



PUPIL'S BOOK **9B**

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1 Listen and repeat.



قليل	قریب	و اجب	ثلاجة	ی <mark>ک</mark> بر	up	في ورطة
a bit	close	duty	fridge	grow		in trouble
	look after بعتنی	piece قطعة	1	ple بسر	though مع ذلك	

2 Look at the picture on the next page. Describe it.

Aunt Nada and Hadeel
 2 on each side of
 3 on the table.
 They are standing
 4 is saying something about
 1 in the kitchen.

3 Listen and answer the questions.

Who is trying to look after everyone? The daughter, Sameera, is trying to look after everyone



She would like to learn to cook simple dishes
What would Hadeel like to do with Aunt Nada?

Because Mr Masri is in hospital and Mrs Masri is sick
Why do the Masri family have a big problem?

4 How are Aunt Nada and Hadeel going to help?
They are going to make lunch for the Masri family.

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



Hadeel and Aunt Nada were talking in the kitchen.

Aunt Nada Tell me, do you ever cook back home?

Hadeel When I'm at home, I sometimes help a bit. But I'm often out because I do

various sports and other activities after school. So I don't know very much

about cooking. I should though.

Aunt Nada

Yes, if you learn to cook, it'll be very useful later, when you grow up.

Hadeel You're right. I need to learn. Nidal knows much more than me! And if I don't learn,

it won't be easy to live away from home in future.

Aunt Nada I'll teach you some simple dishes if you like.

Hadeel Great!

Aunt Nada Let's make lunch for our neighbours, the Masri family. Mrs Masri is sick.

Hadeel Are they the family opposite? **Aunt Nada** Yes. How did you guess?

Hadeel The daughter always looks busy. She goes shopping every day, and I often think

maybe her mum isn't well.

Aunt Nada You're right. Her father is in hospital, too, so poor young Sameera is looking

after them and the four little ones, too. She's only fourteen, like you.

Hadeel That's very hard. How does she do everything?

Aunt Nada Well, the friends and neighbours are helping, and today it's my turn.

Hadeel If something like that happens back home, neighbours don't usually help

as much. You seem to have a closer community here.

Aunt Nada Perhaps you're right. If someone is in trouble here, we

always feel it's our duty to help. Now, ... there are some chicken pieces in the fridge. Let's cook them and make

some salad.

Everyday English

... if you like.

If you like, ...



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

1	A	What do you have to do to help at home?
	В	I sometimes <u>look</u> <u>after</u> Grandma when Mum has to go shopping.
2	A	I'd like a <u>piece</u> of cheese to put on my bread.
	В	No problem. Go to the <u>fridge</u> , and you'll find some on the top shelf.
3		It's freezing now, and I think those people on the mountain are <u>in</u> <u>trouble</u>
	В	Yes, and I'm a mountain guide, so it's my <u>duty</u> to go and find them.
4	A	Tell me, are you and your brothers and sisters <u>close</u> ?
	В	Yes, we did everything together while we were growing up, and we're
		still great friends now, too.
5	A	In my new job, I do the housework, and I also cook <u>a</u> <u>bit</u> .
	В	You always say that you can't cook <u>though</u> !
	A	Oh, well, I can make a few simple dishes. That's all I have to do.

2 Listen and check. Then practise in pairs. 3



3 Read again and answer the questions.

- Why doesn't Hadeel know much about cooking? Because she does various sports and other activities after school
- 2 If Hadeel learns to cook now, when will this help her? It will help her later, when she grows up.
- What does Aunt Nada offer to do? She offers to teach Hadeel some simple dishes. 3
- How many people is Sameera looking after? She's looking after six people. 4
- How old is she? She's fourteen. 5
- What does Hadeel think about Sameera's situation? She thinks it's very hard.
- Who is Sameera getting help from? She's getting help from the community. 7
- Why are these people happy to do that? Because they feel it's their duty to help.

Work in pairs. Listen again and practise the conversation.



If Type 1 & 0

1 Read the examples.

- 1 If someone is in trouble here, we always feel it's our duty to help.
- 2 If something like that **happens** back home, neighbours don't usually **help** as much.
- 3 If you learn to cook, it will be very useful later.
- 4 If I don't learn, it won't be easy to live away from home in future.
- 5 I will teach you some simple dishes if you like.

Look at the examples again. Tick (\checkmark) the best way to complete the statements.

- Examples 1 and 2 talk about something that a) is happening in the present.
 b) may happen at any time.
 We call this a *Type 0* (zero) conditional.
- 2 Both verbs in these examples are in the present a) continuous. b) simple. x
- Examples 3–5 talk about something that a) may / may not be happening now.
 b) may / may not happen in the future.
 We call this a *Type 1* conditional.
- 4 The *if* part of the sentence uses a verb in **a)** the present. **x b)** the future.
- 5 The other part of the sentence uses a verb in a) the present. \square b) the future. $\boxed{\mathbf{x}}$

2 Work in pairs. Match sentence parts 1–7 and a–g to make *Type 0* conditional statements.

Describe Sameera's busy mornings.

- 1 If the children wake up late,
- 2 g If it is a summer camp day,
- 3 e If her mum feels weak.
- 4 a If her mum feels strong enough,
- 5 c If the children's rooms are untidy,
- **6** b If she needs to buy some food,
- 7 d If she has time after shopping,

- a she often comes to the dining room to eat.
- **b** she plans a shopping trip.
- c she puts everything away tidily.
- **d** she always visits her dad in hospital.
- e she usually has her breakfast in bed.
- f she goes to their rooms and calls them.
- g she always takes them all there.

3 Work in pairs. Read out Sameera's questions about her trip to town today. Then make her *Type 1* statements.

Student A Does Mum need more medicine today?

Student B If she needs more medicine today, I'll have to go to the doctor's.

- 1 Does Mum need more medicine?
- 2 Do we need more money?
- 3 Do we need more fruit?
- 4 Do I have to get more vegetables?
- 5 Does Dad want another book to read?
- **6** Do we need more bread?
- 7 Do I have to get more meat?

- > have to go to the doctor's
- > visit the bank If we need more money, I'll visit the bank.
- > need to go to the market If we need ... I'll visist ...
- > stop at the greengrocer's If I have ..., I'll stop ...
- > get one at the library If dad wants , I'll get ...
- > have to go to the baker's If we need I'll have to ...
- > go to the butcher's If I have I'll go ...

Now make negative Type 1 statements.

1 If she doesn't need more medicine today, I won't have to go to the doctor's. If we don't need more money, I won't visit the bank.

1 Listen and repeat.



	-	
يحرق	كيماوي	يتخلص من
يحرق burn	chemical	get rid of
imagine يتخيل	material	ضروري necessary
<u> </u>		
pan	pour	stain (v/n) وسخ/يتسخ
قلاية	يصب	وسخ(يتسخ

Word formation accident (n) accidental(ly) (adj/adv) clean (v/adj) cleaner (n) منظف غاز (cook (v) cooker (n

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



Α	I don't like using very powerful .	round the house.

- **B** I agree. They can damage things, and it isn't usually <u>necessary</u> to use them.
- 2 A Oh, no! You've stained vour new sweater. Is it coffee?
 - **B** Yes, it happened accidentally . I was drinking a cup, and I dropped it.
- **3** A Have you tried to get rid of the stain in your dress with soap and water?
 - **B** Yes, but it hasn't worked. I'm going to try a very gentle chemical <u>cleaner</u>
 - A Well, be very careful. You don't want to damage that beautiful <u>material</u>
- A I can't <u>imagine</u> cooking over an open fire all the time.
 - **B** Well, that's what they did long ago. They didn't have modern cookers
- A Is the soup in that _____ ready yet?
 - **B** Yes, it's nice and hot, so should I <u>pour</u> it into the soup bowls now?
 - **A** OK, but be careful when you do that. Don't burn yourself!

3 Listen and check. Then practise in pairs.



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4 Look at the pictures. Then listen and number the dangers 1–6. 6















Now number the rules 1-6. (Listen again if necessary.)

- | 3 | Never let children play with knives.
- 5 Always move heavy things that might fall.
- | 2 | Never leave a way for children to climb somewhere dangerous.
- 6 Always stay with the children and watch them carefully.
- 4 Be careful to keep chemical cleaners away from children.
- Be careful not to leave hot pans at the front of the cooker.

1 Work in pairs. Talk about the pictures on the next page.

- 1 Do they show things that are really happening, or things that we are imagining?
- 2 In the first situation, what is the girl pointing at?
- 3 How does the boy seem to feel about it?
- 4 In the second situation, what is happening on the cooker?
- 5 How does the boy seem to feel about it?

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

- **1** The quiz is about things that are really happening now. lacksquare
- 2 It shows how well or badly you could find answers to problems at home.
- **3** In Situation 1, your brother has had an accident with some tomato juice. oxdot
- 4 In this situation, b) would take more time than a).
- 5 Situation 2 could become very dangerous for everyone.

Could you look after your home and family?

have gone out, and your parents have gone out, and you are looking after your young brothers and sisters this evening.

What would you do if these things happened?

Situation 1: Imagine that your little brother has accidentally poured some tomato juice down his shirt and stained it. What would you do? *If that happened, I would ...*

- first try to get rid of the stain with cold water and soap. Then, if that did not work, I could use a gentle chemical cleaner.
- b) look for the most powerful chemical cleaner in the house and attack the stain with that.

Situation 2: Imagine that you are cooking dinner for everyone, but then a pan of hot oil starts burning. What would you do?

If that happened, I would ...

- a) turn off the cooker and pour cold water on the oil.
- **b)** turn off the cooker and cover the pan.

3 Read and do the tasks. Read the quiz and tick what you would do in the situations.

Read the comments and match them to Situations 1 and 2 and compare with your answers.

4 Listen and read aloud.

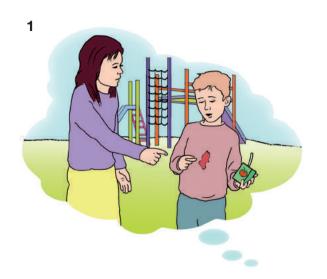


¹⁸ Comments

Situation 2: If you did a), the oil and water together would immediately start a huge and dangerous fire. If you did b), that would stop air from reaching the oil, and this would quickly stop burning.

Situation _1__: If you did **b**), this would probably get rid of it, but you would also probably damage the material.

You might not get rid of the stain completely the first time if you did **a**). However, you would not damage the material, and so you could try again if necessary.





1 Read the quiz and add notes to complete the table.

	Situations	Actions: I would
1	Your brother has <u>stained his shirt</u> with tomato juice	Get rid of it with cold water and soap or _a gentle chemical cleaner
2	A pan of hot oil starts burning	Turn off _the cooker andcover the ban

2 Work in pairs. Ask and answer questions about the situations.

Student A: Present the situations in activity 1 like this.

Imagine that your brother has ... What would you do?

Student B: Answer with information from activity 1 like this.

In that situation, I would ...

3 Read the quiz again and do these tasks.

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Say what the underlined words refer to.

- 1 Line 5: Then, if that did not work, .putting cold water and soap on the stain
- 2 Line 8: ... cooking dinner for everyone, .all the family
- 3 Line 17: ..., and this would quickly stop burning. ring the pan
- 4 Line 18: ..., this would probably get rid of it, .the stain

Now say what the underlined words and phrases mean.

- 1 Line 7: ... and attack the stain with that. try to get rid of the stain
- 2 Line 22: ... and so you could try again .use a gentle chemical cleaner again
- 3 Line 22: ... you could try again if necessary. if the stain is still there

4 Work in pairs. Think and discuss. Speaking

- 1 Have you ever looked after younger brothers and sisters or other children?
- 2 Did everything go well, or did you have problems?

1 Match opposites 1-4 and a-d.

2 Now add pairs of opposites from activity 1. Make any changes needed.

- 1 It was dark when I arrived. I stopped the car, <u>turned off</u> the engine, went to the house, opened the door and <u>turned on</u> the lights inside.
- 2 Why are you always angry with Deema? She isn't your <u>enemy</u>, you know, and she wants to be your <u>friend</u>.
- 3 Mariam got 95% in the test. She got almost everything <u>right</u> and just one thing wrong .
- 4 It's too <u>dangerous</u> for the children to go out on the road. They must stay in the garden: it's safe there.

3 Match forms of look with the definitions.

	look	look	look after	look at	look for	look like	look up
1	ا صفة ۱۵۵K	دائما يتبعه	used to say hov	v someone o	or something <mark>s</mark>	seems to you	يبدو
2	: try to find someone or something بيحث						
3	<u>ا يحملق</u> : turn your eyes towards someone or something <mark>to see</mark> it clearly						
4	_look	:	used when you	want some	one <mark>to look ca</mark>	refully at some	ينظر <mark>ething</mark>
5	look a	fter:	make sure that	nothing bad	happens to s	omeone or so	يعتني mething
6	look up	<u>) </u>	try to find inforr	<mark>nation</mark> , usua	lly in a book c	r a list or on th	ومة ne internet
7	look lik	ce :	look almost the	same as so	meone or son	nething else	يشبه

4 Now add forms of *look* to complete the dialogues. Make any changes needed.

At a big party:

```
Ahmad
You (1) look smart in that shirt, Khaled.
Thanks, Ahmad. Why are you (2) looking at that person over there?

Ahmad
Because he (3) looks like an old friend. His name was Tim Hall.

I'll (4) look up the name on the guest list. Yes, look. Tim Hall.

Fantastic! I must go and say hello to him.

At home:
```

Huda Have you seen my phone? I've been (5) looking for it all day!

Majed No, sorry. You should (6) look after your things more carefully.

Deema I can see it. (7) Look , it's over there by the TV.

Huda Oh, yes, that's it! Thanks very much!

If Type 2

1 Read the examples.

- 1 If the oil started burning, I would turn off the cooker.
- 2 If you used a powerful chemical cleaner, this would remove the stain.
- 3 If that did not work, you could use a gentle chemical cleaner.
- 4 You might not remove the stain completely if you did that.

Look at the examples again	ı.Tick (🗸) the best way to	complete the	statements.
----------------------------	-----------	-------------------	--------------	-------------

- 1 Examples 1–2 are about things that **a)** are happening. **b)** we only imagine happening. We call this a *Type 2* conditional.
- 2 The 'unreal' situation is in the part of the sentence that a) has if. X b) does not have if.
- 3 The verb in the *if* part is in a) the past simple. X b) the present simple.
- 4 The verb in the other part is in the form a) had + infinitive. b) would + infinitive.
- 5 Examples 3–4 show that the verbs in a *Type 2* conditional a) can only be positive.
 b) can be positive or negative.
- **6** Example 4 shows that the *if* part **a)** can only come first in the sentence. **b)** can also come in second position.
- **2** Work in pairs. Say what you would do if you were in these situations. Choose answers from the box.

give first aid and call a doctor give him / her some of mine
go back and look for it hold it under cold running water
look up the answer on the internet look after him / her and look for the mother

Situations:

1 You burn your hand just a little (for example, by touching a hot pan).

If I burned my hand just a little, I would hold it under cold running water.

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- 2 Your friend forgets to bring a picnic lunch (for example, on a school trip). I would give him / her some of mine
- 3 You lose your purse somewhere in town. I would go back and look for it
- 4 A neighbour suddenly becomes sick and collapses. would give first aid and call a doctor
- 5 You see a small child on a busy road. I would look after him for the I would look after him
- 6 Someone asks you a difficult question about Palestine. I would look up the answer on the Internet
- **3** Work in pairs. Look at the pictures and rules in period 4, activity 4. Make statements.
 - **Student A:** Use the rules to make statements like this.

If those were my children, I wouldn't let them play with knives.

Student B: Use the rules to make answers like this.

I agree. If those children were mine, I would put the knife away.

1 Work in pairs. Talk about things that may happen at any time.

Ask questions about these things. Student A:

What do you usually do if you ...

can't get to sleep can't get online to chat with your friends haven't got time to finish the housework can't understand vour homework feel sick when you wake up in the morning someone wants to watch a different programme on TV

Student B: Answer with these (or your own) ideas.

If I (can't get online to chat with my friends), ... instead.

play (football) listen to music / read a story help at home go and meet / visit friends stay in bed and sleep ask my teacher get help from sisters and brothers

2 Work in pairs. Talk about your future with will + be or have. Use these ideas.

> be a (mother / father) have a (child / family) have a/an (house / apartment) have a (good job / fast car)

In ten years from now, I hope I'll (have a family).

Now say what you will do if these things happen.

In ten years from now, I hope I'll (have a family). If that happens, I'll give my children all my free time.

3 Ask and answer questions about things that are not real. Choose from these ideas.







become a famous (film) star can visit one special place anywhere in the world can play (football) for any team in the world have enough money to buy a very special present (parents)

If I became a famous film star, I would be in all the most exciting films.

1 Look at the picture and do the tasks.

- Describe the picture. Say what is happening. They are in a community hall They are holding a meeting 1
- 2 Guess what the people are discussing.



2 Listen to part 1. Check your answers to activity 1.









- b Spend the money on a health centre. 1
- Build a new health centre here. 2
- C Develop lots of clubs.
- Choose this project.

- a People here be much fitter.
- **b** People here be much healthier.
- They help to build a better, closer community.
- People can get medical help faster than now.

4 Practise your pronunciation: sentence stress.



Listen for the most important point in each half of the sentences. Underline the sound with the strongest stress.

- If we spent the money on a health centre, people here would be much healthier.
- 2 If we built a new health centre, people could get medical help faster than now.
- If we developed lots of clubs, these would help to build a better, closer community. 3
- If we choose this project, people here would be much fitter.

Work in groups. Act out the situation in part 2 of the listening.

- Take the parts of the community leader, Dr Rania Yussef and Mr Tim Reece. 1
- Use the ideas in activity 3 to help you speak. 2
- Use sentence stress to make your important points strongly.

1 Listen and write down what you hear.



11

- 2 Work in pairs. Complete a report to City Hall.
- The community group has decided to support one of the projects the sports centre. Copy and complete the introductory paragraph to start your report.
- Add today's date to the first sentence.
- Add the words in the box.

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community	discuss	government	meeting	project	sports ce	entre
On (Monday), to (3) discus		(1) meeting oney that we mig	,	2) commu		all to
pay for a spec	cial communi	ty (5) project	We a	agreed that	if we won tl	
money, we wo	ould like to u	se it to pay for a r	new (6) sp	orts	centre	

- 2 Make three statements about the project. (Use the notes in period 10 to help you.) If we spent the money on a new sports centre, we could ...
- 3 Create a topic sentence to start a paragraph that will explain your ideas.

We think that would do a lot for our area.

We feel that this project would be a great help to our community.

We believe that would be very popular with the local people.

