



State of Palestine  
Ministry of Education

NEW  
EDITION

# English for Palestine

PUPIL'S BOOK **7B**

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#### **Authorship Supervisory Committee (original edition)**

|                                  |                       |
|----------------------------------|-----------------------|
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| Dr Omar Abu Al-Hummos            | Al-Quds University    |
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|                                  |                         |
|----------------------------------|-------------------------|
| Dr Hazem Y Najjar                | Bethlehem University    |
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1 Listen and repeat the words and expressions. 

ancient civilization example find out history machine pump radio think back

## 2 Work in pairs. Look at the pictures. Can you name them?

3 Listen and answer the questions. 4 Listen and read. Underline the words from activity 1. 

The children are having a lesson about technology.

**Teacher:** People have used technology to change the world. Can you give me any examples?

**Hiba:** Mobile phones – they have made communication much easier.

**Teacher:** That's a good example, thank you, Hiba. Now let's think about our history. What has happened to change what we do?

**Firas:** Radio and TV are important for communication.

**Teacher:** Well done, Firas! But let's think back to ancient civilization. Any ideas?

**Huda:** I saw a TV programme about ancient Egypt. They moved water from the river to their farms.

**Teacher:** That's right. They had a very simple machine to move water. It was a pump. That was more than four thousand years ago. Today we still use a pump to do the same job.

**Teacher:** Now let's think about the future. What will technology do to change the future? What can you tell us, Salim?

**Salim:** My father is a scientist. He says we will find out there are people on other planets.

**Teacher:** Really? Who agrees with Salim's father?



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

Everyday  
English

That's a good example!

Any ideas?

That's right.



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



ancient civilization example find out history machine pump radio think back

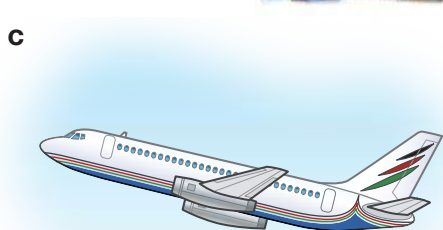
Which word didn't you hear?

## 2 Read and circle the correct words.

- 1 The class talked about the **ancient civilization** / **history** of technology.
- 2 We will **find out** / **think back** how the new pumps work tomorrow.
- 3 We used a **pump** / **radio** to move water.
- 4 The teacher wants the children to **find out** / **think back** to what they knew about ancient civilizations.
- 5 We use this **machine** / **pump** to make ice cream.

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

- 1 I like to listen to the \_\_\_\_\_ when I'm doing my homework.
- 2 I want to \_\_\_\_\_ how this machine works.
- 3 Planes are an \_\_\_\_\_ of transport that has changed how we live.
- 4 Let's \_\_\_\_\_ to the last lesson – what did we do on the computer?
- 5 We had a very interesting \_\_\_\_\_ lesson about ancient civilizations.



## 4 Listen and check your sentences.



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

- 1 How did Huda learn about ancient Egypt?
- 2 How long ago was the ancient civilization of Egypt?
- 3 What does Salim's father think we will find out in the future?
- 4 Do you agree with Salim's father?
- 5 What other examples of things that changed the world can you think of?





# 1 Listen and repeat the words.

century children decade hang  
large life program

## Word formation:

|                      |                                    |
|----------------------|------------------------------------|
| life (singular noun) | <i>my life</i>                     |
| lives (plural noun)  | <i>our lives</i>                   |
| live (verb)          | <i>We are living in Palestine.</i> |

# 2 Work in pairs. Talk about how life will change in the future.

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

- 1 Technology: yesterday and today
- 2 Technology: today and tomorrow
- 3 Schools of the future

## Word formation:

teach – teacher



Technology has changed how we live. Today large thin TVs hang on walls. Computers sit on desks at home, school and work and in many other places. In cars, a box can speak to the driver to tell him where to go. We can use our mobile phones to listen to music, take photos, watch TV or films, use the internet and to send text messages to each other – oh, yes, and talk to people!

So what about the future? How will technology change the life of children?

- One thing we can be sure about – there will be many more computers. Schools use computers now but in the next decades they will use them more and more. Some people say all children will have one on their desk. Or perhaps they will take a small laptop with them all day.
- And what about next century? Some scientists say there will be no schools. Children will stay at home and have their lessons on computers. Teachers will not teach – they will only program the computers.

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

- 1 We can find computers in many different places.
- 2 Today people only use their mobile phones to talk to each other.
- 3 In the next decades there will be more computers in schools.

|                          |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |

# 5 Read and answer the questions.

- 1 How will children learn when there are no schools?
- 2 What will teachers do when there are no schools?

# 6 Work in pairs. Read the passage aloud.





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



century ☐ children ☐ decades ☐ hang ☐ large ☐ lives ☐ program ☐

Which words didn't you hear?

## 2 Read and circle the correct words.

- 1 This **decade** / **century** will end in the year 2099.
- 2 The next **decade** / **century** will start in the year 2020.
- 3 You can **hang** / **pump** this picture on the classroom wall.
- 4 I think mobile phones have changed our **program** / **lives** a lot.
- 5 You need to **hang** / **program** a computer to make it work.

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

- 1 The first mobile phones were \_\_\_\_\_ and expensive.
- 2 \_\_\_\_\_ have only used mobile phones in the last few decades.
- 3 Teachers have to learn how to \_\_\_\_\_ a computer.
- 4 Why did you \_\_\_\_\_ your TV on the wall?

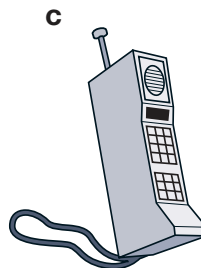
a



b



c



d



## 4 Listen and repeat.



Let's make a call.  
Let's send a text.  
Let's have a chat.  
Let's chat, chat, chat.

What does he say?  
What does she say?  
What do they say?  
What? What? What?

He says let's make a call.  
She says let's send a text.  
They say let's have a chat.  
We say let's chat, chat, chat.

## 5 Listen and repeat.



- 1 make a call    2 send a text    3 have a chat

**Pronunciation:** Joining words  
When we speak quickly words join together.

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





# 1 Read and think. Then circle the correct words to show the rules.

I **have** a new computer.



Hani says he **has** a new computer.

I'm **not** good at science but I play basketball well.



Jana says she isn't good at science but she plays basketball well.

We think there **will be** no schools in the next century.



Some scientists say they think there **will be** no schools in the next century.

When we report what people say:

- *I* changes to *NAME says he/she ... or NAME (People, Scientists, etc.) say they ...*
- *We* changes to *NAME says he/she ... or NAME (People, Scientists, etc.) say they ...*

# 2 Complete the sentences.

I have a new phone.

1 My uncle says \_\_\_\_\_

Pumps are simple machines.

2 The science teacher \_\_\_\_\_

I don't feel tired of working on the computer.

3 My sister \_\_\_\_\_

# 3 Work in pairs. Ask the questions and write short answers.

| Name of friend: _____                        | Answers                          |
|----------------------------------------------|----------------------------------|
| Do you have a mobile phone?                  | <u>Yes, I do. / No, I don't.</u> |
| Are you good at science?                     | _____                            |
| Do you listen to music on your mobile phone? | _____                            |

# 4 Tell the class your friend's answers.

# 5 Write sentences to report your friend's answers.

## Grammar

To report what people say, use *Name say/says* + their words:

Samir says ... Scientists say ... Some people say ...





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



**2 Listen and match the conversations with the pictures.**



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



Conversation 1

- 1 What does the girl use her phone for? \_\_\_\_\_
- 2 Why doesn't the girl like to send emails from her phone? \_\_\_\_\_

Conversation 2

- 3 Why does the boy's father prefer to use his laptop? \_\_\_\_\_
- 4 Where does he use his laptop? \_\_\_\_\_

Conversation 3

- 5 How does the woman know the TV isn't working? \_\_\_\_\_

**4 Match the sentences with the pictures.**

|                                           |                                                  |                                                   |                                                    |
|-------------------------------------------|--------------------------------------------------|---------------------------------------------------|----------------------------------------------------|
| <p>1 I have a new laptop.</p> <p>Hiba</p> | <p>2 Pumps are useful machines.</p> <p>Firas</p> | <p>3 The internet isn't working.</p> <p>Salim</p> | <p>4 I have lost the mobile phone.</p> <p>Huda</p> |
|-------------------------------------------|--------------------------------------------------|---------------------------------------------------|----------------------------------------------------|

**5 Work in pairs. Ask and answer grandfather's questions.**

What does Hiba say?

I can't hear well. What are the children saying?

What does Firas say?

Hiba says she has lost the mobile phone.

Firas says ...





# 1 Look at the dictionary entries and answer the questions.

**Using a dictionary:** plurals  
We can use the dictionary to help with irregular plurals.

- 1 We make the plural of most nouns by adding **-s** or **-es**.  
What is the plural of **a pump b machine c sandwich**?
- 2 Sometimes we don't just add **-s** to the noun. With nouns ending in **-ry** we do something different.  
Look at the dictionary entry for **century**.  
How do you spell the plural of *century*?  
How do you spell the plurals of **a country** and **b library**?
- 3 Sometimes the plural word is different from the singular.  
What is the plural of **a man (woman) b foot (tooth) c life (knife)**?
- 4 A dictionary can help you with these irregular plurals. Look at the second dictionary entry. Is the word **children** singular or plural?

**century** noun (plural **centuries**)  
a period of 100 years

**child** noun (plural **children**)  
a young person older than a baby  
**children** noun  
the plural of child

# 2 Read and think. Then write the sentences with quotation marks.

**Writing skills:** quotation marks

The teacher says, 'That's a good example'.  
The words in quotation marks are the words people say without any changes.

I have a laptop.

Firas says, 'I have a laptop.'

- 1 Tariq wants a laptop. Salim says, '\_\_\_\_\_'
- 2 Science is interesting. My teacher says \_\_\_\_\_
- 3 There is no life in outer space. Some scientists say \_\_\_\_\_

# 3 Report the sentences in activity 2.

**Writing skills:** reporting what someone says

- 1 Salim says Tariq \_\_\_\_\_
- 2 My teacher \_\_\_\_\_
- 3 \_\_\_\_\_





**Unit task:** writing a report about what you think will happen in the future

## 1 Work in groups.

- Talk about what changes you think there will be in the future.
- Will the changes make life better or worse?

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

- 1 In the next \_\_\_\_\_, people \_\_\_\_\_ on the moon.
- 2 In the next \_\_\_\_\_, there will be a \_\_\_\_\_ in every \_\_\_\_\_.
- 3 Our \_\_\_\_\_ will be \_\_\_\_\_.
- 4 Children \_\_\_\_\_.
- 5 There will be \_\_\_\_\_.

## 3 Listen and say the sentences.

## 4 Work alone. Write down three things that you think will happen in the future.

## 5 Work in groups.

- Share your ideas about the future.
- Write a report. Start:

We all say ...

(for example, We all say there will be more computers.)

Most of us say ...

Some of us say ...

One of us says ...

No-one says ...

## 6 Present your report to the class.



## 1 Listen and repeat the words.



bridge centre modern spend stop traffic ugly untidy visitor

Word formation:  
tidy – untidy

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

- 1 Where are the men?
- 2 What are they doing?
- 3 Are they going fast? Why/Why not?
- 4 What do you think they are talking about?

## 3 Listen and answer the questions.



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



Peter is visiting a big city. He wants to see the city and find out more about it. He is in a taxi. It is going very slowly. Then it stops.

**Peter:** I don't think we're moving at all. We can't go any faster, can we?

**Taxi driver:** I'm sorry but we can't. There's a lot of traffic today.

**Peter:** Why is it busy today? It's not always like this, is it?

**Taxi driver:** It is in summer. There are a lot of visitors to this city.

**Peter:** That's the problem with many modern cities. They are beautiful and interesting. They have beautiful buildings, nice restaurants, modern buildings and interesting shopping centres, but there are lots of visitors.

**Taxi driver:** For us, that's not a problem. We like to have visitors. We want people to enjoy our city.

**Peter:** Yes, but when visitors spend time in a city there is always a lot of traffic. And the traffic makes the air dirty and the streets untidy.

**Taxi driver:** I think this city is amazing. For example, look at this beautiful bridge over the river in front of us. That isn't ugly, is it?



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

Everyday  
English

That's the problem with ...    Yes, but ...  
That's not a problem.





## 1 Listen and circle the words you hear.



bridge centre modern spend stop traffic ugly untidy visitor

Which word didn't you hear?

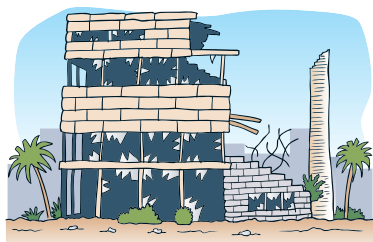
## 2 Read and circle the correct words.

- 1 We'll be late – there is a lot of **traffic** / **taxis** in the streets.
- 2 Visitors like to **buy** / **spend** time in big cities.
- 3 When a city is dirty it can look **ugly** / **beautiful**.
- 4 Some people like old cities and some people like **ugly** / **modern** cities.
- 5 What's the name of the **bridge** / **visitor** over this river?

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

- 1 We should welcome \_\_\_\_\_ to our city when they come as friends.
- 2 We all want to use the road but it can be a problem when there is a lot of \_\_\_\_\_.
- 3 That old building is not beautiful – it is very \_\_\_\_\_.
- 4 This classroom is \_\_\_\_\_. Please tidy it up now.
- 5 My father \_\_\_\_\_ a lot of time visiting big cities in other countries.

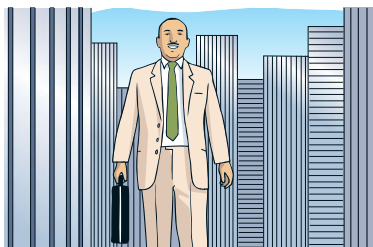
a



b



c



d



e



## 4 Listen and check your sentences.



## 5 Read the passage on page 12 again and answer the questions.

- 1 Why has the taxi stopped?
- 2 What does Peter like about modern cities?
- 3 What doesn't he like about modern cities?
- 4 What does traffic do to a city?
- 5 Do you like old or modern cities? Why?





# 1 Listen and repeat the words and expressions.



almost bank come back money plastic pollution upside down wait

## 2 Work in pairs. Look at the picture. What do you think Peter and the taxi driver are talking about now?

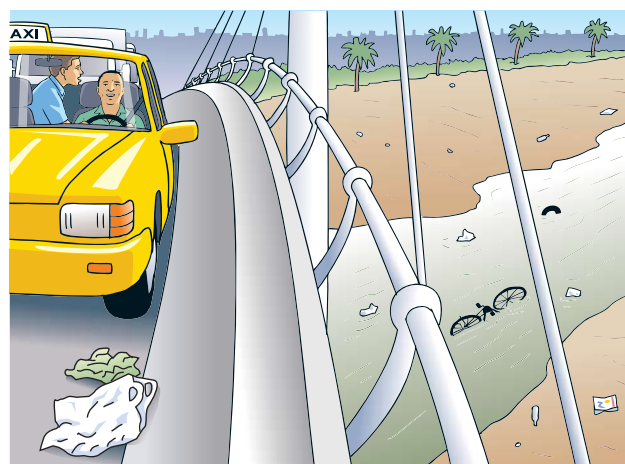
## 3 Listen and read. Find two examples of pollution they talk about.



