



State of Palestine  
Ministry of Education

**NEW**  
EDITION

# English for Palestine

PUPIL'S BOOK **7A**

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## 1 Listen and repeat the words.



### Audio 1

زمن طويل <sup>ايستاماة</sup> <sup>يببتسم</sup> <sup>مندهش</sup>  
 ages hug kiss often perhaps pleased smile surprised  
 long time <sup>غالبا</sup> <sup>ربما</sup> <sup>مسرور</sup> <sup>happy</sup>  
 many times maybe

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

- Are the people friends or not? picture 1 yes; picture 2 probably not
- What do you think they are saying?

## 3 Listen and answer the questions.



### Audio 2

- Which people are friends? people in the first recording
- Which people are family? some people in the second recording

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



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

**Jane:** Hi! How are you?! I haven't seen you for **ages!** How's your family?

**Anne:** Hello! How are you? You look great! We're all fine. How are your parents?

**Jane:** They're very well, thank you! Oh, I'm so **surprised** to see you here!

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

**Paul:** Jake, this is Evan. He's my cousin.

**Jake:** Hi, Evan. I'm **pleased** to meet you.

**Evan:** How do you do, Jake? Good to meet you too. I've heard a lot about you.

**Paul:** And this is my cousin, Clara.

**Jake:** Hi, Clara.

**Clara:** Hello.



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

حوارات

Everyday  
English

انا لم ارك منذ زمن طويل  
 I haven't seen you for ages!  
 نحن بصحة جيدة  
 We're all fine.  
 يسعدني ان التقي بك  
 Pleased/Good to meet you.  
 لقد سمعت كثيرا عنك  
 I've heard a lot about you.



**1 Listen and circle the words you hear.**



Audio 3

4 5 1 2 6 7 3  
ages hug kiss often perhaps pleased smile surprised

Which word didn't you hear?

**2 Read and circle the correct words.**

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

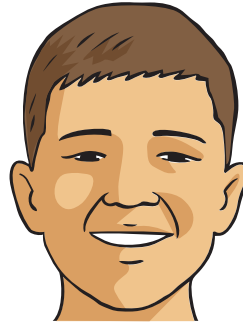
**3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.**

- I'm really <sup>جدا</sup> surprised to see you here! d
- When I meet my best friend I always give her a <sup>أفضل صديقي</sup> hug. a
- Hassan is a happy <sup>سعيد</sup> person. He always has a big <sup>كبيرة</sup> smile. b
- I like it when my little girl <sup>ابنتي الصغيرة</sup> gives me a kiss. c

a



b



c



d



**4 Listen and check your sentences.**



Audio 4

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

- What do people do in some countries when they meet a friend? **kiss and hug**
- Do Anne and Jane know each other? **yes, they are friends**
- Who is Evan? **Paul's cousin**
- What do you do when you meet a friend?
- What do you do when you meet a new person?

1 Listen and repeat the words and expressions.



Audio 5

يشعر بالملل bored    ينحني bow    يطوي ذراعيه fold arms    مهم important    يهز راسه nod    يصافح shake hands    منزعج upset    طريقة way  
 ضرر    necessary, essential, basic    method

2 Work in pairs and answer the questions.

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

Word formation:

رجل man – men    رجال  
 امرأة woman – women    نساء

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



Audio 6

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

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

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



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



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

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

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

- Men and women sometime shake hands.  
 .....men don't often shake ....

5 Read and answer the questions.

- 1 When do people fold their arms? **When they are bored**
- 2 What is the best way to say hello in any language? **a smile**

6 Work in pairs. Read the passage aloud.

**Audio 7** 

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

bored  1 bow  8 fold arms  2 important  3 nod  perhaps  6 shake hands  7 upset  5 way  4

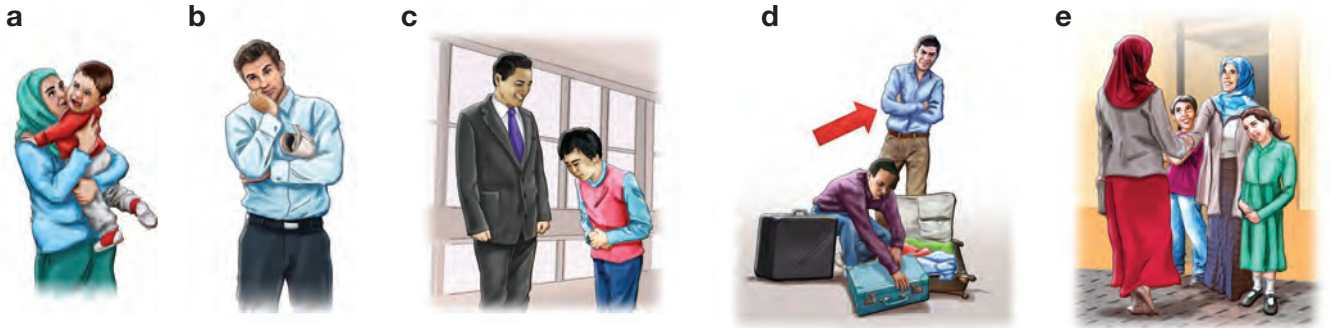
Which word didn't you hear? **nod**

**2 Read and circle the correct words.**

- In some countries, people never **nod** / shake hands.
- She looks very upset / **important**. Is she crying? <sup>تبدو</sup>
- Don't nod / **fold** your head! <sup>رأس</sup>
- The best **bow** / way to say hello is to smile.
- It's important / **bored** to understand body language. <sup>يفهم</sup>

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

- If you fold your arms, you look angry. <sup>ذراعين</sup> **d**
- Some people shake hands when they meet new people, but children don't usually do it. **e**
- I finished my story. I'm bored. Where's my friend? <sup>قصة</sup> **b**
- That child is upset because he doesn't want his aunt to kiss him. <sup>طفل</sup> **a**
- In some countries, people bow to older people. <sup>كبار السن</sup> **c**



**4 Listen and repeat.**  **Audio 8**

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

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

**Audio 9**

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

Pronunciation: *and*

**6 Work in groups. Read the poem aloud.**

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

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

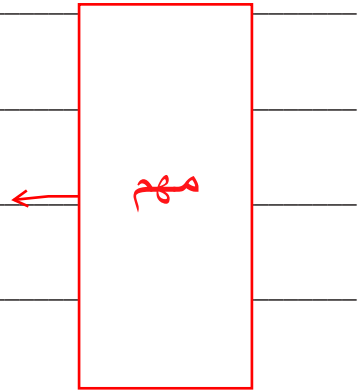
شرح الفعل المضارع قد يكون فعل مساعد او قد يكون فعل رئيسي مع س او بدون س  
 شرح الظروف التي تاتي مع الفعل المضارع ثم بيان موقعها في الجملة والسؤال  
 شرح تركيب الجملة ثم تركيب السؤال

الفعال المساعدة هي:  
 am (not), is (n't), are (n't)  
 do (n't), does (n't)  
 ظروف التكرار هي اصلا مؤشرات دالة على المضارع البسيط

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

**2 Put the words in brackets in the correct place.**

- 1 I smile when I meet a new classmate. (always)  
I always smile when I meet a new classmate.
- 2 He meets Amir near the market. (sometimes)  
He sometimes meets Amir near the market.
- 3 He doesn't win at football. (often)  
He doesn't often win ar football
- 4 He is bored. (never)  
He is never bored.
- 5 We aren't surprised. (usually)  
We aren't usually surprised.



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

- |   |  |
|---|--|
| 1 go to / often / the beach / you / Do ? c      | a Yes, / with him / I / in the summer / stay / always. |
| <u>Do you often go to the beach?</u>            | <u>Yes, I always stay with him in the summer</u>       |
| 2 your cousin / you / Do / see / often ? a      | b go / usually / by bus / I.                           |
| <u>Do you often see your cousin?</u>            | <u>I usually go by bus.</u>                            |
| 3 How / go to / you / do / school / usually ? b | c No, / never / I / go / there.                        |
| <u>How do you usually go to school?</u>         | <u>No, I never go there.</u>                           |

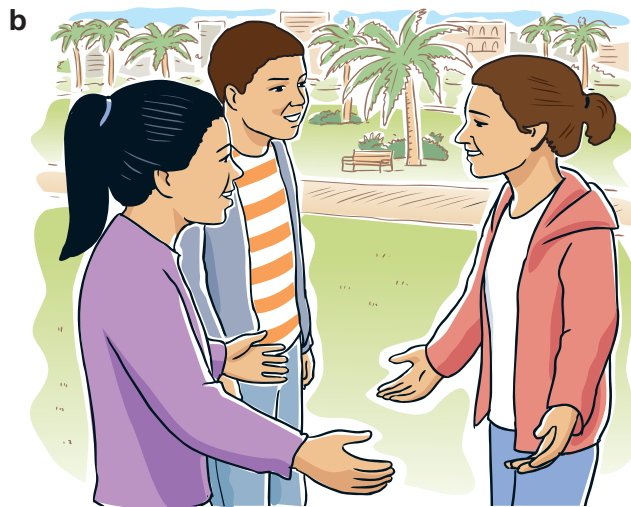


**4 Work in pairs. Ask and answer the questions in activity 3.**

**Grammar: adverbs of frequency**

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

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



2 Now listen and choose the correct picture.  **Audio 10**

3 Complete the questions. Then write the answers.

**Jana:** H\_ow \_\_\_\_\_ are y\_ou \_\_\_\_\_?

**Abeer:** I 'm \_\_\_\_\_ very \_well\_\_\_\_\_.

H\_ow \_\_\_\_\_ a\_re \_\_\_\_\_ you?

**Jana:** N\_ot \_\_\_\_\_ b\_ad \_\_\_\_\_, thank you.

**Abeer:** How often d\_o \_\_\_\_\_ y\_ou \_\_\_\_\_ come h\_ere\_\_\_\_\_?

**Jana:** I \_often\_\_\_\_\_ come here.

How i\_s \_\_\_\_\_ your m\_um \_\_\_\_\_?

**Abeer:** She i\_s \_\_\_\_\_ very \_well\_\_\_\_\_.

H\_ow \_\_\_\_\_ is your s\_ister\_\_\_\_\_?

**Jana:** She is \_fine\_\_\_\_\_.

**Abeer:** Jana! How fantastic to see you again!

**Jana:** Hello Abeer, how are you?

**Abeer:** I'm very well, thank you – how are you?

**Jana:** Not bad, thank you. What a lovely surprise! I never see you here ...

**Abeer:** No, I know! How often do you come here?

**Jana:** Oh, quite often. I usually come with my sister?

**Abeer:** Really? Me too! I often come with my mother too.

**Jana:** Your mother? How is your mother?

**Abeer:** Oh, she's very well, thank you. And how is your sister?

**Jana:** Nisma? Oh, she's always studying a lot but she's fine.

4 Work in pairs. Practise the conversation.

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

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

Hi! How are you?

Not bad, thank you. ...?

...