4 Copy and complete the paragraph to continue your report.

We ... (topic sentence). First of all, ... (first statement). Secondly, ... (second statement). Finally, ... (third statement).

1 Work in groups. Decide the thing that your school needs most.

Your school may win some money for a special project and your head teacher wants the students to help choose the project.

- Together, choose a group leader.
- Decide one thing that you will support. You can choose from these ideas. Plan to explain why your choice is the best one.

Unit task: Writing a report with ideas for a better school.



a new computer room



a new science lab



a new art room



a new mini-bus



a new sports hall



a new library





some bigger classrooms

- The group leader thanks everyone for coming and starts the discussion. He / She asks for ideas and chooses people to present and explain them in turn.
- The group leader asks everyone to discuss the different ideas freely.
- The group leader asks all to vote for their favourite ideas and notes the numbers of votes for each.
- After the vote, everyone again states the special points that make this the best choice of project. There should be three points or more.
- Everyone makes notes of the special points.

2 Write a report to your head teacher.

- 1 Write an introductory paragraph like the one you wrote in period 11. Write today's date and explain that there was a group meeting in room name / number. Finish the paragraph with a *Type 2* conditional.
- Write an explanatory paragraph like the one wrote in period 11.Start with a topic sentence. Continue with your special points from activity 1.



Helping hands: making friends

1 Listen and repeat.



فر صة	يتوقع	يحضر	عر ف	5.	
ورصه	<u></u>	, ,	عرت	يت	
chance	expect	fetch	get to	know	
onanoo	ολροσι	101011	gorio	INITOW	
knock	midday	pity	suggest	trav	
KIIOOK			Suggest	7	
ىدق	الظهر	للاسف	بقتر ح	صينية	

2 Look at the picture on the next page. Describe it.

Hadeel
 They are talking
 Hadeel is passing
 They seem
 a tray of food
 ato see each other.
 the other girl.
 pof the girl's house.
 they seem
 at the door
 tare talking to each other.

3 Listen and answer the questions.

4 1

They made lunch for the Masri family

1 Who did Aunt Nada and Hadeel make lunch for?3 What did the girls do then? They went into the house and talked

What happened when Sameera opened the door? Hadeel introduced herself.

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



When Aunt Nada and Hadeel finished making lunch for the Masri family, Hadeel offered to take the food to them. She wanted a chance to meet Sameera. Aunt Nada happily agreed. She also wanted Hadeel and Sameera to get to know each other.

So Hadeel took the tray to the Masri family. She knocked and the door opened.

Hadeel Hi, I'm Hadeel.

Sameera Oh, hello, you're staying opposite, aren't you?

Hadeel Yes, and your name is Sameera, isn't it?

Sameera That's right. Please come in.

Hadeel Thank you, and look, I've brought you lunch. Aunt Nada made it for you – with a little

help from me.

Sameera That's really kind! Please come through and have tea. I can make you some

Arab-style tea - or I can make you some lemon tea.

Hadeel Oh, thank you! I'd love some Arab-style tea, please.

Sameera Excuse me, I'm going to take Mother some food in bed. Then I'll be back.

A little later.

Hadeel I hear you've got four little brothers and sisters, and you're looking after all of them, too.

Sameera Well, yes, at the moment. وقت فراغ Hadeel I don't expect you get much free time!

Sameera No, not much! And that reminds me, it's midday and I have to fetch the children from

their summer camp and give them their lunch. It's a pity

because I'm enjoying our chat.

Hadeel Well, we don't have to stop. I suggest we go together,

and then we can carry on chatting, can't we?

Sameera Yes, we certainly can.

Everyday English

Please come in.
Please come through

and have tea.



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

- **A** I hear the new summer camp is nearly full. Everyone wants to go!
 - **B** Let's ask our parents to get places for us while there's still a chance .
- **2 A** What time do you <u>expect</u> the guests to arrive?
 - **B** At <u>midday</u>, so they should be here very soon. It's 11:45 now.
- **A** We should do something to get to know ____our new neighbours.
 - **B** Yes, well, I suggest we invite them here for lunch at the weekend.
- 4 A Could you go and <u>fetch</u> all the knives and forks from the kitchen?
 - **B** Yes, I'll bring everything on a <u>trav</u>.
- **5 A** We've knocked three times, but Tariq doesn't seem to be at home.
 - **B** That's a _____! I was really hoping to meet him again.

2 Listen and check. Then practise in pairs.



3 Read Activity 4 Period 1 again and answer the questions.

- Why did Hadeel offer to take the food to the Masri family? Because she wanted a chance to meet Sameera. 1
- 2 Why was Aunt Nada happy to say yes? Because she wanted Hadeel and Sameera to get to know each other
- 3 What did Sameera know about Hadeel? She knew that Hadeel was staying opposite
- 4 What did she invite Hadeel to do? She invited her to come in.
- Then what did she offer to make Hadeel? She offered to make her some tea. 5
- Why did Sameera have to go out a little later? Because she had to go and fetch the children from their summer
- Why was that a pity? Because she was enjoying their chat. 7
 - What did Hadeel suggest doing in order to continue their chat? She suggested they go to fetch the children together.
- Work in pairs. Listen again and practise the conversations.



المفعول به المباشر وغير المبالأ

1 Read the examples.

bring, take, fetch, buy, get, give

- 1 I'd love **some Arab-style tea**, please.
- 3 Aunt Nada made lunch for the Masri family.
- 5 Hadeel took the tray to the Masri family.
- 2 I'm enjoying our chat.
- She made the Masri family lunch.
- She took the Masri family the tray.

b) for. X

Look at the examples again	. Tick (√) ¹	the best way to	complete the statements.
----------------------------	-----------------------	-----------------	--------------------------

- يوضع المفعول به المباشر (غير عاقل) بعد Examples 1 and 2 have a) one object. |x|**b)** two objects. 1 الفعل مباشرة ثم يوضع المفعول به غير المباشر Examples 3-6 all have a) one object. b) two objects. b (او الضمير) بعد to او for
- 3 In examples 3 and 5, the first object (direct object) comes a) just after x

b) just before the verb.

بمكن وضع المفعول به غير المباشر (او الضمير) (العاقل) بعد الفعل مباشرة ثم يوضع المفعول به المباشر

- In 3, the second object (indirect object) follows the word **a)** to.
- In 5, the second object (indirect object) follows the word a) to.
- 6 In 4 and 6, the indirect object comes a) before x b) after the direct object.
- When the indirect object comes first, we a) keep \square b) cut \overline{x} the words for and to.
- The direct object is usually a) a thing, \overline{x} a person. \overline{x} and the indirect object is usually **b)** a person. a thing. X

2 Make statements. Say what Rania did on holiday with her cousins.

Say what she did for the first time. Use these words: boat horse mountain zoo

She climbed a mountain for the first time.

climb



She visited a zoo for the first time. visit

She sailed a boat for the first time.

sail



2 Say how she communicated. Use these words: call letter message postcard

She wrote a postcard to her grandmother.

write

+ grandmother

She sent a letter to her parents. send parents She sent a text message to her sister.

+ sister

She made a one call to her brother. make + brother

Say what she did for people. Use these words: cakes chocolates flowers vase She bought some chocolates for her grandmother.



+ grandmother

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get

+ aunt and uncle

She got some flowers for her aunt and uncle.

choose She chose a vase for her parents.

+ parents www.wepal.net

make + cousins She made some cakes for her cousins.

3 Work in pairs. Ask and answer questions about activity 2.

- Student A Did Rania (write a postcard) to her parents?
- Student B No. she didn't. She sent them a letter.
- Student B Did Rania (choose a vase) for her aunt and uncle?
- Student A No, she got them some flowers.

1	Listen	and	repeat.		15
---	--------	-----	---------	--	----

A I hear that you

ets.	معاق	کار ثة	ز لز ال
ينت <i>مي</i> belong			
belong	disabled	disaster	earthquake
equipment	extra	فيضان flood	international دولي
معدات	organization	victim	ضحية ا

Word formation volunteer (n) volunteer (v) voluntarv (adi

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

_		1 (
)			

		•	
В	It's a big _	organization	_ that helps people in trouble round the world.

В	It's a big _	organization	that helps people in trouble round the world
---	--------------	--------------	--

2 /	4	There seem to be a lot of natural	disasters	round the world
-----	---	-----------------------------------	-----------	-----------------

- **B** Yes, for example that flood in China after weeks of heavy rain.
- **A** I remember. There were thousands of victims who lost everything.
- A Do you remember when thousands of buildings collapsed in that big earthquake last year?

to Oxfam. But what does it do?

- **B** Yes, there was a big international call for help from round the world.
- voluntary **A** Tony does work at a school for children with special needs. There are a lot of volunteers like him who go to help the teachers.
 - **B** Do the children need extra help with studying, and learning how to do things?
 - A Yes, because they're all disabled ___ in various ways. The school has lots of special equipment to help the children, too.

3 Listen and check. Then practise in pairs.

belong



4 Listen and do the tasks.



- Answer the auestions.
 - 1 What kind of programme is Young World? It's a news programme for young people
 - 2 What is the topic of the programme today as well as last week? people who help people.
- Number in order.
 - a Number the people in the order that the speaker talks about them.
 - 2 Tom from Britain
- | Rosa from Brazil
- 4 Hassan from Saudi Arabia
- 1 Sameera from Palestine
- **b** Number the kinds of help that they give.
- 2 Doing community projects
- 3 Doing voluntary work at a local library
- 4 Sending help to victims of natural disasters
- 1 Looking after sick or disabled people at home
- Make statements from 2a and 2b like this. People like Tom from Britain do community projects.



Rosa



Hassan



Tom



Sameera

1	Work in pairs. Talk about the pictures on the next page.					
1	Who are the people in the pictures? They are all volunteers.					
2	What countries are they from? Brazil, Britain, Saudi Arabia					
3	Where is the girl in picture a) and what is she doing? She is in the library reading to the children					
4	What do the boys in picture b) belong to? What are he and the others doing? They belong to an organization which sends help to people in danger					
5	Where are the volunteers in picture c) , and what have they done? They are in a playground which they have helped to build. They are putting things like food and medicine in boxes.					
2	Read and write the names of speakers 1–3. 1 Tom 2 Rosa 3 Hassan					
3	Read and mark the statements true (🗸) or false (X).					
1	Tom recently helped build a playground at his school. X					
2	The library gives Rosa CDs and DVDs for her work there.					
3	Hassan's organization helps save the lives of victims of natural disasters. \Box					
4	Tom, Rosa and Hassan all do voluntary work for their local community. 🔀					
5	All three of them feel good about their voluntary work.					
	Reaching out to others					
1	1 'At the end of the school week, we have a choice. We can do extra work in					
	the library or sports or, like me, we can do voluntary work. We do projects which help the local					
	community, and we recently finished (one) at a school for young children. It's a new playground					
	which we helped to build. We sea by the new play equipment, and the children love it. That feels					
5	good, and we had lots of fun, too.'					
	2 Rosa 'On Saturday mornings, I volunteer at the local library. There are various same					
	jobs which you can do there. For example, you can take books to the homes of disabled people					
	who can't get to the library. But my favourite is my little reading group. I read stories to young					
10	children that I meet every week. They love it, and I really enjoy that. They don't pay me, but I'm					
10	allowed to borrow books instead, and that's very nice.'					
	3 Hassan 'There's always a big natural disaster somewhere in the world. If it isn't an					
	earthquake, it's a flood or a hurricane. I can't go and help, but there's something else that I can do. I belong to an international organization which sends help to people who are in danger. It collects					
	I belong to an international organization which sends help to people who are in danger. It collects					

money for things that disaster victims badly need – things like food and medicine. Then we volunteers put everything into boxes ready to send. At Eid, we also sent toys for children in

4 Listen and read aloud.



Africa, and that was nice. It's good to give to people who have very little.'

1 Read and complete the notes.

Tick (\checkmark) the correct columns. Then complete column 4.



Helpers	Kinds of he	inds of help					
	1 At home	2 Locally	3 Internationally	4 Examples			
People like Sameera	√			Look after people in the family who aresick ordisabled			
Tom		X		Helps with <u>community</u> <u>projects</u> , like a <u>new</u> playground .			
Rosa			X	Helps at the <u>library</u> , specially with a <u>reading</u> group.			
Hassan			X	After <u>a disaster</u> , helps to send things that people need like <u>food</u> and <u>medicine</u> .			

2 Work in pairs. Ask and answer questions about the helpers.

Student A: Ask questions.

Who do people like Sameera try to help?

What kind of thing do they do?

Student B: Answer the questions. Use your notes in activity 1.

They try to help people at home. For example, they look after ...

3 Read the passage again and do these tasks.

Say what the underlined words refer to.

- 1 Line 3: ... and we recently finished one at a school ... a project
- 2 Line 9: They don't pay me, ...the people at the library
- 3 Line 10: ... I'm allowed to borrow books instead, ...being given money

Now say what the underlined phrases mean.

- 1 Line 1: At the end of the school week, ...the days of the week when you go to school
- 2 Line 2: We do projects which help the local community, the local area and the people
- 3 Line 11: There's always a big natural disaster .something very bad that happens in nature

4 Work in pairs. Think and discuss.

- 1 What kinds of voluntary work can Palestinians do?
- 2 What kinds of voluntary work have you ever done or might you like to try?

1 Work with parts of speech.

1 Find these words in the passage in period 5.

ind those words in the	passage in period		8	
اختيار	ی تطوعی	يساعد	يشعر	
choice <u>n</u>	تط <i>وعي</i> voluntary <u>adj</u>	_ help <u>v</u>	feel <u>v</u>	
natural <u>adj</u> طبیعی	danger <u>n</u>	collect v	medicine <u>n</u>	
<u> </u>		يجمع		

2 Add the correct parts of speech to the words in the box. Use these abbreviations: v (for verb) n (for noun) adj (for adjective).

2 Add the words from activity 1 to the tables.

Verb	Noun	Noun	Adjective	Verb	Adjective
choose يختار	choice	danger	dangerous	help	helpful مفید
collect	مجموعة collection	medicine	طبي medical	يتطوع volunteer	voluntary
feel	feeling شعور	nature طبيعة	natural	a "11	<u>تطوعي</u>

لملتقى التربوي

3 Add pairs of words from activity 2.

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- 1 A I've heard that a lot of Palestinians volunteer to work for the community.
 B That's right. For example, older students all do voluntary work.
 2 A My little brother Fuad loves wildlife and nature .
 B Yes, it's natural for young children to find animals very interesting.
 3 A Do we have a choice for our next project?
 B We see help in the park or we appropriate to build a new playaround.
 - **B** We can help in the park, or we can <u>choose</u> to build a new playground.
- **4 A** You've got a huge <u>collection</u> of old clocks here!
 - **B** Yes, well, you see I <u>collect</u> all kinds of clocks.
- **5 A** I get a really good <u>feeling</u> when I can help someone to do something.
 - **B** Yes, I always <u>feel</u> the same way. It's nice to give a helping hand.
- 6 A Can I help you carry these heavy bags, Aunt Muneera?
 - **B** Oh, thank you, Adnan! If you could, that would be very <u>helpful</u>
- **7 A** Is it <u>dangerous</u> to go walking in the woods at night?
 - **B** I think the biggest danger is that you could fall and hurt yourself.
- 8 A The flood victims badly need food, clean water and medical help
 - **B** What kinds of food and __medicine ____ should we send?

4 Work in pairs. Practise the dialogues in activity 3.



1 Read the examples.

- 1 It feels right to give to people. They have very little.
 - > It feels right to give to people who have very little.
- 2 We do projects. They help the local community.
 - > We do projects which help the local community.
- 3 I read stories to young children. I meet them every week.
 - > I read stories to children that I meet every week.
- 4 There is something else. I can do it.
 - > There is something else that I can do.

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

- 1 The relative clauses in examples 1–4 add a) important b) unimportant information to the first part of their sentences.
- **2** Examples 1 and 3 show that we can use **a)** who or that **b)** which or that **in** relative clauses about people.
- 3 Examples 2 and 4 show that we can use **a)** who or that **b)** which or that **i** in relative clauses about things.
- 4 In examples 1 and 2, who and which are a) the subject b) the object of their relative
- 5 In examples 3 and 4, that and that are a) the subject b) the object of their relative clauses.

2 Form sentences with relative clauses. Join the sentences on the left and right.

The subject pronouns change to relative pronouns.

1 Tom is the volunteer. who

3 Rosa is the person. who

- who
- He helped to build a playground. They all help the local community.
- 2 He does various projects. which
- which
- She reads to a group of children.
- 4 She does this at a library. which
- # has various jobs for volunteers.

1 Tom is the volunteer who ...

3 Form sentences with relative clauses. Join the sentences on the left and right.

The object pronouns change to relative pronouns.

- 1 Tom talks about a project. which
 - who
- 2 They built a playground.which
- Everyone loves it.
- 3 Rosa is one of the volunteers. who which
- The local library uses them.

His group recently finished it.

- 4 Rosa has a group of children. who
- She helps them to read.

نحذف الضمير في الجملة الثانية الذي يعود على الفاعل او المفعول به في الجملة الاولى ، نضع الضمير المناسب (who) للعاقل، و (which) لغير العاقل

1 Work in groups. Talk about gifts. Do these tasks.

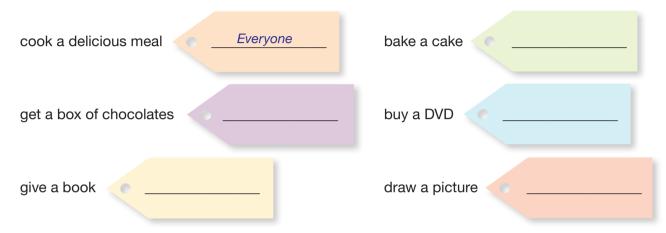
(Eid is coming, and you are feeling generous!)

- 1 Choose who to give each thing to. Write their names on the labels.
- 2 Make statements like this.

I'm going to cook everyone a delicious meal.

3 Note the present that each partner is going to give you.

(Name 1) is going to (give) me a (present), and (Name 2) is going to (get) me a ...



4 Now list the presents that your partners are going to give you. (Name) is going to (give) me a (present). And (name) is going to (get) me a ...

2 Work in pairs and remember earlier units. Make true statements with relative clauses.

Nidal and Hadeel were the ones who flew to Palestine for a holiday.

Information about Unit 1:

Nidal and Hadeel were the ones.
 Their cousins were the people.
 They got a flight.
 The morket was one of the places.

They flew to Palestine for a holiday.
They planned to stay with them.
It took them all the way to Gaza.
They wisited it is legged.

