State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK 8A

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UNIT 1

Hello World!

Period 1

1 Listen and repeat.

at the moment family go online Grandma
landline (phone) Mrs on the phone project so

Word formation
Mr Mrs

2 Describe the pictures on page 5.

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

3 Listen and answer the questions.

1 What do you know about Nadia and her family?
2 Who's Tina?
3 Is Nadia using her mobile or the family landline?
4 What is Nadia's mother doing in the kitchen?

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

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

Nadia Hello. Nadia speaking.
Tina Hi, Nadia. It's Tina. How are you?
Nadia Fine, thanks. And you?
Tina I'm fine, too. Listen, we need to plan our school project.

Nadia Right. But why are you calling my mobile? That's expensive.
Tina I tried your landline, but it was busy.
Nadia Ah, yes. Mum's using the phone in the kitchen to call her mother. Grandma lives in Jenin, and they talk on the phone every week.

Tina Well, let's email each other.
Nadia Sorry, but we can't at the moment. My brother Sami is using the computer. He's chatting to his friends online.
Tina Oh, no!
Nadia Sami always goes online in the evening.
Tina So let's carry on with your mobile.

Nadia Yes, but not here. Dad's watching the sport on TV.
Tina Ah, so are you moving to the next room?
Nadia Yes … But guess what! Mum's finishing.
Tina So we can change to the landline. Great!

Everyday English
Listen, …
Guess what!



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

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

2 Listen and check. Then practise in pairs.

3 Read again and answer the questions.

1 What is Tina calling Nadia about?
2 How often does Nadia's mother call Grandma?
3 What is Sami doing?
4 When does he always do this?
5 Why does Nadia need to move to the next room?
6 Why does Tina say, 'Great!'?
7 Why can they speak on the landline now?
8 What is going to happen next?

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

1 Read sentences 1–6.

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

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

1 Sentences 1 and 2 are about actions now or about now.
The verbs are in the _____.

2 Sentences 3 and 4 are about actions that happen several or many times.
The verbs are in the _____.

3 Sentences 5 and 6 are about things that always stay the same.
Sentences 5 and 6 use the _____.
Sentence 7 is about something that stays the same for some time – but not always.
Sentence 7 uses the _____.

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

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

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

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



1 Listen and repeat.

channel documentary forecast hurricane information like (= such as) nationality serious speed

Word formation
fish fishing

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

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

3 Listen and check. Then practise in pairs.

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



1 Ali Magrabi – Morocco



2 Anna Torres – the USA



3 Lyn and Mark Lomax – Australia



4 Sameer and Hanan Qudsi – Palestine

1 Read their names and countries. Then listen and say them.
2 Find their countries on the map at the start of the book.
3 Find their nationalities under the map. Then listen and say them.
4 Find and say other nationalities that end with the letters *~an* or *~ian*.
5 Find examples of other nationality words. Say how they end.

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

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

2 Read and mark the sentences true (✔) or false (✘).

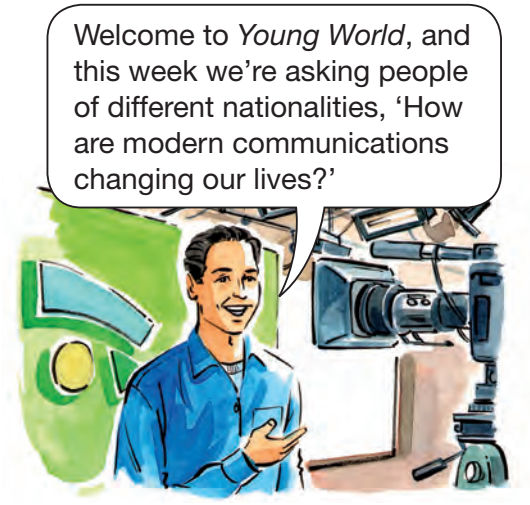
1 This week *Young World* is about the ways we communicate in today's world. ☐
2 We know more about the weather than we did before we had satellites. ☐
3 Mr and Mrs Qudsi think their children should watch cartoons, sports and serious programmes, too. ☐
4 Ali gives his mobile to his family when he goes fishing. ☐
5 Lyn's and Mark's mobiles are always busy because Mum and Dad are calling them more and more. ☐

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

Living with modern communications

A 'There are lots of bad TV programmes, but the weather forecasts are good. We get bad hurricanes here in America, and they're getting worse. But modern satellites are collecting better information on their speed and direction, and forecasts are getting better. So we understand hurricanes better now, and we now know when and where one will arrive.'

B 'We get Palestinian TV and hundreds of other satellite channels, too. Hanan and I love watching cartoons all day! That's bad, I know. But now Mum and Dad say we can only watch serious programmes like documentaries. We think that's bad, too!'



C 'Like a lot of Moroccan people, my job is fishing, and my mobile is very important in my work. It's expensive, but I can now call different markets from my boat. That means I can find the best market for my fish and take them there. My mobile is giving my family a better life.'

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

3 Listen and read aloud.

1 Read and complete the table.

	Name(s):	From:	Talking about:	Good thing:	Bad thing:
1	*Anna*	_____	_____ _____	_____ _____	_____ _____
2	_____	*Palestine*	_____ _____	_____ _____	*like the TV on all the time*
3	_____	_____	*mobiles*	_____ _____	_____ _____
4	_____	_____	_____ _____	*can stay in contact*	_____ _____

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

Q Excuse me. Is your name (Anna Torres)?
A (Yes, it is.)
Q And are you from (the USA)?
A (Yes, I am.)
Q Tell me, how do you feel about (TV)?
A Well, one good thing is this: (We can get good weather forecasts every day.)
Q What about bad things?
A Well, one bad thing is this: (There's lots of terrible TV!)

3 Read again and answer the questions.

A **1** What is happening to hurricanes?
2 What is happening to weather forecasts, and why?
B **3** Which do Sameer and Hanan like – cartoons or documentaries?
4 What do their parents prefer?
C **5** Does Ali always take his fish to the same market?
6 How is his mobile giving his family a better life?
D **7** Do Lyn and Mark live in a big town?
8 Are they using their phones for the right thing?

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

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



1 Read again and find the opposites in the text.

1 old young
2 answer(ing) _____
3 ancient _____
4 better _____
5 leave _____
6 funny _____
7 cheap _____
8 never _____

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

1 ***A*** This documentary is good but it's very _____. I'm bored!
B We can change and watch some cartoons. They'll be _____.
2 ***A*** What time do you _____ home to go to school?
B At about 7:20, and I always _____ at school at about 7:45.
3 ***A*** Rania wasn't very well yesterday. I hope she's feeling _____ today.
B No, she's getting _____, I'm sorry to say. She's very sick.
4 ***A*** Your little brother isn't very _____, is he?
B No, he's only five. He's still very _____.
5 ***A*** I'd like to buy those shoes, but they're very _____.
B But look at these ones. They're _____ – and they're nice. Buy them!
6 ***A*** Can I _____ a question about computers, please?
B Well, I'll try to _____ it, but I don't know much about computers.
7 ***A*** News travels round the world very fast in the _____ world.
B But in _____ times, news took months to travel a long way.
8 ***A*** I hate wearing lots of things, so I _____ wear a coat.
B That's strange. I _____ wear a coat in winter. I hate being cold!

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

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

1	Tom and Jerry	**a**	film
2	Football Special	**b**	cartoon
3	The World Tonight	**c**	music programme
4	Sing, Sing, Sing!	**d**	documentary
5	Batman™ Flies Again	**e**	sports programme
6	The Birds of Palestine	**f**	the news

5 Work in pairs. Ask and answer the questions.

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

1 Read the explanation.

2 Read the sentences.



1 The hurricanes **are getting worse**.



2 The forecasts **are getting better**.



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

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

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

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

Find more examples in the text.

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

1 The verbs in 1–3 are all in the **a)** present simple. ☐
b) present continuous. ☐

2 The verb tense in 1 and 2 means something is **a)** happening now. ☐
b) changing over a longer time. ☐

3 The verb tense in 3 means something is **a)** happening now. ☐
b) changing over a longer time. ☐

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

Decide the meaning each time: **a)** 'happening now'. **b)** 'changing over a longer time'.

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

1 Hurricanes (grow) bigger.
2 The number of mobile phones (rise)
3 Computers (get) smaller.

a At the same time, they (get) faster.
b Wind speeds (grow), too.
c However, the number of landlines (fall).

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



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



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

Mum Yes, things (1) _____ much better now. (get) He (2) _____ life here in London. (like)

Grandma What is he doing at the moment?

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

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

Mum Yes, he (6) _____, too, (do) but he (7) _____ that now. (not do)

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

Mum Yes, he (8) _____. (be) He (9) _____ always _____ Facebook. (not use) He often (10) _____ emails, too. (write)

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

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

Grandma Nadia (often email) / friends, too?

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

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

(2) _____

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

(3) _____

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

(4) _____

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

(5) _____

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

(6) _____

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

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

1 Who are the two people?
2 What are they going to talk about?



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

Task	Who	When
Watch the TV documentary	Mike and _____	at _____
Send an email and ask for information		
Borrow some books from an uncle		
Go on the internet for more information		
Meet and share our information		

3 Practise your pronunciation: *p* in pairs of letters.

1 Listen and repeat.
speaking plan project

2 Now listen and repeat these words.

sport	place	programme
speak	please	prefer
spell	play	present
spend	plastic	promise

3 Listen and say these sentences three times – fast!
* Let's plan the sports programme.
* Please promise to speak to the project leader.