**Using a dictionary:** introduction

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

**1 Put the words in alphabetical order.**



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

**2 Read the email.**

<b>To:</b> (your name)
<b>From:</b> Pat
<b>Date:</b> 12 September
<p>Hi,</p> <p>My name is Pat, I'm a pupil at Cheney School in Oxford. It's good to meet you. It would be really interesting if you could tell me more about you and your family. Do you have any brothers and sisters, or cousins? Where do you go to school? Do you speak English in class? What do you usually do after school? How often do you see your grandparents or cousins?</p> <p>Please write soon!</p> <p>Pat</p>

اول حرف، اخر الجملة، اخر السؤال، اسماء الاشخاص والمدن والبلدات، فاصلة بعد المتنادى

**3 Write correct sentences and questions.**

- 1 **I** have two brothers and a little sister .
- 2 **D**o you often play football after school ?
- 3 **W**e usually speak **E**nglish in our **E**nglish class .
- 4 **M**y family and I sometimes go to Haifa to see my grandparents .
- 5 hello pat how are you **Hello Pat, how are you?**



**Writing skills:** punctuation in questions and sentences

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

**4 Write answers to the questions in activity 2.**

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

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

*How old are your brother and sister?*

- **Read and write an answer to the question.**

*My brother is fifteen and my sister is eleven.*

- **Answer more questions, and show your answers to another student. He / She reads and writes a question for you.**

*I go to school in Zawata.      Where's Zawata?      It's near Nablus.*

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

- Answer the questions.
- Ask some questions.

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

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

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

**2 Listen and complete the sentences. Check your spelling.**



**Audio 11**

- 1 Welcome to   Palestine  . It's   good     to     see     you  .
- 2 In Palestine, men usually   shake     hands  .
- 3 Good friends   hug   and   kiss   when they meet.
- 4 It's   great     to     see   you again.
- 5 You must   come     and     visit   some time.

**3 Listen and repeat the sentences.**



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

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

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

- Describe the 'Welcome to Palestine' poster which visitors will receive.  
*Welcome to Palestine! It's good to see you!*  
*Here we usually shake hands and often hug people.*

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



different = not the same  
X the same/similar

hard = difficult  
X easy / simple

prepare = make ready

**1 Listen and repeat the words.**



**Audio 12**

easy

صيني	يتواصل	similar	different	difficult	يتعلم	teach
Chinese	communicate	similar	different	hard	learn	
عدد	يحضر	standard	United Nations			
		الفصحى	الأمم المتحدة			

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

**3 Listen and answer the questions.**



Is the number of Arabic speakers rising or falling? rising  
Can the boys both speak Arabic? yes, but Jake is only learning

Are the boys talking about languages or countries? languages

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



**Audio 13**

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

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

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

**Amir:** Good idea!

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

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

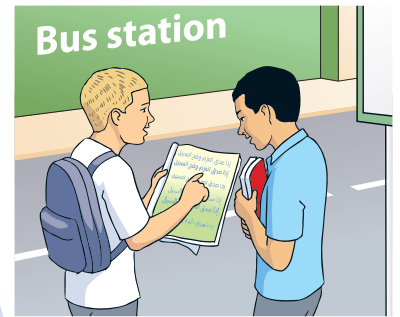
**Jake:** Really? That makes it very important.

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

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

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

**Amir:** We're making our teachers happy too!



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

**Everyday English** That's why ...  
Good idea!



1 Listen and circle the words you hear.



Audio 14

6 Chinese 4 communicate 1 different 5 hard 8 learn number  
 3 prepare 7 standard 2 United Nations

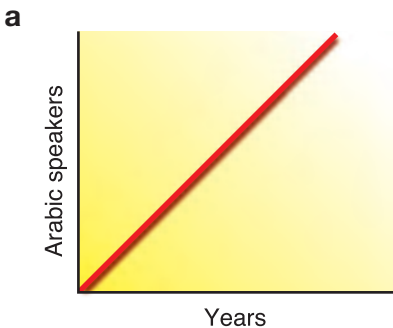
Which word didn't you hear? **different**

2 Read and circle the correct words.

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

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

- The **United Nations** uses six different languages. **d**
- We can **communicate** in Arabic and in English. **c**
- The **number** number of Arabic speakers is rising all over the world. **a**
- Learning Arabic will **prepare** me for the future! **e**
- You can speak **standard** Arabic when you want to communicate in other Arab countries. **b**



Now

Future

4 Listen and check your sentences.



Audio 15

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

- Why is Jake learning standard Arabic? **to communicate with people in a lot of countries**
- Why is Arabic important? **it is a language at the United Nations**
- Can you name another important language?
- What is happening to the number of Chinese speakers? **it is rising**
- What language would you like to learn?

**1 Listen and repeat the words and expressions.**  **Audio 16**

فنان artist	مليار billion	رجل اعمال businessman	القران الكريم Holy Qur'an	قائد / زعيم leader
	Middle East	Russian	technology	
	الشرق الاوسط	اللغة الروسية	التكنولوجيا	

**2 Work in pairs and answer the questions.**

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

**3 Listen and read. Then choose the best title for the passage.**  **Audio 17**

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

Arabic is a world language. About 280 million people <sup>talk</sup> speak Arabic in the countries of the <sup>الشرق الاوسط</sup> Middle East and North Africa. Many millions more around the world understand some Arabic because it is the language of the <sup>القران الكريم</sup> Holy Qur'an.

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



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

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

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

- 1 About 280 million people speak <sup>Arabic</sup> English in the Middle East and North Africa.
- 2 The number of Russian speakers is <sup>rising</sup> falling.
- 3 The language of technology is <sup>Arabic</sup> English.

**5 Read and answer the questions.**

- 1 What is the language of the Holy Qur'an? **Arabic**
- 2 How many people speak English? **about two billion**

**6 Work in pairs. Read the passage aloud.**



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

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

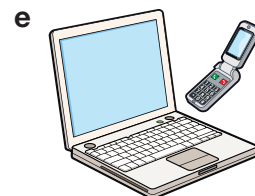
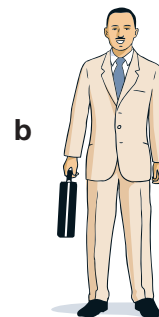
Which words didn't you hear? **Holy Qur'an, Russian, technology**

**2 Read and circle the correct words.**

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

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

- 1 English is the language of science and technology **c**
- 2 My father is a businessman. He can speak English and Arabic. **b**
- 3 There are more than a billion people in India. **d**
- 4 Have you ever been to the Middle East? **a**
- 5 Do you know anyone who speaks Russian? **a**



d 1,000,000,000

**4 Listen and repeat.** **Audio 19**

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



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

**5 Listen and repeat.** **Audio 20**

- 1 The **world** is **growing**.
- 2 **More** and **more**.
- 3 We're **speaking** more **languages**.
- 4 I'm **preparing** my **future**.

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

## present continuous

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

I'm **learning** standard Arabic these days.

**Are you learning** Palestinian Arabic?

The number of English speakers **is increasing** all over the world.

**We're preparing** our future!

The world **is changing** very quickly.

**We're speaking** more languages.

**Is he visiting** more countries?

استخدام الفعل المضارع المستمر  
**am /is /are + ing**

now, at the moment

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

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

1 What languages are you learning?

We **are** learning English and Arabic.



2 Is the number of people in the world going up?

Yes it is. It **is** growing. There are about seven billion people.

3 Are you using your English outside of school?

Yes, I am. I **am** listening to more and more songs in English.

4 Hi! How's your family?

Fine, thank you. My sister **is** growing up quickly!

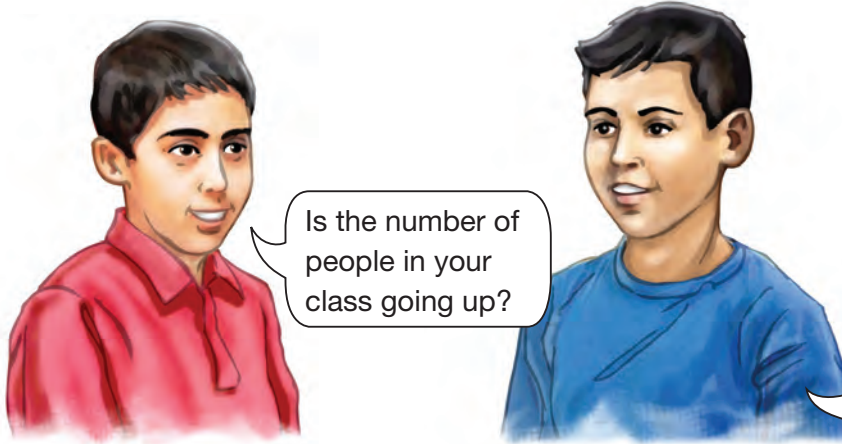
5 Is your school football team playing well?

No, it isn't. And the number of players **is** going down.

### 3 Answer the questions.

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

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



#### Grammar: present continuous

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

No, it isn't. It isn't changing.



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



Audio 21



a

2 Now listen and choose the correct picture.

3 Complete the questions and sentences.

- 1 What are you doing here?
- 2 Are you learning Chinese?
- 3 More and more people are speaking Chinese these days.
- 4 I'm only learning English this year.
- 5 The number of students is going up.

4 Work in pairs. Practise the conversation.

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

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

Hello! What are you doing here?

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

**1 Put the words in alphabetical order.**

- 1 like learn language مهم  
language learn like
- 2 smile shirt surprised standard  
shirt, smile, standard, surprised
- 3 everything England early Egypt  
early, Egypt, England, everything

**Using a dictionary: alphabetical order**

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

**2 Read the email.**

<b>To:</b> (your name)
<b>From:</b> Jo
<b>Date:</b> 12 September
<p>Hi,</p> <p>Thanks for your news. You asked about my news, so here you are! So many exciting things are happening in my life at the moment. I'm going to a new school, it's much bigger than my old school. I'm learning Chinese – it's really difficult! I'm also listening to lots of new music, and I'm really enjoying the Palestinian music you sent me.</p> <p>Lots more to tell you,</p> <p>Pat</p>

**Writing skills: contracted forms in present continuous**

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

اول حرف في الجملة او السؤال اللغات نهاية الجملة او السؤال اشارة التعجب الاختصارات

**3 Write correct sentences.**

- 1 <sup>T</sup> the number of students is going down . مهم
- 2 <sup>M</sup> more and more people in the world are communicating in english . <sup>E</sup>
- 3 <sup>A</sup> are you reading more books in english ? <sup>E</sup>
- 4 <sup>G</sup> good idea! you can even study english in bed . <sup>E</sup>
- 5 <sup>W</sup> were learning about english artists at school i love it . <sup>E</sup>

**Writing skills: punctuation in questions and sentences**

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

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

*I'm listening to different kinds of music.*

- **Show your sentence to another student.**

**He / She writes a question.**

*What kinds of music are you listening to?*

- **Read and write an answer to the question.**

*I'm listening to new Palestinian music.*

- **Show your sentences to another student.**

**He / She writes a question.**

*Are you listening to English music?*

- **Continue until you have answered three questions and written three or four sentences.**

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

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

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

- Choose at least three languages.