4 The market was one of the places. They visited it in Jerusalem.

Information about Unit 2:

1 Lana and Waleed were the ones. They live in London.

2 Grandma was the person. The family invited her to come and stay.

3 Mrs Qadiri made new curtains. They were for Grandma's room.

4 A wardrobe was another thing. They had to get it.

Information about Unit 3:

I Jamie was the one. He collapsed during training.

2 The coach was the person. Waleed called him for help.

3 Rock climbing was the activity. Julie Nixon tried it last year.

4 Swimming is an activity. It will be good for her.

3 Work in pairs. Remember Unit 8 period 1. Ask questions and give full answers.

- A Who was the person who was cooking?

 B The person who was cooking was ...
- A What was the meal that she was making? B The meal that she was making was ...

1 Look at the picture and read the poem's title. Guess the writer's meaning.

- By The Book of Life the writer probably means
- a) the diaries which many people write about their lives every day.
- b) the story of our travel through life from the past to the present to the future.

2 Listen to the poem and do these activities.

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- 1 Check your answers to activity 1.
- 2 Read out the lines which describe the picture.

The Book of Life

- Life is a book in chapters three
 The Past, the Present and the Yet to Be,
 The Past has gone, it could not stay,
 It's in our dreams of yesterday,
- Remembered sometimes for its sadness,
 But also for its joy and gladness.
 Live for the Present, live for today,
 So quickly does it pass away.
 Help one another along life's path,
- cheer them up and make them laugh,
 For the Past it soon will be,
 Live it now, it's yours you see,
 But what about the Yet to Be?
 It's locked away, ... God holds the key.



Margaret Curtis

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



- Line 2: Yet to Be a) things that have been happening recently
 - **b)** things that are still in the future
- Line 5: sadness a) unhappy feeling
 - b) happy feeling
- Line 12: it's yours you see a) it's yours if you can find it
 - b) please understand that it's yours

4 Answer these questions.

- **1** Where has the Past gone?
- **3** What will soon happen to the Present?
- 2 What should we do in the Present?
- 4 What does only God know about?

5 Listen again and read out the poem.







2 Listen to part 1. Number the students in the order that they speak.







Adnan Bassel

3 Listen to part 2. Listen for these expressions. Write A, O or B for the names of the speakers.

Saying what you think			Disagreeing with someone else	
I (really)	believe that	O	Yes, but	В
	feel that	A	I partly agree with you, but	A
	think that	A	I don't agree.	O
It seems to me that		A	I think that's completely wrong.	A

4 Work in pairs. Listen again. Decide who said these things – A, O or B.



- A People should live for today.
- B We can't just forget about the past.
- B It's our past which has brought us to our present, so it's very important.
- A We should live each day as fully as we can.
- Me certainly shouldn't worry about the future.
- It's important to think about the future.
- We need to work towards the future that we've planned.
- We have to let God decide our future.

5 Write a paragraph. Give the main ideas of the different speakers.

- Use language and statements from activities 3 and 4.
- Use these connecting words: but, however, and, also.
- You will need the verbs believe, feel, think, agree. You can also use say, add, go on to say.

Start like this.



Adnan, Bassel and Osama have different ideas about the past, present and future. Adnan feels that people should ... However, Bassel says that ... And he adds that ..

1 Work in pairs. Think and discuss.

Do you agree that we should 'Live for the Present, live for today'?

What about living only for the future? What about living in the past?

Unit task: Writing about the past, the present and the future.

2 Work in pairs. Do these tasks.

- 1 Explain your ideas to each other. Agree or disagree.
- 2 Compare your ideas to what Adnan, Bassel and Osama said.

3 Prepare to add a paragraph to the one that you wrote in period 11.

This time write about your ideas.

- 1 Choose the topic sentence that introduces your ideas best.
 - I completely agree with (name).
 - I partly agree with (name / names).
 - I partly agree with (name), and I also partly agree with (name).
 - I don't agree with (name / name or name).
- 2 Note your main idea. Note points that support your idea.
- 3 Choose suitable connecting words from ones that you already know, including and, also, or, too, either, but, however, although, though, because, so, therefore.

4 Write your paragraph. Then check your writing and make corrections.

- **1** Check that your ideas are clear.
- 2 Check that your ideas are connected clearly.
- **3** Check the grammar.
- **4** Check the vocabulary.
- **5** Check the spelling.
- 6 Check the punctuation.
- 7 Write your corrected paragraph again.

5 Work in pairs. Think and discuss.

If you could, would you like to know the future? Or is it better not to know?



Wildlife in danger

1 Listen and repeat. 22



	. 1 * * .				
	ينزل	- 65	بمز ح	بستمر	
co	me down	go up	يمرح joke (v)	keep (= go on)	13.53
population	pound (£)	price	section	supermarket	تونا tuna
سكان	جنبه	سعر	قسم		

2 Look at the picture on the next page. Describe it.

is dressed ²Waleed's mother, Mrs Qadiri. 1 The boy near the woman The woman 3to be shopping 1Waleed Qadiri. She seems is probably like a shop assistant. ¹looks like The man in the hat 3 for fish.

Listen and answer the questions.



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- What was Mrs Qadiri trying to buy? She was trying to buy some tuna 1
- 2 What was the problem for her? The tuna was very expensive
- 3 Why is this happening? Because fish populations are falling

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



Mrs Qadiri and Waleed were shopping at the fish section in a big supermarket.

Mrs Qadiri How much is the tuna, please? Assistant It's twenty-five pounds a kilo. Mrs Qadiri Twenty-five pounds? You're joking!

Assistant No, seriously, that's the price. It's the finest fish that you can buy!

Mrs Qadiri But twenty-five pounds is more than the most expensive meat! Your prices keep

going up and up!

Assistant I'm sorry, but we're paying more and more, so our prices to you have to rise, too.

Mrs Qadiri So why is it happening?

Waleed It's because too many fish are being caught, Mum. I'm learning all this at school.

Mrs Qadiri Tell me more.

Waleed Well, all the adult fish are being caught. So young ones aren't being produced.

And that means fish populations everywhere have been falling for years.

Mrs Qadiri That sounds terrible. Is anything being done about it?

Assistant Yes, something is being done. In Europe, people are being stopped from catching

too many fish now. They're being stopped by the government, and they aren't

allowed to go out in their boats as much as they used to.

Mrs Qadiri So does that mean there will be more fish again in future? Assistant We hope there will – in the end. If not, I'll lose my job!

Mrs Qadiri And will your prices come down?

Assistant We certainly hope they will.

Mrs Qadiri Well, I'm very sorry, but until then, we'll have

to go somewhere else and buy something

cheaper. Come on, Waleed. Let's go!

Everyday English

Twenty-five pounds? You're joking! Come on, Waleed. Let's go!



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

1	A	(On the phone) Where are you in the _	supermarket	_? I'll come and find you.
---	---	---------------------------------------	-------------	----------------------------

- **B** I'm in the magazine and newspaper <u>section</u>. See you soon!
- 2 A I'm going to buy some tuna for dinner. It's my favourite fish!
 - **B** Are you <u>joking</u>? It's far too expensive!
- **3** A What's the normal kind of price that you have to pay for fish in Britain?
 - **B** It's about eight pounds . That's about twelve dollars.
- **4 A** What's the population of America at the moment?
 - **B** It's about 320 million, and it's <u>going</u> <u>up</u>: it'll be over 400 million by 2050.
- **5 A** The team <u>kept on</u> climbing the mountain for a week.
 - **B** Yes, they got to the top yesterday and now they're <u>coming</u> <u>down</u>.

الملتقى التربوي 34 🞧 Listen and check. Then practise in pairs.



3 Read again and answer the questions.

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- They were in a supermarket, in the fish section
 What kind of shop were Waleed and his mother in, and which section were they in?
- 2 How did Waleed know about the problems of the fishing industry?

 Recause he was learning about this at school
- 3 Why have fish populations been falling? Because adult fish are being caught, so young ones aren't being produced
- 4 What is being done to stop this? People are being stopped from catching too many fish
- 5 What does the assistant hope will happen? He hopes there will be more fish in the future
- 6 If it does not, what will happen to him? He will lose his job
- If it does, what may finally happen to fish prices? Prices will come down
- Until then, what will the Qadiri family have to do? Until then, they will have to buy something cheaper

Work in groups. Listen again and practise the conversation.



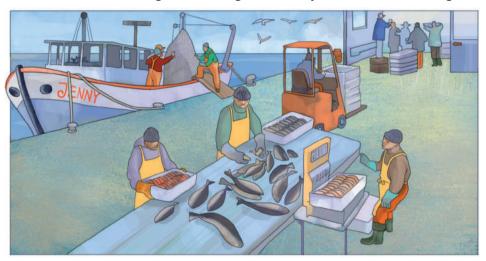
1 Read the examples.

- 1 They are teaching me all this at school.
- 3 Someone is doing something.
- 5 People are catching the adult fish.
- 7 Adults are not producing young ones.
- 2 I am being taught all this at school.
- 4 Something is being done.
- 6 The adult fish are being caught.
- 8 Young ones are not being produced.

- **1** Examples 1, 3, 5 and 7 are in the present continuous **a)** active. $\boxed{\mathbf{x}}$ **b)** passive. $\boxed{}$
- **2** Examples 2, 4, 6 and 8 are in the present continuous **a)** active. \square **b)** passive. $\boxed{\mathbf{x}}$
- 3 We form the present continuous passive from **a)** am / is / are + being + past participle. **b)** am / is / are + doing + past participle.
- We form negatives from a) not + am / is / are + being + past participle. x
 b) am / is / are + not + being + past participle. x

2 Work in pairs. Describe the activities in the present continuous passive.

It is 7:00 in the morning. The fishing boat *Jenny* is home from a long fishing trip.



1 People are doing several things at the same time. Several things are being done at the same time.

الملتقى التربوي

- 2 Some people are taking fish off the boat. Fish is being taken off the boat. WWW.Wepal.net
- 3 Other people are putting fish in boxes. Fish is being put in boxes.
- 4 Someone is checking the weight of the boxes of fish. The weight of the boxes of fish is being checked.
- **5** Someone else is picking up the fish, and he is carrying the boxes to the fish market.
- 6 A man is selling the fish, and people from shops and restaurants are buying them. The fish is being sold, and it is being bought by people from shops and restaurants

3 Work in groups. Describe real activities.

Imagine that it is the start of the day at your local market. Say what is being done.
You can use these verbs. 5. The fish is being picked up and the boxes are being carried to the fish market.

bring	carry	check	clean	count	fetch
	open	prepare	sweep	take	

1 Listen and repeat.



find پکتشف پختفی پدمر ساحل سبب/ پسبب cause (v/n) coast destroy disappear discover man-made net require risk species نوع پخاطر پتطلب شبکة من صنع البشر عمل/ اجراه (Word formation عمل/ اجراه act (v) action (n) die (v) death (n)

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



u. ·

- A Scientists are still <u>discovering</u> more new kinds of life in the deep oceans.
 - **B** It's amazing! There are millions of different <u>species</u>
- 2 A Pollution is <u>causing</u> a lot of damage to life in the oceans.
 - B Yes, we <u>risk</u> losing many different species. It's becoming a huge <u>man-made</u> disaster.
- **3 A** We have to do something! The whole world needs to take <u>action</u>!
 - **B** Well, some countries now <u>require</u> fishing boats to catch fewer fish.
- **4 A** Some people use very large <u>nets</u> to help catch the fish that they want.
 - **B** But they also cause the <u>death</u> of other kinds of sea life, too.
- **5 A** I love the old path along the _____ above the sea. Let's go that way.
 - **B** I'm sorry, but we can't. Parts of it were <u>destroyed</u> by the sea last winter. They fell into the sea and <u>disappeared</u> during some very bad weather.
- 3 Listen and check. Then practise in pairs.



4 Look at the pictures. Then listen and number the points 1–5 as you hear them. 27





5 Modern technology to help find fish

2 Special equipment to help get the heavy nets out of the water

- Weather forecasts to give warnings of bad weather
- Powerful engines to help sail fast in the right direction
 - 3 Radio to call for help if necessary

1	Work in pairs.	Talk about the	pictures in the	text and on the	ne next page.
---	----------------	----------------	-----------------	-----------------	---------------

- 1 Looking at the pictures on the next page, what changes do you see? There isn't as much coral
- 2 How long have these changes taken? They've taken 30 years.
- 3 Read the title of the passage. From the three pictures, what seems to be the answer? The answer is to stop over-fishing and to stop polluting the oceans.

2 Re	ad and	mark	the	statements	true	(1) or false (X).
------	--------	------	-----	------------	------	----	--------------	---	----

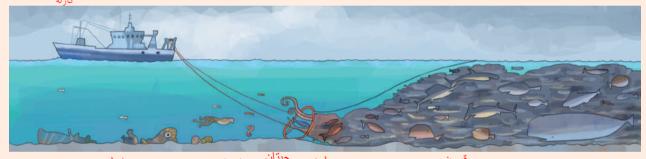
الملتقى التربوي

1 Many forms of life in the oceans are in danger. lacksquare

www.wepal.net

- **2** Fishing is the only cause of the problem.
- 3 Only a few countries agreed to stop catching whales. x
- 4 Whale numbers are now rising, but quantities of fish are still falling. x
- 5 The writer thinks that fish farms will soon cover the land near the coasts.

Will the oceans live or die?



- But could our recent action to save the whales give us hope? Two centuries ago, whales were already being caught for their oil and meat. By the 1940s, the job was being made easier by ancient modern technology. From the 1950s to the 1980s, they were being caught everywhere and numbers were collapsing. Whole species of whales were quickly being destroyed, and they were not being protected anywhere.
- 10 Finally, the world took action. In 1985, almost every country agreed to stop catching whales. This means that whale populations are slowly rising again.

Could the same thing happen with fish and fishing? Sadly, almost certainly not. In Europe, people are required to catch smaller quantities now, but almost everywhere else they go on fishing freely – though it is getting harder. They cannot stop: too many hungry people need to eat.

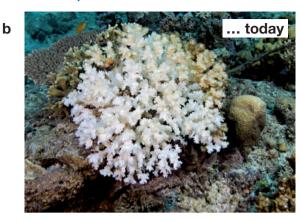
Perhaps the only way to save the oceans is the <u>one</u> that our ancestors discovered long ago: farming. There are already many fish farms, and perhaps there will soon be many more along the world's coasts. People say the fish do not taste as good as wild fish. However, that is still much better than losing all the fish in the world.

3 Listen and read aloud.



The sea near Aqaba





Read and complete the notes.

Two big causes of damage to sea life	e are: 1 <u>pollution</u> 2 <u>over-fishing</u>
Whales were caught for their: 1	oil 2 meat
The worst time for whales was:fro	om the 1950s to the 1980s
In 1985, most governments agreed:	to stop catching whales
Fishermen in Europe now have to:	catch smaller quantities
Fishermen outside Europe keep on:	fishing freely
To save the oceans, we could have: _	more fish farms

2 Work in pairs. Take it in turns to make statements like these.

Two big causes of damage to sea life are pollution and

3 Read the passage again and do these tasks.

Say what the underlined words refer to.

- ..., they are often caused by pollution. the changes **1** Line 2:
- Farther out, the cause .Away from the coast **2** Line 2:
- ... the job was being made easier ... catching whales **3** Line 6:
- 4 Line 12: Sadly, almost certainly not. fish and fishing cannot be helped in the same way

Now say what the underlined phrases mean.

- ..., the cause is often over-fishing. **1** Line 3:
- We risk the death of the oceans. **2** Line 4:
- **3** Line 8: ... and numbers were collapsing going down very fast
- Line 10: Finally, the world took action did something to help whales

4 Work in pairs. Think and discuss.

Human beings should stop eating other animal species. Instead of fish, we should live on the crops that we grow and things that some animals produce - eggs and milk.

Did you know ...?

Blue whales are probably the largest animals that have ever lived, including dinosaurs, and they can be as much as 34 metres long and can weigh 120 tonnes.



1 Write the words correctly. Then add to the clouds.

odlof	raincheru	rove-singhif	thakequare	toilpunol	
m	an-made disa	sters		natural disaste	ers
ov	er-fishing, pollution	on	t	flood, earthquake, hurr	icane

2 Match the words with meanings that are almost the same.

enormous	close to	go up	find	number	difficult	
discover	hard	huge	near	quantity	rise	

3 Add pairs of words from activity 2. Make any changes needed.

(When we express the same meaning again, we often use a different word.)

- 1 We made large <u>numbers</u> of burgers for the party, and we also cooked huge <u>quantities</u> of fries.
- 2 Tokyo is an <u>enormous</u> city, and the population is <u>huge</u>, too.
- 3 From the sound of the sea, we knew that we were near the beach, but our boat was also very close to some dangerous rocks.
- 4 It's hard to learn any language, but I think Chinese is really difficult !
- **5** Last night, we <u>found</u> a box in the cupboard, and in the box we <u>discovered</u> a beautiful vase.
- 6 The price of bread has gone up a lot, and the price of vegetables has risen too

4 Rewrite the sentences. Place the adverbs in brackets correctly in the underlined verb unit.

- **1** Sad changes <u>are caused</u> by pollution. (often) Sad changes are often caused by pollution.
- 2 Whales were being caught for their oil. (already) Whales were already being caught for their oil.
- 3 Whales were being destroyed. (quickly) Whales were quickly being destroyed.
- 4 Their populations are rising again. (slowly) Their populations are slowly rising again.

Look at the passage on page 32 to check your work.

Now rewrite more sentences with adverbs in the same way.

- 1 Several species of whale were lost. (almost) Several species of whale were almost lost.
- Then catching whales was stopped by most countries. Then catching whales was finally stopped by most countries.
- 3 However, whales are being caught by two or three countries three countries. (still)
- 4 These countries have been trying to raise the numbers that have been trying to raise the numbers that they can catch. (also)
- 5 Great damage is being done to other ocean species, too. (now)
- **6** For example, many kinds of life along the world's coasts <u>are being damaged</u> by pollution. (badly) are being badly damaged

1 Read the examples.

- Modern technology was making the job easier.
 The job was being made easier by modern technology.
- 3 People were catching them everywhere.
- 4 They were being caught everywhere.

 6 They were not being protected appropriately ap
- 5 People were not protecting them anywhere.
- **6 They were not being protected** anywhere.

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

- 1 Examples 1, 3 and 5 are in the past continuous a) active. X b) passive.
- 2 Examples 2, 4 and 6 are in the past continuous a) active.
 b) passive.
- 3 We form the past continuous passive from a) was / were + being + past participle.

 b) was / were + doing + past participle.
- 4 We form negatives from a) not + was / were + being + past participle.

 b) was / were + not + being + past participle.

2 Work in pairs. Describe the activities in the past continuous passive.

It was 10:00 in the morning yesterday. The fish market was finishing.