**Peter:** I agree with what you say – this is a beautiful city. What I’m saying is that all the visitors and traffic help to make pollution.

**Taxi driver:** Well, I agree with that. Look at all the plastic bags next to the road and in the river. That’s pollution and it’s very ugly.

**Peter:** That’s right. And plastic will stay there for a long time. Oh! What’s that? It’s a bicycle upside down in the river, isn’t it?



**Taxi driver:** Yes, it is and it makes me very angry! Why throw things in the river? Some people are awful, aren’t they?

**Peter:** Yes, they are. It’s very sad.

**Taxi driver:** The traffic is moving now. Where do you want to go?

**Peter:** Is there a bank near here? I need some money.

**Taxi driver:** Yes, there is. We’re almost there.

**Peter:** You can wait for me, can’t you? I’ll be quick.

**Taxi driver:** The bank will be busy. I’ll come back for you.

**Peter:** That’s kind of you.

**Taxi driver:** We’re all kind here. The traffic may be bad and the streets polluted but the people are good.

**Peter:** Yes! And that’s the most important thing, isn’t it?

**Word formation:**  
pollution – polluted

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

- 1 Peter thinks the city is polluted but the taxi driver doesn’t agree. ☐
- 2 There is a bank near where they are. ☐
- 3 The taxi driver will wait for Peter. ☐

## 5 Read and answer the questions.

- 1 What do they see in the river?
- 2 What do they agree is the important thing about the city?

## 6 Work in pairs. Act out the conversation in activity 3.





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

almost ☐ bank ☐ come back ☐ money ☐ plastic ☐ pollution ☐

upside down ☐ wait ☐

Which words didn't you hear?

## 2 Read and circle the correct words.

1 We need to go over the river – let's find a **bridge** / bank.

2 Many things are made of **pollution** / plastic these days.

3 I will buy you some food – I have lots of **money** / time.

4 I was very busy but I've **almost** / near finished.

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

1 I like this city so I \_\_\_\_\_ to visit very often.

2 Let's \_\_\_\_\_ here for a taxi.

3 The rivers in big cities are full of \_\_\_\_\_ bags.

4 When you are in a new city you can \_\_\_\_\_ always find a kind man or woman to help you.



## 4 Listen and repeat.

That's a beautiful bridge, isn't it?

And these are modern streets, aren't they?

We can see it all, can't we?

Together on tour in my taxi.

That's an old bike, isn't it?

Those are plastic bags, aren't they?

We can't believe our eyes, can we?

Together on tour in your taxi.

We're not moving now, are we?

We can't see a lot, can we?

We won't visit much, will we?

Together in traffic in a taxi.

**Pronunciation:** Rising and falling voice in questions  
When we ask a normal question our voice rises at the end. Usually with a question-tag question our voice falls at the end.

## 5 Listen and repeat.

1 Is that an old bike?

2 That's a beautiful bridge, isn't it?

3 That's an old bike, isn't it?

4 Those are plastic bags, aren't they?

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



# 1 Read and think. Find the rules to make question tags. Then choose the correct tag to complete the rules.

1 Look at the verbs in the main sentence and in the tags at the end. What do you see?

Some people are awful, aren't they?

That isn't ugly, is it?

2 Now look at the whole tags. How do we make them?

It's the most important thing, isn't it?

You can wait for me, can't you?

It wasn't always like this, was it?

She won't be long, will she?

They were here yesterday, weren't they?

I must come back tomorrow, mustn't I?

## Question – tag questions

1 We use these kinds of questions when we think we know the answer. We think the other person will **agree / not agree** with us.

2 When we think the answer is yes, we use a positive sentence and a **positive / negative** tag.

3 When we think the answer is *no*, we use a negative sentence and a **positive / negative** tag.

4 When the main sentence has *is, are, was, were* we **use / don't use** it again in the tag.

5 When the main sentence has a word like *can, will, must* we **use / don't use** it again in the tag.

# 2 Match the sentences and tags.

1 You're not well,

a is it?

2 They aren't here yet,

b isn't she?

3 That's not your chair,

c won't you?

4 She's your mother,

d are you?

5 She isn't your sister,

e are they?

6 You will help me,

f is she?

# 3 Listen and check. Then repeat the sentences.



# 4 Complete the questions with tags.

1 There are too many plastic bags, \_\_\_\_\_

Yes, there are.

2 Lina isn't very kind, \_\_\_\_\_

No, she isn't.

3 You will find a bank for me, \_\_\_\_\_

Yes, I will.

4 Sawsan can't find the bridge, \_\_\_\_\_

No, she can't.

5 We must take a taxi, \_\_\_\_\_

Yes, of course we must.

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

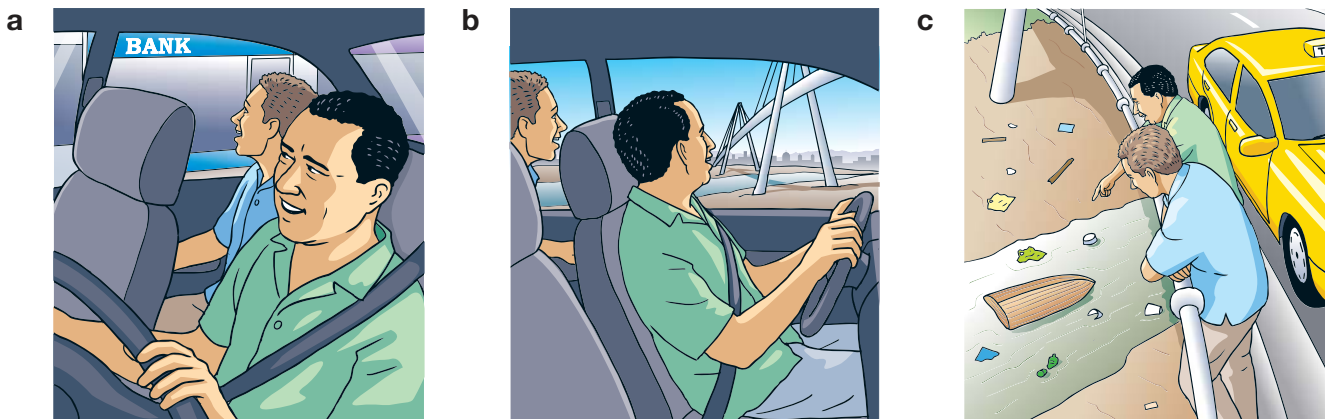
## Grammar: question tags

- We use question tags at the end of sentences. They have a question mark but they are not really a question. We use them when we think we know the answer.
- When we think the answer to the question is yes, we use a positive sentence and a negative tag.
- When we think the answer to the question is *no*, we use a negative sentence and a positive tag.
- When the main sentence has any part of the verb *be* (*am, is, are, was, were*), then we use it in the tag.
- When the main sentence has an auxiliary or modal verb (*have, do, can, must, will, etc.*), then we use it in the tag.





**1 Work in pairs. Look at the pictures. What do you think Peter and the taxi driver are talking about?**



**2 Listen and match the conversations with the pictures.**



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



Conversation 1

- 1 Does Peter like the bridge? \_\_\_\_\_
- 2 What is the problem with the ancient bridges? \_\_\_\_\_

Conversation 2

- 3 What is upside down in the river? \_\_\_\_\_

Conversation 3

- 4 What does Peter want to do in the bank? \_\_\_\_\_
- 5 When will the taxi driver come back for Peter? \_\_\_\_\_

**4 Complete the conversation. Use question tags.**

**Taxi driver:** You're English, \_\_\_\_\_?  
**Peter:** Yes, I am. You're not Egyptian, \_\_\_\_\_?  
**Taxi driver:** No, I'm not. I'm Palestinian.  
**Peter:** The man I saw you with is also Palestinian, \_\_\_\_\_?  
**Taxi driver:** Yes, he is. He's my brother.  
**Peter:** He's not a taxi driver, \_\_\_\_\_?  
**Taxi driver:** No, he isn't. He works in a bank.

**5 Work in pairs. Practise the conversation.**

You're English, \_\_\_\_\_?

Yes, I ...

Using a dictionary: words with more than one meaning

1 Look at the dictionary entry and answer the questions.

**letter** *noun*

- 1 a piece of paper you write a message on and send to someone *I get **letters** from my friend every week.*
- 2 one of the signs we use to write a word, part of the alphabet *What is the first **letter** of the alphabet?*

- 1 How many meanings does the word **letter** have?
- 2 Look at the letter in activity 4 below. Which meaning is that an example of?
- 3 What example sentence does the dictionary give for that meaning?
- 4 Write another example sentence for that meaning of the word **letter**.

2 Write correct sentences.

you're not a taxi driver are you

You're not a taxi driver, are you?

- 1 he's not coming back is he
- 2 we can't start yet can we
- 3 she'll help us won't she

**Writing skills:**  
punctuation with  
question tags

3 Look and match.

- a What number is the date? \_\_\_\_
- b The paragraphs of the letter are number \_\_\_\_.
- c The address of the writer is number 1.

- d We put *Dear ...* in number \_\_\_\_.
- e What number is the name of the writer? \_\_\_\_
- f Number \_\_\_\_ is the closing of the letter.

**Writing skills:**  
layout of a letter

4 Read and order.

☐ This is a short letter to say I am well and I'm having a good time. I'm visiting Cairo at the moment and it's amazing. There are some beautiful buildings – both ancient and modern. A taxi driver took me to see an amazing bridge today. The problem is that there's a lot of traffic so it is slow to travel. And there's quite a lot of pollution. I'll write again to tell you when I am coming home.

☐ Peter

☐ Dear Mum and Dad

☐ Love from your son.

☐ Hotel Giza  
Cairo  
Egypt

☐ 12<sup>th</sup> November

5 Now write the letter.

# 1 Work in groups.

- Choose the city / town / village you are going to introduce.
- Make a list of some interesting places for visitors.

**Unit task:** Preparing a brochure about your city / town / village for visitors

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



- Our town has \_\_\_\_\_.
- There is a \_\_\_\_\_.
- It is a \_\_\_\_\_ which \_\_\_\_\_ come to see.
- It is also a \_\_\_\_\_ city full of \_\_\_\_\_.
- There is some \_\_\_\_\_ but not \_\_\_\_\_.

# 3 Listen and say the sentences.



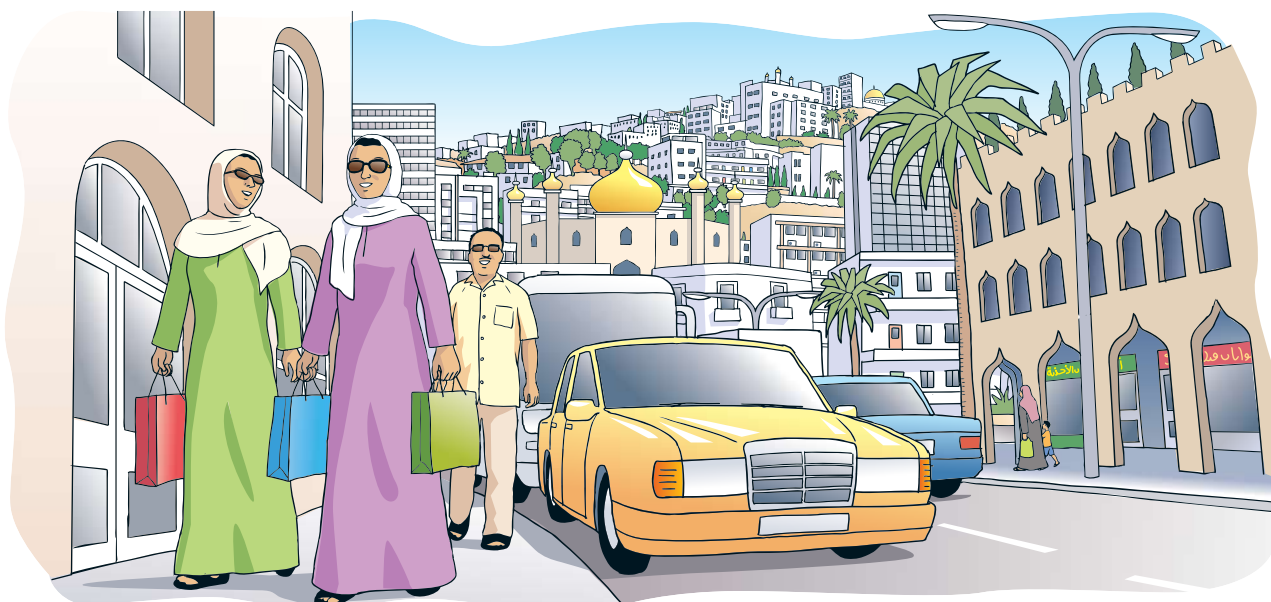
# 4 Work in the same groups. Prepare the brochure about your city / town / village.

- Your first sentence should name the place and say why it is interesting.  
*[Place] is interesting because it is modern and ancient at the same time.*
- Describe two or three of the most interesting places for visitors.  
*A good place to start is the beautiful old mosque.*  
*There are many shops and restaurants.*  
*There is a lovely quiet place for a walk.*
- Find or draw some pictures of the places you wrote about.

# 5 Read and check.

- Read carefully what you have written. Check for spelling and other mistakes.
- Rewrite your brochure neatly.

# 6 Present your brochure to the class.

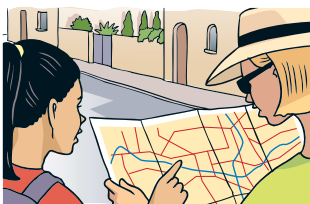


1 Listen and repeat the words and expressions. 

along corner finally gift sell straight ahead turn way

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

- 1 Where are the people?
- 2 What are they doing?
- 3 What do you think they are saying?

3 Listen and answer the questions. 4 Listen and read. Underline the words from activity 1. **Jade:** Excuse me, is there a shop or market near here?**Nisreen:** Yes, there's a market straight ahead on this road. But what do you want to buy?**Jade:** I want a gift to take home to my family.**Nisreen:** Oh! There's a very good gift shop near the mosque.**Jade:** That sounds good but where is the mosque? I'm a visitor here.**Nisreen:** I'd like to show you the way but I'm going to school now. Do you have a map?**Jade:** Yes, I do.**Nisreen:** Then I can show you the way on the map. Let me have a look at it. OK. We're here. Go along this road and then turn left. The mosque is on the corner.**Jade:** I'm sure I'll see that.**Nisreen:** You will. You should stop and take a look at it. It's very beautiful.**Jade:** That's a great idea. I'll do that.**Nisreen:** OK. Turn left at the mosque. Finally, you'll find the gift shop on the right. They sell nice things there. You'll find what you want.**Jade:** Thank you very much. You've been a great help.**Nisreen:** You're welcome. Goodbye.**Jade:** Goodbye.

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

**Everyday  
English**

I'm sure I'll see that.

That's a great idea. I'll do that.

You've been a great help.

You're welcome. Goodbye.

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



along corner finally gift sell straight ahead turn way

Which word didn't you hear?