**Unit task:** making a poster about languages

Audio 22

**2 Listen and complete the passage. Check your spelling.**



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

**3 Listen and repeat the sentences.**



**4 Find the answers to the questions:**

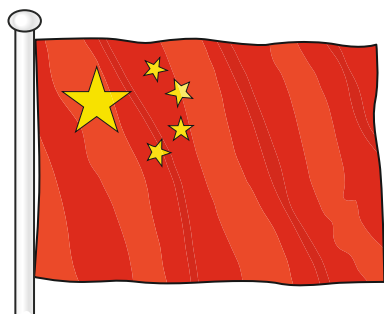
- 1 Where do people speak the languages you chose in activity 1?
- 2 How many people speak each language?
- 3 Is the number of speakers going up or going down?

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

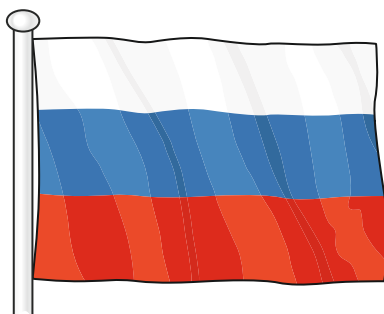
*Over 900 000 people speak Chinese as their first language. More and more people are learning Chinese now.*

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

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



China



Russia



Venezuela

**1 Listen and repeat the words.**  23

خائف	يببح	شائع	ربما	رقبة	يحك	ذيل	تحذير
afraid	bark	common	maybe	neck	rub	tail	warning
scared/frightened		popular	perhaps				

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

**3 Listen and answer the questions.**  24

**4 Listen and read. Underline the words from activity 1.**  24



**Karama:** Oh no! I'm afraid! I think it's angry.

**Alice:** I don't think so. I think it likes you.

**Karama:** Really? Do you understand dogs?

**Alice:** Yes, usually. A lot of animals communicate with people. But we don't always understand what they're saying.



**Alice:** When a dog barks, maybe it's angry, but maybe it's warning you that it hears something, or it wants food. A happy dog moves its tail and its ears are up.

**Karama:** I see! But I don't like dogs very much ...

**Alice:** I prefer cats. Listen! It likes me!



**Alice:** My favourite animal is the whale. Whales are big and beautiful, and they sing!

**Karama:** What do you mean?

**Alice:** They make a noise like singing. That's how they communicate.



**Karama:** Cool! Is singing common in the animal world?

**Alice:** No, it isn't.

**Karama:** I think giraffes are the best. They rub necks to say 'You're my friend.'

**Alice:** Aw!

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

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



**1 Listen and circle the words you hear.**  25

5 afraid    3 bark    common    6 maybe    1 neck    7 rub    4 tail    2 warning

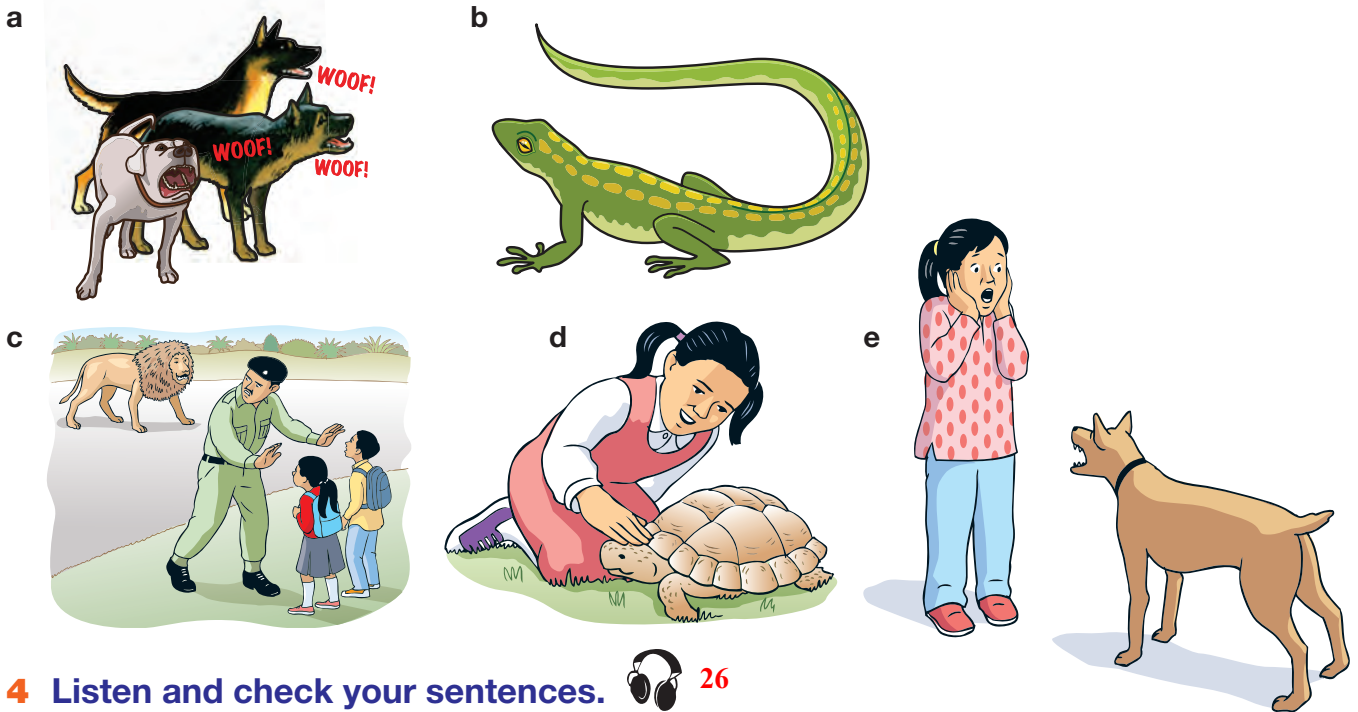
Which word didn't you hear? **common**

**2 Read and circle the correct words.**

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

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

- 1 Julia is afraid of dogs. She doesn't like them. **e**
- 2 Cool! It's got a very long tail. **b**
- 3 He's warning them to stop. **c**
- 4 He likes it when you rub his head. **d**
- 5 Those dogs bark every night! It's terrible! **a**



**4 Listen and check your sentences.**  26

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

- 1 How does Karama feel about the dog? **She is afraid of it.**
- 2 Why does a dog bark? **Maybe because it likes someone and is happy, maybe because it is angry or maybe as a warning or wants some food.**
- 3 What does a dog do when it's happy? **It moves its tail and its ears are up.**
- 4 What is Alice's favourite animal? **whale**
- 5 What do giraffes do? **They rub necks.**
- 6 What's your favourite animal?

**1 Listen and repeat the words.**  27

intelligent = clever/smart  
popular = famous /common

مسافة distance غوريلا gorilla ذكي intelligent كيلومتر kilometre  
know popular story  
يعرف شعبي قصة

**Word formation:**  
story – stories

**2 Work in pairs and answer the questions.**

- 1 Do you know the names of the animals on this page? gorilla, elephant, whale, bee
- 2 Do you know how they communicate?

**3 Listen and read. Check your answers to the questions in activity 2.**  28



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



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



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

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

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

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

talk=speak  
many= a lot of  
like= as  
different X same  
learn X teach  
under X above  
find X lose

**5 Read and answer the questions.**

- 1 Why do bees dance? to tell other bees where food is
- 2 What can Doctor Dolittle do? talks to animals in their languages

**6 Work in pairs. Read the passage aloud.**

**1 Listen and number the words in the order you hear them.**  29

distance  gorillas  intelligent  kilometres  know  popular  story

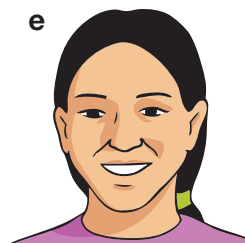
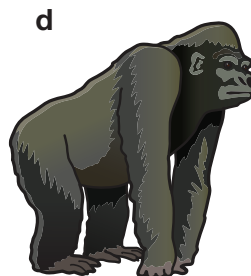
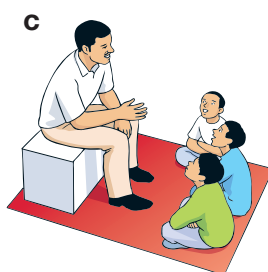
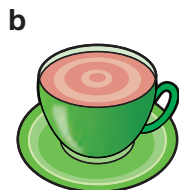
Which word didn't you hear? **popular**

**2 Read and circle the correct words.**

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

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

- d 1 Gorillas are very **intelligent** animals.
- a 2 The city is a thousand **kilometres** away.
- e 3 Do you **know** Alena? She's very nice.
- b 4 Drinking tea is very **popular** in the UK.
- c 5 My uncle loves to tell a **story**. He's very interesting.



**4 Listen and repeat.**  30

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



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

**5 Listen and repeat.**  31

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

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

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

افعال الحواس والادراك

I **think** it's angry! **يعتقد**

Do you **understand** dogs? **يفهم**

We don't always **know** what they're saying. **يعرف**

It **wants** food. **يريد**

I don't **like** dogs very much ... **يحب**

She **loves** cats. **يحب**

What do you **mean**? **يعني**

Do you **hear** that noise? **يسمع**

prefer يفضل  
need يحتاج

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

**2 Choose the correct words to complete the sentences.**

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

← مهم

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

1 What do you think of this?	it / I like / think / it's / I / interesting <b>I like it. I think it's interesting.</b>
2 How do you understand this song?	some English / know / I / and / to practise / I / want <b>I know some English and I want to practise.</b>
3 Do you want some tea?	Sorry, / like / I / tea / don't / juice / I prefer <b>Sorry, I don't like tea. I prefer juice.</b>
4 Do you know Paul?	Yes! / hear / And / I / going to / he's / a new school <b>Yes! And I hear he's going to a new school.</b>
5 Do you think the dog likes the ball?	I / he / it / know / likes / Look / his / tail / at <b>I know he likes it. Look at his tail.</b>

حفظ

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

**Grammar: verbs not usually used in the present continuous**

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

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



**2 Listen and match each passage with the pictures in activity 1.**  **Audio 32**  
 Answers: Passage A 2 dog, Passage B 3 gorilla, Passage C 1 giraffe, Passage D 4 whale

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

Passage A

- 1 Why does the dog move its tail and bark? because he's happy
- 2 How does the dog make the speaker feel? good

Passage B

- 3 Can gorillas speak? no

Passage C

- 4 Does the speaker like giraffes? yes

Passage D

- 5 What does the speaker like about whales? the noises they make

**4 Complete the questions about animals.**

- 1 What do you think of \_\_\_\_\_
- 2 How does a dog \_\_\_\_\_
- 3 How do you know when a cat \_\_\_\_\_
- 4 Do you know anything about \_\_\_\_\_
- 5 What do you know about \_\_\_\_\_

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

Use the questions you wrote in activity 4.

How does a dog show it is happy?


It moves its tail.

What do you think of elephants?

I love elephants. I think they're ...



