



State of Palestine  
Ministry of Education

**NEW**  
EDITION

# English for Palestine

PUPIL'S BOOK **8B**

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# Different people, different clothes

## 1 Listen and repeat.



assistant	centimetre (cm)	crazy about	dollar
grade	just (= exactly)	smart	size

### Word formation

sports + shop = sports shop  
 coffee + shop = coffee shop  
 shoe + shop = shoe shop  
 clothes + shop = clothes shop

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

- |                          |                    |                              |
|--------------------------|--------------------|------------------------------|
| 1 The picture            | seem to be going   | shopping bags,               |
| 2 Yasmeen and her mother | seem to be         | into a sports shop.          |
| 3 and so they            | shows Mrs Haifawi, | on a shopping trip together. |
| 4 The four of them       | are carrying       | her children and Omar.       |

## 3 Listen and answer the questions.



- Who does Mrs Haifawi want to buy a gift for?
- What kind of thing do they decide to buy?
- What size do they have to get?
- How much is the gift?

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



Mrs Haifawi is looking for a gift for Ahmad, Omar's younger brother.

**Mrs Haifawi** Omar, what would Ahmad like?

**Omar** A T-shirt perhaps.

**Mrs Haifawi** No, let's find something better than that. Something more exciting.

**Adnan** Ahmad is crazy about basketball, isn't he?

**Omar** Yes, everyone says he's the best player in Grade 6.

**Yasmeen** So what about some trainers?

**Omar** He'd love that! He's growing fast, and his old ones are getting small.

**Mrs Haifawi** Let's go into this sports shop.

**Adnan** Look, here are the trainers.

**Yasmeen** These red ones look smart.

**Mrs Haifawi** But they don't seem as strong as these green ones.

**Omar** Yes, they're great, but they're only size 32 and Ahmad is almost a 36.

**Mrs Haifawi** Are his feet really as big as that? He's going to be very tall!

**Omar** You're right. I'm 165 centimetres, and he's almost as tall as me already.

**Mrs Haifawi** Let's ask the assistant ... Excuse me.

**Assistant** How can I help you?

**Mrs Haifawi** These are nice, but we need them in a larger size. Size 36.

**Assistant** Here you are.

**Omar** Ah, yes, these are just right.

**Mrs Haifawi** Good. How much are they, please?

**Assistant** They're ninety-nine dollars ninety-nine.

**Mrs Haifawi** Good. We'll take them.

**Everyday English**

These are just right.  
They're ninety-nine dollars ninety-nine.



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

- 1 **A** Some of my clothes are really old.  
**B** You're right. And first, I think you need a \_\_\_\_\_ new jacket.
- 2 **A** What's your favourite sport?  
**B** Well, I like lots of sports, but I'm really \_\_\_\_\_ football.
- 3 **A** What \_\_\_\_\_ dress do you wear?  
**B** I'm a twelve.
- 4 **A** I can't find the right kind of hat.  
**B** Let's ask that \_\_\_\_\_ over there ... Hello! Excuse me!
- 5 **A** I'm quite upset. I helped Tariq, but he never said thank you.  
**B** I know \_\_\_\_\_ how you feel. The same thing happened to me recently.
- 6 **A** How long have you been learning English?  
**B** I've been studying English since I was in \_\_\_\_\_ 1 at school.
- 7 **A** How tall is Ibrahim now?  
**B** He's almost two metres now – 197 \_\_\_\_\_, in fact.

**2 Listen and check. Then practise in pairs.** 

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

- 1 Why doesn't Mrs Haifawi want to buy a T-shirt for Ahmad?
- 2 How does Ahmad feel about basketball?
- 3 How good is he at basketball?
- 4 What is good about the red trainers?
- 5 What is better about the green trainers?
- 6 What is Mrs Haifawi very surprised to hear?
- 7 What does she think this means for Ahmad in the future?
- 8 How does the assistant help?

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

**1 Read the explanation.**

**2 Complete the statements. Use the adjectives in brackets.**



Remember that we compare things in these different ways.

The white trainers are **the cheapest** of all the trainers.

The red ones are **more expensive than** the white ones, but they are **cheaper than** the green ones.



The green ones are **the most expensive** of them all.

\$79.99

\$89.99

\$99.99

Remember that we compare things in these different ways.

**!** good, better, best      bad, worse, worst

- The green jacket is \_\_\_\_\_ the grey one, but it is \_\_\_\_\_ the brown one. (large, small)
- The green jacket is \_\_\_\_\_ the brown one, but it is \_\_\_\_\_ the grey one. (cheap, expensive)
- The grey jacket is \_\_\_\_\_ of the three jackets, and it is also \_\_\_\_\_ of them all. (small, cheap)

**3 Read sentences 1–4.**

- He is almost **as tall as** me.
- Are his feet really **as big as** that?
- The red trainers do **not seem as good as** these green ones.
- These green ones seem **better than** them.

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

- We use *as + adjective + as* to say that two things are  
a) the same     b) different  in the meaning of the adjective.
- We use *not as + adjective + as* to say that two things are  
a) the same     b) different  in the meaning of the adjective.
- We often use *not as + adjective + as* instead of a comparative form.  
Omar is                    a) older     b) younger  than Ahmad.  
Ahmad is not as    a) old     b) young  as Omar.

**4 Rewrite the statements with *as ... as* or *not as ... as*.**

Ameera is **not as good at English as** Maha.

- Omar is good at basketball, and Ahmad is good, too.
- The red trainers and the green ones are smart.
- Ahmad is better than the other players in Grade 6.
- Ahmad is going to be taller than Omar.

**5 Work in pairs. Talk about famous people like singers and football players.**

Use adjectives like these: beautiful, famous, good, great

- A** I think (name) is more beautiful than (name).  
**B** Yes, but I don't think she's as beautiful as (name).

1 Listen and repeat. 

coat comfortably  
 during gloves  
 hard hat safety  
 thick uniform Canada  
 Kuwait Mexico

**Word formation**  
**Adjectives** tidy untidy comfortable uncomfortable  
**Adverbs** tidily untidily comfortably uncomfortably

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

- 1 **A** Did you do anything interesting \_\_\_\_\_ the holidays?  
**B** Yes, we went to stay with our cousins in Jenin.
- 2 **A** Why do the engineers on the new bridge wear \_\_\_\_\_ \_\_\_\_\_ on their heads?  
**B** Because there's always a danger of things falling on them. They also wear \_\_\_\_\_ boots to protect their feet and gloves to protect their hands, too.
- 3 **A** It's very cold outdoors this evening. You'd better wear your winter \_\_\_\_\_.  
**B** Yes, and I'm going to wear a \_\_\_\_\_ sweater, too.
- 4 **A** Why does he always dress so \_\_\_\_\_? He looks a real mess!  
**B** Yes, I've told him he must try to look more \_\_\_\_\_, but he doesn't listen.
- 5 **A** These winter clothes are heavy and \_\_\_\_\_, but we need them outdoors in this cold weather.  
**B** Well, I prefer to stay indoors and keep warm. Then I can dress \_\_\_\_\_.
- 6 **A** Here's a photo of Ali in his new police \_\_\_\_\_. He looks very smart.  
**B** Yes, you can see that he's very proud of it, can't you?

3 Listen and check. Then practise in pairs. 

4 Look at the picture. Answer the questions.

- 1 What do you think these people are waiting for?  
 2 What do you think they are talking about?  
 3 What are they wearing?



5 Listen and number the clothes as you hear them. 



6 Talk about the clothes that you wear.

- A** What do you like wearing \_\_\_\_\_ in the spring / summer / autumn / ...?  
 when it's hot / warm / cool / ...?
- B** In the (spring), I \_\_\_\_\_ (sometimes) wear \_\_\_\_\_ a \_\_\_\_\_ (light / heavy) ...  
 \_\_\_\_\_ (often) \_\_\_\_\_ some \_\_\_\_\_ (thin / thick) ...  
 \_\_\_\_\_ (usually) \_\_\_\_\_ \_\_\_\_\_ (warm / cool) ...

**1 Look at the pictures. Describe the people. Use words from period 4, activity 1 to help you talk about their clothes.**

**2 Read and mark the statements true (✓) or false (X).**

- 1 For Deema's work, it is important to dress smartly.
- 2 In Canada, the summer is not as long as the winter.
- 3 Maria has dressed nicely for the party, but she feels the family is not important.
- 4 In Abdullah's work, accidents did not use to happen as often as they do now.
- 5 Abdullah is only wearing these things because he has to, but all the other workers like their clothes.

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

1 I like my police uniform, and I wear it proudly. I'm proud that we help protect our country and our people. We all are, and we always try hard to be smart and tidy, too. We feel that people trust us more because we dress as smartly and tidily as we can.



5 **Deema, from Palestine**

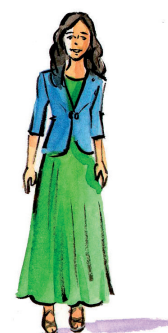


During our terrible, long, dark winters, we have to wear warm sweaters and thick jackets and trousers when we go outdoors. But the summer is completely different. For three short months, it's beautiful and warm. We can dress much more comfortably in thin T-shirts and jeans or shorts.

**Bill, from Canada**

Today, I'm dressing as nicely as I can in my beautiful, long, green dress and my new jacket. We're having a big family party, you see, and we all want to look our best. If we don't try our hardest and do our best, it's like saying the family isn't important.

