



State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **8A**

Authorship & Curriculum Supervisory Committee

Mr Ali Manassra (General Supervision)	Ministry of Education
Mr Othman Diab Amer (Coordinator)	Ministry of Education
Mrs Reem Ayoush	Ministry of Education
Dr Samir M Rammal	Birzeit University
Dr Hazem Y Najjar	Bethlehem University
Mr Hassan Karableyeh	Ministry of Education
Ms Rula Naji Khalil	Ministry of Education
Ms Basima Adel Al-Arooqi	Ministry of Education
Ms Ruqayyah Abdul-Rahman Abu Al-Rub	Ministry of Education
Ms Lina Rasheed Bitar	Ministry of Education
Ms Samiya Qasim Khaleel Obeid	Ministry of Education

Contents

Unit and contexts	Language	page
1 Hello World! <ul style="list-style-type: none"> – using greetings – focussing on a topic of conversation – writing a letter or email 	Structure: Present simple v present continuous; Present continuous for describing change Pronunciation: <i>p</i> in pairs of letters – <i>sp, pr, pl</i> Writing: paragraphs	4
2 A taste of Palestinian culture <ul style="list-style-type: none"> – talking about ability – talking about habitual action in the past – telling the story of a special person 	Structure: Stative verbs; <i>can/could</i> for ability; Past simple <i>vs used to</i> for repeated actions Pronunciation: strong sounds in longer words Writing: making notes to write paragraphs	16
3 Going to a national park <ul style="list-style-type: none"> – talking about experiences: Have you ever ...? – writing a page of your diary 	Structure: Present perfect with <i>just, yet, already</i> ; Present perfect with be & stative verbs + <i>for/since</i> Pronunciation: intonation in yes/no questions Writing: writing a diary	28
4 How to get healthy <ul style="list-style-type: none"> – giving advice – making suggestions – sharing problems, suggestions and advice 	Structure: Present perfect continuous & action verbs + <i>for/since</i> ; Advice/suggestion with <i>What about, had better & have to/should/must</i> + negative forms Pronunciation: intonation in <i>wh-</i> questions and suggestions Writing: make notes about feelings	40
5 People and games <ul style="list-style-type: none"> – talking about ownership – writing a true story 	Structure: Possessive adjectives & possessive pronouns; <i>too/either; someone/something/somewhere, everyone/everything/everywhere</i> Pronunciation: showing interest with intonation Writing: write a story	52
6 Friends <ul style="list-style-type: none"> – making suggestions – making things clear (<i>you see, ..., In fact, ...</i>) – writing a new problem letter and an answer to it 	Structure: <i>When/If</i> + present simple, + present simple including modals for rules, obligation, necessity; <i>When/If</i> + present simple, + present tense including modals for suggestions, advice; Conditional Type 1 with <i>if</i> + present simple, + future with <i>will (not)</i> Writing: topic sentences	64
7 Revision 1		76
My dictionary		82

1 Listen and repeat.



at the moment في هذه اللحظة	family عائلة	go online يتصل بالانترنت	Grandma الجدة
landline (phone) تلفون ارضي	Mrs السيدة	on the phone على الخط	project مشروع
			so لذلك

Word formation

Mr السيد	Mrs السيدة
-------------	---------------

2 Describe the pictures on page 5.

- The girl ³is watching ²a computer.
- The boy ²is using ⁴a landline phone.
- Their father ¹is chatting on ¹a mobile phone.
- Their mother ⁴is speaking on ³TV.

3 Listen and answer the questions.



- What do you know about Nadia and her family? **They're from Palestine, but they're living in London now**
- Who's Tina? **She's Nadia's friend**
- Is Nadia using her mobile or the family landline? **She's using her mobile**
- What is Nadia's mother doing in the kitchen? **She's talking to Nadia's grandmother on the landline**

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



Nadia's family are from Palestine, but they are living in London at the moment. Tina is her friend

Nadia Hello. Nadia speaking.

Tina Hi, Nadia. It's Tina. How are you?

Nadia Fine, thanks. And you?

Tina I'm fine, too. Listen, we need to plan our school ^{بخطط} **project**.

Nadia Right. But why are you calling my mobile? That's expensive.

Tina I tried your **landline**, but it was busy.

Nadia Ah, yes. Mum's using the phone in the kitchen to call her mother.

Grandma lives in Jenin, and they talk **on the phone** every week.

Tina Well, let's email each other.

Nadia Sorry, but we can't at the moment. My brother Sami is using the computer. He's chatting to his friends online.

Tina Oh, no!

Nadia Sami always **goes online** in the evening.

Tina **So** let's carry on ^{بأكمل الحديث} with your mobile.

Nadia Yes, but not here. Dad's watching the sport on TV.

Tina Ah, so are you moving to the next room?

Nadia Yes ... But guess what! Mum's finishing.

Tina So we can change to the landline. Great!

^{يبدل الى}

Everyday
English

Listen, ...
Guess what!

احزر ماذا



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

- 1 **A** What's your history project about?
B It's about our town 100 years ago.
- 2 **A** What's Ali doing at the computer?
B He's going online to send an email.
- 3 **A** This is a photo of Grandma.
B Is she your mother's mum or your father's?
- 4 **A** Could you quickly email a family photo to me, please?
B Well, Huda is using the computer, so I can't. I'll send one later.
- 5 **A** I'll call Majeda on her mobile.
B She's at home, so you can call her on the landline phone.
- 6 **A** How big is the Kamal family?
B There are four of them. Mr and Mrs Kamal, Sami and Nadia.
- 7 **A** Is Tariq watching TV at the moment?
B No, not now. He's on the phone with one of his friends.

2 Listen and check. Then practise in pairs.  **Audio 4**

3 Read again and answer the questions.

- She's calling about the project* *She calls every week*
- 1 What is Tina calling Nadia about? 2 How often does Nadia's mother call Grandma?
- 3 What is Sami doing? *He's sending emails to his friends* 4 When does he always do this? *He does that every evening*
- 5 Why does Nadia need to move to the next room? *Because her father is watching TV*
- 6 Why does Tina say, 'Great!?' *because they can talk on the landline*
- 7 Why can they speak on the landline now? *Because her mother is finishing her call*
- 8 What is going to happen next? *Tina and Nadia are going to talk on the landline*

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

1 Read sentences 1–6.

- 1 Mum **is using** the phone in the kitchen **now**.
- 2 Sami **is chatting** to his friends online **at the moment**.
- 3 They **talk** on the phone **every week**.
- 4 Sami **always goes** online in the evening.
- 5 Sami **loves** chatting to his friends online.
- 6 Grandma **lives** in Jenin.
- 7 Nadia and her family **are living** in London **at the moment**.

مضارع مستمر مع am/is/are+ ing حالة النفي
المؤشرات: **now, at the moment**
this month

المضارع البسيط مع s او يبدونها
المؤشرات: **every, often,**
always, usually

شرح في حالة النفي
وفي حالة السؤال

Look at the sentences again. Add the present simple or present continuous.

- 1 Sentences 1 and 2 are about actions now or about now.
The verbs are in the present continuous.
- 2 Sentences 3 and 4 are about actions that happen several or many times.
The verbs are in the present simple.
- 3 Sentences 5 and 6 are about things that always stay the same.
Sentences 5 and 6 use the present simple.
Sentence 7 is about something that stays the same for some time – but not always.
Sentence 7 uses the present continuous.

2 Complete the sentences. Use the present simple or present continuous.

- 1 Nadia's mum is speaking to Grandma on the landline **at the moment**, and they are giving each other their news. (speak, give)
- 2 Nadia's mum calls her mother **every** week, and they always have lots to talk about. (call, have)
- 3 Tina is on the phone. She is talking to Nadia because they are doing a school project together. (talk, do)
- 4 Sami **always** meets his friends online in the evening, and they **often** chat about football. (meet, chat)
- 5 Nadia's aunt lives with Grandma in Jenin, and she works there, too. (live, work)
- 6 Nadia's dad is working in London **now**, and so his family is living with him there, too. (work, live)

3 Work in pairs. Talk about people you know. Ask and answer questions.

- A** Does your (dad) always (watch the sport) on TV?
B Yes, (he) (often) ... / No, (he) doesn't ... (very often).
A When does (he) do that?
B (He) (usually) ... in (the evening) on (Friday).
A Is (he) ... at the moment?
B Yes, I think (he) is. / No, (he) isn't. I think (he's working) now.



1 Listen and repeat.  5

قناة channel	وثائقي documentary	توقعات forecast	اعصار hurricane	معلومات information
مثل like (= such as)	جنسية nationality	جدي serious	سرعة speed	

Word formation	
صيد السمك fish	يصيد fishing

2 Listen. Add new words from activity 1. Make any changes needed.  6

- 1 A That car is going very fast.
B You're right. It's travelling at a very high speed.
- 2 A I've never heard Sameera laugh.
B Yes, she always looks very, very serious!
- 3 A Look at that huge lake. It looks like the sea.
B Yes, and they say there are lots of fish, so let's go fishing.
- 4 A You remember the great football player Pele? Do you know his nationality?
B Brazilian, I think. But you can find that kind of information on the internet.
- 5 A I've heard that a huge hurricane is coming in our direction.
B Yes, and the latest weather forecast says the wind speeds will be very high.
- 6 A There's going to be a TV documentary about Palestine at 7:30.
B Oh, I'd like to watch that. Which channel is it on?

3 Listen and check. Then practise in pairs.  6

4 Look at the people in the pictures. Then do these tasks.  7



1 Ali Magrabi – Morocco



2 Anna Torres – the USA



3 Lyn and Mark Lomax – Australia



4 Sameer and Hanan Qudsi – Palestine

- 1 Read their names and countries. Then listen and say them. **Alli is from Morocco. Anna is from the USA. Lyn and Mark are from Australia. Sameer and Hanan are from Palestine.**
- 2 Find their countries on the map at the start of the book.
- 3 Find their nationalities under the map. Then listen and say them. **Moroccan, American, Australian, Palestinian**
- 4 Find and say other nationalities that end with the letters *-an* or *-ian*. **Brazilian, Canadian, Indonesian, Jordanian**
- 5 Find examples of other nationality words. Say how they end. **Kuwaiti, Lebanese, Greek, Turkish**

1 Look at pictures 1–4 on page 7 and texts A–D below. Do these tasks.

- 1 Match the pictures and the texts. Look at the texts quickly to find the nationality words you need.
- 2 Say where the people in the pictures are from. Say their nationalities.

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

- 1 This week *Young World* is about the ways we communicate in today’s world. T
- 2 We know more about the weather than we did before we had satellites. T
- 3 Mr and Mrs Qudsi think their children should watch cartoons, sports and serious programmes, too. F
- 4 Ali gives his mobile to his family when he goes fishing. F
- 5 Lyn’s and Mark’s mobiles are always busy because Mum and Dad are calling them more and more. F

Work in pairs. Check your answers and correct the false ones.

Living with modern communications


A ‘There are lots of ^{many} bad TV programmes, but the ^{good} weather ^{not bad} forecasts are good. We get bad ^{tornadoes} hurricanes here in America, and ^{becoming} they’re getting worse. But ^{ancient} modern satellites are collecting better ^{افضل} information on their ^{افضل} speed and direction, and forecasts are getting better. So we understand hurricanes better now, and we now know when and where ^{one} will arrive.’

B ‘We get ^{مئات} Palestinian TV and hundreds of other satellite ^{مشاهدة} channels, too. Hanan and I love watching cartoons all day! That’s ^{تسبب} bad, I know. But now Mum and Dad say ^{فقط} we can only watch ^{funny} serious programmes ^{like} documentaries. We think that’s bad, too!’

C ‘Like a lot of ^{مغربي} Moroccan people, my job is ^{الصيد} fishing, and my mobile is very ^{جوال} important in my work. ^{عالي} It’s expensive, but I can now call different markets from my boat. That means I can find the ^{worst} best market for my fish and take ^{هم} them there. My mobile is giving ^{my} family a better life.’

D ‘Australian farms are big, and our ^{المزارع} parents like ^{small} to stay in contact, so ^{علي اتصال} they’ve given us mobiles. ^{غاضب} But now we’re calling and texting friends more and more, and Mum and Dad are getting angry. They say we’re always on the phone when they want to talk – and we shouldn’t be! ... Oh, someone’s calling now. Excuse me!’

Welcome to *Young World*, and this week we’re asking people of different ^{مختلف} nationalities, ‘How are modern communications ^{تغيير} changing our lives?’



What can Ali do from his boat?

3 Listen and read aloud.  **8**

in contact = in touch

important = basic/necessary/essential

1 Read and complete the table.

	Name(s):	From:	Talking about:	Good thing:	Bad thing:
1	Anna	USA	television	weather forecasts,	lots of bad programmes
2	Sameer Hanan	Palestine	,TV	serious programmes	like the TV on all the time
3	Ali	Morocco	mobiles	gives his family a better life	expensive
4	Lyn and Mark Lomax	Australia	mobile phones	can stay in contact	their Mum and Dad get angry because they're always on the phone

2 Work in pairs. Ask and answer questions for Young World.

Q Excuse me. Is your name (Anna Torres)?

A (Yes, it is.)

Q And are you from (the USA)?

A (Yes, I am.)

Q Tell me, how do you feel about (TV)?

A Well, one good thing is this: (We can get good weather forecasts every day.)

Q What about bad things?

A Well, one bad thing is this: (There's lots of terrible TV!)

3 Read again and answer the questions.

A 1 What is happening to hurricanes? **.They're getting worse**

2 What is happening to weather forecasts, and why? **They're getting better because modern satellites collect better information**

B 3 Which do Sameer and Hanan like – cartoons or documentaries? **cartoons**

4 What do their parents prefer? **They prefer documentaries**

C 5 Does Ali always take his fish to the same market? **No, he doesn't**

6 How is his mobile giving his family a better life? **He can phone different markets and sell his fish in the best**

D 7 Do Lyn and Mark live in a big town? **No, they live on a farm**

8 Are they using their phones for the right thing? **No, they're using them to text and call their friends**

4 Work in pairs. Discuss good and bad things about a) television, and b) mobile phones.

Use ideas from the passages – and your own ideas, too.



1 Read again and find the opposites in the text.

- | | | | |
|-----------------------------------|---------------------------------------|------------------------------|--------------------------------------|
| 1 old <small>كبير السن</small> | <u>young</u> <small>صغير السن</small> | 5 leave <small>يغادر</small> | <u>arrive</u> <small>يصل</small> |
| 2 <small>يجيب</small> answer(ing) | <u>asking</u> <small>يسأل</small> | 6 funny <small>مضحك</small> | <u>serious</u> <small>جدي</small> |
| 3 ancient <small>قديم</small> | <u>modern</u> <small>حديث</small> | 7 cheap <small>رخيص</small> | <u>expensive</u> <small>غالي</small> |
| 4 better <small>افضل</small> | <u>worse</u> <small>اسوأ</small> | 8 never <small>ابدا</small> | <u>always</u> <small>دائما</small> |

2 Complete the following. Use pairs of opposites from activity 1. Make any changes needed.

- A** This documentary is good but it's very serious. I'm bored!

B We can change and watch some cartoons. They'll be funny.
- A** What time do you leave home to go to school?

B At about 7:20, and I always arrive at school at about 7:45.
- A** Rania wasn't very well yesterday. I hope she's feeling better today.

B No, she's getting worse, I'm sorry to say. She's very sick.
- A** Your little brother isn't very old, is he?

B No, he's only five. He's still very young.
- A** I'd like to buy those shoes, but they're very expensive.

B But look at these ones. They're cheap – and they're nice. Buy them!
- A** Can I ask a question about computers, please?

B Well, I'll try to answer it, but I don't know much about computers.
- A** News travels round the world very fast in the modern world.

B But in ancient times, news took months to travel a long way.
- A** I hate wearing lots of things, so I never wear a coat.

B That's strange. I always wear a coat in winter. I hate being cold!

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

4 Match the names and the kinds of TV programme. Give more examples from Palestinian TV.

- | | | |
|--------------------------|----------|--|
| 1 Tom and Jerry | b | a film <small>افلام</small> |
| 2 Football Special | e | b cartoon <small>صور متحركة</small> |
| 3 The World Tonight | f | c music programme <small>موسيقى</small> |
| 4 Sing, Sing, Sing! | c | d documentary <small>وثائقي</small> |
| 5 Batman™ Flies Again | a | e sports programme <small>رياضة</small> |
| 6 The Birds of Palestine | d | f the news <small>الاخبار</small> |

5 Work in pairs. Ask and answer the questions.

- What kinds of programmes do you like? Can you give some examples?
- What kinds of programmes don't you like? Can you give some examples?

1 Read the explanation. ➔

2 Read the sentences.



1 The hurricanes **are getting worse**.



2 The forecasts **are getting better**.



3 Oh, someone **is calling now**. Excuse me!

Look at the sentences. Tick (✓) the best way to complete sentences 1–3.

- 1 The verbs in 1–3 are all in the a) present simple.
 b) present continuous.
- 2 The verb tense in 1 and 2 means something is a) happening now.
 b) changing over a longer time.
- 3 The verb tense in 3 means something is a) happening now.
 b) changing over a longer time.

3 Read again. Find more sentences with the same verb tense (present continuous).

modern satellites **are collecting** better information. *We're calling and texting friends more and more*
 This week **we're asking**. *My mobile **is giving** my family a better life*

Decide the meaning each time: a) 'happening now'. b) 'changing over a longer time'.
*.Mum and Dad **are getting** angry*

4 Match and write sentences 1–3 and a–c. Write the verbs in the correct form.

- 1 Hurricanes (grow) bigger. **are growing** a At the same time, they (get) faster. **are getting**
 2 The number of mobile phones (rise) **c** b Wind speeds (grow), too. **are growing**
 3 Computers (get) smaller. **a** c However, the number of landlines (fall). **is falling**
are getting

5 Work in pairs. Say what is changing in your life.



Remember that we always, or almost always, put some verbs in the present simple, not the present continuous. Examples: love, like, dislike, hate, know, prefer, mean, need, understand, want

We **understand** hurricanes better **now**.

We **now know** when and where one will arrive.

Find more examples in the text.

مضارع مستمر يستدل عليه من خلال
 معنى الجملة لانه يتعلق بفترة طويلة
 من الزمن

الفعل المضارع مع افعال الحواس والادراك العشرة اعلاه (حيث يكون
 الفعل نفسه مؤشر على الفعل المضارع

الفعل المضارع المستمر يستدل عليه احيانا من معنى الجملة، اي عندما
 يشير معنى الجملة الى حدوث تغيير حالي على مدى فترة طويلة

1 Write the verbs in brackets in the correct forms – present simple or present continuous.



المؤشر باللون الاصفر

Grandma Tell me about Sami. He was having some problems at school, was he? Is he enjoying it more now?

