

State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK 7A

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Oh, hello!

1 Listen and repeat the words.

ages hug kiss often perhaps pleased smile surprised

2 Work in pairs, look at the pictures and answer the questions.

1 Are the people friends or not?
2 What do you think they are saying?

3 Listen and answer the questions.

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

Every day we meet people. We meet friends in the street or at school and sometimes we meet new people. What do you usually do when you meet friends? Do you kiss and hug them? Perhaps you never do that. But in some countries people always kiss and hug their friends.



Jane: Hi! How are you?! I haven't seen you for ages! How's your family?
Anne: Hello! How are you? You look great! We're all fine. How are your parents?
Jane: They're very well, thank you! Oh, I'm so surprised to see you here!

What do you do when you meet new people? Are you friendly? Do you often smile?



Paul: Jake, this is Evan. He's my cousin.
Jake: Hi, Evan. I'm pleased to meet you.
Evan: How do you do, Jake? Good to meet you too. I've heard a lot about you.
Paul: And this is my cousin, Clara.
Jake: Hi, Clara.
Clara: Hello.

5 Work in groups. Act out the conversations in activity 4.

Everyday English

I haven't seen you for ages!
We're all fine.
Pleased/Good to meet you.
I've heard a lot about you.

1 Listen and circle the words you hear.

ages	hug	kiss	often	perhaps	pleased	smile	surprised

Which word didn't you hear?

2 Read and circle the correct words.

1 Some people always kiss / smile their friends.
2 Anne says her friend looks perhaps / great.
3 Jane is hug / surprised to see her friend Anne.
4 You can say *pleased* / *surprised* or *good* to meet you.
5 People usually smile / perhaps when they meet someone new.

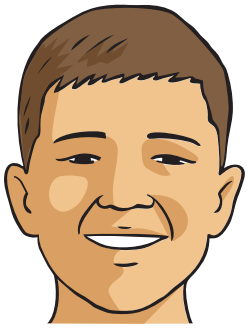
3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

1 I'm really _____ to see you here!
2 When I meet my best friend I always give her a _____.
3 Hassan is a happy person. He always has a big _____.
4 I like it when my little girl gives me a _____.

a



b



c



d





4 Listen and check your sentences.

5 Read the conversation on page 4 again and answer the questions.

1 What do people do in some countries when they meet a friend?
2 Do Anne and Jane know each other?
3 Who is Evan?
4 What do you do when you meet a friend?
5 What do you do when you meet a new person?

1 Listen and repeat the words and expressions.

bored bow fold arms important nod shake hands upset way

2 Work in pairs and answer the questions.

Word formation:
man – men
woman – women

1 Name some countries you know in English.
2 How do they say 'Hello' in those countries?
3 How can you say 'Hello' without words?

3 Listen and read. Then choose the best title for the passage.

1 The best way to say hello.
2 Don't touch!
3 Shake hands and smile.



Men often shake hands and women sometimes do too. In the UK, men don't often shake hands when they meet friends but they always do when they meet new people. Do you sometimes shake hands with new people?

In some countries, they never shake hands. They don't usually touch and they can be upset if you touch them. In those countries, people often bow or nod when they meet new people.

Mr. Lee: Mr. Angchuang! Nice to see you again! How are you?
Mr. Angchuang: It's great to see you again too. I'm not too bad. How are you?
Mr. Lee: Very well, thank you. You must come and visit some time.
Mr. Angchuang: I'd like that, thank you.



Body language is important when you meet someone. Folding your arms or not smiling will make you look bored. Not looking at the other person can make you look bored too. A smile is always very important. It's the best way to say hello in any language!

4 Read and tick (✓) the true sentences. Then correct the false sentences.

1 Some men and women always shake hands. ☐
2 In the UK, men always shake hands when they meet friends. ☐
3 In some countries, people don't like shaking hands. ☐

5 Read and answer the questions.

1 When do people fold their arms?
2 What is the best way to say hello in any language?

6 Work in pairs. Read the passage aloud.

1 Listen and number the words in the order you hear them.

bored ☐ bow ☐ fold arms ☐ important ☐ nod ☐ perhaps ☐ shake hands ☐ upset ☐ way ☐

Which word didn't you hear?

2 Read and circle the correct words.

1 In some countries, people never nod / shake hands.
2 She looks very upset / important. Is she crying?
3 Don't nod / fold your head!
4 The best bow / way to say hello is to smile.
5 It's important / bored to understand body language.

3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

1 If you _____ your arms, you look angry.
2 Some people _____ _____ when they meet new people, but children don't usually do it.
3 I finished my story. I'm _____. Where's my friend?
4 That child is _____ because he doesn't want his aunt to kiss him.
5 In some countries, people _____ to older people.

a



b



c



d



e



4 Listen and repeat.

I don't like meeting people,
I don't like it at all.
To kiss and hug and shake those hands,
To smile and sometimes bow.
I often fold my arms and nod
and people are upset.
I know a smile's important,
And I usually try,
But I always look down at my feet
I'm sorry, but I just can't do it.

5 Listen to the word *and* in these sentences. Listen and repeat the sentences.

Pronunciation: *and*

1 Some people kiss and hug.
2 We smile and sometimes bow.
3 I often fold my arms and nod.
4 And I'm often surprised.

6 Work in groups. Read the poem aloud.

1 Read and think. Then choose the correct words to complete the rules.

In some countries people **always** kiss and hug their friends.
I **always** look down at my feet.
I **usually** smile when I meet new people.
What do you **usually** do when you meet a friend?
Young people don't **often** shake hands.
I am **often** quiet when I meet new people.
She **sometimes** hugs her friends.
Do you **sometimes** shake hands with new people?
I **never** smile.
They aren't **usually** happy to meet new people.

1 We use *always, usually, often, sometimes* and *never* to tell us when / how often something happens.
2 We put *always, usually, often, sometimes* and *never* before / after *am, are, is, 'm not, aren't, isn't* but you put them before / after other verbs.

2 Put the words in brackets in the correct place.

1 I smile when I meet a new classmate. (always)

_____

2 He meets Amir near the market. (sometimes)

_____

3 He doesn't win at football. (often)

_____

4 He is bored. (never)

_____

5 We aren't surprised. (usually)

_____

3 Put the words in the correct order to make questions and answers. Then match the questions and answers.

1 go to / often / the beach / you / Do ? _____

2 your cousin / you / Do / see / often ? _____

3 How / go to / you / do / school / usually ? _____

a Yes, / with him / I / in the summer / stay / always. _____

b go / usually / by bus / I. _____

c No, / never / I / go / there. _____

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

Grammar: adverbs of frequency

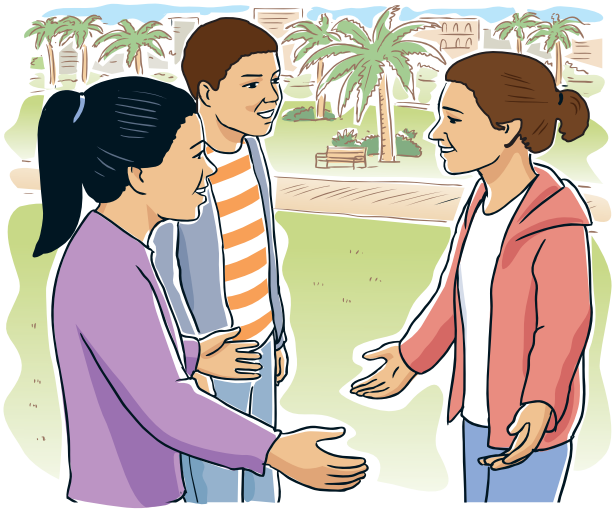
- We use *always, usually, often, sometimes* and *never* to tell us **how often**.
- We put them **before** most verbs but **after** *am, are, is, 'm not, aren't, isn't*.

1 Work in pairs and look at the pictures. What do you think the people are saying?

a



b



2 Now listen and choose the correct picture.

3 Complete the questions. Then write the answers.

Jana: H_____ are y_____?

Abeer: I _____ very _____.

H_____ a_____ you?

Jana: N_____ b_____, thank you.

Abeer: How often d_____ y_____ come h_____ ?

Jana: I _____ come here.

How i_____ your m_____ ?

Abeer: She i_____ very _____ .

H_____ is your s_____?

Jana: She is _____ .

4 Work in pairs. Practise the conversation.

5 Think of things to say when you meet an old friend. Use the expressions in activity 3 and in Everyday English on page 4 to help you.

6 Work in pairs. You are meeting an old friend: ask and answer questions.

Hi! How are you?

Not bad, thank you. …?

…

Using a dictionary: introduction
A dictionary tells you the meaning of words. It can also help you to spell words. The words in a dictionary are in alphabetical order.

1 Put the words in alphabetical order.

1 nod bow kiss hug _____
2 upset introduce bored pleased _____
3 smile important way upset _____

2 Read the email.

To: (your name)

From: Pat

Date: 12 September

Hi,
My name is Pat, I'm a pupil at Cheney School in Oxford. It's good to meet you.
It would be really interesting if you could tell me more about you and your family. Do you have any brothers and sisters, or cousins? Where do you go to school? Do you speak English in class? What do you usually do after school? How often do you see your grandparents or cousins?
Please write soon!
Pat

3 Write correct sentences and questions.

1 i have two brothers and a little sister
2 do you often play football after school
3 we usually speak english in our english class
4 my family and I sometimes go to haifa to see my grandparents
5 hello pat how are you

Writing skills: punctuation in questions and sentences

Remember that questions end with a question mark ? and sentences end with a full stop.

4 Write answers to the questions in activity 2.

I have a brother and a sister. I also have three cousins.

- **Show your sentence to another student. He / She writes a question.**
  How old are your brother and sister?
- **Read and write an answer to the question.**
  My brother is fifteen and my sister is eleven.
- **Answer more questions, and show your answers to another student. He / She reads and writes a question for you.**
  I go to school in Zawata. *Where's Zawata?* *It's near Nablus.*

5 Write a reply to Pat's email in activity 2. Use Pat's email and the sentences you wrote in activity 4 to help you.

- Answer the questions.
- Ask some questions.

Unit task: making a 'Welcome to Palestine' poster for visitors

1 Work in pairs. You're going to make a 'Welcome to Palestine' poster for visitors. Answer the questions.

1 What do you say when you greet someone?
2 What do you do when you greet someone?

2 Listen and complete the sentences. Check your spelling.

1 Welcome to _____. It's _____ _____ _____ _____.
2 In Palestine, men usually _____ _____.
3 Good friends _____ and _____ when they meet.
4 It's _____ _____ _____ you again.
5 You must _____ _____ _____ some time.

3 Listen and repeat the sentences.

4 Work alone. Draw one or two pictures of people greeting each other in Palestine or find some photos.

- Write a sentence describing each picture. Say how you greet people.
  In Palestine, men usually shake hands, and they often hug old friends.
- Write what you usually say.
  It's good to see you! How are you?

5 Work in groups of four or five. Write two or three sentences for your poster.

- Describe the 'Welcome to Palestine' poster which visitors will receive.
  Welcome to Palestine! It's good to see you!

  Here we usually shake hands and often hug people.

6 Show your poster to the whole class. Which is the best poster?



UNIT 2

World languages

Period 1

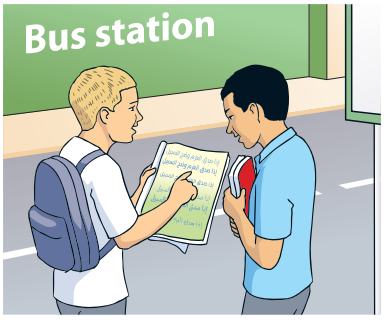
1 Listen and repeat the words.

Chinese communicate different hard learn
number prepare standard United Nations

2 Work in pairs. How many Arabic-speaking countries can you name?

3 Listen and answer the questions.

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

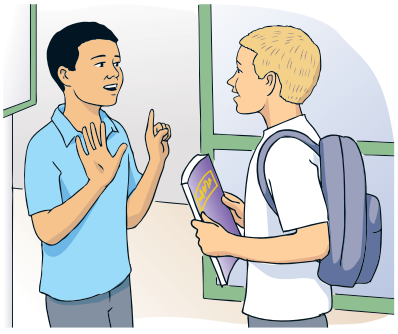


Jake: I'm learning Arabic. I think I'm learning a lot.

Amir: Hey, well done! Are you learning Palestinian Arabic? People speak a different Arabic in different countries.

Jake: That's why I'm learning standard Arabic. It will help me to communicate with people in a lot of Arab countries.

Amir: Good idea!



Jake: My teacher says the number of Arabic speakers is rising every year.

Amir: Yes. And it's one of the six languages people use at the United Nations.

Jake: Really? That makes it very important.

Jake: One other important language is Chinese. The number of Chinese speakers is also rising all over the world.



Amir: Yes, I want to learn Chinese one day but I think it will be hard.



Jake: English is also an important language and you and I can speak in Arabic and in English! We're preparing our future every time we talk!

Amir: We're making our teachers happy too!

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

Everyday English

That's why …
Good idea!

1 Listen and circle the words you hear.

Chinese communicate different hard learn number
prepare standard United Nations

Which word didn't you hear?

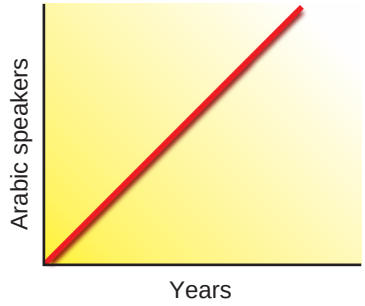
2 Read and circle the correct words.

1 I think learning Chinese is really hard / different.
2 People in Palestine speak different / standard Arabic from people in Egypt.
3 Jake is studying world / standard Arabic.
4 Jake is learning Arabic to prepare / communicate with lots of people.