**Maria, from Mexico**



In my work, people used to be much more careless than today, and accidents often happened. Today, we do things more carefully than we did then. We protect ourselves as well as we can with hard hats, safety boots and thick gloves. They're uncomfortable, but they're better than a horrible accident. 'Better safe than sorry,' I always say.

**Abdullah, from Kuwait**

**3 Listen and read aloud.**



**1 Read and complete the table.**

**Complete the table.**

Use these ideas to help complete parts 3 and 4 of the table.

Column 3:	green dress and new jacket	police uniform
	safety clothes	T-shirt and jeans

Column 4:	a family party	the warm weather	work	work
-----------	----------------	------------------	------	------

1 Name:	2 Country:	3 Clothes:	4 For:
_____	from _____	_____	_____
_____	from _____	_____	_____
_____	from _____	_____	_____
_____	from _____	_____	_____

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

*Young World* is doing a report on ‘The clothes we wear every day’.

- A Excuse me, but could I ask you some questions, please, (name)?
- B Yes, of course. How can I help?
- A Well, first, where are you from?
- B I’m from (country).
- A And now let’s talk about your clothes. What are you wearing today – and why?
- B I’m wearing my (clothes), and I’m wearing (it /them) for (reason).



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

- 1 Why does Deema always try to look smart in her uniform?
- 2 Why does Bill need a lot of very different clothes?
- 3 Why does Maria think it is important to look her best at the family party today?
- 4 It is hot, so why is Abdullah wearing those thick, heavy gloves and boots?

**4 Read again. Say what the underlined words mean.**

- 1 Line 2: We all are, and we always try hard to be smart, too.
- 2 Line 9: We can dress much more comfortably ...
- 3 Line 13 and line 14: ..., and we all want to look our best.
- 4 Line 21: ‘Better safe than sorry,’ I always say.

**5 Work in pairs. Listen again. Then read the passages aloud.**



**1 Read Maria's words in the table. Add the adjectives to the table.**

I'm dressing in my beautiful, long, green dress.

Adjectives			Noun
Speaker's feeling	General description	Colour	
beautiful,	long,	green	dress
			sweater
			gloves

Now add this woman's adjectives to the table.



Hello, Tom, I've just bought our presents for the children. I've got a \_\_\_\_\_ for Jean.

And I've found some \_\_\_\_\_.

Now write what she is saying.

**2 Look at the passages in period 4. Add adverbs to the table. Then think of more adjectives and adverbs to complete the table.**

Regular		y + ily		-ble + y		Irregular	
Adj	Adv	Adj	Adv	Adj	Adv	Adj	Adv
<u>proud</u>	_____	<u>tidy</u>	_____	<u>comfortable</u>	_____	<u>hard</u>	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____

**3 Complete the sentences. Use the correct forms of the words in brackets.**

- A** I can't work \_\_\_\_\_ in these heavy boots. I don't want to wear them.

**B** But you must. It's more important to be safe than \_\_\_\_\_. (comfortable)
- A** We have to be \_\_\_\_\_!

**B** I know. If we don't go \_\_\_\_\_, we'll miss the bus. (fast)
- A** Khalid paints very \_\_\_\_\_.

**B** And he's \_\_\_\_\_ at drawing, too. (good)
- A** Our teacher is very \_\_\_\_\_.

**B** Yes, and after school, she always puts everything away \_\_\_\_\_. (tidy)
- A** I've got a very \_\_\_\_\_ backache.

**B** I've got something wrong, too. My shoulder hurts \_\_\_\_\_. (bad)

**4 Listen and check. Then practise in pairs.**

**1 Read the sentences.**

- 1 I am **proud**.
- 2 I **wear** the uniform **proudly**.
- 3 We **work hard**. We **try** our **hardest**.
- 4 In Summer, we dress **more comfortably than** in winter.
- 5 Deema dresses **the most smartly** of all the new police officers.
- 6 We dress **as smartly as** we can.
- 7 People did **not** do things **as carefully as** they do now.
- 8 He does **not** drive **as fast as** he used to.
- 9 We protect ourselves **as well as** we can, and we do **the best** we can.

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

- 1 Adjectives tell us more about a) verbs  b) nouns .
- 2 Adverbs usually tell us more about a) verbs  b) nouns .
- 3 Adverbs often come from a) nouns  b) adjectives .
- 4 We use comparative forms of adverbs to compare a) actions  b) things   
Most form like a) *more/most*  b) *~er/~est*  adjectives.
- 5 We can also compare actions like this: (*not*) *as ... as* with a) adjectives  b) adverbs .
- 6 Some short adverbs like *hard, fast, early, late* do not add *~ly*, and they have comparative forms like a) *more/most*  b) *~er/~est*  adjectives.
- 7 The adverb from *good* is a) *goodly*  b) *well*   
When we compare actions with this adverb, the forms are a) *better, best*  b) *weller, wellest* .

Note: The adverbial forms from *bad* are *badly, worse, worst*.

**2 Write complete sentences. Compare the people in two ways.**

- 1 a Deema dresses / smart / Bill *Deema dresses more smartly than Bill.*  
b Bill does not dress / smart / Deema *Bill does not dress as smartly as Deema.*
- 2 a Bill dresses / comfortable / Abdullah  
b Abdullah does not dress / comfortable / Bill
- 3 a today, Maria is being careful / she usually is  
b Maria is not usually / careful / she is today

Now compare with irregular adverbs.

- 4 a Maria dresses / good / Bill  
b Bill does not dress / good / Maria
- 5 a Deema tries / hard / the other officers to be smart  
b The other officers do not try / hard / Deema to be smart
- 6 a Bill gets up / early / in the summer / the winter  
b Bill does not get up / early / in the winter / the summer

**3 Work in groups of three or four. Compare yourselves now and (a year) ago.**

Use adverbs like these: carefully, clearly, fast, happily, hard, well.

- A I couldn't (play volleyball) as well as I can now. How have you changed?
- B I can (understand maths) more clearly than I could then. What about you?
- C I tidy up my room ...

1 Complete the conversation.



**Ameer** Let's buy the dark grey coat. I think it  
 (1) is as good as (be, good) the black coat. And there's one more thing, too:  
 it (2) isn't as expensive as (not be, expensive) the black one.

**Salwa** Sorry, but I really don't think it (3) \_\_\_\_\_ (be, good) the black coat.

**Ameer** Oh, really? Why not?

**Salwa** Well, first, it (4) \_\_\_\_\_ (not be, long) the black coat. And secondly,  
 it (5) \_\_\_\_\_ (not be, thick) the black one. That means it  
 (6) \_\_\_\_\_ (will not be, warm) the black coat when the weather is  
 cold. And finally, it (7) \_\_\_\_\_ (not be, smart) the black coat.

**Ameer** OK, OK! So let's buy the black one.

2 Compare the three students. Complete the sentences.

	Ali	Tariq	Sadiq
How carefully are they working?	*****	****	***
How fast are they writing?	****	***	*****
How tidily are they working?	***	*****	****

1 **A** Tariq (work) (careful) Sadiq, but he (not work) (careful) Ali

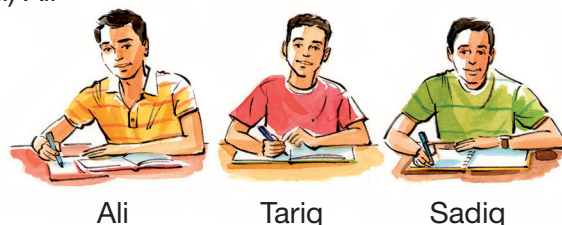
**B** You're right. Ali (work) (careful) of all three

2 **A** Ali (write) (fast) Tariq, but he (not write) (fast) Sadiq

**B** You're right. Sadiq (write) (fast) of all three

3 **A** Sadiq (work) (tidy) Ali, but he (not work) (tidy) Tariq

**B** You're right. Tariq (work) (tidy) of all three



Ali

Tariq

Sadiq

1 **A** Tariq is working more carefully than Sadiq, but he ...

**1 Name the shops in the picture. Use these words to help you.**

- baker's    bookshop    butcher's  
 clothes shop    coffee shop  
 greengrocer's    grocer's    music shop  
 shoe shop    sports shop



**2 Listen to three conversations. Note where they are happening.**



- 1 At the \_\_\_\_\_  
 2 At the \_\_\_\_\_  
 3 At the \_\_\_\_\_

**3 Listen again. Note the things people are buying. Note how much they are.**



Things

How much

- 1 \_\_\_\_\_  
 2 \_\_\_\_\_ and \_\_\_\_\_  
 3 \_\_\_\_\_

**4 Practise your pronunciation: numbers (tens and teens).**



1 Listen and tick the numbers that you hear.

- |   |          |                          |        |                          |   |           |                          |         |                          |
|---|----------|--------------------------|--------|--------------------------|---|-----------|--------------------------|---------|--------------------------|
| a | thirteen | <input type="checkbox"/> | thirty | <input type="checkbox"/> | e | seventeen | <input type="checkbox"/> | seventy | <input type="checkbox"/> |
| b | fourteen | <input type="checkbox"/> | forty  | <input type="checkbox"/> | f | eighteen  | <input type="checkbox"/> | eighty  | <input type="checkbox"/> |
| c | fifteen  | <input type="checkbox"/> | fifty  | <input type="checkbox"/> | g | nineteen  | <input type="checkbox"/> | ninety  | <input type="checkbox"/> |
| d | sixteen  | <input type="checkbox"/> | sixty  | <input type="checkbox"/> |   |           |                          |         |                          |

2 Listen and mark the word stress for each word. Repeat the words.



**5 Work in pairs. Read and act out.**

- Woman** I'll take these three, please.  
**Assistant** That's nine fifteen, eleven fifty, and fourteen ninety-five.  
 That's thirty-five sixty all together, please.  
**Woman** Here you are. Twenty ... thirty ... forty.  
**Assistant** And here you are. Four forty.  
**Woman** Thank you.  
**Assistant** Would you like them in a bag?  
**Woman** Oh, yes, please.  
**Assistant** Here you are.  
**Woman** Thanks. Oh! They're quite heavy!  
**Assistant** Yes, you're right. You've really got lots to read now!