## 2 Read and circle the correct words.

- 1 Who are you buying that **gift / corner** for?
- 2 Can you tell me the **turn / way** to the market, please?
- 3 You go **finally / straight ahead** to the end of the road.
- 4 Do I go right or left at the **along / corner**?
- 5 What do they **sell / turn** in this shop?

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

- 1 Excuse me, where can I buy \_\_\_\_\_ near here?
- 2 The market is on the \_\_\_\_\_ near the bridge.
- 3 The craftsmen \_\_\_\_\_ their beautiful ceramics in the old city.
- 4 Where do I \_\_\_\_\_ left?

a



b



c



d



## 4 Listen and check your sentences.



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

- 1 Where is the market?
- 2 What does Nisreen ask Jade?
- 3 Where does Nisreen send Jade to buy her gifts?
- 4 Why doesn't Jade know where the mosque is?
- 5 What does Nisreen want Jade to look at?



# 1 Listen and repeat the words.

choice furniture glass jug pattern plate vase wicker wood

## 2 Work in groups. Talk about these questions.

- 1 What can a visitor to Palestine buy as a gift?
- 2 Where can they go to buy it in Palestine?

## 3 Listen and read. Complete the table.

| Town/City | Gift                 |
|-----------|----------------------|
| Jerusalem | plates, bowls, jugs  |
| _____     | _____                |
| _____     | gifts made from wood |
| _____     | _____                |

Visitors to Palestine always want to buy a gift to take home with them. They have a good choice of things to buy from the shops and markets. Every craft has a different history and comes from a different place. This is because Palestine has such a long history. Visitors can visit different parts of the country or just go to a good gift shop to find all they want.



In Jerusalem, visitors can watch artists paint beautiful patterns on plates, bowls and jugs.



Hebron is famous for beautiful blue vases and jugs made from glass.



In Bethlehem craftsmen make and sell things made from wood. They have done this for more than 1500 years and make more than a thousand different gifts.



In Gaza craftsmen make furniture (tables, chairs, etc.) from wicker (long, thin pieces of wood). It is beautiful to look at and to use.

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

- 1 There isn't a good choice of gifts in Palestine. ☐
- 2 In Jerusalem, visitors can paint patterns on plates, bowls and jugs. ☐
- 3 Craftsmen in Hebron make things made from blue glass. ☐

## 5 Read and answer the questions.

- 1 How long have craftsmen in Bethlehem made things from wood?
- 2 What do the craftsmen in Gaza make furniture from?

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



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



choice ☐ furniture ☐ glass ☐ jug ☐ pattern ☐ plate ☐ vase ☐  
wicker ☐ wood ☐

Which words didn't you hear?

## 2 Read and circle the correct words.

- 1 There is a good **pattern** / **choice** of gifts to buy in Jerusalem.
- 2 Look at the fantastic **pattern** / **gift** on this bowl!
- 3 This small camel is made from **wicker** / **wood**.
- 4 We could use this **jug** / **plate** for water or lemonade.
- 5 This wicker **vase** / **furniture** is from Gaza.

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

- 1 This plate is made from \_\_\_\_\_ so be careful – don't break it.
- 2 We can use this wicker \_\_\_\_\_ in our house.
- 3 I like these vases but they are all blue – is there no other \_\_\_\_\_?
- 4 The craftsmen want to sell me some animals made from \_\_\_\_\_.
- 5 Look at the colour and \_\_\_\_\_ on this plate – it's fantastic!



## 4 Listen and repeat.



Excuse me! Excuse me!  
Can we ask you? Can we ask you?  
What can we buy? What can we buy?  
Where do we go? Where do we go?

Go straight ahead and don't turn back,  
Don't turn right and don't turn left,  
Go along, along, along the streets,  
And there you'll find a shop of gifts.

**Pronunciation:** Rising and falling voice in questions  
When we want to get someone's attention or to ask a question our voice rises at the end. When we make a statement our voice falls at the end.

## 5 Listen and repeat.



1 Excuse me! Excuse me!

2 Can we ask you? Can we ask you?

3 Go straight ahead and don't turn back,

4 Don't turn right and don't turn left,

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

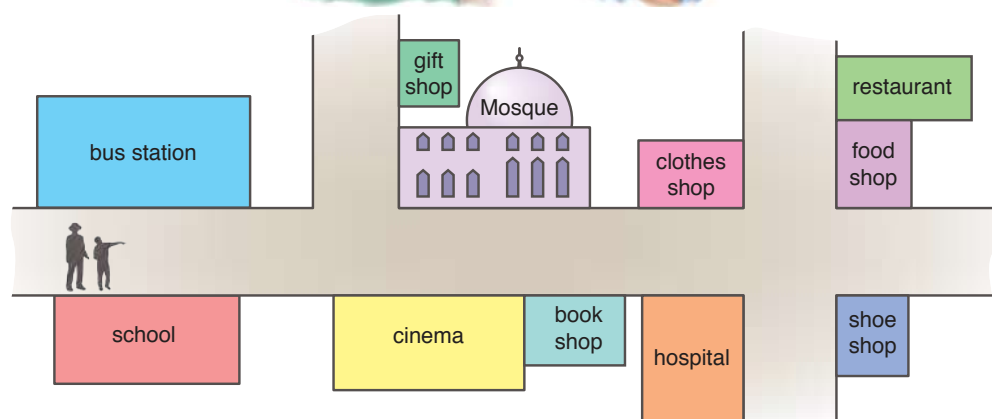
# 1 Listen and look at the map. Then repeat the question and answer.



Excuse me, is there a gift shop near here?



Yes, there is. There's one next to the mosque.



# 2 Work in pairs. Ask and answer about places:

- 1 on the map.
- 2 in your town.

Excuse me, is there a ...?

Yes, there is. There's one ...

# 3 Listen and look at the map. Then repeat the question and answer.



A visitor is at the bus station.

Can you tell me the way to the gift shop, please?



Yes, of course. Go along this road and then turn left. It's on the right. It's next to the mosque.

# 4 Read the sentences. Match the questions and answers.

## Ask for directions

- 1 Can you tell me the way to the book shop, please?
- 2 Can you tell me the way to the clothes shop, please?
- 3 Can you tell me the way to the shoe shop, please?
- 4 Can you tell me the way to the food shop, please?

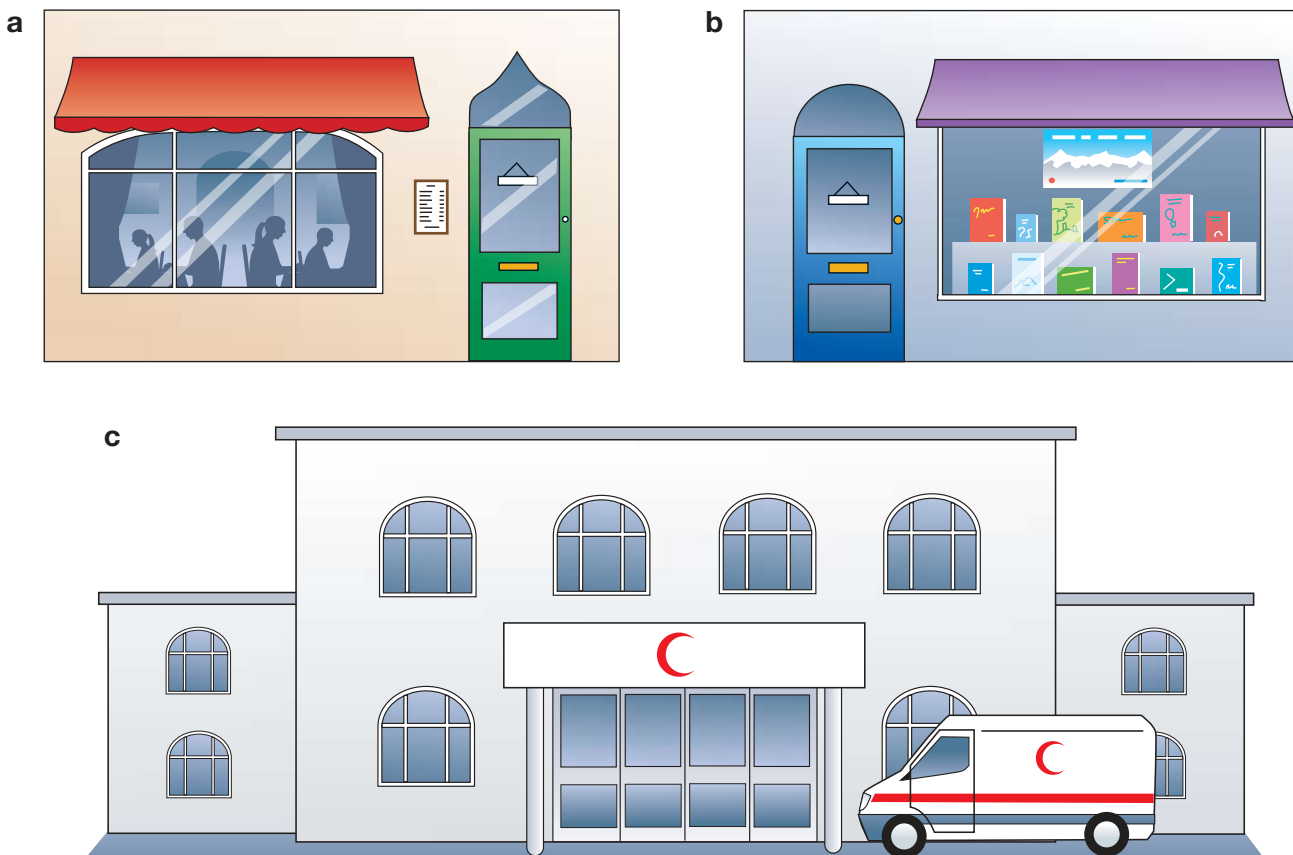
## Give directions

- a Yes, of course. Go along this road. It's after the hospital. It's on the right. It's on a corner.
- b Yes, of course. Go along this road. It's after the mosque and the clothes shop. It's on the left. It's on a corner.
- c Yes, of course. Go along this road. It's on the right. It's next to the cinema.
- d Yes, of course. Go along this road. It's on the left. It's next to the mosque. It's opposite the hospital.

# 5 Work in pairs. Ask for and give the directions in activity 4.



1 Work in pairs. Look at the pictures. What are they?



Now find them on the map on page 24.

2 Listen and follow the directions.



3 Listen and repeat.



|                     |      |        |             |         |      |                  |
|---------------------|------|--------|-------------|---------|------|------------------|
| Go along this road. |      |        |             | right.  |      | next to the ...  |
| Go straight ahead.  | Turn | right. | It's on the | left.   | It's | near the ...     |
|                     |      | left.  |             | corner. |      | opposite the ... |

4 Work in pairs. Ask for and give directions.

Look at the map on page 24. You are both at the bus station.

Can you tell me the way to the cinema, please?

Yes, of course. Go along this road. It's on the right. It's opposite the mosque.

Can you tell me the way to the ..., please?

Yes, of course. ...



# 1 Match the words with the meanings from a dictionary.

first    next    (then)    finally

Using a dictionary: how to use words

\_\_\_\_\_ as the last thing to do or say  
\_\_\_\_\_, close the door and  
go home.

\_\_\_\_\_ something that comes after  
another one What did you do  
\_\_\_\_\_?

\_\_\_\_\_ before you do something else  
\_\_\_\_\_, let's say hello.

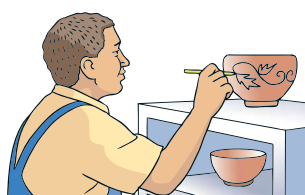
## 2 Read and think.

**Writing skills:** *First, next, then, finally*

When we want to show the order of things we can use *first, next, then, finally*.



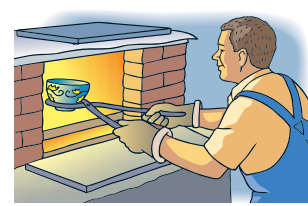
**First**, you use clay to make the plate or bowl.



**Next** you think what colours and patterns to use.



**Then** you paint your patterns.



**Finally**, put your bowl in an oven to finish it.

## 3 Complete. Use *first, then, next, finally*.

I'll show you on a map. \_\_\_\_\_, go along this road. Go past the mosque. \_\_\_\_\_ turn left at the corner. \_\_\_\_\_ pass the food shop on the right. \_\_\_\_\_, you will see the restaurant on the right.

## 4 Choose a place and write directions using the map on page 24.

Excuse me. Can you tell me the way to the \_\_\_\_\_, please?



Of course. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Excuse me. Can you tell me the way to the \_\_\_\_\_, please?



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Now ask and answer questions about directions.

## 5 Give directions from your school to two places in your town or city.

- Draw a simple map. Write on it the school and the two places.
- Imagine a visitor wants to go from the school to the two places. Write the visitor's questions: *Can you tell me the way to ...*
- Write the directions for each. Start: *Of course. First, go out of the school ...*



# 1 Work in groups.

- Choose the craft you are going to write about.
- Think of what you know about it.

**Unit task:** Writing about one Palestinian craft

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



- \_\_\_\_\_ made from wicker \_\_\_\_\_ Gaza.
- Soap \_\_\_\_\_ comes from Nablus.
- You can buy blue \_\_\_\_\_ from Hebron.
- In Bethlehem they make \_\_\_\_\_.
- Artists \_\_\_\_\_ in Jerusalem.

# 3 Listen and say the sentences.



# 4 Work in the same groups. Prepare to write about one Palestinian craft.



- Your first sentence should name the craft and say where it is from.  
*Soap made from olive oil comes from Nablus.*  
*You can see men make lovely things from wood in Bethlehem.*
- Write a few sentences to describe the craft and what the craftsmen do.  
*They use wood from the olive tree.*  
*This craft has a history of 1500 years.*
- Find or draw some pictures of the crafts you wrote about.

# 5 Read and check.

- Read carefully what you have written. Check for spelling and other mistakes.
- Rewrite your work neatly.

# 6 Present your work to the class.

## 1 Listen and repeat the words.



delicious magazine meal offer order stick tasty waiter

### Word formation:

taste – tasty

China – Chinese

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

- 1 What are they?
- 2 Where do people use them?
- 3 Can you use them?



chopsticks

## 3 Listen and answer the questions.



### Word formation:

cook – can be a verb or a noun

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



Mira visits her friend Layla. It's Mira's birthday and she wants to invite Layla to go out for a meal.

**Mira:** It's my birthday tomorrow. Do you want to go to a restaurant for a meal with me and my parents?

**Layla:** A new one. It's called The Great Wall. The cook is Chinese.

**Mira:** Yes, it's delicious! They cook the meat and vegetables very quickly. They use a lot of onions and garlic. It's very tasty!

**Layla:** It'll be OK. The waiter will offer us a knife and fork.

**Mira:** That will make it fun – we won't know what we are going to eat. It's good to try something different.

**Layla:** Great! Which restaurant?

**Mira:** Oh, I've never eaten Chinese food before. Have you?

**Layla:** But don't they eat with long sticks? I can't do that! The food will go all over the table.

**Mira:** I hope the menu isn't in Chinese. I won't know what to order.

**Layla:** I agree. They do a lot of things differently in China. I saw something in a magazine about table manners in China. I'll show it to you.

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

### Everyday English

It's delicious!

It's very tasty!

I can't do that!