- 1 Someone was driving a van full of fish out of the market. A van full of fish was being driven out of the market.
- 2 People were putting more fish into other vans. More fish was being put into other vans.
- 3 More people were still paying for fish. the fish was still being paid for
- 4 People were cleaning the market hall. The market hall was being cleaned.
- 5 Someone was washing the big plastic boxes. The big plastic boxes were being washed.
- 6 Someone was sailing the Jenny out to sea again. The Jenny was being sailed out to sea again.

3 Work in groups. Describe real activities.

Imagine that you saw the end of the day at your local market yesterday. Say what was being done. You can use these verbs.

brought	carried	ed	ed	d	ed	fetch ^{ed}
bring	carry	check	clean	close	count	
	swee			y up	wash ed	

1 Work in pairs. Describe the activities in the present continuous passive.

It is 7:00 in the evening. People at the Ocean Fish Restaurant are hard at work.

Different kinds of fish are being prepared. Various vegetables are being cooked.

Meals are being taken to the

dining-room









Different kinds of

Various vegetables /

Fish and vegetables / put on plates

Meals / take / dining-room

fish / prepare cook Different kinds of fish are being prepared

Fish and vegetables are being put on plates.

2 Describe present changes at your school or in your local area. Use the present continuous passive.

A new science lab is being built at our school.

3 Look at Jim Webb's photo of his father's boat and read his story.



It was an exciting time for me. My dad was training me to take over the job of captain. At the same time, the government was helping fishermen to make their boats more modern and efficient. It was giving Dad money to help with our old boat, too.

The photo shows the winter when we were making big changes. We were cleaning the bottom of the boat. We were also painting the sides of the boat. At the same time, we were taking out the old engines. We were buying some new engines to put into the boat instead. We were also adding some new equipment to help look for fish.

It was an exciting time for old Jim Webb. He was being trained by this father to take over the job of captain. At the same time, fishermen were being helped by to the government to make their boats more modern and efficient. His father was being given money to help with their old boat. // In the winter big changes were being made. The bottom of the boat was being cleaned. The sides of the boat were being painted. At the same time, the old engines were being taken out. Some new engines were being put into the boat instead. New equipment to look for fish was also being added.

1 Work in pairs. Look at the picture. Name as many natural things as you can.

ou can.



2 Listen to the poem. Listen for things in nature that you found in the picture.

The World with its Countries

- The world with its countries,Mountains and seas,People and creatures,Flowers and trees.
- The fish in the waters,The birds in the airAre calling to ask usAll to take care.

These are our treasures.

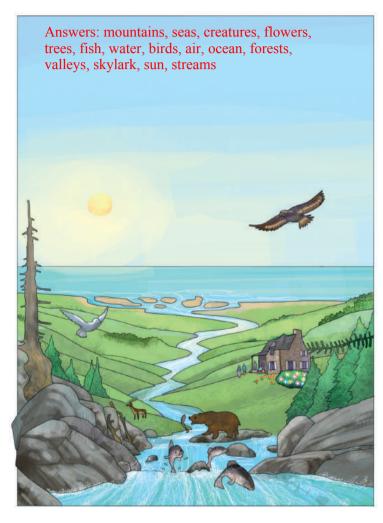
- A gift from above, We should say thank you With a care that shows love For the blue of the ocean, The clearness of air.
- The wonder of forests

 And the valleys so fair.

The song of the skylark, The warmth of the sun, The rushing of clear streams

And new life begun
Are gifts we should cherish,
So join in the call
To strive to preserve them
For the future of all.

John Cotton



3 Read and match the summaries to verses 1-3. Say which words help you.

- We need to love and save for the future the wonderful things that we are given.
- All the wonderful things in the world want us to look after them carefully.
- 2 We need to thank God for everything He has given us, and look after it with love.

4 Listen to understand some new words. Then work out the meanings of these.

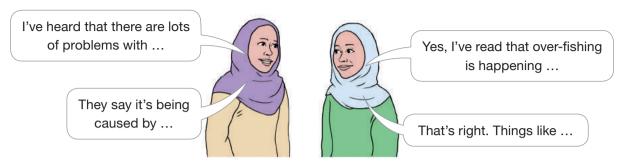
	Words	Words you know		Words	Words you know
Line 8	take care	careful	Line 15	wonder	wonderful
Line 12	care	careful	Line 18	warmth	warm
Line 14	clearness	clear	Line 22	join in	join

Answers: take care – be careful / care – the act of caring for something / clearness – the quality of being clear / wonder – how we feel when we see something wonderful / warmth – the quality of being warm / join in – to be part of





2 Work in pairs. Discuss the idea of new fish farms on the Gaza coast.



Think about:

- a) The problems with traditional fishing:
 - **1** Over-fishing is happening all round the world. ... caused by all the modern technology that fishermen have things like ...
 - 2 Everything in the sea is being killed by ...
 - 3 Fish populations everywhere are ...
 - 4 The price of fish in the shops is ...
- b) The advantages of fish farms:
 - 1 If some new fish farms are ... on the Gaza coast, they will produce food for ...
 - **2** There will be more fish in the shops, so prices ...
 - 3 There will be more jobs for ...
 - 4 This will also save wild fish populations just as ... are being saved.

3 Complete Waleed's school essay.

1 Copy and complete paragraph 1. Put the verbs and adverbs in brackets together.

Fishing: The problems and the answer that Gaza can help provide

were already reporting

Thirty years ago, experts (1) ... (were reporting) (already) that fish in the oceans (2) ...

were often being caught
(were being caught) (often) in huge numbers. This has continued, and fish populations

are now being destroyed
(3) ... (are being destroyed) (now) everywhere. It (4) ... (has become) (therefore) very

important to take action quickly.

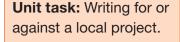
2 Write paragraph 2. Use ideas about problems in activity 2a). Use these sequence markers.

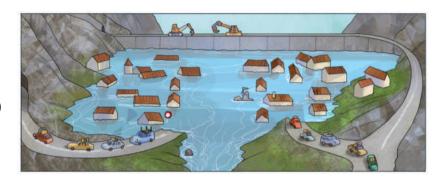
First (of all), Secondly, Thirdly, Finally,

There are a lot of problems with ... First of all, ...

3 Write paragraph 3. Use ideas about advantages in activity 2b). Use sequence markers again. Because there are so many problems with ..., we should think about the advantages of ... on the Gaza coast. First, ...

- 1 Work in pairs. Describe the picture.
- Say how a new man-made lake is being constructed.
- Say what people are doing.
- 2 Work in pairs. Discuss this new man-made lake in your area.
- 1 Read and mark the points for (✓) and against (✗) the project.
- 2 Discuss first the problems and then the advantages.





There are certainly a lot of problems with the project.

For example, a lot of good farmland is being covered.





Yes, and a beautiful little town is also ...

You can add your own ideas as well.



Now give each other your own ideas. Say whether you are for or against the project.

3 Write a paragraph of a letter to the newspaper for or against the project.

Start like this.

As everyone knows, a man-made lake (now construct) in our area. There are clearly problems and also advantages with this project. However, I feel that the ... are greater than the First of all, ...



A garden for all

1 Listen and repeat. 31



هد <i>ف</i>	يعلق	ينشئ	سیاج	جمیل	
aim	comment	create	fence	lovely	
middle	notice	rubbish	tonight	waste	
وسط	لوحة	نفایات	اللية	مهملات	

Word formation broken (adj) meeting (n) pass (v) past (prep) تجاوز

2 Look at the picture on the next page. Describe it.

1 The picture 2 It is a garden 3 We can see

4 We can also

3two women who are 1 shows a place see several children with lots of flowers

2and a play area for children. 3sitting and talking together. Ithat Lana is imagining. who are playing happily.

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Listen and answer the questions.



1 What did the girls go past on their way to school? They went past a piece of waste ground.

2 What did the notice invite them to do? it invited them to come to a m

3 Who went to the meeting, and what did they decide to do? Mr Qadiri, Lana and Lisa went to the meeting. They decided to join the

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



Lana Look at all the rubbish and broken glass. It isn't

very nice, is it?

Lisa No, it's horrible! They should do something

about it, shouldn't they?

Lana Maybe someone is doing something. Look at this

notice on the fence.

Lisa That's happening tonight, isn't it? I'd like to go.

What about you?

Lana Yes, but we can't go alone, can we? I'll ask Dad to go, too.

Mr Qadiri was free that evening, so he went to the meeting with the girls.

We're aiming to build a garden for everyone. For example, we want to Speaker

make part of it a safe play area for children.

You can imagine the trees and flowers, can't you? Lana

Lisa Yes, it'll look lovely right here in the middle of town, won't it?

Mr Qadiri Yes, it will. It's a good project.

Spring is coming, so we're starting this Sunday. Who'd like to join us? Speaker

Lisa But we can't start yet, can we? It's still early

March, so it's too cold.

Mr Qadiri Oh, but we certainly *can* start. March is a busy time in

the garden.

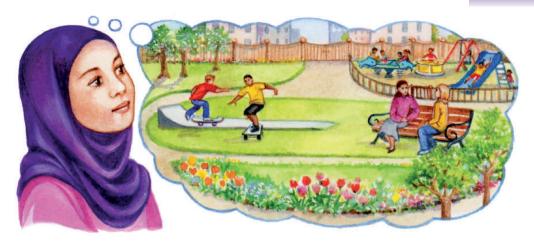
Lana Come on, Lisa. We can try it, can't we? Let's have a go.

Let's say yes.

Would you like to help create a community garden here? Then please come and discuss the plans. All are welcome! Community Hall, 8:30 Tuesday, 4th March Community Garden Group

Everyday English

Who'd like to ...? Let's say yes. Let's have a go.



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

1	A	We need to build a <u>fence</u> round the garden.
	В	Yes, but how high should it be? About 1.5 metres?
2	A	We need to discuss things. Is everyone free for a <u>meeting</u> tomorrow night?
	В	No, I'm not, but I could meet all of you <u>tonight</u> if you like.
3	A	I think this room will look lovely if we paint these dark walls white.
	В	I agree. That'll <u>create</u> a much nicer room. It'll look larger, too.
4	A	We're at this meeting to discuss our plans for a community party, so please feel free to
		<u>comment</u> on them. Mrs Carter, would you like to speak first?
	В	Thanks. Well, I think we should <u>aim</u> to have the best party of the year!
5	A	Do you want me to put up this <u>notice</u> on the wall in the school hall?
	В	But most people will just walk <u>past</u> it and not see it.
	A	Well, let's put it up in the <u>middle</u> of the hall. Then everyone will see it!
6	A	Don't walk over there. There's some <u>broken</u> glass.
	В	Well, we can't leave dangerous <u>rubbish</u> like that. We need to sweep it up.
	Δ	You're right. Let's put it safely in a box and then put that in a waste hin

2 Listen and check. Then practise in pairs. 33



3 Read again and answer the questions.

- What was the problem with the piece of waste ground? There is a lot of rubbish and broken glass. 1
- 2
- What made Lana think that someone was doing something about the mess?

 What was the writer of the notice inviting people to do? there was a notice about a meeting on the fence. inviting people to come to a meeting. 3
- What was the name of the notice writer's organization? Community Garden Group. 4
- Where and when was the meeting? It was at the Community Hall on Tuesday, 4th March at 8:30. 5
- What date was it when Lana and Lisa saw the notice? It was the 4th March.
- What did the girls and Lana's father want to do? they wanted to join the project. 7
- Why didn't Lisa want to do this at first? Because she thought it was very early and too cold to work in the garden.

Work in groups. Listen again and practise the conversations.



that > it

1	Read the examples.		not	t/n't > +
1	That's happening tonight, isn't it?	Yes, it is.		
2	It isn't very nice, is it?	No, it isn't.		
3	It'll look lovely, won't it?	Yes, it will.		
4	We can try it, can't we?	Yes, we can.		
5	We can't go alone, can we?	No, we can't.		
6	They should do something about it, shouldn't they?	Yes, they shou	ıld.	
	Look at the examples again. Tick (✓) the best way to	complete the s	stat	ements.
1	We use tag questions like these when we think we know will a) agree x b) not agree with us.	the answer. We	beli	eve the other person
2	When we think the answer is yes, we use an affirmative s b) a negative $\boxed{\mathbf{x}}$ tag.	entence and a) a	a po	ositive
3	When we think the answer is no , we use a negative senter b) a negative \square tag.	nce and a) a pos	sitiv	ve x
4	When the sentence uses is, are, was, were, we a) use \bar{x} in the tag.	b) do not use		the same verb again
5	When the sentence uses a modal verb like <i>can, could, wi</i> b) do not use \square the same verb again in the tag.	ll, would, should	<mark>', m</mark>	ust, we a) use x
2	Match the sentences and tags.			
	1 You're Mariam's cousins, aren't you?			
1	You're Mariam's cousins, d	were they?		
2	There isn't much food in the fridge, f b	aren't there?		
3	They weren't at school yesterday, a c	isn't it?		
4	It's probably going to rain later, c	aren't you?		
5	The ground was too cold in February, g			
6 7	There are some interesting places here, b Fuad was the first to arrive, e g	is there? wasn't it?		
1	Fuad was the first to arrive, e	wasiititi		
3	Complete the questions with tags. Then mate	ch answers a	-g	to 1–7.
1	The garden project must start soon, <u>mustn't it</u>		а	No, we shouldn't.
2	It's March, so we can't wait any longer, can we	?	b	Yes, it will.
3	You're right, we shouldn't waste any time, <u>should we</u>	?	С	Yes, it must.
4	The garden will be ready by June, won't it	_?	d	No, we won't.
5	If we don't begin, we won't finish in time,will we	?	е	No, we can't.
6	We can have a lot of fun with this project, can't we	?	f	Yes, we certainly can!
	Now work in pairs. Ask and answer the tag questions	S.		
4	Now work in pairs. Ask and answer about foo	od, weather, l	nok	obies, etc. using

A You haven't tried Japanese food, have you? **B** No, I haven't.

1	Li	isten and re	epeat.	34		
		يخجل من ashamed (of)	نجار carpenter ستانہ	10 - Hann	لجنة committee	Word formation تعلیق confinent (v) comment (n)
		energy طاقة	gardener	look forward to	repair يصلح	discuss (v) discussion (n)
			request (v/n) طلب/يطلب	secretary سکر تیر		leader (n) lead (v) نقه د قائد
			<u> </u>	س کو نیز		يقود فائد
2	Li	isten. Add r	new words f	rom activity 1	. Make any c	hanges needed. 35
1	A	This is Music	all the Way on	Radio London, th	e programme th	at plays all your <u>requests</u> .
	В	Yes, we're _	looking	forward	to	hearing from you. Just call us
		or text us.				
2	A	I hear you've	iust <mark>joined</mark> the	Garden Project _	committee	
	В	Yes, I've agre	eed to become	the <u>secretary</u>	and <mark>take no</mark>	<mark>ites</mark> .
3	A	We need to	call a meeting a	and have a good,	long <u>discussi</u>	on with everyone.
	В	Yes, and you	ı're the head of	the Committee,	so you should st	art the meeting and
		lead	the conver	sation.		
4	A	We'll need a	carpenter	– someone wh	o can work with	wood.
	B	Yes, of cours	se, and his first	job will be helpin	g to <u>repair</u>	the <mark>fence.</mark>
	A	Yes, and we'	'll need a <u>gar</u>	dener to cho	oose the trees ar	nd other plants.
5	A	I'm sorry my	room is a <mark>mes</mark>	<mark>s.</mark> I <mark>feel</mark> quite <u></u>	ashamed	of it!
	В	Don't worry.	I'll help you	clean	<u>up</u> e	verything. It won't take long.
6	A	As Lana's cla	ass teacher, do	you have any _c	omments to	make about her work?
	В	Yes, she's go	ot a lot of <u>ene</u>	ergy , and	she works very l	hard.
3	Li	isten and cl	heck. Then p	oractise in pa	irs.	
			_			
4	L	isten and d	o the tasks.	36		Manufacture Town
1		sten to part 1. nould wear and	•	speaker says ped	ople	
			J	O gloves		
	IC	wear: 1b	oots	2 gioves		THE PARTY OF THE P
		3 <u>a j</u> a	acket/coat	4 hat/scarf		
	To	o bring: 1 <u>a pi</u>	enic lunch	2 some hot tea		

2 Listen to part 2. Write the time and date.

Start work at <u>ten oclock</u> on <u>Sunday</u>, <u>March 9th</u>.

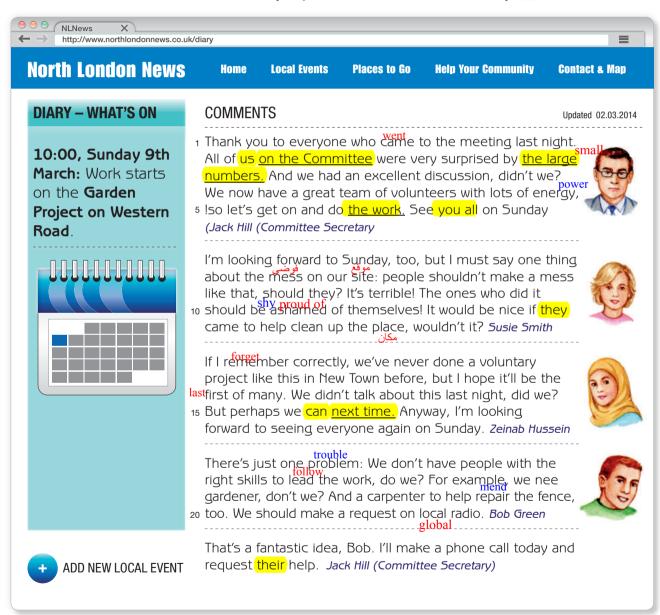
1 Work in pairs. Say what the pictures on the next page show.

Then read the website comments. Find out whose ideas the pictures show.

2	Read again	and mar	k the	statements tru	ле (🗸) or false	(X).
---	------------	---------	-------	----------------	-------	------------	----	----

1	The first comment is fron	Jack Hill to the other	people on the Committee. $oxedsymbol{oxed}$
---	---------------------------	------------------------	---

- 2 Susie Smith expects that the people who left the rubbish will clean it up.
- **3** Zeinab Hussein has been part of the local community for a long time. $oxed{1}$
- **4** Bob Green wants the local radio's carpenter and gardener to help. \Box
- **5** All of the comment writers show that they expect to be at the site on Sunday.



3 Listen and read aloud.





Read again and complete the notes.

1	<u>Jack</u>	a) wants to thank <u>everyone who came to the meeting</u>
		b) is pleased that they now <u>have a great team of volunteers</u>
2	Susie	a) is angry about the mess on the site
		b) thinks that they shouldn't make a mess like that.
3	Zeinab	a) believes that the project <u>is the first project like this in New Town.</u>
		b) hopes that _ it will be the first of many.
4	Bob	a) says that they need a gardener and a carpenter.
		b) suggests that they <u>make a request on local radio.</u>
	Inale	•
5	Jack	a) agrees that this <u>is a fantastic idea.</u>
		b) adds thathe'll make a phone call today.