**1 Listen and write down what you hear.**



**2 Read the information.**

When we write quick notes, we often use short forms like these. Find more examples in the notes below.

- Leave out words.  
*Ben is wearing a green T-shirt, ...* changes to: *Ben: green T-shirt, ...*
- Use signs instead of words.  
*and* changes to: *&*
- Use numbers and abbreviations instead of words.  
*one metre twenty / ninety-five centimetres* changes to: *1.2m / 95cm*

**3 Read the police officer's notes. Then write her public announcement.**



*What they look like:*  
*Ben: 1.2m tall; short, dark brown hair*  
*Ann: not as tall as Ben - 1.1m tall; long, light brown hair*

*Names: Ben & Ann Wood*  
*How old: Ben - 10, Ann - 8*

*What they are wearing:*  
*Ben: green T-shirt, dark blue jeans, red trainers*  
*Ann: long, pink dress, white socks, black shoes*

**Paragraph 1:** (Start like this.)

*We are looking for two lost children somewhere in or near the shops. Their mother last saw them twenty minutes ago. Have you seen them more recently? If you have, please tell us.*

**Paragraph 2:** (Give the children's names and ages.)  
*Their names are ...*

**Paragraph 3:** (Describe Ben – what he looks like and what he is wearing.)

**Paragraph 4:** (Describe Ann – what she looks like and what she is wearing.)

**Paragraph 5:** (Use these notes to help you finish.)  
*If you see B & A, please take them > Info. Desk – next to the bank.*

**4 Work in pairs. Use the description to find the children.**

- 1 Take turns to read out the description, paragraph by paragraph.
- 2 Look at the picture of the shops on page 13 to find the children.
- 3 Say where the children are and what they are doing.



**1 Work in pairs. Choose your 'lost' children.**

Look at the picture on page 13 again, and choose a new boy and girl.

**A** Let's choose the ones in front of (the flowers).  
near (the shoe shop).

**B** Or let's talk about the ones between (the baker's) and (the bank).

Now describe and make up information about each child and write notes. Compare notes and make sure they say the same things about each child.

**Unit task:** You are going to write another 'lost' public announcement.

**2 Work in different pairs. Act out a conversation between the parent and the police officer.**

Student A		Student B
Start the conversation like this: 'Excuse me, Officer, but I've got a big problem.'	➔	
	➔	Ask how you can help.
Tell the Officer about the problem. Say that you have been looking everywhere and getting more and more upset.	➔	
	➔	Say that you will make notes. Ask how long ago the parent last saw them.
Say when and where you last saw them.	➔	
	➔	Make notes. Ask for the children's names and how old they are.
Give the information.	➔	
	➔	Make notes. Ask the parent to describe the children.
Describe each child in turn	➔	
	➔	Make notes. Then thank the parent. Say that you hope to get the children back very soon.
Thank the Officer.		

**3 Write the public announcement.**

Use your public announcement from period 11, together with your new notes.

**4 Work in different pairs. Find the children.**

- 1 Take turns to read out your announcements.
- 2 Take turns to listen, to look at the picture, and to find the children.
- 3 Say where the children are and what they are doing.



**1 Listen and repeat.** 

can	carton	each	ground meat	jar
list	litre	regular	tomato paste	tub

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

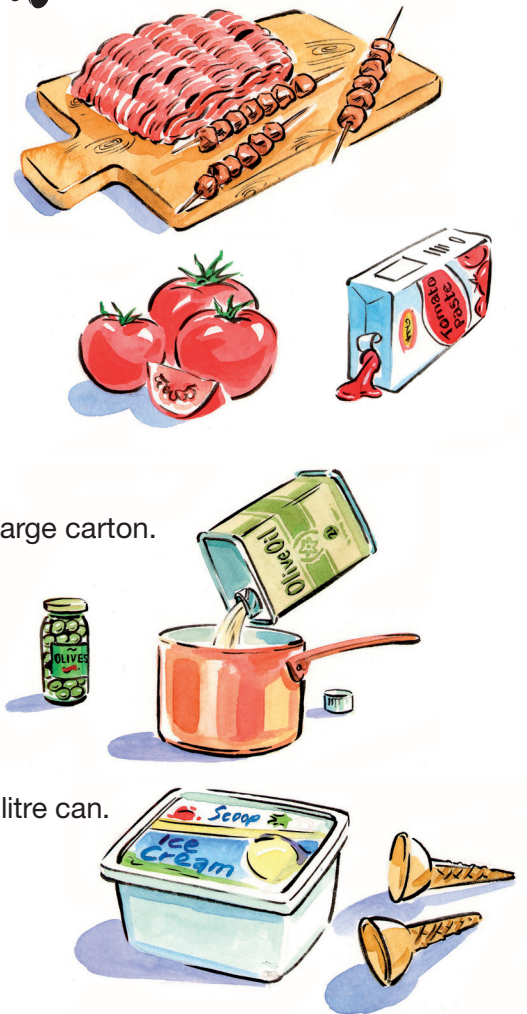
- |                   |                                    |                        |
|-------------------|------------------------------------|------------------------|
| 1 The picture     | is writing a list of things        | the food they have.    |
| 2 She and Yasmeen | standing in the kitchen            | to go and buy.         |
| 3 Adnan           | shows Mrs Haifawi and her children | in their kitchen.      |
| 4 Perhaps he      | seem to be checking                | and writing something. |

**3 Listen and answer the questions.** 

- 1 What are Adnan and Yasmeen going to do for their mother?
- 2 How many things to buy can you remember?
- 3 Why are Adnan and Yasmeen happy at the end?

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

**Mrs Haifawi** Could you do some shopping for me?  
**Adnan** Fine. I'll make a list.  
**Mrs Haifawi** Right. I want to make some kebabs, but we don't have any ground meat.  
**Yasmeen** How much should we get?  
**Mrs Haifawi** A kilo, please.  
**Adnan** Ground meat ... one kilo.  
**Yasmeen** There aren't any tomatoes either. How many should we get?  
**Mrs Haifawi** About two kilos.  
**Yasmeen** And is there any tomato paste?  
**Mrs Haifawi** No, there isn't. So get a large carton.  
**Adnan** Tomatoes ... two kilos ... Tomato paste ... a large carton.  
**Yasmeen** Are there any olives?  
**Mrs Haifawi** There are some, but not many.  
**Yasmeen** How many would you like?  
**Mrs Haifawi** Get a small jar.  
**Yasmeen** And there isn't much olive oil.  
**Mrs Haifawi** So please get a large can – two litres.  
**Adnan** Olives ... one small jar ... Olive oil ... one two-litre can.  
**Mrs Haifawi** And let's get some ice cream for everyone.  
**Yasmeen** Oh, good! But how much? A large tub?  
**Mrs Haifawi** No, just the regular size, please.  
**Adnan** Right. Ice cream ... one regular tub.  
**Mrs Haifawi** Oh, and one more thing ... Buy yourselves an ice cream each.  
**Yasmeen** Thanks!

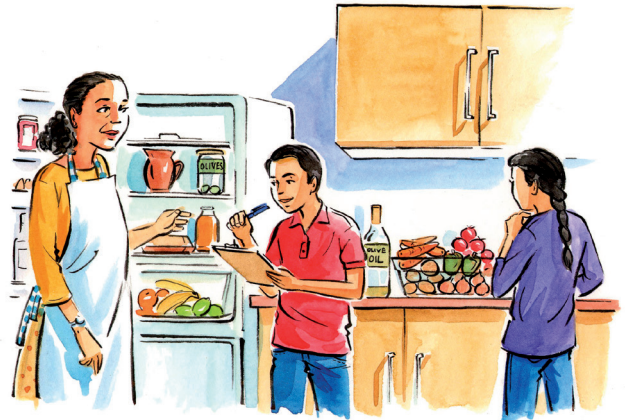


**Everyday English** Oh, and one more thing ...



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

- 1 **A** I'll get a kilo of \_\_\_\_\_ to make kebabs for us.  
**B** I think that's more than we need. We only need half a kilo.
- 2 **A** We need two \_\_\_\_\_ of olives, but do you want black or green ones?  
**B** Could you get one of \_\_\_\_\_ kind, please?
- 3 **A** Do you use a lot of olive oil in your cooking?  
**B** Yes, I do, so could you get me a two-litre \_\_\_\_\_, please?
- 4 **A** And there's something else to add to the shopping \_\_\_\_\_: milk.  
**B** Right. I'll get a large bottle – two \_\_\_\_\_.
- 5 **A** We've got lots of tomatoes, but we haven't got much \_\_\_\_\_ \_\_\_\_\_.  
**B** Right, so I'll get a large \_\_\_\_\_ or \_\_\_\_\_.  
**A** No, not a large one. The \_\_\_\_\_ size will be fine.



