b>we don't.</b>  |
| 3 We <b>had</b> an excellent discussion, <b>didn't we?</b>                    | Yes, <b>we did.</b>   |
| 4 We <b>didn't talk</b> about this last night, <b>did we?</b>                 | No, <b>we didn't.</b> |
| 5 <b>Jack Hill wants</b> to make a request on local radio, <b>doesn't he?</b> | Yes, <b>he does.</b>  |

Look at the examples again. Tick (✓) the best way to complete the statements.

- Sentences in the present simple and past simple form tag questions with the auxiliary verb  
a) *be*  b) *do*  – just as in normal questions.
- When a sentence is in the present simple, we use a) *do, does*  b) *am, is, are*  to form tag questions.
- When a sentence is in the past simple, we use a) *did*  b) *was, were*  to form tag questions.
- When a main sentence in the present simple is affirmative, we use a) *do, does*   
b) *don't, doesn't*  in the tag.
- When a main sentence in the past simple is negative, we use a) *did*  b) *didn't*  in the tag.

**2 Match the sentences and tags.**

- |   |                |
|---|----------------|
| 1 You live in the middle of town,             | a doesn't she? |
| 2 Fuad doesn't play basketball,               | b did it?      |
| 3 Jana enjoyed the family picnic,             | c don't you?   |
| 4 Tariq's car didn't start yesterday morning, | d didn't she?  |
| 5 Rania visits her grandmother every week,    | e do they?     |
| 6 The twins don't enjoy shopping much,        | f does he?     |

**3 Complete the questions with tags. Then match answers a–f to 1–6.**

- |   |                    |
|---|--------------------|
| 1 They bought some new shoes last week, _____?  | a No, she doesn't. |
| 2 They don't usually watch TV, _____?           | b Yes, they did.   |
| 3 I always do everything that he says, _____?   | c Yes, he does.    |
| 4 We didn't need to buy any fruit, _____?       | d No, they don't.  |
| 5 Yasmeen doesn't want to come tomorrow, _____? | e No, we didn't.   |
| 6 Khaled loves all kinds of sport, _____?       | f Yes, you do.     |

**4 Work in pairs. Ask and answer the tag questions in activity 3.**

**1 Complete the exchanges with the correct tag questions and replies.**

You learned about Salah Al-Din earlier this year. Remember as much as you can.

- 1 **A** Jamie thinks that Salah Al-Din was a leader ahead of his time, doesn't he?  
**B** Yes, he does. And a lot of people remember him with respect, \_\_\_\_\_  
**A** \_\_\_\_\_ His name is still famous round the world, \_\_\_\_\_  
**B** \_\_\_\_\_
- 2 **A** He wasn't as quick to kill as other men were in those days, \_\_\_\_\_  
**B** \_\_\_\_\_ And he was fair to everyone, \_\_\_\_\_  
**A** \_\_\_\_\_ He was also often generous to his enemies, \_\_\_\_\_  
**B** \_\_\_\_\_
- 3 **A** Salah Al-Din lived from 1138 to 1193, \_\_\_\_\_  
**B** \_\_\_\_\_ So he didn't live to a very old age, \_\_\_\_\_  
**A** \_\_\_\_\_ But he did a lot during his life, \_\_\_\_\_  
**B** \_\_\_\_\_
- 4 **A** The Muslim World was not united at that time, \_\_\_\_\_  
**B** \_\_\_\_\_ And there was lots of fighting between them, \_\_\_\_\_  
**A** \_\_\_\_\_ And Salah Al-Din fought for many years to unite the Muslims under  
him, \_\_\_\_\_  
**B** \_\_\_\_\_

**2 Work in pairs. Practise the dialogues in activity 1.****3 Work in pairs. Ask and answer *Wh* questions with past forms of *be* and *do*.**

You can use the information in a table to help you.

**Student A** *(When was the Battle of Hittin?)*

**Student B** *That was in ..., wasn't it?*

**Student A** *Yes, it was. / No, sorry, it was in ...*

For many years:	Jerusalem was in the hands of the Crusaders.
1187:	Salah Al-Din won the Battle of Hittin.
Weeks later:	Jerusalem was in Muslim hands again.
1192:	King Richard tried to take the city back. But the Crusaders were not strong enough.
Months later:	Salah Al-Din and Richard made peace. However, the two leaders never met each other.

**4 Write tag questions to ask your partner.**

Write things that you believe are correct. You can use these ideas.

- You're ... than me, ... (older / younger)
- You live in ... , ... (... Street / ... Road)
- You have ... , ... (... brothers / sisters)
- You can ... very well, ... (play ... / sing)

**5 Work in pairs. Ask and answer your questions. Correct any mistakes.**



**1 Look at the garden and answer the questions.**

- 1 What garden might this be?      2 How do the two halves of the garden look different?

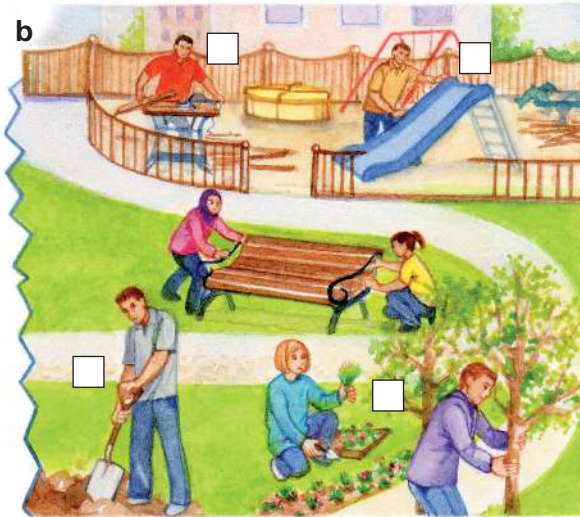
**2 Listen and do the tasks.**



- 1 Listen to part 1. Complete headings 1 and 2 with the correct months.

1 To do by the middle of

2 To do by the middle of



- 2 Listen to parts 2 and 3. Number picture activities 1–4 and 5–8 as you hear them.  
 3 Now number the activities in the boxes from activities 1–4 and 5–8 in the picture.

- a
- clean up the site
  - get rid of the rubbish
  - build the new paths
  - repair the old fence

- b
- construct the play area
  - prepare the ground for planting
  - plant the trees and flowers
  - put up the play area equipment

**3 Work in pairs. Talk about the jobs.**

**Student A** I would / I wouldn't like to (clean up the site).

**Student B** I would, too. / I wouldn't, either.

**4 Practise your pronunciation: the sounds of s.**



- 1 Listen. Tick (✓) the sounds that you hear.

- |   |                  |                          |                          |        |                         |                          |                          |
|---|------------------|--------------------------|--------------------------|--------|-------------------------|--------------------------|--------------------------|
|   | /z/ is           | /s/ it's                 |                          | /z/ is | /s/ it's                |                          |                          |
| 1 | First, a request | <input type="checkbox"/> | <input type="checkbox"/> | 2      | easier to carry things  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | all those things | <input type="checkbox"/> | <input type="checkbox"/> | 4      | our site ready to start | <input type="checkbox"/> | <input type="checkbox"/> |

- 2 Listen and repeat the sentences.

- |   |  |   |  |
|---|--|---|--|
| 1 | First, we have a request from the supermarket.       | 2 | It'll be easier to carry things on the paths.            |
| 3 | We need to do all those things as quickly as we can. | 4 | We'll have our site ready to start the interesting work. |

1 Listen and write down what you hear. 

2 Copy and complete the start of Lisa's letter. Choose from these letter 'pieces'.

17 Wood Street

Lisa

N13 8BC

London

Dear Mark,

Love and best wishes,

5th March, 20..

Thanks for your last letter and all your news. It was good to hear from you.

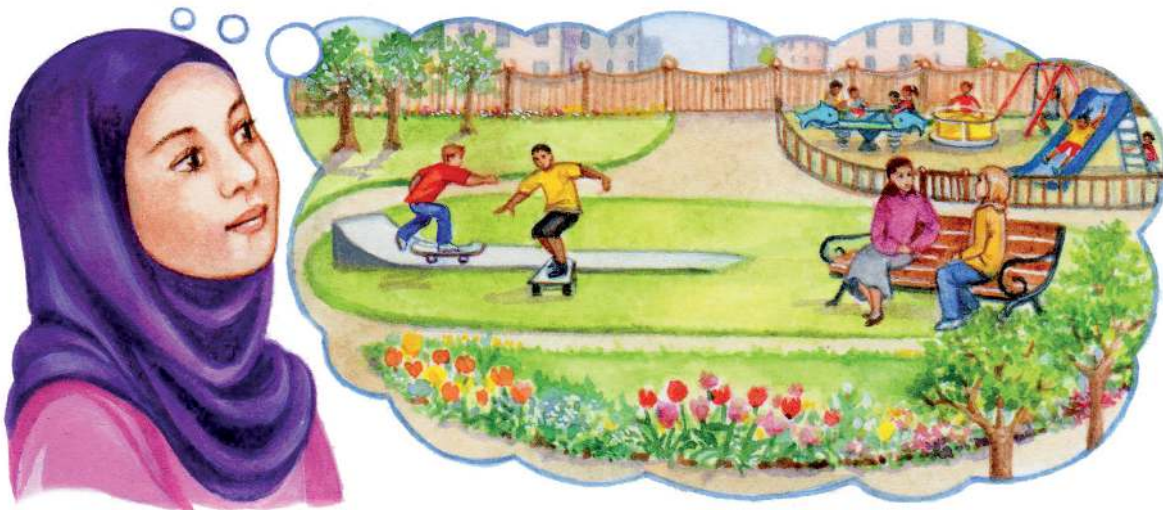
3 Copy and complete the next paragraph.

*Guess what! I've just joined a local ... of ..., and we're going to build a ... .. on a piece of ... .. near my school. We're going to start on ...*

4 Write a paragraph about the schedule. Use your period 10 work.

*By the middle of April, we're going to ... and ... . We're also planning to ... and ... . Then by the middle of ..., if all goes well, it should look like this.*

Make a quick copy of the garden that Lana imagines in period 1.



5 Copy and complete the end of the letter. Use letter 'pieces' from activity 1.

*I must stop now because it's late. You'll write again soon, ...? Please!*

...  
...

**Unit task:** Designing and describing a garden.

## 1 Work in pairs. Do these tasks to design a garden.

- 1 Choose a real place. (It could be a piece of waste ground or an empty corner of your school grounds.) Use language like this.