## 1 Listen and circle the words you hear.



delicious magazine meal offer order stick tasty waiter

Which word didn't you hear?

## 2 Read and circle the correct words.

- 1 It's my birthday. Let's go out for a meal / restaurant.
- 2 When we get to the restaurant we must order food from the magazine / waiter.
- 3 The waiter will order / offer us a knife and fork.
- 4 I like this food – it's really delicious / dangerous.
- 5 Food that is not tasty / meat is not nice. I don't like it.

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

- 1 Would you like to come for a \_\_\_\_\_ at our house?
- 2 This food looks delicious – what do you want to \_\_\_\_\_?
- 3 I love to read \_\_\_\_\_ about music and singers.
- 4 My grandfather uses a \_\_\_\_\_ made of wood to help him walk – it is much bigger than the ones they eat with in China!
- 5 This meal is \_\_\_\_\_ – we must come back to this restaurant again.

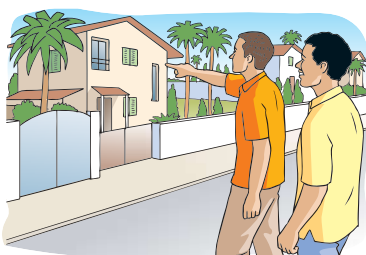
a



b



c



d



e



## 4 Listen and check your sentences.



## 5 Read the conversation on page 28 again and answer the questions.

- 1 Why does Mira invite Layla to the restaurant?
- 2 Does Mira like Chinese food? How do you know?
- 3 What will the girls use to eat with in the restaurant?
- 4 What is Layla going to show Mira?
- 5 Do you like to eat food from different countries?





## 1 Listen and repeat the words.

acceptable    consider    empty  
however    impolite  
normal    raise    remain

**Word formation:**  
accept – acceptable  
polite – impolite

## 2 Work in pairs. Talk about these questions.

- 1 How important are table manners?
- 2 What are the most important table manners in Palestine?

## 3 Listen and read. Answer the questions about the passage.

- 1 This passage talks about a country. Look quickly – which country?
- 2 How many times is the name of the country in the passage?
- 3 What helps you to find the word in the passage?

If you think food is only about eating – think again! **What** we eat is interesting and important but so is **how** we eat it.

Table manners are different in different places – but most different in China! Here are a number of examples:

- In most parts of the world, plates and bowls should remain on the table. People raise the food from their plate to their mouth. However, in China they raise rice bowls to the mouth.
- In some countries people think it is impolite to make a noise when you are eating. However, in China people consider it acceptable to make a noise when you drink soup.
- In most countries it is normal to finish all the food on your plate to show you like it. However, in China it is polite to leave some food on your plate. This shows you are full. If you empty your plate, people will think you are still hungry and they will give you more.



Chinese people raise bowls to their mouths when eating rice.

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

- 1 Table manners are not the same in all parts of the world.
- 2 In China, it is normal for rice bowls to remain on the table when eating.
- 3 It is acceptable to make noise when you eat in many countries.

☐  
☐  
☐

## 5 Read and answer the questions.

- 1 What does it mean if you finish your food in most countries?
- 2 What does it mean if you finish your food in China?

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





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



acceptable ☐ consider ☐ empty ☐ however ☐ impolite ☐ normal ☐  
raise ☐ remain ☐

Which words didn't you hear?

## 2 Read and circle the correct words.

- 1 It is **polite** / **impolite** to use the table manners of the country you are in.
- 2 Do you think it is **acceptable** / **empty** to talk with your mouth full?
- 3 We haven't all finished yet – please **acceptable** / **remain** at the table.
- 4 In some countries people hold a fork in their right hand. **However** / **Because** in other countries it is **normal** / **delicious** to hold it in the left hand.
- 5 I can't speak Chinese. How will I **order** / **consider** food in a Chinese restaurant?
- 6 What do you **order** / **consider** to be good manners?

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

- 1 The children were very hungry – all their plates are \_\_\_\_\_.
- 2 When you have finished eating, I want you to \_\_\_\_\_ in your seats.
- 3 In some countries it is \_\_\_\_\_ to eat with your hands. \_\_\_\_\_ in other countries it is not.

a



b



c



## 4 Listen and repeat.



Do you want to eat? Then take a seat.  
How do you feel? Would you like a meal?  
Please don't argue – just read our menu.  
Our ice cream with rice  
Is really very nice,  
Or the chocolate on fish  
Is more than you could wish,  
And the lemonade salad  
Is better than not bad.  
So tell me your favourite dishes,  
We'll make whatever your wish is  
Here at the Restaurant Delicious.

### Pronunciation: Rhyme

We say words which end in the same sound **rhyme**, e.g. *cat*, *hat*, *flat*.

## 5 Listen and say. Which words in the poem rhyme?



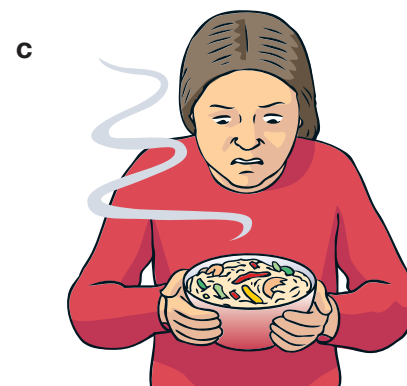
eat – seat; feel – ?

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





**1 Work in pairs. Look at the pictures of people talking about food. What do you think they are saying?**



**2 Listen and put the conversation in the correct order.**



- Mira:** Yes, please. It looks good.  
**Layla:** I'm sorry but I don't like it.  
**Aunt Alia:** Would you like to try this?  
**Mira:** I like it. It's delicious.  
**Salim:** No, thank you. It doesn't look nice.  
**Layla:** Thank you. I'll try some.

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |

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

**4 Read and match.**

- |                          |                                                                  |
|--------------------------|------------------------------------------------------------------|
| 1 You offer food:        | <b>a</b> It doesn't look nice / good.                            |
| 2 You want to try:       | <b>b</b> It looks good / nice / interesting.                     |
| 3 You don't want to try: | <b>c</b> It's awful / terrible. or It doesn't taste good / nice. |
| 4 You like it:           | <b>d</b> Would you like / Do you want to try this?               |
| 5 You don't like it:     | <b>e</b> It's delicious / tasty / excellent / amazing.           |

**5 Complete the conversations. Use words from activity 4.**

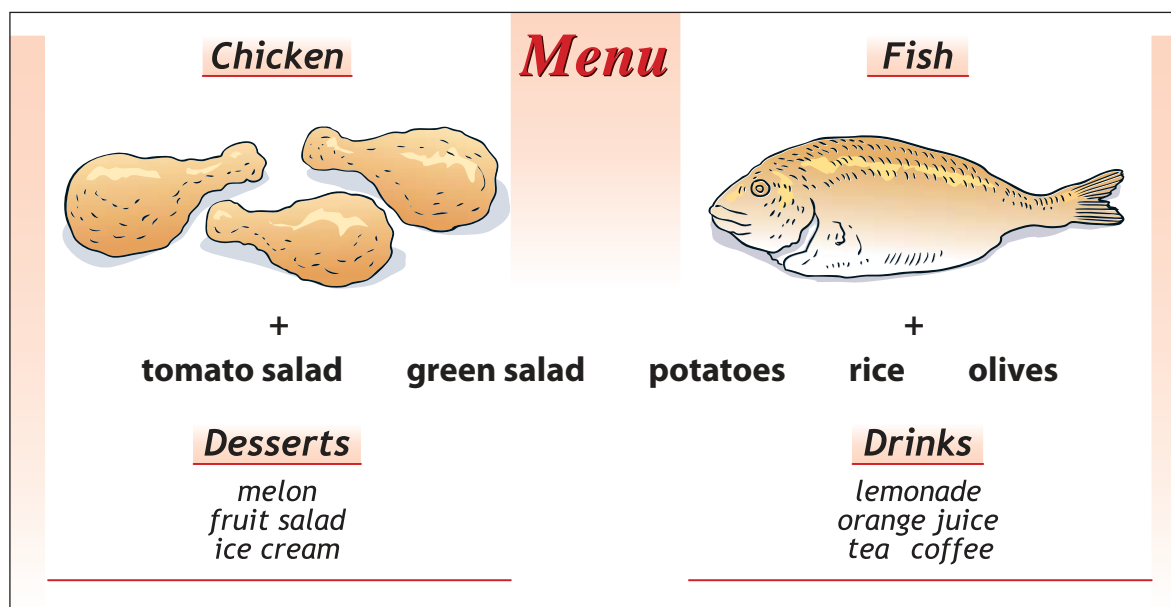
- 1 **A:** Would you like to try this?  
**B:** Yes, please. \_\_\_\_\_.  
**A:** Do you like it?  
**B:** Yes, \_\_\_\_\_.
- 2 **A:** \_\_\_\_\_ to try this?  
**B:** No, thank you. \_\_\_\_\_.
- 3 **A:** \_\_\_\_\_?  
**B&C:** Yes, please. \_\_\_\_\_.  
**A:** Do you like it?  
**B:** I like it. \_\_\_\_\_.  
**C:** I don't like it. \_\_\_\_\_.

**6 Work in groups of three. Read your conversations aloud.**





1 Work in pairs. Look at the menu and tell each other what you would like to eat.



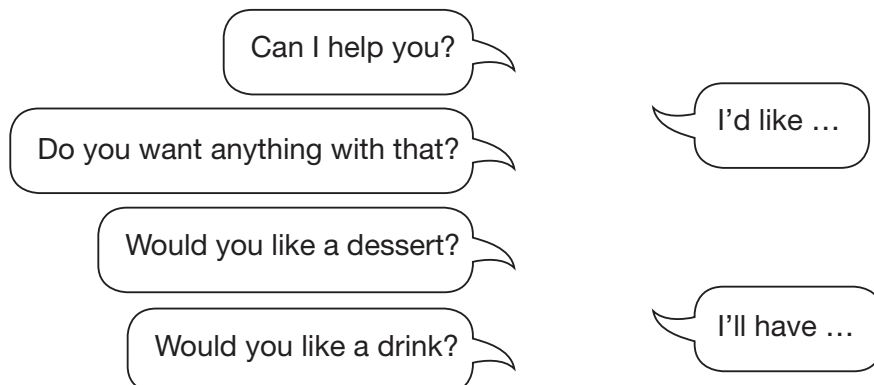
2 Read the conversation in the restaurant. What do you think the missing words are?

**Waiter:** Can I help you?  
**Jamal:** Yes, please. I'll have \_\_\_\_\_.  
**Waiter:** Do you want anything with that?  
**Jamal:** Yes, I'll have \_\_\_\_\_ and a \_\_\_\_\_.  
**Waiter:** Would you like a dessert?  
**Jamal:** Some \_\_\_\_\_, please.  
**Waiter:** And to drink?  
**Jamal:** I'll have some \_\_\_\_\_.  
**Waiter:** OK, that's \_\_\_\_\_ with \_\_\_\_\_ and \_\_\_\_\_ then  
 \_\_\_\_\_ and some \_\_\_\_\_.  
**Jamal:** That's right. Thank you.

3 Now listen and complete the conversation. What does Jamal want to eat? 

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

5 Work in pairs. Ask for and give orders in a restaurant.



**Using a dictionary:** finding meaning

**1 Read the dictionary entries. Then find the two sentences which are true.**

**but** *conjunction*

a word we use to introduce a different idea

*The food is tasty **but** I don't want more.*

*I like rice **but** I prefer potatoes.*

**however** *conjunction*

a word we use to add something different

*The food is tasty, **however**, I don't want more.*

*I like rice and potatoes. **However**, I prefer bread.*

- 1 Both **but** and **however** can introduce a different idea.
- 2 We usually use **but** at the beginning of a sentence.
- 3 We can use **however** at the beginning of a sentence or in the middle.

**Writing skills:** joining ideas with *however*

**2 Put sentences from A and B together. Join them with *however*.**

**A**

- 1 Most people leave their plate or bowl on the table when they eat.
- 2 I want to go to a Chinese restaurant.
- 3 We ordered fish and rice.
- 4 I always drink tea with my breakfast.

**B**

My mother prefers coffee.

My mother doesn't like Chinese food.

In China it is normal to raise bowls to mouths.

You gave us fish with potatoes.

**3 Listen and check your sentences.**



**4 Now write the sentences. Use *However*.**

- 1 Most people leave their plate or bowl on the table when they eat. However, in China it is normal to raise bowls to mouths.

**Writing skills:** using a comma after *However*

**5 Work in groups. Think and write sentences about table manners in Palestine.**

- Make a list of what you think are the important table manners in Palestine.
- Think of a good sentence to start your passage.

*Table manners are important when you eat.*

- Write more sentences together.

*First, make sure you wash your hands before you eat.*





# 1 Work in groups of three.

- Think of what sort of food the restaurant sells.
- Think of a name for the restaurant.

**Unit task:** Writing a short conversation 'In a restaurant'

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



- 1 Welcome to \_\_\_\_\_.
- 2 This is \_\_\_\_\_ and I'll come back soon \_\_\_\_\_.
- 3 I'll have \_\_\_\_\_, please.
- 4 Can I \_\_\_\_\_?
- 5 \_\_\_\_\_.

# 3 Listen and say the sentences.



# 4 Work in the same groups of three. Write your conversation.

- The waiter welcomes the people.  
**Waiter:** *Welcome to the ... Restaurant.*
- The people reply.  
**A:** *Thank you. We want a table for two people, please.*
- The waiter gives the menu.  
**Waiter:** *This is the menu and I'll come back soon to take your order.*
- The customers look at the menu.
- Continue the conversation.

# 5 Work in the same groups of three. Prepare to perform your conversation.

- Read the conversation together. Practise your pronunciation.

# 6 Perform your conversation for the class.



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

## 2 Listen and answer the questions.



- Which two places do James and Helen want to find?
- Are they enjoying their visit?

James and Helen are visiting Ramallah.

**James:** Excuse me, is there a restaurant near here?

**Othman:** Of course. The Olive Tree Restaurant is excellent. Go straight along this road. Then turn right at the bank. Go along that road for a bit and you'll see the restaurant on the left.

**James:** Thank you.

**Othman:** You're welcome.



**Waiter:** What would you like?

**Helen:** I'll have fish and rice, please.

**James:** And I'll have chicken and potatoes.

**Waiter:** What would you like to drink?

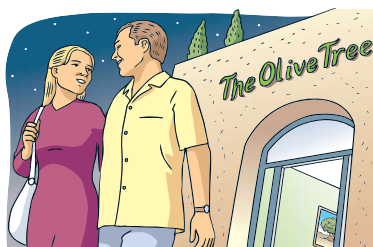
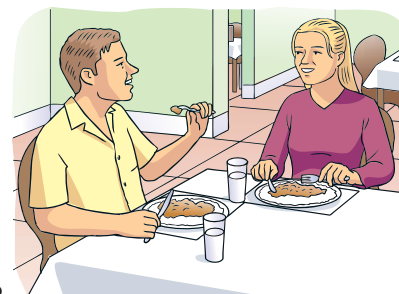
**James:** A lemonade and an orange juice, please.