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

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

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

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

1 Rewrite the sentence with the correct punctuation. Use spaces between the words, capital letters, a comma and a full stop.

nadiasamiandtheirparentsarefrompalestine

_____

2 Listen and write down what you hear.

1 In the _____, I often _____ my _____.

2 We _____ _____ the _____ on TV.

3 Hanan is _____ to her cousin on the _____ in the _____ at the _____.

What is a paragraph?

- There are usually several **paragraphs** in a text. Each paragraph starts on a new line.
- Each new paragraph is about a new idea.
- There are usually several sentences in a paragraph. They go with each other because they are about the same idea.
- There are often words that refer back to other words in earlier sentences, e.g. *Nadia is not British. **She**'s Palestinian.*

3 Look at the text on page 15. How many paragraphs are there?

4 Number the sentences in the correct order 1–5.

☐ They started there a year ago when they first arrived in Britain.
☐ He is 14 and she is 13, but they are in the same year at Westhill School.
☐ But they speak the language well now, and so life is much easier.
☐ Life there was difficult at that time because their English was not very good.
☐ 1 Sami and Nadia Kamal are brother and sister.

5 Write a paragraph about Sami and Nadia. Use the sentences in activity 4.

Sami and Nadia Kamal are brother and sister. He ...

6 Say what the underlined words refer to in activity 4.

Example: *He* in the second sentence means *Sami* in sentence 1.

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

Unit task: Contacting a new pen friend.

Jack Kline



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

Jo Peel



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

Dear _____, ← your name

I'm very happy to be your new pen friend. My name is _____, and I'm from _____ in _____. I'm _____ old, and ____'m in _____ at school. ← **Paragraph 1** information about Jack/Jo

We're a big family. I have an older _____, _____, and _____ years old. ____ also have two younger _____, _____ and _____, and _____'re _____ and _____ years old. ← **Paragraph 2** information about his/her family

I like _____, and I enjoy _____, too. At the moment, I'm also learning to _____, and _____'s _____! ← **Paragraph 3** information about likes and dislikes

Can you tell me about yourself? And what about _____ family? What do you like doing? Are _____ learning anything new at the moment? ← **Paragraph 4** new questions

Please write back soon. ← **Paragraph 5** finish

Best wishes

_____ ← his/her name

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

You

You can add your photo here.

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

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

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

4 Write your answer to the email.

Write it on a computer as an email.

UNIT 2

A taste of Palestinian culture

Period 1

1 Listen and repeat.

age culture develop feel like guitar pizza quite seem sound

Word formation
taste tasty

2 Describe the picture on page 17.

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

3 Listen and answer the questions.

1 Who are the people at the restaurant?
2 What kind of restaurant is it?
3 Who is asking most of the questions?
4 What could Mr Kamal do when he was young?

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

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

Tina This looks good. It looks like a pizza.
Nadia But it isn't. It's *sfeeha*.
Sami And here's the next thing – *kebabs*.
Mike They smell delicious.
Mrs Kamal They taste delicious, too. Everyone, please start.

Tina Can you cook Arab food, Nadia?
Nadia I can make things like *kebabs*, but I can't cook a big meal.
Mike Listen! That drum music sounds great. Is it Arab?
Mr Kamal Yes, that drum is a *tablah*. … And now you can hear an *'oud*.

Mike That *'oud* sounds like a guitar, Mr Kamal. Is it?
Mr Kamal Well, modern guitars developed from the *'oud* long ago.
Tina It's exciting music. I feel like dancing!
Mrs Kamal I'm not surprised. You see, it's a wedding dance.

Mike You seem to know a lot about the *'oud*, Mr Kamal. Do you play it, too?
Mr Kamal I could play it quite well at the age of 18, but not now. Work got busy, so I couldn't find time to play.
Sami But Dad, you still play at parties, and you're the best!

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

Everyday English
I feel like dancing!
You're the best!



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

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

2 Listen and check. Then practise in pairs.

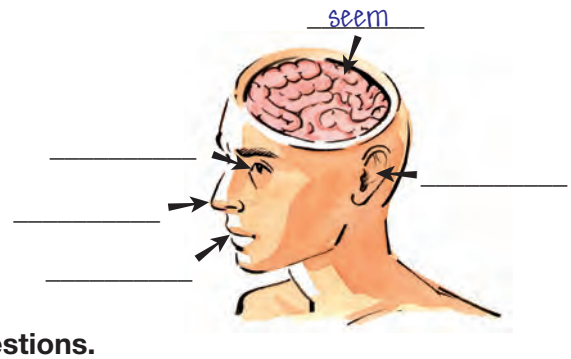
3 Read again and answer the questions.

1 Which two kinds of food are Tina and Mike learning about?
2 What can Nadia do? What can't she do?
3 Why does Tina feel like dancing?
4 Did Mr Kamal play the tablah when he was young?
5 How well could Mr Kamal play the 'oud when he was 18?
6 Why did he stop playing very much when he got older?
7 When does he still play?
8 Does Sami think his dad plays badly?

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

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

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



Look at the sentences again. Answer the questions.

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

2 Write what these people are saying.

feel ~~look~~ seem smell sound taste



a They look beautiful (beautiful)



b I (hot)



c She (sad)



d That (delicious)



e This (fantastic)



f It (terrible)

3 Read the sentences.

1 I **can make** *kebabs*, but I **cannot** (**can't**) **cook** a big meal.
2 I **could play** quite well when I was young.
3 Work got busy last week, so I **could not** (**couldn't**) **find** time to play.

Look at the sentences. Add *past* or *present.*

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

4 Say what Ahmad *could* and *couldn't* do.

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

Now talk about yourself.

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

1 Listen and repeat.

classical folk song instrument
poem rock music the heart of
the 1950s used to

Word formation

feel	feeling	
music	musical	musician
sing	singer	song

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

1 ***A*** Is music important to Arab people?
B Very. It's at _____ their culture.
2 ***A*** Do you know anything about _____ Arab music?
B It grew out of ancient poems and the traditional music of different cultures.
3 ***A*** What's Tariq going to do when he leaves school?
B He loves music, so he wants to be a _____.
4 ***A*** How many _____ does he play?
B He plays the *'oud* and *tablah*, and he's a good _____, too.
A Great! Perhaps he'll sing some _____ at my brother's wedding!
5 ***A*** I love listening to traditional _____.
B Me, too. The old songs show how people _____ live long ago.
6 ***A*** Can you learn to play a _____ instrument at your school?
B Yes, I can. For example, I can learn the piano or the guitar.
7 ***A*** I love the _____ of Mahmoud Darwish.
B Me, too. His _____ of love for Palestine are very clear in his words.
8 ***A*** Tell me about _____. It developed in America.
B Yes, it developed there in _____. But young people quickly started playing the new kind of music round the world.

3 Listen and check. Then practise in pairs.

4 Find information and make notes.

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

Name: Oum _____
Lived from: _____ to: _____
Nationality: _____
Famous: _____



Name: Farid _____
Lived from: _____ to: _____
Nationality: _____
Famous: _____ and _____



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

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

2 Read and mark the sentences true (✔) or false (✘).

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

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

Music, music, music!

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

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

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

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

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



Oum Kalthoum, singer



Farid Al-Atrash, singer and *'oud* player

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

3 Listen and read aloud.

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

1 Traditional folk music started: thousands of years ago
2 People first played a simple kind of *'oud*: _____
3 Classical Arab music developed: _____
4 Musicians developed the modern *'oud*: _____
5 The guitar arrived at its modern shape: _____
6 Rock music developed: _____

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

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

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

Q When did traditional folk music develop?
A It developed long ago.
Q How long ago did it develop?
A It developed thousands of years ago.

3 Read again and answer the questions.

1 How can music make us feel? (Name four feelings.)
2 What did folk singers sing about long ago?
3 Where did rock music develop?
4 What two things did classical Arab music develop from?
5 What was and still is at the heart of this music?
6 How do a lot of people feel about the *'oud*?
7 Which learned a lot from which – Arab music or music in Europe?
8 What did the *'oud* develop into, and where did this happen?

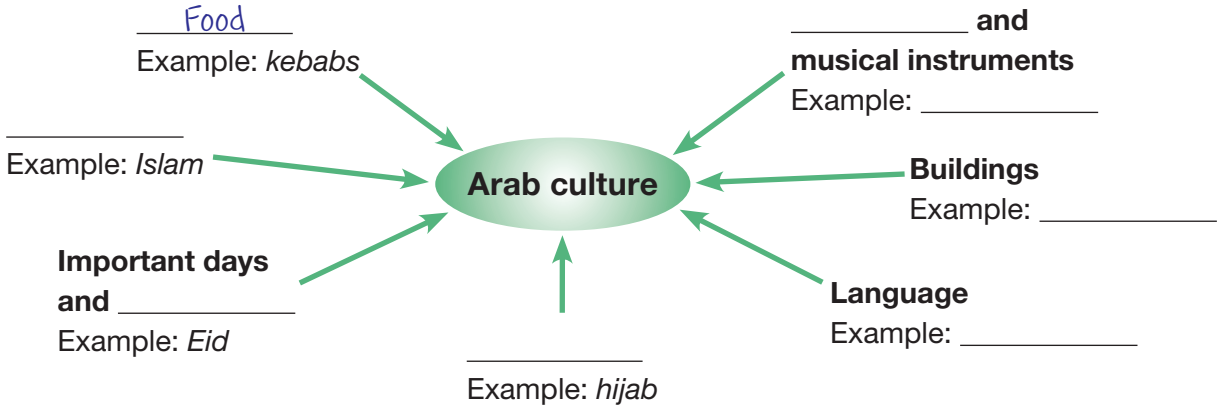
4 Think and discuss.