**Student A** *We could use the ground (behind the science lab), couldn't we?*

**Student B** *Yes, or the area (next to the playground) might be good, mightn't it?*

- 2 Draw the shape of the garden fence or wall, and show the entrance(s) on your plan. (You must each draw your own copy of the plan.)
- 3 Discuss the routes of paths round the garden. Add these to the plan.
- 4 Discuss other things for the garden – trees, flower beds and areas of grass, and perhaps a play area. Use language like this.

**Student A** *We should have (an area of grass) here (in the middle), shouldn't we?*

**Student B** *Yes, and it would be nice to have (some flowers) (along the path), wouldn't it?*

Add the things that you agree to the plan.

## 2 Work in pairs. Plan a project schedule.

- 1 List the jobs that you will have to do. Make notes.
- 2 Decide a date to finish the project. Make a note.
- 3 Agree on the order that you plan to do everything. Make notes.

## 3 Work in different pairs. Describe your design and schedule to each other.

Your partner can ask questions and make suggestions at any time. You may then want to make changes to your design and schedule.

## 4 Write a letter to your cousin in Australia. Do these tasks.

- 1 Write the start of your letter. Write your address and invent your cousin's name.
- 2 Write a paragraph to introduce the garden project. (See period 11, activity 3.)

*Guess what! My friend (name) and I are going to build a garden on a piece of ground (place).*

- 3 Write a paragraph about the schedule. (See period 11, activity 4.)

*By (time), we're going to ... and also ... Then by (time), we're going to ...*

Finish the paragraph as in period 11, activity 4. Then draw your finished garden.

- 4 Finish your letter in your own way.

*I must stop now because ...*

## 1 Listen and repeat.



be down    cheer up    cheerful    depressed    do well / badly  
how come    mood    no one    result    suddenly

## 2 Look at the pictures on the next page. Describe them.

- |   |                        |                           |                           |
|---|------------------------|---------------------------|---------------------------|
| 1 | Lana and Lisa          | so they are wearing coats | both look very cheerful.  |
| 2 | It is a wet day,       | Lisa and Lana             | but Lisa looks depressed. |
| 3 | In the first picture,  | are walking together      | and carrying umbrellas.   |
| 4 | But in the second one, | Lana looks quite happy,   | and talking a lot.        |

## 3 Listen and answer the questions.



- Were the girls going to school or going home from school?
- What was Lana trying to do to help Lisa?
- What did the girls agree to do?

## 4 Listen and read. Find the words and phrases from activity 1.



One cold, wet, grey day, Lana and Lisa were talking on their way home from school.

**Lana** Are you all right, Lisa? You don't look very happy.

**Lisa** I don't feel very happy, either. I'm depressed!

**Lana** What's the matter?

**Lisa** Well, I didn't do very well in our French test this afternoon.

**Lana** I didn't, either. But listen, no one got good results, and we all did badly. Everyone says the test was too hard. So come on! Cheer up!

**Lisa** But there's another thing. It's this weather. I don't like it.

**Lana** Neither do I. But you have to try to keep smiling.

**Lisa** How come you're so cheerful?

**Lana** Well, the weather forecast says that spring is almost here, and I love spring.

**Lisa** Oh, so do I! I can't wait for sunny days and blue skies again.

**Lana** Neither can I. And listen, if the weather's better on Saturday, I'd like to go and help at the community garden again. What about you?

**Lisa** Good idea! I enjoyed working with everyone last weekend.

**Lana** I did, too. I'm really happy about our new garden.

**Lisa** So am I. It'll look lovely in three months from now. And do you know what? I'm suddenly in a much better mood.

**Lana** Good! Now you sound more like the normal Lisa!

**Lisa** And I'll tell you the thing that really makes me happy.

**Lana** Oh? What's that?

**Lisa** It's having a friend like you – someone who can cheer me up when I'm down.

**Everyday English**

Come on! Cheer up!



**1 Read. Add new words from period 1. Make any changes needed.**

- 1 **A** Your team \_\_\_\_\_ in the competition last year, didn't they?  
**B** Yes, we lost every game. But this year, we \_\_\_\_\_.  
We're winning every game!
- 2 **A** What kind of thing puts you in a good \_\_\_\_\_?  
**B** Oh, being with my friends. Then I always feel \_\_\_\_\_.
- 3 **A** You only left to go to your meeting twenty minutes ago, so \_\_\_\_\_  
you're home again already?  
**B** Because \_\_\_\_\_ else was there! The place was empty!
- 4 **A** You looked really \_\_\_\_\_ yesterday.  
**B** Yes, I \_\_\_\_\_ because the doctor sent Grandma to hospital. I was worried.  
**A** Well, it's good to see that you've \_\_\_\_\_ a lot today. You look much  
happier. But why?  
**B** Because they've done some medical tests on her now, and the \_\_\_\_\_ are very  
good. Now they're \_\_\_\_\_ saying that she can come home again!

**2 Listen and check. Then practise in pairs.**



**3 Read again and answer the questions.**

- 1 What had happened at school for Lisa to feel down?
- 2 How well or badly had everyone else done?
- 3 What was the second thing that was getting her down?
- 4 How did Lana also feel about this?
- 5 What was she looking forward to?
- 6 What did she hope to do at the weekend?
- 7 How will the garden look in just a few months?
- 8 What is the thing about Lana that really makes Lisa happy?

**4 Work in pairs. Listen again and practise the conversation.**



**1 Read the examples.**

- 1 **A** I **enjoyed** working.                      2 **A** I **didn't do** very well.  
**B** I **did, too**.                                      **B** I **didn't, either**.
- 3 **A** I **love** spring.                                4 **A** I **don't like** it.  
**B** **So do I**.                                        **B** **Neither do I**.
- 5 **A** I **am** really happy.                        6 **A** I **cannot** wait for sunny days again.  
**B** **So am I**.                                        **B** **Neither can I**.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 In 1, B uses *too* to agree with A's **a)** positive  **b)** negative  statement.
- 2 In 2, B uses *not ... either* to agree with A's **a)** positive  **b)** negative  statement.
- 3 In 3 and 5, B uses *So + verb* to agree with A's **a)** positive  **b)** negative  statements.
- 4 In 4 and 6, B uses *Neither + verb* to agree with A's **a)** positive  **b)** negative  statements.
- 5 In 3 and 4, B uses auxiliary verb **a)** *do*  **b)** *have*  to reply to A's statements with the present simple.
- 6 In 5, B uses the same auxiliary verb **a)** *do*  **b)** *be*  to reply to A's statement with *be*.
- 7 In 6, B uses the same modal verb **a)** *can*  **b)** *should*  to reply to A's statement with *can*.

**2 Work in pairs. Agree with each other. Use *too* or *either*.**

Positive	Negative
love spring	don't like winter
am good at dancing	am not very good at singing

**Student A** *I love spring.*

**Student B** *I do, too. But I don't like ...*

**3 Work in pairs. Agree with each other. Use *So* or *Neither*.**

Positive	Negative
love warm weather	don't like cold, wet weather
went on the school trip last year	didn't go the year before
can cook simple meals	can't make big, traditional dishes
am pleased with my marks today	wasn't happy with my marks last week
have got two brothers	haven't got any sisters
have been to Cairo	haven't visited Amman

**Student A** *I love warm weather.*

**Student B** *So do I. But I don't like ...*

1 Listen and repeat. 

attention definite(ly) dramatic explode  
 ignore negative positive scream selfish  
 Madrid Manama Melbourne

**Word formation**  
 upset (adj) upset (v)

2 Listen. Add new words from activity 1. Make any changes needed. 

- 1 **A** That was a \_\_\_\_\_ end to the film, wasn't it?  
**B** Yes, it was very exciting! In fact I almost \_\_\_\_\_ several times.
- 2 **A** Fuad talks a lot because he likes to be the centre of \_\_\_\_\_.  
**B** And he really only thinks about himself. He's very \_\_\_\_\_.
- 3 **A** What was that loud noise? Something \_\_\_\_\_.  
**B** Oh, \_\_\_\_\_ it. It was just the people at work in the quarry over there.
- 4 **A** Are you \_\_\_\_\_ going to your cousin's party?  
**B** Yes, I'm sure now. It'll \_\_\_\_\_ her if I don't, so I really have to.
- 5 **A** Why is Susie so \_\_\_\_\_? She doesn't want to do anything we suggest.  
**B** And it's strange because she used to be the complete opposite. She used to be very \_\_\_\_\_ about everything.

3 Listen and check. Then practise in pairs. 

4 Listen and complete the notes. 



**Tom's home situation:** He's the \_\_\_\_\_ of \_\_\_\_\_ brothers and sisters.

**Problem:** He feels his parents \_\_\_\_\_ him.

**Cause:** They give all their \_\_\_\_\_ to the \_\_\_\_\_.

**What Tom does:** He goes \_\_\_\_\_.

**His feelings:** He sometimes wants to \_\_\_\_\_.

**Rami's suggestion:** Ask other people for their \_\_\_\_\_. Contact the problems page in a \_\_\_\_\_ called *Your World*.

**1 Work in pairs. Talk about the picture on the next page.**

- 1 What does the picture show?
- 2 Who might the boy on the stairs be? Why?

**2 Read and mark the statements true (✓) or false (✗).**

- 1 *Your World* is only read by people in Tom's country.
- 2 In his letter, Tom is saying something different from what he told Rami (in period 4).
- 3 Carrie thinks Tom should carry on as he is now.
- 4 Fuad tried to talk to his parents, but they did not want to listen to him.
- 5 Rosa thinks Tom can make things better if he acts differently.

## Help, World!

Bring your personal problems to **Help, World!**  
We're all here to help each other!

- 1 **Dear All**  
I'm the oldest of four, and my parents give all their attention to the younger ones. They just ignore me. I'm feeling very down because of that. I love them, so I don't say anything. I just go to my room alone. But I sometimes want to scream! Would it help if I did something dramatic? If I don't do something soon, I'll *explode!*
- Upset**

- a **Dear Upset**  
As you're the oldest, your parents probably think you can look after yourself. I'm sure they don't think they're ignoring you: they're just very busy. I don't think you should do anything selfish or dramatic since that would just make things worse.
- Carrie (Melbourne, Australia)**

- b **Dear Upset**  
I really understand your feelings since I've got six small brothers and sisters! But please don't 'explode' as that would just upset everyone. Try my way: talk to your parents. Say, 'I know you love me, but I feel you give me less attention than the other children.' It worked for me, so I'm sure it will for you, too. My parents understood immediately, and they changed completely.
- Fuad (Manama, Bahrain)**

- c **Dear Upset**  
Your parents aren't the whole cause of the problem. You're part of it, too, because it's very negative to hide in your room. Try to be positive instead and help look after the children. Your parents will love that, and you'll do a lot together. Because of that, they'll definitely stop ignoring you!
- Rosa (Madrid, Spain)**

**3 Listen and read aloud.**







1 Read and complete the table.

Tick (✓) the boxes for letters which tell Tom:	a	b	c
1 that the writer understands the difficult situation.			
2 about the writer's experience of the same situation.			
3 how his parents probably feel.			
4 that it is right for Tom not to scream or do anything dramatic.			
5 about a way to change the situation and make it better.			
6 that he is doing the wrong thing at the moment.			