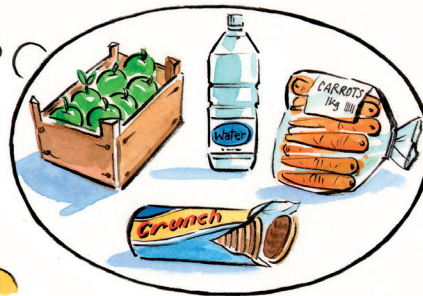
**2 Listen and check. Then practise in pairs.**



**3 Work in pairs. Make a list of other things for Adnan's shopping list.**

- a bag of
- a bottle of
- a box of
- a packet of

We also need a ..., a ..., a ... and a ...



- apples
- biscuits
- carrots
- water

**4 Read again and answer the questions.**

- 1 How much ground meat has Mrs Haifawi got, and how much does she need?
- 2 What does she want to do with it?
- 3 Are there any tomatoes, and how many does she need?
- 4 Is there any tomato paste, and how much does she need?
- 5 Are there any olives, and how many jars does she want?
- 6 Is there any olive oil, and how much does she want?
- 7 How much ice cream are Adnan and Yasmeen going to get for the family?
- 8 How many ice creams are they going to get for themselves?

**5 Work in pairs. Listen again and practise the conversation.**



**1 Read the questions and answers.**

**A** Are there **any** tomatoes?

**B** Yes, there **are some** tomatoes. Or: **B** No, there **are not any** tomatoes.

**A** Is there **any** tomato paste?

**B** Yes, there **is some** tomato paste. Or: **B** No, there **is not any** tomato paste.

**Look at the sentences again. Then add the words *some* and *any*.**

- We use \_\_\_\_\_ in affirmative 'Yes' statements with uncountable nouns and also with plural countable nouns.
- We use \_\_\_\_\_ in negative 'No' statements with uncountable nouns and also with plural countable nouns.
- We usually use \_\_\_\_\_ in open 'Yes/No' questions with uncountable nouns and also with plural countable nouns.

Note: With singular countable nouns, we use a/an.

**2 Ask and answer questions about the pictures with the conversation.**

**A** Are there any burgers?

**B** No, there aren't any burgers, but there are some kebabs.

burgers – kebabs  
lemons – tomatoes  
orange juice – tomato juice  
vegetable oil – olive oil

**3 Read the questions and answers.**

**A** How many olives are there? **B** There aren't many.

**A** How much olive oil is there? **B** There isn't much.

**Now add the words *much* and *many*.**

- We use \_\_\_\_\_ and \_\_\_\_\_ to talk about the quantity of something.
- We use \_\_\_\_\_ with countable nouns and \_\_\_\_\_ with uncountables.
- We can ask: *How \_\_\_\_\_ are there?* or: *How \_\_\_\_\_ is there?*
- We often use *many* and *much* in negative statements:  
*We haven't got \_\_\_\_\_ kebabs, and we haven't got \_\_\_\_\_ ground meat.*

**4 Work in pairs. Ask and answer questions about Mariam's shopping list.**

**A** How many apples / much apple juice does she want?

**B** She doesn't want many / much. She just needs a kilo / a carton.

apples 1 kilo  
apple juice 1 carton  
lemons half a kilo  
lemon juice 1 small bottle

**5 Work in pairs. Write and dictate shopping lists.**

**Write a shopping list like Mariam's. Do not show it to your partner. Then speak and write.**

**Student A:** *We need some (orange juice), but we haven't got any.*

**Student B:** *How (much) do we need?*

**Write:** *Orange juice – 4 cartons.*

**Now compare your shopping lists and notes. They should be the same!**

**1 Listen and repeat.** 

climate    export    import    probably    produce    quality  
 quantity    pasta    wheat  
 American    Brazil    China    India    Italian    Japan    Kuwait    Russia

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

- 1 **A** Do you \_\_\_\_\_ all the parts for these cars here in this country?  
**B** No, no, we \_\_\_\_\_ lots of them from other countries, and we put everything together here. Then we \_\_\_\_\_ most of the cars to other countries round the world.
- 2 **A** We grow different kinds of \_\_\_\_\_ in our country. A lot of it is to make bread, of course. But we also grow a lot to make \_\_\_\_\_. Do you grow much here in your country?  
**B** No, the \_\_\_\_\_ isn't right for it. It's hot and there isn't much rain.
- 3 **A** I've heard that we will \_\_\_\_\_ import some coffee from Brazil this year. Is that right?  
**B** Yes, but not much, just a small \_\_\_\_\_.  
**A** Well, we can be sure that the \_\_\_\_\_ will be very high. It's some of the best coffee in the world!

**3 Listen and check. Then practise in pairs.** 

**4 Learn about four countries. Do these tasks.** 

1 Find these countries on the world map at the front of the book.

Brazil    India    Japan    Russia

2 Listen to people from three of the countries. Write the names of the countries. Then listen again and write something important that each country produces.

coffee    tea    wheat

3 Listen to a talk about the fourth country. Complete the text with words from activity 1.



1 I'm from \_\_\_\_\_. We produce a lot of \_\_\_\_\_.

2 I'm from \_\_\_\_\_. We produce a lot of \_\_\_\_\_.

3 I'm from \_\_\_\_\_. We produce a lot of \_\_\_\_\_.

Japan is a long, thin country in the east of Asia. The \_\_\_\_\_ is cold in the north and hot in the south. There are mountains almost everywhere, so the farmers cannot grow all the food its 126 million people need. Instead, Japan \_\_\_\_\_ many kinds of food from other countries—\_\_\_\_\_, for example. The country \_\_\_\_\_ huge \_\_\_\_\_ of good-\_\_\_\_\_ cars, computers, TVs, cameras and other things, and it \_\_\_\_\_ these round the world.

**1 Work in pairs. Find and talk about the countries in the quiz.**

- 1 Find and list seven countries in the quiz questions below.
- 2 You found out about four of the countries in period 4. Say what each produces.
- 3 Talk about Palestine. Say what it produces.

**2 Read and do the quiz. Then work in pairs and compare answers.**

**3 Read again. Mark the statements true (✓) or false (X).**

- 1 People in Japan do not like tea.
- 2 The most important thing that India exports is tea.
- 3 Canada produces a lot of wheat, but not as much as America does.
- 4 Kuwait has a climate like Palestine's.
- 5 Palestine produces more olive oil than all the other Arab countries nearest it.

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

**The food and drink quiz**

*by Julie Good*

**What do you know about the things you eat and drink? Try our quiz and find out.**

- 1 Which country produces a lot of your tea?    **a** India     **b** Japan     **c** Brazil
- 2 We use wheat to make bread. Which country produces the most?    **a** Canada     **b** the USA     **c** Russia
- 3 Which country produces the most olives and olive oil?    **a** China     **b** Kuwait     **c** Palestine

**ANSWERS**

- 1a** Brazil grows a lot of high-quality coffee, but not tea. We do not import tea from Japan: theirs is green, not black. When you next go shopping, look at some packets of tea. You will probably read that the tea is from India.
- 2b** Canada and Russia grow a lot of wheat and export some, but the USA grows and exports huge quantities. Perhaps you had some bread for breakfast this morning or spaghetti last night. Well, the wheat was probably American.
- 3c** In China, olives are not part of the culture, so farmers there do not grow them. Kuwait is a desert country, and the climate is bad for olive trees; there are not many olives from there. However, Palestine's climate is just right. We produce and export a lot of olives and olive oil, and the quality is excellent.



Olives

Olive oil

**4 Listen and read aloud.**



**1 Read and continue the notes.**

<u>Country</u>	<u>What it produces</u>	<u>Notes</u>
Palestine	olives, olive oil	Produces and exports a lot. Excellent quality.

**2 Answer the questions. Use your notes from activity 1 to help you.**

- 1 Think about your answer to period 5, activity 1, task 4. Did the quiz talk about the same thing as you?
- 2 What did the quiz tell you that you did not know before?

I learned that Canada grows ...  
I found out that the wheat in our bread ...

**3 Read the quiz again and do these tasks.**

Say what the underlined words refer to. Explain the underlined words.

- 1 Line 2: ... theirs is green, not black.
- 2 Line 11: ... there are not many olives from there.

Now say what the underlined words mean.

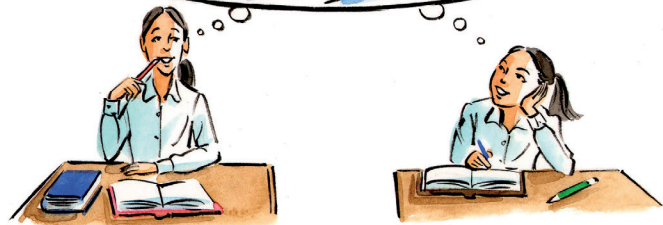
- 3 Line 9: ... olives are not part of the culture, ...
- 4 Line 10: Kuwait is a desert country, ...
- 5 Line 11: However, Palestine's climate is just right.