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

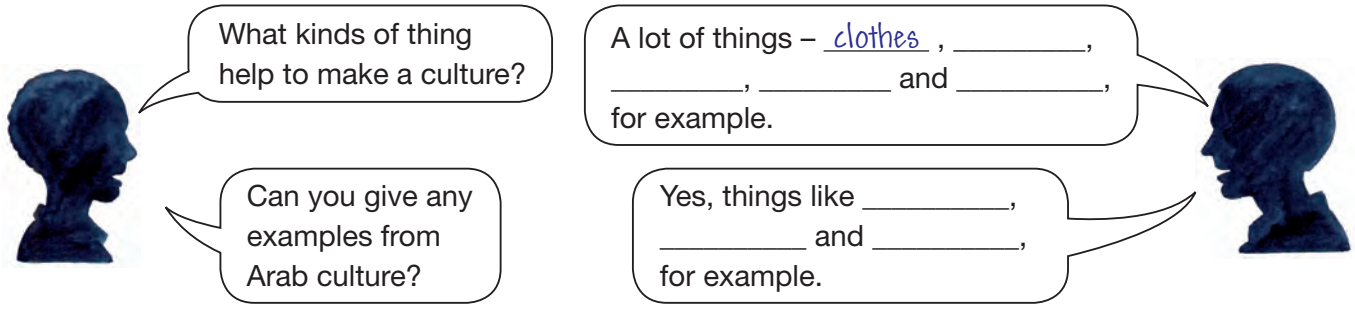
1 Collect words in a network. Do these tasks.

Arabic language | clothes
~~food~~ | holidays | mosques
music | *'oud* | religion

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



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



2 Collect words: verbs and nouns.

	verb	noun (person)
a	play	player
b	drive	driver

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

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

bake | build | dance
design | drive | explore
speak | work | write

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

1 ***A*** Fareeda sings very well.
B Yes, she practises a lot, and she's a good _____.
2 ***A*** Omar and Khalid are good _____.
B Yes, and they always come at the right time every morning, and _____ hard.
3 ***A*** What kinds of stories do you _____?
B I'm not that kind of _____. All my books are about science.
4 ***A*** Mahmoud is a taxi _____, isn't he?
B Yes, he used to _____ a bus before, but now he _____ a taxi.

1 Read sentences 1 and 2.

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

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

1 These sentences are about **a)** actions now. ☐
b) actions a long time ago. ☐

2 In each sentence, the action happened **a)** only one time. ☐
b) many times. ☐

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

These positive sentences take the form **a)** *use* + *to*-infinitive. ☐
b) *used* + *to*-infinitive. ☐

Read the passage again. Find another example.

2 Read the questions and answers.

1 ***A*** **Did** people **use to sing** rock songs a thousand years ago?
B No, they **did not use to do** that. Rock music only developed in the 1950s.
2 ***A*** **Did** people **use to play** the guitar thousands of years ago?
B No, they **did not use to do** that. The guitar only developed two centuries ago.

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

1 The questions take the form **a)** *did … use* + *to*-infinitive. ☐
b) *did … used* + *to*-infinitive. ☐

2 The negative sentences take the form **a)** *did not use* + *to*-infinitive. ☐
b) *did not used* + *to*-infinitive. ☐

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

1 Ali often (email) friends now / not use to / before / he / text them
Ali often emails friends now, but he didn't use to do that before. He used to text them.

2 Mona usually (text) people / not use to / before / she / call them on the phone
Mona usually texts people now, but she didn't use to do that before. She …

3 Ali always (go) to school by bus / not use to / before / he / walk to school
Ali always goes to school by bus now, but he didn't use to do that before. …

4 Mona often (eat) fish for dinner / not use to / before / she / have meat

5 Ali often (listen) to the radio in the evening / not use to / before / he / watch TV

4 Work in pairs. Write true statements about yourselves.



1 Work in pairs. Talk about your culture.

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

Ask and answer questions about these things.

Arab coffee	Arab food	Arab music	old Jerusalem

A What's … like?
B It … looks / smells / sounds / tastes very beautiful / delicious / exciting. fascinating / strong / tasty.

2 Work in pairs. Share what you remember.



A I could sing (*Ataba*) when I was (ten). What about you?
B I could sing that when I was (ten), too.
when I was (only nine).

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

Talk about other things in the same way.
dance (the *dabka*) make (*sfeeha*) play (the *shibbabah*) read (from the *Qur'an*)

Report your partner's most interesting statement to the class.
(Rania) could make (*sfeeha*) when (she) was (only eight).

3 Work in pairs. Share what you remember.

A I used to watch (Tom and Jerry) when I was (small / younger).
Did you use to watch that, too?
B Yes, I used to watch that a lot. And I used to watch (*Iftah Ya Simsim*), too.
Did you use to enjoy …
Or:
No, I didn't use to watch that much. But I used to watch (*Iftah Ya Simsim*).
Did you …

Report to the class. Report things that both of you used to do differently.
I used to …, but (Khalid) didn't use to … He used to …

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

One student is a famous person from the past.
The others have ten *Did you use to …*
or *Were you …* questions to guess the name.

1 ***Q*** Were you a famous Arab?
A Yes, I was. / No, I wasn't.
2 ***Q*** Did you (use to) live in Palestine?
A Yes, I did. / No, I didn't.



1 Look at the picture and answer the questions.

1 What can you see in the picture? **2** Are any of these things making sounds?

2 Listen to the poem. Say what it seems to be about.

Music …
is everywhere.
In the birds of the air.
In the hum of the honeybee.
In the song of the breeze
as it shivers the trees.
In the river that murmurs
over the stones.
In the snow wind that moans.
In the surge of the sea
lapping the shore.
In the roar of the storm
rattling the door.
In the drum of the rain
on the windowpane.
Music is here.
Filling your ear.

Ann Bonner



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

Choose a) or b).

Line 4:	hum	**a)**	a long, low, quiet, soft sound, not changing and not stopping
		b)	a short, angry sound
Line 6:	shivers	**a)**	breaks the tree
		b)	makes the soft, green leaves of trees move quietly but quickly
Line 10:	surge	**a)**	the sea moving in one direction and then back again
		b)	the sea moving strongly in one direction
Line 13:	rattling	**a)**	making the door move quickly and with a lot of noise
		b)	making the door move slowly and quietly

4 Listen to the poem again. Answer the questions.

1 The poem has two parts. One is about quiet sounds, and the other is about ones that are not quiet. Which is which? Give examples.
2 What is the poet's answer to activity 1 question 1?
3 Where else does she find music?
4 Do you agree with her that 'Music is everywhere' in nature? Can you think of more examples?

5 Listen again and read out the poem.

1 Listen and write down what you hear.

1 At the restaurant, the food _____ delicious and the music _____ great.

2 To learn an _____ like the _____, you need to play every day.

3 _____ used to play a simple kind of *'oud* in _____ times, but Arab _____ developed the modern *'oud* about a thousand years ago.

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

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

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

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

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

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

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

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

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

Oum Kalthoum (1904–75)

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

2 Work in pairs. Take turns to tell the young Oum Kalthoum's story.
At an early age, Oum Kalthoum started singing beautifully, and her parents saw that she could be …

3 Write the story as a paragraph.

1 Work alone. Choose a person and make notes.

Unit task: Telling the story of a special person.

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

2 Work in pairs. Tell each other your stories from your notes.
Take turns to tell your stories. Ask each other questions to help you understand better.

My uncle Fareed
18: travelled to America
– started new life there.



2 Write your story.

1 Look at your notes carefully. Try to find places to add:
- new information
- time expressions
- *could / couldn't*
- *used to / didn't use to*

2 Now write your notes as a paragraph.

My uncle Fareed
Detroit,
18: travelled to America –
started new life there.
Couldn't speak much
English – used to listen
to the radio a lot.

My uncle Fareed
When he was 18, my uncle
Fareed travelled to Detroit
in America to start a new
life there. He couldn't speak
much English, so he used to
listen to the radio a lot …

Going to a National Park

1 Listen and repeat.

entrance far go camping go hiking
hear of national pass so (= very) trip

Yosemite

2 Describe the picture on page 29.

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

3 Listen and answer the questions.

1 Who are the people in the picture?
2 What are they planning?
3 Who is ready, who is almost ready, and who is not ready?
4 Where are they at the end of the last conversation?

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

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

Uncle Where would you like to go, everyone?
Aunt We could go camping in the mountains.
Yasmeen Yes, let's find a beautiful lake and stay there.
Adnan And let's go hiking.
Uncle Mountains … lakes … hiking … This means Yosemite!

Omar I'm sorry, but I've never heard of Yosemite.
Adnan It's a beautiful national park. Have you ever seen pictures of it?
Omar No, I haven't. It sounds fantastic. Have you ever been there?
Yasmeen Yes, we have. We went on a school trip last year.
Uncle And I often used to go hiking there.

Aunt Has everyone put their things in the car yet?
Yasmeen Yes, I've just done that.
Omar And I'm taking my things out now.
Adnan I'll come soon, but I haven't found my trainers yet.
Yasmeen You're so slow, Adnan! Omar, let's help him. Then we can leave.