2 Work in pairs. Ask and answer tag questions.

Student A It was (Fuad) who made the (first) point, wasn't it?

Student B Yes, it was. / No, sorry, I think it was ...

3 Read the letters again and do these tasks.

Say what the underlined words refer to.

- 1 Line 3: ... because of that.
- 2 Line 3: I love them, ...
- 3 Line 19: You're part of it, too.

Now say what the underlined words and phrases mean.

- 1 Line 5: ... I'll explode!
- 2 Line 8: ... you can look after yourself.
- 3 Line 14: Try my way: ...

4 Work in pairs. Following the advice in the letters, do a role play.

Student A is Tom. Student B is his parent.

Student A: Offer: *Would you like me to get the children ready for bed?*

Student B: Thank: *Oh, thank you! That's very kind of you!*

Student A: Request: *Can we talk for a minute?*

Student B: Agree, and ask if there is a problem: *Yes, of course. Is there ...*

Student A: Explain: *Yes, you see, I know I'm older than the others, but I still feel I need some ...*

Student B: Say sorry, say you did not know, and promise to talk much more: *I'm so sorry! I didn't know you felt ... In future, we'll ...*

Student A: Thank and offer: *Thank you very much. And in future, I'll help ...*

Student B: Show you are very pleased: *I'm really happy we've had this chat.*

**1 Complete the statements with expressions from the box. Make any changes needed. Then practise the dialogues.**

cheer me up / feel really cheerful  
get me down / feel really down  
make me depressed / feel really depressed

- 1 **A** I don't like tests. They get \_\_\_\_\_ .  
**B** Me, too. I did badly in my maths test yesterday, and I felt \_\_\_\_\_ .
- 2 **A** Dancing always \_\_\_\_\_ .  
**B** Me, too. I \_\_\_\_\_ when we were all dancing at my cousin's wedding last month.
- 3 **A** Cold, wet, grey winter days always \_\_\_\_\_ .  
**B** Me, too. January was very bad, and I \_\_\_\_\_ all month.

**2 Work in pairs. Practise the dialogues together.**

**3 Choose from the prepositions in brackets.**

- 1 How well did you do \_\_\_\_\_ (about / at / in) the science test?  
2 We have to wait here \_\_\_\_\_ (by / for / from) the bus.  
3 I like being \_\_\_\_\_ (at / through / with) other people.  
4 I'm not very happy \_\_\_\_\_ (about / by / in) the plans for the new building.  
5 What are you going to do \_\_\_\_\_ (at / in / on) Friday?  
6 Where will we be \_\_\_\_\_ (at / in / on) six months from now?

**4 Match pairs of opposites. Then complete the statements with the pairs.**

positive	together	attention	parents
children	ignore	negative	alone

- 1 If you look cheerful, other people will feel \_\_\_\_\_ about you. Don't look depressed because that can create \_\_\_\_\_ feelings.
- 2 It's hard work to be good \_\_\_\_\_. But people do it because they love their \_\_\_\_\_ so much.
- 3 Wait a minute! Don't go home \_\_\_\_\_. Let's go \_\_\_\_\_, and then we can chat on the way.
- 4 I'm worried about Alan and Jill. They seem to \_\_\_\_\_ their older child now. They seem to give all their \_\_\_\_\_ to the new baby instead.

**1 Read the examples.**

- 1 You're part of the problem **because** it's very negative to hide in your room.
- 2 I really understand your feelings **since** I've got six!
- 3 Please don't explode **as** that would just upset everyone.
- 4 **As** you're the oldest, your parents probably think you can look after yourself.
- 5 **They just ignore me.** I'm feeling very down **because of that**.
- 6 **You'll do a lot together.** **Because of that**, they'll definitely stop ignoring you!
- 7 I love them, **so** I don't say anything.
- 8 I don't say anything **because / as / since** I love them.

**Look at the examples again. Add the correct words to complete the statements.**

- 1 We often use connectors \_\_\_\_\_ or \_\_\_\_\_ instead of *because* to introduce the cause of something.
- 2 In examples \_\_\_\_, \_\_\_\_, and \_\_\_\_ the cause comes second, after the result. In example \_\_\_\_, the cause comes first, before the result.
- 3 The cause may come in the sentence before. We can refer back to it with the phrase \_\_\_\_\_.
- 4 In example \_\_\_\_, this phrase comes second, after the result. In example \_\_\_\_, the phrase comes first, before the result.
- 5 The connector \_\_\_\_\_ is the opposite of *because / since / as*. It introduces the result, not the \_\_\_\_\_.

**2 Add the correct connector – because / as / since or so.**

- 1 I didn't understand the sentence, \_\_\_\_\_ I read it again.
- 2 Everyone went indoors \_\_\_\_\_ it was getting too cold outside.
- 3 Carrie loved the ice cream, \_\_\_\_\_ she asked for some more.
- 4 We're going home now \_\_\_\_\_ it's getting late.
- 5 I liked Tariq \_\_\_\_\_ he was very honest.
- 6 Mum was using the phone in the kitchen, \_\_\_\_\_ I used my mobile instead.

**3 Change the second sentences. Use *Because of that*.**

- 1 I could see dark rain clouds. As the weather was looking bad, I took my umbrella.  
*I could see dark rain clouds. Because of that, I took my umbrella.*
- 2 I worked hard to get ready for the test. I got good marks since I had prepared well.
- 3 The trip takes four hours. Because it's a long way, we're taking a picnic lunch.
- 4 My sister is using our computer. I can't go online as she's using it.

**1 Agree with A. Use *too* or *not ... either* to give answers like B1.**

- 1 **A** The weather is going to be nice tomorrow, so I would like to go to the zoo.  
**B 1** *Yes, I would, too.*  
**B 2** *So would I.*
- 2 **A** I don't want to stay at home all day.
- 3 **A** I'd like to see the monkeys first.
- 4 **A** I've always loved the monkeys.
- 5 **A** But I don't want to see the insects.
- 6 **A** I've never been very interested in them.
- 7 **A** But I'm looking forward to seeing the elephants.
- 8 **A** And I can't wait to visit the giraffes.

Now use *So* or *Neither* to give answers like B2.

**2 Work in groups. Take the parts of A, B1 and B2. Practise the dialogues.****3 Add the correct connector – *because / as / since* or *so*.**

- 1 Sameera is looking after her family at the moment \_\_\_\_\_ her parents are ill.
- 2 \_\_\_\_\_ her mother has to stay in bed, Sameera takes her meals to her in bed.
- 3 Her father is in hospital, \_\_\_\_\_ Sameera tries to go there every day.
- 4 He has been there for several weeks \_\_\_\_\_ he has been very ill.
- 5 The family's friends and neighbours are helping, \_\_\_\_\_ that is making Sameera's life a bit easier.
- 6 She looks after the children, too, \_\_\_\_\_ she does not have much free time.
- 7 \_\_\_\_\_ she also has to do her school work, she often gets very tired.
- 8 She loves her chats with Hadeel \_\_\_\_\_ they are her only chance to relax.

**4 Match a–f to 1–6. Then choose the correct connectors and expand a–f.**

*Jamie and Waleed went training as they wanted to be ready for the big match.*

- |  |   |
|--|---|
| 1 Jamie and Waleed went training ( <i>as / so</i> )          | <b>a</b> Jamie (not look) well              |
| 2 Jamie had been sick for a week ( <i>so / since</i> )       | <b>b</b> he (know) that (be) dangerous      |
| 3 Waleed was worried ( <i>because / so</i> )                 | <b>c</b> the teacher (send) Waleed / get it |
| 4 Then Jamie collapsed ( <i>so / because</i> )               | <b>d</b> he (not be) well enough yet        |
| 5 He needed the first aid kit ( <i>since / so</i> )          | <b>e</b> Waleed (call) / teacher            |
| 6 He stopped Jamie from training again ( <i>since / so</i> ) | <b>f</b> they (want) be ready / big match   |

**5 Match a–d to 1–4. Expand 1–4 and a–d. Join them with *Because of that, ...***

*The match on Saturday was very important. Because of that, everyone wanted to do their best.*

- |   |  |
|---|--|
| 1 / match / Saturday (be) / very important    | <b>a</b> they (win)                            |
| 2 / teacher (feel) / team (not be) fit enough | <b>b</b> someone else (play) instead / him     |
| 3 Jamie (still not be) fully fit / Saturday   | <b>c</b> everyone (want) / do their best       |
| 4 Jamie (play) / last ten minutes and (score) | <b>d</b> he / (want) them / do / more training |

1 Listen to the poem and do these tasks. 

- 1 Match the pictures to the correct verses. (Say which words help you.)
- 2 Say which news stories are happy and positive, and which are unhappy and negative. Say which the writer likes and does not like.

**The News**

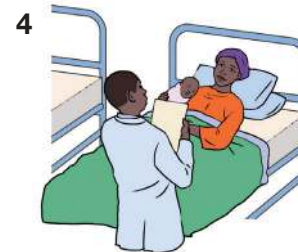
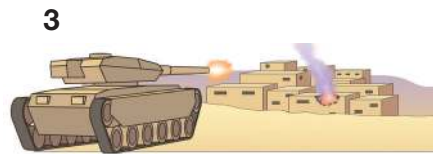
1 I don't like news  
that explodes  
leaves refugees  
crying, homeless  
5 that orders tanks  
into cities  
blasting down  
schools and houses.

News that blows up  
10 hospitals  
news that kills  
and fills deep graves.

I don't like news  
that screams abuse  
15 kicks the legs  
from under wingers  
taps their ankles  
argues back  
news that won't learn  
20 how to lose.