Mum Yes, things (1) are getting much better **now**. (get) He (2) likes life here in London. (like)

Grandma What is he doing **at the moment**?

Mum He (3) is sitting at the computer. (sit) This year, he (4) is spending more and more time with that thing. (spend)

Grandma Does he go on Facebook every day like his cousins here in Palestine? They (5) love doing that! (love)

Mum Yes, he (6) does, too, (do) but he (7) isn't doing that **now**. (not do)

Grandma Oh, so what is he doing now? Is he sending emails to people?

Mum Yes, he (8) is. (be) He (9) always ^{doesn't always use} Facebook. (not use) He **often** (10) writes emails, too. (write)

2 Work in pairs. Act out the conversation in activity 1.

3 Write the conversation. Use the correct tense of the verbs.

Grandma Nadia (often email) / friends, too?

(1) Does Nadia often email her friends, too?

Mum No, she (do not). / (prefer) to call them.

(2) .No, she doesn't. She prefers to call them

She (talk to) / a friend on / mobile in / living room now.

(3) She is talking to a friend on her mobile in the living room now

Grandma She / always (phone) people / her mobile even / home?

(4) Does she always phone people on her mobile even at home

Mum No, / she / usually (talk) on this phone / home.

(5) No, she usually talks on this phone at home

But she can't do that now because I (use) it!

(6) But she can't do that now because I am using it

4 Work in pairs. Act out the conversation in activity 3.



9

1 Listen to part 1 of the conversation and answer the questions.

- 1 Who are the two people? **Sami and Mike**
- 2 What are they going to talk about? **.They're going to talk about their project**



2 Listen to part 2 of the conversation and complete the table.



Task	Who	When
Watch the TV documentary	Mike and Sami	at tomorrow morning 11.30
Send an email and ask for information	Sami	one o'clock tomorrow
Borrow some books from an uncle	Mike	on Sunday evening
Go on the internet for more information	Sami and Mike	at any time
Meet and share our information	Mike and Sami	Tuesday afternoon

3 Practise your pronunciation: p in pairs of letters.



10

- 1 Listen and repeat.
speaking plan project
- 2 Now listen and repeat these words.
sport place programme
speak please prefer
spell play present
spend plastic promise
- 3 Listen and say these sentences three times – fast!
* Let's plan the sports programme.
* Please promise to speak to the project leader.

4 Work in pairs. Read and act out part 1 of the conversation.

Sami Hello. Sami Kamal speaking.
Mike Hi, Sami. It's Mike. Listen, we need to talk about our school project on Jerusalem.
Sami You're right. Time is getting short.
Mike Yes, let's make a plan.

5 Work in pairs. Talk about the answers to the questions.

- 1 What would you like to do your project about?
- 2 Where could you get information?

1 Choose a pen friend and write a message.
Use the information cards to help you.

Unit task: Contacting a new pen friend.

Jack Kline



How old: 13
School Year: 8
From: Toronto, Canada
Brothers: 1 older – Tom, 16
Sisters: 2 younger – Liz, 9, and Ann, 11
Likes: basketball, camping
Learning: play the piano – very difficult

Jo Peel



How old: 14
School Year: 8
From: Perth, Australia
Brothers: 2 younger – Ben, 10, and Tom, 8
Sisters: 1 older – Sue, 15
Likes: volleyball, drawing
Learning: play table tennis – good fun

Dear _____,

your name

I'm very happy to be your new pen friend. My name is Jack Kline, and I'm from Toronto in Canada. I'm 13 years old, and I 'm in the eighth grade at school.

Paragraph 1
information about Jack/Jo

We're a big family. I have an older brother, Tom, and 16 years old. We also have two younger sisters, Liz and Ann, and they 're 9 and 11 years old.

Paragraph 2
information about his/her family

I like basketball, and I enjoy camping, too. At the moment, I'm also learning to play the piano, and it 's very difficult!

Paragraph 3
information about likes and dislikes

Can you tell me about yourself? And what about your family? What do you like doing? Are you learning anything new at the moment?

Paragraph 4
new questions

Please write back soon.

Paragraph 5
finish

Best wishes

Jack Kline

his/her name

2 Complete your information card.
Then work in pairs. Ask and answer the questions in your pen friend's message.

3 Plan your reply in three paragraphs.
Start like this.

Dear ...

I'm very happy to be your new pen friend, too. You already know that my name is ..., and that I'm from ... in ... I'm ... old, and I'm in ..., too.

4 Write your answer to the email.

Write it on a computer as an email.

You

You can add your photo here.

How old: _____
School Year: _____
From: _____
Brothers: _____
Sisters: _____
Likes: _____
Learning: _____

1 Listen and repeat. 12

العمر age	الثقافة culture	يطور develop	يرغب ب يشعر ب feel like	جيتار guitar	بيتزا pizza
		quite	seem	sound	
		تماما	يبدو	يبدو	

Word formation

taste tasty
لذيذ مذاق ايطوري

2 Describe the picture on page 17.

- | | | |
|-------------------------|-----------------|-------------------------|
| 1 Everyone at the table | 3 is looking at | 2 a restaurant. |
| 2 The place | 1 looks | 3 the girl next to her. |
| 3 The Arab girl | 4 seem | 4 to be friends. |
| 4 The two girls | 2 looks like | 1 happy. |

3 Listen and answer the questions. 13

Tina and Mike, with the Kamal family

- | | |
|---|---|
| 1 Who are the people at the restaurant? | 3 Who is asking most of the questions? Mike |
| 2 What kind of restaurant is it? It's an Arab | 4 What could Mr Kamal do when he was young?
He could play the 'oud |

4 Listen and read. Find the words from activity 1. 14

Tina and Mike are having dinner with the Kamal family at an Arab restaurant.

- Tina** This looks good. It looks like a **pizza**.
- Nadia** But it isn't. It's *sfeeha*.
- Sami** And here's the next thing – *kebabs*.
- Mike** They smell delicious.
- Mrs Kamal** They **taste** delicious, too. Everyone, please start.
- Tina** Can you cook Arab food, Nadia?
- Nadia** I can make things like *kebabs*, but I can't cook a big meal.
- Mike** Listen! That drum music **sounds** great. Is it Arab?
- Mr Kamal** Yes, that drum is a *tablah*. ... And now you can hear an 'oud.
- Mike** That 'oud sounds like a **guitar**, Mr Kamal. Is it?
- Mr Kamal** Well, modern guitars **developed** from the 'oud long ago.
- Tina** It's exciting music. I **feel like** dancing!
- Mrs Kamal** I'm not surprised. You see, it's a wedding dance.
- Mike** You **seem** to know a lot about the 'oud, Mr Kamal. Do you play it, too?
- Mr Kamal** I could play it **quite** well at the **age** of 18, but not now. Work got busy, so I couldn't find time to play.
- Sami** But Dad, you still play at parties, and you're the best!

It is a happy evening, and Mike and Tina are enjoying their first taste of Arab **culture**.

Everyday
English

I feel like dancing!
You're the best!



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

- 1 **A** Is Fuad happy at his new school?
B He seems happy, but I'm not sure.
- 2 **A** When did writing first start to develop?
B It started about 5000 years ago.
- 3 **A** When did you learn to play music?
B I first started playing the *tablah* at the age of four.
- 4 **A** Have a cake. They taste very good.
B Mmm! You're right. This is very tasty.
- 5 **A** I'm quite ^{جائع} hungry, so may I have three kebabs, please?
B Well, I'm very hungry, so I'd like five kebabs, please!
- 6 **A** Is Palestinian culture very different from the way we do things in Britain?
B Yes, the food, the music and many other things are all different.
- 7 **A** Listen! That traditional Spanish music sounds beautiful! Can you hear it?
B Yes, I can. And yes, I love that kind of guitar music, too.
- 8 **A** What would you like to eat? Do you feel like having a burger maybe?
B Thanks, but I'd love a pizza with lots of cheese and tomato and olives.

2 Listen and check. Then practise in pairs.



15

3 Read again and answer the questions.

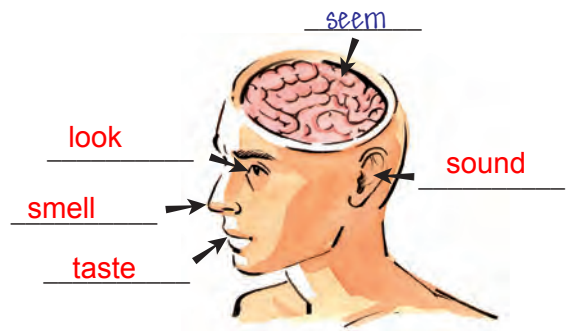
- 1 Which two kinds of food are Tina and Mike learning about? **sfeeha and kebabs**
- 2 What can Nadia do? What can't she do? **She can cook kebabs, but she can't cook a big meal**
- 3 Why does Tina feel like dancing? **Because the music is exciting**
- 4 Did Mr Kamal play the *tablah* when he was young? **No, he didn't. He played the 'oud**
- 5 How well could Mr Kamal play the 'oud when he was 18? **Quite**
- 6 Why did he stop playing very much when he got older? **Because he couldn't find time to play**
- 7 When does he still play? **He still plays at parties**
- 8 Does Sami think his dad plays badly? **.No, he doesn't. He thinks his dad plays very well**

4 Work in groups of five. Listen again and practise the conversation.



1 Read sentences 1–5. Use the verbs to label the picture.

- 1 This *sfeeha* **looks** good.
- 2 The *kebabs* **smell** delicious.
- 3 The *kebabs* **taste** delicious, too.
- 4 That drum music **sounds** great.
- 5 You **seem** to know about the 'oud.



Look at the sentences again. Answer the questions.

- 1 Do they use **a** the present simple, or **b** the present continuous?
- 2 What do these verbs express: ways of **a**) doing things, **b**) feeling about things, **c**) understanding things? (Choose two answers.)

2 Write what these people are saying.

يشعر	يبدو	يبدو	له رائحة	له صوت	له مذاق
feel	look	seem	smell	sound	taste



a They look beautiful
(beautiful)



b I feel hot
(hot)



c She seems / looks sad
(sad)



d That smells delicious
(delicious)



e This tastes fantastic
(fantastic)



f It sounds terrible
(terrible)

3 Read the sentences.

- 1 I **can** make *kebabs*, but I **cannot (can't)** cook a big meal. Hani can't walk because his foot hurts him
- 2 I **could** play quite well when I was young. When I was 10, I could read a long book.
- 3 Work got busy last week, so I **could not (couldn't)** find time to play.

Look at the sentences. Add past or present.

- 1 Sentence 1 is in the present and uses *can / cannot* + infinitive.
- 2 Sentences 2 and 3 are in the past and use *could / could not* + infinitive

4 Say what Ahmad could and couldn't do.

a When he was two, he could walk, but he couldn't ...

Now talk about yourself.

	Age	(✓)	(x)
1	two	walk	run
2	six	write his name	write a paragraph
3	eight	read a short story	read a long book
4	ten	sing lots of songs	play the <i>shibbabah</i>

When he was two, he could walk but he couldn't run
When he was six, he could write his name but he couldn't write

1 Listen and repeat.  16

كلاسيكي	اغنية شعبية	اداة
classical	folk song	instrument
poem	الروك	القلب
قصيدة	rock music	the heart of
	the 1950s	used to
		اعتاد على

Word formation			موسيقى
يشعر	feel	feeling	شعور
موسيقى	music	musical	موسيقار
يقني	sing	singer	اغنية
		song	مغني

2 Listen. Add new words from activity 1. Make any changes needed.  17

- A Is music important to Arab people?

B Very. It's at **the heart of** their culture.
- A Do you know anything about **classical** Arab music?

B It grew out of ancient poems and the traditional music of different cultures.
- A What's Tariq going to do when he leaves school?

B He loves music, so he wants to be a **musician**.
- A How many **instruments** does he play?

B He plays the 'oud and *tablah*, and he's a good **singer**, too.

A Great! Perhaps he'll sing some **songs** at my brother's wedding!
- A I love listening to traditional **folk songs**.

B Me, too. The old songs show how people **used to** live long ago.
- A Can you learn to play a **musical** instrument at your school?

B Yes, I can. For example, I can learn the piano or the guitar.
- A I love the **poems** of Mahmoud Darwish.

B Me, too. His **feelings** of love for Palestine are very clear in his words.
- A Tell me about **rock music**. It developed in America.

B Yes, it developed there in **the 1950s**. But young people quickly started playing the new kind of music round the world.

3 Listen and check. Then practise in pairs.  17

4 Find information and make notes.  18

- Complete the names of two famous singers. Look under the photos on page 20. Write them in the notes.
- Listen and complete the notes.

Name: Oum

Lived from: 1904 to: 1975

Nationality: Egyptian

Famous: most famous singer



Name: Farid Al-Atrash

Lived from: 1910 to: 1974

Nationality: Egyptian

Famous: singer and oud player



1 Work in pairs. Look at the photos in activity 2 and do this task.

Remember what you noted about these people in period 4. Say what you know about them.

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

- 1 The writer thinks music is boring.
- 2 Folk music started a long way back in history.
- 3 Singers and singing are not very important in Arab music.
- 4 Arab musical instruments have not changed for thousands of years.
- 5 The 'oud is a very old and important instrument in Arab music.
- 6 The guitar developed in Europe before the Arab World had the 'oud.

Work in pairs. Check your answers and correct the false ones.

Music, music, music!

A Music is at the heart of life. We dance to music and music tells our feelings. ^{death}

B It changes feelings, too. It can make us sad and it can make us happy. ^{sad}
It can make us quiet when we are angry. It can even make us feel ^{joyful} better when we are sick. Music is amazing! ^{interesting}

C It is ^{ancient} ancient, too. Thousands of years ago, people used to sing folk songs about ^{old} their simple lives. And from ^{these} these came much modern music – rock music, for example, in America in the 1950s.

D ^{ancient} Classical Arab music developed ^{improved} many centuries ago from the folk music of many cultures and from ^{their} their poems. People used to put ^{these} these to music, so singing was very important – and still is. People ^{love} love great singers like Oum Kalthoum and Farid Al-Atrash.

E However, musical instruments are very important, too, and many people agree that the greatest of ^{these} these is the 'oud. People used to play a simple kind of 'oud six thousand years ago, but musicians developed the modern instrument about a thousand years ago. It remains a very important instrument today.

F Arab music gave much to the music of Europe – like the 'oud, for example. There, the modern guitar developed from it two centuries ago, and this is now the favourite musical instrument. ^{العالم}



Oum Kalthoum, singer



Farid Al-Atrash, singer and 'oud player

3 Listen and read aloud. **19**

1 Read to find information. Note when these things happened.

- 1 Traditional folk music started: thousands of years ago
- 2 People first played a simple kind of 'oud: six thousand years ago
- 3 Classical Arab music developed: many centuries ago
- 4 Musicians developed the modern 'oud: about a thousand years ago
- 5 The guitar arrived at its modern shape: two centuries ago
- 6 Rock music developed: in the 1950s

2 Work in pairs. Ask and answer questions about these things.

- 1 Different kinds of music and when they developed
- 2 Musical instruments and when they developed

Start your questions with *When* or *How long ago*.

Q When did traditional folk music develop?

A It developed long ago.

Q How long ago did it develop?

A It developed thousands of years ago.

3 Read again and answer the questions.

- 1 How can music make us feel? (Name four feelings.) sad, happy, quiet, better
- 2 What did folk singers sing about long ago? their simple lives
- 3 Where did rock music develop? In America
- 4 What two things did classical Arab music develop from? folk music and poems
- 5 What was and still is at the heart of this music? singing
- 6 How do a lot of people feel about the 'oud? They think it is the greatest musical instrument
- 7 Which learned a lot from which – Arab music or music in Europe? Music in Europe learned a lot from Arab music
- 8 What did the 'oud develop into, and where did this happen? It developed into the guitar, in Europe

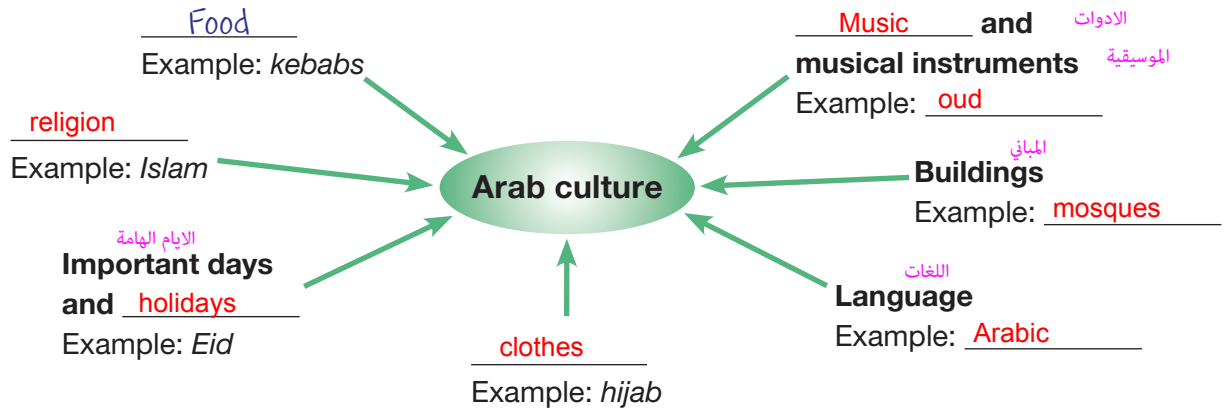
4 Think and discuss.

- 1 Work songs are one example of folk music. What else do you think folk singers often sang about long ago?
- 2 In modern times, people usually write new music for musicians to read and play. How do you think people passed on their music in ancient times?
- 3 Who or what are your favourites in the world of music at the moment?
- 4 What instrument would you most like to play, and why?

1 Collect words in a network. Do these tasks.

1 Use the words from 1 to complete the network. Then think of more examples.

اللغة العربية	الملايس
Arabic language	clothes
المطبخ	المساجد
food	mosques
music	الدين
'oud	religion



2 Complete B's answers with words from the box. Then practise in pairs.

2 Collect words: verbs and nouns.

1 Complete the pairs. Add ~er to make 'person' nouns. Read again and find them.

2 You also know these verbs. Add ~er (or just ~r after ~e) to make 'person' nouns.

	verb	noun (person)
a	play يلعب	player لاعب
b	drive يسوق	driver سائق

يخبز	bake	يبني	build	يرقص	dance
يصمم	design	يسوق	drive	يستكشف	explore
	speak		work		write
	يتكلم		يعمل		يكتب

3 Complete the sentences. Use pairs of words from activity 2. Make any changes needed.

- A Fareeda sings very well.

B Yes, she practises a lot, and she's a good singer.
- A Omar and Khalid are good workers.