Yasmeen We're getting hungry, Dad! Is it still very far?
Uncle No, we've already passed the sign for Yosemite.
Aunt You can eat the sandwiches in the bag next to your feet.
Adnan No, we can't. We've already eaten them!
Uncle Look! We're here! There are the mountains!

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

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



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

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

2 Listen and check. Then practise in pairs.

3 Read again and answer the questions.

1 What do Omar's aunt and cousins all want to do?
2 His uncle says, 'This means Yosemite!' What does his uncle mean?
3 Why do you think Omar has never heard of Yosemite?
4 Who may know Yosemite best, and why?
5 Why is Adnan not ready?
6 Yasmeen says to Omar, 'Let's help him.' Why does Yasmeen say this?
7 What things would Yasmeen like to happen very soon?
8 Where should the sandwiches be – and where are they?

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

1 Read sentences 1–4.

1 Omar **has arrived** in America.
2 I **have just put** my things in the car.
3 **Has** everyone **put** their things in the car **yet?**
4 I **have not found** my trainers and T-shirts **yet.**

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

1 We use the **present perfect** for things that:
a) started and finished in the past. ☐ **b)** started in the past and are still true now. ☐

2 We use **a)** *just* ☐ **b)** *yet* ☐ for things that have happened very recently.

3 We use **a)** *just* ☐ **b)** *yet* ☐ for questions and negative statements.

2 Work in pairs. Ask and answer questions about the list. Use *just* and *(not) yet*.

A Have they had breakfast yet?
B Yes, they've just done that, but they haven't listened to the weather forecast yet.

1 
2 
3 
4 
5 

Things to do on the morning of our trip

Have breakfast.	7:30–7:50
Listen to the weather forecast.	8:00–8:05
Put our things in the car.	8:15–8:45
Get on the road to Yosemite.	9:00
Have coffee on the way.	10:30–11:00
Arrive at Yosemite.	12:30

3 Read the sentences.

Remember that we also use ***already* + present perfect** for things that have happened recently.

A You can eat the sandwiches in the bag.
B We **have already eaten** them!

Look at the sentences again. Tick (✓) the best way to complete the statement.
We use *already* + present perfect for things that have happened. We usually use it when other people think they **a)** have happened. ☐ **b)** have not happened. ☐

4 Write replies with *already*.

1 ***Omar*** Let's find a football to take with us.
Adnan I've already found one to take with us.

2 ***Aunt*** Can Yasmeen take the picnic things to the car?
Uncle She _____

3 ***Aunt*** You and Adnan need to clean the car before the trip.
Uncle We _____

4 ***Aunt*** You should write to your parents before we go, Omar.
Omar I _____

1 Listen and repeat.

campsite cut down damage every
go white water rafting join volunteer waterfall wildlife

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

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

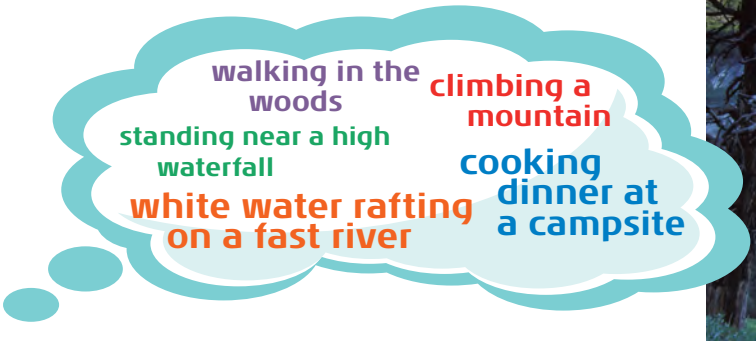
1 ***A*** Why did you _____ _____ that huge tree?
B Because it was old and dangerous. We had to do that before it fell.
2 ***A*** How high is that _____?
B Very high! The water falls for fifty metres.
3 ***A*** What is there to do in Yosemite?
B You can go hiking, and you can also _____.
4 ***A*** Why do we have to stay on the paths?
B Because we don't want visitors to _____ the plants.
5 ***A*** Where did you have your picnic?
B On the grass by the stream where it _____ the river.
6 ***A*** Do people only visit Yosemite to see the mountains and lakes?
B No, they also go to see the _____ – the trees, plants and wild animals.
7 ***A*** Do those young people work in the park all the time?
B No, they're _____. They come here to help in their school holidays.
8 ***A*** Do you always stay at the _____ up in the mountains at Yosemite?
B Yes, I stay there _____ summer. I think it's the best place.

3 Listen and check. Then practise in pairs.

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

campsite cloud lake mountain path
river tree valley visitor waterfall

5 Listen and say what the Haifawis are doing.





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

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

2 Read and mark the statements true (✔) or false (✘).

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

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



3 Listen and read aloud.

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

Name: _____

Working for: _____

Staying at: _____

For how long: _____

Jobs: 1 _____

2 _____

Has most enjoyed _____

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

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

More questions:
Where …?
How long …?
What jobs …?
What have you most …?



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

1 What amazing things can visitors see in Yosemite? (List seven.)
2 Why did the United States make Yosemite into a National Park?
3 How do we know that a lot of people love Yosemite?
4 How have people again become a problem for the National Park?
5 Why do volunteers go to Yosemite every summer?

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

1 Why do people work with Young Friends of Yosemite?
2 What kinds of work are Tony and his group doing?
3 Why do you think the people in Tony's group have become great friends?

5 Work in pairs. Discuss these questions.

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

1 Read again and find the opposites.

1 lowest _____
2 stopped _____
3 short _____
4 ugly _____
5 light _____
6 old _____
7 dangerous _____
8 after _____

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

1 **A** The volunteers _____ work early yesterday morning.
B And they only _____ for 30 minutes for lunch.
2 **A** How _____ is Tony Ross?
B He's quite _____. He's only 16.
3 **A** The bus went under four bridges. The _____ was six metres – no problem.
B But the _____ one was only four metres, and that was very difficult!
4 **A** After all this rain, some of the old buildings don't look very _____.
B You're right. They're _____, and they may fall at any time.
5 **A** We planted these trees together, but this one is still very _____.
B And that one is growing fast. It's quite _____ now.
6 **A** Did you arrive at the party _____ everyone else?
B No, I didn't. I was very late. I arrived _____ all the others.
7 **A** My bag is very _____. I'm taking several big books.
B Well, my bag is quite _____. I'm only taking some summer clothes.
8 **A** The country here used to be green and _____, but it's all gone.
B Yes, and all we've got now is a town with lots of _____ grey buildings!

3 Join words from the two boxes to form compounds.

every …	foot …	home …
in …	out …	some …
water …	wild …	

+

… ball	… doors	… doors
… fall	… life	… one
… times	… work	

1 _____ 2 _____ 3 _____
4 _____ 5 _____ 6 _____
7 _____ 8 _____

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

1 **A** I think _____ is the most popular game in the world now.
B You're right. Millions of people play it round the world.
2 **A** There is lots of _____ in the woods – all kinds of plants and animals.
B And I've heard that there's a beautiful, high _____ to see, too.
3 **A** It was very cold _____ last night, wasn't it?
B Yes, it was, so we were happy to get home and stay _____.
4 **A** Listen, _____, you can all go home early today.
B But do we have to do any _____ this evening?

1 Read sentences 1 and 2.

1 **Have** you **ever been** to Yosemite?
2 I **have never had** so much fun in all my life!

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

1 We use **a)** *ever* ☐ **b)** *never* ☐ to ask about things that have happened at any time in someone's life.
2 We use **a)** *ever* ☐ **b)** *never* ☐ to say that a thing has not happened at any time in someone's life.

2 Write the questions. Then write true answers. Choose from these forms.

No, … never … Yes, … often …
… always …
… many times.

1 ever want to see other countries
Q *Have you ever wanted to see other countries?*
A *Yes, I've often …*
2 ever want to visit America
3 ever think about seeing a place like Yosemite

3 Read sentences 1 and 2.

1 Yosemite **has remained** safe **since 1890**.
2 We **have been** together **for three weeks**.

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

1 We use the present perfect + *since* and *for* to talk about how long something
a) *will go on.* ☐ **b)** *has gone on.* ☐
2 We use **a)** *for* ☐ **b)** *since* ☐ + the starting time.
3 We use **a)** *for* ☐ **b)** *since* ☐ + the time from the start until now.

4 Write sentences about Omar. Use *for* and *since*. (Omar is 13 years old now.)

1 He started school eight years ago. (be at)
a) *He has been at school for eight years.*
b) *He has been at school since he was five.*
2 He moved to Jenin five years ago. (live in)
3 He met his best friend, Ahmad, three years ago. (know)
4 He first went to his school football club a year ago. (be in)

5 Write similar pairs of sentences about yourself. Use *for* and *since*.

1 **a)** *I have been at my present school for …*
b) *I have …*

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



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

1 ***Mrs Haifawi*** Have Yasmeen and Adnan done the food shopping yet?
You *Yes, they've just done the food shopping.*
2 ***Mrs Haifawi*** Has Yasmeen …
You *No, she …*

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

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

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

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

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

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

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

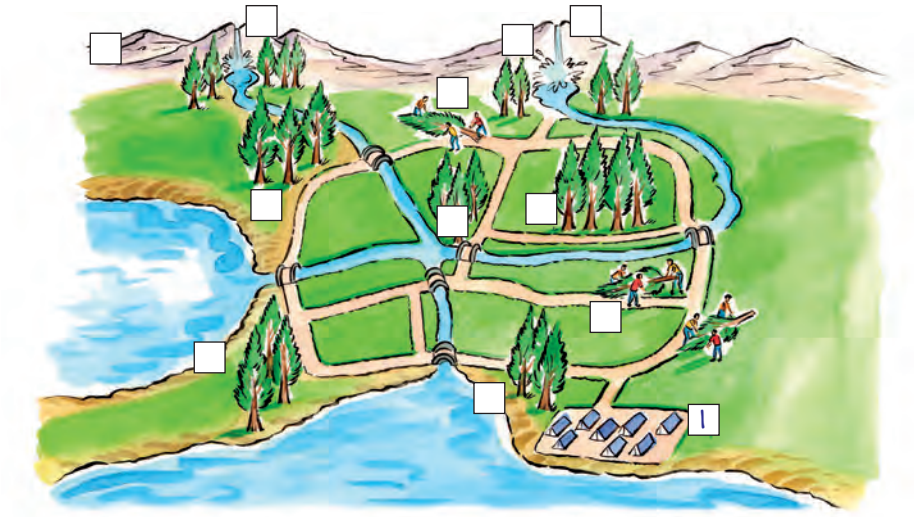
The *Yosemite News* is asking Omar more questions.