**4 Work in pairs. Make a list of food from other countries.**

- Think of your kitchen at home and shops in town. Think of different kinds of food from other countries that you have seen.
- Make a list of these things.



Packets of tea India



- Report to the class.  
We've seen packets of tea from India.  
You can also find bags of rice from ...

**1 Complete the two tables. Add these words from Unit 9.**

bread    burger    can    carton    coffee    kebab    litre  
 olive    spaghetti    tea    vegetable oil    wheat

Countable nouns		Uncountable nouns	
1 apple	5	1 apple juice	5
2 lemon	6	2 lemon juice	6
3	7	3	7
4	8	4	8

**2 Complete the sentences. Use words from activity 1. Make any changes needed.**

- Can we have two \_\_\_\_\_ with fries, please?
- There are four of us, so we'd better open four \_\_\_\_\_ of fizzy drinks.
- We'll need some \_\_\_\_\_ and butter with our soup.
- Do you use much \_\_\_\_\_ in your cooking?
- We drink a lot of milk, so could you get two \_\_\_\_\_? Get a large bottle.
- I'd like to eat something Italian, so let's have some \_\_\_\_\_.

**3 Find words from Unit 9 that go together.**

ground    ice    olive    olive    tomato    cream    paste    meat    oil    tree

**4 Complete the sentences. Use words from activity 3. Make any changes needed.**

- Let's finish dinner with some beautiful, cold, chocolate \_\_\_\_\_.
- \_\_\_\_\_ is the most important part of dishes like *kebabs* and *kuftha*.
- On our farm we grow thousands of \_\_\_\_\_.
- We use about fifteen tomatoes to make every jar of \_\_\_\_\_.
- Some people cook with other kinds of oil, but I think \_\_\_\_\_ is best.

**5 Complete the sentences with these words that often go together.**

burgers and fries    knives and forks    oranges and lemons    tea and coffee

- We keep the \_\_\_\_\_ in two big jars in the kitchen.
- It's not very healthy, but my favourite kind of meal is \_\_\_\_\_.
- Help yourself to food from the table here, and the \_\_\_\_\_ are over there.
- We produce two kinds of fruit on our farm – \_\_\_\_\_.

**1 Read sentences 1–6.**

- 1 Kuwait is **a desert country**.
- 2 **The climate** there is hot and dry.
- 3 The climate there is bad **for olive trees**.
- 4 Perhaps you had **some bread**.
- 5 **The wheat** was probably American.
- 6 People use **wheat** to make **bread**.

**Look at the sentences again. Choose the best way to complete the statements.**

- 1 In sentences 1 and 4, we use \_\_\_\_\_ (a/an / the) or \_\_\_\_\_ (some / the).  
We do this when we start talking about something new.
- 2 In sentences 2 and 5, we change to \_\_\_\_\_ (a/an / some / the) because our listener knows about the thing – (the climate in Kuwait and the wheat in the bread).
- 3 In sentences 3 and 6 we are talking about all things in a group – olive trees, wheat – and we \_\_\_\_\_. (add a/an/ some / add the / do not add anything)

**2 Work in pairs. Look, remember and describe the fruit and vegetables.**

**Look at the picture for a short time. Then close your books and take turns to say what you saw.**

- A There was (an orange).
- B Yes, and there were (some carrots).
- A Right, and we saw ...



**Now talk about everything again.**

- A (The orange) was on the (left).
- B Yes, and (the carrots) were on the (right).

**3 Work in pairs. Use the words from the boxes to make statements.**

ground meat    ground meat    milk  
milk    wheat    wheat

bread    burgers    butter    cheese  
kebabs    spaghetti

- A We use ground meat to make burgers.
- B We also use ground meat to ...

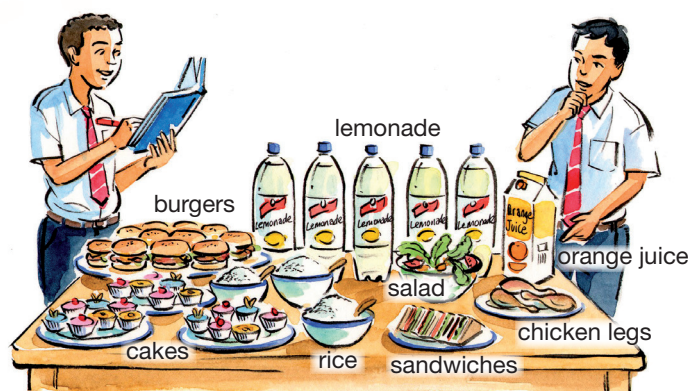
**4 Work in pairs. Talk about things you like and things you do not like so much.**

- A I really like (burgers). You, too?
- B Yes, I do, too. And I also love (kebabs).  
Or:  
Well, they're all right, but I prefer (kebabs).  
Or:  
No, not much. I really prefer (kebabs).



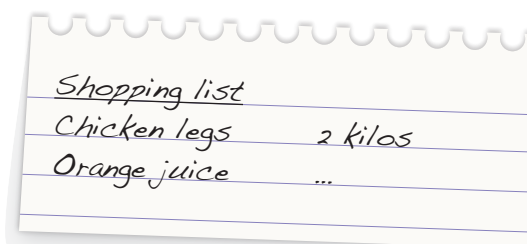
**1 Work in pairs. Talk about the food and drink for your class party.**

- A** How much (lemonade) is there?  
**B** There's a lot of that.  
**A** Good, so we don't need to get any more.  
**A** How many (chicken legs) are there?  
**B** There aren't very many of those.  
**A** Right, so we need to get some more.  
**B** Yes, let's get (two kilos) more.



**2 Write your shopping list. Then use it to say what you are going to get.**

- A** We're going to get two kilos of chicken legs.  
**B** And we're also going to buy ...



**3 Complete the statements. Add a or an, some, the or nothing (X).**

- I'm hungry! I'd really love \_\_\_\_\_ burger and \_\_\_\_\_ fries.
- People in Japan often drink \_\_\_\_\_ green tea, but here in Palestine we can only buy \_\_\_\_\_ black tea.
- These two kinds of rice are both very good, but \_\_\_\_\_ rice I bought last week is more expensive than \_\_\_\_\_ rice I bought today.
- We all know that \_\_\_\_\_ fruit and vegetables are \_\_\_\_\_ important part of \_\_\_\_\_ healthy eating.
- You can get \_\_\_\_\_ milk in \_\_\_\_\_ large, regular and small sizes. We usually buy \_\_\_\_\_ large size.
- A** Excuse me, but I'm trying to find \_\_\_\_\_ greengrocer's. Can you help?  
**B** Yes, of course. \_\_\_\_\_ nearest greengrocer's isn't very far. It's about \_\_\_\_\_ hundred metres along this street on \_\_\_\_\_ right.

**4 Work in pairs. Offer each other things to eat and drink.**

- A** Which would you like? You can have (an orange) or (some grapes).  
**B** Oh, I'd prefer (the orange), please.  
**A** Fine. Here you are.  
**B** Thanks. I love (oranges)!





**1 Look at different parts of the poem and answer these questions.**

- 1 What does the first line of each verse say?
- 2 Look at the title. What do you think it means?
- 3 Who do you think the poet is thanking – a friend perhaps?

**2 Listen to the poem and do the tasks below.**



**Thanksgiving**

Thank You  
 for all my hands can hold –  
 apples red,  
 and melons gold,  
 5 yellow corn  
 both ripe and sweet,  
 peas and beans  
 so good to eat!

Thank You  
 for all my eyes can see –  
 lovely sunlight,  
 field and tree  
 white cloud-boats  
 in sea-deep sky,  
 15 soaring bird  
 and butterfly.

Thank You  
 for all my ears can hear –  
 birds' song echoing  
 20 far and near,  
 songs of little  
 stream, big sea,  
 cricket, bullfrog,  
 duck and bee!

*Ivy O. Eastwick*

- 1 Check your answer to activity 1, question 3.
- 2 Listen to each verse again. Decide what it is giving thanks for.  
 Beautiful things in nature that you can hear: verse number   
 Beautiful things from nature that you can eat: verse number   
 Beautiful things in nature that you can see: verse number

**3 Find things from the poem in the picture.**

You already know the English names of a lot of the things. Find them in the picture and list them.

**4 Talk about the meanings of some other words. Then work out the meanings of these new words.**

- Line 5: corn    a) a kind of flower    b) something that people grow and use for food  
 Line 6: ripe    a) young and not yet ready to eat    b) already grown and ready for the harvest  
 Line 15: soaring    a) flying fast and high in the sky    b) walking along, quietly and slowly

**5 Work in pairs. Mark the words in each verse that rhyme: a–a and b–b.**

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



**1 Listen and write down what you hear.** 

**2 Read the information.**

Nouns can be countable or uncountable. The dictionary shows them as [C] or [U].

Some nouns are both countable and uncountable – with meanings that are different.

**3 Complete a text about Italian food.**

**1** Add the topic sentences to the correct paragraphs.

- And now let's start cooking this fantastic Italian meal.
- Traditional Italian food is very healthy.
- Let's look at things you need for a great spaghetti dish.

**2** Change the forms of the nouns in brackets where you need to.

(Think: are they uncountable or countable, and are the countables singular or plural?)