**1 Put the words in alphabetical order.**

- 1 tail    table    tall  
table, tail, tall 
- 2 bark    bank    ball  
ball, bank, bark
- 3 warning    water    wall  
wall, warning, water
- 4 hear    here    help    hen  
hear, help, hen, here

**Using a dictionary: alphabetical order**


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

**2 Read the sentences. Then choose the correct answer.**


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

**Writing skills: linking words**

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

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

**3 Choose the words to complete the sentences.**

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

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

*I like tigers but I hate cows.*

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

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

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

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

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

**Unit task:** making a quiz about animals

**2 Listen and complete the sentences. Check your spelling.**



- 1 A cow can go up the stairs, but not down the stairs.
- 2 In Australia there are 17 million people and 150 million sheep.
- 3 Most cats in Halifax, Canada, have six toes.
- 4 Lions are so noisy that you can hear them eight kilometres away.
- 5 Dogs can see better than people.

**3 Listen and repeat the sentences.**



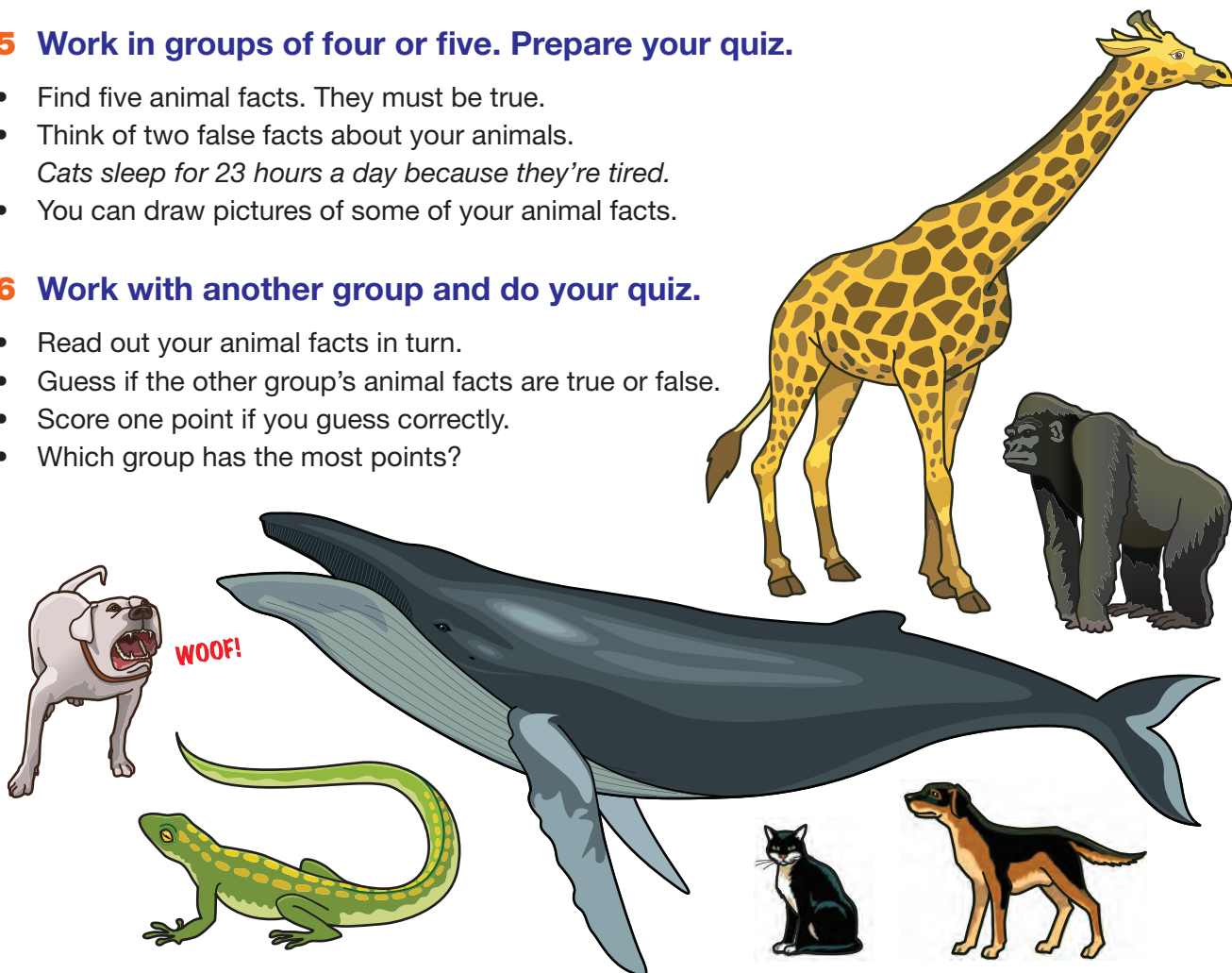
**4 Work in groups of two or three. Talk about the animal facts you heard in activity 2.**

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

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

**6 Work with another group and do your quiz.**

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



1 Listen and repeat the words and expressions.  34

محادثة / دردشة chat    يزور come over    مضاعف double    نصف half    رسالة message    لحظة moment    بطاقة postcard    خطأ wrong

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

3 Listen and answer the questions.  35

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

**Woman:** Hello?

**Huda:** Hello Aunt Alia. Can I speak to Rania, please?

**Woman:** Sorry. You've got the wrong number.

**Huda:** Oh, I am sorry. Goodbye.



**Huda:** Hi, Aunt Alia. It's Huda. Can I speak to Rania, please?

**Aunt Alia:** I'm sorry, Huda, she's out with her brother. Can I take a message?

**Huda:** Yes, please. Can you ask her to call me on this number: double two, six, oh, one, five?

**Aunt Alia:** Yes, of course.

**Huda:** Thank you. Bye.

**Huda's mother:** Hello.

**Rania:** Good morning, Mrs Karmi. Can I speak to Huda, please?

**Huda's mother:** Who's speaking, please?

**Rania:** Sorry. It's Rania.

**Huda's mother:** Hello, Rania. Just a moment.



**Rania:** Huda! Hi there!

**Huda:** Hi! I got a postcard from Iqbal this morning – she's in her new house! She wants to invite us to go and see her next week.

**Rania:** Iqbal! I miss her now she's at a different school.

**Huda:** Well, come over to my house and we can call her together. We'll have a good chat!

**Rania:** OK! See you in half an hour.

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

Everyday English

Double two, six, oh, one, five

Just a moment.

Who's speaking?





**1 Listen and circle the words and expressions you hear.**

3 chat      5 come over      1 double      4 half      7 message      moment      2 postcard      6 wrong

Which word didn't you hear? **moment**

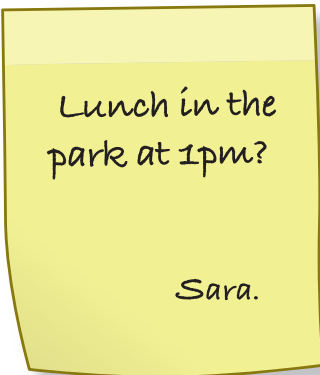
**2 Read and circle the correct words.**

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

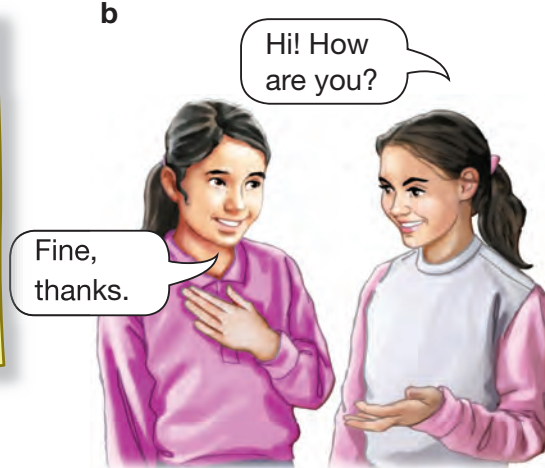
**3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.**

- 1 She's sending me a postcard from France! **c**
- 2 Please come over to see me on my birthday. **e**
- 3 There's a message for you from Sara. **s**
- 4 She loves to chat with her friends. **b**
- 5 I'll be there in half an hour. **d**

a



b



c



e



d 1/2

**4 Listen and check your sentences.** 37

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

- 1 Who does Huda want to speak to? **Rania**
- 2 Where is Rania when Huda first calls? **out with her brother**
- 3 What did Huda get? **a postcard from Iqbal**
- 4 Where is Iqbal? **in her new house**
- 5 What are Rania and Huda going to do? **meet at Huda's house to call Iqbal**
- 6 Who do you like to talk to on the phone?

**1 Listen and repeat the words.**  **38**

عنوان address    جهة اتصال contact    بيت home    يضع lose    يخزن save    يرسل send    نص text

**2 Work in pairs and answer the questions.**

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

**3 Listen and read. Then answer the questions.**  **39**

- 1 Who sent the postcard? **Iqbal**
- 2 Who was the postcard sent to? **Huda**
- 3 Why didn't Iqbal write to Rania? **because she didn't have Rania's address**

Rania is <sup>يزور</sup>visiting Huda at her home. They are <sup>يقرا</sup>reading a <sup>بطاقة</sup>postcard from their friend Iqbal to Huda. Rania wants to know why Iqbal didn't send her a postcard.

<p>Dear Huda How are things? I hope your family is well. We're in our new house now so I'm sending you my new phone number (0079-2212-7896). Please save it in the contacts on your phone. This way you don't lose it. Please give my number to Rania too. I don't have her address so I can't send her a postcard. Why don't you and Rania come over here to see me? How about next <sup>القادم</sup>Saturday? Talk to her and then give me a call. See you soon Love Iqbal</p>	<div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto; margin-bottom: 10px;"></div> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
--	--

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

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

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

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

X
X

**5 Read and answer the questions.**

- 1 Who doesn't have Rania's address? **Iqbal**
- 2 When are the girls coming over? **next Saturday**

**6 Work in pairs. Read the passage aloud.**



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

address  2 contact  home  5 lose  1 save  6 send  3 text  4

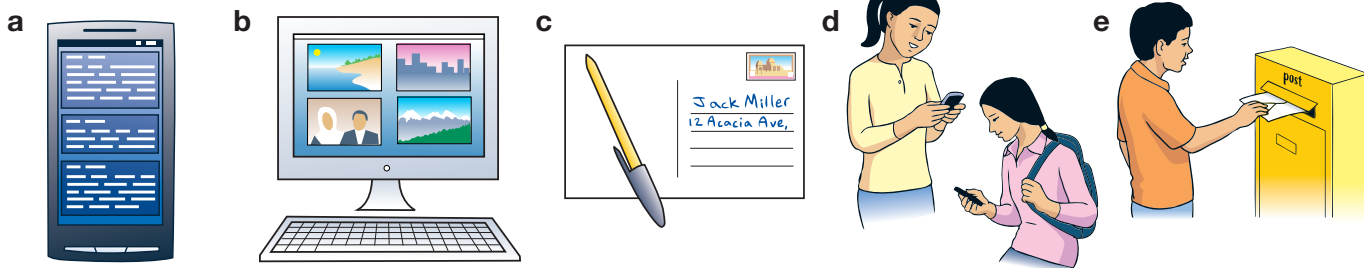
Which word didn't you hear? **contact**

**2 Read and circle the correct words.**

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

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

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



**4 Listen and repeat.**



41

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

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



**5 Listen and repeat.**



42

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

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

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

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

call   got   here   sorry   speak   take

- 1 Can I take a message?
- 2 Just a moment, I'll call her.
- 3 Can I speak to Huda, please?
- 4 It's Rania here.
- 5 I'm sorry. You've got the wrong number.