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

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

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

a Campsite: _____ visitors every year
b Lake: _____ metres wide
c Trees: _____ years old
d Mountain: _____ metres tall
e Waterfall: _____ metres high
f Friends: ___-___ years old



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



1 Who are these people? _____
2 Where have they met before? _____
3 Where are they now? _____
4 Where are they going to go? _____

3 Practise your pronunciation: intonation in yes/no questions

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

4 Work in pairs. Read and act out.

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

1 Listen and write down what you hear.

1 There are now _____ parks in many countries, and they are there to protect _____ places from _____.

2 In Yosemite, there are many _____, lakes, valleys, rivers and _____, and it is also full of many amazing kinds of _____.

3 Yosemite gets _____ of visitors every year, and _____ the Park needs _____ of people to help look after it. Some of them, like Tony Ross, work with Young _____ of Yosemite.

2 Write out a page of Omar's diary.

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

a) information you have heard or read in Unit 3 to fill gaps 1–8 (use the words in the box).

b) the 14 verbs in (brackets) – in the present perfect or present simple.

campsite	Friends	lake	mountain
rafting	three	woods	Yosemite

Tuesday, July 5th (evening)

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



We _____ (just make) friends with Tony Ross. He _____ (do) volunteer work for Young (4)_____ of Yosemite, and he _____ (be) here for (5)_____ weeks. Every day, he _____ (tidy up) the (6)_____ with his friends, and they also _____ (make) the paths safe out in the (7)_____.

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

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

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

1 Read the situation. Then do the tasks.

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

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

2 Note ideas for a conversation.

Partner A: Note things to say as yourself:

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

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

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



3 Work with a different student and have a conversation.

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



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

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

Paragraph 1: Write about your new friend. Start like this:
I have just made friends with (name).
Use ideas from paragraph 2 in Omar's diary (period 11, activity 2).

Paragraph 2: Write about what you have done together today. Start like this:
Today we have … together.
Use ideas from paragraph 3 on Omar's diary.

How to get healthy

1 Listen and repeat.

fit get on had better junk food just (= only)
miss real Really? recently wake up

2 Describe the picture on page 41.

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

3 Listen and answer the questions.

1 Is Sami sick, or has he hurt himself in an accident?
2 What does the doctor give Sami?
3 A month later, does he seem to be better or worse than before?

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

Sami is at the doctor's.

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

A month later …

Doctor How have you been getting on since our talk last month?
Sami Really well. I read the book, and I've been doing what it says since then. I've been sleeping much better.
Doctor I can see that. You don't look tired today. Have you been eating better, too?
Sami Yes, and I feel much healthier now. Thanks for all your help.

Everyday English
Really?
Really well.



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

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

2 Listen and check. Then practise in pairs.

3 Read again and answer the questions.

At the time of conversation 1:

1 What has been happening to Sami recently?
2 What two things has he been doing badly?
3 What two things has he been doing wrong at the start of the day?
4 How has he been making things even worse later in the day?
5 What kinds of food must he start eating?
6 Why do you think Sami will do what the doctor says?

At the time of conversation 2:

1 What has he been doing better in the last month? List two things.
2 How is he better now than he was a month ago? List two ways.

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

1 Read sentences 1 and 2.

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

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

1 These sentences both talk about actions that
a) started and finished in the past. ☐
b) started in the past and have gone on happening until now. ☐

2 We express actions like these with the
a) present continuous. ☐ **b)** present perfect. ☐ **c)** present perfect continuous. ☐

2 Complete the sentences about Sami and Nadia.

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

1 They _____ to school not far from their new home. (they … go)
2 _____ a lot of new friends. (they … make)
3 _____ a lot of English. (they … learn)
4 _____ a project with her friend Tina. (she … do)
5 _____ a different project with his friend Mike. (he …work on)
6 _____ for the Under-14 school football team. (he … play)

3 Read sentences 1 and 2.

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

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

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

4 Write what Sami said in conversation 2.

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

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

1 I _____ early in the morning for _____. (wake up)
2 I _____ breakfast since _____. (not miss)
3 So I _____ to school hungry for _____. (not go)
4 And _____ football much better since _____. (play)

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

1 **a** I have been learning English for … **b** I have been …

1 Listen and say the new words and phrases.

awake exercise go on instead (of)
put on weight something study test

Word formation
healthy unhealthy
like dislike

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

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

3 Listen and check. Then practise in pairs.

4 Listen for information and make notes.



How old are you?

What weight are you?

How much exercise do you do every day?

How tall are you?

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

How old?	14
Weight	___ kilograms
How tall?	___ metre ___
Exercise every day	About ___ minutes

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

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

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

2 Read and mark the statements true (✔) or false (✘).

1 The picture of the girl and **question 2** in the quiz go together. ☐
2 In **question 1**, the a, b and c ideas are all bad. ☐
3 In **question 2**, the a, b and c ideas are all bad. ☐
4 **Answers** explains that 1b is the right thing to do. ☐
5 **Answers** shows that 2c is the right thing to do. ☐

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



The healthy living quiz

by Julie Good

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



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

a start missing complete meals? ☐

b stop eating things like bread and rice? ☐

c do more exercise? ☐

1a This is bad for you, so you'd better find another way.

1b Your body can use fat instead of these things, and so you lose weight. But this can be unhealthy and dangerous, so you'd better not do this.

1c This is the best way. What about walking for an hour every day? You could start a new sport, too.

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

a do lots of exercise before bed to make yourself tired? ☐

b stop trying to sleep and go back to your books? ☐

c stop drinking coffee late, finish work earlier and do something quiet before bed? ☐

2a Exercise every day can help you sleep – but not exercise just before bed.

2b Bad idea! When you're tired, you'd better not go on. You can't learn anything.

2c Coffee keeps you awake, so don't drink coffee late. And yes, do something quiet. This will help you to sleep.

3 Listen and read aloud.

1 Read to find information.

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

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

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



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



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



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

Follow these steps.

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

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

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

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

1 Explain the underlined words from Answer 1b:
Your body can use fat instead of these things: …
2 Give examples of exercise from the passage.

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

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

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

Verb	answer	drink	help	~~sleep~~	start	walk
Noun	answer	drink	help	~~sleep~~	start	walk

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

2 Listen and check. Now practise in pairs.

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



1 sated _____
2 sanaban _____
3 selpap _____
4 gifs _____
5 seprag _____
6 noison _____
7 sorgane _____
8 toestopa _____
9 silveo _____
10 sametoot _____
11 sonmel _____ / _____
12 molsen _____ / _____

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

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

I like _____.

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

I _____.

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

A I really like … What about you?
really don't like/dislike …
They're OK, but I prefer …

B I do, too.
I don't. I really …

1 Read sentences 1–4.

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

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

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

2 Add *You had (You'd) better …* or *You had (You'd) better not …*



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

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

1 Food shopping
Deema What should we have for dinner?
You (some chicken / some burgers) *What about having some chicken – or what …*
Deema And I want some fruit, but what kind should I get?
You (some apples / a melon)
2 Getting fit and healthy
Fuad The doctor says I should do more exercise, but how?
You (go swimming / go running)
Fuad I need to find out more about healthy living, but how?
You (read this book / go on the internet)

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

1 (talk) for hours 

Q How long have they been talking?

A They've been talking for hours!

2 (sleep) all day 

Q _____

A _____

3 (cook) for two hours 

Q _____

A _____

4 (watch) since 10:00 

Q _____

A _____

5 (play) since 11:30 

Q _____

A _____

2 Work in pairs. Take turns at giving advice.

Student A: Talk about a problem that has been going on recently. Use the present perfect continuous.
Student B: Give advice with *You'd better …* or *You should …*

1 ***A*** (I have been looking round town for a gift for my sister for hours.)
B (You should look for something on the internet.)

Continue with your own ideas.

3 Work in pairs. Take turns at making suggestions.

Student A: Talk about a problem or some advice you have been given.
Student B: Give further advice and suggestions with *could*, *should* or *would.*

1 ***A*** Dad says I'd better not play computer games so much.
B He's right. You could (stop) (for a week or two)?

Continue with your own ideas.