3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

1 The _____ _____ uses six different languages.
2 We can _____ in Arabic and in English.
3 The _____ of Arabic speakers is rising all over the world.
4 Learning Arabic will _____ me for the future!
5 You can speak _____ Arabic when you want to communicate in other Arab countries.

a



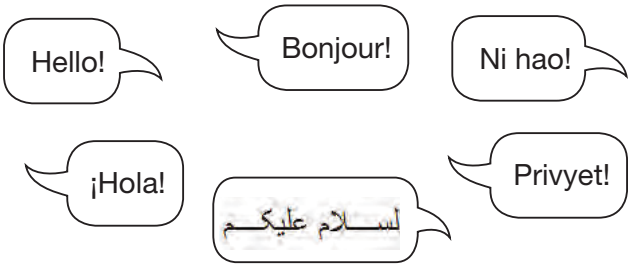
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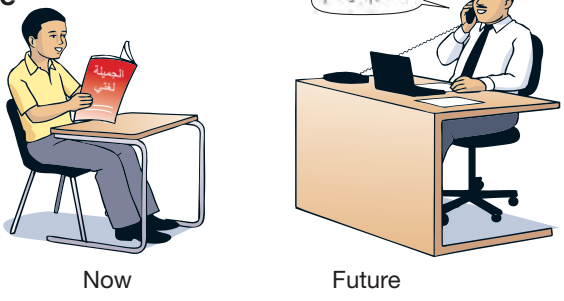
c



d



e



4 Listen and check your sentences.

5 Read the conversation on page 12 again and answer the questions.

1 Why is Jake learning standard Arabic?
2 Why is Arabic important?
3 Can you name another important language?
4 What is happening to the number of Chinese speakers?
5 What language would you like to learn?

1 Listen and repeat the words and expressions.

artist billion businessman Holy Qur'an leader
Middle East Russian technology

2 Work in pairs and answer the questions.

1 Do you like languages?
2 Why is it useful to speak languages?
3 Which countries speak English?

3 Listen and read. Then choose the best title for the passage.

a Arabic and English in the world **b** The world's languages **c** A language for the world

Arabic is a world language. About 400 million people speak Arabic in the countries of the Middle East and North Africa. Many millions more around the world understand some Arabic because it is the language of the Holy Qur'an.



The number of speakers of a world language is always changing because the world is changing. The number of Arabic speakers is rising every year. But the number of Russian speakers is falling. English is like Arabic: the number is rising.



More and more people are communicating in English every day. Why? Because people from different countries often speak English when they meet. Palestinian leaders speak English when they meet to talk about our country. It is the language of science and technology – the language scientists, doctors, businessmen and artists use.

About two billion people speak English in countries like Britain, the United States, Australia and India. Many more are learning it in schools all over the world.

4 Read and tick the true sentences. Then correct the false sentences.

1 About 280 million people speak English in the Middle East and North Africa. ☐
2 The number of Russian speakers is rising. ☐
3 The language of technology is Arabic. ☐

5 Read and answer the questions.

1 What is the language of the Holy Qur'an?
2 How many people speak English?

6 Work in pairs. Read the passage aloud.

1 Listen and number the words in the order you hear them.

artists ☐ billion ☐ businessman ☐ Holy Qur'an ☐
leaders ☐ Middle East ☐ Russian ☐ technology ☐

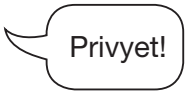
Which words didn't you hear?

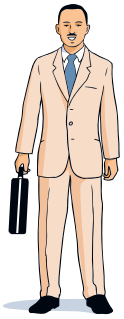
2 Read and circle the correct words.

1 People like artists / Russian are using English to communicate.
2 Arabic is the language of technology / the Holy Qur'an.
3 English is the language of leader / technology.
4 More than a billion / Russian people speak English.

3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

1 English is the language of science and _____.
2 My father is a _____. He can speak English and Arabic.
3 There are more than a _____ people in India.
4 Have you ever been to the _____ _____?
5 Do you know anyone who speaks _____?

a 

b 

c 

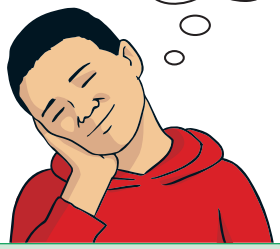
d 1,000,000,000

e 

4 Listen and repeat.

The world is growing.
More and more.
We're speaking more languages.
More and more.
We're visiting countries.
More and more.
We're making new friends.
More and more.
I'm preparing my future.
More and more.
I'm working hard.
More and more.
I'm learning languages, sciences.
More and more.
I'm learning to fly.
More and more.





Pronunciation: word stress in sentences (1)
We always stress some words in sentences more than others.

5 Listen and repeat.

1 The **world** is **grow**ing.
2 **More** and **more**.
3 We're **speak**ing more **lang**uages.
4 I'm pre**par**ing my **fu**ture.

6 Work in groups. Read the poem aloud. Make sure you stress the correct syllables.

1 Read and think. Look at the verbs. Then choose the correct words to complete the rules.

I'm learning standard Arabic these days.
Are you learning Palestinian Arabic?
The number of English speakers **is increasing** all over the world.
We're preparing our future!
The world **is changing** very quickly.
We're speaking more languages.
Is he visiting more countries?

1 We use the present continuous to talk about an action happening now / in the past.
2 We also use the present continuous to talk about things which are changing / habits.
3 We use *has* and *have* / *am, is* and *are* when making the present continuous.

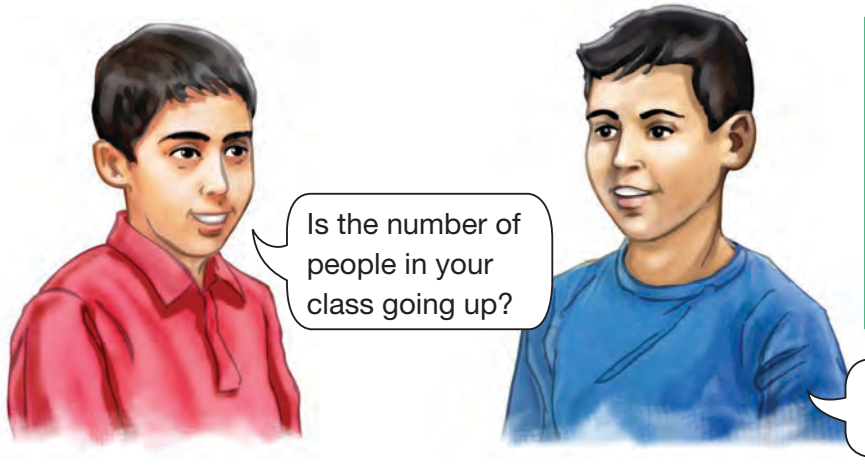
2 Complete the answers with *am*, *is* or *are*.

1 What languages are you learning?
We _____ learning English and Arabic.
2 Is the number of people in the world going up?
Yes it is. It _____ growing. There are about seven billion people.
3 Are you using your English outside of school?
Yes, I am. I _____ listening to more and more songs in English.
4 Hi! How's your family?
Fine, thank you. My sister _____ growing up quickly!
5 Is your school football team playing well?
No, it isn't. And the number of players _____ going down.

3 Answer the questions.

1 What languages are you learning?
2 Is the number of people in your class going up?
3 Are you using your English outside of school?
4 Is your town changing?

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



Grammar: present continuous
We use the present continuous tense to talk about an action or process happening now. We also use the present continuous to talk about change. We form the present continuous with the verb *to be*.

1 Work in pairs and look at the pictures. What do you think the people are saying?

a



b



2 Now listen and choose the correct picture.

3 Complete the questions and sentences.

1 What _____ you _____ here?
2 _____ you _____ Chinese?
3 More and more people _____ _____ Chinese these days.
4 _____ only _____ English this year.
5 The number of students _____ _____ up.

4 Work in pairs. Practise the conversation.

5 Look at the other picture and think about what the people are saying or doing. Write three questions to ask a friend.

6 Work in pairs. Ask and answer questions about what you're saying or doing.

Hello! What are you doing here?

We're having some cakes for my father's birthday.

1 Put the words in alphabetical order.

1 like learn language

_____

2 smile shirt surprised standard

_____

3 everything England early Egypt

_____

Using a dictionary: alphabetical order
The words in a dictionary are in alphabetical order. When the first letters are the same, look at the second letter.

2 Read the email.

To: (your name)

From: Jo

Date: 12 September

Hi,
Thanks for your news. You asked about my news, so here you are!
So many exciting things are happening in my life at the moment. I'm going to a new school, it's much bigger than my old school. I'm learning Chinese – it's really difficult! I'm also listening to lots of new music, and I'm really enjoying the Palestinian music you sent me.
Lots more to tell you,
Pat

Writing skills: contracted forms in present continuous

Remember that we use contractions with pronouns such as *I'm, you're, he's, she's, we're* and *they're* when we speak or when we write something which someone is speaking.

3 Write correct sentences.

1 the number of students is going down
2 more and more people in the world are communicating in english
3 are you reading more books in english
4 good idea you can even study english in bed
5 were learning about english artists at school i love it

Writing skills: punctuation in questions and sentences

Remember that questions end with a question mark ? and sentences end with a full stop.

4 Think about changes in your life and write sentences about them.

I'm listening to different kinds of music.

- **Show your sentence to another student.**
  He / She writes a question.
  What kinds of music are you listening to?
- **Read and write an answer to the question.**
  I'm listening to new Palestinian music.
- **Show your sentences to another student.**
  He / She writes a question.
  Are you listening to English music?
- **Continue until you have answered three questions and written three or four sentences.**

5 Write a reply to Pat's email in activity 2. Use Pat's email and the sentences you wrote in activity 4 to help you.

- Tell Pat what changes are happening in your life.
- Give lots of details.

1 Work in groups. You're going to make a poster about languages.

Unit task: making a poster about languages

- Choose at least three languages.

2 Listen and complete the passage. Check your spelling.

400 million people _____ _____ as their first language. But more than a billion people speak English or _____ _____ to speak English as a second language, and the total number _____ _____ _____. More and more people are speaking English at work. _____ _____ _____ _____ are using English when they're learning other subjects.

3 Listen and repeat the sentences.

4 Find the answers to the questions:

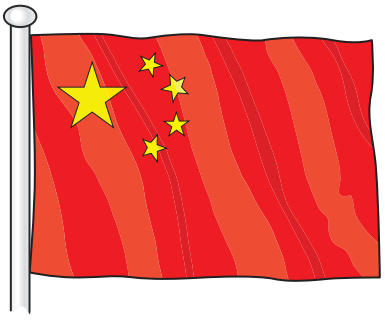
1 Where do people speak the languages you chose in activity 1?
2 How many people speak each language?
3 Is the number of speakers going up or going down?

5 Work in groups of four or five. Write sentences with the answers. Use the dictation passage to help you.

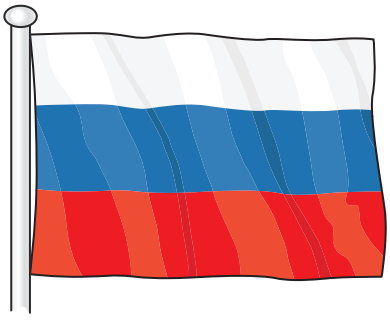
Over 900 000 000 people speak Chinese as their first language. More and more people are learning Chinese now.

- Draw a flag of the country or countries where they speak the three languages.
- Find out how to write and say hello in three languages.
  ni hao! 你好!

6 Put your poster on the classroom wall. Which is the best poster?



China



Russia



Venezuela

UNIT 3

Animal magic

Period 1

1 Listen and repeat the words.

afraid bark common maybe neck rub tail warning

2 Work in pairs, look at the animals in the pictures. What do you know about them?

3 Listen and answer the questions.

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



Karama: Oh no! I'm afraid! I think it's angry.
Alice: I don't think so. I think it likes you.
Karama: Really? Do you understand dogs?
Alice: Yes, usually. A lot of animals communicate with people. But we don't always understand what they're saying.



Alice: My favourite animal is the whale. Whales are big and beautiful, and they sing!
Karama: What do you mean?
Alice: They make a noise like singing. That's how they communicate.



Alice: When a dog barks, maybe it's angry, but maybe it's warning you that it hears something, or it wants food. A happy dog moves its tail and its ears are up.
Karama: I see! But I don't like dogs very much …
Alice: I prefer cats. Listen! It likes me!



Karama: Cool! Is singing common in the animal world?
Alice: No, it isn't.
Karama: I think giraffes are the best. They rub necks to say 'You're my friend.'
Alice: Aw!

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

Everyday English

I don't think so.
What do you mean?

1 Listen and circle the words you hear.

afraid bark common maybe neck rub tail warning

Which word didn't you hear?

2 Read and circle the correct words.

1 Afraid / Maybe the dog is barking because it's happy to see Karama.
2 Dogs often bark as a warning / tail.
3 The cat is barking / rubbing Alice's leg.
4 Singing isn't afraid / common in the animal world.
5 Giraffes have very long necks / tails.