2 Work in pairs. Make statements like these.

Student A Jack Hill wants to thank everyone who came to the meeting.

Student B And he's also pleased that they now have a great team of volunteers.

3 Read the website comments again and do these tasks.

Say what the underlined words refer to.

- **1** Line 5: See you all on Sunday! the volunteers
- 2 Line 10: It would be nice if they came .the people who made the mess
- 3 Line 15: But perhaps we can ..talk about future projects
- 4 Line 22: ... and request their help. the people on local radio

الملتقى التربوي www.wepal.net Now say what the underlined phrases mean.

- All of us on the Committee .. the people who are organizing the project **1** Line 2:
- ... were very surprised by the large numbers. a lot of people **2** Line 2:
- ... let's get on and do the work, .. making the garden **3** Line 5:
- But perhaps we can <u>next time</u>. at the next meeting Line 15:

4 Work in pairs. Think and discuss.

- Is there a 'rubbish problem' where you live?
- What do you think should happen to people who create this problem?

1 Match opposites a-e to 1-5.

$\mathcal{L}(\mathcal{K}^{\mathcal{B}})$. The second of $\mathcal{L}(\mathcal{K}^{\mathcal{B}})$ is the second of $\mathcal{L}(\mathcal{K}^{\mathcal{B}})$. The second of $\mathcal{L}(\mathcal{K}^{\mathcal{B}})$ is the second of $\mathcal{L}(\mathcal{K}^{\mathcal{B}})$ is the second of $\mathcal{L}(\mathcal{K}^{\mathcal{B}})$.	
فاضي خجول من شرقي مشغول بشكل سيء	يبدا
1 d badly 2 b busy 3 e eastern a ashamed of b free c	start
4 <u>c</u> finish 5 <u>a</u> proud of d well e western	
عربي بشكل جيد فخور ينتهي	

2 Add pairs of opposites from activity 1. Make any changes needed.

1 A If you're __free _____ this evening, let's meet.
B Sorry, but I'll be __busy _____. I have to prepare for a test.
2 A Rama used to play the piano very __badly _____, She was terrible!
B Yes, but now she plays very __well _____. She's much, much better.
3 A Nisma __starts _____ training after school every afternoon.
B Yes, and I've heard that she doesn't __finish _____ until 6:00 in the evening!
4 A Let's look at the __eastern _____ sky and you'll see the sun rise.
B It's beautiful! And it's amazing that the __western _____ sky is still dark.
5 A Rami used to be __ashamed of __himself because he wasn't fit enough to play sport.

B But now he plays football for the school, so he's very <u>proud of</u> himself.

3 Add the words to the correct groups.

a cak	e some ho	omework
a mess	a phone call	a project
a requ	est some	shopping
	some work	

Expressions with do	Expressions with make
do some shopping	make a cake
some homework,	a mess
a project	a phone call
some work	a request

4 Use expressions from activity 3 to complete the sentences. Make any changes needed.

1	In <mark>geography,</mark> we're going to <u>do a project</u> on the weather.
2	My baby brother's <u>made a mess</u> with his food again. It's everywhere!
3	I went to the <mark>supermarket</mark> yesterday, and I <u>did some shopping</u> يشتري ب <u>عض الحاجيات</u>
	We're all hungry, Dad, so can I <u>make a request</u> ? Can we eat now?
5	يقوم ببعض الواجبات <u>do some homework</u> and <u>do some homework</u>
	It's Rana's birthday tomorrow, so I'm going to <u>make a cake</u> for her.
7	The cooker isn't working. I need to <u>make a phone call يجري مكالمة</u> and get some help.
8	first يقوم ببعض الاعمال do some work يقوم ببعض الاعمال first.

1	Read the examples.		
1 2 3 4 5	We need a gardener, don't we? We don't have people with the right skills, do we? We had an excellent discussion, didn't we? We didn't talk about this last night, did we? Jack Hill wants to make a request on local radio, doesn't he?)	Yes, we do . No, we don't . Yes, we did . No, we didn't . Yes, he does .
	Look at the examples again. Tick (\checkmark) the best way to comp	plet	e the statements.
1	Sentences in the present simple and past simple form tag que a) be \Box b) do \Box – just as in normal questions.	stio	ns with the auxiliary verb
2	When a sentence is in the present simple, we use a) do, does questions.	X	b) am, is, are to form tag
3	When a sentence is in the past simple, we use a) did X b) w	as,	<i>were</i> \Box to form tag questions.
4	When a main sentence in the present simple is affirmative, we b) don't, doesn't X in the tag.	use	a) do, does
5	When a main sentence in the past simple is negative, we use a) <mark>di</mark>	$\frac{d}{x}$ b) didn't \square in the tag.
2	Match the sentences and tags.		
1 2 3 4 5	You live in the middle of town, c Fuad doesn't play basketball, f Jana enjoyed the family picnic, d Tariq's car didn't start yesterday morning, b Rania visits her grandmother every week, a The twins don't enjoy shopping much, e	a b c d e f	doesn't she? did it? don't you? didn't she? do they? does he?
3	Complete the questions with tags. Then match ar	ารง	vers a-f to 1-6.
1 2 3 4 5	They bought some new shoes last week,didn't they? They don't usually watch TV,do they? I always do everything that he says,don't I? We didn't need to buy any fruit,did we? Yasmeen doesn't want to come tomorrow,does she? Khaled loves all kinds of sport,doesn't he?	a b c d e f	No, she doesn't. Yes, they did. Yes, he does. No, they don't. No, we didn't. Yes, you do.

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

1 Complete the exchanges with the correct tag questions and replies.

You learned about Salah Al-Din earlier this year. Remember as much as you can.

- 1 A Jamie thinks that Salah Al-Din was a leader ahead of his time, doesn't he?
 - B Yes, he does. And a lot of people remember him with respect, don't they?
 - A Yes, they do His name is still famous round the world, isn't it?
 - **B** Yes, it is
- 2 A He wasn't as quick to kill as other men were in those days, was he?
 - B No, he wasn't And he was fair to everyone, wasn't he?
 - A <u>yes, he was</u> He was also often generous to his enemies, <u>wasn't he?</u>
 - **B** Yes, he was.
- 3 A Salah Al-Din lived from 1138 to 1193, _ didn't he?
 - **B** Yes, he did So he didn't live to a very old age, did he?
 - A No, he didn't But he did a lot during his life, didn't he?
 - **B** yes, he did
- 4 A The Muslim World was not united at that time, was it?
 - **B** No it wasn't. And there was lots of fighting between them, wasn't there?
 - A <u>Yes there was.</u> And Salah Al-Din fought for many years to unite the Muslims under him, <u>didn't he</u>
 - **B** Yes he did.

2 Work in pairs. Practise the dialogues in activity 1.

3 Work in pairs. Ask and answer *Wh* questions with past forms of *be* and *do*.

You can use the information in a table to help you.

- **Student A** (When was the Battle of Hittin?)
- Student B That was in ..., wasn't it?
- **Student A** Yes, it was. / No, sorry, it was in ...

For many years:	Jerusalem was in the hands of the Crusaders.
1187:	Salah Al-Din won the Battle of Hittin.
Weeks later:	Jerusalem was in Muslim hands again.
1192:	King Richard tried to take the city back. But the Crusaders were not strong enough.
Months later:	Salah Al-Din and Richard made peace. However, the two leaders never met each other.

4 Write tag questions to ask your partner.

Write things that you believe are correct. You can use these ideas.

- 1 You're ... than me, ... (older / younger)
- 2 You live in ..., ... (... Street / ... Road)
- 3 You have ..., ... (... brothers / sisters)
- 4 You can ... very well, ... (play ... / sing)

5 Work in pairs. Ask and answer your questions. Correct any mistakes.

1 Look at the garden and answer the quest

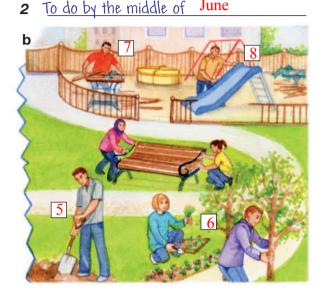
- What garden might this be?
- 2 How do the two halves of the garden look different?
- 2 Listen and do the tasks.



- Listen to part 1. Complete headings 1 and 2 with the correct months.
 - To do by the middle of April

a





- Listen to parts 2 and 3. Number picture activities 1-4 and 5-8 as you hear them.
- Now number the activities in the boxes from activities 1–4 and 5–8 in the picture.
- a 2 clean up the site
- 4 build the
- 3 get rid of the rubbish
- new paths 1 repair the old fence
- 7 construct the play area
- and flowers
- 5 prepare the ground for planting
- 8 put up the play area equipment

6 plant the trees

3 Work in pairs. Talk about the jobs.

Student A I would / I wouldn't like to (clean up the site).

Student B I would, too. / I wouldn't, either.

Practise your pronunciation: the sounds of s.



Answers: 1 /s/ 2 /7/ 3 /7/ 3 /s/

Listen. Tick (✓) the sounds that you hear.

					TEI O ISI	
		/z/ i s	/s/ it' s		/z/ i s	/s/ it' s
1	First, a request			2 easier to carry things		
3	all those things			4 our site ready to start		

- 2 Listen and repeat the sentences.
 - 1 First, we have a request from the supermarket.
 - **3** We need to do all those things as quickly as we can.
- 2 It'll be easier to carry things on the paths.
- 4 We'll have our site ready to start the interesting work.

1 Listen and write down what you hear. 40





2 Copy and complete the start of Lisa's letter. Choose from these letter 'pieces'.

Thanks for your last letter and all your news. It was good to hear from you. Answers: 17, Wood Street, London N13 8BC, 5th March, 20. Dear Mark, Thanks for your last letter and all your news. It was good to hear from you.

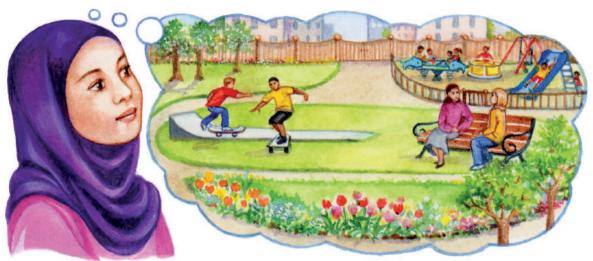
3 Copy and complete the next paragraph.

Guess what! I've just joined a local ... of ..., and we're going to build a on a piece of near wers choese what! Joyne just joined a local group of volunteers, and we're going to build a garden on a piece of land near my school. We're going to start on Sunday, March 9th.

4 Write a paragraph about the schedule. Use your period 10 work.

By the middle of April, we're going to ... and We're also planning to ... and Then by the middle of ..., if all goes well, it should look like this.

Make a quick copy of the garden that Lana imagines in period 1.



By the middle of April we're going to repair the fence and build the new paths. We're also planning to clean up the site and get rid of the rubbish. Then we're going to construct the play area, put up the play equipment, prepare the ground for planting and plant the trees and flowers. Then, by the middle of June, if all goes well, it should look like this.

1 Work in pairs. Do these tasks to design a garden.

1 Choose a real place. (It could be a piece of waste ground or an empty corner of your school grounds.) Use language like this.

Student A We could use the ground (behind the science lab), couldn't we?

Student B Yes, or the area (next to the playground) might be good, mightn't it?

Unit task: Designing and describing a garden.

- 2 Draw the shape of the garden fence or wall, and show the entrance(s) on your plan. (You must each draw your own copy of the plan.)
- 3 Discuss the routes of paths round the garden. Add these to the plan.
- **4** Discuss other things for the garden trees, flower beds and areas of grass, and perhaps a play area. Use language like this.

Student A We should have (an area of grass) here (in the middle), shouldn't we?

Student B Yes, and it would be nice to have (some flowers) (along the path), wouldn't it?

Add the things that you agree to the plan.

2 Work in pairs. Plan a project schedule.

- 1 List the jobs that you will have to do. Make notes.
- 2 Decide a date to finish the project. Make a note.
- 3 Agree on the order that you plan to do everything. Make notes.

3 Work in different pairs. Describe your design and schedule to each other.

Your partner can ask questions and make suggestions at any time. You may then want to make changes to your design and schedule.

4 Write a letter to your cousin in Australia. Do these tasks.

- 1 Write the start of your letter. Write your address and invent your cousin's name.
- 2 Write a paragraph to introduce the garden project. (See period 11, activity 3.)

Guess what! My friend (name) and I are going to build a garden on a piece of ground (place).

3 Write a paragraph about the schedule. (See period 11, activity 4.)

By (time), we're going to ... and also ... Then by (time), we're going to ...

Finish the paragraph as in period 11, activity 4. Then draw your finished garden.

4 Finish your letter in your own way.

I must stop now because ...



1 Listen and repeat.



محبط	يبتهج	مبتهج	مكتئب	يعمل بشكل جيد
be down	cheer up	cheerfu	depressed	یعمل بشکل جید do well / badly
	come کیف		one result نتيجة لا احد	۔ suddenly فجاۃ

2 Look at the pictures on the next page. Describe them.

- 1 Lana and Lisa 2 It is a wet day,
- 2 so they are wearing coats
- 4 Lisa and Lana
- 4 But in the second one.

3 In the first picture,

- 1 are walking together
- 3 Lana looks quite happy,
- both look very cheerful.
- ³ but Lisa looks depressed.
- 2 and carrying umbrellas.
- 1 and talking a lot.

3 Listen and answer the questions.



- Were the girls going to school or going home from school? They were going home. 1
- 2 What was Lana trying to do to help Lisa? She was trying to cheer Lisa up.
- 3 What did the girls agree to do? They agreed to help at the community garden again.

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



One cold, wet, grey day, Lana and Lisa were talking on their way home from school.

Lana Are you all right, Lisa? You don't look very happy. Lisa I don't feel very happy, either. I'm depressed!

What's the matter? Lana

Lisa Well, I didn't do very well in our French test this afternoon.

I didn't, either. But listen, no one got good results, and we all did badly. Lana

Everyone says the test was too hard. So come on! Cheer up!

Lisa But there's another thing. It's this weather. I don't like it.

Lana Neither do I. But you have to try to keep smiling.

Lisa How come you're so cheerful?

Lana Well, the weather forecast says that spring is almost here, and I love spring.

Lisa Oh, so do I! I can't wait for sunny days and blue skies again.

Lana Neither can I. And listen, if the weather's better on Saturday, I'd like to go and help

at the community garden again. What about you?

Lisa Good idea! I enjoyed working with everyone last weekend.

Lana I did, too. I'm really happy about our new garden.

Lisa So am I. It'll look lovely in three months from now. And do you know what? I'm

suddenly in a much better mood.

Lana Good! Now you sound more like the normal Lisa! Lisa And I'll tell you the thing that really makes me happy.

Lana Oh? What's that?

Lisa It's having a friend like you - someone who can cheer

me up when I'm down.

Everyday English Come on! Cheer up!



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

1	A	Your team <u>did</u> <u>badly</u> in the competition last year, didn't they?
	В	Yes, we lost every game. But this year, we <u>are</u> <u>doing</u> <u>well</u> .
		We're winning every game!
2	A	What kind of thing puts you in a good <u>mood</u> ?
	В	Oh, being with my friends. Then I always feel <u>cheerful</u> .
3	A	You only left to go to your meeting twenty minutes ago, so <u>how</u> <u>come</u>
		you're home again already?
	В	Becauseno else was there! The place was empty!
4	A	You looked really <u>depressed</u> yesterday.
	В	Yes, I <u>was</u> <u>down</u> because the doctor sent Grandma to hospital. I was worried.
	A	Well, it's good to see that you've <u>cheered</u> <u>up</u> a lot today. You look much
		happier. But why?
	В	Because they've done some medical tests on her now, and the <u>results</u> are very
		good. Now they're <u>suddenly</u> saying that she can come home again!
		Audio 3 att #uttt

2 Listen and check. Then practise in pairs.



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3 Read again and answer the questions.

- What had happened at school for Lisa to feel down? She hadn't done very well in the French test. 1
- 2 How well or badly had everyone else done? Everyone else had done badly.
- What was the second thing that was getting her down? The weather was also getting her down. 3
- 4 How did Lana also feel about this? She didn't like it either.
- What was she looking forward to? She was looking forward to spring. 5
- What did she hope to do at the weekend? She'd like to go and help at the community garden again.
- How will the garden look in just a few months? It'll look lovely. 7
- What is the thing about Lana that really makes Lisa happy? Having a friend like Lana makes Lisa really
- Work in pairs. Listen again and practise the conversation.

1		جمل منفية		
1	جمل مثبتهٌ A I enjoyed working. 2	A I didn't do very well.		
	B did, too.	B didn't, either.		
3	A I love spring. 4	A I don't like it.		
	B So do l.	B Neither do I.		
5	A I am really happy. 6	A I cannot wait for sunny days again.		
	B So am I.	B Neither can I.		
	Look at the examples again. Tick (✓) the best way to complete the statements.		
1	In 1, B uses too to agree with A's a) po	ositive x b) negative statement.		
2	In 2, B uses <i>not either</i> to agree with A's a) positive b) negative x statement.			
3	In 3 and 5, B uses So + verb to agree	with A's a) positive x b) negative statements.		
4	In 4 and 6, B uses Neither + verb to ag	agree with A's a) positive D b) negative x statements.		
5	In 3 and 4, B uses auxiliary verb a) do	b) have to reply to A's statements with the		
	present simple.			
6	In 5, B uses the same auxiliary verb a)	a) do b) be to reply to A's statement with be.		
7	In 6, B uses the same modal verb a) ca	can \mathbf{x} b) should \mathbf{x} to reply to A's statement with can.		

2 Work in pairs. Agree with each other. Use too or either.

Positive	Negative
love spring	don't like winter
am good at dancing	am not very good at singing

Student A I love spring.

Student B I do, too. But I don't like ...

3 Work in pairs. Agree with each other. Use So or Neither.

Positive	Negative
love warm weather	don't like cold, wet weather
went on the school trip last year	didn't go the year before
can cook simple meals	can't make big, traditional dishes
am pleased with my marks today	wasn't happy with my marks last week
have got two brothers	haven't got any sisters
have been to Cairo	haven't visited Amman

Student A I love warm weather.

Student B So do I. But I don't like ...