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



2 Listen to the speakers and complete the table.

	1 Muneera	2 Ali	3 Huda
Problem	mouth has been hurting a lot		has been thinking about her grandfather in hospital
How long	a week		
Suggestion	phone, ask to see the doctor	email, ask how he is	

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

1 Listen. Do the questions rise (↗) or fall (↘) at the end? Mark them.
What's wrong, Muneera? ☐
How long has this been going on? ☐
What have you been doing about it? ☐
Well, what about phoning and asking to see the doctor? ☐

2 Now listen again and repeat.

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

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

1 Listen and write down what you hear.

1 Deema has been _____ recently, so she has started _____.

2 Sami has been waking up late, _____ and eating junk food, so _____ start _____.

3 You _____ coffee in the evening, _____ and just _____ before bed.

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

get on lose miss study

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

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

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

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

3 Find the meanings of the verbs.

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



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



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



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



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

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

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

Unit task: Sharing problems, suggestions and advice

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



Find a nice present for your (little brother)



Get into the school (basketball) team



Get (more fit)



Learn to (cook)

2 Think about these things.
- **a)** What are you happy about?
- **b)** What problem or problems do you have?

3 Make notes like this.

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

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

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

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

UNIT 5

People and games

Period 1

1 Listen and repeat.

club coach either miss practise soccer
sports bag training whose

2 Describe the picture on page 53.

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

3 Listen and answer the questions.

1 What do Yasmeen and Adnan both plan to do this evening?
2 What are their teams both going to do tomorrow?
3 What language problem does Omar have with his cousins?
4 Which match is Omar going to watch tomorrow?

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

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

Omar Whose is that sports bag, Adnan? Is it yours, or is it Yasmeen's?
Adnan It's hers. Mine is over there by the stairs.
Yasmeen (Yasmeen arrives.) Yes, I've got training at the club today. Our coach says we really mustn't miss it. We have to practise more.
Adnan I mustn't miss my training, either. You see, Omar, our teams both have big matches tomorrow.
Omar What kind of sport do you mean? Basketball? Volleyball?
Yasmeen No, soccer.
Omar Soccer? What's that? I've never heard of it.
Adnan Oh, yes, it's soccer here in America, but everyone else calls it football.
Omar Ah, football! I love the game.
Yasmeen I do, too.
Omar But football isn't a game for girls, is it? Not like volleyball.
Yasmeen I don't agree.
Adnan I don't, either. Lots of girls play it here.
Yasmeen It's a game for everyone, and it's my favourite.
Omar Mine, too. I really miss football!
Adnan What about training with me this evening?
Omar Fantastic! And can I come and watch your match tomorrow?
Adnan Yes, it'll be good. Our team are going to win!
Yasmeen Ha! You should come and watch our game, Omar. Ours will be much better than theirs!

Everyday English I really miss football!



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

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

2 Listen and check. Then practise in pairs.

3 Read again and answer the questions.

1 Whose is the big sports bag?
2 Why is training today more important than usual for them?
3 Why has Omar never heard of soccer?
4 How does Omar feel about football and girls?
5 What do his cousins tell him about football in America?
6 Where does Adnan invite Omar to go with him?
7 Who does Adnan think will win his match?
8 Why does Yasmeen think Omar should watch her team's match?

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

1 Read sentences 1–4.

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

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

	singular				**plural**		
possessive adjectives	my	your	his	her	our	your	their
possessive pronouns							

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

1 In each of sentences 1 and 3 there is a _____ + noun.

2 In each of sentences 2 and 4 there is a _____. This gets its meaning from the _____ + noun in the sentence before.

2 Work in groups. Have conversations about these things.

boots shirt shorts socks sports bag tracksuit trainers

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



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

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

Start like this.

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

1 Listen and repeat.

compete everything everywhere invent
kick part proud rule somewhere

Word formation
compete competition

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

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

3 Listen and check. Then practise in pairs.

4 Listen and label the speakers with their sports.

Salem F ___
Fatima ___ ___
Hazem ___ ___



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

5 Work in pairs. Ask and answer questions.

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

What kinds of sport do you do?

I often … I … a lot. I sometimes …

And do you do anything else?

I …, too. I …, too. I …, too.

1 Look at the picture. Answer the questions.

1 What kind of game does this seem to be?
2 Why does this look like a game from the past?
3 What looks different from the modern way of playing the game?
4 What is different about the things that modern players wear?

2 Read and mark the sentences true (✔) or false (✘).

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

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

People and games

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

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

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



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

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

3 Listen and read aloud.

Did you know …?

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

1 Read to find information.

First, read what these people are asking.

1



2



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

1 Say how the old game of football needs to change.
2 Say how games can help make the pupils better people.

2 Read again and answer the questions.

1 Why have people always loved team games?
2 In England, what was football like in the old days?
3 When and how did the modern game start?
4 How have rules helped to make football the world's favourite game?
5 Why are volleyball and basketball – like football – often important in school life?

3 Read again and explain the underlined words.

1 Line 1: But <u>why</u>?
2 Line 6: There were no <u>'rights' and 'wrongs'</u> …
3 Line 11: <u>That someone</u> is often a young player in a school game.
4 Line 11: But <u>why play</u> football at school?
5 Line 14: When <u>they do</u>, everyone …

4 Work in pairs. Discuss the questions.

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

1 Make words from pairs of words.

ache	ball	day	fall	ground	line	one	room	where	work

1 basket ball
2 bed _____
3 birth _____
4 ear _____
5 home _____
6 land _____
7 play _____
8 some _____
9 some _____
10 water _____

2 Choose and write the correct words from activity 1.

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

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

1 _____ nineteen hundred
2 _____ nineteen oh eight
3 _____ nineteen twelve
4 _____ nineteen eighty-six
5 _____ two thousand
6 _____ twenty oh nine
7 _____ twenty thirteen
8 _____ twenty twenty-seven

2009	1908
1986	2013
1912	2027
1900	2000

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

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

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

tebblaskal	booftall	lateb sinten
yellballov	mingwims	rungnin








_____ _____ _____ _____ _____ _____

1 Read sentences 1–5.

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

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

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

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

1 ***A*** Yasmeen has got training this evening. (Adnan) ***B*** Adnan has, too.
2 ***A*** Adnan can't miss training this evening. (Yasmeen) ***B*** Yasmeen can't, either.
3 ***A*** Adnan really wants to win tomorrow. (Yasmeen) ***B*** _____
4 ***A*** Yasmeen's team will play really well. (Adnan) ***B*** _____
5 ***A*** Adnan's team won't lose. (Yasmeen's team) ***B*** _____
6 ***A*** In Britain, we don't call it 'soccer'. (Palestinians) ***B*** _____

3 Read sentences 1 and 2.

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

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

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

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

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

Teacher Sh! Listen, (1) _____, please. I've got (2) _____ important to say. (3) _____ has left a grey sports bag at the back of the team bus. Whose is it?

Player Oh, thanks, Mr North! It's mine! I've been looking (4) _____ for it. I knew it was (5) _____ in the bus, but I couldn't find it. I was starting to feel bad because I've got (6) _____ in it – my football things, my school books and my homework!

1 Complete the conversations. Use possessive pronouns and possessive adjectives. Then practise in pairs.

1 ***A*** Look, Naseem, I've found our football shirts!
B Well done! But which is (1) _your_ football shirt, and which is (2) _____?
A Well, (3) _____ shirt has got three buttons, and this one has only got two, so I think it's (4) _____.

2 ***A*** I think these trainers are Nabila's and Sameer's, but whose are whose?
B Well, she's shorter than him, so I think (1) _____ trainers are smaller than (2) _____.
A So these bigger ones are (3) _____ trainers, and the smaller ones are (4) _____.

3 ***A*** You've got our CD, haven't you? And you've got Tariq's and Huda's, too.
B Yes, but which are which?
A Well, we spent seven dinars on (1) _____ CD. And they only spent four dinars on (2) _____.
B That's right. So this cheaper one is (3) _____ CD, and this more expensive one is (4) _____.

2 Complete the table.

	person	thing	place
some~	someone		
every~			

Complete the conversation. Use words from the table. Then practise in a group.
The Al-Masri brothers and sisters have prepared a picnic for their school team's match at another school. Now they are waiting for the team's bus to arrive.

Deema Fuad, Hanan, Sadiq! Listen, (1)_____! Have we got (2) _____ for our picnic?
For example, where's the bread?
Sadiq I think I've seen it (3) _____ Maybe it's in this bag …Yes, it is.
Deema Good, but I can't see the apples anywhere.
Fuad Yes, I've been looking for them (4) _____, too, and I haven't seen them anywhere.
Deema Well, can (5) _____ run back to the house and look for them?
Hanan Yes, I'll do that.
Fuad Oh, no! Now there's (6) _____ else to worry about.
Deema What's that?
Fuad The bus is coming! Hanan had better be very quick or she'll miss it!

3 Work in pairs. Make positive and negative statements. Answer with *too* or *either*.

1 ***A*** I love table tennis.
B I do, too. OR: I don't. I prefer (normal tennis).
2 ***A*** I've never been to a basketball match.
B I haven't, either. OR: I have. I've been to (several games).

Now go on with these ideas.

3 I don't like waking up early.
4 I've lost my pens and pencils.
5 I'm trying to get fit at the moment.
6 I didn't watch any TV yesterday.
7 I was doing homework all evening.
8 I won't have time to go training tonight.

1 Listen to the conversation. Then do the tasks.

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

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

2 Practise your pronunciation: showing interest with intonation.

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

2 Now listen again and repeat.

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

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

Omar So how did you get on?
Yasmeen Well, our training was like yours. We didn't finish for two hours, either.
Omar Was it very hard, too?
Yasmeen Yes, it was, but there was one thing different. We stopped to have a rest.
Omar Really! And so what kinds of training did you do?
Yasmeen Well, first, we …

1 Listen and write down what you hear.

1 _____ the game of football. _____ _____ too.