B Yes, and they always come at the right time every morning, and work hard.
- A What kinds of stories do you write?

B I'm not that kind of writer. All my books are about science.
- A Mahmoud is a taxi driver, isn't he?

B Yes, he used to drive a bus before, but now he drives a taxi.

1 Read sentences 1 and 2.

- In the past, people **used to sing** folk songs about their simple lives.
- They also **used to put** their poems to music.

Look at the sentences. Tick the best way to complete the statements.

- These sentences are about
 - actions now.
 - actions a long time ago.

*Mona used to meat on dinner. (have)
Did you to sleep early? (used)*
- In each sentence, the action happened
 - only one time.
 - many times.

Now look at the form. Tick the best way to complete the statement.

- These positive sentences take the form
- use + to-infinitive.*
 - used + to-infinitive.*

Read the passage again. Find another example.

People **used to play** a simple kind of 'oud six thousand years ago

2 Read the questions and answers.

- A** Did people **use to sing** rock songs a thousand years ago?

B No, they **did not use to do** that. Rock music only developed in the 1950s.
- A** Did people **use to play** the guitar thousands of years ago?

B No, they **did not use to do** that. The guitar only developed two centuries ago.

Look at the sentences. Tick the best way to complete the statements.

- The questions take the form
 - did ... use + to-infinitive.*
 - did ... used + to-infinitive.*
- The negative sentences take the form
 - did not use + to-infinitive.*
 - did not used + to-infinitive.*

3 Write sentences about Ali and Mona. Use the words.

- Ali often (email) friends now / not use to / before / he / text them
Ali often emails friends now, but he didn't use to do that before. He used to text them.
- Mona usually (text) people / not use to / before / she / call them on the phone
Mona usually texts people now, but she didn't use to do that before. She ~~didn't used to do that before.~~ She used to call them
- Ali always (go) to school by bus / not use to / before / he / walk to school
Ali always goes to school by bus now, but he didn't use to do that before. He used to walk to school
- Mona often (eat) fish for dinner / not use to / before / she / have meat
- Ali often (listen) to the radio in the evening / not use to / before / he / watch TV

4 Work in pairs. Write true statements about yourselves.

I (often) (play football) now, but I used to ...



I'm different. I used to (play football) before, but now I ...



Mona often eats fish for dinner now, but she didn't use to do that before. She used to eat meat .4
Ali often listens to the radio in the evening now, but he didn't use to do that before. He used to watch TV .5

1 Work in pairs. Talk about your culture.

Student A: You are a visitor in Palestine – and you have a lot of questions.

Student B: You are a Palestinian.

Ask and answer questions about these things.

Arab coffee Arab food Arab music old Jerusalem

A What's ... like? **What's Arab coffee like** **It smells beautiful** **It tastes delicious**

B It ... looks / smells very beautiful / delicious / exciting.
sounds / tastes fascinating / strong / tasty.

2 Work in pairs. Share what you remember.

could **A** I could sing (*Ataba*) when I was (ten). What about you?

couldn't **B** I could sing that when I was (ten), too.
when I was (only nine).



I couldn't sing that, but I could sing (*Zarif Al-Tul*) when I was (five).

Talk about other things in the same way.

dance (the *dabka*) make (*sfeeha*) play (the *shibbabah*) read (from the *Qur'an*)

Report your partner's most interesting statement to the class.

(Rania) could make (*sfeeha*) when (she) was (only eight).

3 Work in pairs. Share what you remember.

A I used to watch (Tom and Jerry) when I was (small / younger).

Did you use to watch that, too?

B Yes, I used to watch that a lot. And I used to watch (*Iftah Ya Simsim*), too.

Did you use to enjoy ... **Did you use to** **Yes, I did** **No, I didn't**

Or:

No, I didn't use to watch that much. But I used to watch (*Iftah Ya Simsim*).

Did you ...

Report to the class. Report things that both of you used to do differently.

I used to ..., but (Khalid) didn't use to ... He used to ...

4 Play: Who was I? Play in a group.

One student is a famous person from the past.

The others have ten *Did you use to ...*

or *Were you ...* questions to guess the name.

?Q **Were you a famous Arab** 1

.A **Yes, I was. / No, I wasn't**

?Q **Did you (use to) live in Palestine** 2

A **Yes, I did. / No, I didn't.**



1 Listen and write down what you hear.  **21**

- 1 At the restaurant, the food tasted delicious and the music sounded great.
- 2 To learn an instrument like the guitar, you need to play every day.
- 3 People used to play a simple kind of 'oud in ancient times, but Arab musicians developed the modern 'oud about a thousand years ago.

2 Read about the young Mr Kamal and do the task.

Complete gaps (1)–(8). Choose the best time expression for each gap.

Even when he was very young, Yousef Kamal used to sing very well. He could learn a song very quickly, and everyone knew that he was musical. (1) Then (Finally, / Then) he started at a new school (2) at the age of 11 (at the age of 11 / by that time), and his music teacher quickly saw that he was good. (3) A week later (A week later, / A day earlier,) she met his parents and talked to them about this. She told them that their son should study the 'oud.

(4) Not long after that (Not long after that, / Long after that,) his mother and father bought a good instrument for him. They also found a teacher, a famous 'oud player, and young Yousef started lessons.

(5) In a very short time (In a very short time, / Finally,) he started to love music and the 'oud even more than his school work. He used to play for an hour or more every day, and (6) in two years (in two weeks, / in two years,) he could play quite well.

(7) After five more years (After five more years, / After several more days,) he and his teacher played the 'oud together on a popular TV programme, and it went very well. (8) Next morning (That morning, / Next morning,) his name was in all the newspapers!

3 Read about the young Oum Kalthoum and do these tasks.

1 Find the best places for time expressions 1–5.

- 1 From the age of 12, 2 At an early age, 3 Finally 4 After that, 5 Then in 1923,

Oum Kalthoum (1904–75)

- 2 Oum Kalthoum started singing beautifully, / her parents (see) that / (can be) a great singer.
- 1 she used to go out with / father's group of singers / musicians, and she (sing) / them.
- 5 she (go) to Cairo at the age of 19, / (start) singing with the 'oud player Zakaria Ahmad.
- 4 she (stay) in Cairo for several years, / slowly (get) famous there.
- 3 name (become) famous in many countries, / (go) on a tour of the Middle East.

At an early age, Oum Kalthoum started singing beautifully. Her parents saw that she could be a great singer. From the age of 12, she used to go out with her father's group of singers and musicians, and she sang with them. Then in 1923, she went to Cairo at the age of 19. She started singing with the 'oud player Zakaria Ahmad. After that, she stayed in Cairo for several years. She slowly got famous there. Finally, her name became famous in many countries, and she went on a tour of the Middle East

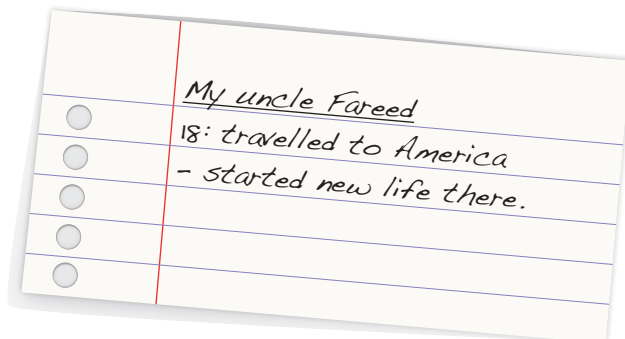
1 Work alone. Choose a person and make notes.

1 Think about important people in your life – your parents, or a grandfather or grandmother, or an aunt or uncle, or a family friend. Think: What do you know about them when they were young? Can you tell their stories? Choose your favourite and make some short notes. Make notes for about five sentences.

2 Work in pairs. Tell each other your stories from your notes.

Take turns to tell your stories. Ask each other questions to help you understand better.

Unit task: Telling the story of a special person.



At the age of 18, he travelled to America, and he started a new life there.



I think he went to Detroit.



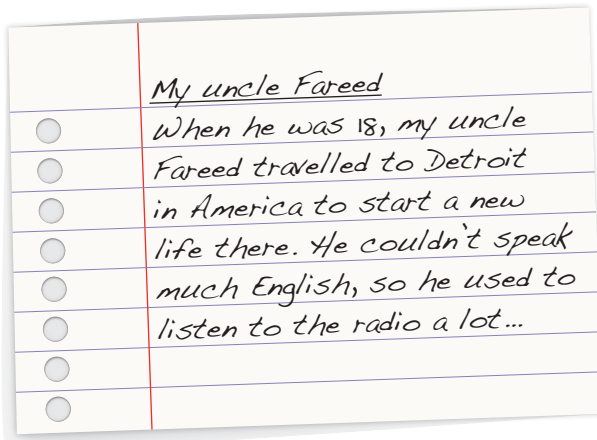
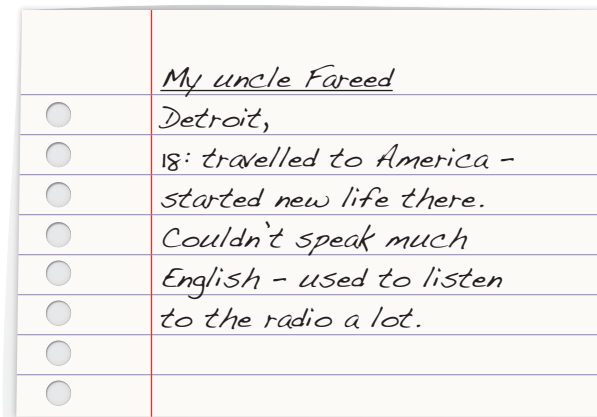
Where did he go in America?

2 Write your story.

1 Look at your notes carefully. Try to find places to add:

- new information
- time expressions
- *could / couldn't*
- *used to / didn't use to*

2 Now write your notes as a paragraph.



1 Listen and repeat.



22

مدخل entrance	بعيد far	يذهب للتخييم go camping	يتنزه go hiking
يسمع hear of	وطني national	يمر pass	رحلة trip
		so (= very)	جدا

Yosemite
منتزه يوسيميبي الوطني

2 Describe the picture on page 29.

- | | | |
|------------------------|----------------|----------------------------------|
| 1 These five people | 2 has got | 3 about a trip to the mountains. |
| 2 The father | 3 are thinking | 1 to be at a family home. |
| 3 The mother and twins | 4 is thinking | 4 about a beautiful lake. |
| 4 The girl | 1 seem | 2 a map in his hands. |

3 Listen and answer the questions.



23

Omar Haifawi and his American relations

- | | |
|--------------------------------------|--|
| 1 Who are the people in the picture? | 3 Who is ready, who is almost ready, and who is not ready? |
| 2 What are they planning? | 4 Where are they at the end of the last conversation? |
- camping trip to Yosemite
Yasmeen is ready, Omar is almost ready, but Adnan isn't ready yet
They are at the entrance to Yosemite Park

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



24

Omar Haifawi has arrived in America to stay with his cousins. They are planning a trip together.

- Uncle** Where would you like to go, everyone?
Aunt We could go camping in the mountains.
Yasmeen Yes, let's find a beautiful lake and stay there.
Adnan And let's go hiking.
Uncle Mountains ... lakes ... hiking ... This means Yosemite!
Omar I'm sorry, but I've never heard of Yosemite.
Adnan It's a beautiful national park. Have you ever seen pictures of it?
Omar No, I haven't. It sounds fantastic. Have you ever been there?
Yasmeen Yes, we have. We went on a school trip last year.
Uncle And I often used to go hiking there.
Aunt Has everyone put their things in the car yet?
Yasmeen Yes, I've just done that.
Omar And I'm taking my things out now.
Adnan I'll come soon, but I haven't found my trainers yet.
Yasmeen You're so slow, Adnan! Omar, let's help him. Then we can leave.
Yasmeen We're getting hungry, Dad! Is it still very far?
Uncle No, we've already passed the sign for Yosemite.
Aunt You can eat the sandwiches in the bag next to your feet.
Adnan No, we can't. We've already eaten them!
Uncle Look! We're here! There are the mountains!

They have just arrived at the entrance. Their visit to Yosemite starts here!

Everyday
English

You're so slow!
Look! We're here.



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

- 1 **A** Where do people stay in Yosemite at night?
B Most people go camping.
- 2 **A** Do people drive their cars round Yosemite?
B No, most people leave their cars and go hiking.
- 3 **A** Would you like to stop and have a rest?
B Yes, I would. I feel so tired!
- 4 **A** Today, people play the game of football round the world.
B You're right. It's the national game in many countries.
- 5 **A** Have you ever heard of Oum Kalthoum?
B Yes, she was a famous singer from Egypt, wasn't she?
- 6 **A** When are we going to come to the park entrance?
B We're almost there. It's after we pass the hospital.

2 Listen and check. Then practise in pairs.  **25**

3 Read again and answer the questions.

- 1 What do Omar's aunt and cousins all want to do? **They want to go on a camping holiday**
- 2 His uncle says, 'This means Yosemite!' What does his uncle mean? **Yosemite is the place where they can do all the things they want to do**
- 3 Why do you think Omar has never heard of Yosemite? **he doesn't live in the United States**
- 4 Who may know Yosemite best, and why? **Omar's uncle, because he often used to go hiking there**
- 5 Why is Adnan not ready? **Because he's slow**
- 6 Yasmeen says to Omar, 'Let's help him.' Why does Yasmeen say this? **Because she wants to leave**
- 7 What things would Yasmeen like to happen very soon? **.to leave and she wants to get to Yosemite**
- 8 Where should the sandwiches be – and where are they? **They should be in the bag next to their feet. Yasmeen, Adnan and Omar have eaten the sandwiches**

4 Work in groups of five. Listen again and practise the conversations. 

1 Listen and repeat.  26

موقع تخيم campsite	يقطع cut down	يدمر damage	كل every	
رياضة القوارب في الانهار الصعبة go white water rafting	ينضم join	متطوع volunteer	شلال waterfall	الحياة البرية wildlife

Word formation
water + fall = **waterfall**
wild + life = **wildlife**

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

- A Why did you cut down that huge ^{شجرة} tree?
 B Because it was old and dangerous. We had to do that before it fell.
- A How high is that waterfall?
 B Very high! The water falls for fifty metres.
- A What is there to do in Yosemite?
 B You can go hiking, and you can also go white water rafting.
- A Why do we have to stay on the paths?
 B Because we don't want visitors to damage the ^{النباتات} plants.
- A Where did you have your picnic?
 B On the grass by the ^{مجرى} stream where it joins the ^{النهر} river.
- A Do people only visit Yosemite to see the mountains and lakes?
 B No, they also go to see the wildlife – the trees, plants and wild animals.
- A Do those young people work in the park all the time?
 B No, they're volunteers. They come here to help in their school holidays. ^{يساعد}
- A Do you always stay at the campsite ^{يقفي} up in the mountains at Yosemite?
 B Yes, I stay there every summer. I think it's the best place.

3 Listen and check. Then practise in pairs.  27

4 Say what you can see in this photo of Yosemite. Choose from these words.

campsite	غيمة cloud	بحيرة lake	جبل mountain	ممر path
river	tree	valley	visitor	waterfall
نهر	شجرة	واد	زائر	شلال

5 Listen and say what the Haifawis are doing.  28

المشي في الغابة
 3 walking in the woods
 2 standing near a high waterfall
 white water rafting on a fast river
 5
 تسلق
 4 climbing a mountain
 1 cooking dinner at a campsite



1 Work in pairs. Look at the photos on the website pages. Do these tasks.

- 1 Look at the first photo. Say which places in the photo you would like to go to.
- 2 Talk about each place. Say what you think it is like there.
- 3 Look at the second photo. Imagine you are on the raft. Tell your partner how you feel and what you want to say – or shout!

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

- 1 The animals are the most amazing living things in Yosemite.
- 2 The United States made Yosemite a National Park about 160 years ago.
- 3 People are trying to damage Yosemite again.
- 4 Tony Ross and his group are working down in the valley in Yosemite Park.
- 5 Tony has made some good friends in the last three weeks.

Work in pairs. Check your answers and correct the false ones.

Yosemite = wonderful highest X lowest beautiful X ugly
 huge=big=large started=began protected= saved
 arrived X left started X stopped badly X ell heavy X light every= each
 damaged X built young X old together X alone

EXPLORE | ENVIRONMENT | PLAN YOUR TRIP

Yosemite is an amazing place. **It** has mountains, valleys, lakes, rivers and the highest waterfalls in America. The wildlife is amazing, too – most of all the huge trees. **Some** are 90 metres tall.

When people started cutting down the trees and damaging this beautiful place, the United States decided to make Yosemite a National Park back in 1890. This has protected Yosemite since then, but people have become a problem again. For over a century, more and more visitors have arrived each year. **They** love the Park, but millions of cars and heavy feet badly damage **it**, too.

So Yosemite still needs help, and thousands of young volunteers join together to give **it** every summer.

• BECOME A FRIEND • LEARN ABOUT YOSEMITE • CONTACT US

Young Friends of Yosemite

Hi! I'm Tony Ross. I'm working for Young Friends of Yosemite, and my group have been here for three weeks now. We're staying at a campsite in the mountains, and we have several jobs. Visitors come and go every day, and we clean and tidy up before the next people arrive. We also work in the woods .and keep the paths safe

Since our group started working together, we've become great friends. We work hard together, and we also have fun together. Last Saturday, we went white water rafting, and I've never enjoyed myself so much in !all my life

everyday= daily
 arrive X leave
 safe X dangerous
 life X death
 hard X easy
 woods= forest

3 Listen and read aloud.  **29**

1 Read the second website page. Find information about the writer.

Name:	Tony Ross
Working for:	Friends of Yosemite
Staying at:	campsite
For how long:	Three weeks
Jobs:	1 clean and tidy up at the campsite
	2 work in the woods and keep the paths safe
Has most enjoyed	white water rafting

2 Work in pairs. Ask and answer questions for the Yosemite News.

Yosemite News What's your name, please?
Tony It's ...
Yosemite News And who are you working for?
Tony I'm ...

More questions:

Where ...?
 How long ...?
 What jobs ...?
 What have you most ...?