**James:** You're enjoying that fish, aren't you?

**Helen:** It's delicious! They used lots of garlic and olive oil which I like.

**James:** My chicken was very tasty too.

**Helen:** It was an excellent meal!



**James:** Where can we go now?

**Helen:** I want to find a gift shop. Everyone says there is a good choice of gifts to buy here.

**James:** I saw a good one this morning. It's near the mosque. It won't take long to walk there.

## 3 Read and answer the questions.

- Is the restaurant near the bank or the mosque?
- What does Helen eat?
- What do they drink?
- How do you know they enjoyed the meal?
- Is the gift shop a long way from the restaurant?
- Which is the best title for the passage.

a A good meal

b Visiting Ramallah

c Where shall we go now?

## 4 Work in groups. Act out the conversation in activity 2.



**1 Read page 36 and tick the true sentences. Then correct the false sentences.**

- 1 After the bank, the restaurant is on the right.
- 2 Helen likes food cooked with olive oil and garlic.
- 3 James didn't enjoy his meal.
- 4 The waiter says there is a good gift shop near the restaurant.
- 5 James has seen the gift shop before.

☐  
☐  
☐  
☐  
☐

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

- the directions to the restaurant
- the food order
- a question–tag question
- a report of what someone else says.

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

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

- 1 This fish is delicious, isn't it?
- 2 You will wait, will you?
- 3 Many people say this restaurant is excellent.
- 4 Samir says I can't come with us to the restaurant.
- 5 Excuse me, there is a restaurant near here?
- 6 Can you tell me the way to the gift shop, please?
- 7 Would you like to try this?
- 8 I need chicken and rice with a salad, please.

☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐

**Now correct the incorrect sentences.**

**4 Complete the sentences.**

- 1 Helen and James went from the restaurant to the \_\_\_\_\_ shop.



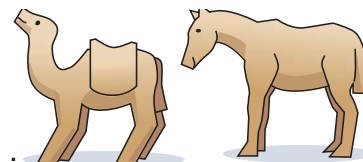
- 2 First, they looked at a \_\_\_\_\_.



- 3 Then they looked at a \_\_\_\_\_ made from \_\_\_\_\_.



- 4 \_\_\_\_\_ they looked at some small animals made from \_\_\_\_\_.



- 5 \_\_\_\_\_, they bought a plate with beautiful colours and \_\_\_\_\_.





# 1 Complete the conversation with words from the box.

children choice corner delicious find out meal problem  
radio remain spend traffic wait

- James:** I heard on the \_\_\_\_\_ about a new restaurant. I can't \_\_\_\_\_ to \_\_\_\_\_  
\_\_\_\_\_ what kind of food they cook. Do you want to go?
- Helen:** Where is it?
- James:** It's on the \_\_\_\_\_ near the cinema.
- Helen:** I don't like that place. It's very busy there.
- James:** Well, what else can we do?
- Helen:** We have a \_\_\_\_\_ – we can sit in a taxi in the \_\_\_\_\_ or we can \_\_\_\_\_  
here and \_\_\_\_\_ time with the \_\_\_\_\_.
- James:** What will we eat here?
- Helen:** That's not a \_\_\_\_\_. I'll cook a \_\_\_\_\_. It'll be \_\_\_\_\_.

## 2 Listen and check your sentences.



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

## 4 Work in pairs. Ask and answer. Then write your conversation.

- You want to go out to a restaurant.

Do you want to ...?

Yes, ...

- You are in the restaurant. You are ready to order.

What ...?

I'll have ...

- You are in the restaurant. You are having a good meal.

Are you enjoying ...?

Yes, ...

- You have finished your meal.

Where can we go now?

...

Now write your conversation.



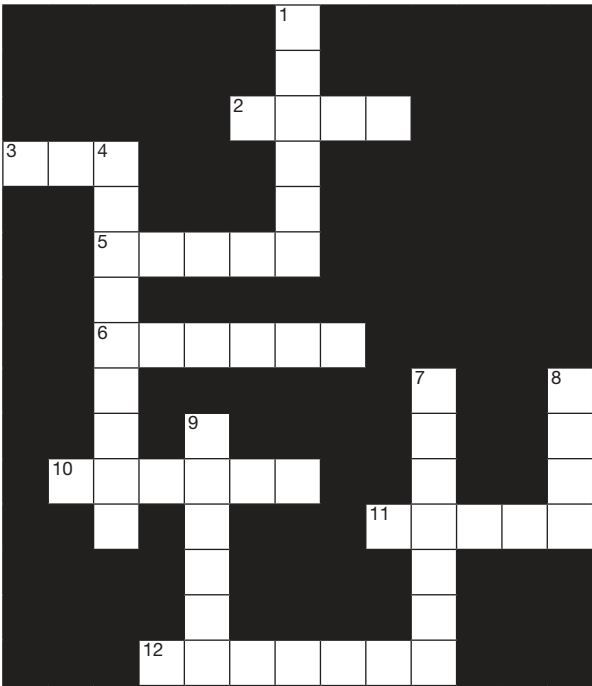
# 1 Work in pairs. Complete the crossword puzzle.

## Across

- 2 someone who is \_\_\_\_\_ wants to help and make people happy
- 3 you use it to find your way
- 5 another word for *big*
- 6 the opposite of *tidy*
- 10 new: the opposite of *ancient*
- 11 something that tastes good is \_\_\_\_\_
- 12 a hundred years

## Down

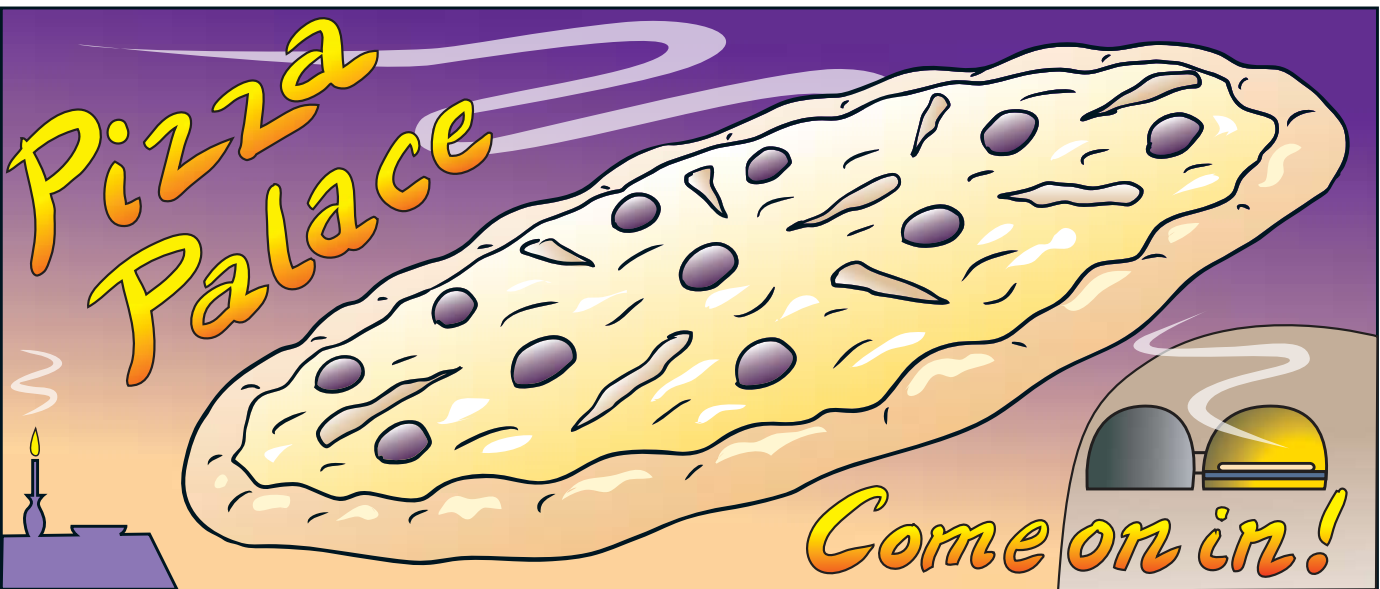
- 1 you use it to go over a river
- 4 something in the air, water, etc. that is dirty and dangerous
- 7 you use this word when you come to the last thing
- 8 the opposite of *beautiful*
- 9 ten years



**Revision task:** make a poster

# 2 Work in groups. You are going to open your own restaurant.

- What sort of food will you cook and sell?
- What will you call your restaurant?
- Write a menu. You can draw pictures of food on it. (See the menu on page 33.)
- Make a poster to tell people about your restaurant.
- Show your menu and poster to the class. Make them want to visit your restaurant.



# 3 Choose a poem from Units 10–13. Work in pairs and read it aloud.

## 1 Listen and repeat the words and expressions.



daughter design embroidery intend pass on past  
skills soft wonderful

## Word formation:

embroidery (noun)

embroider (verb)

embroidered (adjective)

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

- 1 What are the girls looking at?
- 2 What do you know about dresses like this?

## 3 Listen and answer the questions.



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



**Sophie:** I promised to buy my mother a traditional gift. Can you help me, Mona?

**Mona:** Of course Sophie, what about some olive oil soap from Nablus. It will make her skin soft.

**Sophie:** No, I don't want soap. What about a dress?

**Mona:** I can show you some great ones.

**Sophie:** I love that dress. I'm going to buy it.

**Mona:** The embroidery is beautiful, isn't it?

**Sophie:** Yes, the colours and patterns are wonderful.

**Mona:** I want to make dresses like that.

**Sophie:** Do all girls learn to embroider in Palestine?

**Mona:** No, not now. In the past they did. Mothers passed on their skills to their daughters.

**Sophie:** Will your mother teach you?

**Mona:** Sadly, she never had time to learn.

**Sophie:** Who will teach you?

**Mona:** I intend to ask my grandmother. She learnt when she was a girl. She knows many designs.

**Sophie:** That's so interesting! I want to learn more.

**Mona:** Then come with me to see my grandmother. She'll help us.



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

Everyday  
English

Can you help me?

I love that dress!

That's so interesting!





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



daughter design embroidery intend pass on past skill soft wonderful

Which word didn't you hear?

## 2 Read and circle the correct words.

- 1 When I have some money I **pass on** / **intend** to buy a traditional dress.
- 2 Mothers teach their **daughters** / **design** traditional skills.
- 3 The **design** / **embroidery** on this vase is beautiful.
- 4 We learnt about traditional clothes at school – I think they're **wonderful** / **soft**.
- 5 It was usual in the **past** / **pass on** for old people to **past** / **pass on** skills to their children.

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

- 1 Mona's grandmother can embroider with great \_\_\_\_\_.
- 2 I want to learn a lot about \_\_\_\_\_ so I \_\_\_\_\_ to do a lot of work.
- 3 I like the \_\_\_\_\_ of that modern building – it looks good.
- 4 The family has had that house for a long time – they \_\_\_\_\_ it \_\_\_\_\_ from parents to children.
- 5 People don't make many clothes now. They made more in the \_\_\_\_\_.

a



b



c



d



e



## 4 Listen and check your sentences.



## 5 Read the conversation on page 40 again and answer the questions.

- 1 Why does Mona suggest olive oil soap as a gift for Sophie's mother?
- 2 What does Sophie like about the dress?
- 3 When did mothers teach their daughters to embroider?
- 4 Why can't Mona's mother teach Mona to embroider?
- 5 Why does Mona invite Sophie to visit her grandmother?



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

introduce   make up   meaning   pregnant  
start up   strengthen   style   therefore

**Word formation:**

strong – strength – strengthen

**2 Work in pairs. What do you know about traditional embroidery in Palestine?****3 Listen and read. Then answer the questions.**

- How many paragraphs does the passage have?
- Each paragraph is about something different (a different topic). Read the passage and write the number of the paragraph.
  - \_\_\_\_\_ village designs
  - \_\_\_\_\_ recent changes
  - \_\_\_\_\_ different dresses for different times of life
  - \_\_\_\_\_ history
  - \_\_\_\_\_ patterns and colours



Embroidery in Palestine has a history of more than 4000 years. For many centuries, women met to talk and embroider dresses after work.

Each village had its own design. Therefore, people knew where a woman came from by looking at her dress. Mothers passed on their skills to their daughters.

Women had different dresses for different times of life. For example, there were different dresses for a young wife, a pregnant woman and a mother.

The embroidery at the front of a traditional dress has patterns of fruit, trees, flowers or birds. The colours also have a meaning. Green shows things growing, yellow shows the harvest and brown shows the earth.

Recently, Palestinian women have strengthened their traditional embroidery. New places of work have started up. The women here use the old designs but they make up new ones too. They have introduced a modern style. They sell their beautiful embroidered dresses all over the world.

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

- Women had different dresses for different times of the day. ☐
- The colours in the dresses have a meaning. ☐
- Women don't embroider dresses today. ☐

**5 Read and answer the questions.**

- How did girls learn to embroider in the past?
- What is the difference between traditional dresses and the embroidered dresses made today?

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

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



introduced ☐ make up ☐ meaning ☐ pregnant ☐ started up ☐  
strengthened ☐ style ☐ therefore ☐

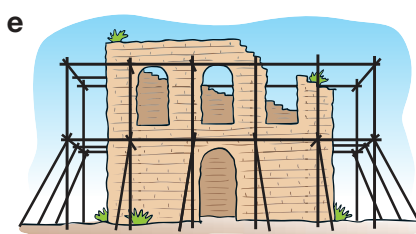
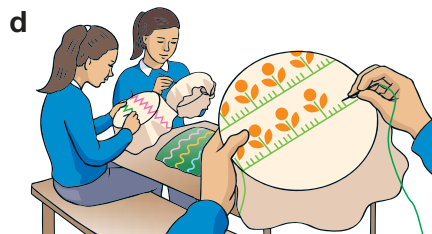
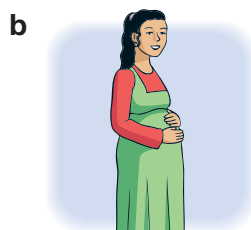
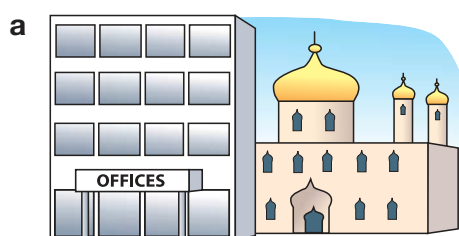
Which words didn't you hear?

## 2 Read and circle the correct words.

- 1 My mother **introduced** / **strengthened** me to embroidery when I was young.
- 2 I really like the **make up** / **style** of your clothes.
- 3 She is eight months **meaning** / **pregnant** so the baby will be here soon.
- 4 I don't understand the **meaning** / **therefore** of this word.
- 5 We have to **make up** / **start up** a story for homework today.

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

- 1 The women have \_\_\_\_\_ new ideas to help old traditions.
- 2 That building was dangerous – they have \_\_\_\_\_ it.
- 3 My mother is \_\_\_\_\_ – I'm going to have a new brother or sister.
- 4 I love stories – I \_\_\_\_\_ stories to tell my brothers and sisters.
- 5 A businessman has \_\_\_\_\_ a new business near the mosque.



**Pronunciation:** Rising and falling voice in questions with *or*. When we ask a question with *or*, our voice rises before *or* and falls after.

## 4 Listen and repeat.



What did Sophie promise?  
What does she intend to do?  
Will she buy the lovely dress  
Or make one instead?