I like news  
that's just been born  
news that puts  
food in stomachs  
25 news that rescues  
news that cures  
that celebrates  
its hundredth birthday  
news that will make today  
30 happier than the day before

David Harmer



2 Listen to understand some new words. Then decide the meanings of these. 

- Line 4: homeless    a) with only a small home  
                              b) with no home
- Line 20: lose        a) lose the ball during a game  
                              b) lose a game and remain cheerful

3 Work in pairs. Listen to each verse. Describe it. 

**Student A** This verse describes things that are (ugly).  
people who are (kind).

**Student B** Yes, it's the kind of news that gets you down.  
makes you depressed.  
cheers you up.  
makes you feel positive.

4 Listen again and read out the poem. 

1 Listen and write down what you hear. 

2 Write an email. Read the situation and do the tasks.

**Situation:** Ed Hill is very close to his older brother Tim. But Tim soon has to leave home and Ed is worried. He is writing to *Help, World!* for advice.

1 Complete the top of the email with these details.

Letter for the **Help, World!** page (the time now)  
**Your World** Magazine Ed Hill (today's date)



NEW EMAIL
SEND ↗

---

From:

To:

Subject:

Date:

Time:

2 Read sentences 1–3. Then read and number 4–6 in the correct order.

- 1 I'm feeling down \_\_\_\_\_ (because / and) my older brother has a new job in Istanbul, \_\_\_\_\_ (but / so) he soon has to move a long way from home.
- 2 \_\_\_\_\_ (When / Although) he goes next week, we won't see him again for a whole year.
- 3 \_\_\_\_\_ (Although / Since) the whole family will miss him a lot, I will miss him even more.
- \_\_\_\_\_ (Because of that, / However,) I am thinking of sending a secret email to Istanbul \_\_\_\_\_ (to / but) tell them that he does not want the job.
- He says he feels the same way, \_\_\_\_\_ (and / but) he says he has to go, \_\_\_\_\_ (so / even though) I know he does not want to leave.
- That's \_\_\_\_\_ (if / because) we are much more than just brothers: we are also best friends.

3 Read sentences 1–6 again and choose the correct connectors to complete them.

4 Start Ed's email in the same way as Tom did on page 56.

5 Write the sentences from activity 2 in the right order to create a paragraph.

6 End the paragraph like Tom, with a request for advice.

7 End the email with a word like 'Upset' to describe Ed's feelings.

**1 Work in groups. Discuss Ed's email. Think about these questions.**

- 1 Do you think it is a good or a bad idea for Ed to write that secret email to Istanbul? Why?
- 2 What do you think of Ed's feelings? Do you understand them? Do you agree with them?
- 3 Has anyone in your family had to move a long way from home, for example for work? (If not, do you know about people in other families in this situation?)
- 4 How do people feel about a move like this **a)** before it happens and **b)** after it happens?
- 5 What can people do to stay in contact after a move like this?
- 6 What advice do you think you should give Ed?

**2 Work in pairs. Discuss and make notes of the advice you would like to give Ed.**

**Write your notes in this order.**

- Ed's idea of a secret email to Istanbul
- Ed's feelings
- How other people feel in the same situation
- How Ed can stay in contact with his brother

**3 Work in groups again. Share and compare your notes.**

(This is your chance to change or add to your notes.)

**4 Write your email. Start and finish like Carrie and the others on page 56.****5 Check your email.**

- 1 Check that your ideas are clear.
- 2 Check that your ideas are connected clearly.
- 3 Check the grammar.
- 4 Check the vocabulary.
- 5 Check the spelling.
- 6 Check the punctuation.
- 7 Write your corrected email again.

## 1 Listen and repeat.



able to	am / pm	around	favour
just	patient	successful	

### Word formation

lucky (adj) luckily (adv)  
possible (adj) possibly (adv)  
urgent (adj) urgently (adv)

## 2 Look at the picture on the next page. Describe it.

- |                    |                         |                     |
|--------------------|-------------------------|---------------------|
| 1 This seems to be | look very happy         | is for Mrs Masri.   |
| 2 Mrs Masri seems  | a picture of Mrs Masri, | to see Hadeel.      |
| 3 She and Sameera  | that Hadeel has brought | in hospital.        |
| 4 Perhaps the bag  | to be a patient         | Sameera and Hadeel. |

## 3 Listen and answer the questions.



- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| 1 Why did Mrs Masri go to hospital? | 2 What is suddenly happening today? |
| 3 What are the two problems?        |                                     |

## 4 Listen and read. Find the words from activity 1.



Sameera's mother had been sick for several weeks when she finally went to hospital for a big stomach operation. Luckily, it was successful, and she was soon able to get up and walk around. Then one day Sameera called Hadeel from the hospital.

**Sameera** The doctor's saying that my mum can go home. And they're asking when I can take her.

**Hadeel** That's just fantastic!

**Sameera** But it's just so sudden! And they're asking how soon they can have my mum's bed. They're saying they need it urgently for another patient by 2:00 pm, and it's 11:00 am now. They're asking me to take my mum as soon as possible.

**Hadeel** What's the problem?

**Sameera** I haven't brought her any clothes! Can I ask a favour?

**Hadeel** Of course.

**Sameera** Could you get my mum's clothes? They're on her bed.

**Hadeel** But I was planning to fetch the children from summer camp for you.

**Sameera** Could Nidal and Rami do that? And please, could they not be late?

The boys were out, so Hadeel called Nidal.

**Hadeel** Sameera's mum is coming home today, but she needs my help, and she needs yours, too. She wants me to get her mum's clothes.

**Nidal** Fine, what does she need us to do?

**Hadeel** She wants you to fetch the children from summer camp. And she's asking you not to be late.

**Nidal** We'll go straight there.

An hour later, Hadeel reached the hospital with Mrs Masri's things.

**Mrs Masri** Hello, Hadeel! It's lovely to see you.

**Hadeel** And it's lovely that you can go home now.

### Everyday English

That's just fantastic!  
But it's just so sudden!





**1 Read. Add new words from period 1. Make any changes needed.**

- 1 **A** When are you going to get up? It's nearly midday!  
**B** But I'm still so tired! I wasn't \_\_\_\_\_ sleep until 5:00 this morning.
- 2 **A** Nurse, I know it's late, but can I ask a big \_\_\_\_\_? Can I see my dad?  
**B** I'm sorry, but that's not \_\_\_\_\_. He's sleeping now.
- 3 **A** When will the doctor be back? I need to see her, and it's very \_\_\_\_\_.  
**B** She'll be here soon. She's seeing some other \_\_\_\_\_ right now.
- 4 **A** I hear you start work at the hospital at 8:00 \_\_\_\_\_ and work all night.  
**B** That's right. I finish at 8:00 \_\_\_\_\_ the next day.
- 5 **A** I saw that your brother was trying to mend his car. Was he \_\_\_\_\_?  
**B** Yes. \_\_\_\_\_, he was able to change the part that was broken.
- 6 **A** There were flowers all \_\_\_\_\_ the room, ready for the wedding party.  
**B** Yes, and everything looked \_\_\_\_\_ beautiful!

**2 Listen and check. Then practise in pairs.** 

**3 Read again and answer the questions.**

- 1 How long had Mrs Masri been sick before she went to hospital?
- 2 What kind of operation did Mrs Masri have?
- 3 How well did things go after the operation?
- 4 Why was Mrs Masri's bed urgently needed?
- 5 What did Sameera want Hadeel to do?
- 6 What did she want Nidal and Rami to do?
- 7 What did Nidal promise to do?
- 8 When did Hadeel get to the hospital?

**4 Work in pairs. Listen again and practise the conversations.** 

**1 Read the examples.**

- |                                   |  |
|-----------------------------------|--|
| 1 Your mother can go.             | 2 He's saying that my mum can go.        |
| 3 We need it urgently.            | 4 They're saying they need it urgently.  |
| 5 Could you get my mum's clothes? | 6 She wants me to get her mum's clothes. |
| 7 Please could they not be late?  | 8 She is asking you not to be late.      |

Look at the examples again. Tick (✓) the best way to complete the statements.

- When we use reported speech, we often change words. For example, in 1 and 2, *your* changes to  
a) *me*.  b) *my*.
- In reported statements, we a) cannot  b) can  leave out *that* after the reporting verb.
- In reported requests, request forms like a) *You could ...*  b) *Could you ...?*  disappear.
- Instead, we use reporting forms like *ask someone + infinitive*, *tell someone + infinitive*, *would like + infinitive* and a) *want + infinitive*.  b) *say + infinitive*.
- When a negative request like *Could they not be late?* is reported, the word *not* goes before  
a) the reporting verb.  b) the infinitive.

**2 Work in pairs. Put these requests into reported speech.**

- 'Could you take your mother as soon as possible?' they are asking.
- 'Could Nidal and Rami fetch the children?' she is asking.

Look at page 64 to check your work.

**3 Work in pairs. Report the doctor's requests.**

The doctor is talking to Mrs Masri. Sameera is reporting to her father.



- Don't try to do too much at first. (ask ... to)  
*He's asking her not to ...*
- Take things very slowly at first. (want ... to)
- Don't start doing housework yet. (tell ... to)
- Get lots of rest and sleep. (would like ... to)
- Don't forget to take your medicine. (tell)
- Call your local doctor if anything seems wrong. (ask)



1 Listen and repeat.



artificial	athlete	be born	experience
explain	manage (to)	nervous	
ordinary	realize	rely on	

Word formation

amazing (adj)	amazed (adj)
disabled (adj)	disability (n)
with (prep)	without (prep)

2 Listen. Add new words from activity 1. Make any changes needed.



- A Who can we \_\_\_\_\_ to help us?

B No one. We'll have to do the job \_\_\_\_\_ any help from anyone.
- A I'm \_\_\_\_\_ about using this machine. There's too much to remember.

B No, it's really quite simple. I'll \_\_\_\_\_ it to you again.
- A Have you had any \_\_\_\_\_ of sailing before?

B Yes, but only in an \_\_\_\_\_ little boat – not a huge racing boat like this!
- A Khaled is an amazing \_\_\_\_\_!

B I \_\_\_\_\_ that now, too. I've just seen him running for the first time.
- A Is that an \_\_\_\_\_ hand that Ali is wearing?

B Yes, Ali \_\_\_\_\_ with no left hand. He's had that \_\_\_\_\_ all his life.

A But he \_\_\_\_\_ live quite a normal life. I'm \_\_\_\_\_!

3 Listen and check. Then practise in pairs.



4 Listen and complete the notes.



Caller's name: Jenan Rashidi

Comes from: \_\_\_\_\_

Works for: \_\_\_\_\_

Writing about: \_\_\_\_\_

Will visit: \_\_\_\_\_

Wants to meet: \_\_\_\_\_

- someone who has just had \_\_\_\_\_
- someone who has just had \_\_\_\_\_
- someone who has got an \_\_\_\_\_



**1 Work in pairs. Talk about the pictures below and on the next page.**

- 1 Who do the pictures show?
- 2 What do they show that Dr Jabir has managed to do?