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

**Mr. Masri:** Hello, who's speaking?

**Aziz:** Hello Omar. speak / please / I / Jamal / Can / to ?

Can I speak to Jamal, please ?

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

I'm sorry. You've got the wrong number .

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

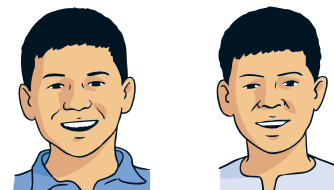
I'm sorry. Goodbye .

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

- |   |   |
|---|---|
| a Thank you. Goodbye.   | 6 |
| b Hello, uncle. It's Majed here. Could I speak to Omar, please?                                   | 2 |
| c Sorry, Majed. He isn't at home at the moment. Can I take a message?                             | 3 |
| d Goodbye, Majed.   | 7 |
| e Of course.  | 5 |
| f Hello? Who's speaking?  | 1 |
| g Could you ask him to call me when he gets home? My number is double seven eight three four one? | 4 |

**4 Work in pairs. Read the conversation aloud.**

**5 Work in pairs. Act out phone conversations.**



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

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



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

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

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

**2 Listen and circle the numbers you hear.**



- |   |               |               |
|---|---------------|---------------|
| 1 | <u>226015</u> | 216015        |
| 2 | <u>203799</u> | 203755        |
| 3 | 301188        | <u>311088</u> |
| 4 | 778341        | <u>777341</u> |

**Language in use: saying phone numbers**

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

**3 Work in pairs. Say these phone numbers.**

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

**4 Read and complete a phone call to a friend.**

**Mother/Father:** Hello.

**A: Omar** Good morning, Mrs/Mr Karmi. Can I speak to Ahmad, please?

**Mother/Father:** Who's speaking, please?

**A: Omar** Ah, sorry. It's Omar.

**Mother/Father:** Hello, Omar. Just a moment, I'll call him.

**B: Ahmad** Omar! Hi there!

**A: Omar** Hi! Ahmad. How are you

**B: Ahmad** Cool! How about going to the park.

**A: Omar** Great idea! No, wait. Come over to my house and we will talk!

**B: Ahmad** OK! See you in twenty minutes.

**A: Omar** Bye!

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

Hello, this is Mrs ...

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

**Using a dictionary: guide words**

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

guide word →

**chat** *بدرش*

76

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

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

come over cheap cook chicken city change cold

**2 Read the email.**

Hi Jamal,  
How are you? Can you give me back my dictionary please? I need it for school.  
Take care.  
Jo

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

Hello Ahmed,

How are you ? Fine, I hope .

Just a quick message to say I hope you enjoyed your birthday party last Saturday. Thank you for inviting me, it was great.

Please, give my regards to your father

See you soon!

Love

Marcos.

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

• **Start your email.**

*Dear Karim,*

• **Give your email to a partner. He / She writes the next sentence.**

*How are things?*

• **Read and write the next sentence.**

*Great, I hope.*

• **Show your email to another student. He / She writes the next sentence.**

*Do you want to come to my home for lunch next week?*

• **Continue until you have written an email and ended it correctly.**

*Take care, (name)*

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

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

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

**Starting**

Dear ... / Hello! / Hi! *بداية*

How are things? / How are you? / How's life? *كيف*

Well, I hope. / Fine, I hope. *امل*

Just a quick message / quick email / short note to say ... *رسالة*

**Ending**

Give my regards to your parents / mother / father / grandmother / brother ... *سلم على*

Write soon! / See you soon! / Speak soon! *قريبا*

Take care / Love *وداع*

In emails and postcards to friends, the words *Dear, Hi, Hello* and *Love*, and the phrases *See you soon, Write soon, Speak soon* and *Take care* always start with a **capital letter**, and are on a new line.

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

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

**Unit task:** making a class message board

**2 Listen and complete the sentences. Check your spelling.**



45

- Hello Mrs. Archer. Is Freddie at home?  
I'm sorry. You've got the wrong number.
- Can I take a message?  
Yes, please. Can he call me this afternoon?
- Can you come over? We can work together.  
OK. see you in twenty minutes. Bye.
- Listen to this! ' Dear Ghada, I want to invite you to London.  
Can you come over? Love Ella.' Wow!

**3 Listen and repeat the sentences.**



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

- Yes, of course. Just a moment. I'll call her.
- I'm very sorry. He's out with his mother at the moment.
- Can I invite you to a party at my house this Sunday?
- Ha ha, don't worry. I can come over this evening.
- Can you help me? How do I save contacts on this new phone?

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

**6 Write two or three short telephone conversations and messages.**

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



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

**2 Listen and answer the questions.**



46

He's meeting new people to talk about computers and the internet.

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



**Leila:** Hello. Who's speaking?  
**Bilal:** Leila, it's me! Bilal!  
**Leila:** Bilal! Are you calling from the US?  
**Bilal:** Yes, I am. Leila, I love it here, it's fantastic. But it's very different and I miss you.  
**Leila:** Uncle Bilal called this afternoon. I was very surprised!

**Amir:** How is he? Why hasn't he sent me a postcard? **Leila:** Well, you know he's very busy. He's usually out meeting new people.

**Leila:** The United States is famous for computers and the internet so he's talking to important people - important for his future.

**Rania:** Does he chat to them in English or in Arabic? **Leila:** In English. He says he's learning more and more every day.

**Leila:** He doesn't like the weather much. It changes all the time, and it rains a lot.

**Amir:** Did he give you a message for us?

**Leila:** Of course! He sent hugs.

**Amir:** Aw, I miss Uncle Bilal.

**Rania:** I've got his email address. How about sending him an email together?

**Amir:** Good idea.



**3 Read and answer the questions.**

- 1 Why is Leila surprised to hear from Bilal?
- 2 What does Amir want from Uncle Bilal?
- 3 Why hasn't Uncle Bilal sent Amir what he **wants? he's in the US**
- 4 Why doesn't Uncle Bilal like the weather **in the US?**
- 5 How is the family going to send a message to Uncle Bilal? **he's busy**
- 6 What is the best title for the passage? **a** News from Uncle Bilal **b** A phone call **c** Let's send a text message



**it changes all the time and it rains a lot by email**

**c** Let's send a text message

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



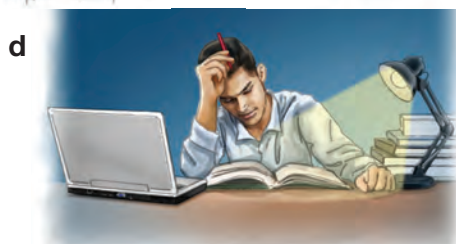
**1 Read and tick the true sentences. Then correct the false sentences.**

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

- |   |   |
|---|---|
| X | Leila is pleased that Bilal is calling. |
|   |   |
| X | Bilal learning a lot of English         |
| X | Bilal's message was 'Give Amir .....    |
|   |   |

**2 Match the sentences to the pictures.**

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



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

- a sentence with a word which tells us how often something happens; **He's usually out meeting new people.**
- a sentence with the present continuous tense which talks about something which is changing. **He's learning more and more every day.**

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

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

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

**1 Complete the conversation with words from the box.**

chat   come over   communicate   different  
important   intelligent   know   pleased



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

Can you communicate well with the other students?

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

Good – that's very important.

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

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

**2 Listen and check your sentences.**  47

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

**4 Work in pairs. Ask and answer.**

Where is Bilal?      He's in the US.

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

Why is he calling?      Because he misses his family.

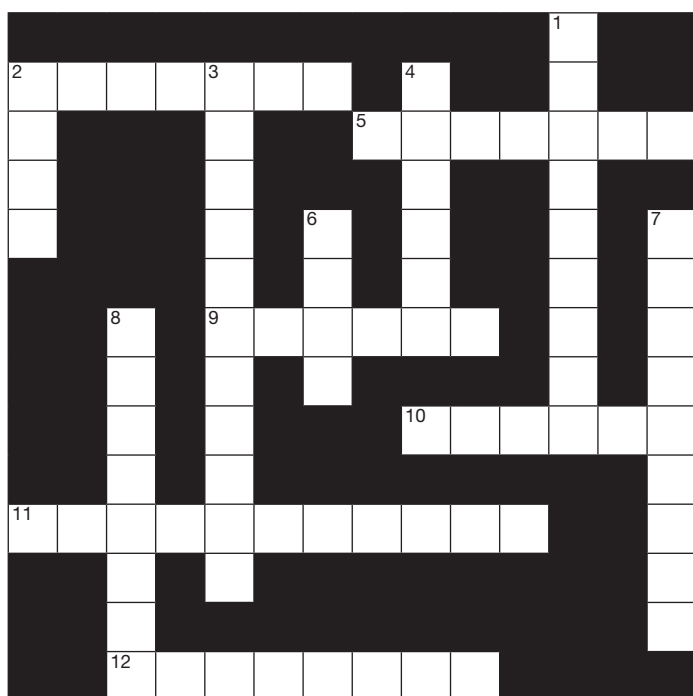
What does Amir want?

What do Amir and Rania do together?

What does Bilal want to do?

Who does Bilal want Amir to meet?

**1 Work in pairs. Complete the crossword puzzle.**



**Across**

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

**Down**

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

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

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

*Dear Uncle Karim,  
I hope you're well. How's life in London?*

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

*I think it's a fantastic city. Do you like it?*

- **Read your letter and write another sentence or question.**

*Do they speak standard English in London?*

- **Show your letter to another student.**

**He / She writes a sentence or question.**

*Do you understand the people there?  
I want to go!*

- **Continue until you have written three or four questions and sentences each.**

- **End your letter correctly.**

*Lots of love,  
Othman*



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

1 Listen and repeat the words.  48

للتو	هدف	للتو	لمباراة
already	goal	just	match
score	team	win	yet
أحرز هدفا	فريق	يفوز	حتى الآن
النتيجة			

فاز	الفائز	يفوز
win – winning – won		
Egypt – Egyptian	Jordan – Jordanian	
مصر	مصري	الاردن
		اردني

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

3 Listen and answer the questions.  49

4 Listen and read. Underline the words from activity 1.  49

**Kamal:** What are you watching?

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

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

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

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

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

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

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

**Kamal:** Oh! He's fallen over!

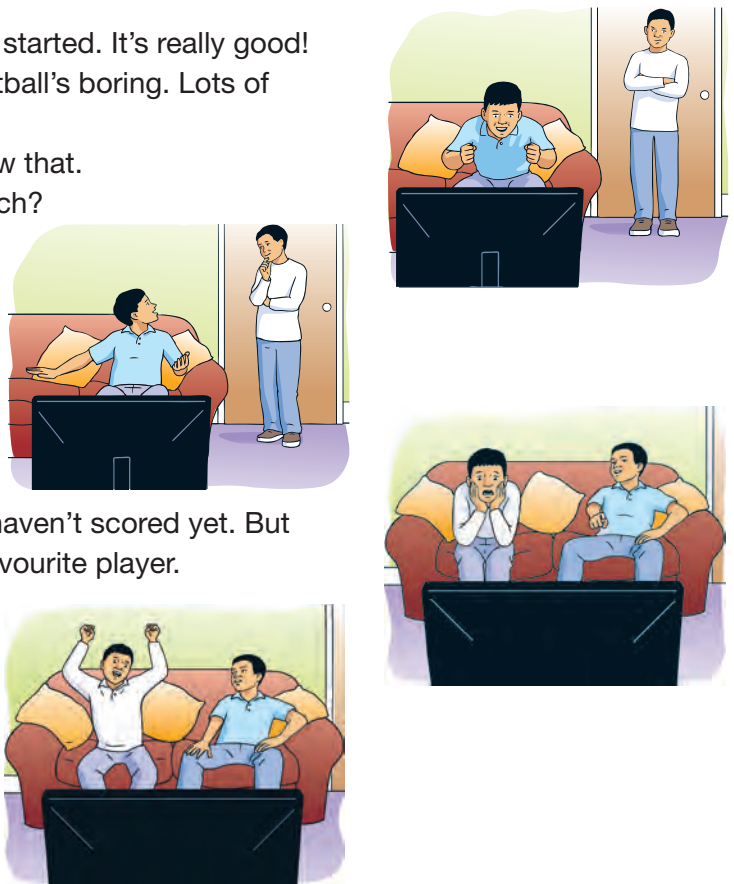
**Kamal:** GOAL!! Wow! What a great goal!