What did Mona say?  
What does she intend to do?  
Will she help friend Sophie  
To learn to embroider too?

## 5 Listen and say.



- 1 Will she buy the lovely dress *or* make one instead?
- 2 Would you like tea *or* coffee?
- 3 Is that a traditional design *or* a modern one?
- 4 Is that dress for a young wife *or* a mother?

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

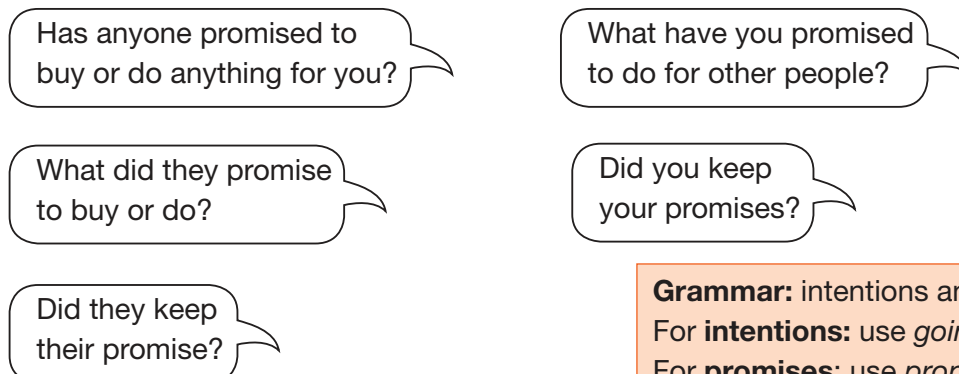
**1 Listen and read. Then complete the rule.**

When we are sure we want to do something, we use \_\_\_\_\_ or \_\_\_\_\_ + verb.

**2 Think and write. Make a list of five things you intend to do, see or buy.**

My intentions

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**3 Work in pairs. Tell each other your intentions.****4 Listen and read.****5 Work in pairs. Ask and answer the questions.**

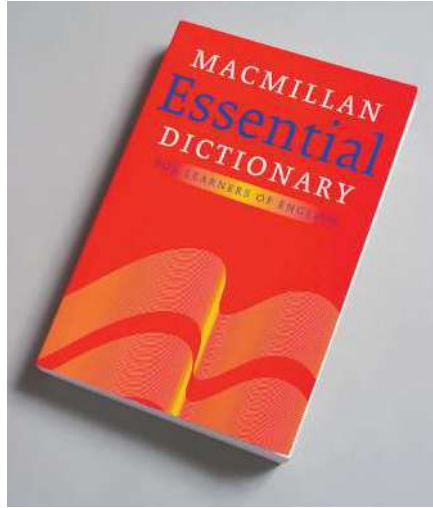
**Grammar:** intentions and promises  
For **intentions**: use *going to* or *intend to* + verb  
For **promises**: use *promise to* + verb





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

- 1 What are they?
- 2 Which one would you like to have the most? Why?



**2 Listen and answer.**



- 1 What gift did the father intend to buy?
- 2 Which gift does the father promise to buy?

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



- 1 What does the boy want the most? \_\_\_\_\_
- 2 Will his father buy it? \_\_\_\_\_
- 3 What two things does the boy say he needs? \_\_\_\_\_
- 4 Why did the father intend to buy a dictionary? \_\_\_\_\_
- 5 Why won't the father buy the video game as well? \_\_\_\_\_

**4 Read and think. Imagine you have one million dollars.**

- What will you buy and do?
- What will you do and buy for other people?

**5 Work in pairs. Ask and answer questions about what you will do with the money.**

What do you intend to do with the money?

I intend to ...

What do you promise to do for other people?

I promise to ...



Using a dictionary: word families

1 Look at the dictionary entries and answer the questions.

All three words are part of the same word family.

**embroider** *verb*

to decorate cloth with a design of coloured stitches *The women **embroider** dresses after work.*

**embroidered** *adjective* decorated with a design of coloured stitches *The dresses have an **embroidered** front.*

**embroidery** *noun*

a design of coloured stitches on cloth *Palestinian **embroidery** has a long history.*

1 Which one is a noun?

---

---

---

---

2 Which one is a verb?

---

---

---

---

3 Which one is an adjective?

---

---

---

---

strengthen

introduce

intend

mean

meaningful

strong

intention

meaning

introduction

strength

2 Join up words from the same word family.

**Writing skills:** using *therefore* and *however*

*Therefore* is used to develop or conclude an idea.

*However* is used to add an opposing or contrasting idea. A comma is often used after *therefore* or *however*.

3 Complete the sentences with *therefore* or *however*.

- Many Palestinian women embroidered well in the past. Therefore, Palestinian embroidery was famous. However, not so many women embroider today.
- I haven't eaten today, \_\_\_\_\_ I'm hungry.
- I haven't eaten today, \_\_\_\_\_, I'm not hungry yet.
- My father is ill, \_\_\_\_\_ he didn't go to work today.
- My mother is also ill. \_\_\_\_\_, she went to work.

4 Read what Khalid wrote. What does he intend and promise to do?

With a million dollars I intend to build my family a new house. I also intend to buy my father a car. We are going to have a great family holiday.

I promise to help the poor. I will give a lot of the money to others. I promise I won't keep the money for myself.

5 Write sentences about the intentions and promises you talked about in activity 5 on page 45.





**Unit task:** Writing a letter from Sophie to her mother in England to tell her about a dress

**1 Work in groups. Talk about what the dress looks like (design, style, colours).**



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

- 1 I've seen a \_\_\_\_\_.
- 2 It \_\_\_\_\_.
- 3 The \_\_\_\_\_.
- 4 Mona knows about \_\_\_\_\_.
- 5 The \_\_\_\_\_.

**3 Listen and say the sentences.** 

**4 Work in pairs. Write a letter to Sophie's mother.**

- Look at page 18 to help you to write the letter.
- Include
  - The address (*20 Almanara Street, Ramallah*)
  - Today's date
  - *Dear Mum*
  - Paragraph 1: tell her that you are well
  - Paragraph 2: tell her about the dress
  - Paragraph 3: tell her you can't wait to see her
  - An end to the letter and your name (*Sophie*)

**5 Show your letter to other pairs. Look at the letters they have written.**

- Can you see any mistakes?
- Can you see how you could make your letter better?

**6 Work on your own. Rewrite your letter neatly.**



1 Listen and repeat the words and expressions. 

although camera inside microphone mistake outside video call worry

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

- 1 What are the people doing?
- 2 Have you ever made a video call? If so, tell the class about it.
  - Who did you talk to?
  - What did you talk about?

3 Listen and answer the questions. 4 Listen and read. Underline the words in activity 1. 

Majed wants to speak to his father. However, his father is working in the United States so he makes a video call. First he turns on the computer and then he turns on the microphone.

**Majed:** Hello Dad. I can see you well, can you see me?

**Father:** No, Majed. There's a problem. I can hear you very well but I can't see you.

**Majed:** Sorry – I made a mistake! I didn't turn on the camera. Can you see me now?

**Father:** Yes, that's good. How are you, Majed? How's your mother?

**Majed:** We're all well – and you?

**Father:** I'm fine although the weather is very bad here. There are terrible winds, rain and snow outside but I'm warm inside the house. Tell your mother that I'm well. She'll worry when she hears about the weather.

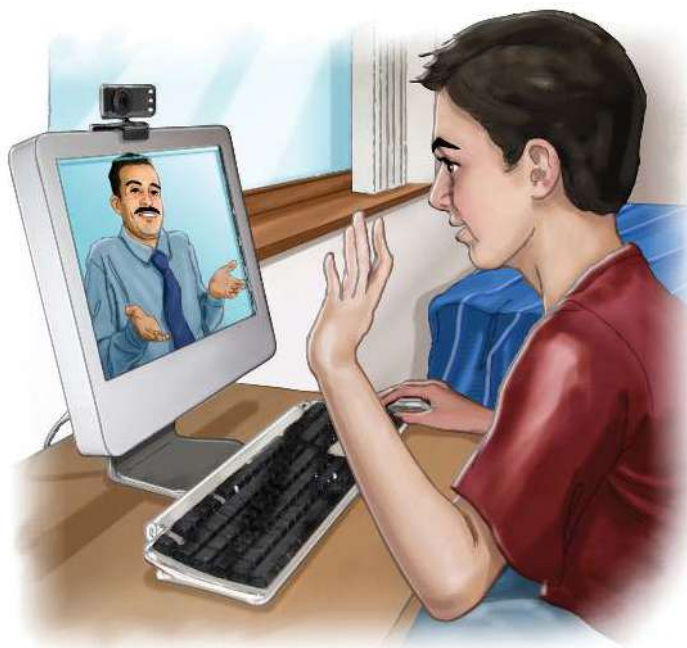
**Majed:** I'll do that.

**Father:** Are you doing well at school?

**Majed:** Yes, we are doing work on communications now. We're learning about modern communications – home phones, mobile phones, computers and things like that.

**Father:** Very good – so this video call is a good example of modern communications.

**Majed:** Yes, I know. This is part of my homework!



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

Everyday  
English

Sorry – I made a mistake!

We're all well – and you?

... and things like that



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



although camera inside microphone mistake outside video call worry

Which word didn't you hear?

## 2 Read and circle the correct words.

- 1 There is no need to **mistake** / **worry** about me because I'm fine.
- 2 Alena is ill **although** / **outside** she is now getting better.
- 3 Buying this phone was a **video call** / **mistake** – it doesn't work very well.
- 4 It's raining **outside** / **inside** so let's play video games.
- 5 I can't hear you! Will you turn the **microphone** / **camera** on, please?

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

- 1 I made a \_\_\_\_\_ – I called the wrong number.
- 2 The dog is \_\_\_\_\_ the house – in the kitchen.
- 3 To make a video call you need a \_\_\_\_\_ for the picture and a microphone for the words.
- 4 My friends are already \_\_\_\_\_ – can I go, please?

a



b



c



d



## 4 Listen and check your sentences.



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

- 1 What does Majed do before he can start the video call?
- 2 What is Majed's mistake?
- 3 How is Majed's father?
- 4 Why will Majed's mother worry about his father?
- 5 What does Majed tell his father about school?





# 1 Listen and repeat the words.

allow another keep network receive revolution satellite several

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

- 1 Can you name them?
- 2 What do you use them for?

## 3 Listen and read. Make a list of the ways to communicate in the passage.

Palestinian people live all over the world. However, modern communications allow us to keep in contact.



A hundred and fifty years ago, there were no phones and no email. It took weeks to send a letter to another country. And then it took several weeks to receive an answer. The telephone changed that.

The mobile phone allowed a second revolution in communications. Millions of people are now on the world's telephone network. With a modern mobile phone they can talk, send text messages, send or receive emails or use the internet.



However, the mobile phone network does not work at the top of mountains or out at sea. Sometimes it won't work outside of towns and cities. Satellite phones use satellites in outer space so they will work anywhere.

Video calls bring people's faces into our home. These use the internet so all we need to do is put a small camera and a microphone on a computer.



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

- 1 The first revolution in communications was the mobile phone. ☐
- 2 Mobile phones will work anywhere. ☐
- 3 Satellite phones do not use the mobile phone network. ☐

## 5 Read and answer the questions.

- 1 What do people use their mobile phones for?
- 2 What do you need to make a video call?

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





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



allow ☐ another ☐ keep ☐ network ☐ receive ☐ revolution ☐  
satellite ☐ several ☐

Which words didn't you hear?

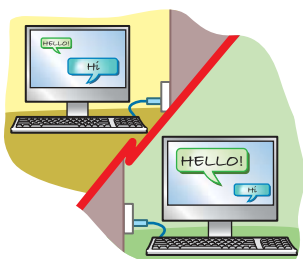
## 2 Read and circle the correct words.

- 1 There has been a revolution / satellite in the way we communicate in the last 25 years.
- 2 The teacher received / allowed us to use the computer today.
- 3 The internet is a satellite / network of computers all communicating with each other.
- 4 There are several / another emails waiting for you to read.
- 5 Can I have several / another phone, please? My old one isn't working.

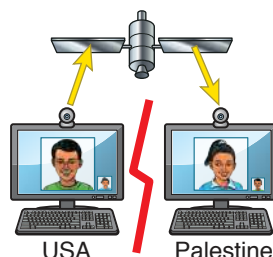
## 3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

- 1 I can \_\_\_\_\_ emails on my new phone.
- 2 The video call from the United States went to a \_\_\_\_\_ before we received it here.
- 3 The internet is a huge \_\_\_\_\_ of computers all over the world.
- 4 I am going to \_\_\_\_\_ this old computer – I don't want a new one.

a



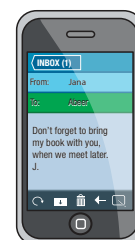
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c



d



## 4 Listen and repeat.



You have to get up.  
I don't want to get up.  
You must get up.  
I don't want to get up.  
You've got to get up.  
I don't want to get up.  
You're up! You're up!  
Good morning. Good morning.  
You have to go to bed.  
I don't want to go to bed.  
You must go to bed.  
I don't want to go to bed.  
You've got to go to bed.  
I don't want to go to bed.  
You're in bed! You're in bed!  
Goodnight. Goodnight.

### Pronunciation: Joining words

When we speak quickly words join together and some letters aren't heard.

## 5 Listen to the underlined letters and words. Repeat the sentences.



- 1 You have to get up.
- 2 I don't want to get up.

## 6 Work in pairs. Chant the poem aloud.



# 1 Read and think. Then complete the activities.

I **must** make a video call to my father.

I **have to** do my homework.

He **must** get up now.

He **has to** go to school.

- 1 Do *must* and *have to* have **a** the same meaning, or **b** opposite meanings?
- 2 Complete the table with the correct forms of *have to*.

|                     |       |         |               |       |         |
|---------------------|-------|---------|---------------|-------|---------|
| I / You / We / They | _____ | go now. | He / She / It | _____ | go now. |
|---------------------|-------|---------|---------------|-------|---------|

# 2 Work in pairs. Write three school rules using *have to*.

- 1 You have to \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

# 3 Read and think. Then complete the sentence.

- 1 The opposite of *have to* is \_\_\_\_\_.

# 4 Read and complete. Use *don't have to* or *doesn't have to* + the verb from the question.

I **don't have to** call home. My mother won't worry.

He **doesn't have to** go home yet. It's not late.

- 1 Why are you waiting? You \_\_\_\_\_. You can go.
- 2 Why is he going to bed now? He \_\_\_\_\_ to bed now. It's not late.
- 3 Why are you doing your homework now? You \_\_\_\_\_ it now. You can do it tonight.
- 4 Why is she eating that? She doesn't like it. She \_\_\_\_\_ that.

# 5 Complete the sentences. Use *have to*, *has to*, *don't have to* or *doesn't have to*.

- 1 We \_\_\_\_\_ make the video call now. We can do it tomorrow.
- 2 Nawal \_\_\_\_\_ phone her father. He wants to speak to her.
- 3 You're going to be late. You \_\_\_\_\_ run.
- 4 She \_\_\_\_\_ play tennis with us. I know she doesn't like it.
- 5 It rained yesterday so we \_\_\_\_\_ water the garden.