**2 Read and mark the statements true (✓) or false (✗).**

- 1 Mrs Masri was nervous just a short time before her operation.
- 2 The twins are Samar's first babies.
- 3 Samar and her husband are worried about their hard life ahead.
- 4 Osama was born without lower legs.
- 5 Although he has no lower legs, Osama is still able to do sport.

**Hospital stories**

By Jenan Rashidi

1 Today, I'm visiting a large Palestinian hospital to ask patients how their time there has helped them. And I want to find out how they feel about their experiences and about changes in their lives.

First, I talk to Mrs Amal Masri. She's leaving after a successful stomach operation, and I ask whether she was nervous before she had it. 'I was,' she explains, 'but then I realized that I must  
5 just trust my doctor and rely on God. Now I feel I must use my new life well.'

Next, I meet Samar and Anas Rammal. Samar's just become a mother – with twins who were safely born today. I ask if they get worried about the hard work ahead. 'Not really,' she says. 'Right now, we're just very pleased to have two beautiful, healthy babies.'

Finally, I see young Osama Yousifi. He lost his lower legs in an accident, and I ask whether he's  
10 managed to build a new life with this disability. 'It was hard at first,' he says, 'because I used to do a lot of sport. Without legs, it seemed I'd lost all that. But,' he continues, 'look at the new artificial legs that they've given me today. With these, I'll be faster than most other athletes. I'm really happy that I can live a normal life again!'

It's amazing, isn't it? There are so many ordinary people who are so brave, so strong and so full of  
15 hope and love. I'm proud to be a human being!

**3 Listen and read aloud.**



**1 Read and complete the notes.**

- 1 First patient: Name: \_\_\_\_\_  
Has just had: \_\_\_\_\_  
Feels: \_\_\_\_\_
- 2 Second patient: Name: \_\_\_\_\_  
Has just had: \_\_\_\_\_  
Feels: \_\_\_\_\_
- 3 Third patient: Name: \_\_\_\_\_  
Has just received: \_\_\_\_\_  
Feels: \_\_\_\_\_

**2 Work in pairs. Take the parts of Dr Jabir and Jenan Rashidi.**

**Student A** So did you manage to speak to (Mrs Masri), the one who's just had a big ...?  
**Student B** Yes, I did. She feels that she must ...

**3 Read the passage again and do these tasks.**

**Say what the underlined words refer to.**

- 1 Line 4: ... before she had it.
- 2 Line 4: 'I was,' she explains, '...'
- 3 Line 11: ... I'd lost all that.
- 4 Line 12: ... legs that they've given me today.

**Now say what the underlined words and phrases mean.**

- 1 Line 7: ... the hard work ahead.
- 2 Line 10: ... he's managed to build a new life ...
- 3 Line 10: 'It was hard at first,' he says, '...'
- 4 Line 15: I'm proud to be a human being!

**4 Work in pairs. Think and discuss.**

- 1 Would you like to become a doctor or a nurse?
- 2 What might be the best and worst things about the job?

1 Add the adjectives to the tables. Then form the adverbs.

beautiful brave early easy fast  
 final gentle happy healthy late normal  
 sensible simple strange strong

Adjective	Adverb	Adjective	Adverb
nervous	nervously	lucky	luckily

Adjective	Adverb	Adjective	Adverb	Adjective	Adverb
successful	successfully	possible	possibly	hard	hard

2 Add pairs of adjectives and adverbs from activity 1.

- A \_\_\_\_\_, I was able to jump from rock to rock across the river.  
 B You were very \_\_\_\_\_ that you didn't fall into the water!
- A You have to be very \_\_\_\_\_ with the baby. Here you are.  
 B Thank you. I promise I'll hold her very \_\_\_\_\_.
- A How \_\_\_\_\_ can you go in this car?  
 B Very! It's a very, very \_\_\_\_\_ car!
- A This is the \_\_\_\_\_ day of the competition.  
 B So in a few hours from now, we'll \_\_\_\_\_ know who's won it!
- A Ali seems a bit \_\_\_\_\_ at the moment. He doesn't talk to anyone.  
 B Yes, he's behaving quite \_\_\_\_\_. Perhaps he's worried about something.

3 Work in pairs. Practise the dialogues in activity 2.

4 Match examples a–d to definitions 1–4.

- a The hospital needs the bed by 2:00.
- b Jenan went to the hospital by bus.
- c The bus stop was by the hospital entrance.
- d Hospital stories, by Jenan Rashidi

by (prep) 1 used to show the person or thing that does something \_\_  
 2 used to show how something is done \_\_ 3 not later than: at or before \_\_ 4 near, next to \_\_

**1 Read the examples.**

- |  |  |
|--|--|
| 1 What has it <b>done</b> to help you? | 2 I ask <b>what it has done</b> to help them.  |
| 3 <b>How do you feel</b> ?             | 4 I want to find out <b>how they feel</b> .    |
| 5 <b>Were you</b> nervous before that? | 6 I ask <b>if she was</b> nervous before that. |
| 7 <b>Do you get</b> worried?           | 8 I ask <b>whether they get</b> worried.       |

Look at the examples again. Tick (✓) the best way to complete the statements.

- When we report *Wh* questions, the word order usually changes. For example, in 1 and 2, *What* has it done ... ? changes to the **a)** question form  **b)** statement form  *I ask what* it has done ...
- When we report *Yes / No* questions, the word order also changes. For example, in 5 and 6, *Were you nervous ...?* changes to the **a)** question form  **b)** statement form  *I ask if* she was nervous ...
- In reported *Yes / No* questions, we can follow the reporting verb with the word **a)** *if*  **b)** *whether* , as in 6.
- In reported *Yes / No* questions, we can also follow the reporting verb with the word **a)** *if*  **b)** *whether* , as in 8.
- As with other reported questions, the sentence ends with **a)** a full stop.  **b)** a question mark.

**2 Work in pairs. Put these *Wh* questions into reported speech.**

- 'When can you take her?' they are asking.  
*They are asking when I can take her.*
- 'How soon can we have your mum's bed?' they are asking.

Look at page 64 to check your work. Now change these in the same way.

- 'How do you feel now?' I ask Mrs Masri.
- 'What are you going to call the babies?' I ask the Rammal family.
- 'When did you have your terrible accident?' I ask Osama Yousifi.

**3 Work in pairs. Report Dr Jabir's questions.**

Dr Jabir has called Jenan to say that he has found some patients for her. Now he is asking about her and her grandparents. Jenan is reporting to them.

- Is this your first visit to Palestine? (if)  
*He's asking if this is ...*
- Have you been here for very long? (whether)  
*He wants to know whether ...*
- Are you planning to stay in Palestine all summer? (if)
- Are you going to write about other things in Palestine? (whether)
- Does your grandmother still make her wonderful maftool? (if)
- Have they ever visited you and your family in London? (whether)
- Would all of you like to come to eat with my family? (if)
- Will you be free to come for dinner next Friday evening? (whether)



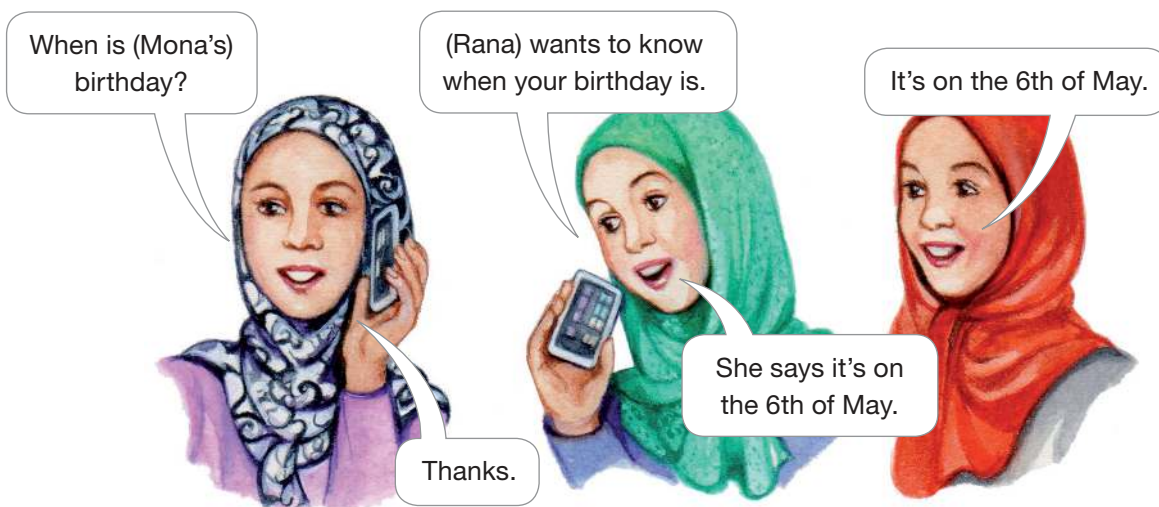
### 1 Work in pairs. Take the parts of Julie Marsh and Jenan Rashidi.

(Julie Marsh is talking to Jenan. Jenan is reporting to Dr Jabir.)



- 1 Your hospital story is in the new magazine. (say)  
*She says my hospital story is in the new magazine.*
- 2 I think our readers will be very interested in it. (think)
- 3 Have you planned your next piece yet? (want to know)
- 4 Could you write some more about Osama Yousifi? (want ... to)
- 5 Did you talk to any more people at the hospital? (ask)
- 6 Could Dr Jabir help find more patients for you to meet? (would like ... to)
- 7 Could you send us photos of the patients next time? (ask ... to)
- 8 How soon can you send us your next piece? (ask)
- 9 Are you going to write about other things in Palestine? (want to know)
- 10 What else are you planning to write about while you are there? (ask)

### 2 Work in groups. Send and report messages.



**Student A** *When is (Mona's) birthday?*

**Student B** *(Rana) wants to know when your birthday is.*

**Student C** *It's on the ...*



1 Read the abbreviations. Then listen and write the times and dates. 

<b>Times:</b>	am – before midday (8:00 am)			pm – after midday (6:30 pm)			
<b>Days:</b>	Mon	Tue	Wed	Thur	Fri	Sat	Sun
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>Dates:</b>	1st	2nd	3rd	4th	5th	6th	21st
	first	second	third	fourth	fifth	sixth	twenty-first

- Meet at Radio Ramallah: 2:30 pm, Wed 23rd
- Meet at Jenin Community Centre: \_\_\_\_\_
- Meet Osama Yousifi again: \_\_\_\_\_

2 Listen and complete the notes. 

- Name: Osama Yousifi
- How disabled: \_\_\_\_\_
- When disabled: \_\_\_\_\_
- Main sports: \_\_\_\_\_, \_\_\_\_\_

3 Practise your pronunciation: word stress. 

Listen and mark the stress in each word:    able    disabled    disability

4 Listen and mark the stress in these words (on the 1st, 2nd or 3rd syllables). 

accident    amazing    artificial    competition    develop

important    international    positive    possible

5 Work in pairs. Read and act out the conversation.

Use the correct word stress on the longer words.