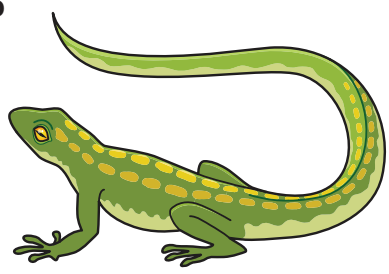
3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

1 Julia is _____ of dogs. She doesn't like them.
2 Cool! It's got a very long _____.
3 He's _____ them to stop.
4 He likes it when you _____ his head.
5 Those dogs _____ every night! It's terrible!

a



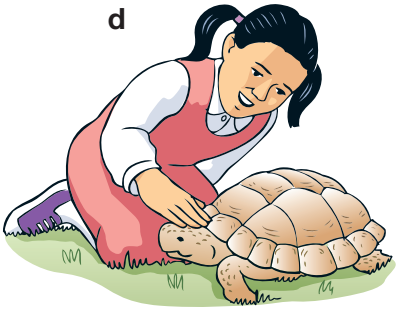
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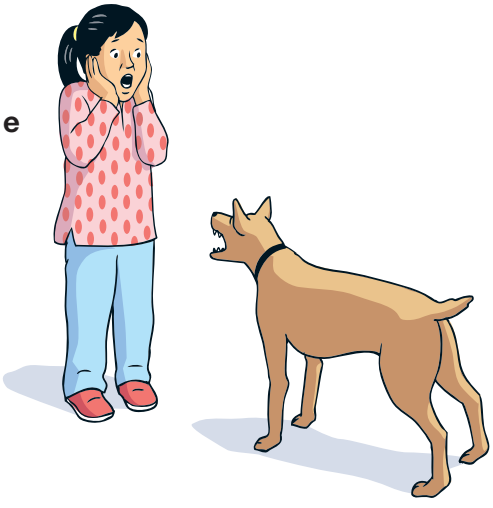
c



d



e



4 Listen and check your sentences.

5 Read the conversation on page 20 again and answer the questions.

1 How does Karama feel about the dog?
2 Why does a dog bark?
3 What does a dog do when it's happy?
4 What is Alice's favourite animal?
5 What do giraffes do?
6 What's your favourite animal?

1 Listen and repeat the words.

distance gorilla intelligent kilometre
know popular story

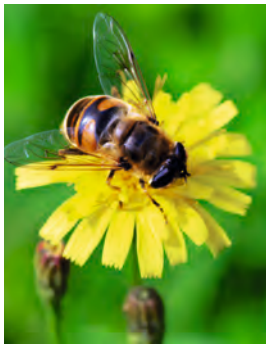
Word formation:
story – stories

2 Work in pairs and answer the questions.

1 Do you know the names of the animals on this page?
2 Do you know how they communicate?

3 Listen and read. Check your answers to the questions in activity 2.





Animals talk to people in different ways and some people learn to understand. Koko is a very intelligent gorilla. She lives with some scientists in the United States. She knows about one thousand signs and she understands about two thousand words in English.

Many animals, like dogs, cats and elephants, make a noise to communicate and some animals communicate over a long distance. Whales make a sound like singing and the noise travels hundreds of kilometres under the sea to other whales.

Some animals communicate in other ways. Bees dance when they find food. Then other bees know what direction to go in.





Stories about people talking to and understanding animals are popular in English. Three famous stories are *Tarzan*, *The Jungle Book* and the Doctor Dolittle books. Doctor Dolittle is a scientist with many animal friends. He talks to them in their languages.

4 Read and tick the true sentences. Then correct the false sentences.

1 Koko can understand one thousand English words. ☐
2 Elephants can make a noise. ☐
3 The noise that whales make travels thousands of kilometres. ☐

5 Read and answer the questions.

1 Why do bees dance?
2 What can Doctor Dolittle do?

6 Work in pairs. Read the passage aloud.

1 Listen and and number the words in the order you hear them.

distance ☐ gorillas ☐ intelligent ☐ kilometres ☐ know ☐ popular ☐ story ☐

Which word didn't you hear?

2 Read and circle the correct words.

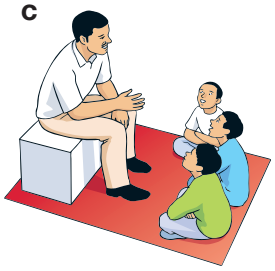
1 Stories about animals are intelligent / popular in English.
2 The noise travels hundreds of kilometres / distance.
3 I know an interesting story / distance about a gorilla.
4 A kilometre is a long distance / know.
5 A gorilla / story is a big animal.

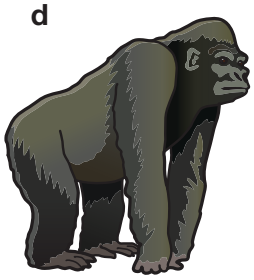
3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

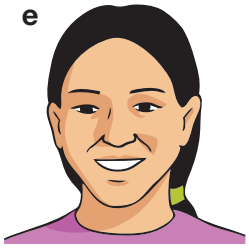
1 Gorillas are very _____ animals.
2 The city is a thousand _____ away.
3 Do you _____ Alena? She's very nice.
4 Drinking tea is very _____ in the UK.
5 My uncle loves to tell a _____. He's very interesting.

a 

b 

c 

d 

e 

4 Listen and repeat.

How do dogs say *You're my best friend*?
How do cats say *Cool! You're here!*
How do giraffes say *Don't worry. I love you*.
How do whales talk to whales who aren't near?
They move their tails,
They bark, they jump,
They rub your legs, their necks, their ears,
They sing, they dance like bees near flowers,
They tell you it all, so learn to hear.



Pronunciation: word stress in sentences (2)
We usually stress the important words in a sentence, such as nouns, verbs and adjectives.

5 Listen and repeat.

1 **How** do **dogs say *You're my best friend***?
2 **How** do **whales talk** to **whales** who aren't **near**?
3 They **sing**, they **dance** like **bees** near **flow**ers.

6 Work in groups. Read the poem aloud. Make sure you stress the correct words.

1 Read and think. What is the tense of the verbs? Then choose the correct words to complete the rules.

I **think** it's angry!
Do you **understand** dogs?
We don't always **know** what they're saying.
It **wants** food.
I don't **like** dogs very much …
She **loves** cats.
What do you **mean**?
Do you **hear** that noise?

1 Many verbs of thinking and liking (see the examples above) are **not used** in the present continuous / simple tense.
2 We use the present continuous / simple even when the action is happening now.
3 Because many of these verbs are verbs of thinking, feeling and liking, we often use them to express actions / opinions.

2 Choose the correct words to complete the sentences.

1 We're watching a film and we enjoy / 're enjoying it. It's good.
2 We're watching a film and we love / 're loving it. It's good.
3 I hear / 'm hearing a noise in the kitchen. Is it a cat?
4 He reads / 's reading a book in English but he doesn't understand / isn't understanding much.

3 Put the words in the correct order to make the answers.

1 What do you think of this? — it / I like / think / it's / I / interesting

2 How do you understand this song? — some English / know / I / and / to practise / I / want

3 Do you want some tea? — Sorry, / like / I / tea / don't / juice / I prefer

4 Do you know Paul? — Yes! / hear / And / I / going to / he's / a new school

5 Do you think the dog likes the ball? — I / he / it / know / likes / Look / his / tail / at

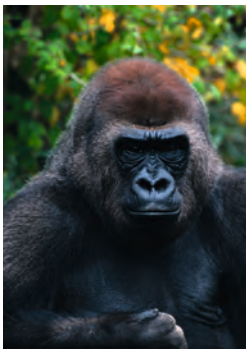
4 Work in pairs. Ask and answer the questions in activity 3.

Grammar: verbs not usually used in the present continuous
Some verbs are **not used** in the present continuous form. Many are verbs of thinking and liking. We use the present simple even when the action is happening now. Because many of these verbs are verbs of thinking, feeling and liking, we often use them to express opinions.

1 Work in pairs. Look at the pictures. What do you know about these animals?

1 

2 

3 

4 

2 Listen and match each passage with the pictures in activity 1.

3 Listen again and answer the questions.

Passage A

1 Why does the dog move its tail and bark? _____

2 How does the dog make the speaker feel? _____

Passage B

3 Can gorillas speak? _____

Passage C

4 Does the speaker like giraffes? _____

Passage D

5 What does the speaker like about whales? _____

4 Complete the questions about animals.

1 What do you think of _____

2 How does a dog _____

3 How do you know when a cat _____

4 Do you know anything about _____

5 What do you know about _____

5 Work in pairs. Ask and answer questions about animals.

Use the questions you wrote in activity 4.

How does a dog show it is happy?

It moves its tail.

What do you think of elephants?

I love elephants. I think they're …

1 Put the words in alphabetical order.

Using a dictionary: alphabetical order
The words in a dictionary are in alphabetical order. When the first and second letters are the same, look at the third letter.

1 tail table tall

_____

2 bark bank ball

_____

3 warning water wall

_____

4 hear here help hen

_____

2 Read the sentences. Then choose the correct answer.

I think whales are fantastic **because** they're very big and they can sing!
Whales are big and they can sing **so** I think they're fantastic.
My dog understands me more and more **because** he's intelligent.
My dog is intelligent **so** he understands me more and more.

Writing skills: linking words

We use *so* and *because* to link two parts of a sentence. *So* describes the effect of something and *because* describes the cause.

1 The dog is barking because / so it's hungry.
2 People like animals because / so animal stories are very popular.
3 That dog is moving its tail because / so it's happy.
4 Bees dance when they find food because / so other bees know what direction to go in.

3 Choose the words to complete the sentences.

1 I don't normally like animals because / but I love his dog.
2 I know you very well because / but you were in my class when we were small.
3 That camel wants to lie down so / and don't go near it!
4 I hear noises in the kitchen so / and something smells good.

4 Think about an animal you like and an animal you don't like. Write a sentence.

I like tigers but I hate cows.

- **Show your sentence to another student. He / She writes a question beginning *Why …?***
  Why do you prefer tigers?
- **Read and write an answer to the question.**
  Tigers are beautiful and I think they're cool.
- **Show your sentences to another student. He / She writes a question.**
  Do you think cows are intelligent?
- **Continue until you have answered three questions and written three or four sentences. You can ask about different animals if you want to.**

5 Work in pairs. Write a short passage describing your partner's favourite and least favourite animals. Use the sentences you wrote in activity 4 to help you.

- Say what he / she likes.
- Say why he / she likes them.
- Say what he / she doesn't like.

1 Work in groups. Prepare to do a quiz called Animal Facts – True or False?

Unit task: making a quiz about animals

- Talk about surprising animal facts.
- Find out if any of you know facts which the others think are surprising.

2 Listen and complete the sentences. Check your spelling.

1 A cow can go up the stairs, but not _____ _____ _____.

2 In Australia there are 17 million _____ and 150 million _____.

3 Most cats in Halifax, Canada, _____ _____ _____.

4 Lions are so _____ _____ _____ _____ _____ them eight kilometres away.

5 _____ _____ _____ better than people.

3 Listen and repeat the sentences.

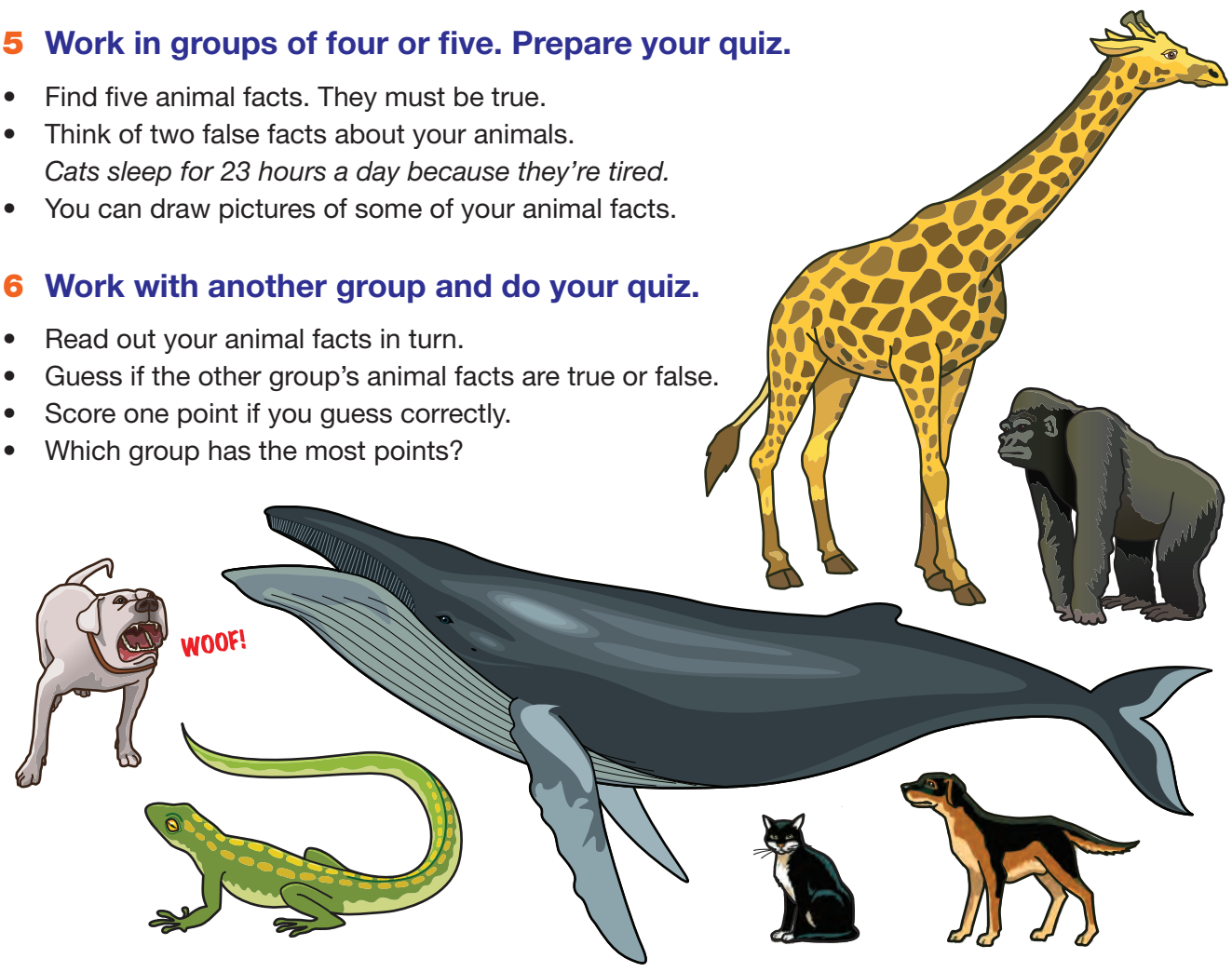
4 Work in groups of two or three. Talk about the animal facts you heard in activity 2.