**3** Decide what words go with them: **a) a/an or some**    **b) the**    **c) nothing (x)**

**packet** noun [C] something to put things in, e.g. food: *Could you get a packet of butter, please?*

**ice** noun [U] what water becomes when it freezes and becomes hard: *I'd like a cold drink with some ice, please.*

**ice cream** noun 1 [U] a sweet food that we make by freezing milk, often adding fruit or chocolate: *Let's get some ice cream for everyone.* 2 [C] a quantity of ice cream for one person: *Could I have two ice creams, please?*



Italian people eat a lot of (1) \_\_\_\_\_ and also lots of (2) \_\_\_\_\_, and these are excellent. They use things like (3) \_\_\_\_\_ and (4) \_\_\_\_\_ in hundreds of traditional (5) \_\_\_\_\_

To do this in the Italian way, we will need (6) \_\_\_\_\_ of (7) \_\_\_\_\_ and we will also want (8) \_\_\_\_\_ and (9) \_\_\_\_\_ – three of each will be fine for six people. Then we want (10) \_\_\_\_\_ – two large spoons – and (11) \_\_\_\_\_, too. And, of course, most important of all, we also need (12) \_\_\_\_\_ – about half a kilo.

First, clean (13) \_\_\_\_\_ and cut them up. Then cut up (14) \_\_\_\_\_, too. After that, you are ready to start cooking. When (15) \_\_\_\_\_ is hot, you should add (16) \_\_\_\_\_, (17) \_\_\_\_\_ and, a little later, (18) \_\_\_\_\_. When this has cooked, it is time to add (19) \_\_\_\_\_.

- ← (fruit)
- ← (vegetable)
- ← (tomato) (lemon)
- ← dish
- ← (carton) (tomato paste)
- ← (green pepper) (onion)
- ← (olive oil)
- ← (ground meat)
- ← (spaghetti)
- ← (green pepper) (onion)
- ← (olive oil)
- ← (onion) (green pepper)
- ← (meat) (tomato paste)

**Unit task:** Planning a class picnic

**1 Work in groups. Talk about your favourite kinds of picnic food.**

I like burgers.  
 I love kebabs.  
 I prefer (chicken) sandwiches.  
 My favourite is *kunafeh*.  
 I'm happy with bread and salad.

**2 Talk about food and drink for the class picnic.**

Let's get a (melon).  
 I think we should make some (cheese sandwiches).  
 We'll need to take lots of (orange juice).

I agree. Let's do that.  
 I'm not sure. Let's (take some lemonade) instead.

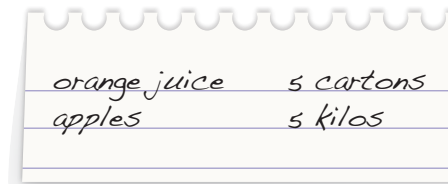
**Now write a list of the things you agree about.**



**3 Talk about quantities. Add them to your lists.**

How much (orange juice) should we get?  
 take?  
 How many (cakes) had we better make?  
 I think we'll (probably) need about (five cartons).  
 guess we'll (probably) want (five kilos).

**Now add the quantities to your lists.**



**4 Give different jobs to different people.**

Can someone get (fruit)? I can  
 Who will buy the (drinks)? I'll do that.  
 Who would like to make (sandwiches)? I think I should

**Tick (✓) the things for you to do on your list.**

**5 Report your plan to the class. Take turns to say what you are going to do.**

We're going to get (five cartons of orange juice and five bottles of lemonade)  
 take

We're planning to make (20 chicken sandwiches and 20 egg sandwiches)

(Mahmoud) is going to (buy) the (drinks).  
 (All of us) are going to (make) (sandwiches).

## 1 Listen and repeat.



backpack    beard    centre    curly    glasses    moustache  
side    straight    wife/wives

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

- 1 This seems to be                      look like                                      of the boys.
- 2 The boys in front                      are probably the parents                      to the three women.
- 3 The three men                      a picture of                                      three brothers.
- 4 Two of these adults                      behind them seem to be married                      a family picnic.

## 3 Listen and answer the questions.



- 1 What has Omar received?
- 2 Where are Omar's mother and father?
- 3 Whose brothers are the men on the left and the right?
- 4 Who are the parents of the three boys?

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



- Omar** Look. My brother Ahmad has emailed me a family photo.
- Yasmeen** Oh, let's have a look!
- Omar** It's a picnic with my mum's side of the family. They're at a beautiful place near Jericho.
- Adnan** Ah! She's the one in the centre, and your dad's standing behind her.
- Omar** That's right.
- Yasmeen** Are those her brothers next to her? They look like brothers and sister.
- Omar** Yes, the one on the left is her older brother, our Uncle Nazmi.
- Adnan** You mean the one with a moustache.
- Omar** Right, and his wife, Aunt Rania, is the one next to him in a red jacket.
- Yasmeen** And the brother with glasses and a beard? He looks quite young.
- Omar** Yes, Uncle Ameer is the youngest of the three. And his wife, Aunt Deema, is the one in a green dress. They haven't got any children yet.
- Adnan** So are the children all Uncle Nazmi's?
- Omar** That's right. Ali, Hazem and Sameer.
- Yasmeen** Who's the one with long, straight hair?
- Omar** That's Ali, and he's the oldest. He's finished school.
- Adnan** And who's the boy with a backpack?
- Omar** That's Hazem. Then there's Sameer with short, curly hair.
- Yasmeen** But where's your brother Ahmad with the big feet?
- Omar** He's the one behind the camera!

**Everyday  
English**

Oh, let's have a look!



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

- 1 **A** What are you putting in these two \_\_\_\_\_?  
**B** Some things for our picnic – some sandwiches and some orange juice.
- 2 **A** I think I've met your brother. Does he have long, \_\_\_\_\_ hair down to his shoulders?  
**B** No, he has short, \_\_\_\_\_ hair. Perhaps you're thinking of someone else.
- 3 **A** Does your cousin have a small \_\_\_\_\_?  
**B** He had one before, but he wanted more than that, so now he's grown a huge \_\_\_\_\_.
- 4 **A** Let's swim to the other \_\_\_\_\_ of the river.  
**B** No, we can't do that. The water is very fast and dangerous in the \_\_\_\_\_.
- 5 **A** I need to find Mrs Gazawi – Mahmoud's \_\_\_\_\_ – but I don't know her.  
**B** Do you see those two women over there? Well, she's the one with \_\_\_\_\_.

**2 Listen and check. Then practise in pairs.**



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

- 1 Who sent Omar the photo, and how did he send it?
- 2 Who are the man and woman in the centre?
- 3 Whose side of the family are the other people from?
- 4 Which one is Uncle Nazmi?
- 5 Is Aunt Deema the one in a red jacket?
- 6 What do we know about the ages of Omar's mother and her brothers?
- 7 Looking at the boys, which is which?
- 8 Where was Ahmad at the time of the photo?

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



**1 Read sentences 1–6.**

- 1 They're at a beautiful place **near Jericho**.
- 2 Are those her brothers **next to her**?
- 3 The one **on the left** is her older brother.
- 4 Aunt Rania is the one **in a red jacket**.
- 5 The brother **with glasses and a beard** looks quite young.
- 6 And who's the boy **with a backpack**?

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

- 1 The words in **bold** say which **a)** action  **b)** thing or person  we are talking about.
- 2 These words are phrases which always start with words like **a)** *and* or *so*  **b)** *in* or *near* .
- 3 Phrases which start with words like **a)** *near*  **b)** *with*  say where something or someone is.
- 4 If the first word is **a)** *in* or *with*  **b)** *near* or *next to*  the phrase is often about a person's hair, clothes or other things.
- 5 If the first word is **a)** *in*  **b)** *with*  the phrase is often about a person's clothes.
- 6 If the first word is **a)** *in*  **b)** *with*  the phrase is often about things that a person has – glasses, a beard or a backpack, for example.

**2 Work in pairs. Look at the family photo on page 29 again, and complete the sentences. Use phrases from the box.**

in a dark green T-shirt      in a long, light blue dress  
 under the tree      up in the hills  
 with a sandwich in his hand      with short, grey hair

- 1 This place up in the hills is an old family favourite for picnics.
- 2 They always put their picnic things on that big rock \_\_\_\_\_.
- 3 Omar's mother is the person \_\_\_\_\_.
- 4 Omar's father is the man \_\_\_\_\_.
- 5 The boy \_\_\_\_\_ is Hazem.
- 6 Sameer is the boy \_\_\_\_\_.

**3 Work in pairs.**

**Student A:** Look at pictures in earlier units of Student's Book 8A and find someone to describe. Do not show or tell your partner. Name the unit and describe the person.

**Student B:** Look at the unit and try to find the person.

This is someone in Unit (2) with (black hair) in (a white shirt and a blue tie).

Do you mean (Mr Kamal) in (the picture of a restaurant on page 17)?

Yes, that's right. Well done!  
 OR:  
 Sorry, that's wrong. Try again.