2 _____ training this evening _____ _____ tomorrow, and _____.

3 People play football _____ in the world. There are big _____, too, and _____, the World Cup.

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

After that, Finally, First, Next, Then Then

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

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

(Paragraph 1)

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

(Paragraph 2)

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

_____

_____

_____

_____

_____

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

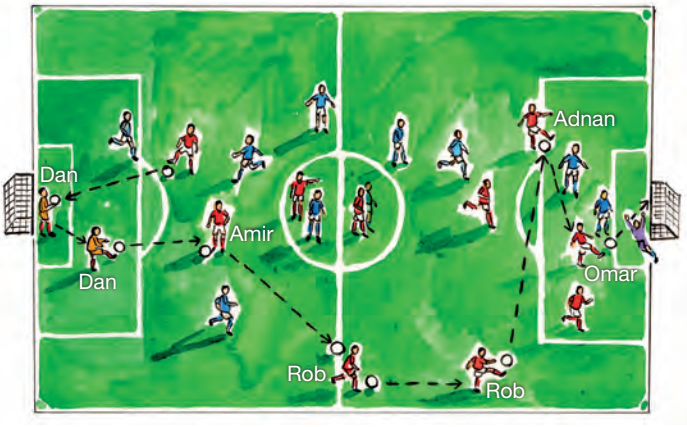
Unit task: Telling a true story.

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

After that, Finally, First, Next, Then Then

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

How the team won the big match



(Paragraph 1)

Next day, Adnan was getting his sports bag ready for the big match, and he said to Omar, 'Bring (1) _____ (yours / mine), too. Maybe one of us will get hurt, and then you can play for ten or twenty minutes.'
So Omar also took his football things, and this was a very good thing because (2) _____ (anyone / someone) in Adnan's team was sick. The others quickly asked Omar to play instead. He was very pleased, and he agreed. The team were pleased, (3) _____ , (either / too) because he played really well. And at the end he scored the winning goal.

(Paragraph 2)

This is what happened. First, Dan _____, and he _____
_____Then Amir_____

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

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

3 Tell the story in turns.

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

4 Write a title for your story.

Now write your story in five or six sentences.

Friends

1 Listen and repeat.

alone embarrassed horrible in fact
natural scared support worried

Word formation

worry	be worried
scare	be scared
embarrass	be embarrassed

2 Describe the pictures on page 65.

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

3 Listen and answer the questions.

1 Why was Tina worried about Tim yesterday?
2 How did she speak to Nadia?
3 What does she want to say to Nadia now?
4 How does Nadia feel about what happened?

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

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

Nadia Hi, Tina. What's the news from the hospital? How's Tim?
Tina He was much better when we visited him last night.
Nadia Great! And you look happier now. You were very upset yesterday morning.
Tina Yes, I was really scared.
Nadia Well, it's fantastic that you don't need to worry now.

Tina Listen, Nadia, I want to say sorry for yesterday.
Nadia Oh, because you shouted, 'Leave me alone!'
Tina Yes. I know you were just trying to support me like a good friend.
Nadia Well, I always want to help when a friend is upset.
Tina And I was horrible back to you! I'm really sorry.
Nadia It was only natural, so don't worry. Really.

Tina You see, I sometimes say the wrong thing when I get upset. And when I think about it later, I always feel bad – and embarrassed, too.
Nadia It's fine. I understood completely, and I wasn't angry.
Tina Thanks, Nadia.
Nadia You see, when people are friends, they don't have to hide their feelings. In fact, they shouldn't hide them.
Tina You really are a good friend, Nadia!

Everyday English

Don't worry. Really.
It's fine. I understand completely.



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

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

2 Listen and check. Then practise in pairs.

3 Read again and answer the questions.

1 What were Tina's feelings about Tim yesterday morning?
2 How does she look now?
3 When did her feelings change, and why?
4 Why does Tina want to say sorry to Nadia?
5 What was Nadia trying to do when Tina was upset?
6 How does Tina sometimes act when she is upset?
7 How does she always feel later?
8 How does Nadia think that friends should act towards each other?

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

1 Read sentences 1–2.

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

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

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

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





1 [e] When people are embarrassed,
2 [ ] When people are scared,
3 [ ] When people are worried or upset,
4 [ ] When people are surprised,
5 [ ] When people are pleased,
6 [ ] When people are excited,

a they often shout and jump up and down.
b they may say things like, 'Really?'
c they often go white.
d they usually look happy.
e they often go red.
f they may sometimes be horrible to their friends.

1 When people are embarrassed, they often ...

3 Work in pairs. Compare your feelings.

A I (sometimes) feel (embarrassed) when (I don't understand something).
B I do, too. And I also feel (embarrassed) when …
OR:
I don't. But I (sometimes) feel (embarrassed) when …

1 Listen and repeat.

adult at first completely danger
if immediately secret situation trust

Word formation
dangerous danger
complete completely

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

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

3 Listen and check. Then practise in pairs.

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



1 Are the people in the picture friends?
2 How does Sam feel – worried, embarrassed or scared?
3 What does Kate want to do?

5 Listen to part 2 and answer the question.

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

1 tell her the problem? ☐
2 tell their parents the problem? ☐
3 tell another adult the problem? ☐
4 not tell anyone the problem? ☐
5 write to a newspaper about the problem? ☐

1 Look at the 'page' below and answer the questions.

1 Look at the five texts. What kind of text are they all?
2 How does the first text look different from the others?
3 How does the first one end, and how do the others end?
4 From what you know, who may the writer of the first letter be?

2 Read and mark the statements true (✔) or false (✘).

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

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

Young Times 20 December 20..

Help, everyone! What should I do?

Dear All

My best friend and I tell each other all our secrets, and we never tell anyone else. That way, we can trust each other completely.

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

Worried

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

2 *Dear Worried*
If you talk, perhaps he'll understand the danger better. If that happens, I'm sure he'll stop.
Tom B.

3 *Dear Worried*
Tell him you're worried. Say you won't be friends if he goes on. But if that doesn't work, don't tell his parents or anyone else. You can never break his trust!
Alice T.

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

3 Listen and read aloud.

1 Read to find information.

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

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

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

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



3 Read again. Say what the underlined words mean.

1 Worried: If I do that, I'll lose my best friend.
2 Worried: I really don't want that to happen.
3 Answer 1: You'll feel terrible if they do.
4 Answer 1: In fact, you must!
5 Answer 2: … if he goes on.
6 Answer 2: But if that doesn't work, …
7 Answer 3: If you talk, perhaps …
8 Answer 3: If that happens, …
9 Answer 4: … but in the end, perhaps you'll become even better friends.
10 Answer 4: … but in the end, perhaps you'll become even better friends.

4 Think and discuss.

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

1 Say what you think 'Worried' should do.
2 Say why.

1 Complete the sentences.

1 Read the sentences and guess the missing 'feeling' adjectives.
2 Before you write, check your guesses. Find the adjectives in brackets.

1 Tariq was very pleased when he found his watch again. (sedleap)
2 Rima was really _____ when her father had to go to hospital. (rowride)
3 Huda was very _____ when she could not think of the other girl's name. (sarebsadrem)
4 Everyone on the bus was really _____ when it started racing down the narrow mountain road. (descar)
5 Othman was only two, so we were very _____ when he started reading one day. (derpsuris)
6 Sameera was very _____ when she got into the school basketball team. (exectid)

2 Find words in the text to complete the table.

Adjective	Adverb
_____	dangerously
recent	_____
immediate	_____
clear	_____

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

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

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

4 Listen and check. Then practise in pairs.



1 Read sentences 1–3.

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

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

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

2 Write the verbs in the correct forms.

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

3 Work in pairs. Decide what to do together.

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

Make suggestions for each sort of weather.

A If (it's windy), what about (flying our kites)?
B Or we could (just staying at home) instead.
A Fine. Let's do that.
A If (it snows), what about (build a snowman)?
B Or we could (have a snowball fight).
A Good idea. That sounds like fun.

Now say what you have agreed.

A So we've agreed then. If it's windy, we'll …
B And if …, we'll …

Now write what you have agreed.

If it is windy, we will ...

4 Say what you think.

What do you think will happen if 'Worried'

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

1 Complete the colour rules.

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

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



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

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

embarrassed pleased scared upset

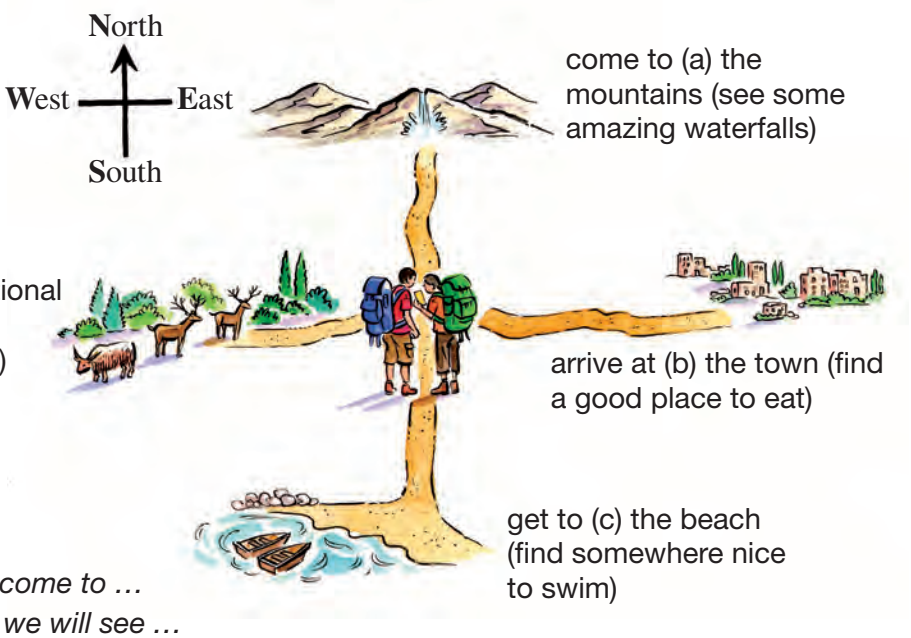


What do you (often) do when you're (upset)?