5 Work in groups of four or five. Prepare your quiz.

- Find five animal facts. They must be true.
- Think of two false facts about your animals.
  Cats sleep for 23 hours a day because they're tired.
- You can draw pictures of some of your animal facts.

6 Work with another group and do your quiz.

- Read out your animal facts in turn.
- Guess if the other group's animal facts are true or false.
- Score one point if you guess correctly.
- Which group has the most points?



Keep in touch!

1 Listen and repeat the words and expressions.

chat | come over | double | half | message | moment | postcard | wrong

2 In pairs, look at the pictures. How many ways to communicate can you see?

3 Listen and answer the questions.

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

Woman: Hello?
Huda: Hello Aunt Alia. Can I speak to Rania, please?
Woman: Sorry. You've got the wrong number.
Huda: Oh, I am sorry. Goodbye.





Huda: Hi, Aunt Alia. It's Huda. Can I speak to Rania, please?
Aunt Alia: I'm sorry, Huda, she's out with her brother. Can I take a message?
Huda: Yes, please. Can you ask her to call me on this number: double two, six, oh, one, five?
Aunt Alia: Yes, of course.
Huda: Thank you. Bye.

Huda's mother: Hello.
Rania: Good morning, Mrs Karmi. Can I speak to Huda, please?
Huda's mother: Who's speaking, please?
Rania: Sorry. It's Rania.
Huda's mother: Hello, Rania. Just a moment.





Rania: Huda! Hi there!
Huda: Hi! I got a postcard from Iqbal this morning – she's in her new house! She wants to invite us to go and see her next week.
Rania: Iqbal! I miss her now she's at a different school.
Huda: Well, come over to my house and we can call her together. We'll have a good chat!
Rania: OK! See you in half an hour.

5 Work in groups. Act out the conversations in activity 4.

Everyday English Double two, six, oh, one, five | Just a moment. | Who's speaking?

1 Listen and circle the words and expressions you hear.

chat	come over	double	half	message	moment	postcard	wrong

Which word didn't you hear?

2 Read and circle the correct words.

1 The woman says Rania has the wrong / double number.
2 Huda gives Aunt Alia a postcard / message.
3 Iqbal sent Huda a moment / postcard.
4 Huda's phone number is double / half two, six, oh, one, five.
5 Huda tells Rania to come over / chat.

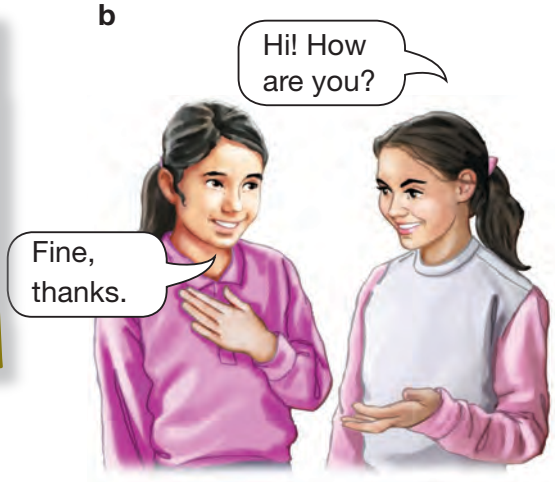
3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

1 She's sending me a _____ from France!
2 Please _____ _____ to see me on my birthday.
3 There's a _____ for you from Sara.
4 She loves to _____ with her friends.
5 I'll be there in _____ an hour.

a



b



c



d ½

e



4 Listen and check your sentences.

5 Read the conversations on page 28 again and answer the questions.

1 Who does Huda want to speak to?
2 Where is Rania when Huda first calls?
3 What did Huda get?
4 Where is Iqbal?
5 What are Rania and Huda going to do?
6 Who do you like to talk to on the phone?

1 Listen and repeat the words.

address contact home lose save send text

2 Work in pairs and answer the questions.

1 Do you write postcards or messages?
2 Who do you write to?
3 What do you write about?

3 Listen and read. Then answer the questions.

1 Who sent the postcard?
2 Who was the postcard sent to?
3 Why didn't Iqbal write to Rania?

Rania is visiting Huda at her home. They are reading a postcard from their friend Iqbal to Huda. Rania wants to know why Iqbal didn't send her a postcard.

Dear Huda

How are things? I hope your family is well.

We're in our new house now so I'm sending you my new phone number (0079-2212-7896). Please save it in the contacts on your phone. This way you don't lose it.

Please give my number to Rania too. I don't have her address so I can't send her a postcard.

Why don't you and Rania come over here to see me? How about next Saturday? Talk to her and then give me a call.

See you soon

Love

Iqbal

Now Rania understands – Iqbal didn't have her address!

Both girls save Iqbal's number in the contacts on their mobile phones. When Rania gets home she will send her address to Iqbal in a text message. Now they are going to phone Iqbal together so they can talk about next Saturday.

4 Read and tick the true sentences. Then correct the false sentences.

1 Rania's address is at the end of the postcard. ☐
2 Rania wants a postcard from Iqbal. ☐
3 Iqbal starts her postcard with *Dear Huda*. ☐

5 Read and answer the questions.

1 Who doesn't have Rania's address?
2 When are the girls coming over?

6 Work in pairs. Read the passage aloud.

1 Listen and number the words in the order you hear them.

address ☐ contact ☐ home ☐ lose ☐ save ☐ send ☐ text ☐

Which word didn't you hear?

2 Read and circle the correct words.

1 Please give me your address / home.
2 I'm sorry, he's not at contacts / home.
3 Send / Save me a text later!
4 Don't contact / lose my number!

3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

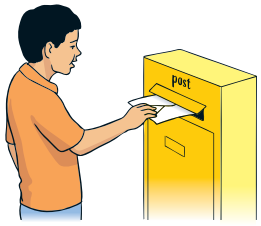
1 Have you got Jack's complete _____? I don't know it.
2 They _____ every morning with their new phones.
3 I want to _____ some photos on my computer.
4 I'm going to _____ you a birthday card. I hope you like it.
5 Please save my number in the _____ on your phone.

a 

b 

c 

d 

e 

4 Listen and repeat.

Send me an email,
Write and ask me,
'Hi, how's your life now?'
Tell me you're fine.
And how is your family?
I hope they're all well.
And school and friends?
Fantastic as well.

Text me or call me
When you have the time
We'll chat about people
About your friends and mine.
Come over to our house
Next Saturday or when
You want to watch football.
Write soon, Jack.
Love, Ben.



5 Listen and repeat.

1 What's your address?
2 How's school?
3 Where are you going?
4 Do you want to come over?

Pronunciation: sounding interested and friendly
We use our voices differently when we want to sound interested and friendly from when we're not interested or angry.

6 Read the poem aloud. Make sure you sound interested and friendly.

1 Look at the conversations on page 28 again and complete the sentences with words from the box.

call got here sorry speak take

1 Can I _____ a message?
2 Just a moment, I'll _____ her.
3 Can I _____ to Huda, please?
4 It's Rania _____.
5 I'm _____. You've _____ the wrong number.

2 Write the words in the correct order. Then work in pairs to check and read your conversation together.

Mr. Masri: Hello, who's speaking?
Aziz: Hello Omar. speak / please / I / Jamal / Can / to ?

_____

Mr. Masri: sorry / I'm / got / number / you've / wrong / the .

_____

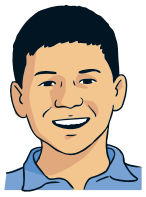
Aziz: Oh, sorry / goodbye / I'm.

_____

3 Work in pairs. Read and number the sentences in the correct order.

a Thank you. Goodbye. ☐
b Hello, uncle. It's Majed here. Could I speak to Omar, please? ☐
c Sorry, Majed. He isn't at home at the moment. Can I take a message? ☐
d Goodbye, Majed. ☐
e Of course. ☐
f Hello? Who's speaking? ☐
g Could you ask him to call me when he gets home? My number is double seven eight three four one? ☐

4 Work in pairs. Read the conversation aloud.




5 Work in pairs. Act out phone conversations.

- Sit back to back.

1 Student A phones Student B to ask for help with homework. Student B answers. They are friends.
2 Student B calls a friend to ask for help with homework but Student A, the friend's father, answers. Student B asks to speak to the friend.
3 Student A calls Student B. It is a wrong number.
4 Student A calls a friend but the friend is out of the house. Student B answers and offers to take a message. Student A leaves a message.

1 Listen and read. Then choose the correct words to complete the rules.

071 657 4498 00 33 492 35 34 24 0845 200 201

When we say phone numbers, we say each number on its own, for example *four, five, six*.

1 To say 0, we say *zero / oh / nothing*.
2 To say 33, we say *three three / two threes / double three*.

2 Listen and circle the numbers you hear.

1	226015	216015
2	203799	203755
3	301188	311088
4	778341	777341

Language in use: saying phone numbers

To say 0, we say *oh*. To say 33, we say *three three or double three*.

3 Work in pairs. Say these phone numbers.

954 662013 674876442
5556798 0778 949251
01 648 29209 00 44 135 82491

4 Read and complete a phone call to a friend.

Mother/Father: Hello.
A: Good _____, Mrs/Mr Karmi. Can I speak to _____, please?
Mother/Father: Who's speaking, please?
A: Ah, sorry. It's _____.
Mother/Father: Hello, _____. Just a moment, I'll call _____.
B: _____! Hi there!
A: Hi! _____. _____
B: Cool!_____.
A: Great idea! No, wait. Come over to my house and _____!
B: OK! See you in _____ minutes.
A: Bye!

5 Work in groups of three. Act out a phone call to a friend and make plans to do something together.

Hello, this is Mrs …

Good afternoon, Mrs … Can I speak to Sami, please?

Using a dictionary: guide words
At the top of the pages in a dictionary are guide words. They help you to find words quickly. The guide word on the left is the first word on the page.

guide word →

chat 76

chat *verb* to talk in a friendly way *I was* ***chatting*** *to Omar this morning.*

1 Decide which words you will find on the same page in the dictionary.

come over cheap cook chicken city change cold

2 Read the email.

Hi Jamal,

How are you? Can you give me back my dictionary please? I need it for school.

Take care.

Jo

3 Complete the email with words and phrases from the writing skills box.

_____ Ahmed,
_____? _____.
Just a _____ to say I hope you enjoyed your birthday party last Saturday. Thank you for inviting me, it was great.
Please, give _____
_____soon!

_____
Marcos.

4 Choose a friend and write him/her an email.

- **Start your email.**
  Dear Karim,
- **Give your email to a partner. He / She writes the next sentence.**
  How are things?
- **Read this sentence, then write the next sentence.**
  Great, I hope.
- **Show your email to another student. He / She writes the next sentence.**
  Do you want to come to my home for lunch next week?
- **Continue until you have written an email and ended it correctly.**
  Take care, (name)

Writing skills: useful language for writing postcards, informal emails and letters

Starting
Dear … / Hello! / Hi!
How are things? / How are you? / How's life?
Well, I hope. / Fine, I hope.
Just a quick message / quick email / short note to say …

Ending
Give my regards to your parents / mother / father / grandmother / brother …
Write soon! / See you soon! / Speak soon!
Take care / Love
In emails and postcards to friends, the words *Dear, Hi, Hello* and *Love*, and the phrases *See you soon, Write soon, Speak soon* and *Take care* always start with a **capital letter**, and are on a new line.

5 Work in pairs. Show each other the email you wrote in activity 4 and write a reply.

- Suggest a good time to meet.
- Suggest a place to meet.

Unit task: making a class message board

1 Work in groups of two or three. You're going to make a class message board.

- Make a list of topics for your class message board. Here are some ideas:
  What's on *Help wanted* *For sale* *Wanted* *Top travel tips*

2 Listen and complete the sentences. Check your spelling.



1 _____ Mrs. Archer. Is Freddie _____ _____?
I'm sorry. You've _____ the _____ _____.
2 Can I _____ a _____?
Yes, please. Can he _____ _____ this afternoon?
3 Can you _____ _____ ? We can _____ _____.
OK. _____ you in _____ minutes. Bye.
4 Listen to this! '_____ Ghada, I want to _____ _____ _____ London.
Can you come over? _____ Ella.' Wow!

3 Listen and repeat the sentences.



4 Read these sentences from telephone conversations and messages. Write the sentence before and after.

1 Yes, of course. Just a moment. I'll call her.

2 I'm very sorry. He's out with his mother at the moment.

3 Can I invite you to a party at my house this Sunday?

4 Ha ha, don't worry. I can come over this evening.

5 Can you help me? How do I save contacts on this new phone?

5 Work in pairs and check your answers to activity 4. Read the conversations and messages aloud.

6 Write two or three short telephone conversations and messages.

- Put the messages on the board.
- Write the telephone conversations as messages and put them on the board.

Revision

1 Look at the pictures. What do you think they are saying?









2 Listen and answer the questions.

1 What is Uncle Bilal doing in the United States?
2 Does Bilal like the US?
3 What doesn't he like?

Leila: Hello. Who's speaking?
Bilal: Leila, it's me! Bilal!
Leila: Bilal! Are you calling from the US?
Bilal: Yes, I am. Leila, I love it here, it's fantastic. But it's very different and I miss you.
Leila: Uncle Bilal called this afternoon. I was very surprised!
Amir: How is he? Why hasn't he sent me a postcard?
Leila: Well, you know he's very busy. He's usually out meeting new people.
Leila: The United States is famous for computers and the internet so he's talking to important people - important for his future.
Rania: Does he chat to them in English or in Arabic?
Leila: In English. He says he's learning more and more every day.
Leila: He doesn't like the weather much. It changes all the time, and it rains a lot.
Amir: Did he give you a message for us?
Leila: Of course! He sent hugs.
Amir: Aw, I miss Uncle Bilal.
Rania: I've got his email address. How about sending him an email together?
Amir: Good idea.