1 Listen and repeat.

ignore

يتجاهل

attention

negative

Madrid

مدريد

Manama

definite(ly) ایجانی dramatic positive scream selfish

Melbourne

ميليورن

Word formation upset (adj) upset (v) يزعج /يزعل

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

1	A	That was a	dramatic	end to the film,	wasn't it?

- **B** Yes, it was very exciting! In fact I almost screamed several times.
- 2 A Fuad talks a lot because he likes to be the centre of <u>attention</u>
 - **B** And he really only thinks about himself. He's very <u>selfish</u>
- **3 A** What was that loud noise? Something exploded
 - **B** Oh, ignore it. It was just the people at work in the guarry over there.
- 4 A Are you definitely going to your cousin's party?
 - **B** Yes, I'm sure now. It'll upset her if I don't, so I really have to.
- **5 A** Why is Susie so negative ____? She doesn't want to do anything we suggest.
 - **B** And it's strange because she used to be the complete opposite. She used to be very positive about everything.
- 3 Listen and check. Then practise in pairs. **1**



4 Listen and complete the notes.





Tom's home situation:	He's the <u>oldest</u> of <u>four</u>
	brothers and sisters.
Problem:	He feels his parents <u>ignore</u> him.
Cause:	They give all their attention to the
	younger ones.
What Tom does:	He goesto his room quietly.
His feelings:	He sometimes wants to <u>scream</u> .
Rami's suggestion:	Ask other people for theiradvice Contact the
	problems page in a <u>magazine</u> called <i>Your World</i> .

1 Work in pairs. Talk about the picture on the next page.

- What does the picture show?
- Who might the boy on the stairs be? Why?

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

1	Your World is only read by people in Tom's country.
2	In his letter, Tom is saying something different from what he told Rami (in period 4).
3	Carrie thinks Tom should carry on as is now.
4	Fuad tried to talk to his parents, but they did not want to listen to him.
5	Rosa thinks Tom can make things better if he acts differently.

Help, World! Bring your personal problems to Help, World! We're all here to help each other!

1 Dear All

I'm the oldest of four, and my parents give all their attention to the younger ones. They just ignore me. I'm feeling very down because of that. I love them, so I don't say anything. I just go to my room alone. But I sometimes want to scream! Would it help if I did

5 something dramatic? If I don't do something soon, I'll explode!

Upset

a Dear Upset

As you're the oldest, your parents probably think you can look after yourself. I'm sure they don't think they're ignoring you: they're just very busy. I don't think you should do anything selfish or dramatic since that would just make things worse.

Carrie (Melbourne, Australia)

b Dear Upset

I really understand your feelings since I've got six small brothers and sisters! But please don't 'explode' as that would just upset everyone. Try my way: talk to your parents. Say, 'I know you love me, but I feel you give me less attention than the other children.' It worked for me, so I'm

sure it will for you, too. My parents understood immediately, and they changed completely.

Fuad (Manama, Bahrain)

c Dear Upset

Your parents aren't the whole cause of the problem. You're part of it, too, because it's very negative to hide in your room. Try to be positive instead and help look after the children. Your parents will love that, and you'll do a lot together. Because of that, they'll definitely stop ignoring you! Rosa (Madrid, Spain)

3 Listen and read aloud.





1 Read and complete the table.

	how his parents probably feel.				
1	that the writer understands the difficult situation.		X		
2	about the writer's experience of the same situation.		X		
3	how his parents probably feel.	X			
4	that it is right for Tom not to scream or do anything dramatic.	X	X		
5	about a way to change the situation and make it better.		X	X	
6	that he is doing the wrong thing at the moment.			X	

2 Work in pairs. Ask and answer tag questions.

Student A It was (Fuad) who made the (first) point, wasn't it?

Student B Yes, it was. / No, sorry, I think it was ...

3 Read the letters again and do these tasks.

Say what the underlined words refer to.

- 1 Line 3: ... because of that. his parents ignoring him
- 2 Line 3: I love them, ... his parents
- 3 Line 19: You're part of it, too. the problem

Now say what the underlined words and phrases mean.

- 1 Line 5: ... I'll explode! get very angry and shout
- 2 Line 8: ... you can look after yourself. don't need your parents' help
- 3 Line 14: Try my way: ... what Fuad did

4 Work in pairs. Following the advice in the letters, do a role play.

Student A is Tom. Student B is his parent.

Student A: Offer: Would you like me to get the children ready for bed?

Student B: Thank: Oh, thank you! That's very kind of you!

Student A: Request: Can we talk for a minute?

Student B: Agree, and ask if there is a problem: Yes, of course. Is there ...

Student A: Explain: Yes, you see, I know I'm older than the others, but I still feel I need some ...

Student B: Say sorry, say you did not know, and promise to talk much more: I'm so sorry!

I didn't know you felt ... In future, we'll ...

Student A: Thank and offer: Thank you very much. And in future, I'll help ...

Student B: Show you are very pleased: I'm really happy we've had this chat.

1 Complete the statements with expressions from the box. Make any changes needed. Then practise the dialogues.

cheer me up / feel really cheerful get me down / feel really down make me depressed / feel really depressed

- 1 A I don't like tests. They get me down
 - **B** Me, too. I did badly in my maths test yesterday, and I <u>felt really depressed</u>.
- 2 A Dancing always cheer me up .
 - **B** Me, too. I <u>felt really cheerful</u> when we were all dancing at my cousin's wedding last month.
- **3 A** Cold, wet, grey winter days always <u>make me depressed</u>
 - **B** Me, too. January was very bad, and I <u>felt really depressed</u> all month.

2 Work in pairs. Practise the dialogues together.

- **3** Choose from the prepositions in brackets.
- 1 How well did you do ____in ___ (about / at / in) the science test?
- 2 We have to wait here _____ (by / for / from) the bus.
- 3 I like being <u>with</u> (at / through / with) other people.
- 4 I'm not very happy ____about ___ (about / by / in) the plans for the new building.
- 5 What are you going to do on (at / in / on) Friday?
- 6 Where will we be _____in ___ (at / in / on) six months from now?
- 4 Match pairs of opposites. Then complete the statements with the pairs.



- 1 If you look cheerful, other people will feel <u>positive</u> about you. Don't look depressed because that can create <u>negative</u> feelings.
- 2 It's hard work to be good <u>parents</u>. But people do it because they love their <u>children</u> so much.
- 3 Wait a minute! Don't go home <u>alone</u>. Let's go <u>together</u>, and then we can chat on the way.
- 4 I'm worried about Alan and Jill. They seem to <u>ignore</u> their older child now. They seem to give all their <u>attention</u> to the new baby instead.

1 Read the examples.

- 1 You're part of the problem **because** it's very negative to hide in your room.
- 2 I really understand your feelings since I've got six!
- 3 Please don't explode as that would just upset everyone.
- 4 As you're the oldest, your parents probably think you can look after yourself.
- 5 They just ignore me. I'm feeling very down because of that.
- 6 You'll do a lot together. Because of that, they'll definitely stop ignoring you!
- 7 I love them, so I don't say anything.
- 8 I don't say anything because / as / since I love them.

	Look at the examples again.	Add the correct words to	complete the statements.
--	-----------------------------	--------------------------	--------------------------

- 1 We often use connectors ______ or ____ instead of *because* to introduce the cause of something.
- 2 In examples 1, 2 and 3 the cause comes second, after the result. In example 4, the cause comes first, before the result.
- 3 The cause may come in the sentence before. We can refer back to it with the phrase because of that
- 4 In example <u>5</u>, this phrase comes second, after the result. In example <u>6</u>, the phrase comes first, before the result.
- 5 The connector <u>so</u> is the opposite of *because / since / as.* It introduces the result, not the <u>cause</u>.

2 Add the correct connector - because / as / since or so.

- 1 I didn't understand the sentence, ____ I read it again.
- 2 Everyone went indoors because / as / sinite was getting too cold outside.
- 3 Carrie loved the ice cream, ____so_____ she asked for some more.
- 4 We're going home now because / as / single's getting late.
- 5 I liked Tariq <u>because / as / sinte</u> was very honest.
- 6 Mum was using the phone in the kitchen, ____so____ I used my mobile instead.

3 Change the second sentences. Use *Because of that*.

- 1 I could see dark rain clouds. As the weather was looking bad, I took my umbrella. I could see dark rain clouds. Because of that, I took my umbrella.
- 2 I worked hard to get ready for the test. I got good marks since I had prepared well.
- 3 The trip takes four hours. Because it's a long way, we're taking a picnic lunch.
- 4 My sister is using our computer. I can't go online as she's using it.
- 1 I could see dark rain clouds. Because of that, I took my umbrella.
- 2 I worked hard to get ready for the test. Because of that I got good marks.
- 3 The trip takes four hours. Because of that, we're taking a picnic lunch.
- 4 My sister is using our computer. Because of that, I can't go online.

1 Agree with A. Use too or not ... either to give answers like B1.

- **1 A** The weather is going to be nice tomorrow, so I would like to go to the zoo.
 - **B 1** Yes, I would, too.
 - **B2** So would I.
- 2 A I don't want to stay at home all day. No, I don't, either. / Neither do I.
- 3 A I'd like to see the monkeys first. Yes, I would, too. / So would I.
- 4 A I've always loved the monkeys. Yes, I have too. / So have I.
- **5** A But I don't want to see the insects. No, I don't either. / Neither do I.
- 6 A I've never been very interested in them. No, I haven't either. / Neither have I.,
- 7 A But I'm looking forward to seeing the elephants. Yes, I am, too. / So am I.
- 8 A And I can't wait to visit the giraffes. No, I can't either. / Neither can I.

Now use So or Neither to give answers like B2.

2 Work in groups. Take the parts of A, B1 and B2. Practise the dialogues.

3 Add the correct connector - because / as / since or so.

- 1 Sameera is looking after her family at the moment because / as / sinber parents are ill.
- 2 because / as / singer mother has to stay in bed, Sameera takes her meals to her in bed.
- 3 Her father is in hospital, ____SO _____ Sameera tries to go there every day.
- 4 He has been there for several weeks because / as / since has been very ill.
- 5 The family's friends and neighbours are helping, <u>so</u> that is making Sameera's life a bit easier.
- 6 She looks after the children, too, she does not have much free time.
- 7 because / as / since he also has to do her school work, she often gets very tired.
- 8 She loves her chats with Hadeel because / as / singhey are her only chance to relax.

4 Match a-f to 1-6. Then choose the correct connectors and expand a-f.

Jamie and Waleed went training as they wanted to be ready for the big match.

- 1 Jamie and Waleed went training (as / so)
- 2 Jamie had been sick for a week (so / since)
- 3 Waleed was worried (because / so)
- 4 Then Jamie collapsed (so / because)
- 5 He needed the first aid kit (since / so)
- 6 He stopped Jamie from training again (since / so)
- 3a Jamie (not look) well
- 2b he (know) that (be) dangerous
- 5 c the teacher (send) Waleed / get it
- 6 d he (not be) well enough yet
- 4 e Waleed (call) teacher
- 1 f they (want) be ready / big match

5 Match a-d to 1-4. Expand 1-4 and a-d. Join them with Because of that, ...

The match on Saturday was very important. Because of that, everyone wanted to do their best.

- 1 / match / Saturday (be) / very important
- 2 / teacher (feel) / team (not be) fit enough
- 3 Jamie (still not be) fully fit / Saturday
- 4 Jamie (play) / last ten minutes and (score)

- a they (win)
- **b** someone else (play) instead / him
- c everyone (want) / do their best
- d he / (want) them / do / more training

- 3 Jamie was still not fully fit on Saturday. Because of that, someone else played instead of him.
- 4 Jamie played in the last ten minutes and scored. Because of that, they won.

^{2.} The teacher didn' feel the team was fit enough. Because of that, he wanted them to do more training.

1 Verse 7 (that celebrates its hundredth birthday) 2 Verse 4 (kicks the legs from under wingers) 3 Verse 2 (that orders tanks into cities) 4 Verse 6 (news that's just been born)

1 Listen to the poem and do these tasks.

- 1 Match the pictures to the correct verses. (Say which words help you.)
- 2 Say which news stories are happy and positive, and which are unhappy and negative. Say which the writer likes and does not like.

The News

- I don't like news that explodes leaves refugees crying, homeless
- that orders tanksinto citiesblasting downschools and houses.

News that blows up

hospitalsnews that killsand fills deep graves.

I don't like news that screams abuse

- kicks the legs from under wingers
 - taps their ankles argues back news that won't learn
- how to lose.

I like news that's just been born news that puts food in stomachs

news that rescues
news that cures
that celebrates
its hundredth birthday

news that will make today

nappier than the day before

David Harmer









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

Line 4: homeless

۱۱۱۱e۱ess **a)** ۷ مشرد

Line 20: lose

- a) with only a small home
- x b) with no home
- a) lose the ball during a game
- x b) lose a game and remain cheerful

3 Work in pairs. Listen to each verse. Describe it.

Student A This verse describes things that are (ugly). people who are (kind).

Student B Yes, it's the kind of news that gets you down.

الملتقى التربوي www.wepal.net makes you depressed. cheers you up. makes you feel positive.

4 Listen again and read out the poem.



1 Lisa was depressed because the weather was bad, so Lana talked about spring to cheer her up, and suddenly Lisa was in a much better mood.

2 Tom was given advice not to 'explode' or do anything selfish or dramatic, and to be more positive in order to get more attention from his parents.

1 Listen and write down what you hear. 9

2 Write an email. Read the situation and do the tasks.

Situation: Ed Hill is very close to his older brother Tim. But Tim soon has to leave home and Ed is worried. He is writing to *Help, World!* for advice.

1 Complete the top of the email with these details.





000	NEW EMAIL		SEND 7
From:	Ed Hill	Date::	
To:	Your World magazine	Time:	
Subject:	Letter for the Help, World!		

- 2 Read sentences 1–3. Then read and number 4–6 in the correct order.
 - I'm feeling down <u>because</u> (because / and) my older brother has a new job in Istanbul, (but / so) he soon has to move a long way from home.
 - 2 when (When / Although) he goes next week, we won't see him again for a whole year.
 - [3] Although (Although / Since) the whole family will miss him a lot, I will miss him even more.
 - Because of that, (Because of that, / However,) I am thinking of sending a secret email to Istanbul ______ (to / but) tell them that he does not want the job.
 - He says he feels the same way, <u>but</u> (and, but) he says he has to go, <u>even though</u>(so / even though) I know he does not want to leave.
 - That's <u>because</u> (if / because) we are much more than just brothers: we are also best friends.
- 3 Read sentences 1–6 again and choose the correct connectors to complete them.
- 4 Start Ed's email in the same way as Tom did on page 56.
- **5** Write the sentences from activity 2 in the right order to create a paragraph.
- **6** End the paragraph like Tom, with a request for advice.
- 7 End the email with a word like 'Upset' to describe Ed's feelings.

1 Work in groups. Discuss Ed's email. Think about these questions.

Unit task: Writing an email.

- 1 Do you think it is a good or a bad idea for Ed to write that secret email to Istanbul? Why?
- 2 What do you think of Ed's feelings? Do you understand them? Do you agree with them?
- 3 Has anyone in your family had to move a long way from home, for example for work? (If not, do you know about people in other families in this situation?)
- 4 How do people feel about a move like this a) before it happens and b) after it happens?
- 5 What can people do to stay in contact after a move like this?
- 6 What advice do you think you should give Ed?

2 Work in pairs. Discuss and make notes of the advice you would like to give Ed.

Write your notes in this order.

- Ed's idea of a secret email to Istanbul
- Ed's feelings
- How other people feel in the same situation
- How Ed can stay in contact with his brother

3 Work in groups again. Share and compare your notes.

(This is your chance to change or add to your notes.)

4 Write your email. Start and finish like Carrie and the others on page 56.

5 Check your email.

- 1 Check that your ideas are clear.
- 2 Check that your ideas are connected clearly.
- 3 Check the grammar.
- 4 Check the vocabulary.
- 5 Check the spelling.
- 6 Check the punctuation.
- 7 Write your corrected email again.



Good news from the hospital

1 Listen and repeat.



10

معروف في كل مكان صباحا/مساء قادر able to am / pm around favour just patient successful ناجح مريض حقا/جدا

2 Look at the picture on the next page. Describe it.

1 This seems to be
2 Mrs Masri seems
3 She and Sameera
4 Perhaps the bag
3 look very happy
1 a picture of Mrs Masri,
4 that Hadeel has brought
2 in hospital.
1 Sameera and Hadeel.

3 Listen and answer the questions.



1

She went for a stomach operation.

1 Why did Mrs Masri go to hospital?

Mrs Masri is going home.

2 What is suddenly happening today?

3 What are the two problems? Mrs Masri hasn't got any clothes, and someone has to fetch the children from the summer camp.

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

Sameera's mother had been sick for several weeks when she finally went to hospital for a big stomach operation. Luckily, it was successful, and she was soon able to get up and walk around. Then one day Sameera called Hadeel from the hospital.

Sameera The doctor's saying that my mum can go home. And they're asking when I can take her.

Hadeel That's just fantastic!

Sameera But it's just so sudden! And they're asking how soon they can have my mum's bed.

They're saying they need it urgently for another patient by 2:00 pm, and it's 11:00

am now. They're asking me to take my mum as soon as possible.

Hadeel What's the problem?

Sameera I haven't brought her any clothes! Can I ask a favour?

Hadeel Of course.

Sameera Could you get my mum's clothes? They're on her bed.

Hadeel But I was planning to fetch the children from summer camp for you.Sameera Could Nidal and Rami do that? And please, could they not be late?

The boys were out, so Hadeel called Nidal.

Hadeel Sameera's mum is coming home today, but she needs my help, and she needs

yours, too. She wants me to get her mum's clothes.

Nidal Fine, what does she need us to do?

Hadeel She wants you to fetch the children from summer camp. And she's asking you not

to be late.

Nidal We'll go straight there.

An hour later, Hadeel reached the hospital with Mrs Masri's things.

Mrs Masri Hello, Hadeel! It's lovely to see you.

Hadeel And it's lovely that you can go home now.

Everyday English

That's just fantastic!

But it's just so sudden!



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

1	A	When are you going to get up? It's nearly midday!
	В	But I'm still so tired! I wasn'table to sleep until 5:00 this morning
2	A	Nurse, I know it's late, but can I ask a big <u>favour</u> ? Can I see my dad?
	В	I'm sorry, but that's not <u>possible</u> . He's sleeping now.
3	A	When will the doctor be back? I need to see her, and it's very <u>urgent</u> .
	В	She'll be here soon. She's seeing some other <u>patients</u> right now.
4	A	I hear you start work at the hospital at 8:00pm and work all night.
	В	That's right. I finish at 8:00 am the next day.
5	A	I saw that your brother was trying to mend his car. Was he successful ?
	В	Yes. Luckily, he was able to change the part that was broken.
6	A	There were flowers all <u>around</u> the room, ready for the wedding party.
	В	Yes, and everything looked <u>just</u> beautiful!