- Jenan**            So how did you get on in that international competition last week?
- Osama**            Oh, it was amazing. I won! Those new artificial legs are wonderful, and I just keep going faster and faster!
- Jenan**            Great! But now, let's talk about the problems of your disability.
- Osama**            Well, there are some things that are really difficult. But I try to be positive. People are only really disabled if they allow themselves to *feel* disabled.
- Jenan**            Yes, that's a very important point.
- Osama**            And as far as possible, I've tried to develop ways of staying strong and cheerful.
- Jenan**            You lost your lower legs in a car accident, didn't you?
- Osama**            Yes, and I'm afraid the car was even more of a mess than me!

### 1 Listen and write down what you hear.

### 2 Prepare to write a formal letter from Julie Marsh to Dr Jabir. Do these tasks.

1 Number these letter parts 1–9 in the order that we usually write them.

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Formal letter ending   | <input type="checkbox"/> Address 2 (recipient) | <input type="checkbox"/> Body of the letter |
| <input type="checkbox"/> Address 1 (sender)     | <input type="checkbox"/> Job                   | <input type="checkbox"/> Subject line       |
| <input type="checkbox"/> Who the letter is from | <input type="checkbox"/> Who the letter is to  | <input type="checkbox"/> Date               |

2 Match the groups of details A–D to different letter parts.

**A**  **Thank you from *Your World***  
 Dear Dr Jabir

**B**  18 River Street  2nd September 20..  
 EC3 9DH  *Your World* magazine  
 London

**C**  *Julie Marsh*  Yours truly  
 (Head of News and Travel)  
 J Marsh (Mrs)

**D**  PO Box 7426  Palestine  
 Central Hospital  Ramallah  
 Dr S Jabir

3 Number the details in each group in order.

4 Number the following paragraph 1 sentences in order.

- Many of our readers were very interested in your patients.  
 This helped her write two excellent pieces for our magazine.  
 I am writing to thank you for helping Jenan Rashidi.

5 Start paragraph 2 like this. Then continue in reported speech.

*Here are one or two of their many comments, questions and requests.*

*Is Mrs Masri completely better now?  
I hope she is enjoying her 'new life'.  
Luke Green*

*What have Samar and Anas  
called their twins?  
Carrie Shaw*

*Could you send some information  
about Osama Janani, please?  
Joe and Ellen Carter*

6 Finish with this one-sentence paragraph.

*Thank you again for helping our readers to meet your patients through the pages of *Your World* magazine.*

### 3 Write out the complete letter.

**Unit task:** Giving and writing phone messages.

**1 Prepare to give phone messages. Do these tasks.**

- 1 Think of four different things that you want to say to your partner:
  - something that you want to tell your partner, for example:  
*There's an interesting wildlife documentary on (day and time).*
  - a *Wh* question to ask your partner, for example:  
*Which pages do we have to read for the history test on Wednesday?*
  - a *Yes / No* question to ask your partner, for example:  
*Are you going to the basketball match after school on (day)?*
  - a request for your partner, for example:  
*Can you meet (name) and me at (place) in (street name) at (time and day)?*
- 2 Write down the things that you want to say.

**2 Work in pairs. Have phone conversations.**

**Student A:** Take the part of your parent – mother or father.

**Student B:** Take the part of the caller. Call to say one of the things that you have noted.

Follow this conversation plan.

**A** Hello, this /



**B** Hello. My name /  
May / speak / (name)

**A** Hello, (name) / Sorry /  
(name) out / Take / message



**B** Thank / good idea /  
Please tell / that ...

**A** I see, so / want me / tell /  
that ...



**B** Thank /  
OR  
Sorry, but it's ... not ...

**A** / got that / give / message /



**3 Work in pairs. Check your messages.**

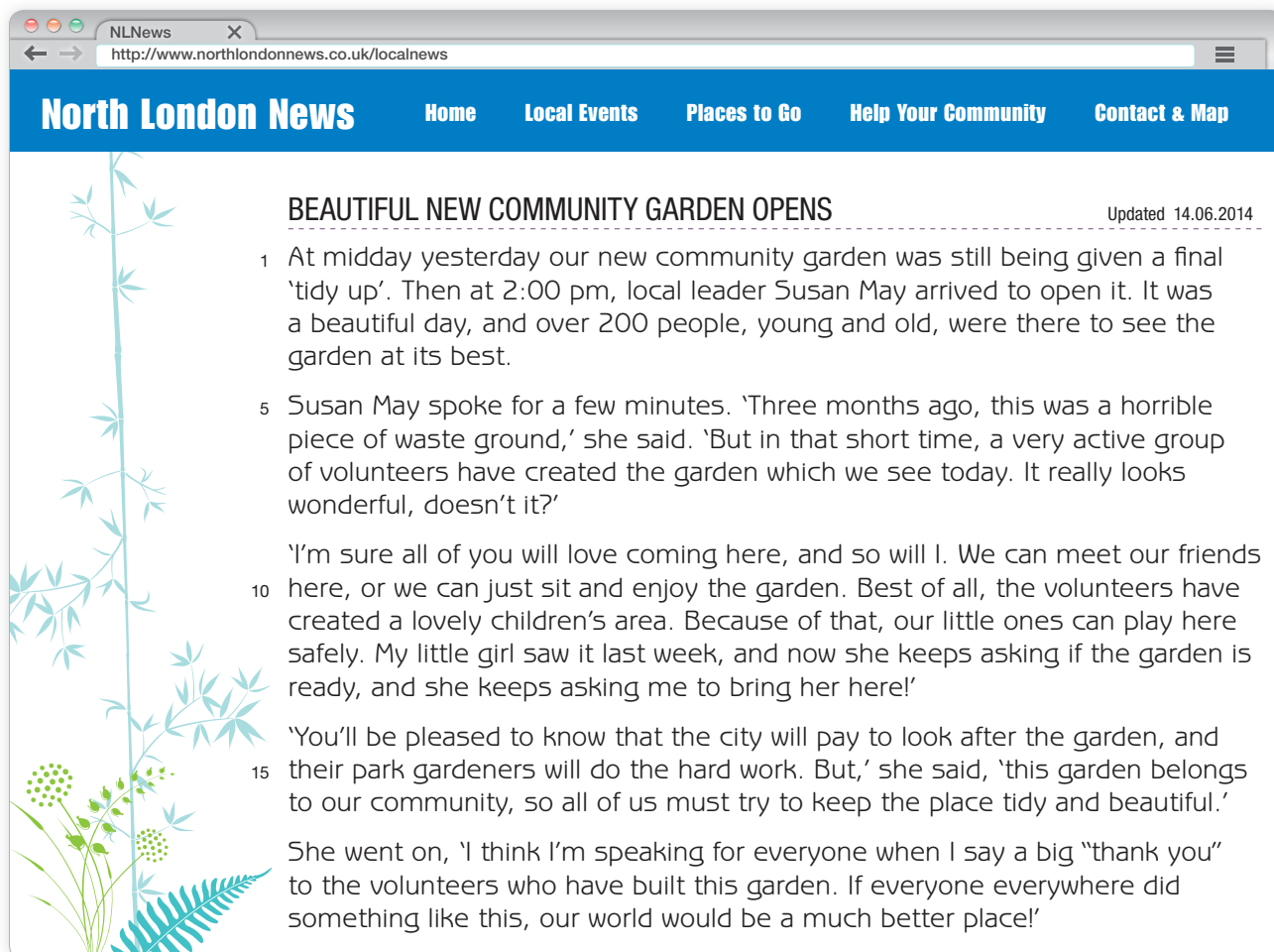
Read your notes and your partner's messages together. They should say the same things!

**1 Look at the picture on the next page. Describe it.**

- |                      |                        |                                   |
|----------------------|------------------------|-----------------------------------|
| 1 This picture seems | to be talking to them, | than it did in March.             |
| 2 It now looks green | have come to the park, | that Lana and Lisa helped create. |
| 3 Lots of people     | to show the garden     | and they are listening to her.    |
| 4 A women seems      | and much more lovely   | and they are in a large group.    |

**2 Read the title of the passage. Say what month this should be.****3 Read and mark the statements true (✓) or false (✗).**

- 1 More than 200 young people were at the garden at 2:00 yesterday afternoon.
- 2 Susan May is one of the group of volunteer gardeners.
- 3 The people who use the garden will not have to pay the gardeners.
- 4 The volunteer gardeners will continue to do all the hard work.
- 5 Only the volunteers who created the garden are allowed to use it.



The screenshot shows a web browser window with the URL <http://www.northlondonnews.co.uk/localnews>. The page features a blue header with the site name 'North London News' and navigation links: Home, Local Events, Places to Go, Help Your Community, and Contact & Map. The main article is titled 'BEAUTIFUL NEW COMMUNITY GARDEN OPENS' and is dated 'Updated 14.06.2014'. The text describes the opening of a new community garden, mentioning local leader Susan May and a group of volunteers. A decorative illustration of a plant with green leaves and small flowers is on the left side of the article.

**BEAUTIFUL NEW COMMUNITY GARDEN OPENS** Updated 14.06.2014

1 At midday yesterday our new community garden was still being given a final 'tidy up'. Then at 2:00 pm, local leader Susan May arrived to open it. It was a beautiful day, and over 200 people, young and old, were there to see the garden at its best.