3 Read and answer the questions.

1 Why is Leila surprised to hear from Bilal?
2 What does Amir want from Uncle Bilal?
3 Why hasn't Uncle Bilal sent Amir what he wants?
4 Why doesn't Uncle Bilal like the weather in the US?
5 How is the family going to send a message to Uncle Bilal?
6 What is the best title for the passage?

a News from Uncle Bilal **b** A phone call **c** Let's send a text message

4 Work in groups of four. Act out the conversation in activity 2.

1 Read and tick the true sentences. Then correct the false sentences.

1 Leila isn't pleased that Bilal is calling. ☐
2 Bilal is missing Leila and the family. ☐
3 Bilal isn't learning much English. ☐
4 Bilal's message was 'Give Amir and Rania a kiss from me'. ☐
5 Rania and Amir want to write an email together. ☐

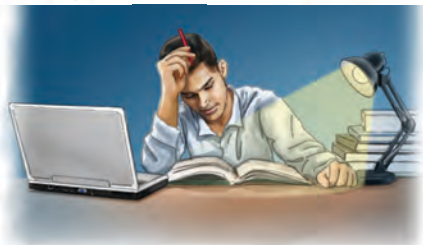
2 Match the sentences to the pictures.

1 Bilal never gets bored!
2 Bilal is learning standard English so he can communicate with people all over the world.
3 Bilal often meets very interesting and important people.
4 People always smile and nod at Bilal.
5 Bilal sometimes texts Amir or sends him emails because he knows Amir misses him.

a 

b 

c 

d 

e 

3 Work in pairs. Read page 36 and find and say in the conversation:

- a sentence with a word which tells us how often something happens;
- a sentence with the present continuous tense which talks about something which is changing.

Correction competition: You get one point for every correct tick or cross. You get two points for every incorrect sentence that you correct.

4 Work in pairs. Tick (✓) the correct sentences and put a cross (✗) next to the incorrect sentences.

1 Bilal never sends Amir postcards.
2 Women hug often their friends.
3 Bilal is learning more and more English.
4 The number of Arabic speakers going up every year.
5 Amir is wanting a postcard from Uncle Bilal.
6 What are you meaning?
7 I'm sorry but Bilal's not here. Can I take a message?
8 Hello. This is six eight forty-four oh nine. Who's speaking?

Now correct the incorrect sentences.

1 Complete the conversation with words from the box.

chat come over communicate different
important intelligent know pleased

There are lots of students here. I'm meeting some very nice people. Some _____ a lot and are very _____.

Yes, we all speak _____ languages but we can all speak some English. In fact we are all learning more and more English every day.

I want to ask Amir to _____ _____ to visit me here. He can meet English-speaking people and he can _____ in English.



Can you _____ well with the other students?

Good – that's very _____.

Thank you! He's going to be very _____ when I tell him! You're a great uncle!

2 Listen and check your sentences.

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

4 Work in pairs. Ask and answer.

Where is Bilal? — He's in the US.

What is he doing there? — He's learning English and he's meeting people.

Why is he calling? — Because he misses his family.

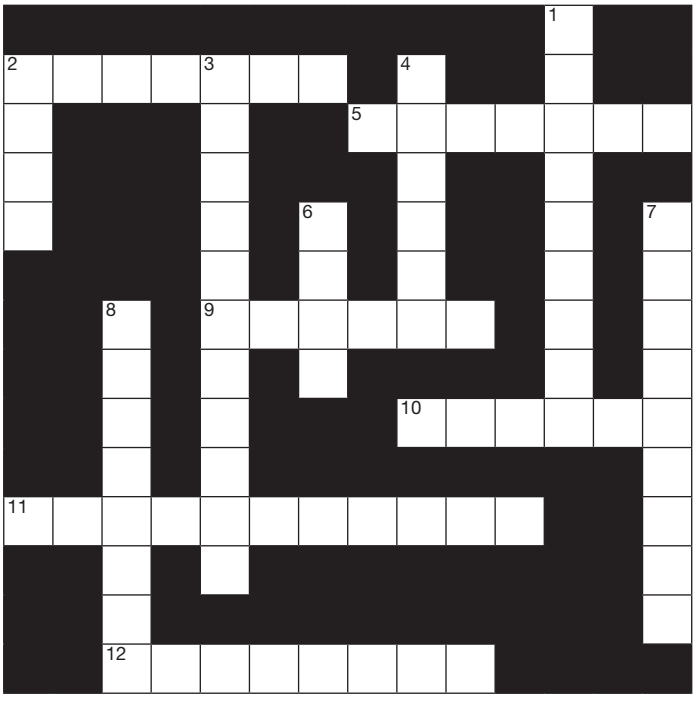
What does Amir want?

What do Amir and Rania do together?

What does Bilal want to do?

Who does Bilal want Amir to meet?

1 Work in pairs. Complete the crossword puzzle.



Across

2 the number 1,000,000,000
5 Many people know and like him. He is very _____.
9 Yaser Arafat was a great _____.
10 a very short time
11 men working in business
12 the amount of space between two things

Down

1 a measure of distance: 1000 metres
2 a noise a dog makes when it hears something
3 quick to learn and understand things
4 two of something, often a number
6 talk in a friendly way about things which are not important
7 not always
8 the number 1000

2 Write an email to someone in your family who is in an exciting place.

- **Start your letter and write a first sentence.**
  Dear Uncle Karim,
  I hope you're well. How's life in London?
- **Show the sentences to another student. He / She writes a sentence or two.**
  I think it's a fantastic city. Do you like it?
- **Read your letter and write another sentence or question.**
  Do they speak standard English in London?
- **Show your letter to another student. He / She writes a sentence or question.**
  Do you understand the people there?
  I want to go!
- **Continue until you have written three or four questions and sentences each.**
- **End your letter correctly.**
  Lots of love,
  Othman



3 Choose a poem from Units 1–4. Work in pairs and read it aloud.

UNIT 6

Goal!

Period 1

1 Listen and repeat the words.

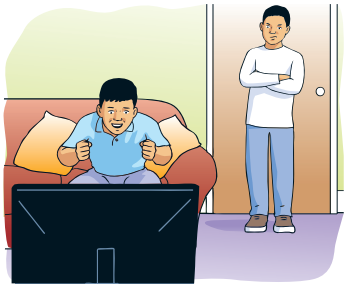
already goal just match
score team win yet

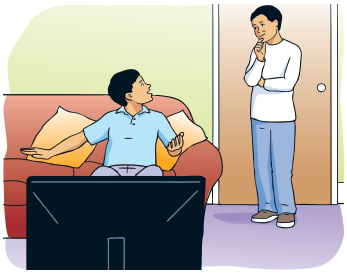
Word formation: win – winning – won
Egypt – Egyptian Jordan – Jordanian

2 Work in pairs. Look at the pictures. What do you know about football?

3 Listen and answer the questions.

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









Kamal: What are you watching?

Basem: Football. The second half has just started. It's really good!

Kamal: Really good? I don't think so! Football's boring. Lots of people and a ball …

Basem: It's two teams and a ball. You know that.

Kamal: Sorry, two teams. Is it a good match?

Basem: Yes, sit here and watch. The Egyptian team are winning. They have already scored three goals. They're the team with red shirts.

Kamal: Who's the other team? The team in white. Have they scored?

Basem: It's the Jordanian team. No, they haven't scored yet. But number seven is great. He's my favourite player.

Kamal: Oh! He's fallen over!

Kamal: GOAL!! Wow! What a great goal!

Basem: A really good goal! The Jordanian team have scored but they haven't won. The match has just finished.

Kamal: Never mind. Are there any other matches today?

Basem: Yes, the Russian team are playing the United States team at eight o'clock. But you don't like football!

Kamal: I've changed my mind.

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

Everyday English I don't think so! Never mind. I've changed my mind.

1 Listen and circle the words you hear.

already goal just match score team win yet

Which word didn't you hear?

2 Read and circle the correct words.

1 The football match has yet / just started.
2 The score / match is 3:0.
3 The Egyptian team / win have scored three goals.
4 The Jordanian team haven't scored yet / already.
5 The red team played hard to win / score the match.

3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

1 The _____ was 1:0.
2 The red _____ haven't scored yet.
3 My team are going to _____! The score is 3 : 1.
4 When does the _____ start?
5 Look! The white team have just scored a _____!

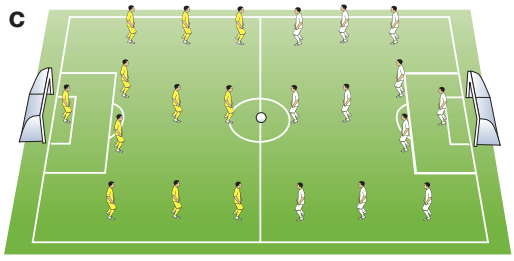
a



b



c



d



e



4 Listen and check your sentences.

5 Read the passage on page 40 again and answer the questions.

1 What does Kamal think about football?
2 Which teams are playing?
3 How many goals have the Egyptian team scored?
4 What colour do the Jordanian team wear?
5 Who is Basem's favourite player?
6 Do you like football? Which team is your favourite?

1 Listen and repeat the words.

competition dangerous enormous enter final freezing pitch World Cup™

2 Work in pairs and answer the questions.

1 How many teams do you know?
2 What colours do they wear?
3 What do you need to play football?

3 Listen and read. Find out why football is so popular.

Football is the world's favourite sport, with more than 250 million players in more than 200 countries. You only need a ball, people and a place to play. You don't need a pitch; it can be the street, a playground, a park or a beach. You can play when the weather is good, in the rain or when it's freezing (but that can be dangerous!).



Every four years, players from all over the world meet for the greatest football competition of all – the World Cup™. Most countries enter but only the 32 best teams go to the final. The only team that have played in all the finals is Brazil. They have also won the competition more times than any other team.

Everyone wants to have the World Cup™ in their country – there is a competition for this also. The winning country needs to have good places for the matches – enormous stadiums with fine pitches. It also needs to have good transport for all the people who travel to watch the matches, and lots of places for them to eat and sleep.

World Cup™ finals

2010	South Africa
2014	Brazil
2018	Russia
2022	Qatar

4 Read and tick the true sentences. Then correct the false sentences.

1 You can play football in good weather and in bad weather. ☐
2 The World Cup™ is every five years. ☐
3 There are 32 teams in the final. ☐

5 Read and answer the questions.

1 How many countries play football?
2 Which team have played in all the finals?

6 Work in pairs. Read the passage aloud.

1 Listen and number the words in the order you hear them.

competition ☐ dangerous ☐ enormous ☐ enter ☐ final ☐ freezing ☐ pitch ☐ World Cup™ ☐

Which words didn't you hear?

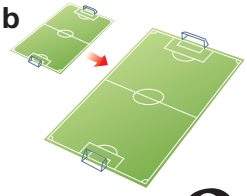
2 Read and circle the correct words.

1 It's too dangerous / enormous to play.
2 The pitch / competition is very exciting.
3 What time is the pitch / final?
4 It's so cold today. I'm freezing / enormous!
5 Qatar has never won the World Cup™ / enter.

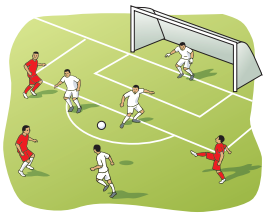
3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

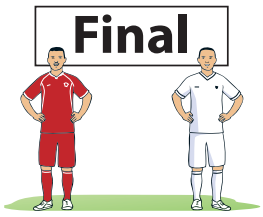
1 How many players are on the _____?
2 Brazil has won the _____ _____ more than any other team.
3 It's too _____ to play. The weather is too bad.
4 The pitch is _____! It's the biggest one I've seen.
5 The red team have _____ the final.

a 

b 

c 

d 

e 

4 Listen and repeat.

What do you think of sport, hmm?
What do you think of sport?
He's scored a goal! Oh it's amazing!
And look at the pitch, wow, it's enormous!
My team have won! Wow, oh I love them!
I love all sports, yes I do.
What do you think of sport, hmm?
What do you think of sport?
She's won ten races? Oh, how boring.
That player's fallen. This is dangerous.
Can we go home now? It's freezing cold.
What do you think of sport, hmm?
What do **you** think of sport?

Pronunciation: *-ed* endings
Sometimes an *-ed* ending only adds a **'t'** or a **'d'** sound to the end of a verb. But sometimes you need to add '**id**' because it's difficult to say with 't' or 'd'.

5 Listen and repeat.

1	/d/	listened	scored		
2	/t/	watched	stopped		
3	/id/	visited	started	wanted	invited

6 Read the poem again. Make sure you sound the *-ed* endings correctly.

1 Read and think. Look at the verbs and the use of the words *just*, *already* and *yet*.

The Brazilian team **have won** five times.
They **have entered** all the competitions.
I'**ve changed** my mind.
He'**s fallen** over!

The other team **haven't arrived**!
They **have just finished** the match.
He **has already scored** three goals.
They haven't scored yet.

2 Choose the correct words from the box to complete the rules.

enter fall finish has / have past present start win

1 We form the present perfect with _____ / _____ and the past participle.
2 When we form the past participle, we add **-*ed*** to regular verbs, such as _____, _____ and _____.
3 Some verbs are irregular, such as _____ and _____ and we need to learn the past participle.
4 We use the present perfect to talk about a _____ action with an effect on the _____.

3 Match the verbs and past participles.

1	start	_____	6	win	_____
2	score	_____	7	change	_____
3	become	_____	8	see	_____
4	fall	_____	9	have	_____
5	finish	_____	10	do	_____

become *had*
changed *scored*
done *seen*
fallen *started*
finished *won*

4 Complete the sentences with the correct forms of the words in brackets.

1 My best friend _____ (have) lunch at my house this week.
2 I _____ (learn) a lot today.
3 My favourite team _____ (win) a lot of matches this year.
4 I _____ already _____ (visit) Jerusalem.
5 We _____ just _____ (finish) this book.