**1 Listen and repeat.** 

area    construct    crop    deep    hotel  
 human being    tower    various

**Word formation**

**tour**    tourism    tourist  
**include**    including  
**farm**    farmer    farming

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

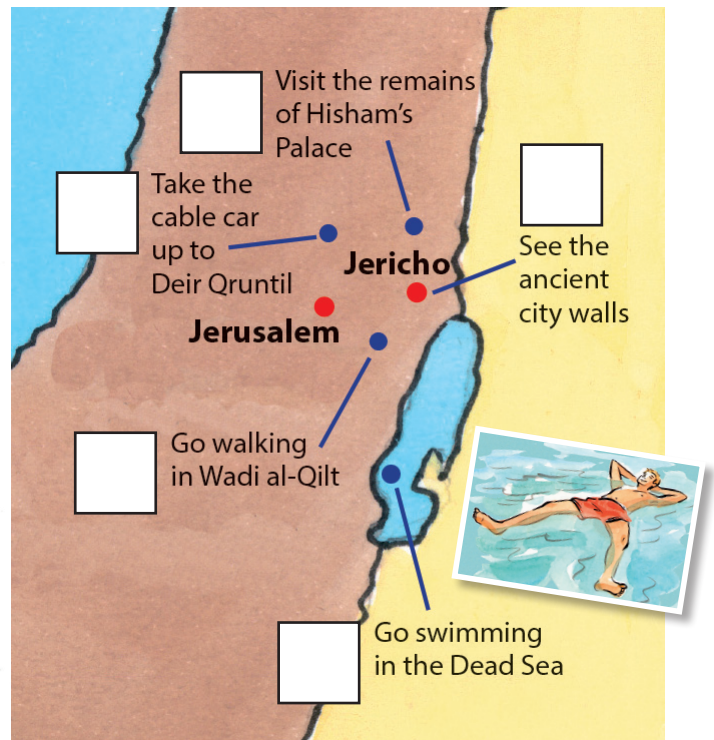
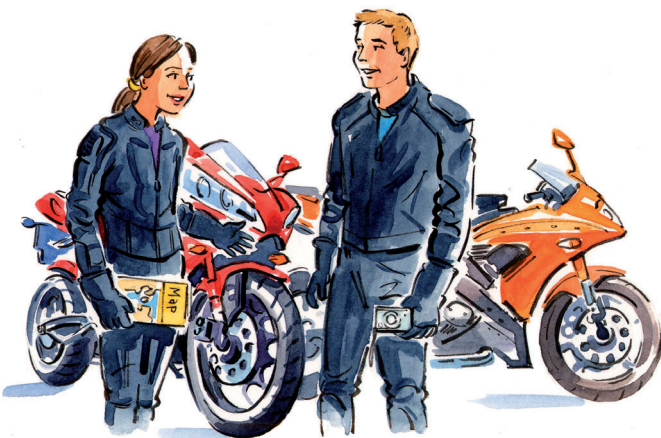
- 1 **A** Is the Dead Sea Valley very \_\_\_\_\_?  
**B** Yes, near the Dead Sea, it's over 400 metres below sea level.
- 2 **A** I've heard that there are \_\_\_\_\_ ancient places to visit near Jericho.  
**B** Yes, \_\_\_\_\_ have lived there for 10,000 years, so there's lots to see.
- 3 **A** Where do all the \_\_\_\_\_ stay when they come to visit?  
**B** They usually stay at one of the big \_\_\_\_\_ in town.
- 4 **A** Hotels mean jobs, so lots of people work in \_\_\_\_\_.  
**B** But what else do people do in this \_\_\_\_\_ of Palestine?  
**A** \_\_\_\_\_ is very important here, too: there are a lot of farms.
- 5 **A** Are there many \_\_\_\_\_ that grow well round here?  
**B** Yes, lots of things, \_\_\_\_\_ tomatoes, lemons, oranges, bananas and dates.
- 6 **A** The new building is going to be the tallest \_\_\_\_\_ in the world!  
**B** Yes, and they're going to start \_\_\_\_\_ it next month.

**3 Listen and check. Then practise in pairs.** 

**4 Listen and do the task.** 

Tourists Jake and Tina are touring Palestine by bike. Every day or two, they produce internet blog for their family and friends.

**Number the things to do in the order Jake and Tina did them.**



**1 Look at the web page pictures. Then do these tasks.**

- 1 Say what the pictures show. (Remember the blog in period 4.)
- 2 Read the title of the web page and say what city this probably is.
- 3 Guess why it has this second name.

**2 Read and mark the statements true (✓) or false (X).**

- 1 Adnan and Yasmeen learned a lot about Jericho on the internet.
- 2 Tourists prefer to go to Jericho in the summer months.
- 3 A lot of the people of Jericho live in hotels.
- 4 The ancient city of Jericho is more than 11,000 years old.
- 5 There are windows in the ancient walls of Jericho.

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

When they heard the blog, Adnan and Yasmeen wanted to learn more about Jericho, and they found this on the internet, too.

The screenshot shows a web browser window with the address bar containing 'http://www.cityofpalmtrees.org'. The website has an orange header with the title 'The City of Palm Trees' and navigation links for HOME, MAP, FAQ, and CONTACT US. Below the header are three images: a cable car overlooking a valley, a rocky path through a forest, and ancient stone walls. The main content area has a white background with text and a small image of a stone structure.

Jericho is a small city which stands in a deep valley between Jerusalem and Amman, near the Dead Sea. This is a famous salt lake that is 400 metres below sea level and is the lowest place on Earth. Jericho is most popular with tourists in the warm winter months. There are hotels for these visitors, and a lot of the people who live there work in tourism. Farming is also very important in this area. With large quantities of water and a warm climate, this part of Palestine is an excellent place to grow bananas and various other fruit and vegetable crops – including, of course, dates from all the palms.

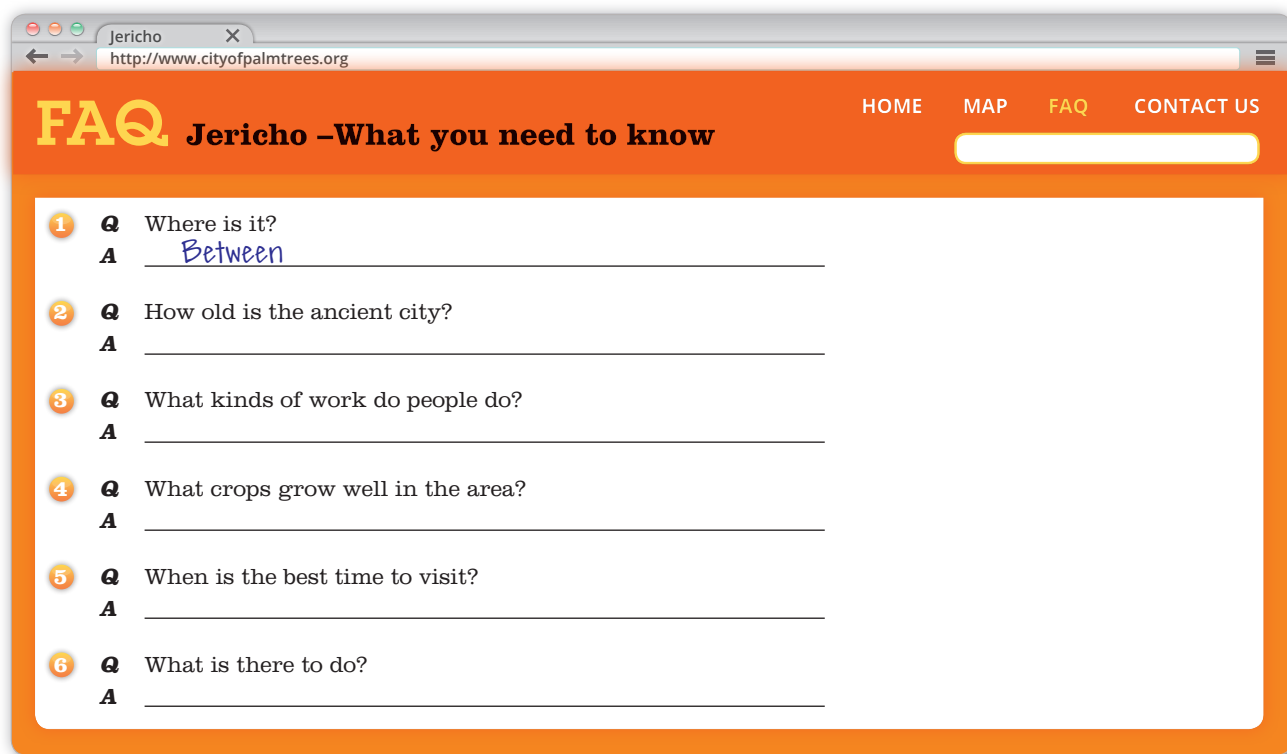
With its water and warm climate, human beings first started visiting the area 12,000 years ago. There were many people who chose to remain, and they became some of the world's first farmers. These were also the people that 500 years later constructed the first city in the world.

Later, it had a high tower and stone walls which were almost four metres high. Tourists love seeing those walls today. They are a window on our most ancient past.

**3 Listen and read aloud.** 



**1 Read and add notes to answer questions 1–5.**



Now look back at the map in period 4 to answer question 6.

**2 Work in pairs. Ask and answer questions about Jericho.**

**Student A:** Take the part of **a)** a tourist, or **b)** a reporter who wants to find out about this part of Palestine. Choose the questions from activity 1 that seem right to ask.

**Student B:** You work at the Palestine Information Centre. Answer the questions as fully as you can.

**3 Read again and do the tasks.**

**Say what the underlined words refer to.**

- 1 Line 11: ... a lot of the people who live there ...
- 2 Line 14: ... this part of Palestine is an excellent place ...
- 3 Line 19: With its water and warm climate, ...