3 Read the first website page again and answer the questions.

- 1 What amazing things can visitors see in Yosemite? (List seven.) **mountains, valleys, lakes, rivers, waterfalls, wildlife, trees**
- 2 Why did the United States make Yosemite into a National Park? **people were cutting down the trees and**
- 3 How do we know that a lot of people love Yosemite? **more and more people arrive each year**
- 4 How have people again become a problem for the National Park? **their cars and their feet damage the park**
- 5 Why do volunteers go to Yosemite every summer? **They go to help the park**

4 Read the second website page again and answer the questions.

- 1 Why do people work with Young Friends of Yosemite? **They join to help the park**
- 2 What kinds of work are Tony and his group doing? **They clean and tidy up the campsite; they work in the woods and keep the paths safe**
- 3 Why do you think the people in Tony's group have become great friends?
Because they all like Yosemite Park and they have fun together

5 Work in pairs. Discuss these questions.

- 1 What kinds of volunteer work do Palestinian people do?
 انواع الشعب
- 2 Are there any useful jobs for volunteers to do in your town or city?
 المهنة المفيدة

1 Read again and find the opposites.

- | | |
|---|--|
| 1 lowest ^{اخفض} <u>highest</u> ^{اعلى} | 5 light ^{خفيف} <u>heavy</u> ^{ثقيل} |
| 2 stopped ^{توقف} <u>started</u> ^{بدأ} | 6 old ^{صغير} <u>young</u> ^{كبير} |
| 3 short ^{قصير} <u>tall</u> ^{طويل} | 7 dangerous ^{خطير} <u>safe</u> ^{آمن} |
| 4 ugly ^{قبيح} <u>beautiful</u> ^{جميل} | 8 after ^{بعد} <u>before</u> ^{قبل} |

2 Complete the sentences with pairs of words from activity 1. Then practise in pairs.

- A The volunteers started ^{مبكر العمل} work early yesterday morning.
 B And they only stopped ^{الغداء} for 30 minutes for lunch.
- A How old is Tony Ross?
 B He's quite young. He's only 16.
- A The bus went under four bridges. The highest ^{جسور} was six metres – no problem.
 B But the lowest one was only four metres, and that was very difficult!
- A After all this rain, some of the old buildings ^{بنايات قديمة} don't look very safe.
 B You're right. They're dangerous ^{يقع}, and they may fall at any time.
- A We planted these trees together, but this one is still very short.
 B And that one is growing ^{تنمو} fast. It's quite tall now.
- A Did you arrive at the party ^{حفلة} before everyone else?
 B No, I didn't. I was very late. I arrived after all the others.
- A My bag is very heavy ^{ثقيلة}. I'm taking several big books.
 B Well, my bag is quite light. I'm only taking some summer clothes.
- A The country ^{البلد} here used to be green and beautiful, but it's all gone.
 B Yes, and all we've got now is a town with lots of ugly ^{المباني الرمادية} grey buildings!

3 Join words from the two boxes to form compounds.

every ... foot ... home ... in ... out ... some ... water ... wild ...	+	... ball ... doors ... doors ... fall ... life ... one ... times ... work
---	---	--

- | | | |
|--------------------------------------|--|--------------------------------------|
| 1 <u>everyone</u> ^{كل واحد} | 2 <u>football</u> ^{كرة القدم} | 3 <u>homework</u> ^{الواجب} |
| 4 <u>indoors</u> ^{الداخل} | 5 <u>outdoors</u> ^{الخارج} | 6 <u>sometimes</u> ^{احيانا} |
| 7 <u>waterfall</u> ^{شلال} | 8 <u>wildlife</u> ^{الحياة البرية} | |

4 Complete the sentences with words from activity 3. Then practise in pairs.

- A I think football ^{لعبة} is the most popular game in the world now.
 B You're right. Millions of people play it round the world.
- A There is lots of wildlife ^{الغابة} in the woods – all kinds of plants and animals.
 B And I've heard that there's a beautiful, high waterfall to see, too.
- A It was very cold ^{بارد} outdoors last night, wasn't it?
 B Yes, it was, so we were happy to get home and stay indoors.
- A Listen, ^{اسمعوا} everyone, you can all go home early today.
 B But do we have to do any homework this evening?

1 Work in pairs. Ask and answer questions. Use (not) yet and just.

The cousins are helping to cook on the first night in Yosemite. Read the 'To do' list and answer Mrs Haifawi's questions for them.
(A = Adnan, O = Omar, Y = Yasmeen)

Things to do	Just done	Not done yet
Do the food shopping (Y, A)	✓	
Get the dinner table ready (Y)		x
Cut up the vegetables (O)	✓	
Get a new bottle of water (A, O)	✓	
Start cooking (Y, A)		x

- 1 **Mrs Haifawi** Have Yasmeen and Adnan done the food shopping yet?
You Yes, *they've just done the food shopping.*
- 2 **Mrs Haifawi** Has Yasmeen **got the dinner table ready yet** ?
You No, *she .hasn't done that yet*

3. Has Omar cut up the vegetables yet?
Yes, he has just cut up the vegetables.
4. Have Adnan and Omar got a new yet?
Yes, they have just got the
5. have Yasmeen and Adnan started cooking yet?
No, they haven't started cooking yet.

2 Work in pairs. Ask and answer the questions. Use already.

Mr Haifawi wants to help. Answer his questions for them.

- 1 **Mr Haifawi** Can I do the food shopping?
You *Thanks, but Yasmeen and Adnan have already done that.*
- 2 **Mr Haifawi** Should I get the dinner table ready?
You *Yes, please, because Yasmeen hasn't done that yet.*
- 3 **Mr Haifawi** And can I cut up the vegetables? *Thanks, but Omar has already done that.*
- 4 **Mr Haifawi** So should I get a new bottle of water? *Thanks, but A & O have already done that.*
- 5 **Mr Haifawi** OK, so can I start cooking? *Yes, please, because Y & A haven't done that yet.*

3 Work in pairs. Ask questions with ever and give 'No' answers with never.

The Yosemite News is talking to the Haifawis. Use information from page 28.

- 1 **Yosemite News** Can I ask you first, Omar? ... (ever be to Yosemite before)
Have you ever been to Yosemite before?
Omar *No, I've never been to Yosemite before.*
- 2 **Yosemite News** And now you, Adnan and Yasmeen. ... (ever visit Yosemite before) ?
Adnan and Yasmeen Yes, *We came .here before* *Have you ed*
- 3 **Yosemite News** And can I ask you, Mrs Haifawi? ... (ever stay in Yosemite before) ?
Mrs Haifawi No, *.I have never stayed in Yosemite before* *Have you ed*
- 4 **Yosemite News** And now you, Mr Haifawi. ... (ever be to Yosemite before) ?
Mr Haifawi Yes, *I have been there before* *Have you ben*

4 Work in pairs. Ask and answer questions. Answer with for or since.

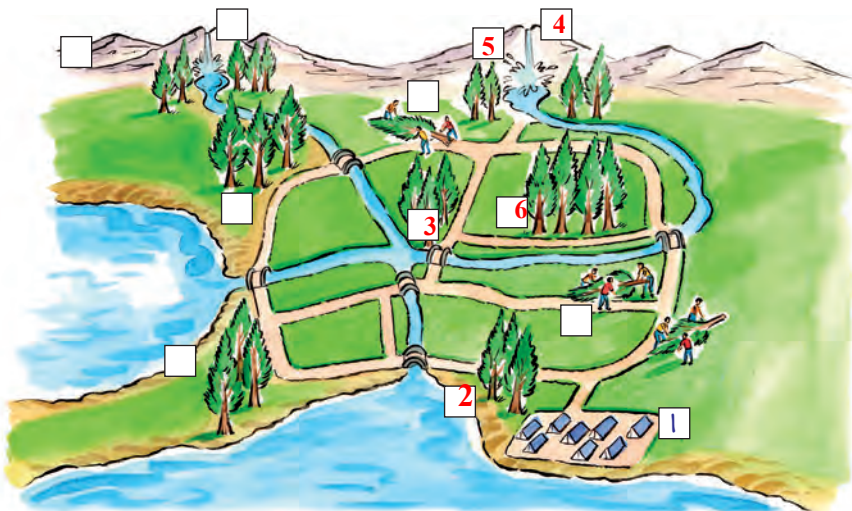
The Yosemite News is asking Omar more questions.

- 1 **Yosemite News** How long have you known your cousins? (know your cousins)
Omar *I've known them for many years. (many years)*
- 2 **Yosemite News** (be in the United States) *How long have you been in the*
Omar (last week) *I have been in the US since last week*
- 3 **Yosemite News** (stay in Yosemite) *How long have you stayed in Yosemite*
Omar (just two days) *I have stayed in Yosemite for just two days*
- 4 **Yosemite News** (be at this campsite) *How long have you been at ?*
Omar (last night) *I have been at since last night*

1 Look at the map. Listen and do these tasks.  **30**

- 1 Listen and draw the family's route on the map. Number the boxes 1–6 where you hear them talking.
- 2 Listen again and complete the notes.

- | | |
|--|-------------------------------------|
| a Campsite: <u>15000</u> visitors every year | d Mountain: <u>3700</u> metres tall |
| b Lake: <u>500</u> metres wide | e Waterfall: <u>57</u> metres high |
| c Trees: <u>2500</u> years old | f Friends: <u>16 -20</u> years old |



2 Look at the picture. Listen and answer the questions.  **31**

- 1 Who are these people? Omar, Adnan, Yasmeen and Tony
- 2 Where have they met before? They met in the woods in the afternoon
- 3 Where are they now? At the campsite
- 4 Where are they going to go? They're going to go sailing



3 Practise your pronunciation: intonation in yes/no questions  **32**

- 1 Listen. Do the questions rise (↗) or fall (↘) at the end? Mark them.
 Do you do that work a lot?
 Have you been here all summer? **rising**
 Are you enjoying your stay here?
- 2 Now listen again and repeat.

4 Work in pairs. Read and act out.

Tony Well, that's our job. We have to make the paths safe.
Omar Do you do that work a lot?
Tony Well, yes, we do, and we also tidy up the campsite.
Omar That's fantastic! Have you been here all summer?
Tony No, I've only been here for three weeks.
Omar Are you enjoying your stay here?
Tony Yes, I've made a lot of good friends here.

1 Listen and write down what you hear.



- 1 There are now ,National parks in many countries, and they are there to protect ,beautiful places from damage.
- 2 In Yosemite, there are many ,mountains, lakes, valleys, rivers and ,waterfalls, and it is also full of many amazing kinds of wildlife.
- 3 Yosemite gets ,millions of visitors every year, and ,therefore the Park needs ,thousands of people to help look after it. Some of them, like Tony Ross, work with Young friends of Yosemite.

2 Write out a page of Omar's diary.

Use the notes below to help write out the complete diary page. Add the following:

- a) information you have heard or read in Unit 3 to fill gaps 1–8 (use the words in the box).
- b) the 14 verbs in (brackets) – in the present perfect or present simple.

campsite	Friends	lake	mountain
rafting	three	woods	Yosemite

Tuesday, July 5th (evening)

This is (be) the end of our third day at (1) Yosemite National Park, and we have had (have) a fantastic three days here. We have already climbed (already climb) a high (2) mountain, and we have also had (also have) a lot of fun white water (3) rafting.

We have just made (just make) friends with Tony Ross. He does (do) volunteer work for Young (4) Friends of Yosemite, and he has already been (be) here for (5) three weeks. Every day, he tidies up (tidy up) the (6) campsite with his friends, and they also make (make) the paths safe out in the (7) woods.

This evening, we have been (be) sailing on the (8) lake with them for three hours. We have been (be) swimming from their boats, too, and we have had (have) a fantastic time. We have just got (just get) back from all that, and now I am feeling (feel) very tired!



3 Work in pairs and check your writing. Take turns to read out sentences from your diaries.

1 Read the situation. Then do the tasks.

A new person has just moved to where you live, and you want to make friends.

- 1 Work in pairs. Talk about interesting places to show and things to do.
- 2 Agree on a short list of the best places to go and things to do with a new friend.
- 3 Write your own copy of the list. Check and correct each other's work.
- 4 Finally, choose your own favourite thing from the list.

Unit task: Planning and writing a page of your diary.

2 Note ideas for a conversation.

Partner A: Note things to say as yourself:

- 1 things to say about yourself – like who you are and where you live;
- 2 things to ask – like how long the new friend has been in town;
- 3 a way of inviting your new friend to do what you chose in activity 1 task 4.

Partner B: Note things to make up and say as the new friend:

- 1 things to say about yourself – like who you are, where you have moved from, how long you have been in town and where you go to school.
- 2 how to answer when Partner A invites you.



3 Work with a different student and have a conversation.

Use your notes from activity 2. Take turns as yourself and the new friend.



4 Write the page of your diary. Write two paragraphs.

Like Tony Ross, you have just made friends with someone new. You have spent some time together today. You have found out about each other, and you have done what you chose in activity 1. You have had a fantastic time.

Paragraph 1: Write about your new friend. Start like this:

I have just made friends with (name).

Use ideas from paragraph 2 in Omar's diary (period 11, activity 2).

Paragraph 2: Write about what you have done together today. Start like this:

Today we have ... together.

Use ideas from paragraph 3 on Omar's diary.

1 Listen and repeat.



34

لائق fit	يتحسن get on	من الافضل had better	الوجبات السريعة junk food	فقط just (= only)
miss	real	Really?	recently	wake up
يفوته	حقيقي	حقا!	مؤخرا	يستيقظ

2 Describe the picture on page 41.

- | | | |
|--------------|-----------------------|------------------------|
| 1 Sami | 3 seems to be showing | 4 him about it. |
| 2 he | 4 seems to be telling | 3 him a book, and |
| 3 The doctor | 1 seems to be | 2 very well. |
| 4 she | 2 doesn't seem to be | 1 at the doctor's, and |

3 Listen and answer the questions.



35

- Is Sami sick, or has he hurt himself in an accident? **He's sick**
- What does the doctor give Sami? **a book**
- A month later, does he seem to be better or worse than before? **he seems to be better**

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



36

Sami is at the doctor's.

- Doctor** What's wrong, Sami? You don't look very well.
- Sami** You're right. I've been feeling quite sick for ^{ill} ^{several} weeks. And I've been getting tired quickly.
- Doctor** Have you been sleeping badly for a long time, too?
- Sami** Yes, I have. And I haven't been playing well for my football team **recently**.
- Doctor** Have you been eating normally?
- Sami** Well, no. I've been **waking up** late, and **missing** breakfast.
- Doctor** So you've been going to school tired and hungry. And what have you been eating for lunch?
- Sami** **Just** fries.
- Doctor** Sami, fries are **junk food!** You need to start eating **real** food!
- Doctor** And that includes fruit and vegetables.
- Sami** **Really?**
- Doctor** Yes. And you'd better read this book – Get **fit** and healthy. Do what it says, and then come back next month.
- Sami** Thanks. I'll do that. I mustn't lose my place in the team!
- A month later ...
- Doctor** How have you been **getting on** since our talk last month?
- Sami** Really well. I read the book, and I've been doing what it says since then. I've been sleeping much better.
- Doctor** I can see that. You don't look tired today. Have you been eating better, too?
- Sami** Yes, and I feel much healthier now. Thanks for all your help.

Everyday
English

Really?
Really well.



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

- 1 **A** How are you getting on with your school project?^{مشروع}
B Not very well. I haven't started writing it yet.
- 2 **A** What has Ben been doing recently ?^{الشهر الماضي}
B He's been training very hard for the last month.
- 3 **A** I've got a really bad backache.
B Well, I think you had better go and see the doctor.^{طبيب}
- 4 **A** How fit are you?
B Not very. When I go running, I get tired very quickly.
- 5 **A** I never have a real lunch. I usually buy just a bag of chips.
B That's not very good for you. Chips are junk food .
- 6 **A** We've got a real problem. We haven't got any more food.
B Really That's terrible because I'm getting really hungry!
- 7 **A** The bus is going to leave at 6:00 in the morning, and we mustn't miss it.
B That means we need to wake up at about 5:00.

2 Listen and check. Then practise in pairs.  37

3 Read again and answer the questions.

At the time of conversation 1:

- 1 What has been happening to Sami recently? **He's been getting tired quickly**
- 2 What two things has he been doing badly? **He's been sleeping badly and playing badly for the school team**
- 3 What two things has he been doing wrong at the start of the day? **He's been waking up late and missing breakfast**
- 4 How has he been making things even worse later in the day? **eating junk food for lunch**
- 5 What kinds of food must he start eating? **Fruit and vegetables**
- 6 Why do you think Sami will do what the doctor says? **Because he doesn't want to lose his place on the team**

At the time of conversation 2:

- 1 What has he been doing better in the last month? List two things. **He's been sleeping better and eating better**
- 2 How is he better now than he was a month ago? List two ways. **He doesn't look tired and he feels healthier**

4 Work in pairs. Listen again and practise the conversation.  37

has/have + been + ing

1 Read sentences 1 and 2.

- 1 I have been getting tired quickly. 2 I have not been playing well.

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

- 1 These sentences both talk about actions that
 a) started and finished in the past.
 b) started in the past and have gone on happening until now.
- 2 We express actions like these with the
 a) present continuous. b) present perfect. c) present perfect continuous.

2 Complete the sentences about Sami and Nadia.

Write about things that have been happening since they moved to London.

- 1 They have been going to school not far from their new home. (they ... go)
 2 They have been making a lot of new friends. (they ... make)
 3 They have been learning a lot of English. (they ... learn)
 4 She has been doing a project with her friend Tina. (she ... do)
 5 He has been working on a different project with his friend Mike. (he ... work on)
 6 He has been playing for the Under-14 school football team. (he ... play)

3 Read sentences 1 and 2.

- 1 I have been feeling quite sick **for several weeks**.
 2 How have you been getting on **since last month**?

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

- 1 We use the present perfect continuous + *since* and *for* to talk about how long something
 a) was going on happening. b) has been going on happening.
- 2 We use a) *for* b) *since* + the starting time to show how long.
- 3 We use a) *for* b) *since* + the time from the start until now.

4 Write what Sami said in conversation 2.

Use the present perfect continuous.
 Use time phrases from the boxes.

for ...	since ...
the past month	my last time here
the last four weeks	our last conversation

- 1 I ve been waking up early in the morning for the past month. (wake up)
 2 I haven't been missing breakfast since .my last time here. (not miss)
 3 So I I haven't been going to school hungry for the last four weeks. (not go)
 4 And I have been playing football much better since our last conversation. (play)

5 Write about yourself. Use the present perfect continuous + *for* and *since*.

- 1 a I have been learning English for ... b I have been ...

1 Listen and say the new words and phrases. 38

مستيقظ awake	تمرين exercise	يستمر go on	بدلاً من instead (of)
يضع put on weight	شيء something	يدرس study	اختبار test

Word formation غير صحي

صحي healthy	unhealthy
يجب like	لا يجب dislike

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



- 1 A Wake up! Wake up! We're late!
B OK, OK, I'm awake now. What time is it?
- 2 A I'm hungry. I really want something to eat!
B Well, there isn't much here, but I can give you a sandwich.
- 3 A Did you walk very far yesterday?
B Yes, we went on all day! We were very tired last night.
- 4 A It's getting late, and there isn't time to go shopping in town.
B Well, instead of that, we can go to the small shop near home.
- 5 A I've been putting on weight, and I need to lose about five kilos, I think.
B Then you should do more exercise. Why not come running with me?
- 6 A Sami was quite unhealthy when he saw the doctor a month ago.
B But now he's healthy again because he's been eating and sleeping well.
- 7 A You're taking a lot of books home! Are you going to study all of them?
B Yes. I've got some big tests soon, and I need to get ready for them.