Grammar: present perfect
We form the present perfect with *has* / *have* and the past participle. When we form the past participle, we add *-ed* to regular verbs, such as *start, enjoy* and *learn*. Some verbs are irregular, such as *be, come* and *do* and we need to learn the past participle. We use the present perfect to talk about a past action with an effect on the present.

5 Write questions and answers. Then listen and check.

1	have / scored / our team / any goals?	Yes / have. / they / have / scored / they / two
2	the match / has / finished?	No / hasn't / it / finished.
3	You / have / done / your homework?	Yes / have. / I
4	have you / done / what / today?	have / I / had / an amazing breakfast.
5	what / visited / have you / in Palestine?	I / seen / have / many places.

1 Work in pairs. Look at the pictures and answer the questions.

1 How many of the sports have you seen?
2 How many have you tried?
3 Which one do you like best?

2 Listen and number the pictures in the correct order.

a 

b 

c 

d 

e 

3 Complete the sentences.

1 Jones _____ _____ out of the water.
2 The ball _____ _____ over the goal.
3 Number 11 _____ _____.
4 The Ferrari _____ _____ the Lotus.
5 I think he _____ _____ himself.

4 Work in pairs. Ask and answer questions about sports.

What sports have you learned to do?

I've learned to swim and play football.

Ask and say:

- if you scored any goals or won any races.
- if you've visited a different town to do it.
- if your team have won any matches.

5 Practise your conversation with another student.

Using a dictionary: example sentences
Dictionaries have example sentences to help show you the meaning of the word.

definition (the meaning) → **match** a game between two people or two teams
*I'm playing in a football **match** tomorrow.* ← example sentence

1 Match the words with their definitions and example sentences.

pitch	someone who plays a game or sport	*We are playing on the new football **pitch** today.*
score	the points you get in a game (or the marks you get in a test)	*My father is a good tennis **player**.*
player	a field on which games are played	*The **score** in our football match was 3-2.*

2 Read the description and match it with the correct picture.

The weather is freezing here today in London, and the players are looking very cold. One player has tried to score a goal but has missed, and the ball has gone off the pitch. One of the players is pushing another player, but no one has seen him yet. It's not a very exciting match and the people watching the match are looking bored. A player is drinking a mug of coffee.

a



b



3 Write correct sentences.

1 thats the brazilian team theyve already scored three goals
2 the egyptian team have scored but they havent won
3 hes my favourite player but hes just fallen over
4 ive changed my mind
5 the brazilian team have won five times

Writing skills: contracted forms in present simple and present perfect

Remember that we use contractions with pronouns when we speak or when we write something which someone is speaking. *They've already scored three goals.* We don't use contractions with nouns. *The Brazilian team have scored.*

4 Write a sentence about a scene from sport.

The short Brazilian player is excellent.
Show your sentence to another student. He / She writes a question.
What has he done?
Read and write an answer to the question.
He has passed all the other players.
Show your picture and sentences to another student. He / She writes a question.
How many players have seen him?
Continue until you have written answers to three or four questions.

5 Look at the other picture and write a description. Use the description in activity 2 to help you.

Unit task: presenting the radio sports news

1 Work in groups of four or five. You're going to present the sports news on the radio.

- Make a list of important sports matches at the moment.
- Choose four or five to write a description about.

2 Listen and complete the passage. Check your spelling.

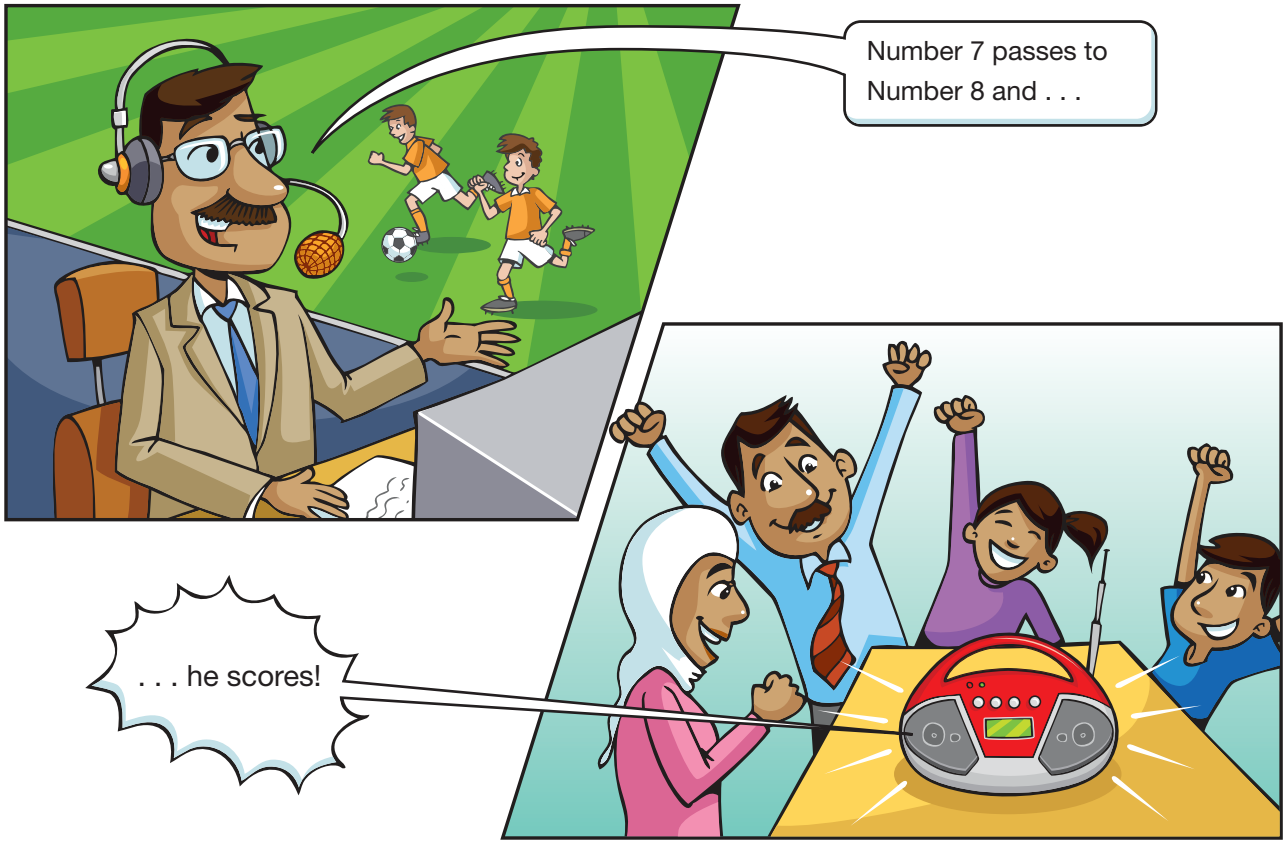
Good evening and welcome to Sports Today. I'm _____ to you from the football _____ between Egypt and Jordan here in Cairo. It's very exciting and the _____ is _____! We have a few minutes before the match starts, so there's time to hear some news from the others in our radio _____ _____ _____ home.

3 Listen and repeat the sentences.

4 Write two or three short sports reports.

- Help each other with your reports. Make sure each is no more than two or three sentences.
- Make sure you can read it aloud.
- Include details about what you can see.
- Include a sentence about what you can see as it's happening.

5 Present your sports news to the rest of the class.



The craft show

1 Listen and repeat the words and expressions.

crafts | cut up | excited | put away | sweep up | throw away | tidy up | traditional

2 Work in pairs. Look at the pictures and answer the questions.

1 What are the girls doing?
2 What have they already done?

3 Listen and answer the questions.

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



Noor: Have you finished yet?
Ghada: I'm about to finish. We need to make a sign for tomorrow.
Noor: I've just made it, it's there, look. I cut up an old box and painted it.
Ghada: Wow! It's fantastic!
Narrator: Traditional crafts by class 7A.
Noor: Right. Come on, let's tidy up!
Ghada: OK. You tidy up the tables and I'll sweep up.
Noor: Where do I put things?
Ghada: In those boxes and then put them away in the cupboards.
Noor: And what about this?
Ghada: What is it?
Noor: The box that I cut up.
Ghada: Just throw it away. We can't use it again.
Noor: OK.
Ghada: Right. Have we finished yet?
Noor: Yes, I think so. I've already thrown away the things from that table and I've put away the boxes.
Ghada: Great! We've done it all!
Noor: It'll be fantastic, tomorrow. My parents want to come. I'm really excited!
Ghada: Me too. Have you seen my bag?
Noor: No. Where was it?
Ghada: It was on that table.
Noor: Uh, oh.







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

Everyday English Have you finished yet? | Come on, let's … | We've done it all!

1 Listen and circle the words you hear.

crafts	cut up	excited	put away	sweep up	throw away	tidy up	traditional

Which word didn't you hear?

2 Read and circle the correct words.

1 Noor has already cut / tidied up a cardboard box.
2 The class have made traditional crafts / boxes.
3 Ghada is going to sweep / cut the classroom.
4 Ghada tells Noor to cut up / throw away the box.
5 I like making excited / traditional crafts.

3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

1 I think I need to _____ _____ my bedroom.
2 We're going to Cairo tomorrow! I'm so _____!
3 Mum! Please, no, don't _____ _____ my T-shirt! It's my favourite!
4 'Could you _____ _____ the plates, please?' 'It's alright. I've already done it.'
5 What about the dirt? I'm going to _____ _____ now.

a 

b 

c 

d 

e 

4 Listen and check your sentences.

5 Read the conversation on page 48 again and answer the questions.

1 What has Noor made?
2 What does the sign say?
3 What is Noor going to do?
4 What is Ghada going to do?
5 What has Ghada lost?
6 Do you like crafts? What can you make?

1 Listen and repeat the words and expressions.

amazing ceramic clay fascinating loads of report shape sure

2 Work in pairs and answer the questions.

1 What crafts do you like?
2 What crafts can you make or do?

3 Listen and read. Answer the questions.

1 Who wrote the report?
2 Did the crafts show go well?
3 Who made the best ceramics?

The Class 7A Traditional Crafts show

A report by Noor and Ghada

The traditional craft show has just finished. It was amazing!

All of the pupils in 7A worked hard over the last few weeks and we all made something. We also had loads of fun doing it! We got everything ready last night. We made a sign and tidied up.

Many parents came to the school today to see the crafts. We are sure they all went home very pleased with what they saw.

We all think that Amani made the best ceramics. She made some amazing bowls from clay. They had lovely shapes and she painted loads of little flowers on the bowls. She used beautiful colours. They were fascinating to look at and all the parents wanted to buy one.

We all think Amani is going to be a great artist. She has been to Jerusalem to look at the ceramics they make there. One of the artists is going to teach her more.

4 Read and tick the true sentences. Then correct the false sentences.

1 The pupils in 7B have worked hard. ☐
2 Many parents came to see the crafts. ☐
3 Noor made the best ceramics. ☐

5 Read and answer the questions.

1 Who wrote the report?
2 Where has Amani been?

6 Work in pairs. Read the passage aloud.

1 Listen and number the words in the order you hear them.

amazing ☐ ceramics ☐ clay ☐ fascinating ☐ loads of ☐ report ☐ shape ☐ sure ☐

Which words didn't you hear?

2 Read and circle the correct words.

1 I'm going to write a shape / report.
2 I love the clay / shape of that bowl.
3 Wow! That is loads of / amazing.
4 The craft show was fascinating / sure.
5 We use clay to make ceramics / reports.

3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

1 Mr Rammal has made some beautiful _____!
2 'Do you like the show ?' 'Well, I'm not _____.'
3 I love watching Ali make kites. It's _____.
4 Grandad, can you teach me to make things with _____ too?

a 

b 

c 

d 

4 Listen and repeat.

Two brothers

Have you swept up the kitchen yet?
Yes, I've already done it.
Have you cut the bread for lunch?
Yes, I've already done it.
Have you put away your books?
No, but I've just finished studying.





Have you tidied up your room yet?
No, I haven't done it yet.
Have you done your homework?
No, I haven't started it yet.
Have you thrown away those things?
No, I've lost my shoes.





My sons, my sons, I love you two, so different from one another.
Your happy faces, smiling faces … but Jake, please teach your brother!

Pronunciation: unstressed vowels
We don't stress all vowels. Sometimes we just use a short 'uh' sound.
Have you put away your books?

5 Listen and repeat.

the kitchen your room the bread for lunch your homework

6 Work in groups of three. Read the poem aloud.

1 Read and think. Then underline these words: *just*, *already*, *yet*.

I've just made it.
Noor has just thrown away Ghada's bag.
We've just finished studying.
I've already thrown away the things from that table.
They've already done it.
Noor has already cut up the cardboard box.
I haven't seen them yet.
Noor hasn't been to Jerusalem yet.
Have you finished yet?
Has he tidied up the kitchen yet?

2 Now choose the correct words to complete the rules.

1 We put *just* before / in the middle of / after the verb. When we use *just*, the verb is affirmative / negative / a question.
2 We put *already* before / in the middle of / after the verb. When we use *already*, the verb is affirmative / negative / a question.
3 We place the word *yet* before the verb / in the middle of the verb / at the end of the sentence. When we use *yet*, the verb is affirmative / negative or a question.

3 Match the sentences to the correct picture.

1 She's already tidied up.
2 She's just tidied up.
3 She hasn't tidied up yet.

a 

b 

c 

4 Put the words in the correct order.

1 my / yet / I / new / haven't / book / read / . _____
2 car / the / washed / Have / yet / you / ? _____
3 cake / cut / She's / up / already / the / . _____
4 some / just / I've / had / juice / . _____
5 seen / He's / her / ceramics / beautiful / already / . _____

5 Write complete questions.

1 Have you _____ (see) _____ yet?
2 Have you _____ (be) to _____ yet?
3 Have you _____ (put) away _____ yet?
4 Have you _____ (visit) _____ yet?