2 Listen and check. Then practise in pairs. 12 3 Read again and answer the questions.

- How long had Mrs Masri been sick before she went to hospital? She had been sick for several weeks. 1
- 2 What kind of operation did Mrs Masri have? She had a stomach operation.
- How well did things go after the operation? They went well. 3
- 4 Why was Mrs Masri's bed urgently needed? It was needed for another patient.
- What did Sameera want Hadeel to do he wanted Hadeel to get her mother's clothes from her house. 5
- 6 What did she want Nidal and Rami to do? She wanted them to fetch the children from summer camp.
- What did Nidal promise to do? He promised to go straight to the summer camp 7
- When did Hadeel get to the hospital? She got there an hour later
- Work in pairs. Listen again and practise the conversations.



Direct Speech: statements and requests

1 Read the examples.

- 1 Your mother can go.
- **3 We** need **it** urgently.
- 5 Could you get my mum's clothes?
- 7 Please could they not be late?

- 2 He's saying that my mum can go.
- 4 They're saying they need it urgently.
- 6 She wants me to get her mum's clothes.
- 8 She is asking you not to be late.

Look at the examples again. Tick (\checkmark) the best way to complete the statements.

1	When we use reported speech, we often change words. For example, in 1 and 2, <i>your</i> changes to a) me. b) my. x
2	In reported statements, we a) cannot \Box b) can \overline{x} leave out that after the reporting verb.
3	In reported requests, request forms like a) You could b) Could you? X disappear.
4	Instead, we use reporting forms like ask someone + infinitive, tell someone + infinitive, would like - infinitive and a) want + infinitive. x b) say + infinitive.
5	When a negative request like Could they not be late? is reported, the word not goes before a) the reporting verb. b) the infinitive. X

2 Work in pairs. Put these requests into reported speech.

- 1 'Could you take your mother as soon as possible?' they are asking.
- 2 'Could Nidal and Rami fetch the children?' she is asking. She wants Nidal and Rami to fetch the children.

Look at page 64 to check your work.

3 Work in pairs. Report the doctor's requests.

The doctor is talking to Mrs Masri. Sameera is reporting to her father.



- 1 Don't try to do too much at first. (ask ... to)

 He's asking her not to ..try to do too much at first.
- 2 Take things very slowly at first. (want ... to) He wants her to take things very slowly at first.
- 3 Don't start doing housework yet. (tell ... to) He's telling her not to start doing housework yet.
- 4 Get lots of rest and sleep. (would like ... to) He would like her to get lots of rest and sleep.
- 5 Don't forget to take your medicine. (tell) He is telling her not to forget to take her medicine.
- 6 Call your local doctor if anything seems wrong. (ask)

 He's asking her to call her local doctor if anything seems wrong.

Listen and repeat.



artificial athlete be born experience manage (to) explain يفسر nervous ordinary realize rely on

مندهش Word formation amazing (adj) amazed (adj) disabled (adj) disability (n) with (prep) without (prep) بدون مع

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

1	A	Who can we <u>rely</u> to help us?
	В	No one. We'll have to do the job <u>without</u> any help from anyone.
2	A	I'm <u>nervous</u> about using this machine. There's too much to remember.
	В	No, it's really quite simple. I'll <u>explain</u> it to you again.
3	A	Have you had any <u>experience</u> of sailing before?
	В	Yes, but only in an <u>ordinary</u> little boat – not a huge racing boat like this!
4	A	Khaled is an amazing <u>athlete</u> !
	B	I <u>realize</u> that now, too. I've just seen him running for the first time.
5	A	Is that an <u>artificial</u> hand that Ali is wearing?
	В	Yes, Ali <u>was</u> <u>born</u> with no left hand. He's had that <u>disability</u>
		all his life.

3 Listen and check. Then practise in pairs.



4 Listen and complete the notes. 15



A But he manages to live quite a normal life. I'm amazed

Jenan Rashidi Britain

Comes from:

Your World Works for:

ordinary people/difficult times Writing about:

midday, next Wednesday Will visit:

Wants to meet:

Caller's name:

- someone who has just had <u>a big operation</u>
- 2 someone who has just had a baby
- 3 someone who has got an <u>artificial arm or leg</u>



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1	Work in p	oairs.	Talk	about	the	pictures	below	and	on	the	next	pag	је.
---	-----------	--------	------	-------	-----	----------	-------	-----	----	-----	------	-----	-----

- 1 Who do the pictures show? They show the reporter Jenan Rashidi talking to people who are in a hospital
- 2 What do they show that Dr Jabir has managed to do they show that Dr Jabir has managed to arrange some appointments for Jenan.

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

1	Mrs Masri was nervous	just a	short	time	before	her	operation.	
---	-----------------------	--------	-------	------	--------	-----	------------	--

- 2 The twins are Samar's first babies.
- 3 Samar and her husband are worried about their hard life ahead. X
- 4 Osama was born without lower legs. x
- 5 Although he has no lower legs, Osama is still able to do sport.

Hospital stories

By Jenan Rashidi

small

Today, I'm visiting a large Palestinian hospital to ask patients how their time there has helped them. And I want to find out how they feel about their experiences and about changes in their lives.

First, I talk to Mrs Amal Masri. She's leaving after a successful stomach operation, and I ask whether she was nervous before she had it. 'I was,' she explains, 'but then I realized that I must believe calm death badly.'

5 just trust my doctor and rely on God. Now I feel I must use my new life well.'

Next, I meet Samar and Anas Rammal. Samar's just become a mother – with twins who were safely born today. I ask if the anxious worried about the hard work ahead. 'Not really,' she says. 'Right now, we're just very pleased to have two beautiful, healthy babies.'

Finally, I see young Osama Yousifi. He lost his lower legs in an accident, and I ask whether he's managed to build a new life with this disability. 'It was hard at first,' he says, 'because I used to do a lot of sport. Without legs, it seemed I'd lost all that. But,' he continues, 'look at the new artificial legs that they've given me today. With these, I'll be faster than most other athletes. I'm really happy that I can live a normal life again!'

It's amazing, isn't it? There are so many ordinary people who are so brave, so strong and so full of empty

15 hope and love. I'm proud to be a human being!

3 Listen and read aloud.



16



ashamed of





1 Read and complete the notes.

1 First patient: Name: Mrs Masri

Has just had: <u>a stomach operation</u>

Feels: she must use her new life well

2 Second patient: Name: Samar Rammal

Has just had: ____twins_

Feels: very pleased

3 Third patient: Name: Osama Yousifi

Has just received: <u>new artificial legs</u>

Feels: really happy to have a normal life again

2 Work in pairs. Take the parts of Dr Jabir and Jenan Rashidi.

Student A So did you manage to speak to (Mrs Masri), the one who's just had a big ...?

Student B Yes, I did. She feels that she must ...

3 Read the passage again and do these tasks.

Say what the underlined words refer to.

1 Line 4: ... before she had it. the operation

2 Line 4: 'I was,' she explains, '... she was nervous

3 Line 11: ... I'd lost all that. the sports part of his life

4 Line 12: ... legs that they've given me today. the people at the hospital

Now say what the underlined words and phrases mean.

1 Line 7: ... the hard work ahead. in the future

- 2 Line 10: ... he's managed to build a new life ... a different way of living
- 3 Line 10: 'It was hard at first,' he says, '.. In the days and months immediately after the accident
- 4 Line 15: I'm proud to be a human being! The stories of these people make her feel that human beings are good.

4 Work in pairs. Think and discuss.

- 1 Would you like to become a doctor or a nurse?
- 2 What might be the best and worst things about the job?

1 Add the adjectives to the tables. Then form the adverbs.

beautiful brave early easy fast final gentle happy healthy late normal sensible simple strange strong

Adjective	Adverb	Adjective	Adverb		
nervous	nervously	lucky	luckily		
brave	bravely	easy	easily		
strange	strangely	happy	happily		
strong	strongly	healthy	healthily		

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Adjective	Adverb	Adjective	Adverb	Adjective	Adverb
successful	successfully	possible	possibly	hard	hard
beautiful	beautifully	gentle	gently	early	early
final	finally	sensible	sensibly	fast	fast
normal	normally	simple	simply	late	late

2 Add pairs of adjectives and adverbs from activity 1.

- **1 A** <u>Luckily</u>, I was able to jump from rock to rock across the river.
 - **B** You were very <u>lucky</u> that you didn't fall into the water!
- 2 A You have to be very gentle with the baby. Here you are.
 - B Thank you. I promise I'll hold her very gently
- 3 A How <u>fast</u> can you go in this car?
 - **B** Very! It's a very, very <u>fast</u> car!
- 4 A This is the <u>final</u> day of the competition.
 - **B** So in a few hours from now, we'll <u>finally</u> know who's won it!
- **5 A** Ali seems a bit <u>strange</u> at the moment. He doesn't talk to anyone.
 - **B** Yes, he's behaving quite <u>strangely</u>. Perhaps he's worried about something.

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

4 Match examples a-d to definitions 1-4.

- a The hospital needs the bed by 2:00.
- b Jenan went to the hospital by bus. بواسطة
- عند/امام . The bus stop was by the hospital entrance
- d *Hospital stories*, by Jenan Rashidi ಿ

by (prep) 1 used to show the person or thing that does something d
2 used to show how something is done b
3 not later than: at or before 4 4 near, next to c

1	Read the examples.			
1 3	What has it done to help you? How do you feel?	2	I ask what it has done to help them. I want to find out how they feel.	
5 7	Were you nervous before that? Do you get worried?	6 8	I ask if she was nervous before that. I ask whether they get worried.	
	Look at the examples again. Tick (✓) the best way to complete the statements.			
1			usually changes. For example, in 1 and 2, What has it b) statement form X I ask what it has done	
2	When we report Yes / No questions, the word order also changes. For example, in 5 and 6, Were you nervous? changes to the a) question form b) statement form I lask if she was nervous			
3	In reported Yes / No questions, we can follow the reporting verb with the word a) if x b) whether x , as in 6.			
4	In reported Yes / No questions, we can also follow the reporting verb with the word a) if \square b) whether \square , as in 8.			
5	As with other reported questions, the sentence ends with a) a full stop. x b) a question mark.			
2	Work in pairs. Put these Wh questions into reported speech.			

1 'When can you take her?' they are asking.

They are asking when I can take her.

2 'How soon can we have your mum's bed?' they are asking. They are asking how soon they can have Mum's bed.

Look at page 64 to check your work. Now change these in the same way.

- 3 'How do you feel now?' I ask Mrs Masri. I am asking Mrs Masri how she is feeling now.
- 4 'What are you going to call the babies?' I ask the Rammal family. Rammal family what they are going to call the ...
- 5 'When did you have your terrible accident?' I ask Osama Yousifi.

I am asking Osama Yousifi when he had his terrible accident.

3 Work in pairs. Report Dr Jabir's questions.

Dr Jabir has called Jenan to say that he has found some patients for her. Now he is asking about her and her grandparents. Jenan is reporting to them.

- 1 Is this your first visit to Palestine? (if)

 He's asking if this is .my first visit to Palestine.
- 2 Have you been here for very long? (whether)

 He wants to know whether ... have been here for very long
- 3 Are you planning to stay in Palestine all summer? (if) He's asking if I am planning to stay in Palestine
- 4 Are you going to write about other things in Palestine? (whether wants to know whether I am going to write ...
- 5 Does your grandmother still make her wonderful maftool? (if) He wants to know if my grandmother still makes
- 6 Have they ever visited you and your family in London? (whether he's asking whether they have ever visited me
- 7 Would all of you like to come to eat with my family? (if) He wants to know if all of us would like to come and eat
- **8** Will you be free to come for dinner next Friday evening? (whether)

He's asking whether I will be free to come for dinner next Friday evening.

1 Work in pairs. Take the parts of Julie Marsh and Jenan Rashidi.

(Julie Marsh is talking to Jenan. Jenan is reporting to Dr Jabir.)



- 1 Your hospital story is in the new magazine. (say) She says my hospital story is in the new magazine.
- 2 I think our readers will be very interested in it. (think) She thinks our readers will be very interested in it.
- 3 Have you planned your next piece yet? (want to know) She wants to know if I have planned my next ...
- 4 Could you write some more about Osama Yousifi? (want ... to) She wants me to write more
- 5 Did you talk to any more people at the hospital? (ask) She asks / is asking if I talked to any more ...
- 6 Could Dr Jabir help find more patients for you to meet? (would like ... to) She would like you to help find ...
- 7 Could you send us photos of the patients next time? (ask ... to) She asks / is asking me to send ...
- 8 How soon can you send us your next piece? (ask) She asks / is asking how soon I can send them
- 9 Are you going to write about other things in Palestine? (want to know) She wants to know if I am going ...
- What else are you planning to write about while you are there? (ask) She asks / is asking what else I am planning to write about while I am here.

2 Work in groups. Send and report messages.



Student A When is (Mona's) birthday?

Student B (Rana) wants to know when your birthday is.

Student C It's on the ...

1 Read the abbreviations. Then listen and write the times and dates.



17

Times:	am – before midday (8:00 am)			pm – after midday (6:30 pm)			
Deve	Mon	Tue	Wed	Thur	Fri	Sat	Sun
Days:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Detec	1st	2nd	3rd	4th	5th	6th	21st
Dates:	first	second	third	fourth	fifth	sixth	twenty-first

- 1 Meet at Radio Ramallah: 2:30 pm, Wed 23rd
- 2 Meet at Jenin Community Centre: 11:00 am, Mon 21st
- 3 Meet Osama Yousifi again: 3 3:00 pm, Thursday 17th

2 Listen and complete the notes.



18

1	Name:	Osama	Yousifi	

- 2 How disabled: car accident.
- **3** When disabled: <u>Two years ago</u> **4** Main sports: <u>running</u>, <u>swimming</u>

3 Practise your pronunciation: word stress.



19

Listen and mark the stress in each word: <u>able</u> disabled disability

20

4 Listen and mark the stress in these words (on the 1st, 2nd or 3rd syllables).

<u>a</u>ccident am<u>a</u>zing arti<u>fi</u>cial compe<u>ti</u>tion de<u>ve</u>lop

important international positive possible

5 Work in pairs. Read and act out the conversation.

Use the correct word stress on the longer words.

JenanSo how did you get on in that international competition last week? **Osama**Oh, it was amazing. I won! Those new artificial legs are wonderful, and

I just keep going faster and faster!

Jenan Great! But now, let's talk about the problems of your disability.

Osama Well, there are some things that are really difficult. But I try to be positive.

People are only really disabled if they allow themselves to feel disabled.

Jenan Yes, that's a very important point.

Osama And as far as possible, I've tried to develop ways of staying strong and cheerful.

Jenan You lost your lower legs in a car accident, didn't you?

Osama Yes, and I'm afraid the car was even more of a mess than me!

see Grade 8 Unit 12. page 62

1 Listen and write down what you hear. 🌘

2 Prepare to write a formal letter from Julie Marsh to Dr Jabir. Do these tasks.

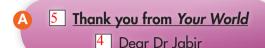
i icpaic to	will a	iormar ictici	Mai Sii to D	dabii. Do	tilese

- Number these letter parts 1–9 in the order that we usually write them.
 - 7 Formal letter ending
- 3 Address 2 (recipient)
- 6 Body of the letter

- Address 1 (sender)
- 9 Job

5 Subject line

- 8 Who the letter is from
- 4 Who the letter is to
- 2 Date
- 2 Match the groups of details A–D to different letter parts.



- B 1 18 River Street
 - 2 2nd September 20..
 - 1 EC3 9DH
- Your World magazine
- 1 London



- D 3 PO Box 7426 3 Palestine
 3 Central Hospital 3 Ramallah
 3 Dr S Jabir
- 3 Number the details in each group in order.
- 4 Number the following paragraph 1 sentences in order.
 - 3 Many of our readers were very interested in your patients.
 - 2 This helped her write two excellent pieces for our magazine.
 - I am writing to thank you for helping Jenan Rashidi.
- 5 Start paragraph 2 like this. Then continue in reported speech.

18 River Street London EC3 9DH 2nd September 20...

Dr S Jabir

Central Hospital

PO Box 7426

Ramallah

Palestine

Dear Dr Jabir

Thank you from Your World.

I am writing to thank you for helping Jenan Rashidi. This helped her write two excellent pieces for our magazine. Many of our readers were very interested in your patients.

Here are one or two of their many comments, questions and requests. Luke Greens asks if Mrs Masri is completely better now and he hopes she is enjoying her new life. Joe and Ellen Carter want us to send some information about Osama Yousafi. Carrie Shaw asks what Samar and Anas called their twins.

Thank you again for helping our readers to meet your patients through the pages of Your World magazine.

Yours truly

Julie Marsh

J Marsh (Mrs)

(Head of News and Travel)

1 Prepare to give phone messages. Do these tasks.

vrtner: Unit task: Giving and writing phone messages.

- 1 Think of four different things that you want to say to your partner:
- something that you want to tell your partner, for example: There's an interesting wildlife documentary on (day and time).
- a Wh question to ask your partner, for example:
 Which pages do we have to read for the history test on Wednesday?
- a Yes / No question to ask your partner, for example:
 Are you going to the basketball match after school on (day)?
- a request for your partner, for example:
 Can you meet (name) and me at (place) in (street name) at (time and day)?
- 2 Write down the things that you want to say.

2 Work in pairs. Have phone conversations.

Student A: Take the part of your parent – mother or father.

Student B: Take the part of the caller. Call to say one of the things that you have noted.

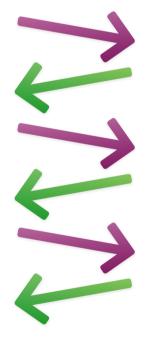
Follow this conversation plan.

A Hello, this /

A Hello, (name) / Sorry /

(name) out / Take / message

- A I see, so / want me / tell / that ...
- A / got that / give / message /



- B Hello. My name / May / speak / (name)
- B Thank / good idea / Please tell / that ...
- B Thank /
 OR
 Sorry, but it's ... not ...

3 Work in pairs. Check your messages.

Read your notes and your partner's messages together. They should say the same things!