3 Listen and check. Then practise in pairs.



39

4 Listen for information and make notes.



40



How old?	15
Weight	51 kilograms
How tall?	1 metre 59
Exercise every day	About 30 minutes

- How old are you?
- What weight are you?
- How much exercise do you do every day?
- How tall are you?

How old?	14
Weight	42 kilograms
How tall?	1 metre 40
Exercise every day	About 45 minutes

5 Work in pairs. Take turns asking and answering the questions.

1 Work in pairs. Talk about the pictures in the text.

- 1 What is the girl's problem?
- 2 What is the boy's problem?
- 3 How do you think they feel?
- 4 What kind of text is this? How may it help the girl and boy?

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

- The picture of the girl goes with question 1
- 1 The picture of the girl and **question 2** in the quiz go together.
 - 2 In **question 1**, the a, b and c ideas are all bad. Idea c is good
 - 3 In **question 2**, the a, b and c ideas are all bad. idea c is good
 - 4 **Answers** explains that 1b is the right thing to do. Idea 1b is not a good thing to do
 - 5 **Answers** shows that 2c is the right thing to do.

Work in pairs. Check your answers and correct the false ones.



The healthy living quiz

by Julie Good

Do you live a healthy life? You'd better do our quiz and find out?



1 You've been putting on weight, and you want to lose some. Should you:

- a start missing complete meals?
- b stop eating things like bread and rice?
- c do more exercise?

- 1a** This is bad for you, so you'd better find another way.
- 1b** Your body can use fat instead of these things, and so you lose weight. But this can be unhealthy and dangerous, so you'd better not do this.
- 1c** This is the best way. What about walking for an hour every day? You could start a new sport, too.

2 You've been studying late every night for a big test, and you've been drinking coffee to stay awake. But when you go to bed, you can't sleep! Should you:

- a do lots of exercise before bed to make yourself tired?
- b stop trying to sleep and go back to your books?
- c stop drinking coffee late, finish work earlier and do something quiet before bed?

- 2a** Exercise every day can help you sleep – but not exercise just before bed.
- 2b** Bad idea! When you're tired, you'd better not go on. You can't learn anything.
- 2c** Coffee keeps you awake, so don't drink coffee late. And yes, do something quiet. This will help you to sleep.

3 Listen and read aloud.



1 Read to find information.

First, read what these people want to do. Then get the information from the quiz to do these tasks.

- 1 Say what is wrong with their ideas.
- 2 Say what they can do instead.

1

I need to go to sleep quickly, so I'm going to go running before I go to bed and make myself tired.

She shouldn't do exercise before she goes to bed. She should finish work earlier and do something quiet before going to bed.



2

I really want to lose weight fast, so I think I'd better stop eating for a week.

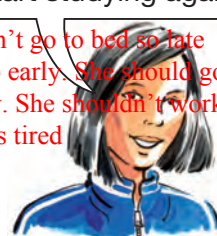
He shouldn't stop eating. He should do more exercise.



3

I'm going to study very late all week, and I'm going to go to bed at 12:00 every night. Then I'm going to wake up at 3:00 every morning and start studying again.

She shouldn't go to bed so late or get up so early. She should go to bed early. She shouldn't work when she is tired.



2 Work in pairs. Develop conversations with speakers 1–3 in activity 1.

Follow these steps.

- 1 **Partner A:** Choose to be one of speakers 1–3.
Partner B: You are a friend. Prepare to give A some advice.
- 2 Develop the conversation.

Partner A		Partner B
(I really want to lose weight fast, so I think I'd better stop eating for a week.)	→	I don't think that's a very good idea.
Really? Why do you say that?	←	
	→	Because ... (Explain why.)
What do you think I should do instead?	←	
	→	I think you'd better ... (Give a better idea from the answers in the Quiz.)
Thanks. I'll try to do that.	←	

- 3 Partner B chooses to be a different speaker 1–3. Partner A is a friend.

3 Read quiz question 1 and the answers again. Then do the activities.

- 1 Explain the underlined words from Answer 1b:
Your body can use fat instead of these things: ...**bread and rice**
- 2 Give examples of exercise from the passage. **walking, sport**

4 Read quiz question 2 and the answers again. Then do the activities.

- 1 Put ideas a, b and c in order from *Good* to *Not very good* and *Terrible*. **c, b, a**
- 2 Explain why you have put them in this order.

1 Look at the verbs and nouns. Complete the sentences with them. Make any changes needed.

	يجيب	يشرب	يساعد	ينام	يبدأ	يمشي
Verb	answer	drink	help	sleep	start	walk
Noun	answer	drink	help	sleep	start	walk
	اجابة	مشروب	مساعدة	نوم	بداية	نزهة

- 1 **A** Ali hasn't been sleeping very well at night.
B I think that's because he always has a sleep in the afternoon!
- 2 **A** Did Muneera answer all the questions in her test last week?
B Yes, and all her answers were right!
- 3 **A** I walked for hours by the river, all the way to the waterfall.
B Ah, yes, that was a beautiful walk, wasn't it?
- 4 **A** Thank you for all your help on Monday.
B Oh, that's OK. I didn't really help very much.
- 5 **A** Have you started cleaning the kitchen yet?
B Yes, I made a start 20 minutes ago, but I'll need an hour to finish.
- 6 **A** We're drinking orange juice. Would you like some, too?
B Thanks, but I'd really just like a drink of cold water, please.

2 Listen and check. Now practise in pairs.  42

3 Find and write the names of the fruit and vegetables.

- | | | | |
|-----------|----------------|-------------|-------------------------------|
| 1 sated | <u>dates</u> | 7 sorgane | <u>oranges</u> |
| 2 sanaban | <u>bananas</u> | 8 toestopa | <u>potatoes</u> |
| 3 selpap | <u>apples</u> | 9 silveo | <u>olives</u> |
| 4 gifs | <u>figs</u> | 10 sametoot | <u>tomatoes</u> |
| 5 seprag | <u>grapes</u> | 11 sonmel | <u>lemons</u> / <u>melons</u> |
| 6 noison | <u>onions</u> | 12 molsen | <u>lemons</u> / <u>melons</u> |



4 List five kinds of fruit and vegetables that you really like. Choose from 1–12 in activity 3.

Use commas like this: *I like apples, dates, lemons, figs and grapes.*

I like _____.

List any of the fruit and vegetables 1–12 that you really dislike.

I _____.

5 Work in pairs. Talk about your likes and dislikes.

- A** I really like ... What about you? **B** I do, too.
 really don't like/dislike ... I don't. I really ...
 They're OK, but I prefer ...

1 Read sentences 1–4.

- 1 You **had better do** our quiz.
- 2 You **had better not do** this.
- 3 You **could start** a new sport
- 4 **What about walking** for an hour?

Look at the sentences again. Choose the best way to complete statements 1–4.

- 1 The speaker thinks it will be good for the listener to do / not do) something _____ (in 1–2, but not in 3–4.) (in 1–2 and in 3–4.)
- 2 In 3–4, the speaker is giving _____ (an idea) (some advice), but in 1–2 the speaker is giving _____ (an idea) (some advice).
- 3 In sentences 3–4 the words in **bold** mean about the same. They are ways of _____ (giving advice / making a suggestion).
- 4 We can change from *You could start a new sport?* to *What about ...?* like this: What about starting a new sport?

2 Add You had (You'd) better ... or You had (You'd) better not ...



3 Add suggestions. Choose from these forms, and use the words in brackets.

You could ... – or you could ...? What about ... – or what about ...?

1 Food shopping

Deema What should we have for dinner? about having some burger

You (some chicken / some burgers) What about having some chicken – or what ...

Deema And I want some fruit, but what kind should I get?

You (some apples / a melon) You could get some apples – or you could get a melon ?

2 Getting fit and healthy

Fuad The doctor says I should do more exercise, but how?

You (go swimming / go running) What about going swimming – or what about going running ?

Fuad I need to find out more about healthy living, but how?

You (read this book / go on the internet) You could read this book – or you could go on the Internet ?

1 Work in pairs. Ask and answer questions about these people. Then write.

1 (talk) for hours



Q How long have they been talking?

A They've been talking for hours!

2 (sleep) all day



Q How long has he been sleeping ?

A He's been sleeping all day

3 (cook) for two hours



Q How long has she been cooking ?

A She's been cooking for two hours

4 (watch) since 10:00



Q How long has he been watching TV

A He's been watching television since 10:00 .

5 (play) since 11:30



Q How long have they been playing ?

A They've been playing since 11:30

2 Work in pairs. Take turns at giving advice.

Student A: Talk about a problem that has been going on recently. Use the present perfect continuous.

Student B: Give advice with *You'd better ...* or *You should ...*

1 **A** (I have been looking round town for a gift for my sister for hours.)

B (You should look for something on the internet.)

Continue with your own ideas.

3 Work in pairs. Take turns at making suggestions.

Student A: Talk about a problem or some advice you have been given.

Student B: Give further advice and suggestions with *could*, *should* or *would*.

1 **A** Dad says I'd better not play computer games so much.

B He's right. You could (stop) (for a week or two)?

Continue with your own ideas.

1 Look at the pictures. Say what may be wrong.



2 Listen to the speakers and complete the table.  43

	1 Muneera	2 Ali	3 Huda
Problem	mouth has been hurting a lot	missing his brother in America	has been thinking about her grandfather in hospital
How long	a week	two weeks	two days
Suggestion	phone, ask to see the doctor	email, ask how he is	visit him and take some flowers

3 Practise your pronunciation: intonation in *wh* questions and *wh* suggestions.  44

1 Listen. Do the questions rise (↗) or fall (↘) at the end? Mark them.

- What's wrong, Muneera?
- How long has this been going on? fall
- What have you been doing about it?
- Well, what about phoning and asking to see the doctor?

2 Now listen again and repeat.

4 Work in pairs. Mark the questions (↗) or (↘). Then act out the conversation.

- Friend 1** What's wrong, Muneera?
- Muneera** You don't look very well.
- Friend 1** My mouth has been hurting a lot recently.
- Muneera** Poor you! How long has this been going on? fall
- Friend 1** For about a week.
- Muneera** What have you been doing about it?
- Friend 1** Not much. I've been busy.
- Muneera** Well, what about phoning and asking to see the doctor?
- Friend 1** Good idea. I think I'll do that now.

1 Listen and write down what you hear.



45

- Deema has been putting on weight recently, so she has started doing more exercise.
- Sami has been waking up late, missing breakfast and eating junk food, so he had better start getting fit and healthy.
- You should stop drinking coffee in the evening, finish work earlier and just do something quiet before bed.

2 Match these Unit 4 verbs to the dictionary entries. Complete the entries.

get on lose miss study

a study (verb) ^{يتعلم} **1** to learn a subject at school: *This year, Mona is studying maths, science, Arabic, English, History and Art at school.* **2** to do work like reading and homework: *I'll need to study hard to do well in the test.* **3** to read or look at something very carefully: *We studied the map to find the best way home last night.*

c lose (verb) ^{يضيع} **1** not to know where something is: *I've lost my book. Have you seen it?* **2** not to win a game or a race: *Our team can't win: we're losing 5-1!* **3** not to have something that you had before: *She was ill for a long time, and she lost her job.*

b get on (verb) ^{يتحسن} **1** to talk about how well someone is doing something: *How are you getting on at school? // Fine, thanks.* **2** to do what you were doing before, but harder or faster: *There was still a lot to do, so we got on quickly.* **3** to be warm to another person, like a friend: *Those sisters like doing things together: they get on very well with each other.*

d miss (verb) **1** to not touch or have a crash with something: *We flew very low over some trees, but we missed them and came down on a road near them.* **2** to be late for something: *I was late and I missed my plane by two minutes.* **3** to feel sad because someone has gone and is not with you now: *Now that she has moved to Cairo, he is missing her very badly.*

3 Find the meanings of the verbs.

Read and think about the verbs in *italics*. Then find their meanings – 1, 2 or 3 – in the dictionary entries. Label them 1, 2 or 3.



I want to do well at my new school, so I'm *studying* hard. 2



We're *getting on* well with our planting this year, and we've almost finished. 2



I'll have to train harder, or I'll *lose* my place in the team. 3



We can't wait until you come home for the holidays. We *miss* you! 3

4 Work in pairs. Make up more examples of the verbs in their other meanings.

1 Work alone. Think about an activity in your life and make notes.

Unit task: Sharing problems, suggestions and advice

1 Think about something that you have been trying to do for some time – for days, weeks, months or even years. Here are some ideas.



Find a nice present for your (little brother)



Get into the school (basketball) team



Get (more fit)



Learn to (cook)

2 Think about these things.

- a) What are you happy about?
- b) What problem or problems do you have?

3 Make notes like this.

<i>I have been trying to learn to cook.</i>	
<i>What I am happy about:</i>	<i>Problem:</i>
<i>I can make easy things like kebabs.</i>	<i>I often add the wrong things at the wrong time.</i>

4 Think about these things.

- a) How can you ask for suggestions and advice? You can use these forms.
I need to (stop doing that), but how? What do you think I should do about (my mistakes)?
- b) How can you give suggestions and advice? You can use these forms.
You could (ask your mum). You should (ask your mum).
What about (using a cook book)? You'd better (use a cook book).

2 Work in pairs. Share problems, suggestions and advice.

- A What have you been doing recently?
- B I've been trying to ...
- A And how have you been getting on?
- B Well, I'm happy about one thing: ...
But I've got a problem: ...
(Ask for suggestions and advice.)
- A (Give suggestions and advice.)

1 Listen and repeat. 1

نادي club	مدرب coach	ايضا either	يشتاق miss	يتمرن practise	كرة قدم soccer
	sports bag	حقيبة رياضية	تدريب	whose	لمن

2 Describe the picture on page 53.

- Omar **2** seem to be eating **3** a big sports bag near the door,
- They **4** may mean **1** in the kitchen with Adnan.
- There **1** is sitting **4** that someone has training today.
- and this **3** is **2** breakfast there.

3 Listen and answer the questions. 2

- What do Yasmeen and Adnan both plan to do this evening? **They both plan to do training.**
- What are their teams both going to do tomorrow? **They are both going to play big matches.**
- What language problem does Omar have with his cousins? **Adnan calls the game soccer, but Omar calls it football**
- Which match is Omar going to watch tomorrow?
He's going to watch Adnan's match.

4 Listen and read. Find the words from activity 1. 3

Omar has seen a big **sports bag**. It isn't his, so he asks Adnan.

Omar **Whose** is that sports bag, Adnan? Is it yours, or is it Yasmeen's?

Adnan It's hers. Mine is over there by the stairs.

Yasmeen (Yasmeen arrives.) Yes, I've got **training** at the **club** today. Our **coach** says we really mustn't **miss** it. We have to **practise** more.

Adnan I mustn't miss my training, **either**. You see, Omar, our teams both have big matches tomorrow.

Omar What kind of sport do you mean? Basketball? Volleyball?

Yasmeen No, **soccer**.

Omar Soccer? What's that? I've never heard of it.

Adnan Oh, yes, it's soccer here in America, but everyone else calls it football.

Omar Ah, football! I love the game.

Yasmeen I do, too.

Omar But football isn't a game for girls, is it? Not like volleyball.

Yasmeen I don't agree.

Adnan I don't, either. Lots of girls play it here.

Yasmeen It's a game for everyone, and it's my favourite.

Omar Mine, too. I really miss football!

Adnan What about training with me this evening?

Omar Fantastic! And can I come and watch your match tomorrow?

Adnan Yes, it'll be good. Our team are going to win!

Yasmeen Ha! You should come and watch our game, Omar. Ours will be much better than theirs!

Everyday English

I really miss football!



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

- 1 **A** What have you got in your sports bag _____?
B I've got my trainers and all my football things.
- 2 **A** Why do Americans say soccer _____ for the game of football?
B Football means American football to them, so they need a different name.
- 3 **A** Did Fuad score?
B He almost did, but he missed _____ – three times.
- 4 **A** It wasn't a very good game yesterday. Our team need to practice _____ more.
B I didn't enjoy the game, either _____. Everyone played badly.
- 5 **A** Have we really got training _____ again this evening?
B Yes, we're going every day this week – before the big match.
- 6 **A** Whose _____ are these socks? Are they Ahmed's?
B Yes, I think they are. His socks are that colour.
- 7 **A** We don't have a school team, so we went to the club _____ in our town.
B That way, we can play games and also get help from our fantastic coach _____.

2 Listen and check. Then practise in pairs.  4

3 Read again and answer the questions.

- 1 Whose is the big sports bag? **It's Yasmeen's.**
- 2 Why is training today more important than usual for them? **Because they both have important matches tomorrow**
- 3 Why has Omar never heard of soccer? **Because soccer is an American word; he calls it football.**
- 4 How does Omar feel about football and girls? **He doesn't think it's a game for girls.**
- 5 What do his cousins tell him about football in America? **They say that lots of girls play it in America.**
- 6 Where does Adnan invite Omar to go with him? **He invites Omar to train with him.**
- 7 Who does Adnan think will win his match? **He thinks his team will win**
- 8 Why does Yasmeen think Omar should watch her team's match? **She think her match will be much better.**

4 Work in groups of three. Listen again and practise the conversation. 

1 Read sentences 1–4.

- 1 It's a game for everyone, and it's **my favourite** game, too.
- 2 **Mine**, too.
- 3 You should come and watch **our game**.
- 4 **Ours** will be much better.

Complete the table with possessive pronouns from above and the conversation.

	singular				plural		
possessive adjectives	my	your	his	her	our	your	their
possessive pronouns	mine	yours	his	her	ours	yours	theirs

Look at the sentences again. Add *possessive adjective* or *possessive pronoun*.

- 1 In each of sentences 1 and 3 there is a possessive adjective + noun.
- 2 In each of sentences 2 and 4 there is a possessive pronoun . This gets its meaning from the possessive adjective + noun in the sentence before.

2 Work in groups. Have conversations about these things.

boots	shirt	shorts	socks	sports bag	tracksuit	trainers
-------	-------	--------	-------	------------	-----------	----------

- A (Are these) your (boots), (Ali)?
- B No, (they aren't) mine. (Are they) yours, (Khalid)?
- C No, (they aren't) my (boots), either.
- A Well, whose (are they)?
- B (They) may be (Ahmad's).
- A Ah, yes, (they've) got (his) name on (them). (Ahmad), I think (these are) yours.
- D Thanks very much. I've been looking for (them).



3 Work in groups of three or four. Have conversations about your things.

- Collect something from each student in your group – for example, a school bag, a ruler or some papers.
- Each thing needs the student's name on it. You may need to add this.
- Develop conversations like the ones in activity 2.