6 Work in pairs. Ask and answer the questions in activity 5.

Grammar: *already, just, yet*
We put *already* in the middle of the verb. When we use *already*, the verb is affirmative.
We put *just* in the middle of the verb. When we use *just*, the verb is affirmative.
We put *yet* at the end of the sentence. When we use *yet*, the verb is negative **or** a question.

1 Work in pairs. Look at the pictures and answer the questions.

1 Where are they?
2 What are they doing?

2 Listen and put the pictures in order. Write the letter on the picture.

1 

2 

3 

3 Listen again and answer the questions.

PART A

1 Does the man welcome the boys to his shop? _____

2 Why are the boys in the shop? _____

PART B

3 How did the boy break the bowl? _____

PART C

4 What does the man give to the boys? _____

5 Why does he give it to them? _____

4 Ask questions. Then listen and check.

1 Have / you / be / to / Jerusalem / yet / ?
2 Have / you / see / ceramics from Jerusalem / yet / ?
3 Have / you / buy / ceramics / from / Jerusalem / ?
4 Have / you / make / crafts / at school / ?
5 Have / you / give / something special to your parents / ?

5 Work in pairs. Ask and answer questions about things you've done recently.

Use the questions in activity 4 to help you.

Have you been to Jerusalem?

No, I haven't, but my parents have been and I want to go.

Have you seen … yet?

Yes, I have. I think they're fantastic.

6 Practise your conversation with another student.

1 Match the definitions with the example sentences.

cut

1 to break something with a knife or scissors:
2 to make something shorter:
3 to take a piece from something:
a *I'll **cut** you a piece of cake*
b *We **cut** the water melon. I **cut** my leg.*
c *She **cut** her hair.*

Using a dictionary: more than one meaning
Dictionaries tell you the meaning of a word. Some words have more than one meaning. The definition and example sentence will help you understand the different meanings.

2 Read and complete the letter. Use words from the box.

clay fantastic shape sure teach throw ... away

27, Bath Street
Lords Green,
Maidenhead
12th August, 2013

Dear Mum and Dad,

Here I am at the Summer School, and it's fantastic! This week, we're learning about crafts. We've got two teachers, and they're 1_____. They 2_____ ceramics at a school in the USA. I haven't made anything yet but I've played with some 3_____. It's very cold in your hands. My new English friend Jade has just made a very strange 4____ – I'm not 5____ what it is. A cat, maybe? She says it's terrible and she wants to 6_____ it _____.

I love this school! The people are friendly and the food is good. Can I come here every summer, please?

Give my love to Grandma,

Love,

Fatima

3 Look at the letter and choose the correct answers.

1 In the top right corner, you write
a your address
b the date
c your address and then the date.

2 You start your letter
a on the left
b on the right
c in the middle.

3 You end your letter
a on the left
b on the right
c in the middle.

4 You write 'Love' or 'Best wishes'
a on the same line as the sentence before
b on a new line
c after your name.

4 Work in pairs. Write a letter.

Writing skills: writing a letter

- **Write your address and the date in the correct place.**
  40 Hebron Street, Nablus. 16th April 2013
- **Choose a person to write to. Start the letter.**
  Dear Mohammad
- **Show your letter to your partner. Continue until you have written a letter together then end it correctly.**
  Give my regards to Uncle Farouk,
  Love,
  Hassan

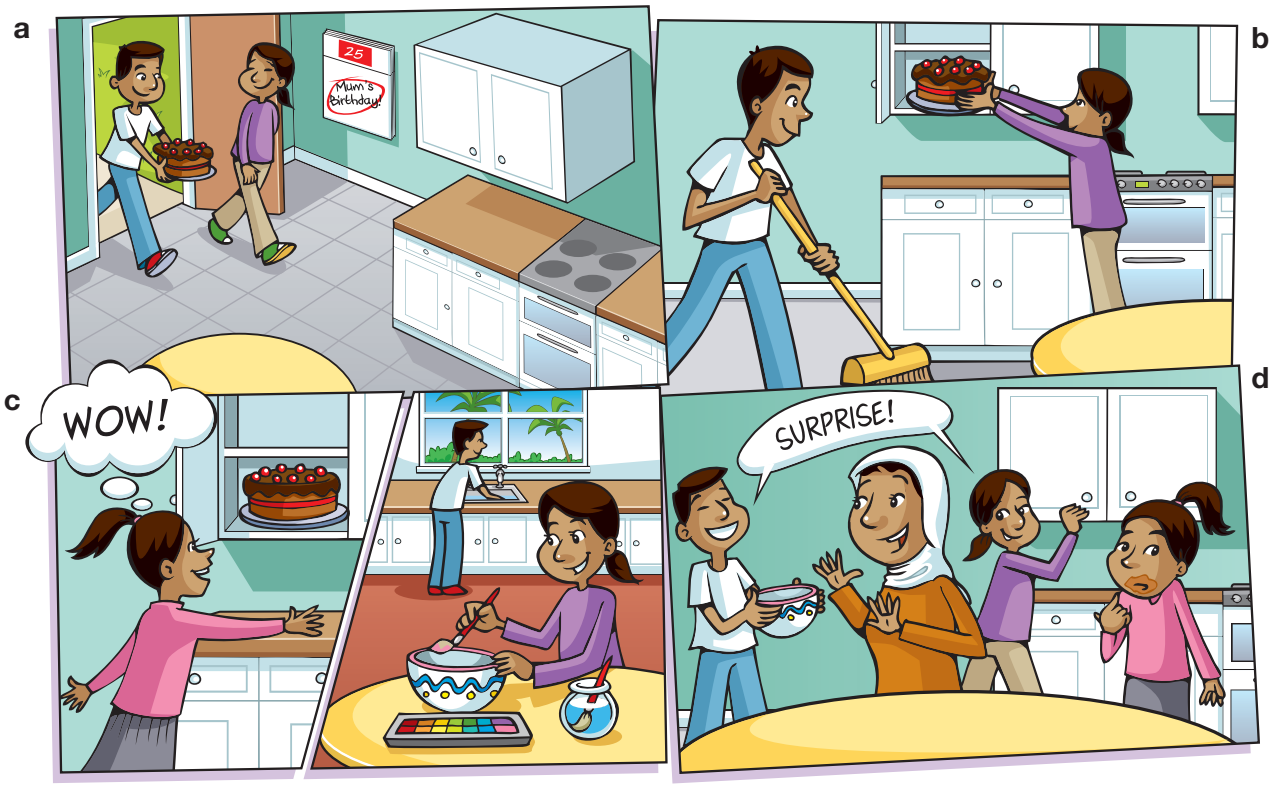
5 Write a letter to your parents.

- Imagine you're away from home. Tell your parents where you are and what you're doing.

Unit task: making a comic strip

1 Work in groups of two or three. You're going to make a comic strip.

- Look at the comic strip and talk about what's happening.



- Think about what happens next.

2 Listen and complete the sentences. Check your spelling

1 Happy birthday Mum! We've _____ _____ _____ _____.
2 It's Mum's birthday. _____ _____ _____ her a birthday cake yet?
3 Yes, I've _____ _____ _____ in the cupboard.
4 Oh, I haven't _____ _____ _____ _____. I wonder what's in the cupboard.
5 But where is it? _____ _____ _____ _____ _____?
6 Thank you everyone! I've had _____ _____ _____.

3 Listen and repeat the sentences.

4 Match sentences 1–4 in activity 2 with the pictures in the comic strip.

5 Complete your comic strip. Draw two more pictures and write the conversation.

- Think about what has happened to the cake.
- Decide what the children can do.
- Think why Mum has had a lovely birthday.

6 Show your comic strip to the whole class. Which is the best comic strip?

UNIT 8

The hike

Period 1

1 Listen and repeat the words and expressions.

differences group instructions part put on
remember shade strange

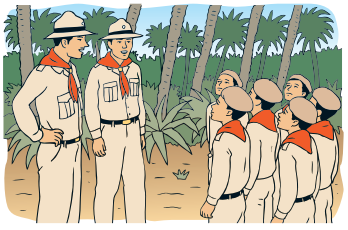
Word formation:
yourself – yourselves

2 Work in pairs. Look at the pictures and answer the questions.

1 Where do you think the boys are going?
2 Have you ever done this?

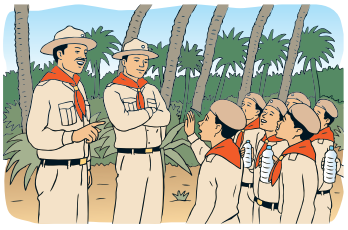
3 Listen and answer the questions.

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









Mr. Carter: Before you start the hike, I need to give you some instructions.
Mr. Sands: Be quiet, please, everyone! Listen to Mr. Carter.
Mr. Carter: Right. Stay with your group. Try not to hurt yourself. Tell your group leader about any problems.
Ameer: Who are our group leaders?
Mr. Carter: Let's see. That's strange, I can't remember!
Mr. Sands: I think we said Soheil and Omar.
Mr. Carter: Ah yes, thank you.
Mr. Carter: There are some big differences on the hike – some parts have lots of trees and shade, other parts have lots of rocks and no shade!
Mr. Sands: So remember to put on a hat.
Mr. Carter: Yes, yes. Be careful not to get thirsty too. You should take water with you.
Mr. Carter: At the end of the hike, there's a fantastic place to swim, but … be careful.
Fuad: Can we stay until sunset?
Mr. Carter: No, you should be here before sunset. And one last thing … enjoy yourselves!

5 Work in groups. Act out the conversation in activity 4.

Everyday English Let's see. That's strange! Enjoy yourselves!

1 Listen and circle the words you hear.

differences group instructions part put on remember shade strange

Which word didn't you hear?

2 Read and circle the correct words.

1 Mr Carter needs to give the boys some instructions / shade.
2 Mr Carter says 'Try not to hurt group / yourself.'
3 Mr Carter can't put on / remember who the group leader is.
4 Some parts / instructions of the hike have lots of rocks.
5 'There are some big differences / shade on the hike.'

3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

1 I think you should _____ _____ clean shoes.
2 Dad, dad! _____ to take your book!
3 I think we need to read the _____ first.
4 Don't look now, but there's a _____ man behind us!
5 We should sit in the _____. It's too hot.

a



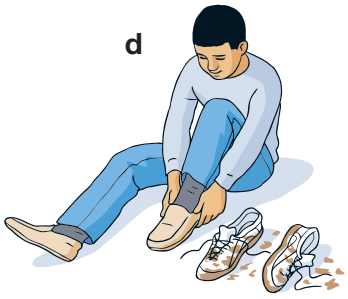
b



c



d



e



4 Listen and check your sentences.

5 Read the conversation on page 56 again and answer the questions.

1 What does Mr Carter need to do before the hike?
2 Who should the boys tell about any problems?
3 Who are the group leaders?
4 What must the boys put on?
5 What should the boys take with them?
6 Do you like hiking? Where do you like to hike?

1 Listen and repeat the words and expressions.

carry on dark each other excellent
go on kilometre plan return soon

2 Work in pairs and answer the question.

- Do you like going on hikes? Say why or why not.

3 Listen and read. Then answer the questions.

1 What did the boys do on the hike?
2 What do they want to do soon?

The boys haven't returned from their hike yet. It is late and it will be sunset soon. It is getting dark. Mr Carter is waiting with some parents. They don't know where the boys are. Mr Carter has tried to phone them but there is no answer. The parents plan to start looking for the boys soon.

Just then the boys run in smiling and laughing. They are very tired and dirty but also very happy. Omar tells their story:

"It was an excellent hike. We walked many kilometres in the morning then we rested in the shade for lunch. After lunch we hiked up into the mountains. We were soon hot and tired but we carried on. Then we found a great place to swim. We all learnt to dive. It was fantastic! It was cool in the water so we stayed a long time. That's why we are late.

Now we're all friends so we plan to see each other to go on a hike together again."

4 Read and tick the true sentences. Then correct the false sentences.

1 It will soon be sunrise. ☐
2 The boys finish the hike at night. ☐
3 They had lunch in the shade. ☐

5 Read and answer the questions.

1 What did the boys do after lunch?
2 Why are the boys late?

6 Work in pairs. Read the passage aloud.

1 Listen and number the words in the order you hear them.

carry on ☐ dark ☐ dive ☐ each other ☐ excellent ☐ go on a hike ☐ kilometre ☐
planning ☐ soon ☐

Which word didn't you hear?

2 Read and circle the correct words.

1 After the sun goes down, it gets soon / dark.
2 I want to learn to plan / dive but I can't swim!
3 It's cold. You should put on / go on a jacket.
4 They talk to each other / soon on the phone.
5 The weather is excellent; we should go on / carry on a hike.

3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

1 Salim and his cousin are teaching _____ _____ new sports.
2 Jamal and Jack want to _____ _____ a hike, and Ahmed thinks it's an _____ idea.
3 We shouldn't _____ _____ after _____. We should stop very soon, before sunset.

a 

b 

c 

4 Listen and repeat.

What do I need to take to the beach?
What should I take to the beach, mum?
You should take a hat and a ball.
Be careful, be careful! Can you carry it all?

What do I need to take on our hike?
What should I take on our hike, mum?
Take your boots, don't hurt your feet.
And you need to take water and something to eat.

What do I need to take to school?
What should I take to school, mum?
You should take your books, pencils and pen,
Remember your apple, and … please don't ask me again.

What do I need to take on holiday?
What should I take on holiday, mum?
Ask your father, dear.

5 Listen and repeat.

1 What should I take to school?
2 Where should I put this?
3 We should go home now.

Pronunciation: /shud/
When we use *should* in a sentence, but it's not an important word, we pronounce it /shud/.