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



3 Write what Tony and Lucy are saying.



1 ***Tony*** *If we go north, we will come to …*
Lucy *Yes, and if we do that, we will see …*

1 Talk about the pictures.

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

2 Listen to the poem and answer the questions.

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

The Gift of Friendship



Friendship is a priceless gift
That cannot be bought or sold.
But its value is far greater,
than a mountain made of gold.

For gold is cold and lifeless.
It can neither see nor hear,
and in the time of trouble
It is powerless to cheer.
It has no ears to listen nor heart to understand,
it cannot bring you comfort, or reach out a helping hand.



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

Helen Steiner Rice

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

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

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

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

1 Listen and write down what you hear.

1 _____, Tina was _____ when her _____ and _____.

2 Tina is _____ because she was _____ when Nadia _____.

3 Sam and his _____ because they never _____.

2 Read the information and do the tasks.

What is a topic sentence?

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

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

Now number the other sentences in order 2 and 3.

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

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

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

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

_____ It makes us want to dance, and it helps us show our love. It changes feelings, too. It can make us sad and it can make us happy …

_____ There are also the musical instruments. In ancient times, you could already see instruments quite like modern ones …

4 Complete a paragraph.

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

It seems to me that the best answer to ‘Worried’ is the letter from …

I agree with (her/him) that …

I also agree that …

Unit task: Finding answers to problems.

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

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

Paragraph 1

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

Paragraph 2

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

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

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

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

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

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

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

Revision

1 Describe the picture on page 77.

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

2 Work in pairs. Do the tasks.

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

3 Listen and answer the questions.



1 What has Tina been doing for the last week?
2 What has Nadia seen since Tina went away?
3 What is going to happen later this week?

4 Listen and read.



Tina Hello, Nadia. It's Tina.
Nadia Hi! It's good to hear you. Haven't you been away for a week?
Tina That's right. We've been staying with our cousins in the north. We used to live near them, and we always come back to visit them in the spring holidays.
Tina And what have you been doing?
Nadia Oh, lots of things.
Tina I called yesterday, but you didn't answer.
Nadia Sorry. We were at the cinema.
Tina What did you see?
Nadia The new Spiderman film. I was quite scared sometimes!

Nadia Guess what! I left my coat in the cinema.
Tina Really?
Nadia Yes, we ran back and looked everywhere, but we couldn't find it.
Tina That's terrible!
Nadia Yes, I was very upset, but everything was fine in the end. You see, the cinema people had it. They saw it was mine and gave it back.

Tina We'll be home on Wednesday.
Nadia Great! I can't wait.
Tina I can't, either. And listen, my birthday party is on Saturday. Can you come?
Nadia I'd better ask, but I think it'll be OK.
Tina Good, and if it's sunny, we could go to the park first.
Nadia Well, OK, but it won't be very warm. I'm pleased I got my coat back!



1 Read and mark the sentences true (✔) or false (✘).

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

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

2 Read part 1 and answer the questions.

1 How long has Tina been away?
2 What time of year is it?

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

3 Read part 2 and answer the questions.

1 Has Nadia been visiting her cousins in the last week?
2 Did Nadia enjoy every minute of the film?

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

4 Read part 3 and answer the questions.

1 What went wrong after the film?
2 Why couldn't she and her family find the coat?

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

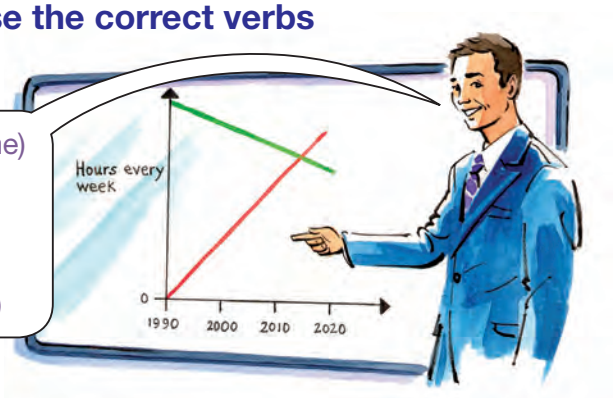
5 Read part 4 and answer the questions.

1 What is the day of Tina's birthday party?
2 Who had Nadia better speak to, and what had she better ask?
3 Why is Nadia pleased that she still has her coat?

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

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

People's lives _____ (change/stay the same)
Hours on the internet _____ (fall/rise)
Hours of TV _____ (fall/rise)
Internet shopping _____ (go down/go up)
Spending in shops _____ (go down/go up)



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

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

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

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

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

~~eat~~ drink clean wash make put

1 Salwa has eaten the food.
2 _____
3 _____
4 _____
5 _____
6 _____



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

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

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

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

Hi, Bill

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

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

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

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

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

somewhere everywhere everything something everyone

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

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

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

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

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

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

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



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

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

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

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

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

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

3 Complete the conversations. Use these expressions.

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

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

4 Listen and check. Then practise in pairs.

5 Listen and write down what you hear.

1 Nadia's _____ with _____
_____ Tim to _____ in a different part of Britain.

2 Sami has _____, and he has _____
because he _____ in his _____.

1 Look at the picture and answer the questions.

1 Who is the girl on the left?
2 What is the job of the person on the right?
3 How does the girl seem to feel?

2 Listen and do the tasks.

1 Write the notes.



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

Lost and Found

1 Tina North, 13 Green Road
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____

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

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

3 Tell a true story.

1 Choose one of these ideas from Tina's and Nadia's conversation. Think and make notes, ready to tell a short, simple story about yourself. (Make it up if you like.)
2 Work in pairs. Each ask the questions for the other to answer.

a Losing and finding something important
- What did you lose and when did you lose it?
- Where did you lose it and how?
- How did you feel?
- How did you get it back?

b Going away for a holiday
- When did you go and for how long?
- Where did you stay?
- What did you do?
- What was your favourite part?

c Having a party
- When did you have the party and what was it for?
- Where did you have it and how many people came to it?
- How did you feel?
- What happened?

d Going to the cinema (or another place in town)
- When and where did you go?
- Why did you go there?
- What happened?
- What did you enjoy (or not enjoy) ?

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

My dictionary

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

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

his *pron* _____

horrible *adj* _____

hurricane *n* _____

I feel like dancing! _____

I really miss football! _____

I understand completely. _____

if *conj* _____

immediately *adv* _____

in fact _____

in the end _____

information *n* _____

instead (of) *adv* _____

instrument *n* _____

invent *v* _____

It's fine. _____

join *v* _____

junk food *n* _____

just (= only) *adv* _____

kick *v* _____

kind (of) *n* _____

landline (phone) *n* _____

let's _____

like (= such as) *prep* _____

Listen, … _____

mine *pron* _____

miss *v* _____

Morocco *adj* _____

Mrs _____

musical *adj* _____

musician *n* _____

national *adj* _____

nationality *n* _____

natural *adj* _____

on the phone *adj* _____

online *adj* _____

ours *pron* _____

Palestine *adj* _____

pass (a football) *v* _____

pass (a place) *v* _____

pizza *n* _____

player *n* _____

poem *n* _____

practise *v* _____

project *n* _____

proud *adj* _____

quite *adv* _____

real *adj* _____

Really well. _____

Really. _____

Really? _____

recently *adv* _____

rock music *n* _____

rule *n* _____

sandwich *n* _____

scared *adj* _____

secret *n* _____

seem *v* _____

serious *adj* _____

singer *n* _____

situation *n* _____

so (= very) *adv* _____

so *conj* _____

soccer *n* _____

something *pron* _____

somewhere *adv* _____

song *n* _____

sound *v* _____

Spanish *adj* _____

speed *n* _____

sports bag *n* _____

study *v* _____

support *v* _____

taste *v* _____

test *n* _____

the 1950s *n* _____

the heart of _____

theirs *pron* _____

training *n* _____

trip *n* _____

trust *v* _____

try (experiment) *v* _____

tub *n* _____

unhealthy *adj* _____

used to *v* _____

volunteer *n* _____

wake up *v* _____

waterfall *n* _____

weight *n* _____

what about _____

white water rafting *n* _____

whose *n* _____

wildlife *n* _____

worried *adj* _____

You're the best! _____

yours *pron* _____

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

ISBN 978-0-230-41571-3

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First published 2013

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Designed by Melissa Orrom Swan
Typeset by J & D Glover Ltd
Illustrated by Gary Wing
Cover design by Macmillan Publishers Limited 2011
Cover photograph Alon Meir/PhotoStock-Israel/Alamy
Picture research by Alison Prior

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Printed and bound in Palestine

2020 2019 2018 2017 2016
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