Start like this.

- A (Is this) your (school bag), (Ali)?
- B No, (it isn't) mine. (Is it) ...

1 Listen and repeat.  5

ينافس compete	كل شيء everything	كل مكان everywhere	يخترع invent
يركل kick	جزء part	فخور proud	قاعدة rule
		مكان ما somewhere	

Word formation منافسة

compete	competition
---------	-------------

2 Listen. Add new words from activity 1. Make any changes needed.  6

- A** What was Alexander Graham Bell famous for?
B He invented the telephone.
- A** Great news! Jameela is in the school team.
B Yes, and her family are all very proud of her.
- A** The first part of the match was terrible: our team played really badly.
B Yes, but after the first twenty minutes, they got better and better.
- A** We've got a lot of things to do before our trip.
B Yes, and we have to finish everything today.
- A** How far can you kick this ball?
B All the way to the end of the pitch!
- A** What's the football rule about touching the ball?
B Players can't touch it with their hands.
- A** Fareeda is an excellent volleyball player, and she's training really hard.
B Yes, I think she's hoping to compete for a place in the national team.
- A** I've been looking for my school bag everywhere, but I can't find it.
B Maybe it's somewhere under your other things in your very untidy room!

3 Listen and check. Then practise in pairs.  6

4 Listen and label the speakers with their sports.  7

Salem F S
 Fatima V R
 Hazem B T



Go running	R
Play football	F
Go swimming	S
Play table tennis	T
Play basketball	B
Play volleyball	V

5 Work in pairs. Ask and answer questions.

Student A: Act as the interviewer. Ask her questions.

Student B: Act as Salem, Fatima or Hazem. Answer the questions for them. Then answer the questions for yourself.

What kinds of sport do you do?

I often ... I ... a lot. I sometimes ...

And do you do anything else?

I ..., too. I ..., too. I ..., too.

1 Look at the picture. Answer the questions.

- 1 What kind of game does this seem to be? **It's a type of football.**
- 2 Why does this look like a game from the past? **Because of the clothes the buildings and the way they are playing**
- 3 What looks different from the modern way of playing the game? **This game isn't in a stadium; there are not 11**
- 4 What is different about the things that modern players wear? **The players aren't wearing their teams' sports kit**

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

- 1 Games with teams that compete are not just a modern idea.
- 2 Long ago, games used to have clear rules.
- 3 Players from just one team decided the rules of the game.
- 4 Today, people round the world love football more than any other game.
- 5 Schools do sports to give their pupils a rest and some fun.

Work in pairs. Check your answers and correct the false ones.

People and games

1 People have been playing team games since ancient times. But why? Well, people have always loved to be part of a great team, to compete their hardest with others, and to win, too.

We still love our games, but games have changed. They have changed because now there are clear rules. These make everything about a game clear to everyone.

5 Take football, for example. In the past, hundreds of people sometimes played for days. There were no 'rights' and 'wrongs' – and matches were not very safe, either: players often kicked each other more than the ball! Then, in 1863, 10 players from different teams met, decided the rules together, and invented the modern game.

ancient X modern	like = such as
safe X dangerous	favourite = best
best X worst	various = different
find X lose	old = ancient
easiest X hardest	important = essential
similar X different	smallest = oldest
alone X together	loved = loved
less X more	include = contain

The rules have helped to make football the world's favourite sport. People everywhere understand it and play it. So at any time someone somewhere in the world is scoring a goal.

15 That someone is often a young player in a school game. But why play football at school? Well, many people think that sport helps to make us better people, and so games are an important part of school life in many countries. They include football and other games like volleyball and basketball, and teams from different schools compete hard to win. When they do, everyone down to the smallest pupil is proud and excited!

3 Listen and read aloud.  **8**

Did you know ...?


In 1934, Palestine was the top team from Asia in the World Cup. Sadly, Palestine lost 2–1 to Egypt, the top team from Africa. Since then, the day of that match, 6th April, has become Palestine's National Sports Day.

1 Read to find information.

First, read what these people are asking.


1

What's wrong with the old game of football. What do we need to change?



2

School should just be for traditional subjects like maths, science and languages. Why should we make games part of school life?



Now get information from the text on page 56 to answer them.

- 1 Say how the old game of football needs to change. *They needed to have rules; they needed to play on a pitch; they needed to stop fighting*
- 2 Say how games can help make the pupils better people. *being part of a team; they learn to try hard. They get fit; they learn about*

2 Read again and answer the questions.

- 1 Why have people always loved team games? *Because they have always loved learning to be part of a team, to compete and to win.*
- 2 In England, what was football like in the old days? *Hundreds of people played; the game went on for days; it wasn't safe, players kicked each other more*
- 3 When and how did the modern game start? *1863 teams got together to*
- 4 How have rules helped to make football the world's favourite game? *Because people everywhere can understand it and play it.*
- 5 Why are volleyball and basketball – like football – often important in school life? *Because sport helps to make us better people, we learn to compete hard, and we're proud and excited when we win.*

3 Read again and explain the underlined words.

- 1 Line 1: But why? *But what is the reason for this?*
- 2 Line 6: There were no 'rights' and 'wrongs' .. *There were no things that you mustn't do, and not things that you must .. The person who is scoring a goal somewhere in the world*
- 3 Line 11: That someone is often a young player in a school game.
- 4 Line 11: But why play football at school? *But what is the reason for playing football at school?*
- 5 Line 14: When they do, everyone ... *When they win*

4 Work in pairs. Discuss the questions.

- 1 What sports are common in Palestinian schools?
- 2 Which do you play / would you like to play? Are there any that you would not like to play?
- 3 Do people play in school time or at the end of school? Do you agree with this, or should it change?
- 4 Do you think it is important to compete with other schools and win, or is it fine just to play games for fun?

1 Make words from pairs of words.

ache ball day fall ground line one room where work

- 1 basket ball 3 birth day 5 home work 7 play ground 9 some one
 2 bed room 4 ear ache 6 land line 8 some where 10 water fall

2 Choose and write the correct words from activity 1.

- 1 playground a place for pupils to go outdoors and enjoy themselves between lessons
 2 landline a phone that is not a mobile phone
 3 bedroom a room for sleeping
 4 someone a person, but you don't know who
 5 somewhere a place, but you don't know where
 6 waterfall a place where the water in a river goes straight down
 7 homework work for school that you do at home
 8 birthday the date of the year when someone first arrived in this world
 9 earache something that usually hurts a lot
 10 basketball a game for very tall people

3 Match the number dates with the written forms. Read them out.

- 1 1900 nineteen hundred 5 2000 two thousand
 2 1908 nineteen oh eight 6 2009 twenty oh nine
 3 1912 nineteen twelve 7 2013 twenty thirteen
 4 1986 nineteen eighty-six 8 2027 twenty twenty-seven

2009	1908
1986	2013
1912	2027
1900	2000

4 Work in pairs. Make statements with dates – like these.

I started school in (year).
 I moved to this school in (year).
 Our school first opened in (year).
 My family moved to (place) in (year).
 I hope to leave school in (year).

5 Do the puzzle. Find and match the names of sports to the pictures.

tebblaskal booftall lateb sinten
 yellballov mingwims rungnin



basketball

football

table tennis

volleyball

swimming

running

1 Read sentences 1–5.

- 1 **A** Football **is** my favourite. **B** It **is** mine, **too**.
 2 **A** I **love** the game **B** I **love** it, too. / I **do**, too.
 3 **A** I **do not** agree. **B** I **do not** agree, **either**.
 4 People **have always loved** to compete their hardest, and to win, **too**.
 5 There **were no** ‘rights’ and ‘wrongs’ – and matches **were not** very safe, **either**.

Look at the sentences again. Complete statements 1–5 with **positive** or **negative**.

- 1 In 1 and 2, speaker B uses **too** to agree with speaker A’s positive statement.
 2 In 3, speaker B uses **either** to agree with speaker A’s negative statement.
 3 In 4, **too** shows that the second idea goes with the positive first idea.
 4 In 5, **either** shows that the second idea goes with the negative first idea.
 5 We use **too** and **either** to agree with something that came before – **too** for something positive and **either** for something negative.

2 Write short answers. Use **too** and **either**. Then practise in pairs.

- | | |
|---|--|
| 1 A Yasmeen has got training this evening. (Adnan) | B <u>Adnan has, too.</u> |
| 2 A Adnan can’t miss training this evening. (Yasmeen) | B <u>Yasmeen can’t, either.</u> |
| 3 A Adnan really wants to win tomorrow. (Yasmeen) | B <u>Yasmeen does, too.</u> |
| 4 A Yasmeen’s team will play really well. (Adnan) | B <u>Adnan’s team will, too.</u> |
| 5 A Adnan’s team won’t lose. (Yasmeen’s team) | B <u>Yasmeen team won’t, either.</u> |
| 6 A In Britain, we don’t call it ‘soccer’. (Palestinians) | B <u>Palestinians don’t call it that, either.</u> |

3 Read sentences 1 and 2.

- 1 These make **everything** about a game clear to **everyone**.
 2 **Someone somewhere** in the world is scoring a goal.

Look at the sentences again. Write **someone/something/somewhere** or **everyone/everything/everywhere**.

- 1 We use someone/something/somewhere to talk about a person, thing or place when we do not know who/what/where it is.
 2 We use everyone/everything/everywhere to talk about all the people, things or places in a group or in the world.

4 Complete the conversation. Use words from activity 4. Then practise in pairs.

After the team come back from a game at a different school:

- Teacher** Sh! Listen, (1) everyone, please. I’ve got (2) something important to say. (3) Someone has left a grey sports bag at the back of the team bus. Whose is it?
Player Oh, thanks, Mr North! It’s mine! I’ve been looking (4) everywhere for it. I knew it was (5) somewhere in the bus, but I couldn’t find it. I was starting to feel bad because I’ve got (6) everything in it – my football things, my school books and my homework!

1 Listen to the conversation. Then do the tasks.  9

- 1 Before you listen, read the training activities carefully.
- 2 Listen and note the things that the boys did (✓) and did not do (✗).
- 3 Listen again and note the order that they did them.

Training activities	Adnan and Omar		Yasmeen	
	✓ or ✗	What order?	✓ or ✗	What order?
have a talk about the match	x			
play a game for (20) minutes	yes			6
practise kicking the ball down the field	yes			3
practise passing the ball	yes			2
practise running with the ball	yes			5
practise scoring goals	x			
run round the pitch (three) times	yes			4
start with (ten) minutes of exercises	✓	1		
not finish for two hours	✗	*****	✗	*****
stop to have a rest	✗	*****	✓	1

2 Practise your pronunciation: showing interest with intonation.  10

- 1 Listen to the conversation again. This time, listen to the expressions Yasmeen uses. Do they rise (↗) or fall (↘) at the end? Mark them.
 So how did you get on?
 Was it very hard?
 Really!
 Really? All have rising intonation.
 Are you serious?
 You can't be serious!

2 Now listen again and repeat.

3 Have a conversation about Yasmeen's training. Do these tasks.

- 1 Take Yasmeen's part. Choose five of the activities and tick (✓) them.
- 2 Choose the order that you did them and number them 1– 5.
- 3 Work with a partner. Take turns as Yasmeen and Omar. Start like this.

Omar So how did you get on?

Yasmeen Well, our training was like yours. We didn't finish for two hours, either.

Omar Was it very hard, too?

Yasmeen Yes, it was, but there was one thing different. We stopped to have a rest.

Omar Really! And so what kinds of training did you do?

Yasmeen Well, first, we ...

1 Listen and write down what you hear.  11

- 1 Omar's cousins love the game of football. It's their favourite
and it's his, too.
- 2 They're both going to go training this evening because they've got big
matches tomorrow, and they really want to win.
- 3 People play football almost everywhere you go in the
world. There are big national and international competitions, too, and
and the greatest of all is, the World Cup.

2 Write about the cousins' training. Do these tasks.

After that, Finally, First, Next, Then Then

- 1 Complete the first sentence of paragraphs 1 and 2. Choose words from the table in period 9.
- 2 Complete the rest of paragraph 1. Use these expressions.

3 Write the rest of paragraph 2. Use expressions from activity 2 question 2 again, and use information from the table in period 10.

(Paragraph 1)

Adnan and Omar went to their final training the evening before their big match, and they had a lot to do. First, they started with 20 minutes of exercises. Then they practised passing the ball. Next, they practised kicking the ball down the field. Then, they ran round the pitch three times. Then, they practised running with the ball. Finally they played a game for 20 minutes.

(Paragraph 2)

Yasmeen went to hers the evening before her big match, too, and she also had a lot to do.

1 Do the tasks to tell a story. Then write it.

- 1 Read paragraph 1. Choose the best words to complete it.
- 2 Look at the picture carefully.
- 3 Work in pairs. Use the names and ideas in the picture and take turns to explain what happened.
- 4 Write paragraph 2 and explain what happened. Use the names in the picture and these expressions.

Unit task: Telling a true story.

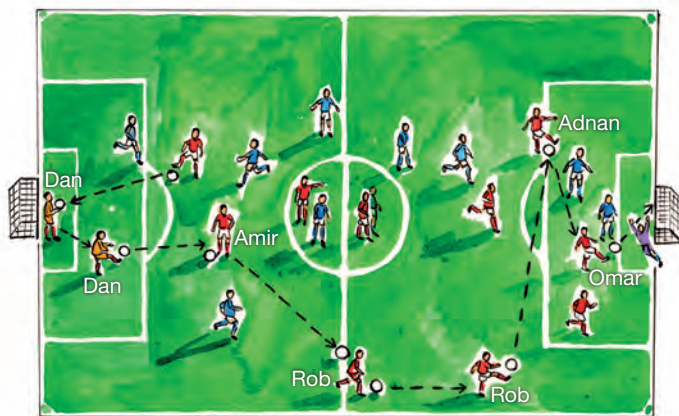
After that, Finally, First,
Next, Then Then

stop the ball kick it pass the ball run with it kick the ball and score

How the team won the big match

(Paragraph 1)

Next day, Adnan was getting his sports bag ready for the big match, and he said to Omar, ‘Bring (1) yours (yours / mine), too. Maybe one of us will get hurt, and then you can play for ten or twenty minutes.’ So Omar also took his football things, and this was a very good thing because



(2) someone (anyone / someone) in Adnan’s team was sick. The others quickly asked Omar to play instead. He was very pleased, and he agreed. The team were pleased, (3) too, (either / too) because he played really well. And at the end he scored the winning goal.

(Paragraph 2)

This is what happened. First, Dan, and he _____
_____ Then Amir _____

2 Do the tasks to tell and think of a true story. Think about these ideas.

- how your school won an important match
- something exciting that happened on a school trip
- something interesting that you and other people in your class did recently

3 Tell the story in turns.

- Note any useful words or expressions that you use.
- Check and correct your story.
- Tell the class your story.

4 Write a title for your story.

Now write your story in five or six sentences.

1 Listen and repeat.

وحيد alone	محرج embarrassed	فظيع horrible	في الواقع in fact
natural طبيعي	scared خائف	support يدعم	worried يشعر بالقلق

Word formation		يكون قلقا
يقلق worry	be worried	
يخاف scare	be scared	خائف
embarrass	be embarrassed	يشعر بالاحراج
يخرج		

2 Describe the pictures on page 65.

- | | | |
|----------------------------|-------------------------------|---------------------------------|
| 1 In these three pictures, | 3 Tina looks very angry, | 4 and she just looks worried. |
| 2 In the first picture, | 1 Tina and Nadia are showing | 3 and she is shouting at Nadia. |
| 3 In the second picture, | 5 the two girls both look | 1 very different feelings. |
| 4 In the same picture, | 2 Tina seems very upset, | 5 very happy together. |
| 5 In the last picture, | 4 Nadia is not shouting back, | 2 and Nadia has just seen this. |

3 Listen and answer the questions.

- | | |
|---|---|
| 1 Why was Tina worried about Tim yesterday?
<i>Because he was in hospital.</i> | 3 What does she want to say to Nadia now?
<i>She wants to say sorry.</i> |
| 2 How did she speak to Nadia?
<i>She was horrible to her</i> | 4 How does Nadia feel about what happened?
<i>She understands and she isn't angry.</i> |

4 Listen and read. Find the words and phrases from activity 1. 14

Two days ago, Tina's younger brother fell from a tree and hurt himself badly.

- Nadia** Hi, Tina. What's the news from the hospital? How's Tim?
Tina He was much better when we visited him last night.
Nadia Great! And you look happier now. You were very upset yesterday morning.
Tina Yes, I was really scared.
Nadia Well, it's fantastic that you don't need to worry now.
Tina Listen, Nadia, I want to say sorry for yesterday.
Nadia Oh, because you shouted, 'Leave me alone!'
Tina Yes. I know you were just trying to support me like a good friend.
Nadia Well, I always want to help when a friend is upset.
Tina And I was horrible back to you! I'm really sorry.
Nadia It was only natural, so don't worry. Really.
Tina You see, I sometimes say the wrong thing when I get upset. And when I think about it later, I always feel bad – and embarrassed, too.
Nadia It's fine. I understood completely, and I wasn't angry.
Tina Thanks, Nadia.
Nadia You see, when people are friends, they don't have to hide their feelings. In fact, they shouldn't hide them.
Tina You really are a good friend, Nadia!

Everyday English

Don't worry.
It's fine.

Really.
I understand completely.



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

- 1 **A** Who are you going to the party with?
B I'm not going with anyone. I'm going alone.
- 2 **A** Fuad is trying to get a place in the national basketball team.
B Yes, and his dad is supporting him a lot. He takes him training every day.
- 3 **A** Muneera always tries to help Amer, but he just attacks her.
B Yes, she's so nice to him, and he's so horrible back.
- 4 **A** What do you think about that new building? Do you like it?
B Well, no, I don't like it very much. In fact, I really dislike it a lot!
- 5 **A** Fatima never talks to anyone. It isn't natural!
B Well, some people are just very quiet. Not everyone talks all the time like you!
- 6 **A** I'm worried. I think I did badly in that science test.
B You shouldn't worry about it. You can't do anything about it now.
- 7 **A** What sort of thing embarrasses you?
B I'm always embarrassed when I stand up in front of everyone and speak.
- 8 **A** Do any animals scare you?
B Yes, snakes. I was really scared when I saw a snake very near me in the woods last month.

2 Listen and check. Then practise in pairs.  15

3 Read again and answer the questions.

- 1 What were Tina's feelings about Tim yesterday morning? She was scared.
- 2 How does she look now? She looks happier.
- 3 When did her feelings change, and why? feelings changed when she visited her brother
- 4 Why does Tina want to say sorry to Nadia? Nadia was trying to support her.
- 5 What was Nadia trying to do when Tina was upset? She says the wrong thing.
- 6 How does Tina sometimes act when she is upset? She feels bad and embarrassed.
- 7 How does she always feel later? She feels bad and embarrassed.
- 8 How does Nadia think that friends should act towards each other? they shouldn't hide their feelings.