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

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

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

**Kamal:** I've changed my mind.



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

Everyday English

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

- 1 At the beginning of the passage, do both boys like football? **no**
- 2 At the end of the passage, do both boys like football? **yes**
- 3 Which team won the match? **The Egyptian team**

1 Listen and circle the words you hear.  50

4 already 3 goal 7 just 1 match 6 score 5 team 2 win **yet**

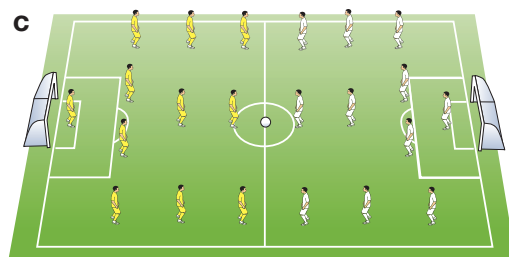
Which word didn't you hear?

2 Read and circle the correct words.

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

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

- The score was 1:0. **b**
- The red team haven't scored yet. **d**
- My team are going to win! The score is 3 : 1. **e**
- When does the match start? **c**
- Look! The white team have just scored a goal! **a**



4 Listen and check your sentences.  51

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

- What does Kamal think about football? **At the start he thinks it is boring. But he changes his mind**
- Which teams are playing? **Jordan and Egypt**
- How many goals have the Egyptian team scored? **three**
- What colour do the Jordanian team wear? **white**
- Who is Basem's favourite player? **number seven**
- Do you like football? Which team is your favourite?



**1 Listen and repeat the words.**  52

منافسة خطيرة ضخمة يدخل نهائي بارد ملعب كأس العالم  
 competition dangerous enormous enter final freezing pitch World Cup™

**2 Work in pairs and answer the questions.**

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

**3 Listen and read. Find out why football is so popular.**  53

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



**World Cup™ finals**

2010	South Africa
2014	Brazil
2018	Russia
2022	Qatar

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

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

- safe X dangerous
- bad X good
- worst X best
- lost X won
- less X more
- losing X winning

- very cold = freezing
- just = only
- too = also
- race = competition
- many = lots of
- huge = enormous
- games = matches

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

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

**5 Read and answer the questions.**

- 1 How many countries play football? **more than 200**
- 2 Which team have played in all the finals? **Brazil**

**6 Work in pairs. Read the passage aloud.**

**1 Listen and number the words in the order you hear them.**  54

competition  4 dangerous  enormous  5 enter  2 final  3 freezing  7 pitch  6 World Cup™  1

Which words didn't you hear?

**2 Read and circle the correct words.**

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

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

- 1 How many players are on the pitch? d
- 2 Brazil has won the World Cup more than any other team. a
- 3 It's too dangerous to play. The weather is too bad. c
- 4 The pitch is enormous! It's the biggest one I've seen. b
- 5 The red team have entered the final. e



**4 Listen and repeat.**  55

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

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

**5 Listen and repeat.**  56

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

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

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

The Brazilian team **have won** five times.      The other team **haven't arrived!**  
 They **have entered** all the competitions.      They **have just finished** the match.  
 I've **changed** my mind.      He **has already scored** three goals.  
 He's **fallen** over!      They **haven't scored** yet.

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

enter    fall    finish    has / have    past    present    start    win

- We form the present perfect with has / have and the past participle.
- When we form the past participle, we add *-ed* to regular verbs, such as finish, play and start.
- Some verbs are irregular, such as fall and in and we need to learn the past participle.
- We use the present perfect to talk about a past action with an effect on the present.

**3 Match the verbs and past participles.**

1 start	<u>started</u>	6 win	<u>won</u>
2 score	<u>scored</u>	7 change	<u>changed</u>
3 become	<u>become</u>	8 see	<u>seen</u>
4 fall	<u>fallen</u>	9 have	<u>had</u>
5 finish	<u>finished</u>	10 do	<u>done</u>

مهم

become      had scored  
 changed      scored  
 done      seen  
 fallen      started  
 finished      won

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

- My best friend has had (have) lunch at my house this week.
- I have learned (learn) a lot today.
- My favourite team has won (win) a lot of matches this year.
- I have already visited (visit) Jerusalem.
- We have just finished (finish) this book.

مهم

**Grammar: present perfect**

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

**5 Write questions and answers. Then listen and check.** 57

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

مهم

1 Have our team scored any goals?

Yes they have. They have scored two.

2 Has the match finished?

No, it hasn't finished.

3 Have you done your homework?

Yes, I have.

4 What have you done today?

I have had an amazing breakfast.

5 What have you visited in Palestine?

I have seen many places.

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

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

**2 Listen and number the pictures in the correct order.**



**3 Complete the sentences.**

- 1 Jones has jumped out of the water.
- 2 The ball has gone over the goal.
- 3 Number 11 has won.
- 4 The Ferrari has passed the Lotus.
- 5 I think he has hurt himself.

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

What sports have you learned to do?

I've learned to swim and play football.

Ask and say:

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

**5 Practise your conversation with another student.**



**Using a dictionary: example sentences**

Dictionaries have example sentences to help show you the meaning of the word.

definition (the meaning)

مباراة

**match** a game between two people or two teams  
I'm playing in a football **match** tomorrow.

example sentence

**1 Match the words with their definitions and example sentences.**

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

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

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

a



b



**3 Write correct sentences.**

مهم

- That's the Brazilian team they've already scored three goals.
- The Egyptian team have scored but they haven't won.
- He's my favourite player but he's just fallen over.
- I've changed my mind.
- The Brazilian team have won five times.

H

**4 Write a sentence about a scene from sport.**

*The short Brazilian player is excellent.*

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

*What has he done?*

**Read and write an answer to the question.**

*He has passed all the other players.*

**Show your picture and sentences to another student. He / She writes a question.**

*How many players have seen him?*

**Continue until you have written answers to three or four questions.**

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

**Writing skills: contracted forms in present simple and present perfect**

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



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

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

**Unit task:** presenting the radio sports news

**2 Listen and complete the passage. Check your spelling.**  59

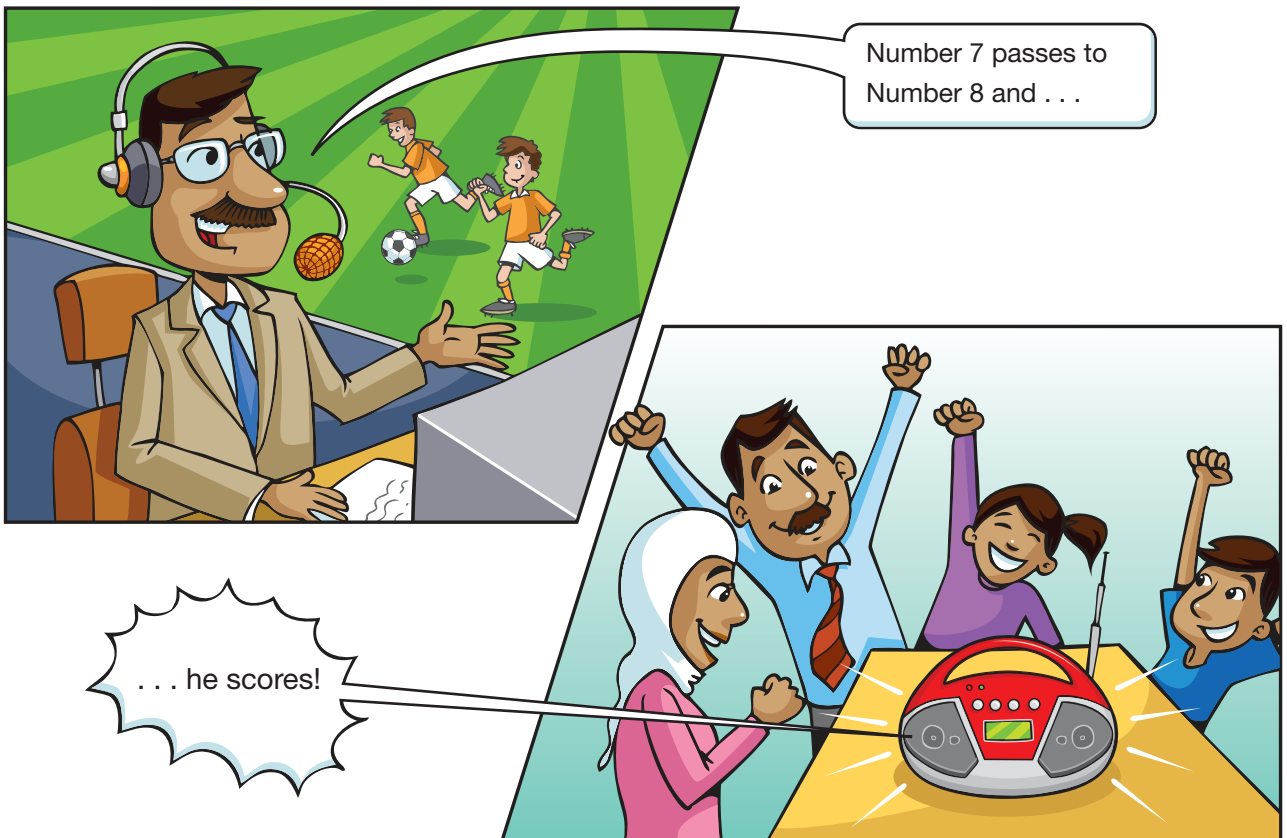
Good evening and welcome to Sports Today. I'm speaking to you from the football match between Egypt and Jordan here in Cairo. It's very exciting and the noise is amazing! We have a few minutes before the match starts, so there's time to hear some news from the others in our radio sports team back home.