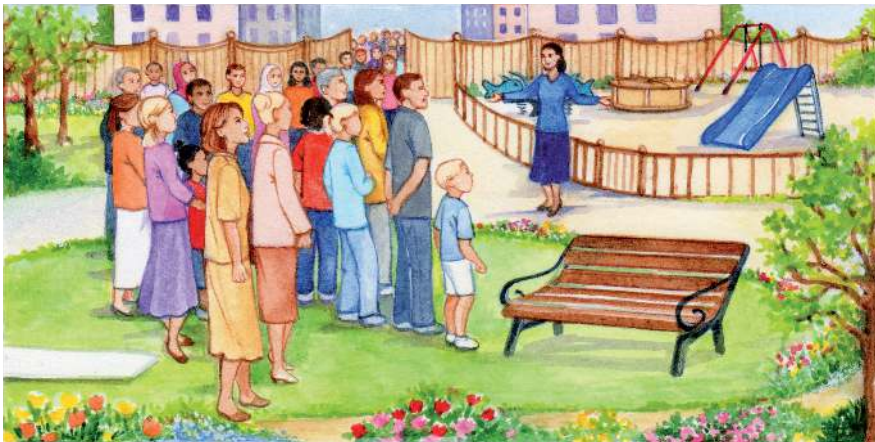
5 Susan May spoke for a few minutes. 'Three months ago, this was a horrible piece of waste ground,' she said. 'But in that short time, a very active group of volunteers have created the garden which we see today. It really looks wonderful, doesn't it?'

'I'm sure all of you will love coming here, and so will I. We can meet our friends  
10 here, or we can just sit and enjoy the garden. Best of all, the volunteers have created a lovely children's area. Because of that, our little ones can play here safely. My little girl saw it last week, and now she keeps asking if the garden is ready, and she keeps asking me to bring her here!'

15 'You'll be pleased to know that the city will pay to look after the garden, and their park gardeners will do the hard work. But,' she said, 'this garden belongs to our community, so all of us must try to keep the place tidy and beautiful.'

She went on, 'I think I'm speaking for everyone when I say a big "thank you" to the volunteers who have built this garden. If everyone everywhere did something like this, our world would be a much better place!'

**4 Look and describe. Say what has happened in the park since March.**



**1 Read again and answer the questions.**

- 1 How did the place look three months ago, and how does it look now?
- 2 Why is the children's area the best part of the garden?
- 3 Why will the community not have to pay the gardeners?
- 4 What does Susan May's little girl a) keep asking her, and b) keep asking her to do?
- 5 What does Susan May want everyone to do, and why?

**2 Read the passage again and do these tasks.**

**Say what the underlined words refer to.**

- 1 Line 6: 'But in that short time, ...
- 2 Line 9: ..., and so will I.'
- 3 Line 11: Because of that, ...

**Now say what the underlined words and phrases mean.**

- 1 Line 2: ... Susan May arrived to open it.
- 2 Line 10: Best of all, the volunteers have created ...
- 3 Line 17: I think I'm speaking for everyone when I say ...

**3 Form the adverbs from adjectives in the passage.**

- |                  |              |
|------------------|--------------|
| 1 final _____    | 2 tidy _____ |
| 3 horrible _____ | 4 hard _____ |

**4 Complete the sentences. Use pairs of words from activity 3.**

- 1 **A** Have you put everything away \_\_\_\_\_ in the cupboard now?  
**B** Yes, and the whole room is nice and \_\_\_\_\_ now.
- 2 **A** This job is really \_\_\_\_\_ work!  
**B** It certainly is, and we all have to work \_\_\_\_\_ all the time.
- 3 **A** We \_\_\_\_\_ reached the west coast in September.  
**B** Yes, and that was the \_\_\_\_\_ part of our road trip across Australia.
- 4 **A** We were caught in that \_\_\_\_\_ hurricane last year.  
**B** The rain was terrible, and the wind screamed \_\_\_\_\_ all night long!

### 1 Work in groups. Play the 'If ...' game.

The winner is the one who builds the longest list without mistakes.

**Student A** *If I had a new garden, first I would make a path.  
What would you do if you had a new garden?*

**Student B** *If I had a new garden, first I'd make a path. Then I'd build a fence.  
What would you do if you had a new garden?*

**Student C** *If I had a new garden, first I'd make a path. Then I'd build a fence.  
Next, I'd ...*

### 2 Make statements with relative clauses. Match sentences a–h to sentences 1–8.

- a** It has a story about our local football team.      **b** She flew in space.  
**c** You made it for him.      **d** I left it under the chair in the dining room.  
**e** They look just like each other.      **f** It was standing in the garden.  
**g** You should ask them to play at your wedding party.  
**h** I've known him ever since we first moved here.

- 1  Those are the amazing twins.      2  When are you going to give Ali the toy boat?  
3  Mariam and Mona are the musicians.      4  I've been reading a new sports magazine.  
5  Have you seen the old table?      6  This book is about the first woman.  
7  You should meet our wonderful old neighbour.      8  Rania finally found the CD.

Now change them into relative clauses and add them to 1–8.

### 3 Complete the tag questions and answers. Then practise in pairs.

**Student A** Mrs Qadiri was trying to buy some tuna at the fish market, \_\_\_\_\_?

**Student B** Yes, \_\_\_\_\_. But it was too expensive for her.

**Student A** Most countries stopped catching whales in 1985, \_\_\_\_\_?

**Student B** Yes, \_\_\_\_\_. Only a few countries decided to continue.

**Student A** In many parts of the world, fishing just can't stop, \_\_\_\_\_?

**Student B** No, \_\_\_\_\_. That's because too many hungry people need to eat.

### 4 Work in groups. Agree with each other. Use *too*, *not ... either* and *so*, *neither*.

- Write three short positive statements. For example: *I love kebabs.*
- Write three short negative statements. For example: *I can't sing very well.*
- Take turns to read out a positive or a negative statement. The others must agree.

For example:

**Student A** *I love kebabs.*      **Student A** *I can't sing very well.*

**Student B** *I do, too.*      **Student B** *I can't, either.*

**Student C** *So do I.*      **Student C** *Neither can I.*



**1 Work in pairs. Look at Ann's list and make statements with because of that.**

Bank - Money  
 Shoe shop - Boots  
 Butcher's - Meat  
 Greengrocer's - Fruit  
 Library - Books

**Student A** Ann doesn't seem to have (much money).  
**Student B** No, and she's going to the (bank) because of that.

Now take the parts of Ann and her son. Ask and answer questions. Use because / since / as and so.

**Student A** Where are we going (first)?  
**Student B** We're going to the bank because we need to get (some money).  
 since we want  
 as have  
**Student A** OK. We (need) to get (some money), so we're going to the (bank) (first).

**2 Change from active to passive. Use by + agent if it is needed.**

There has been fighting in Africa, and hundreds of families have been leaving their homes to find safety. Volunteers are helping to build a camp for the victims of this man-made disaster.



- 1 A large plane is dropping food over the camp.  
*Food is being dropped over the camp by a large plane.*
- 2 People are carrying bags of food to somewhere safe.  
*Bags of food are being carried somewhere safe.*
- 3 Two engineers are setting up equipment to provide clean water.
- 4 Two more engineers are looking at plans for a new road.
- 5 People are building simple homes for the families who are arriving.
- 6 A nurse is checking babies and young children.
- 7 People are cutting up wood to use for cooking.
- 8 A newspaper reporter is asking people questions.


**3 Play a memory game. Remember what was being done at the camp.**

*Bags of food were being carried somewhere safe.*  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### 1 Make statements with two objects.

Aunt Mona is going to visit her brother and family for the holidays, and she has made and bought some presents. For example: *She has painted a picture for her brother Fuad.*

1 paint  + her brother Fuad

2 make  + Fuad's wife Maha

3 get  + young Mona

4 choose  + little Tariq

Work in pairs. Aunt Mona has arrived and Fuad is asking about the presents.

**Student A:** *Are you going to give the (hat) to (Mona)?*

**Student B:** *No, I'm giving that to (Maha).*

### 2 Work in groups. Report requests and Yes / No questions.

- Write three requests. For example: *Could Ali lend me his new CD?*
- Write six questions (Yes / No and Wh). For example: *Is Majed going training after school?*
- Take turns to read out a request or a question to Student B. B must then report this to Student C. C then answers and B reports back to A.

Could Ali lend me his new CD? **Student A**

Thanks.

Khaled wants you to lend him your new CD. **Student B**

He says, yes, he'll bring it tomorrow.

**Student C** Yes, of course. I'll be bring it tomorrow.

### 3 Complete the conversations. Use these expressions.

Come on!    If you like, ...    Let's say yes.    Who'd like to ...?    You're joking!

- A** I'm getting hungry.  
**B** \_\_\_\_\_ we can stop and get something to eat.
- A** \_\_\_\_\_ go sailing with me?  
**B** \_\_\_\_\_ It looks fun!
- A** Are you serious? Climb that mountain in two hours? \_\_\_\_\_  
**B** No, I'm not. \_\_\_\_\_ Let's go!

4 Listen and check. Then practise in pairs. 

5 Listen and write down what you hear. 



**1 Look at the picture and answer these questions.**

- 1 Who are the girls, and where and when might this be?
- 2 Who might they be talking to, and what about?

**2 Listen to part 1 and check your answers to question 2 in activity 1.**

**3 Listen to part 1 again and complete the notes. Number the jobs in order 1-4.**

Names	Dates
Lana _____	Start date: _____
Lisa _____	Today's date: _____
Jobs	Numbers:
__ Prepared the ground	Trees: _____
__ Built the paths	Flowers: _____
__ Started planting	
__ Tidied up the rubbish	



**4 Listen to part 2 and complete the notes.**

	At the start	Later	Now
The girls' points	Cold and _____ Had a _____	_____ finally _____	The _____ looks _____
Feelings	Lisa was very _____	The girls _____ _____	Very _____

**5 Revision unit writing task: Telling a true story**

- 1 Think of something that you have done in your life. Choose something
  - that was hard at the start (like the community garden project);
  - that got better or easier or more fun later;
  - that you are pleased about now.

You can choose from these ideas if you like:

- school work – English or another subject;
  - sport or another activity outside school;
  - a time when you were sick;
  - a problem with friends or family.
- 2 Note useful words and phrases to help you tell your story – to say what happened and how you felt.
  - 3 Work in pairs. Tell each other your stories. Ask each other questions if something is not clear.
  - 4 Tell your story in a paragraph. Start like this.

*This is what happened when ...*

Write the words in Arabic to help you remember what they mean. Words in blue come from other words that you already know, for example: *accident* Grade 8 > *accidentally*.