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

1 Read sentences 1–2.

- 1 I always **want** to help **when** a friend **is** upset.
- 2 **When** I **think** about it later, I always **feel** bad.
- 3 **When** people **are** friends, they **don't have to hide** their feelings.

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

- 1 All of the sentences have a) one part. b) two parts.
- 2 The verb tense is always the present simple in a) just one part. b) both parts.
- 3 In the sentence, the *when* part can a) only come first. b) come first or second.
- 4 All of the sentences talk about something that happens a) in the present. b) at any time.
- 5 The sentence that talks about a rule. a) 1 b) 2 c) 3

2 Match sentence parts 1–6 and a–f. Write out the complete sentences.



- | | | | |
|------------------------------|-----------------------------------|---|--|
| 1 <input type="checkbox"/> e | When people are embarrassed, | a | they often shout and jump up and down. |
| 2 <input type="checkbox"/> c | When people are scared, | b | they may say things like, 'Really?' |
| 3 <input type="checkbox"/> f | When people are worried or upset, | c | they often go white. |
| 4 <input type="checkbox"/> b | When people are surprised, | d | they usually look happy. |
| 5 <input type="checkbox"/> d | When people are pleased, | e | they often go red. |
| 6 <input type="checkbox"/> a | When people are excited, | f | they may sometimes be horrible to their friends. |

1 When people are embarrassed, they often ...

3 Work in pairs. Compare your feelings.

A I (sometimes) feel (embarrassed) when (I don't understand something).

B I do, too. And I also feel (embarrassed) when ...

OR:

I don't. But I (sometimes) feel (embarrassed) when ...



1 Listen and repeat.

بالغ	في البداية	تام / كامل	خطر
adult	at first	completely	danger
if	immediately	secret	situation
إذا	فورا / مباشرة	سر	وضع
			ثقة / ينق

Word formation	
خطر	خطر
dangerous	danger
complete	completely
كامل	بشكل تام

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



- A What did Muneera tell you?
 B I'm sorry, but I can't tell you. It's a secret.
- A How old do you have to be to become an adult?
 B Different countries have different rules, but most say you have to be eighteen.
- A How did you get on with the job? I heard it was quite hard at first.
 B Yes, but then it got easier, and everything went very well in the end.
- A There are a lot of dangers up here in the mountains at night.
 B I agree with you completely. It's not safe, and we should go down now.
- A Please don't get there late. If you do, we'll be in a very bad situation!
 B Trust me. I'll be there at the right time, I promise.
- A It's 5:30 now, and the shops close at 6:00, so we need to go immediately.
 B You're right. If we don't go now, we won't get the things we need.

3 Listen and check. Then practise in pairs.



4 Look at the picture and listen to part 1. Answer the questions.



- Are the people in the picture friends? No, brother and sister
- How does Sam feel – worried, embarrassed or scared? He's worried.
- What does Kate want to do? She wants to help him.



5 Listen to part 2 and answer the question.



She thinks of several ideas to help him, but he only likes one of them. Does he think he should:

- tell her the problem?
- tell their parents the problem?
- tell another adult the problem?
- not tell anyone the problem?
- write to a newspaper about the problem?

1 Look at the ‘page’ below and answer the questions.

- 1 Look at the five texts. What kind of text are they all? *They’re all letters.*
- 2 How does the first text look different from the others? *first letter is to everyone, the other letters are to Worried*
- 3 How does the first one end, and how do the others end? *first one ends Worried;*
- 4 From what you know, who may the writer of the first letter be? *Kate’s brother, Sam*

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

- 1 ‘Worried’ is worried about something ~~he is planning to do.~~ ^{his friend is going to}
- 2 Karen M thinks ‘Worried’ should tell ~~his parents.~~ ^{friend’s parents}
- 3 Tom B thinks the friend will understand the danger if ‘Worried’ talks to him.
- 4 Alice T thinks the trust between ‘Worried’ and his friend is more important than the danger.
- 5 Alan Z ~~does not~~ think ‘Worried’ should tell ~~anyone~~ ^{adult} immediately.
- 6 ~~Two people~~ tell ‘Worried’ that they have been in the same situation. ^{one person}

Work in pairs. Check your answers and correct the false ones.

Young Times

20 December 20..

Help, everyone! What should I do? مساعدة الجميع! ماذا علي أن أفعل؟

Dear All

My best friend and I tell each other all our secrets, and we never tell anyone else. That way, we can trust each other completely. ^{بعضنا البعض} ^{اسرار} ^{طريقة}

The problem is this: he’s planning to do something dangerous, and it may hurt other people. So should I tell his ^{والديه} parents? If I do ^{خطير} that, I’ll lose my best friend. I really don’t want ^{يؤدي} that to happen. ^{يحدث}

Worried ^{القلق المهموم}

1 Dear Worried

I’ve been in the same ^{وضع} ^{مؤخرا} situation recently, and it’s hard. But you’ve already said it: if you don’t do something, bad things really may happen. You’ll feel terrible if they do, so you really should tell his parents. In fact, you must! Karen M.

3 Dear Worried

Tell him you’re ^{قلق} worried. Say you won’t be friends if he goes on. But if that doesn’t work, don’t tell his parents or anyone else. You can never ^{يكسر} break his trust! ^{الثقة} Alice T.

2 Dear Worried

If you talk, perhaps he’ll ^{يفهم} understand the danger better. If that happens, I’m sure he’ll stop. Tom B.

4 Dear Worried

Clearly, you should tell an adult immediately. (Instead of his parents, what about a teacher you both trust?) If he’s a real friend, he’ll understand. At first, he may be ^{يغضب} angry, but in the end, perhaps you’ll become even better friends! Alan Z.

3 Listen and read aloud.  19

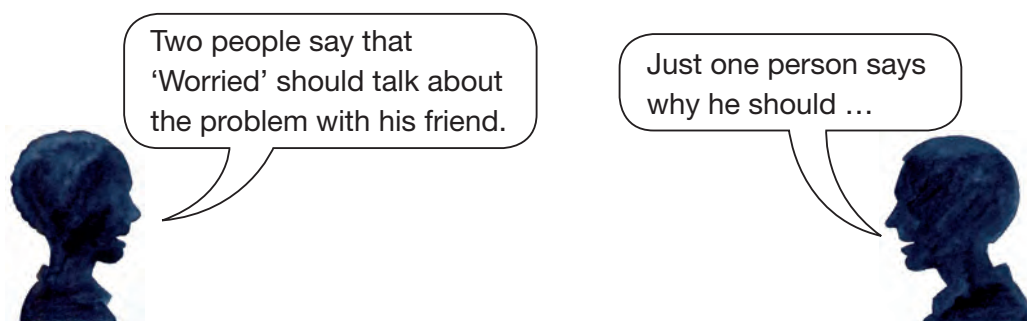
1 Read to find information.

Read the four answers to ‘Worried’ and complete the table. Which answers say:

- 1 he should talk about the problem with a friend?
- 2 why he should talk about it with his friend?
- 3 he should tell the friend’s parents?
- 4 he can tell another adult?
- 5 why he should tell someone?
- 6 he should not tell his friend’s parents?
- 7 he and his friend may become even better friends?

	Answer 1	Answer 2	Answer 3	Answer 4
1		✓	✓	
2		x		
3	x			
4				x
5	x			
6			x	
7				x

2 Work in pairs. Make statements from the table in activity 1.



3 Read again. Say what the underlined words mean.

- 1 Worried: If I do that, I’ll lose my best friend. *if I tell his parents*
- 2 Worried: I really don’t want that to happen. *I’ll lose my best friend*
- 3 Answer 1: You’ll feel terrible if they do. *if bad things happen*
- 4 Answer 1: In fact, you must! *tell his parents*
- 5 Answer 2: ... if he goes on. *if he doesn’t stop*
- 6 Answer 2: But if that doesn’t work, *..telling him you won’t be his friend anymore*
- 7 Answer 3: If you talk, perhaps *..discuss the problem with him*
- 8 Answer 3: If that happens, *..he understands the danger better*
- 9 Answer 4: ... but in the end, perhaps you’ll become even better friends. *after he has been angry*
- 10 Answer 4: ... but in the end, perhaps you’ll become even better friends. *Worried’ and his friend may become better friends than they already are.*

4 Think and discuss.

Think about the advice that you noted in activities 1 and 2. Do you agree?

- 1 Say what you think ‘Worried’ should do.
- 2 Say why.

1 Complete the sentences.

- 1 Read the sentences and guess the missing ‘feeling’ adjectives.
 - 2 Before you write, check your guesses. Find the adjectives in brackets.
- 1 Tariq was very pleased when he found his watch again. (sedleap)
 - 2 Rima was really worried when her father had to go to hospital. (rowride)
 - 3 Huda was very embarrassed when she could not think of the other girl’s name. (sarebsadrem)
 - 4 Everyone on the bus was really scared when it started racing down the narrow mountain road. (descar)
 - 5 Othman was only two, so we were very surprised when he started reading one day. (derpsuris)
 - 6 Sameera was very excited when she got into the school basketball team. (exectid)

2 Find words in the text to complete the table.

Adjective	Adverb
خطير <u>dangerous</u>	بشكل خطير <u>dangerously</u>
recent حديث <u>recent</u>	مؤخرا <u>recently</u>
immediate فوري <u>immediate</u>	فورا <u>immediately</u>
clear واضح <u>clear</u>	بشكل واضح <u>clearly</u>

3 Complete the sentences. Use pairs of words from activity 2.

Remember: Adjectives tell us more about nouns. Othman has a *beautiful* voice.
Adverbs with an *-ly* ending usually tell us more about verbs. Othman sings *beautifully*.

- 1 **A** This letter asks for an immediate answer.
B Well, you’d better write back immediately.
- 2 **A** Khalid always drives dangerously, so we were all frightened.
B Yes, and we were also on a very dangerous road.
- 3 **A** We haven’t seen Hassan for six months. Have you seen him recently ?
B No, and the most recent address I have for him is 21 Hebron Road.
- 4 **A** I’m not very clear what our science teacher was telling us.
B I’m not either, so let’s ask her to explain again more clearly.

4 Listen and check. Then practise in pairs.  20

1 Read sentences 1–3.

- 1 If I **do** that, I **will lose** my best friend.
- 2 If he **is** a real friend, he **will understand**.
- 3 You **will feel** terrible if something bad **happens**.

Look at the sentences again. Choose the best way to complete statements 1–5.

- 1 These sentences say that something may _____ (be happening now. / may happen in the future.)
- 2 The 'may' idea comes in the part of the sentence _____ (with if. / with no *if.*)
- 3 The *if* part can _____ (only come first / come first or second) in the sentence.
- 4 The 'may' part of the sentence uses a verb in _____ (the present. / the future.)
- 5 The other part of the sentence uses a verb in _____ (the present. / the future.)

2 Write the verbs in the correct forms.

- 1 If you talk, perhaps he will understand the danger better. (talk) (understand)
- 2 If that happens, I'm sure he will stop. (happen) (stop)
- 3 Say you won't be friends if he goes on. (not be) (go on)

3 Work in pairs. Decide what to do together.

The weather forecast for Friday afternoon is strange. It may be warm and sunny, or it may be windy, or it may rain, or it may even be snowy!

Make suggestions for each sort of weather.

A If (it's windy), what about (flying our kites)?

B Or we could (just staying at home) instead.

A Fine. Let's do that.

A If (it snows), what about (build a snowman)?

B Or we could (have a snowball fight).

A Good idea. That sounds like fun.

Now say what you have agreed.

A So we've agreed then. If it's windy, we'll ...

B And if ..., we'll ...

Now write what you have agreed.

If it is windy, we will ...

4 Say what you think.

What do you think will happen if 'Worried'

- a) tells his friend's parents? b) tells their teacher? c) doesn't tell anyone?

1 Complete the colour rules.

Choose from the 'First part' and the 'Second part' colours to make true statements.

First part of the statement	Second part of the statement
red and blue red and yellow	brown green
blue and yellow red and green	orange purple



When you mix some colours together, you often get new colours. For example, you get purple when you mix red and blue together. *You get green when you mix blue and yellow.* You get orange when you mix red and yellow. And you get brown when you mix red and green.

2 Work in pairs. Ask and answer questions about feelings and actions. Choose from these 'feeling' adjectives.

embarrassed pleased scared upset

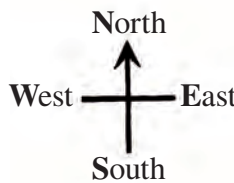


What do you (often) do when you're (upset)?

When I'm (upset), I often talk to my parents about the problem.



3 Write what Tony and Lucy are saying.



come to (a) the mountains (see some amazing waterfalls)

If we go west, we will come to the national park. Yes, and if we do that, we will see some interesting animals.

come to (d) the national park (see some interesting animals)



arrive at (b) the town (find a good place to eat)

If we go east, we will arrive at the town. Yes, and if we do that, we will find a good ..



get to (c) the beach (find somewhere nice to swim)

If we go south, we will get to the beach. Yes, and if we do that, we will find

- 1 **Tony** If we go north, we will come to the mountains
Lucy Yes, and if we do that, we will see amazing waterfalls

1 Talk about the pictures.

- 1 What has Tina just said in the first picture, and how do the girls look?
- 2 What is the man in the second picture counting? Does he look happy, too?

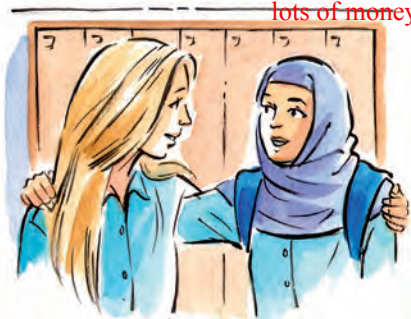
2 Listen to the poem and answer the questions. 

What is the poem saying? Is it saying that it is better to be like the friends, Nadia and Tina?
Or is it saying that it is better to be like the old man with his riches?

It's saying that friendship is more valuable than money. It's better to be friends, like Tina and Nadia, than a rich man with lots of money but no friends.

The Gift of Friendship


- 1 Friendship is a priceless gift
That cannot be bought or sold.
But its value is far greater,
than a mountain made of gold.
- 5 For gold is cold and lifeless.
It can neither see nor hear,
and in the time of trouble
It is powerless to cheer.
It has no ears to listen nor heart to understand,
- 10 it cannot bring you comfort, or reach out a helping hand.



So when you ask God for a gift,
be thankful if he sends
not diamonds, pearls or riches,
but the love of real TRUE FRIENDS.

15 *Helen Steiner Rice*



3 Listen again to understand some new words. Then decide the meanings of these words and phrases. 

- | | | |
|-----------------------------------|----------|---|
| Line 5: lifeless | a | having no life |
| | b | living |
| Line 6: neither ... nor | a | perhaps (one thing) and perhaps (another thing) |
| | b | not (one thing) and not (another thing) |
| Line 10: bring you | a | give you |
| | b | tell you about |
| Line 10: reach out a helping hand | a | put your arm round a friend's shoulder |
| | b | try to help a friend |
| Line 12: thankful | a | your feeling when you say 'Thank you' |
| | b | another way of saying 'Thank you' |

4 Work in pairs. Mark the words that rhyme: a-a; b-b; c-c and d-d.

Answers: sold / gold a ... a hear / cheer b ... b understand / hand c ... c sends / friend d ... d

5 Listen again and check your work in activity 4. Then read out the poem. 

1 Listen and write down what you hear.  22

- 1 At first , Tina was really worried and scared when her younger brother fell and hurt himself badly .
- 2 Tina is sorry and embarrassed because she was horrible to Nadia and shouted at her when Nadia was just trying to help and support her .
- 3 Sam and his best friend feel that they can trust each other completely because they never talk about their secrets to other people.

2 Read the information and do the tasks.

What is a topic sentence?

- There are usually several sentences in a paragraph. They go with each other because they are about the same idea.
- There is usually a sentence which expresses the most important idea of the paragraph. This is the topic sentence.
- The topic sentence is usually – but not always–the first sentence in the paragraph.
- Other sentences in the paragraph then develop the idea in the topic sentence.

Now read the sentences of a paragraph. Find the topic sentence, and mark it 1.

Now number the other sentences in order 2 and 3.

Now check your work. Look at the first letter in period 5 paragraph 1.

Sentence number	Sentences
2	We never talk about them to other people.
1	My best friend and I tell each other all our secrets.
3	That way, we feel we can trust each other completely.

3 Work with a partner. Choose the correct sentence parts to write the topic sentences for two paragraphs.

traditional music (develop) / every culture music (be) at / heart / life
Arab music (be) much more / the singer and / song

Music is at the heart of life. It makes us want to dance, and it helps us show our love. It changes feelings, too. It can make us sad and it can make us happy ...

Arab music is much more than the singer and the song. There are also the musical instruments. In ancient times, you could already see instruments quite like modern ones ...

4 Complete a paragraph.

Choose the letter to 'Worried' that you agree with most. Copy and complete the topic sentence. Then copy and continue two more sentences that develop the idea.

It seems to me that the best answer to 'Worried' is the letter from ...

I agree with (her/him) that ...

I also agree that ...

It seems to me that the best answer to 'Worried' is the letter from Alan Z. I agree with him that 'Worried' must tell an adult, perhaps a teacher, about the problem. I also agree that, if 'Worried's friend is a real friend, he'll understand, and they'll be better friends in the end.

1 Work in pairs. Do these tasks to write another letter to *Young Times*.

Unit task: Finding answers to problems.

- 1 Read the sentences of Paragraph 1. Then read the one marked 1 again. This is the topic sentence.
- 2 Read again and number the other sentences in order. Underline words and expressions that help you.
- 3 Do the same with Paragraph 2.
- 4 Write out the letter. Start with *Dear All*. Then write the two paragraphs. Choose a word like *Worried*, *Upset*, *Embarrassed* or *Frightened* to finish the letter.

Paragraph 1

- 2 I try to be friends with everyone, but they don't often want to be friends with me.
- 5 I always have to wear old things, and I get really embarrassed.
- 3 I think it's because they've got lots of money, and I haven't.
- 1 My problem is this: I can't make new friends at my new school.
- 4 So, for example, they often buy expensive new clothes, and I can't.

Paragraph 2

- 2 For example, they invite me to sports and other things after school.
- 4 So I just go home because I don't want to be even more embarrassed.
- 1 One or two people try to be nice to me but it doesn't really work.
- 3 That's good, but I always feel the others don't want me there.

2 Work in pairs. Share ideas for different answers you can give.

Share ideas for different words and expressions you can use. Use some *if* ideas. Make notes.