## Grammar: *have to* / *must*

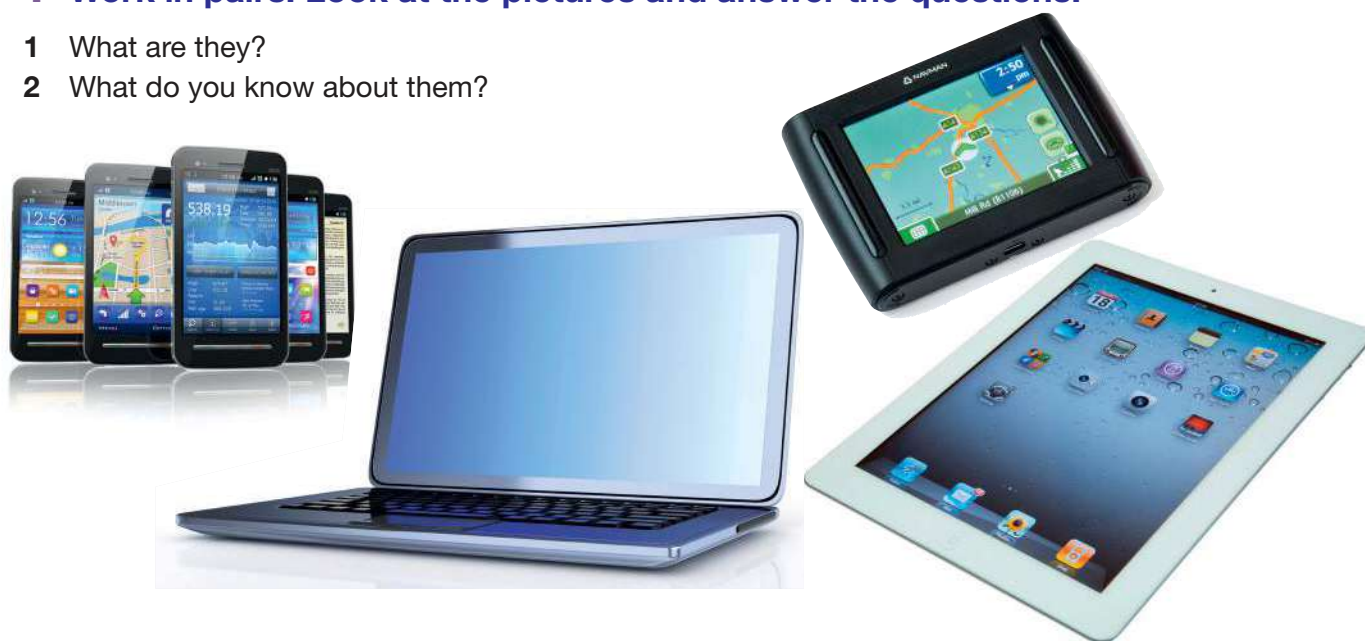
- *have to* and *must* have the same meaning. We use them to talk about a rule or something that is very important.
- *don't / doesn't have to* is the opposite of *have to*. We use it when it is not necessary to do something.





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

- 1 What are they?
- 2 What do you know about them?



**2 Listen and answer. Which one of the above are they talking about?** 

**3 Listen and tick the true sentences. Then listen again and correct the false sentences.** 

- 1 They say it has a clever design.
- 2 *Computer User* says it is a very good phone.
- 3 It is easy to connect to the internet with it.
- 4 You need to buy a microphone and camera to make video calls.
- 5 You can choose from three different colours.

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**4 Work in pairs. Read and number the instructions in the correct order.**

*To make a video call to a friend:*

- \_\_\_\_\_ Call your friend.
- \_\_\_\_\_ Connect to the internet.
- \_\_\_\_\_ Talk to your friend. Look into the camera and speak into the microphone.
- \_\_\_\_\_ Turn the computer on.

**5 Work in pairs. Ask and answer questions about making a video call.**

- A:** You are grandfather. You have a laptop but don't know how to use it.  
You want to make a video call to a friend. Ask questions.
- B:** Tell your grandfather what he has to do.

What do I do?

What do I do next?

First, you have to turn the computer on.

Then you have to ...



# 1 Read the dictionary entry and answer the questions.

**although** *conjunction*  
a word used to join two ideas when the second idea makes the first surprising *They played football **although** it was snowing.*



I'm fine although the weather is very bad.

The weather is very bad so it is surprising that he is fine.

**Dictionary skills:** joining ideas

- 1 What part of speech is *although*?
- 2 What other conjunctions do you know? (Look back to Unit 13 period 7.)

# 2 Work in pairs. Make sentences.

**Writing skills:** joining ideas with *although*

**A**

- 1 Rania went to bed
- 2 He didn't wear a coat
- 3 I didn't have a drink
- 4 Faisal wants to play football
- 5 Ghada went to school

although

**B**

- I was thirsty.  
she was ill.  
he hurt his leg.  
she wasn't tired.  
it was cold.

# 3 Listen and check your sentences.



# 4 Work alone. Write the sentences in activity 2.

# 5 Write the sentences again. Start with *although*.

We can also use *although* at the beginning of a sentence.  
Although the weather is very bad, Majed's father is fine.

# 6 Choose and complete.

**Writing skills:** using conjunctions to join ideas

- 1 I didn't phone you yesterday \_\_\_\_\_ I was ill. (because / although)
- 2 I can't receive emails \_\_\_\_\_ my computer is working. (because / although)
- 3 I want to get a new phone \_\_\_\_\_ I can use the internet outside. (because / so)
- 4 The mobile phone doesn't work here \_\_\_\_\_ we are outside of the city – we need to use a satellite phone. (because / so / although)
- 5 This phone works fine here \_\_\_\_\_ it is very old. (because / so / although)





## 1 Work in groups.

**Unit task:** Writing an advert for a new mobile phone

- Talk about what will be new and wonderful about your phone (text messaging, email, internet, etc.)
- What will you call your phone?

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



- 1 This is the phone \_\_\_\_\_.
- 2 It is part of \_\_\_\_\_.
- 3 Make \_\_\_\_\_.
- 4 \_\_\_\_\_  
\_\_\_\_\_ wherever you are.
- 5 \_\_\_\_\_, it's not expensive.

## 3 Listen and say the sentences.



## 4 Work in the same groups. Write an advert for your new phone telling people how good it is and why they should buy it.

- Write a first sentence.  
*This is the phone you have to have.*
- Write sentences about what the phone can do and why it is good.  
*It can do wonderful things!*  
*It is a new revolution in mobile phone design.*
- Draw some pictures or diagrams for your phone.

## 5 Present your advert and try to sell your phone to the rest of the class.



## 1 Listen and repeat the words.



carry catch decide forget same sandwich suggestion weekend

## 2 Work in pairs and talk about the weekend.

- 1 What are you going to do?
- 2 What would you like to do?

## 3 Listen and answer the questions.



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



Imad, Sam and Majed are making plans for the weekend.

**Imad:** What are you doing this weekend?

**Sam:** I don't know. Do you have any suggestions?

**Imad:** Let's go for a picnic.

**Sam:** That's a great idea!

**Majed:** It may rain.

**Imad:** It might but I don't think so.

**Majed:** OK, I'll go. What should we take to eat?

**Sam:** Let's all take something and share it.

**Imad:** Good idea. But let's decide what to take now so we don't all take the same food.

**Sam:** OK. I'll take some sfeha.

**Imad:** I'll make sandwiches.

**Majed:** Then I'll take some humos and salad.

**Imad:** Then we need some drinks.

**Sam:** We have lots of orange juice – I'll take that.

**Majed:** We might have some lemonade I can take.

**Sam:** Remember to take your camera, Majed.

**Majed:** Don't worry, I won't forget. I love to take photos.

**Imad:** That's it then. That's not a lot to carry.

**Sam:** No, it isn't. But where are we going to have our picnic?

**Majed:** Oh, I know a great place. I always go there with my family.

**Imad:** Where is it?

**Majed:** I'm not going to tell you. It'll be a surprise!

**Sam:** How will we get there?

**Majed:** We'll catch a bus and then walk.



## 5 Work in groups of three. Act out the conversation in activity 4.

Everyday  
English

It may rain.

It might but I don't think so.

That's it then.



# 1 Listen and circle the words you hear.



carry catch decide forget same sandwich suggestion weekend

Which words didn't you hear?

## 2 Read and circle the correct words.

- 1 We usually make a sandwich / salad with bread.
- 2 We call the days of the week when we don't go to school or work the weekdays / weekend.
- 3 Can you give me a something / suggestion for what we can do?
- 4 Majed's family always go to the same / different picnic place.
- 5 Please don't remember / forget your homework tomorrow.

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

- 1 We have lots of bread so I will make some \_\_\_\_\_.
- 2 What do you want to do next lesson – who has a \_\_\_\_\_?
- 3 I can't \_\_\_\_\_ what I want to do this weekend.
- 4 It's a long distance to walk – we can go by taxi or \_\_\_\_\_ a bus.
- 5 This picnic bag is full of food and drink so it's very heavy – I can't \_\_\_\_\_ it.

a



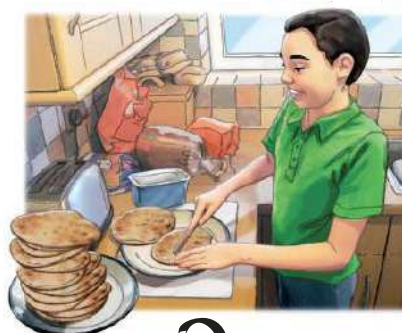
b



c



d



e



## 4 Listen and check your sentences.



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

- 1 What does Sam suggest they do with the food they take?
- 2 What food will Majed take?
- 3 Who will take the orange juice?
- 4 Who knows a good place for a picnic?
- 5 What do you like to eat at a picnic?

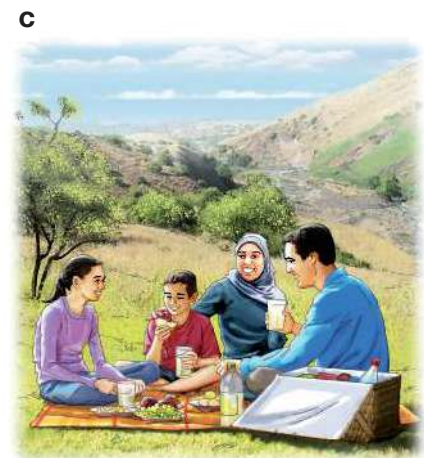


**1 Listen and repeat the words.** 

bring huge narrow nature path protect route woods

**2 Work in pairs. Tell each other where you like to go for a picnic.**

**3 Look at the pictures. Then listen and read to find out which one is Majed's picnic place.** 



People often ask me what I like to do at weekends. My answer is always the same: I like to go for a picnic with my family.

‘Oh, do you have a favourite place?’ they ask.

So I tell them about a beautiful quiet place we know. I tell them about the route that takes you between two mountains. You leave the car and walk along a small path. The narrow path takes you along a valley where there are always lots of flowers. At the end there are some woods with huge old trees. They protect you from the

wind and the sun. There you eat your picnic. You listen to the birds singing and smell the flowers. You enjoy nature with your family. It brings you great happiness.

‘Oh,’ they say. ‘It sounds wonderful. Where is it?’

But I don’t tell them. I don’t want it to be popular. It is my place.

So no, I won’t tell you where it is.

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

- 1 Majed likes to go for a picnic with his friends. ☐
- 2 The picnic place is usually windy. ☐
- 3 Majed likes nature. ☐

**Word formation:**  
happy – happiness

**5 Read and answer the questions.**

- 1 Where does the path from the car park take you?
- 2 Why doesn’t Majed tell people about the picnic place?

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



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



brings ☐ huge ☐ narrow ☐ nature ☐ path ☐ protect ☐ route ☐ woods ☐

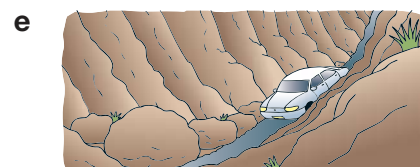
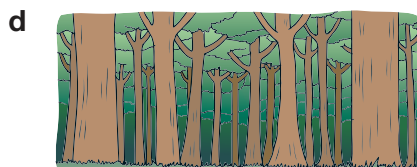
Which words didn't you hear?

## 2 Read and circle the correct words.

- The river is **narrow** / **huge** where it starts but very wide where it gets near to the sea.
- It was difficult to see in the **route** / **woods** because the high trees hid the sun.
- We need to find another **path** / **protect** up the mountain – this one is closed.
- The trees can **protect** / **bring** us from the sun.
- The Dead Sea is one of the most interesting places in **nature** / **path**.

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

- It was dark in the \_\_\_\_\_ because of all the big trees.
- There was a \_\_\_\_\_ rock on the path. We couldn't pass it.
- We walked up the \_\_\_\_\_ to the door of the house.
- It was difficult for the car to drive along the valley as the road was very \_\_\_\_\_.
- My favourite things in \_\_\_\_\_ are bird song and wild flowers.



## 4 Listen and repeat.



### The picnic

It may rain or the sun might shine  
But I'm sure we'll all be fine  
So bring some food for all to share  
And we'll run and play in the open air.

We may be on the beach or in the woods  
But wherever we go, it'll be so good  
So bring a camera and we'll all have a go  
Taking photos of what nature has to show.

We may have kabab or maybe falafil  
But whatever we have, it'll be wonderful  
So come along and bring a friend or two  
All our picnic is missing is you, you, you.

Pronunciation: joining words

## 5 Listen and repeat.



- |                    |                     |
|--------------------|---------------------|
| 1 rain or shine    | 2 we'll all be fine |
| 3 for all to share | 4 in the open air   |
| 5 run and play     | 6 beach or woods    |

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

# 1 Read and answer the questions.



- 1 Are Majed and Imad sure it will rain? Are they sure it will not rain?
- 2 Which is the correct sentence?  
 a It may be sunny tomorrow.    b It be may sunny tomorrow.

# 2 Put the words in the correct order to make sentences.

- 1 might picnic we a have \_\_\_\_\_
- 2 tomorrow may windy be it \_\_\_\_\_
- 3 today they not arrive may \_\_\_\_\_
- 4 lesson might you the miss \_\_\_\_\_
- 5 I not eat tonight might want to \_\_\_\_\_
- 6 with come us may he not \_\_\_\_\_

# 3 Rewrite the sentences. Use the words in brackets.

- Maybe Fatima isn't feeling well. (may not) Fatima may not be feeling well.
- 1 Perhaps we will have a picnic tomorrow. (may) \_\_\_\_\_
  - 2 It's possible I won't go with you. (might not) \_\_\_\_\_
  - 3 Maybe I will come later. (might) \_\_\_\_\_
  - 4 Perhaps the weather will be bad tomorrow. (may) \_\_\_\_\_
  - 5 Perhaps she'll feel better later. (might) \_\_\_\_\_

# 4 Listen and check your sentences.

# 5 Work in pairs. Talk about your plans for this evening and the weekend.

What are you going to do this evening?

I don't know, I may ...

What are you doing this weekend?

I'm not sure, I might ...

## Grammar: *may* / *might*

- We use *may* and *might* to say that things are possible.
- In this use *may* and *might* have the same meaning.
- We put *may* / *might* before the verb.