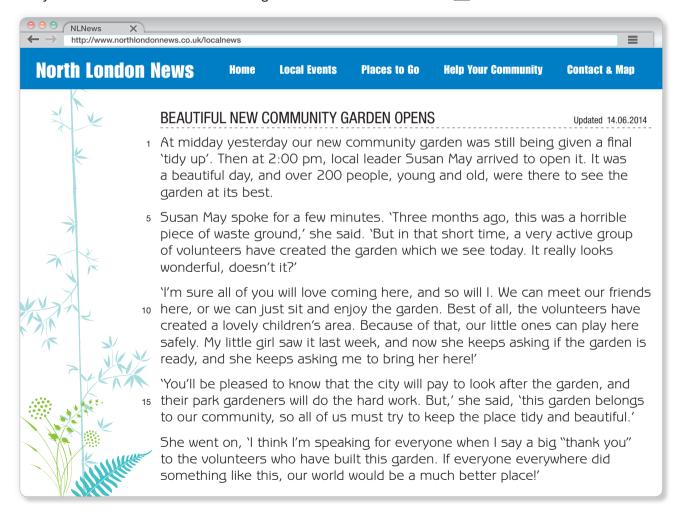
1 Look at the picture on the next page. Describe it.

- 1 This picture seems
- 2 It now looks green
- 3 Lots of people
- 4 A women seems
- to be talking to them,
- ³ have come to the park,
- 1 to show the garden
- 2 and much more lovely
- 2 than it did in March.
- 1 that Lana and Lisa helped create. and they are listening to her.
- 3 and they are in a large group.

2 Read the title of the passage. Say what month this should be.

3 Read and mark the statements true (\checkmark) or false (X).

- 1 More than 200 young people were at the garden at 2:00 yesterday afternoon.
- 2 Susan May is one of the group of volunteer gardeners.
- **3** The people who use the garden will not have to pay the gardeners. \Box
- 4 The volunteer gardeners will continue to do all the hard work.
- 5 Only the volunteers who created the garden are allowed to use it. X



4 Look and describe. Say what has happened in the park since March.



Read again and answer the questions.

- Three months ago it looked horrible, but now there are trees and flowers there. How did the place look three months ago, and how does it look now?
- 2 Why is the children's area the best part of the garden? The children can play there safely.
- 3 Why will the community not have to pay the gardeners? Because the city authorities will pay the gardeners.
- What does Susan May's he keeps asking if the garden is ready, and she keeps asking Susan to take her there.
- What does Susan May want everyone to do, and why? She wants everyone to keep the place tidy and beautiful.

2 Read the passage again and do these tasks.

Say what the underlined words refer to.

- **1** Line 6: 'But in that short time, ...three months
- **2** Line 9: ..., and so will I.' she will love going there
- 3 Line 11: Because of that, .. because there is now a children's area

Now say what the underlined words and phrases mean.

- **1** Line 2: ... Susan May arrived to open it. to officially say that people can start using it
- Line 10: Best of all, the volunteers have created there are a lot of good things, but this thing is better than all the others
 Line 17: I think I'm speaking for everyone when I say ... she is saying it, but everyone thinks the same

3 Form the adverbs from adjectives in the passage.

1	final <u>fi</u>	nally	2	tidy _	tidily	
3	horrible	horribly	4	hard	hard	

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

- **A** Have you put everything away <u>tidily</u> in the cupboard now? **B** Yes, and the whole room is nice and <u>tidy</u> now. **2 A** This job is really <u>hard</u> work! **B** It certainly is, and we all have to work <u>hard</u> all the time. **3 A** We <u>finally</u> reached the west coast in September. **B** Yes, and that was the <u>final</u> part of our road trip across Australia.
- **A** We were caught in that <u>horrible</u> hurricane last year.
 - **B** The rain was terrible, and the wind screamed horribly all night long!

1	Work in	groups.	Play the	'If'	game.
---	---------	---------	----------	------	-------

The winner is the one who builds the longest list without mistakes.

- Student A If I had a new garden, first I would make a path.
 - What would you do if you had a new garden?
- **Student B** If I had a new garden, first I'd make a path. Then I'd build a fence. What would you do if you had a new garden?
- **Student C** If I had a new garden, first I'd make a path. Then I'd build a fence. Next, I'd ...

2 Make statements with relative clauses. Match sentences a-h to sentences 1-8.

- **a** It has a story about our local football team. **b** She flew in space.
- **c** You made it for him. **d** I left it under the chair in the dining room.
 - **e** They look just like each other. **f** It was standing in the garden.
 - g You should ask them to play at your wedding party.
 - h I've known him ever since we first moved here.
- 1 a Those are the amazing twins. who
- Mariam and Mona are the musicians.who
- 5 f Have you seen the old table? which
- 7 h You should meet our wonderful old neighbour. who
- which which
- 4 a I've been reading a new sports magazine. which
- 6 b This book is about the first woman. who
- 8 d Rania finally found the CD. which

Now change them into relative clauses and add them to 1-8.

3 Complete the tag questions and answers. Then practise in pairs.

Student A Mrs Qadiri was trying to buy some tuna at the fish market, wasn't she

Student B Yes, she was . But it was too expensive for her.

Student A Most countries stopped catching whales in 1985, didn't they?

Student B Yes, they did . Only a few countries decided to continue.

Student A In many parts of the world, fishing just can't stop, can it?

Student B No, <u>it can't</u>. That's because too many hungry people need to eat.

4 Work in groups. Agree with each other. Use too, not ... either and so, neither.

- **1** Write three short positive statements. For example: *I love kebabs.*
- 2 Write three short negative statements. For example: I can't sing very well.
- 3 Take turns to read out a positive or a negative statement. The others must agree.

For example:

Student A I love kebabs. Student A I can't sing very well.

Student BI do, too.Student BI can't, either.Student CSo do I.Student CNeither can I.

1 Work in pairs. Look at Ann's list and make statements with because of that.

Bank -Money
Shoe shop -Boots
Butcher's -Meat
Greengrocer's -Fruit
Library -Books

Student A Ann doesn't seem to have (much money).Student B No, and she's going to the (bank) because of that.

Now take the parts of Ann and her son. Ask and answer questions. Use *because / since / as* and *so*.

Student A Where are we going (first)?

Student B We're going to the bank because we need to get (some money).

since want as have

Student A OK. We (need) to get (some money), so we're going to the (bank) (first).

2 Change from active to passive. Use by + agent if it is needed.

There has been fighting in Africa, and hundreds of families have been leaving their homes to find safety. Volunteers are helping to build a camp for the victims of this man-made disaster.

- **1** A large plane is dropping food over the camp. Food is being dropped over the camp by a large plane.
- **2** People are carrying bags of food to somewhere safe. Bags of food are being carried somewhere safe.



- 3 Two engineers are setting up equipment to provide clean water. Equipment is being set up ...
- 4 Two more engineers are looking at plans for a new road. Plans for a new road are being looked at
- 5 People are building simple homes for the families who are arriving. Simple homes are being built for ...
- 6 A nurse is checking babies and young children. Babies and young children are being checked by a nurse.
- 7 People are cutting up wood to use for cooking. Wood is being cut up to use for cooking
- 8 A newspaper reporter is asking people questions. People are being asked questions by newspaper reporter

3	Play	, a memory	game.	Remember	what was	being	done a	t the	camp
	i iaj	, a michiony	gaine.	Hellicilibei	wildt was	Dellig	aone a	LIIC	Camp

Bags of food were being carrie	ed somewhere safe.	

1 Make statements with two objects.

Aunt Mona is going to visit her brother and family for the holidays, and she has made and bought some presents. For example: *She has painted a picture for her brother Fuad.*



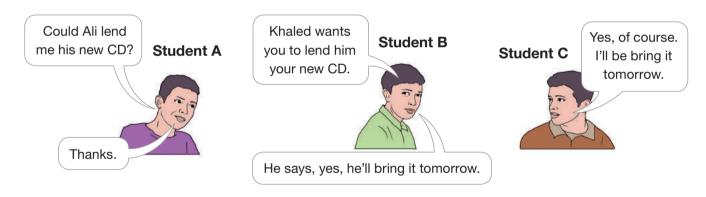
Work in pairs. Aunt Mona has arrived and Fuad is asking about the presents.

Student A: Are you going to give the (hat) to (Mona)?

Student B: No, I'm giving that to (Maha).

2 Work in groups. Report requests and *Yes / No* questions.

- 1 Write three requests. For example: Could Ali lend me his new CD?
- 2 Write six questions (Yes / No and Wh). For example: Is Majed going training after school?
- **3** Take turns to read out a request or a question to Student B. B must then report this to Student C. C then answers and B reports back to A.



3 Complete the conversations. Use these expressions.

		Come on!	If you like,	Let's say yes.	Who'd like to?	You're joking!
1	A	I'm getting hur	ngry.			
	В	If you like,		_ we can stop and	get something to eat.	
2	A	Who'd like to)	_ go sailing with me?		
	В	Let's say	y yes	_ It looks fun!		
3	A	Are you serious? Climb that mountain in two hours? You're joking				
	В	No, I'm not	Come on!	Let'	s go!	

4 Listen and check. Then practise in pairs.



22

5 Listen and write down what you hear.



23

1 Look at the picture and answer these questions.

It's Lana and Lisa and they might be in the new

- 1 Who are the girls, and where and when might this be? community garden
- 2 Who might they be talking to, and what about? They might be talking to a reporter about the garden.

2 Listen to part 1 and check your answers to question 2 in activity 1.



24

3 Listen to part 1 again and complete the notes. Number the jobs in order 1-4.

ler	1–4.	

Names	Dates
Lana Qadiri	Start date: 9th March
Lisa Kucharska,	Today's date: 14th June
Jobs	Numbers:
3 Prepared the ground	Trees:
2 Built the paths	Flowers: <u>2,563</u>
4 Started planting	
Tidied up the rubbish	



4 Listen to part 2 and complete the notes. 🖣



25

	At the start	Later	Now
The girls' points	Cold and wet Had a flood	Spring finally came	The garden looks lovely
Feelings	Lisa was very depressed	The girls <u>cheered</u> <u>up</u>	Very <u>pleased</u>

5 Revision unit writing task: Telling a true story

- 1 Think of something that you have done in your life. Choose something
- that was hard at the start (like the community garden project);
- that got better or easier or more fun later;
- that you are pleased about now.

You can choose from these ideas if you like:

- school work English or another subject;
- sport or another activity outside school;
- a time when you were sick;
- a problem with friends or family.
- 2 Note useful words and phrases to help you tell your story to say what happened and how you felt.
- **3** Work in pairs. Tell each other your stories. Ask each other questions if something is not clear.
- 4 Tell your story in a paragraph. Start like this.

This is what happened when ...

My dictionary

Write the words in Arabic to help you remember what they mean. Words in blue come from other words that you already know, for example: *accident* Grade 8 > *accidentally*.

(be) able to adj	cheer up v
a bit adv	cheerful <i>adj</i>
accidentally adj/adv	chemical <i>n</i>
action <i>n</i>	clean up v
aim <i>v</i>	cleaner n
am abbrev	close adj
amazed <i>adj</i>	coast n
around prep/adv	come down v
artificial <i>adj</i>	comment v/n
ashamed adj	committee n
athlete n	cooker n
attention <i>n</i>	create v
away adv	death n
be down phrase	definitely <i>adj</i> /adv
belong v	depressed adj
(be) born adj	destroy v
broken adj	disability n
burn v	disabled <i>adj</i>
by + time <i>prep</i>	disappear v
carpenter n	disaster n
cause v/n	discover v
chance <i>n</i>	discussion <i>n</i>

My dictionary

do well/badly <i>phrase</i>	joke v
dramatic <i>adj</i>	just <i>adv</i>
duty n	keep (go on) v
earthquake n	knock v
energy <i>n</i>	lead v
equipment n	look after v
expect v	look forward to <i>v</i>
experience <i>n</i>	lovely adj
explain v	luck(y)ily adj/adv
explode v	manage to v
extra <i>adj</i>	man-made <i>adj</i>
favour n	material <i>n</i>
fence n	meeting <i>n</i>
fetch v	middle <i>n</i>
flood n	midday <i>n</i>
fridge <i>n</i>	mood <i>n</i>
gardener n	necessary <i>adj</i>
get rid of v	negative <i>adj</i>
get to know v	nervous <i>adj</i>
go up <i>v</i>	net <i>n</i>
grow up v	no one <i>pron</i>
how come phrase	notice <i>n</i>
ignore v	organization <i>n</i>
imagine <i>v</i>	ordinary <i>adj</i>
international <i>adj</i>	out of breath <i>phrase</i>

My dictionary

over more than <i>prep</i>	scream v	
pan <i>n</i>	secretary <i>n</i>	
past <i>prep</i>	section <i>n</i>	
patient <i>n</i>	selfish <i>adj</i>	
piece n	simple <i>adj</i>	
pity <i>n</i>	species <i>n</i>	
pm <i>abbrev</i>	stain <i>v</i> /n	
population <i>n</i>	successful <i>adj</i>	
possible(ly) <i>adj/adv</i>	suddenly <i>adv</i>	
positive <i>adj</i>	suggest v	
pound £ n	supermarket <i>n</i>	
pour <i>v</i>	tonight <i>adv</i>	
price n	tray <i>n</i>	
· voolige v	(in) trouble <i>n</i>	
walt an i	tuna <i>n</i>	
rongin I	upset v	
	·	
request v/n	urgent(ly) adj/adv	
require <i>v</i>	victim <i>n</i>	
result n	, , <u> </u>	
risk v	waste <i>n</i>	
rubbish <i>n</i>	without <i>prep</i>	

Irregular verbs

be	was/were	been	lie	lay	lain
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
burst	burst	burst	read	read	read
buy	bought	bought	ride	rode	ridden
catch	caught	caught	rise	rose	risen
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
cut	cut	cut	see	saw	seen
do	did	done	sell	sold	sold
drink	drank	drunk	send	sent	sent
eat	ate	eaten	set	set	set
fall	fell	fallen	shake	shook	shaken
feel	felt	felt	sing	sang	sung
fight	fought	fought	sit	sat	sat
find	found	found	sleep	slept	slept
fly	flew	flown	smell	smelled	smelled/
forget	forgot	forgotten		/smelt	smelt
get	got	got	spend	spent	spent
give	gave	given	stand	stood	stood
go	went	gone	stick	stuck	stuck
grow	grew	grown	sweep	swept	swept
hang	hung	hung	swim	swam	swum
have	had	had	take	took	taken
hear	heard	heard	think	thought	thought
hide	hid	hidden	throw	threw	thrown
hold	held	held	understand	understood	understood
hurt	hurt	hurt	upset	upset	upset
keep	kept	kept	wake	woke	woken
know	knew	known	wear	wore	worn
lead	led	led	win	won	won
lend	lent	lent	write	wrote	written

Grammar reference

Unit 8

When + present simple + present simple; Types 0 and 1 conditionals

1	When we get up,	we have breakfast.
2	If it is cold,	we eat something hot.
3	If it is warm tomorrow,	we will go to the beach. (we'll)

- 1 For things that happen regularly.
- 2 For things that may or may not happen at any time Type 0 conditionals.
- 3 For things that may or may not happen in future Type 1 conditionals.

Type 2 conditionals

1	If it was warm today, (but it is not)	we would be at the beach now. (we'd)
2	If we moved to the coast, (but we will not)	we would go swimming every day. (we'd)

1 For 'unreal' situations now.

2 For 'unreal' situations in the future.

Unit 9

Direct and indirect objects

Subject	Verb	Direct object	Indirect object
I	have just bought	a CD	for Nadia.
I	am now going to give	the CD	to her.

- 1 Some verbs that often take two objects: bring, take, fetch, buy, get, give.
- 2 To + indirect object shows direction. For shows the idea of helping.
- 3 We often put the indirect object first. In this case, we take out for and to.

Subject	Verb	Indirect object	Direct object
I	have just bought	Nadia	a CD.
I	am now going to give	her	the CD.

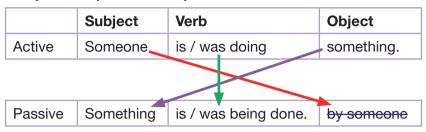
Defining relative clauses

Main clause	Relative clause		
	Subject		
He's the old man	who / that	arrived yesterday.	
That's the red van	which / that	came this morning.	
	Object		
He's the old man	who / that	I saw yesterday.	
That's the red van	which / that	I drove this morning.	

- 1 Who / That (for people) and which / that (for things) join the relative clause to the main clause
- 2 They can be the subject (the 'doer') of the relative clause or the object. If they are the object, someone or something else is the 'doer'.

Unit 10

The passive: present and past continuous



- 1 Form the passive from *be* + past participle.
- 2 For making the active object (something) the focus of attention the subject.
- 3 If it is useful to keep the active subject (*Someone*), change it to *by* + agent. If it is not useful, you can take it out. *Someone* is not useful.

Unit 11

Tag questions

For positive confirmation	For negative confirmation
*He's working, isn't he?	He isn't working, is he?
He was working, wasn't he?	He wasn't working, was he?
He works, doesn't he?	He doesn't work, does he?
He worked, didn't he?	He didn't work, did he?
*He's worked, hasn't he?	He hasn't worked, has he?
*He's been working, hasn't he?	He hasn't been working, has he?
*He'd worked, hadn't he?	He hadn't worked, had he?
*He's going to work, isn't he?	He isn't going to work, is he?
He'll work, won't he?	He won't work, will he?
*He'd work, wouldn't he?	He wouldn't work, would he?
**He can work, can't he?	He can't work, can he?

^{*} He's = He is or He has He'd = He had or He would

- 1 For inviting the agreement of the listener.
- 2 Used to check facts: You're 15, aren't you?
- 3 Also used to invite agreement with ideas and feelings: The party wasn't much fun, was it?

^{**} Similarly, with other modal verbs: could, should, must.

Unit 12

too and either; so and neither

For positive agreeme	ent	For negative agreemen	t
I'm in Grade 10.	I am, too. So am I.	I'm not in Grade 11.	I'm not, either. Neither am I.
I like quiet music.	l do, too. So do l.	I don't like loud music.	I don't, either. Neither do I.
I've been to Amman.	I have, too. So have I.	I haven't been to Cairo.	I haven't, either. Neither have I.

because, since, as and so

Action	Connector	Reason	
You should go to bed	because / since / as you're very tired.		
Reason	Connector	Action	
You're very tired,	so	you should go to bed.	

Some connectors refer back to a reason in the sentence before. We usually use these to connect longer sentences.

Reason	Connector	Action
He had been awake all night, and he was really tired.	Because of that, As a result,	he needed to go to bed and get some sleep.

Unit 13

Reported statements, requests and questions

Direct statement	Reported statement	
I need your help.	Sameera says that she needs my help.	

Direct request	Reported request	
Can you help me, please?	Sameera wants me to help her.	

Direct questions	Reported questions			
When can you take her? How soon can we have the bed?	· ·		en I can take her. v soon we can have the bed.	
Were you nervous? Do you get worried?	I ask I want to know	if whether	she was nervous. they get worried.	

Word order change with questions: When $\underline{can you} > ...$ when $\underline{l can}$...

Were you ... > ... if she was ...

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