(be) able to <i>adj</i>	_____	cheer up <i>v</i>	_____
a bit <i>adv</i>	_____	cheerful <i>adj</i>	_____
accidentally <i>adj/adv</i>	_____	chemical <i>n</i>	_____
action <i>n</i>	_____	clean up <i>v</i>	_____
aim <i>v</i>	_____	cleaner <i>n</i>	_____
am <i>abbrev</i>	_____	close <i>adj</i>	_____
amazed <i>adj</i>	_____	coast <i>n</i>	_____
around <i>prep/adv</i>	_____	come down <i>v</i>	_____
artificial <i>adj</i>	_____	comment <i>v/n</i>	_____
ashamed <i>adj</i>	_____	committee <i>n</i>	_____
athlete <i>n</i>	_____	cooker <i>n</i>	_____
attention <i>n</i>	_____	create <i>v</i>	_____
away <i>adv</i>	_____	death <i>n</i>	_____
be down <i>phrase</i>	_____	definitely <i>adj/adv</i>	_____
belong <i>v</i>	_____	depressed <i>adj</i>	_____
(be) born <i>adj</i>	_____	destroy <i>v</i>	_____
broken <i>adj</i>	_____	disability <i>n</i>	_____
burn <i>v</i>	_____	disabled <i>adj</i>	_____
by + time <i>prep</i>	_____	disappear <i>v</i>	_____
carpenter <i>n</i>	_____	disaster <i>n</i>	_____
cause <i>v/n</i>	_____	discover <i>v</i>	_____
chance <i>n</i>	_____	discussion <i>n</i>	_____



# My dictionary

do well/badly *phrase* \_\_\_\_\_

dramatic *adj* \_\_\_\_\_

duty *n* \_\_\_\_\_

earthquake *n* \_\_\_\_\_

energy *n* \_\_\_\_\_

equipment *n* \_\_\_\_\_

expect *v* \_\_\_\_\_

experience *n* \_\_\_\_\_

explain *v* \_\_\_\_\_

explode *v* \_\_\_\_\_

extra *adj* \_\_\_\_\_

favour *n* \_\_\_\_\_

fence *n* \_\_\_\_\_

fetch *v* \_\_\_\_\_

flood *n* \_\_\_\_\_

fridge *n* \_\_\_\_\_

gardener *n* \_\_\_\_\_

get rid of *v* \_\_\_\_\_

get to know *v* \_\_\_\_\_

go up *v* \_\_\_\_\_

grow up *v* \_\_\_\_\_

how come *phrase* \_\_\_\_\_

ignore *v* \_\_\_\_\_

imagine *v* \_\_\_\_\_

international *adj* \_\_\_\_\_

joke *v* \_\_\_\_\_

just *adv* \_\_\_\_\_

keep (go on) *v* \_\_\_\_\_

knock *v* \_\_\_\_\_

lead *v* \_\_\_\_\_

look after *v* \_\_\_\_\_

look forward to *v* \_\_\_\_\_

lovely *adj* \_\_\_\_\_

luck(y)ily *adj/adv* \_\_\_\_\_

manage to *v* \_\_\_\_\_

man-made *adj* \_\_\_\_\_

material *n* \_\_\_\_\_

meeting *n* \_\_\_\_\_

middle *n* \_\_\_\_\_

midday *n* \_\_\_\_\_

mood *n* \_\_\_\_\_

necessary *adj* \_\_\_\_\_

negative *adj* \_\_\_\_\_

nervous *adj* \_\_\_\_\_

net *n* \_\_\_\_\_

no one *pron* \_\_\_\_\_

notice *n* \_\_\_\_\_

organization *n* \_\_\_\_\_

ordinary *adj* \_\_\_\_\_

out of breath *phrase* \_\_\_\_\_

over (more than) <i>prep</i>	_____	scream <i>v</i>	_____
pan <i>n</i>	_____	secretary <i>n</i>	_____
past <i>prep</i>	_____	section <i>n</i>	_____
patient <i>n</i>	_____	selfish <i>adj</i>	_____
piece <i>n</i>	_____	simple <i>adj</i>	_____
pity <i>n</i>	_____	species <i>n</i>	_____
pm <i>abbrev</i>	_____	stain <i>v/n</i>	_____
population <i>n</i>	_____	successful <i>adj</i>	_____
possible(ly) <i>adj/adv</i>	_____	suddenly <i>adv</i>	_____
positive <i>adj</i>	_____	suggest <i>v</i>	_____
pound £ <i>n</i>	_____	supermarket <i>n</i>	_____
pour <i>v</i>	_____	tonight <i>adv</i>	_____
price <i>n</i>	_____	tray <i>n</i>	_____
realize <i>v</i>	_____	(in) trouble <i>n</i>	_____
rely on <i>v</i>	_____	tuna <i>n</i>	_____
repair <i>v</i>	_____	upset <i>v</i>	_____
request <i>v/n</i>	_____	urgent(ly) <i>adj/adv</i>	_____
require <i>v</i>	_____	victim <i>n</i>	_____
result <i>n</i>	_____	voluntary <i>adj</i>	_____
risk <i>v</i>	_____	waste <i>n</i>	_____
rubbish <i>n</i>	_____	without <i>prep</i>	_____

## Irregular verbs

be	was/were	been	lie	lay	lain
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
burst	burst	burst	read	read	read
buy	bought	bought	ride	rode	ridden
catch	caught	caught	rise	rose	risen
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
cut	cut	cut	see	saw	seen
do	did	done	sell	sold	sold
drink	drank	drunk	send	sent	sent
eat	ate	eaten	set	set	set
fall	fell	fallen	shake	shook	shaken
feel	felt	felt	sing	sang	sung
fight	fought	fought	sit	sat	sat
find	found	found	sleep	slept	slept
fly	flew	flown	smell	smelled	smelled/ /smelt
forget	forgot	forgotten	spend	spent	spent
get	got	got	stand	stood	stood
give	gave	given	stick	stuck	stuck
go	went	gone	sweep	swept	swept
grow	grew	grown	swim	swam	swum
hang	hung	hung	take	took	taken
have	had	had	think	thought	thought
hear	heard	heard	throw	threw	thrown
hide	hid	hidden	understand	understood	understood
hold	held	held	upset	upset	upset
hurt	hurt	hurt	wake	woke	woken
keep	kept	kept	wear	wore	worn
know	knew	known	win	won	won
lead	led	led	write	wrote	written
lend	lent	lent			

# Grammar reference

## Unit 8

### When + present simple + present simple; Types 0 and 1 conditionals

1	When we get up,	we have breakfast.
2	If it is cold,	we eat something hot.
3	If it is warm tomorrow,	we will go to the beach. (we'll)

- 1 For things that happen regularly.
- 2 For things that may or may not happen at any time – Type 0 conditionals.
- 3 For things that may or may not happen in future – Type 1 conditionals.

### Type 2 conditionals

1	If it was warm today, (but it is not)	we would be at the beach now. (we'd)
2	If we moved to the coast, (but we will not)	we would go swimming every day. (we'd)

- 1 For 'unreal' situations now.
- 2 For 'unreal' situations in the future.

## Unit 9

### Direct and indirect objects

Subject	Verb	Direct object	Indirect object
I	have just bought	a CD	for Nadia.
I	am now going to give	the CD	to her.

- 1 Some verbs that often take two objects: *bring, take, fetch, buy, get, give*.
- 2 *To* + indirect object shows direction. *For* shows the idea of helping.
- 3 We often put the indirect object first. In this case, we take out *for* and *to*.

Subject	Verb	Indirect object	Direct object
I	have just bought	Nadia	a CD.
I	am now going to give	her	the CD.

### Defining relative clauses

Main clause	Relative clause	
	Subject	
He's the old man	who / that	arrived yesterday.
That's the red van	which / that	came this morning.
	Object	
He's the old man	who / that	I saw yesterday.
That's the red van	which / that	I drove this morning.

- 1 *Who / That* (for people) and *which / that* (for things) join the relative clause to the main clause
- 2 They can be the subject (the 'doer') of the relative clause – or the object.  
If they are the object, someone or something else is the 'doer'.

## Unit 10

### The passive: present and past continuous

	Subject	Verb	Object
Active	Someone	is / was doing	something.
Passive	Something	is / was being done.	by someone

- 1 Form the passive from *be* + past participle.
- 2 For making the active object (*something*) the focus of attention – the subject.
- 3 If it is useful to keep the active subject (*Someone*), change it to *by* + agent.  
If it is not useful, you can take it out. *Someone* is not useful.

## Unit 11

### Tag questions

For positive confirmation	For negative confirmation
*He's working, isn't he?	He isn't working, is he?
He was working, wasn't he?	He wasn't working, was he?
He works, doesn't he?	He doesn't work, does he?
He worked, didn't he?	He didn't work, did he?
*He's worked, hasn't he?	He hasn't worked, has he?
*He's been working, hasn't he?	He hasn't been working, has he?
*He'd worked, hadn't he?	He hadn't worked, had he?
*He's going to work, isn't he?	He isn't going to work, is he?
He'll work, won't he?	He won't work, will he?
*He'd work, wouldn't he?	He wouldn't work, would he?
**He can work, can't he?	He can't work, can he?

\* *He's* = *He is* or *He has*    *He'd* = *He had* or *He would*

\*\* Similarly, with other modal verbs: *could*, *should*, *must*.

- 1 For inviting the agreement of the listener.
- 2 Used to check facts: *You're 15, aren't you?*
- 3 Also used to invite agreement with ideas and feelings: *The party wasn't much fun, was it?*

## Unit 12

### *too and either; so and neither*

For positive agreement		For negative agreement	
I'm in Grade 10.	I am, too. So am I.	I'm not in Grade 11.	I'm not, either. Neither am I.
I like quiet music.	I do, too. So do I.	I don't like loud music.	I don't, either. Neither do I.
I've been to Amman.	I have, too. So have I.	I haven't been to Cairo.	I haven't, either. Neither have I.

### *because, since, as and so*

Action	Connector	Reason
You should go to bed	because / since / as	you're very tired.

Reason	Connector	Action
You're very tired,	so	you should go to bed.

Some connectors refer back to a reason in the sentence before. We usually use these to connect longer sentences.

Reason	Connector	Action
He had been awake all night, and he was really tired.	Because of that, As a result,	he needed to go to bed and get some sleep.

## Unit 13

### Reported statements, requests and questions

Direct statement	Reported statement
I need your help.	Sameera says that she needs my help.

Direct request	Reported request
Can you help me, please?	Sameera wants me to help her.

Direct questions	Reported questions
When can you take her? How soon can we have the bed?	The doctor is asking when I can take her. He wants to know how soon we can have the bed.
Were you nervous? Do you get worried?	I ask if she was nervous. I want to know whether they get worried.

Word order change with questions: *When can you > ... when I can ...*  
*Were you ... > ... if she was ...*