**1 Work in pairs. Look at the pictures. What jobs are the children thinking about?**



**2 Listen and match what the children say with the picture. Write the number.**



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



- 1 Why does Hiba say she might be a scientist? \_\_\_\_\_
- 2 Why does Firas think he may not be a doctor or nurse? \_\_\_\_\_
- 3 Why does Jana think she might be a teacher? \_\_\_\_\_
- 4 What skill does Salim have that will help him be a good diver? \_\_\_\_\_
- 5 Why does Huda think she might be a doctor? \_\_\_\_\_
- 6 What job does Hani's father do? \_\_\_\_\_

**4 Work in groups. Make a list of all the jobs you can think of in five minutes.**

- Count the number of jobs you have written.
- Which group wrote the most jobs?

**5 Work in pairs. Ask and answer questions about the job you might have in the future.**

What do you think you might be in the future?

I don't know.  
I might be ...

Oh, really. Why?

Because ... What about you?

I'm not sure but I may be ...

Oh, really. Why?

Because ...



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

**1 Read the dictionary entry and write one more example sentence for each meaning.**

**wood** *noun*

**1** what trees are made from *The table is made from **wood**.*

**2** (usually *the woods*) a small forest *We had a picnic in the **woods**.*

**2 Complete the dictionary entries. Use *before* and *after*.**

**1** \_\_\_\_\_  
at an earlier time *We had our picnic \_\_\_\_\_ it started to rain.*

**2** \_\_\_\_\_  
at a later time *We played games \_\_\_\_\_ the picnic.*

**Writing skills:**  
using *before*  
and *after*

**3 Complete the sentences using *before* or *after*.**

**1** Tomorrow is the day \_\_\_\_\_ today.

**2** Yesterday is the day \_\_\_\_\_ today.

**3** Father will take us to school \_\_\_\_\_ he starts work and then pick us up \_\_\_\_\_ he finishes.

**4 Work in pairs. Make a list of things you have to do before and after you go on a picnic.**

**5 Work in a group. Write sentences about what you may or might do in the next school holiday.**

*I might help my father. We may go to our village.*

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

*How might you help your father?*

- Read the question and write an answer.

*I might work in his shop or I might work on the farm.*

- Show your questions and answers to other students in your group. Continue to write questions and answers.

*What might you do in the shop?*

*I may clean or I may put things on the shelves to sell.*

**6 Write a paragraph about what you may or might do in the next school holiday. Use the sentences you wrote in activity 5 to help you.**

In the next holidays I might help my father in his shop. I may clean the shop or put things on the shelves. Or I may go to our village and work on the farm. I might ...





**Unit task:** Planning a picnic

**1 Work in groups.**

- Talk about what you like to eat at a picnic.
- Talk about where you like to go for a picnic.

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



- 1 Where are we going \_\_\_\_\_?
- 2 Oh, \_\_\_\_\_.
- 3 Who \_\_\_\_\_?
- 4 What \_\_\_\_\_?
- 5 Let's all \_\_\_\_\_.
- 6 Don't \_\_\_\_\_.

**3 Listen and say the sentences.**



**4 Work in groups. Make notes about *when, where, who* and *what*.**

- 1 **When** will you go for the picnic?
  - Agree on a day and a time.
  - It might rain or be cold so think about where you can go in the rain.
- 2 **Where** will you go?
  - Agree on a good place for a picnic.
- 3 **Who** will you invite?
  - Make a list of friends and family to invite.
  - Who do you think might come? Who might not come?
- 4 **What** will you eat and drink?
  - Make a list.
  - Agree who will take what.

**5 Prepare to tell the class about your picnic.**

- Think about who will present each part 1 to 4.
- Practise together.

**6 Tell the rest of the class about your picnic. Listen to the other groups and make notes about their picnic.**

| Group name | When | Where | Who | What |
|------------|------|-------|-----|------|
|            |      |       |     |      |
|            |      |       |     |      |
|            |      |       |     |      |
|            |      |       |     |      |
|            |      |       |     |      |
|            |      |       |     |      |

Which group planned the best picnic?



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

2 Listen and answer the questions. 

- 1 What do the girls want to do?
- 2 What does Mona's grandmother want to do?

Mona and Sophie are visiting Mona's grandmother.

- Mona:** This is Sophie. She wants to see your embroidery.
- Sophie:** And I'd like to know about the designs and patterns.
- Mona:** And we both intend to learn how to embroider.
- Grandmother:** Well, I'm pleased that you both find it interesting. I promise to teach you what I know but first there is something you can do to help me.
- Mona:** Of course, what's that?
- Grandmother:** I want to talk to your father in England. He told me to use the internet but I don't know how.
- Sophie:** You have to make a video call. Do you have a camera and a microphone?
- Grandmother:** I don't know. I don't understand computers.
- Mona:** It doesn't matter. I'll call him for you and then you can talk to him.
- Grandmother:** First, let's sit down and have a chat. What would you like to drink?
- Sophie:** Do you have any lemonade?
- Grandmother:** Of course. And I may have some sandwiches and salad. Would you like some?
- Mona:** Yes, please.



3 Read and answer the questions.

- 1 What do the girls intend to do?
- 2 What help does Mona's grandmother need?
- 3 Why can't she do it herself?
- 4 What does Mona's grandmother want to do before she makes the video call?
- 5 What do the girls want to eat and drink?
- 6 Which is the best title for the passage?
  - a Learning to embroider
  - b A chat
  - c A visit to grandmother

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



**1 Read the conversation on page 64 and tick the true sentences. Then correct the false sentences.**

- 1 Sophie has met Mona's grandmother before.
- 2 Sophie wants to learn about the designs and patterns of traditional embroidery.
- 3 Mona's grandmother will teach the girls to embroider.
- 4 Mona's father is in Egypt.
- 5 Mona will tell her grandmother how to make a video call.

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**2 Work in pairs. Find and say in the conversation on page 64:**

- |                |                                |
|----------------|--------------------------------|
| 1 an intention | 3 an example of <i>have to</i> |
| 2 a promise    | 4 an example of <i>may</i>     |

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

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

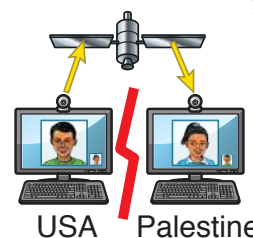
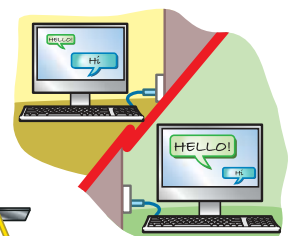
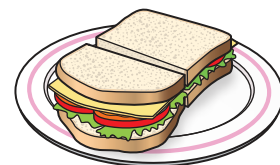
- 1 Grandmother promised to help them later.
- 2 I intend work a lot next year.
- 3 My father is away – I have to call him.
- 4 I must to make a video call now.
- 5 You not have to do it now – you can call tomorrow.
- 6 I may to have some sandwiches and a salad.
- 7 He might call – but he might not.
- 8 Hassan not may come with us.

|                          |
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**Now correct the incorrect sentences.**

**4 Complete the sentences.**

- 1 Grandmother made the \_\_\_\_\_ and then had a chat with Mona and Sophie.
- 2 Mona turned on the computer. She went onto the internet and started to make the \_\_\_\_\_.
- 3 Grandmother asked what the internet was. Mona told her that it was a \_\_\_\_\_ of computers.
- 4 Grandmother didn't understand how they could talk to people in other countries. Sophie told her that they use \_\_\_\_\_ in space.
- 5 Then Mona told her grandmother to look into the \_\_\_\_\_ and speak into the \_\_\_\_\_.





# 1 Complete the conversation with words from the box.

although nature outside path receive valley  
weekend woods worry

Mona has started the video call to her father.

**Mona:** Hello, Dad! Are you OK – you don't look well?

**Father:** Don't \_\_\_\_\_ about me. I'm fine \_\_\_\_\_ I'm a bit tired. I've been very busy.

**Mona:** What have you been doing?

**Father:** This \_\_\_\_\_ I went with friends for a long walk. We followed a \_\_\_\_\_ along a \_\_\_\_\_ between the mountains. There were some huge trees in the \_\_\_\_\_.

**Mona:** Did you take a camera? I'd like to see some photos.

**Father:** I did. Did you \_\_\_\_\_ the pictures I sent last week?

**Mona:** Yes, we did. The \_\_\_\_\_ there looks wonderful.

**Father:** It is. But it's very cold \_\_\_\_\_ now. The winter is coming.

## 2 Listen and check your sentences.



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

## 4 Work in pairs. Ask and answer.

You are Mona and her father.

Why are you visiting your grandmother?

I intend to learn to embroider.

That's excellent! Is your grandmother going to teach you?

Yes, she is. And she's going to teach me about ...

What do you know about traditional embroidery?

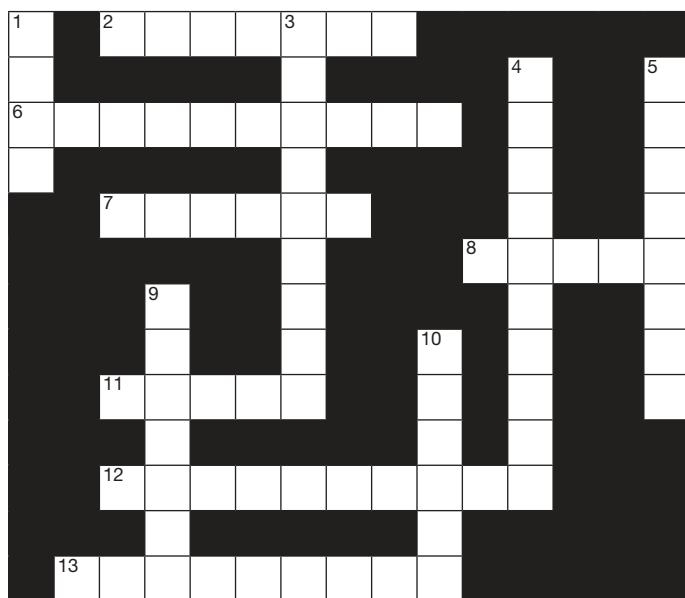
...

Now write your conversation.





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



**Across**

- 2 a dictionary can help you understand the \_\_\_\_\_ of a word
- 6 make stronger
- 7 the opposite of wide
- 8 to find out about, or how to do, something
- 11 the way to get somewhere
- 12 a complete change
- 13 something you are going to do: a plan

**Down**

- 1 all the time before now
- 3 tell people the name of the person they are meeting
- 4 an idea for what someone can do
- 5 a woman is \_\_\_\_\_ when she is going to have a baby
- 9 to stop something bad happening to someone
- 10 the plan of how something looks, or will look

**Revision task:** plan a party

**2 Work in groups. You are going to organise an end-of-year party at your school.**

- Talk about what you might do at the party.
- Talk about what you might eat and drink at the party.
- Talk about what you have to do. Make a list.
- Talk about who will do each job. Add this to your list.
- Make a poster to tell other students about the party and what will happen at the party.
- Show your poster to the class. Make them excited about the party.

**3 Choose a poem or chant from Units 15–17. Work in pairs and read it aloud.**





# My dictionary

## Technology

camera \_\_\_\_\_  
machine \_\_\_\_\_  
microphone \_\_\_\_\_  
network \_\_\_\_\_  
program \_\_\_\_\_  
pump \_\_\_\_\_  
radio \_\_\_\_\_  
satellite \_\_\_\_\_  
video call \_\_\_\_\_

## What things are made of

glass \_\_\_\_\_  
plastic \_\_\_\_\_  
wicker \_\_\_\_\_  
wood \_\_\_\_\_

## In the street & directions

(go) along \_\_\_\_\_  
bank \_\_\_\_\_  
bridge \_\_\_\_\_  
path \_\_\_\_\_  
route \_\_\_\_\_  
(go) straight ahead \_\_\_\_\_  
traffic \_\_\_\_\_  
(the) way (to) \_\_\_\_\_

## Gifts/Crafts/Objects

design \_\_\_\_\_  
embroidery \_\_\_\_\_  
gift \_\_\_\_\_  
jug \_\_\_\_\_  
pattern \_\_\_\_\_  
plate \_\_\_\_\_  
style \_\_\_\_\_  
vase \_\_\_\_\_

## Nouns

century \_\_\_\_\_  
children \_\_\_\_\_  
choice \_\_\_\_\_  
civilization \_\_\_\_\_  
corner \_\_\_\_\_  
daughter \_\_\_\_\_  
decade \_\_\_\_\_  
example \_\_\_\_\_  
furniture \_\_\_\_\_  
history \_\_\_\_\_  
life \_\_\_\_\_  
magazine \_\_\_\_\_  
meal \_\_\_\_\_  
meaning \_\_\_\_\_  
mistake \_\_\_\_\_  
money \_\_\_\_\_  
nature \_\_\_\_\_  
past \_\_\_\_\_  
pollution \_\_\_\_\_  
revolution \_\_\_\_\_  
sandwich \_\_\_\_\_  
skill \_\_\_\_\_  
stick \_\_\_\_\_  
suggestion \_\_\_\_\_  
visitor \_\_\_\_\_  
waiter \_\_\_\_\_  
weekend \_\_\_\_\_  
woods \_\_\_\_\_



## Verbs

|            |       |
|------------|-------|
| allow      | _____ |
| bring      | _____ |
| carry      | _____ |
| catch      | _____ |
| come back  | _____ |
| consider   | _____ |
| decide     | _____ |
| find out   | _____ |
| forget     | _____ |
| hang       | _____ |
| intend     | _____ |
| introduce  | _____ |
| keep       | _____ |
| make up    | _____ |
| offer      | _____ |
| order      | _____ |
| pass on    | _____ |
| protect    | _____ |
| raise      | _____ |
| receive    | _____ |
| remain     | _____ |
| sell       | _____ |
| spend      | _____ |
| start up   | _____ |
| stop       | _____ |
| strengthen | _____ |
| think back | _____ |
| turn       | _____ |
| wait       | _____ |
| worry      | _____ |

## Adjectives

|                 |       |
|-----------------|-------|
| acceptable      | _____ |
| ancient         | _____ |
| delicious       | _____ |
| empty           | _____ |
| huge            | _____ |
| large           | _____ |
| modern          | _____ |
| narrow          | _____ |
| normal          | _____ |
| polite/impolite | _____ |
| pregnant        | _____ |
| soft            | _____ |
| tasty           | _____ |
| tidy/untidy     | _____ |
| ugly            | _____ |
| wonderful       | _____ |

## Linking words

|           |       |
|-----------|-------|
| although  | _____ |
| however   | _____ |
| finally   | _____ |
| therefore | _____ |

## Other words

|             |       |
|-------------|-------|
| almost      | _____ |
| another     | _____ |
| inside      | _____ |
| outside     | _____ |
| same        | _____ |
| several     | _____ |
| upside down | _____ |



## Everyday English

... and things like that.

Any ideas?

Can you help me?

I can't do that!

I love that dress!

I'm sure I'll see that.

Isn't it wonderful?

It may rain.

It might but I don't think so.

It's delicious!

It's very tasty!

Sorry – I made a mistake!

That's a good example!

That's a great idea. I'll do that.

That's it then.

That's not a problem.

That's right.

That's so interesting!

That's the problem with ...

We're all well – and you?

Yes, but ...

You're welcome. Goodbye.

You've been a great help.







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