6 Work in pairs. Read the poem aloud.

1 Read the sentences. Write the instructions and advice in the table.

Put on a hat.
You should take water with you.
Read the instructions first.
You should take water and something to eat.
Don't be late!
You should return before sunset.
Take your boots, don't hurt your feet.

Instructions	Advice
Put on a hat.	

2 Read and choose the correct words to complete the rules.

1 To express instructions, we can use the verb / should .
2 To express advice, we can use the verb / should.
3 We form negative instructions with don't + verb / verb + not.

3 Write the words in the correct order.

1 put / boots / You / on / for / should / the / hike.
2 phone / mobile / You / a / take / should.
3 other / Help / each.
4 for / We / look / should / a / hospital.

4 Read and think. Then choose the correct words to complete the rules.

I hurt **myself.**	We are helping **ourselves.**
Enjoy **yourself.**	Enjoy **yourselves**!
He cut **himself**. She hit **herself.** The dog/It hurt **itself.**	They are teaching **themselves**.

We can phone **each other**. We want to see **each other** again.

1 We add *-self* to *I, you, he, she, it / my, your, him, her, it*. We add *-selves* to *we, they / our, them.*
2 We use words like *himself* when someone does something to *himself / someone else*.
3 We use *each other* when someone does something to *himself / someone else*.

5 Read and circle the correct word.

1 Who gave you / yourself that hat?
2 We looked at us / ourselves in the photo.
3 She taught herself / each other to dance.
4 We talked to ourselves / each other on the phone.
5 Tell the group leader if someone hurts himself / yourself.

Grammar: giving instructions and advice
To give instructions, we can use **the verb**. We form negative instructions with *don't* + verb.
To express advice, we can use *should*.

Grammar: ***-self* and *each other***
We add *-self* to *my, your, his, her*, *it* and *-selves* to *our, them*.
We use words ending in *-self* / *-selves* when someone does something to *himself* / *herself*.
We use *each other* when someone does something to *someone else*.

1 Work in pairs. Look at the picture and answer the questions. Then listen and check.



1 Where do you think Karim is going?
2 What do you think he and Samer are saying?
3 What do you think he should take?

2 Listen again. Tick the true sentences. Then correct the false sentences.

1 Karim shouldn't take his mobile phone. ☐
2 Samer wants Karim to buy a new dictionary. ☐
3 Karim should not eat strange food. ☐
4 Karim wants to visit two or three famous places. ☐
5 Samer wants a hat. ☐

3 Listen again and complete Samer's instructions and advice.

1 _____ your mobile phone.
2 The most important thing is to _____ _____.
3 Some of the food is strange but _____ _____.

4 Look at the pictures. Think of five questions with *should*.







1 What / I / take?
2 What / I / visit?
3 What / I / eat?
4 What / I / buy?
5 What / buy for you?

5 Work in pairs. Think of a place to visit. Ask and answer questions about what you should do. Use the questions you wrote in activity 4 to help you.

I'm going to London. What should I take to wear?

The weather isn't very good. Take warm clothes and a hat.

Should I take a hat?

No, but be careful not to walk in the rain!

6 Practise your conversation with another student.

1 Read the dictionary page and answer the questions.

Using a dictionary: revision

1 What is the guide word at the top of the page?
2 What is the definition for *hike*?
3 What are the example sentences for *him*?

hike **144**

hike *noun* a long walk in the countryside *They went for a **hike** at Al Ibrahimi mosque.*
hill *noun* piece of high ground *We climbed slowly to the top of the **hill**.*
him *pronoun* a man or boy *Give **him** the water. I went swimming with **him**.*

2 Read and complete the messages to friends.

Writing skills: messages to friends

Hi,

I'd like to go **1** _____ in Palestine. Where should I go? What **2** _____ I wear? When **3** _____ I go?

Thanks for your help!

Tim

Hi Tim,

4 _____ to my town, Hebron. You can hike along Al Ibrahimi mosque. Wear strong shoes, **5** _____ a hat and bring lots of water. You **6** _____ come in the spring or the autumn.

Best wishes,

Sami

3 Think of a good place for a hike near your home.

- Write a sentence to give instructions or advice to a hiker.
  You should go to the Blue Mountain.
- **Show your sentence to another student. He / She writes a second sentence giving instructions or advice.**
  Remember to take good boots.
- **Read the sentence and write another.**
  You should sit in the shade while you are eating lunch.
- **Show your sentences to another student. He / She writes a fourth sentence.**
  Be careful not to touch strange plants.
- **Continue until you have written three or four sentences each.**

4 Write a message to a friend. Use the messages in activity 2 to help you.

5 Work in pairs. Show each other the messages you wrote in activity 4. Write an answer to the message.

Unit task: making a tourist information poster

1 Work in groups of two or three. You're going to make an information poster about a place to visit.

- Look at the photos of places in Palestine. Choose a place where you'd like to go.
- Plan a hiking tour around the place.







2 Listen and complete the sentences. Check your spelling.

1 Remember to _____ _____ _____ _____ or stay in _____ _____.

2 You _____ take water when you _____ _____ a hike.

3 You _____ _____ _____ Hebron _____ you're in Palestine.

4 Don't go on a hike _____ _____.

5 Make sure you look after _____ _____.

3 Listen and repeat the sentences.

4 Make the information poster.

- Find photos or draw pictures of the places you'd like to go.
- Write a description of each photo.
- Give some advice to other students.

Meet at 7am in front of the school.
You should bring some money for the bus.
Remember to bring your lunch.
Be careful to wash your fruit before we go.
You should take …

5 Show your information poster to the whole class. Who has the best poster?

Revision

1 Look at the photos.

- What can you see?
- Where do you think they are?

2 Listen and answer the questions.

1 What is the weather in the US?
2 Where is Uncle Bilal?

Dear Amir and Rania,

I'm in Washington with some friends! I've found a computer games competition. I've already played – and won – loads of matches. I usually play on the Internet but at this competition we play in a team and meet the other players – that's interesting! I'm doing well so I'm really excited!

It's freezing here in the US now so it is excellent that I have something interesting to do. I have already made some visits to other cities and places in the US. Last week I went to a strange but fascinating city (I can't remember its name!). I saw some old streets and I went to the Chinese part of the city. See my photos.

When the weather is warm again, I'm planning to go on a hike to see some famous trees. They're enormous! I'll send a photo I've found so you can see how big they are.

Be good both of you. You should help your mother in the home so she has time to have a rest.

Bye for now,

Uncle Bilal







3 Read and answer the questions.

1 What is Bilal doing in Washington?
2 Is Bilal doing well in the competition?
3 What is the weather like in the US now?
4 What is the name of the city Bilal visited last week?
5 What does he want to see on the hike he is planning?
6 What is the best title for the passage?
a The computer competition **b** An email **c** Exciting news from Uncle Bilal

4 Work in pairs. Read the email aloud.

1 Read and tick the true sentences. Then correct the false sentences.

1 Bilal sent the email from Washington. ☐
2 Bilal is playing computer games by himself at the competition. ☐
3 Bilal is happy he has something interesting to do because the weather is good in the US. ☐
4 Bilal is planning to visit a strange but fascinating city. ☐
5 Bilal hasn't seen the Chinese part of a city yet. ☐

2 Match the sentences to the pictures.

1 Bilal and his friends have played computer games together.
2 Bilal has already bought something for Leila in a craft market.
3 Bilal and his friends plan to go on a hike to see some enormous trees.
4 Bilal helps some computer games players – he gives them instructions while they are playing.
5 Bilal has eaten some strange but excellent food in the US.

a 

b 

c 

d 

e 

3 Work in pairs. Read page 64 and find and say in the text:

- an example of the present perfect + *already*
- an instruction
- some advice

Correction competition: You get one point for every correct tick or cross. You get two points for every incorrect sentence that you correct.

4 Work in pairs. Tick (✓) the correct sentences and put a cross (✗) next to the incorrect sentences.

1 Bilal has finished just the competition.
2 He has already planned the hike.
3 That tree has just falled down.
4 You should wear good boots on the hike.
5 Have you yet finished?
6 I have yet seen them.
7 They are going to hurt themselves.
8 He fell and cut heself.

Now correct the incorrect sentences.

1 Complete the conversation with words from the box.

amazing competition just planning soon
team tidy up yet yourself



Leila! I've won the _____ with my _____.

Well done! Are you _____ to go home now?

We're going back tomorrow. We are going to _____ _____ here tonight.

Have you visited the city _____?

Yes, we've _____ got back from visiting it. It's _____!

Well. Carry on enjoying _____. And call again _____.

2 Listen and check your sentences.

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

4 Work in pairs. Ask and answer.

Where is Bilal?

He's in Washington.

What's he doing there?

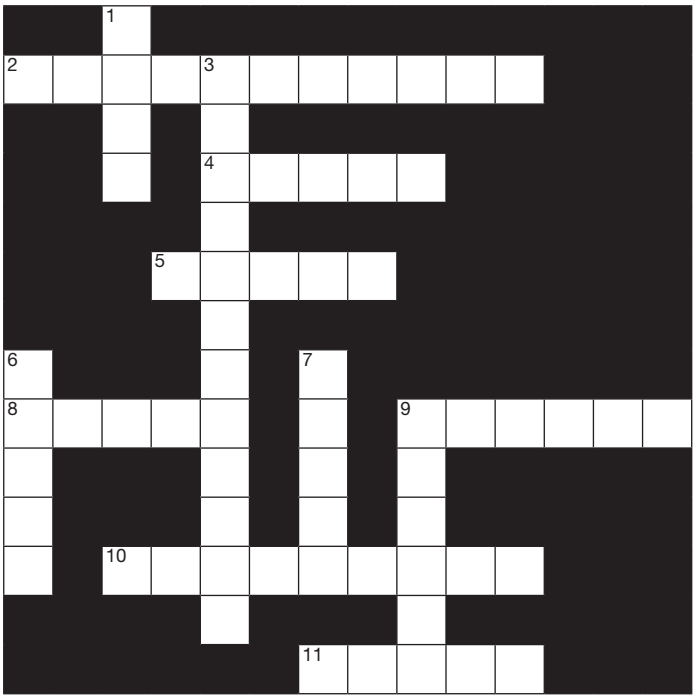
He's playing in a computer games competition.

Has he done well?

Yes, he's won.

What's the weather like in the US now?
Why do Bilal and his friends want to go on a hike?
Has Bilal bought Leila anything? Where?

1 Work in pairs. Complete the crossword puzzle.



Across

2 something that has been done in the same way for a long time: _____ crafts
4 something to keep the sun off
5 a number of people or things
8 an activity that needs clever work with your hands
9 come back or go back: Bilal will _____ from the US soon
10 likely to hurt people: a _____ dog
11 a field where you can play games

Down

1 not light
3 they tell you how to do something
6 to win points in a game or a test
7 the form of lines around something: the bowl has a beautiful _____
9 a written or spoken description of something: a police _____

2 Write an email to a friend or relative from an interesting city.

- **Start your email and write a first sentence.**

  Hi Rania,

  I'm in Cairo with my brothers. It's amazing!

- **Show your email to another student. He / She writes a sentence or two.**

  It's fascinating and we've already been to loads of places.

- **Read the sentences and write another sentence or question.**



  We've just been to the pyramids – they are enormous!

- **Show your email to another student. He / She writes a sentence or question.**

  We've been to the craft market already but we haven't bought anything yet.

- **Continue until you have written three or four sentences each.**
- **Finish your email.**

  See you soon!

  Fatima

3 Choose a poem from Units 6–8. Work in pairs and read it aloud.

My dictionary

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

Nationalities, countries and regions

Arabic _____
Australia _____
Brazil _____
Brazilian _____
Britain _____
Canada _____
Egypt _____
Egyptian _____
Japanese _____
Jordan _____
Jordanian _____
Middle East _____
North Africa _____
Palestine _____
Palestinian _____
Qatar _____
Russian _____
South Africa _____
UK _____
United Nations _____
United States _____

Time expressions

already _____
just _____
often _____
soon _____
yet _____

Phrasal verbs

carry on _____
cut up _____
go on _____
put away _____
put on _____
sweep up _____
throw away _____
tidy up _____

Communicating

address _____
chat _____
communicate _____
contact _____
message _____
postcard _____
send _____
text _____

Greetings

bow _____
fold arms _____
hug _____
kiss _____
nod _____
shake hands _____
smile _____

Nouns

ages _____
artist _____
billion _____
businessman _____
ceramic _____
clay _____
crafts _____
distance _____
double _____
gorilla _____
group _____
half _____
Holy Qur'an _____
home _____
instructions _____
kilometre _____
leader _____
loads of _____
moment _____
neck _____
part _____
report _____
shade _____
shape _____
standard _____
story _____
tail _____
technology _____
warning _____
way _____
world _____

Pronouns

each other _____
yourself _____

Verbs

bark _____
come over _____
know _____
learn _____
lose _____
plan _____
prepare _____
remember _____
return _____
rub _____
save _____

Sport

competition _____
final _____
goal _____
match _____
pitch _____
score _____
team _____
win _____
World Cup™ _____

Adjectives

afraid _____
amazing _____
bored _____
common _____
dangerous _____
dark _____
different _____
enormous _____
excellent _____
excited _____
fascinating _____
freezing _____
hard _____
important _____
intelligent _____
pleased _____
popular _____
strange _____
sure _____
surprised _____
traditional _____
upset _____
wrong _____

Adverbs

maybe _____
perhaps _____

Everyday English

Come on, let's …

_____

Double two, six, oh, one, five

_____

Enjoy yourselves!

_____

Good idea! _____

Have you finished yet?

_____

I don't think so! _____

I haven't seen you for ages!

_____

I've changed my mind.

_____

I've heard a lot about you.

_____

Just a moment. _____

Let's see. _____

Never mind. _____

Pleased/Good to meet you.

_____

That's strange! _____

That's why … _____

We're all fine. _____

We've done it all!

_____

What do you mean?

_____

Who's speaking? _____

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