**3 Listen and repeat the sentences.** 

**4 Write two or three short sports reports.**

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

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



## 1 Listen and repeat the words and expressions.



الحرف      يقطع      منثعل      يرمي      يكنس      يرمي      يرتب      تقليدي  
crafts   cut up   excited   put away   sweep up   throw away   tidy up   traditional

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

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

## 3 Listen and answer the questions.



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

**Noor:** Have you finished yet?

**Ghada:** I'm about to finish. We need to make a sign for tomorrow.

**Noor:** I've just made it, it's there, look. I cut up an old box and painted it.

**Ghada:** Wow! It's fantastic!

**Narrator:** Traditional crafts by class 7A.

**Noor:** Right. Come on, let's tidy up!

**Ghada:** OK. You tidy up the tables and I'll sweep up.

**Noor:** Where do I put things?

**Ghada:** In those boxes and then put them away in the cupboards.

**Noor:** And what about this?

**Ghada:** What is it?

**Noor:** The box that I cut up.

**Ghada:** Just throw it away. We can't use it again.

**Noor:** OK.

**Ghada:** Right. Have we finished yet?

**Noor:** Yes, I think so. I've already thrown away the things from that table and I've put away the boxes.

**Ghada:** Great! We've done it all!

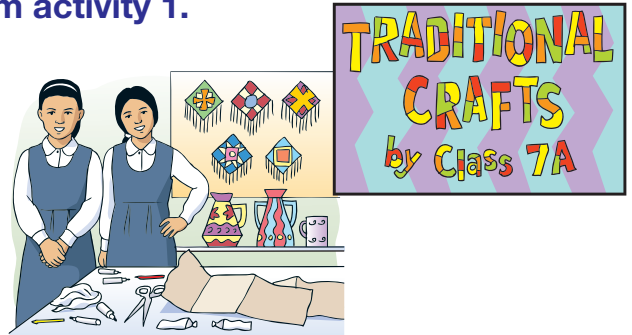
**Noor:** It'll be fantastic, tomorrow. My parents want to come. I'm really excited!

**Ghada:** Me too. Have you seen my bag?

**Noor:** No. Where was it?

**Ghada:** It was on that table.

**Noor:** Uh, oh.



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

Everyday  
English

Have you finished yet?    Come on, let's ...    We've done it all!

- 1 What have the girls made?
- 2 What does the sign say?
- 3 What are they looking for at the end?

Answers: 1 a sign    2 Traditional Crafts by Class 7A    3 Ghada's bag

**1 Listen and circle the words you hear.**  62

crafts <sup>2</sup> cut up <sup>6</sup> excited <sup>4</sup> put away <sup>7</sup> sweep up <sup>1</sup> throw away <sup>5</sup> tidy up <sup>3</sup> traditional

Which word didn't you hear? **crafts**


**2 Read and circle the correct words.**

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

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

- 1 I think I need to tidy up my bedroom. **b**
- 2 We're going to Cairo tomorrow! I'm so excited! **d**
- 3 Mum! Please, no, don't throw away my T-shirt! It's my favourite! **e**
- 4 'Could you put away the plates, please?' 'It's alright. I've already done it.' **a**
- 5 What about the dirt? I'm going to sweep up now. **c**



**4 Listen and check your sentences.**  63

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

- 1 What has Noor made? **a sign**
- 2 What does the sign say? **Traditional crafts by Class 7A**
- 3 What is Noor going to do? **tidy up**
- 4 What is Ghada going to do? **sweep up**
- 5 What has Ghada lost? **her bag**
- 6 Do you like crafts? What can you make?

**1 Listen and repeat the words and expressions.**



مدهش amazing	سراميك ceramic	طين / فخار clay	ساحر / فائن fascinating	كثير loads of many	تقرير report	شكل shape	متأكد sure
-----------------	-------------------	--------------------	----------------------------	--------------------------	-----------------	--------------	---------------

**2 Work in pairs and answer the questions.**

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

**3 Listen and read. Answer the questions.**



- 1 Who wrote the report? **Noor and Ghada**
- 2 Did the crafts show go well? **yes, it did**
- 3 Who made the best ceramics? **Amani**

معروض الحرف التقليدية  
The Class 7A Traditional Crafts show

A report by Noor and Ghada

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

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

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

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

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

worst X best  
learn X teach  
sell X buy  
modern X traditional  
started X finished  
boring X amazing

father/mother=parents  
happy=pleased  
wonderful=fascinating  
exciting = amazing

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

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

**5 Read and answer the questions.**

- 1 Who wrote the report? **Noor and Ghada**
- 2 Where has Amani been? **Jerusalem**

**6 Work in pairs. Read the passage aloud.**

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



amazing  ceramics  1 clay  4 fascinating  5 loads of  3 report  shape  2 sure

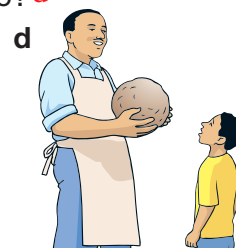
Which words didn't you hear? **amazing, report, sure**

2 Read and circle the correct words.

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

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

- 1 Mr Rammal has made some beautiful ceramics ! b
- 2 'Do you like the show ?' 'Well, I'm not sure .' c
- 3 I love watching Ali make kites. It's fascinating . a
- 4 Grandad, can you teach me to make things with clay too? d



4 Listen and repeat.



Two brothers

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



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



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

**Pronunciation: unstressed vowels**

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

5 Listen and repeat.



the kitchen    your room    the bread    for lunch    your homework

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



تابع الوحدة السادسة: موقع المؤشرات

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

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

في حالة النفي

في حالة السؤال

**2 Now choose the correct words to complete the rules.**

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

**3 Match the sentences to the correct picture.**

- 1 She's already tidied up. **c**
- 2 She's just tidied up. **b**
- 3 She hasn't tidied up yet. **a**



**4 Put the words in the correct order.**

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

**5 Write complete questions.**

- 1 Have you seen (see) Fatima yet?
- 2 Have you been (be) to Jericho yet?
- 3 Have you put (put) away the dishes yet?
- 4 Have you visited (visit) Al-Aqsa Mosque yet?

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

**Grammar: already, just, yet**

We put *already* in the middle of the verb. When we use *already*, the verb is affirmative.

We put *just* in the middle of the verb. When we use *just*, the verb is affirmative.

We put *yet* at the end of the sentence. When we use *yet*, the verb is negative **or** a question.

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

- Where are they? **in a shop**
- What are they doing? **a man is painting and selling ceramics: the boys are looking at the ceramics, they break one and they tidy up**

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



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



**PART A**

- Does the man welcome the boys to his shop? **Yes, he does.**
- Why are the boys in the shop? **One boy (Amir) wants to buy something for his mother.**

**PART B**

- How did the boy break the bowl? **He hit it with his bag.**

**PART C**

- What does the man give to the boys? **a bowl**
- Why does he give it to them? **Because they worked hard.**

**4 Ask questions. Then listen and check.**



- Have / you / **be** / to / Jerusalem / yet / ? **Have you been to Jerusalem yet?**
- Have / you / **see** / ceramics from Jerusalem / yet / ? **Have you seen the ceramics from Jerusalem yet?**
- Have / you / **buy** / ceramics / from / Jerusalem / ? **Have you bought ceramics from Jerusalem?**
- Have / you / **make** / crafts / at school / ? **Have you made crafts at school?**
- Have / you / **give** / something special to your parents / ? **Have you given something special to your parents?**

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

Use the questions in activity 4 to help you.

Have you been to Jerusalem?

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

Have you seen ... yet?

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

**6 Practise your conversation with another student.**

**1 Match the definitions with the example sentences.**

**cut**

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

**Using a dictionary: more than one meaning**

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

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

clay      fantastic      shape      sure      teach      throw ... away

27, Bath Street  
Lords Green,  
Maidenhead  
12<sup>th</sup> August, 2013

Dear Mum and Dad,

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

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

Give my love to Grandma,  
Love,  
Fatima

**3 Look at the letter and choose the correct answers.**

- 1** In the top right corner, you write  
**a** your address  
**b** the date  
**c** your address and then the date.
- 2** You start your letter  
**a** on the left  
**b** on the right  
**c** in the middle.
- 3** You end your letter  
**a** on the left  
**b** on the right  
**c** in the middle.
- 4** You write 'Love' or 'Best wishes'  
**a** on the same line as the sentence before  
**b** on a new line  
**c** after your name.

**4 Work in pairs. Write a letter.**

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

**Writing skills:** writing a letter

**5 Write a letter to your parents.**

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

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

**Unit task:** making a comic strip

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



- Think about what happens next.

**2 Listen and complete the sentences. Check your spelling**



- Happy birthday Mum! We've nought you a cake.
- It's Mum's birthday. Have you got her a birthday cake yet?
- Yes, I've just put it in the cupboard.
- Oh, I haven't had any lunch yet. I wonder what's in the cupboard.
- But where is it? Have you already eaten it?
- Thank you everyone! I've had a lovely birthday.

**3 Listen and repeat the sentences.**



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

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

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

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

72 

**1 Listen and repeat the words and expressions.**

فوارق	مجموعة	تعليمات	جزء	يلبس
differences	group	instructions	part	put on
	remember	shade	strange	
	يتذكر	ظل	غريب	

**Word formation:**  
yourself – yourselves  
نفسك – انفسكم

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

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

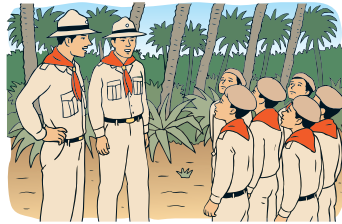
**3 Listen and answer the questions.**



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

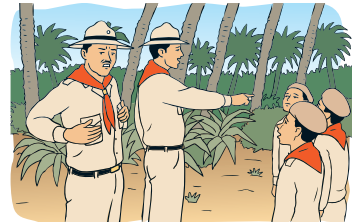
73 

**Mr. Carter:** Before you start the hike, I need to give you some instructions.



**Mr. Sands:** Be quiet, please, everyone! Listen to Mr. Carter.

**Mr. Carter:** Right. Stay with your group. Try not to hurt yourself. Tell your group leader about any problems.



**Ameer:** Who are our group leaders?

**Mr. Carter:** Let's see. That's strange, I can't remember!

**Mr. Sands:** I think we said Soheil and Omar.



**Mr. Carter:** Ah yes, thank you.

**Mr. Carter:** There are some big differences on the hike – some parts have lots of trees and shade, other parts have lots of rocks and no shade!



**Mr. Sands:** So remember to put on a hat.

**Mr. Carter:** Yes, yes. Be careful not to get thirsty too. You should take water with you.

**Mr. Carter:** At the end of the hike, there's a fantastic place to swim, but ... be careful.

**Fuad:** Can we stay until sunset?

**Mr. Carter:** No, you should be here before sunset. And one last thing ... enjoy yourselves!

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

**Everyday English**

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

- What is Mr Carter doing?
- What do the boys need to take?
- When should the boys be back from the hike?