3 Work alone. Use your notes to write the answer you like best.

4 Work in groups. Read out your answers and talk about them.

5 Choose the best answer from your group and read it out to the class.

The letter writer should read it out. The others can then explain why you all think it is the best.

1 Describe the picture on page 77.

- 1 The girl on the right is Tina, ⁴after Tina's brother's accident.
- 2 When we first met them in Unit 1, ³when they were at an Arab restaurant.
- 3 Later, in Unit 2, we also heard them ²they were on the phone then, too.
- 4 After that, we met them again in Unit 6 ¹and the one on the left is Nadia.

2 Work in pairs. Do the tasks.

Remember Units 1, 2 and 6. For each, note down something Tina said and something Nadia said. Now report your answers to the class.

3 Listen and answer the questions.  23

- 1 What has Tina been doing for the last week? *She's been staying with her cousins in the north.*
- 2 What has Nadia seen since Tina went away? *She has seen the new Spiderman film.*
- 3 What is going to happen later this week? *Tina is going to have a birthday party on Saturday.*

4 Listen and read.  24

Tina Hello, Nadia. It's Tina.

Nadia Hi! It's good to hear you. Haven't you been away for a week?

Tina That's right. We've been staying with our cousins in the north. We used to live near them, and we always come back to visit them in the spring holidays.

Tina And what have you been doing?

Nadia Oh, lots of things.

Tina I called yesterday, but you didn't answer.

Nadia Sorry. We were at the cinema.

Tina What did you see?

Nadia The new Spiderman film. I was quite scared sometimes!

Nadia Guess what! I left my coat in the cinema.

Tina Really?

Nadia Yes, we ran back and looked everywhere, but we couldn't find it.

Tina That's terrible!

Nadia Yes, I was very upset, but everything was fine in the end. You see, the cinema people had it. They saw it was mine and gave it back.

Tina We'll be home on Wednesday.

Nadia Great! I can't wait.

Tina I can't, either. And listen, my birthday party is on Saturday. Can you come?

Nadia I'd better ask, but I think it'll be OK.

Tina Good, and if it's sunny, we could go to the park first.

Nadia Well, OK, but it won't be very warm. I'm pleased I got my coat back!



1 Read and mark the sentences true (✓) or false (X).

- 1 Tina is visiting her cousins with a friend.
- 2 Nadia went to a film two days ago.
- 3 Tina is going to arrive back in London at the end of the week.
- 4 Tina and Nadia are missing each other.
- 5 Tina would like to go to the park after the party.

Work in pairs. Check your answers and correct the false ones.

2 Read part 1 and answer the questions. 

- 1 How long has Tina been away? *She has been away for a week.*
- 2 What time of year is it? *It's spring.*

Work in pairs. Listen again and practise part 1 of the conversation.

3 Read part 2 and answer the questions. 

- 1 Has Nadia been visiting her cousins in the last week? *No, she hasn't.*
- 2 Did Nadia enjoy every minute of the film? *No, she didn't.*

Work in pairs. Listen again and practise part 2 of the conversation.

4 Read part 3 and answer the questions. 

- 1 What went wrong after the film? *She lost her coat.*
- 2 Why couldn't she and her family find the coat? *Because the cinema people had it.*

Work in pairs. Listen again and practise part 3 of the conversation.

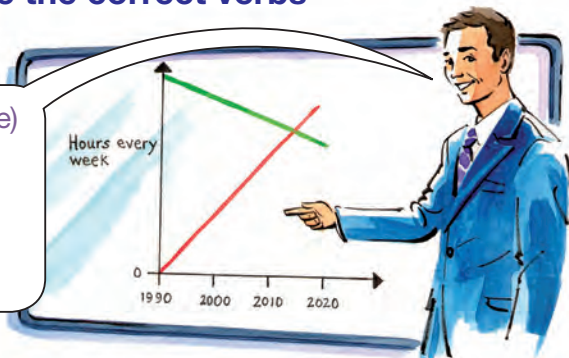
5 Read part 4 and answer the questions. 

- 1 What is the day of Tina's birthday party? *It's on Saturday.* *She had better speak to her parents. She had*
- 2 Who had Nadia better speak to, and what had she better ask?
- 3 Why is Nadia pleased that she still has her coat? *Because the weather is cold.*

Work in pairs. Listen again and practise part 4 of the conversation.

1 Complete the teacher's statements. Choose the correct verbs and put them in the present continuous.

- People's lives are changing. (change/stay the same)
 Hours on the internet are rising. (fall/rise)
 Hours of TV are falling. (fall/rise)
 Internet shopping is going up. (go down/go up)
 Spending in shops is going down (go down/go up)



2 Complete the conversations. Write the verbs in the present simple.

- 1 **A** This kunafeh tastes delicious. (taste) **B** Yes, I love it, too. (love)
 2 **A** Do you understand this word – ‘assistant’? (understand)
B Yes, it means a helper, for example in a shop. (mean)
 3 **A** I don't remember Mrs Karim's address. (not remember)
B Oh, I know it. It's 53 Jerusalem Road. (know)

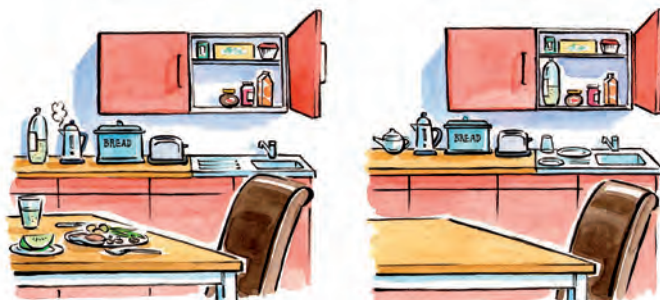
3 Compare last year and this year at school. Make statements with used to.

- 1 We didn't use to be (in this room). We used to be (in Room (25)).
 2 We didn't use to have (name) for (Maths). We used to have (name).
 3 (Mona) didn't use to (sit near the door). She used to sit (at the back).

4 Look at the pictures. Describe six changes in the present perfect.

eat drink clean wash make put

- 1 Salwa has eaten the food.
 2 She has drunk the lemonade.
 3 She has cleaned the table.
 4 She has washed the dishes.
 5 She has made tea.
 6 She has put the bottle in the cupboard.



5 Work in pairs. Make statements in the present perfect continuous.

Make some correct statements, and some not. Use *for* and *since*.

- 1 **A** We've been (going to school for more than seven years).
B That's right. We've been (going since Grade 1).
 2 **A** We've been (learning English since Grade 4).
B No, that's wrong. We've been (learning for longer than that – since Grade 1).
 3 **A** (using this book since last July)
 4 **A** (doing Unit 7 for several days)

1 Complete Sami's email. Add words like *my, mine, your* and *yours*.

2 Work in pairs. Agree and disagree. Use *too* and *not ... either*.

- 1 **A** I (really like) (music programmes on TV).
- B** I do, too. / Oh, I don't. I prefer (sports programmes).
- 2 **A** I (don't enjoy) (science documentaries) (much).
- B** I don't, either. / Oh, I do. I love them!
- 3 **A** I (really enjoy) (rock music).
- 4 **B** I (don't like) (the hot weather in summer).

3 Complete the conversation. Use the words in the box.

Jenny You look worried, Tony.
Dave Is (1) everything OK?
Tony No, it isn't. I've lost my school bag.
Sue Oh, dear! Perhaps/Maybe we can help find it.
Tony Thanks! I've looked (2) everywhere else in the house, and I can't find it. So I think it may be (3) somewhere in this room.
Dave OK, (4) everyone ! Let's help Tony.
Sue Ah! I can see (5) something under the chair, and I think it's a bag. Is that it?
Tony Yes, it is! Thanks very much!

Hi, Bill

Thanks for (1) your email yesterday. (And did you get (2) mine ? I sent it at about the same time you sent (3) yours .)

Guess what happened at the park yesterday. Mike, Nadia and I were on (4) our bikes and we all crashed into each other. We hurt ourselves quite badly, and the bikes weren't great, either! (5) My bike wasn't so bad, and I can still ride it. But (6) theirs were much worse. (7) Hers has gone to the bike shop, and she won't get it back for a week. And poor Mike! (8) His was really bad. He may have to throw it away!

somewhere everywhere everything
 something everyone

4 Explain school rules to a visitor. Use *When* + present simple + present simple.

When (a teacher comes into the room), (we always stand up).
 When (we go from room to room), (we have to walk, and not run).

5 Talk about things that may happen. Use *If* + present simple + *will*.

If / go to bed late, I / wake up late.
 And if / wake up late, / miss the school bus.
 And if ..., / have to walk to school.

 And if ..., / get there very late.
 And if ..., / have to go into class very late.
 And if ..., / my teacher / not be very happy!

 However, ...
 If / not go to bed late, I / not wake up late.
 And if / not wake up late, / not ...
 And ... And ... And ... And ...



1 Work in pairs. Ask Yes/No questions. (Remember: ↗)

- A Are you (14 yet)?
 B Yes, I am./No, I'm not. What about you? Are you (14 yet)?
 A Yes, ... / No, ...

Ask other questions.

- Do you (usually walk to school)? Have you ever (been to Amman)?
 Did you use to (play (*name of a game*) when you were (small)?
 Could you (swim) when you were (very young)?

2 Work in pairs. Ask and answer Wh questions. (Remember: ↘)

- A When is (your birthday) (your brother's/sister's birthday)?
 B It's (date). What about you/your brother/your sister? When is yours/his/hers?

Ask other questions.

- Where (do you live)? How (did you come to school this morning)?
 What do you usually do when you (get home from school)?
 What will you do if you (finish your homework early today)?

3 Complete the conversations. Use these expressions.

Could I ..., please? Guess what!
 What about ... How have you been getting on?
 What's wrong ... You'd better ...

- 1 A What's wrong, Tina? You don't look very happy?
 B I'm missing my friends – people like Nadia.
 2 A Uncle Jason, Could I use the phone pleas I need to call friends.
 B Yes, please do.
 3 A It's no good. Nadia isn't answering her phone.
 B You'd better try again tomorrow.
 4 A What about? going to see the new Superman film?
 B Good idea! Let's go this afternoon?
 5 A Listen, everyone. Guess what! I can get a week off work.
 B Great! That means we can all go away somewhere like Yosemite.
 6 A We've been practising goal kicks.
 B Good. How have you been getting on?
 A Quite well. We're getting much better.

4 Listen and check. Then practise in pairs.  25

5 Listen and write down what you hear. 

- 1 Nadia's best friend Tina has gone with her parents and her
younger brother Tim to stay with her two cousins in a different part of Britain.
 2 Sami has stopped eating junk food, and he has started living more healthily
 because he doesn't want to lose his place in his school football team.

1 Look at the picture and answer the questions.

- 1 Who is the girl on the left? **It's Tina.**
- 2 What is the job of the person on the right? **She's a policewoman**
- 3 How does the girl seem to feel? **She seems worried.**

2 Listen and do the tasks.  27

- 1 Write the notes.




- Who is this?
- What's her phone number?
- What has she lost?
- When did she lose it?
- Where did she lose it?
- What does it look like?
- What was in it?

Lost and Found

- 1 Tina North, 13 Green Road
- 2 01367 710 356
- 3 a backpack
- 4 Yesterday, April 10th, 3 o'clock
- 5 in Green Park
- 6 It's red and white, and quite small.
- 7 pink mobile phone, a green pen and some birthday cards

- 2 Say why Tina says *No! Really?* at the end.

- 3 Listen again. Then work in pairs. Take turns to tell the story, sentence by sentence. 

3 Tell a true story.

- 1 Choose one of these ideas from Tina's and Nadia's conversation. Think and make notes, ready to tell a short, simple story about yourself. (Make it up if you like.)

- 2 Work in pairs. Each ask the questions for the other to answer.

- | | |
|---|---|
| <p>a Losing and finding something important</p> <ul style="list-style-type: none"> • What did you lose and when did you lose it? • Where did you lose it and how? • How did you feel? • How did you get it back? | <p>c Having a party</p> <ul style="list-style-type: none"> • When did you have the party and what was it for? • Where did you have it and how many people came to it? • How did you feel? • What happened? |
| <p>b Going away for a holiday</p> <ul style="list-style-type: none"> • When did you go and for how long? • Where did you stay? • What did you do? • What was your favourite part? | <p>d Going to the cinema (or another place in town)</p> <ul style="list-style-type: none"> • When and where did you go? • Why did you go there? • What happened? • What did you enjoy (or not enjoy) ? |

4 Use your answers to activity 3. Tell your story in a letter to a pen friend.

My dictionary

Write the words in Arabic to help you remember what they mean.

adult <i>n</i>	_____	either <i>adv</i>	_____
age <i>n</i>	_____	embarrassed <i>adj</i>	_____
alone <i>adj</i>	_____	entrance <i>n</i>	_____
Arab <i>n</i>	_____	every <i>det</i>	_____
at first	_____	everything <i>pron</i>	_____
at the moment	_____	everywhere <i>adv</i>	_____
Australia <i>n</i>	_____	exercise <i>n</i>	_____
awake <i>adj</i>	_____	family <i>n</i>	_____
Brazilian <i>adj</i>	_____	far <i>adv</i>	_____
campsite <i>n</i>	_____	feel like <i>v</i>	_____
channel <i>n</i>	_____	feeling <i>n</i>	_____
classical <i>adj</i>	_____	fit <i>adj</i>	_____
club <i>n</i>	_____	folk song <i>n</i>	_____
coach <i>n</i>	_____	for example	_____
coat <i>n</i>	_____	forecast <i>n</i>	_____
compete <i>v</i>	_____	go camping <i>v</i>	_____
completely <i>adv</i>	_____	go fishing <i>v</i>	_____
could (suggestion) <i>v</i>	_____	go hiking <i>v</i>	_____
culture <i>n</i>	_____	go on <i>v</i>	_____
cut down <i>v</i>	_____	go online <i>v</i>	_____
damage <i>v</i>	_____	go white water rafting <i>v</i>	_____
danger <i>n</i>	_____	Grandma <i>n</i>	_____
develop <i>v</i>	_____	Guess what!	_____
dislike <i>v</i>	_____	guitar <i>n</i>	_____
documentary <i>n</i>	_____	had better	_____
dollar <i>n</i>	_____	hard <i>adv</i>	_____
Don't worry.	_____	hear of <i>v</i>	_____
each <i>pron</i>	_____	hers <i>pron</i>	_____

his <i>pron</i>	_____	national <i>adj</i>	_____
horrible <i>adj</i>	_____	nationality <i>n</i>	_____
hurricane <i>n</i>	_____	natural <i>adj</i>	_____
I feel like dancing!	_____	on the phone <i>adj</i>	_____
I really miss football!	_____	online <i>adj</i>	_____
I understand completely.	_____	ours <i>pron</i>	_____
if <i>conj</i>	_____	Palestine <i>adj</i>	_____
immediately <i>adv</i>	_____	pass (a football) <i>v</i>	_____
in fact	_____	pass (a place) <i>v</i>	_____
in the end	_____	pizza <i>n</i>	_____
information <i>n</i>	_____	player <i>n</i>	_____
instead (of) <i>adv</i>	_____	poem <i>n</i>	_____
instrument <i>n</i>	_____	practise <i>v</i>	_____
invent <i>v</i>	_____	project <i>n</i>	_____
It's fine.	_____	proud <i>adj</i>	_____
join <i>v</i>	_____	quite <i>adv</i>	_____
junk food <i>n</i>	_____	real <i>adj</i>	_____
just (= only) <i>adv</i>	_____	Really well.	_____
kick <i>v</i>	_____	Really.	_____
kind (of) <i>n</i>	_____	Really?	_____
landline (phone) <i>n</i>	_____	recently <i>adv</i>	_____
let's	_____	rock music <i>n</i>	_____
like (= such as) <i>prep</i>	_____	rule <i>n</i>	_____
Listen, ...	_____	sandwich <i>n</i>	_____
mine <i>pron</i>	_____	scared <i>adj</i>	_____
miss <i>v</i>	_____	secret <i>n</i>	_____
Morocco <i>adj</i>	_____	seem <i>v</i>	_____
Mrs	_____	serious <i>adj</i>	_____
musical <i>adj</i>	_____	singer <i>n</i>	_____
musician <i>n</i>	_____	situation <i>n</i>	_____

so (= very) *adv*

so *conj*

soccer *n*

something *pron*

somewhere *adv*

song *n*

sound *v*

Spanish *adj*

speed *n*

sports bag *n*

study *v*

support *v*

taste *v*

test *n*

the 1950s *n*

the heart of

theirs *pron*

training *n*

trip *n*

trust *v*

try (experiment) *v*

tub *n*

unhealthy *adj*

used to *v*

volunteer *n*

wake up *v*

waterfall *n*

weight *n*

what about

white water rafting *n*

whose *n*

wildlife *n*

worried *adj*

You're the best!

yours *pron*

Macmillan Education
Between Towns Road, Oxford OX4 3PP
A division of Macmillan Publishers Limited
Companies and representatives throughout the world

ISBN 978-0-230-41571-3

Text, design and illustration © Macmillan Publishers Limited 2013

Written by Mike Macfarlane

The author has asserted his right to be identified as the author of this work in accordance with the Copyright, Design and Patents Act 1988

First published 2013

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, transmitted in any form, or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Designed by Melissa Orrom Swan
Typeset by J&D Glover Ltd
Illustrated by Gary Wing
Cover design by Macmillan Publishers Limited 2011
Cover photograph by Mahmoud illean/Demotix/Corbis
Picture research by Alison Prior

The author and publishers would like to thank the following for permission to reproduce their photographs:

Alamy/Sporting Norfolk p38; **Getty Images**/AFP p20(b); Getty Images/Gamma Keystone p20(t); **Thinkstock**/Pixland p15(t), Thinkstock/Stockbyte p15(b), Thinkstock/Top Photo Group pp 31, 32.

The author(s) and the publishers would like to thank the following for permission to reproduce the following copyright material:

Complete poem entitled 'The Gift of Friendship' by Helen Steiner Rice, used with permission of Helen Steiner Rice Foundation Fund, LLC © 1972 Helen Steiner Rice Foundation Fund, LLC. A wholly owned subsidiary of Cincinnati Museum Center; Complete poem entitled 'Music' by Ann Bonner.

Any views expressed in this publication are those of the Palestinian National Authority and represented by the Publisher on behalf of the Authority.

These materials may contain links for third party websites. We have no control over, and are not responsible for, the contents of such third party websites. Please use care when accessing them.

Although we have tried to trace and contact copyright holders before publication, in some cases this has not been possible. If contacted we will be pleased to rectify any errors or omissions at the earliest opportunity.

Printed and bound in Palestine

2017 2016 2015 2014 2013
10 9 8 7 6 5 4 3 2 1