- giving instructions
- a hat and water
- before sunset



1 Listen and circle the words you hear.



1 differences 4 group 2 instructions 7 part 5 put on 3 remember 6 shade strange

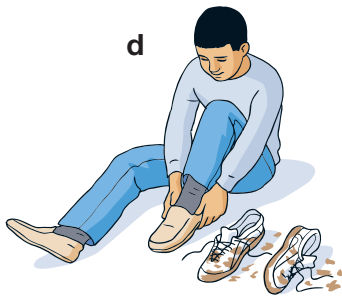
Which word didn't you hear?

2 Read and circle the correct words.

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

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

- I think you should put on clean shoes. d
- Dad, dad! Remember to take your book! a
- I think we need to read the instruction first. c
- Don't look now, but there's a strange man behind us! b
- We should sit in the shade. It's too hot. e



4 Listen and check your sentences.



75

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

- What does Mr Carter need to do before the hike? some instructions.
- Who should the boys tell about any problems? group leader
- Who are the group leaders? Soheil and Omar
- What must the boys put on? hat
- What should the boys take with them? water
- Do you like hiking? Where do you like to hike?

76 

1 Listen and repeat the words and expressions.

يواصل / يستمر	ظلام	بعضنا البعض	ممتاز
carry on	dark	each other	excellent
go on	kilometre	plan	return soon
يواصل	كيلومتر	يخطط	يعود قريباً

2 Work in pairs and answer the question.

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

77 

3 Listen and read. Then answer the questions.

- What did the boys do on the hike? **walked, rested and ate lunch, hiked up a mountain swam, learnt to dive**
- What do they want to do soon? **to go on another hike together**

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

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

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

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

- early X late
- sunrise X sunset
- question X answer
- alone X together
- boring X fantastic
- went away X returned
- sad X happy
- short X long
  
- start = begin
- wonderful = fantastic
- went on = continued = carried on
- unclean = dirty
- came back = returned
- cold = cool

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

- It will soon be sunrise.
- The boys finish the hike at night.
- They had lunch in the shade.

5 Read and answer the questions.

- What did the boys do after lunch? **hiked up into the mountains**
- Why are the boys late? **they stayed a long time in the water**

6 Work in pairs. Read the passage aloud.

78 

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

carry on 1 dark 2 dive 7 each other 8 excellent 6 go on a hike 5 kilometre   
 planning 4 soon 3

Which word didn't you hear?

**2 Read and circle the correct words.**

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

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

- 1 Salim and his cousin are teaching each other new sports. **c**
- 2 Jamal and Jack want to go on a hike, and Ahmed thinks it's an excellent idea. **a**
- 3 We shouldn't carry on after dark. We should stop very soon, before sunset. **b**



**4 Listen and repeat.**  79

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

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

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

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

**5 Listen and repeat.**  80

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

**Pronunciation: /shud/**

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

**6 Work in pairs. Read the poem aloud.**

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

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

Instructions <sup>تعليمات</sup>	Advice <sup>نصيحة</sup>
Put on a hat.	You should take water with you.
Read the instructions	You should take water and....
Don't be late.	You should return before sunset.
Take your boots, don't hurt your feet	

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

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

**3 Write the words in the correct order.**

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

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

I hurt <b>myself</b> .	We are helping <b>ourselves</b> . or <b>each other</b>
Enjoy <b>yourself</b> .	Enjoy <b>yourselves!</b> <sup>فعل امر</sup>
He cut <b>himself</b> . She hit <b>herself</b> . The dog/It hurt <b>itself</b> .	They are teaching <b>themselves</b> .

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

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

**5 Read and circle the correct word.**

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

**Grammar: giving instructions and advice**

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

**Grammar: -self and each other**

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



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

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



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

- 1 Karim <sup>should</sup> shouldn't take his mobile phone.
- 2 Samer wants Karim to <sup>take</sup> buy a new dictionary.
- 3 Karim <sup>should try</sup> should not eat strange food.
- 4 Karim wants to visit two <sup>lots of</sup> or three famous places.
- 5 Samer wants a hat.

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



- 1 **Take** your mobile phone.
- 2 The most important thing is to **enjoy** yourself.
- 3 Some of the food is strange but **try** it.

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



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

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

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

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

Should I take a hat?

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

**6 Practise your conversation with another student.**



**1 Read the dictionary page and answer the questions.**

Using a dictionary: revision

- 1 What is the guide word at the top of the page? **hike**
- 2 What is the definition for *hike*? **a long walk in the countryside**
- 3 What are the example sentences for *him*? **Give him the water. I went swimming with him.**

<b>hike</b>	<b>144</b>
<b>hike</b> <i>noun</i> a long walk in the countryside <i>They went for a <b>hike</b> at Al Ibrahim mosque.</i>	
<b>hill</b> <i>noun</i> piece of high ground <i>We climbed slowly to the top of the <b>hill</b>.</i>	
<b>him</b> <i>pronoun</i> a man or boy <i>Give <b>him</b> the water. I went swimming with <b>him</b>.</i>	

**2 Read and complete the messages to friends.**

**Writing skills:** messages to friends

Hi,  
 I'd like to go **1 hiking** in Palestine. Where should I go? What **2 should** I wear? When **3 should** I go?  
 Thanks for your help!  
 Tim

Hi Tim,  
**4 Welcome** to my town, Hebron. You can hike along Al Ibrahim mosque. Wear strong shoes, **5 Wear / Bring / Take / Use / Put on** a hat and bring lots of water. You **6 should** come in the spring or the autumn.  
 Best wishes,  
 Sami

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

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

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

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

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

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



**Unit task:** making a tourist information poster

**2 Listen and complete the sentences. Check your spelling.**



- 1 Remember to put on a hat or stay in the shade.
- 2 You should take water when you go on a hike.
- 3 You should also visit Hebron while you're in Palestine.
- 4 Don't go on a hike by yourself.
- 5 Make sure you look after each other.

**3 Listen and repeat the sentences.**



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**4 Make the information poster.**

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

*Meet at 7am in front of the school.*

*You should bring some money for the bus.*

*Remember to bring your lunch.*

*Be careful to wash your fruit before we go.*

*You should take ...*

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

**1 Look at the photos.**

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

**2 Listen and answer the questions.**  83

- 1 What is the weather in the US? **freezing**
- 2 Where is Uncle Bilal? **in Washington**

Dear Amir and Rania,

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

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

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

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

Bye for now,

Uncle Bilal

**3 Read and answer the questions.**

- 1 What is Bilal doing in Washington? **he's in a computer competition**
- 2 Is Bilal doing well in the competition? **yes, he's won loads of matches**
- 3 What is the weather like in the US now? **it's freezing**
- 4 What is the name of the city Bilal visited last week? **he can't remember**
- 5 What does he want to see on the hike he is planning? **some famous, enormous trees**
- 6 What is the best title for the passage?

a The computer competition    b An email     c Exciting news from Uncle Bilal

**4 Work in pairs. Read the email aloud.**

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

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

<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>

**2 Match the sentences to the pictures.**

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



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

- an example of the present perfect + *already* **I've already played / I have already made**
- an instruction **Be good both of you**
- some advice **You should help your mother**

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

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

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

Now correct the incorrect sentences.



**1 Complete the conversation with words from the box.**

amazing    competition    just    planning    soon  
 team    tidy up    yet    yourself



**2 Listen and check your sentences.**



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

**4 Work in pairs. Ask and answer.**

Where is Bilal?

He's in Washington.

What's he doing there?

He's playing in a computer games competition.

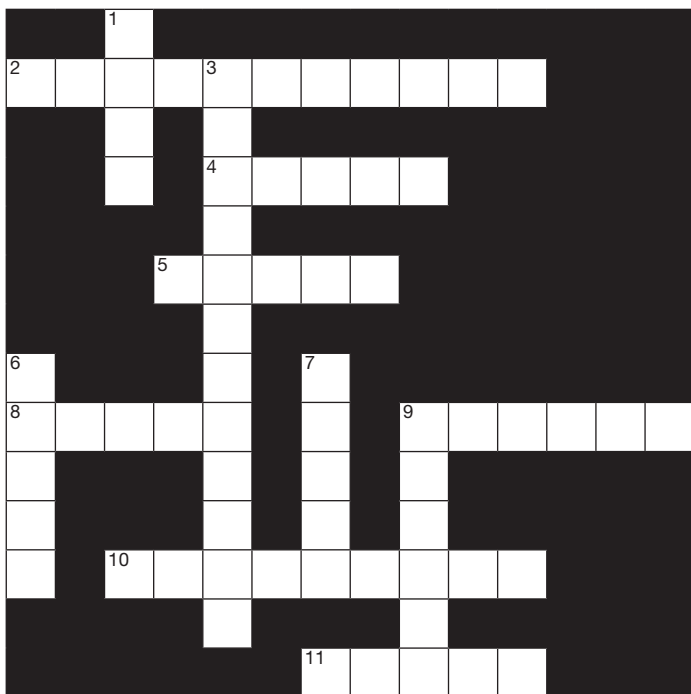
Has he done well?

Yes, he's won.

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



**1 Work in pairs. Complete the crossword puzzle.**



**Across**

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

**Down**

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

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

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

*Hi Rania,*

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

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

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

- **Read your email and write another sentence or question.**

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

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

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

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

- **Finish your email.**

*See you soon!*

*Fatima*



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

# My dictionary

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

## Nationalities, countries and regions

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

## Phrasal verbs

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

## Communicating

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

## Time expressions

already	_____
just	_____
often	_____
soon	_____
yet	_____

## Greetings

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

**Nouns**

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

**Pronouns**

- each other \_\_\_\_\_
- yourself \_\_\_\_\_

**Verbs**

- bark \_\_\_\_\_
- come over \_\_\_\_\_
- know \_\_\_\_\_
- learn \_\_\_\_\_
- lose \_\_\_\_\_
- plan \_\_\_\_\_
- prepare \_\_\_\_\_
- remember \_\_\_\_\_
- return \_\_\_\_\_
- rub \_\_\_\_\_
- save \_\_\_\_\_

**Sport**

- competition \_\_\_\_\_
- final \_\_\_\_\_
- goal \_\_\_\_\_
- match \_\_\_\_\_
- pitch \_\_\_\_\_
- score \_\_\_\_\_
- team \_\_\_\_\_
- win \_\_\_\_\_
- World Cup™ \_\_\_\_\_

**Adjectives**

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

**Adverbs**

- maybe \_\_\_\_\_
- perhaps \_\_\_\_\_

**Everyday English**

- Come on, let's ... \_\_\_\_\_
- Double two, six, oh, one, five \_\_\_\_\_
- Enjoy yourselves! \_\_\_\_\_
- Good idea! \_\_\_\_\_
- Have you finished yet? \_\_\_\_\_
- I don't think so! \_\_\_\_\_
- I haven't seen you for ages! \_\_\_\_\_
- I've changed my mind. \_\_\_\_\_
- I've heard a lot about you. \_\_\_\_\_
- Just a moment. \_\_\_\_\_
- Let's see. \_\_\_\_\_
- Never mind. \_\_\_\_\_
- Pleased/Good to meet you. \_\_\_\_\_
- That's strange! \_\_\_\_\_
- That's why ... \_\_\_\_\_
- We're all fine. \_\_\_\_\_
- We've done it all! \_\_\_\_\_
- What do you mean? \_\_\_\_\_
- Who's speaking? \_\_\_\_\_





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