**Now say what these phrases mean.**

- 1 Line 6: ... and is the lowest place on Earth.
- 2 Line 17: ... including, of course, date palms.
- 3 Line 32: They are a window on our most ancient past.

**4 Work in pairs. Ask and answer questions about your city or part of Palestine.**

**Student A:** Choose to be **a)** a tourist, or **b)** a reporter who wants to find out about your part of Palestine. Choose the questions from activity 1 that seem right to ask.

**Student B:** You work at the Palestine Information Centre. Answer the questions as fully as you can.

**1 Complete the table.**

noun (thing)	noun (person)	noun (thing) or verb	noun (person)
science	scientist	travel	traveller
tour	_____	farm	_____
art	_____	camp	_____
guitar	_____	work	_____

**2 Complete the sentences with pairs of words from activity 1. Make any changes needed.**

- A** It's going to be a huge building, but there's a lot of \_\_\_\_\_ still to do.  
**B** Yes, so we have 500 \_\_\_\_\_ here, and they're working day and night!
- A** In the old days, it was dangerous to \_\_\_\_\_ in the centre of Africa.  
**B** Yes, and \_\_\_\_\_ were often away from home for months or even years.
- A** How many \_\_\_\_\_ come to see Jericho every year?  
**B** Oh, thousands! Lots of them use \_\_\_\_\_ buses that visit several places.
- A** Fareeda is very good at maths and \_\_\_\_\_ at school.  
**B** Yes, she wants to train to be a \_\_\_\_\_ when she leaves school.
- A** Is it true that Fuad is a \_\_\_\_\_?  
**B** Yes, he has a \_\_\_\_\_ near Jericho, and he produces fruit and vegetables.
- A** I've heard that the \_\_\_\_\_ is your favourite musical instrument.  
**B** Yes, I want to be a \_\_\_\_\_ more than anything else in the world!

**3 Complete the table.**

noun (person)	noun (activity)	noun (person)	noun (activity)
farmer	_____	_____	singing
_____	camping	_____	swimming
_____	dancing	teacher	_____
driver	_____	_____	training

**4 Complete the sentences with pairs of words from activity 3. Make any changes needed.**

- A** Let's go \_\_\_\_\_ in the lake.  
**B** Well, only if the water isn't very deep because I'm not a very good \_\_\_\_\_.
- A** Do we really have to go and do more football \_\_\_\_\_ this evening?  
**B** Yes, the \_\_\_\_\_ says we really do – or we won't win our big match.
- A** Look at all those different crops. \_\_\_\_\_ seems very important here.  
**B** It is, and lots of the people in this area are \_\_\_\_\_.
- A** I want to train to be a \_\_\_\_\_ when I leave school.  
**B** Good! \_\_\_\_\_ means helping people to learn, and that's important work.
- A** In Arab culture, \_\_\_\_\_ is very important.  
**B** Yes, and great \_\_\_\_\_ like Oum Kalthoum can become very famous.
- A** I like \_\_\_\_\_ up here in the hills. It's good to sleep under the stars!  
**B** Well, lots of other people feel the same. There are \_\_\_\_\_ everywhere!

**1 Read the sentences.**

- 1 Jericho is a small city **which stands in a deep valley**.
- 2 This is a famous salt lake **that is 400 metres below sea level**.
- 3 There are a lot of people **who** work in tourism in Jericho.
- 4 These were also the people **that built the first city**.

Look at the sentences again. Tick (✓) the best way to complete statements 1–6.

- 1 Sentences 1–4 all have two parts, **a)** and each has a verb.  **b)** but only one has a verb.
- 2 Because both parts have a verb, they are both **a)** phrases.  **b)** clauses.
- 3 The clause in **bold** adds important information about the **a)** ‘subject’ noun  **b)** verb  in the other clause.
- 4 The first word in bold joins the clauses and may be **a)** *who* or *which*.  **b)** *who*, *which* or *that*.
- 5 When this focus is a thing, the joining word may be **a)** *who* or *that*.  **b)** *which* or *that*.
- 6 When the focus is a person or people, the joining word may be **a)** *who* or *that*.  **b)** *which* or *that*.

**2 Work in pairs. Find more sentences with *who*, *which*, *that* clauses.**

- 1 Find a sentence in the text with a *who* clause. Read the sentence out. Change it to a sentence with a *that* clause, and read that out, too.
- 2 Find a sentence in the text with a *which* clause. Read it out. Change it to a sentence with a *that* clause, and read that out, too.

**3 Work in pairs. Remember and make statements. Put the clauses together.**

- |                                   |       |                                     |
|-----------------------------------|-------|-------------------------------------|
| 1 Jake and Tina are the people    |       | went swimming in the Dead Sea.      |
| 2 Jericho is the green city       | who   | grow well in this area.             |
| 3 Dates are one of the many crops | which | is a short way south of Jericho.    |
| 4 The Dead Sea is the salty lake  | that  | took a photo of him in the water.   |
| 5 Jake was the one                |       | stands between Jerusalem and Amman. |
| 6 Tina was the one                |       | visited Jericho on their bikes.     |

**4 Work in pairs.**

**Student A:** Choose someone or something in your class to describe, but don't tell Student B. Think of two or three different things to say.

I'm thinking of	something	who (is sitting)	(at the front of the class.)
He's	a person	that (likes)	(listening to folk music.)
I'm thinking of	something	which (is standing)	(under a desk near the window.)
It's	a thing that	(has got)	(the name <i>Nike</i> on its side.)

**Student B:** Listen to Student A describing someone or something in your class. Speak when you think you know *who* or *what* this is: *Ah! You mean (Ali) / Ali's sports bag!*

**Student A:** Answer Student B: *Yes, that's right. Well done! / Sorry, that's wrong. Try again.*

**1 Work in pairs. Look at the two pairs of twins. Say who is who.**

1 **A** Which ones are Fuad and Fareed, and which ones are Ali and Ahmad?

**B** Fuad and Fareed are the ones with straight ...

**A** Ah, so you mean the ones in T-shirts and ...

**B** That's right. And Ali and Ahmad are the ones with ...

**A** Right, so they're the ones in ...



Fuad and Fareed

straight brown hair  
T-shirts shorts

moustache  
green shorts  
red trainers

glasses  
orange shorts  
blue trainers

2 **A** But which one is Fuad and which one is Fareed?

**B** Fuad is the one with a ...

**A** Ah, so you mean the one in green ... and ...

**B** That's right. And Fareed is the one with ...

**A** Right, so he's the one in ... and ...



Ali and Ahmad

curly black hair  
jackets trousers

beard blue shirt  
brown jacket

long hair  
green jacket  
pink shirt

**Now have a similar conversation about Ali and Ahmad.**

**2 Work in pairs. Complete the dictionary entries.**

Produce clauses. Use *which* or *that* and the correct sentences below.

It grows very tall and produces wood.

It flies people and things from place to place at high speed.

It makes a loud banging noise when you play it.

It takes people from place to place along roads.

It lives in East Africa and eats other animals.

It takes people and things over the sea from place to place.

**car** /kɑːr/ n [C] a machine with four wheels, *which takes people from place to place along roads.*

**drum** /drʌm/ n [C] a musical instrument ...

**ship** /ʃɪp/ n [C] a very large boat ...

**plane** /pleɪn/ n [C] a machine ...

**lion** /'laɪ.ən/ n [C] a large animal ...

**tree** /triː/ n [C] a very large plant ...

**3 Work in pairs. Remember and make statements. Use *who* or *that*.**



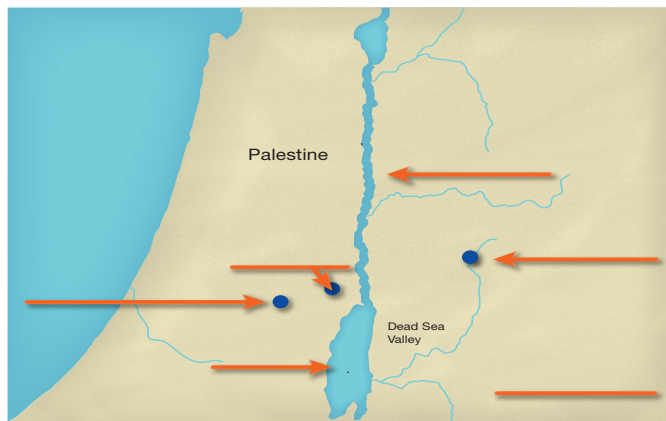
1 *This was the Moroccan who talked about his mobile in Unit 1.*

2 *These were the volunteers who ...*

**1 Listen and do the tasks.** 

- 1 Listen to part 1 and number the place names (1–7) as you hear them.
- 2 Then add the place names to the map.

Amman	<input type="checkbox"/>	Jericho	<input type="checkbox"/>
Jerusalem	<input type="checkbox"/>	Jordan	<input type="checkbox"/>
The Dead Sea	<input type="checkbox"/>		
The Dead Sea Valley	<input type="checkbox"/>		
The River Jordan	<input type="checkbox"/>		



**2 Listen and do the task.** 

Listen to part 2 and complete the table with the numbers as you hear them.

	Jerusalem – Jericho		Jericho – Amman	
kilometres	_____		_____	
	Jerusalem	Jericho	The Dead Sea	Amman
metres above (+) or below (–) sea level	+ _____	- _____	- _____	+ _____

**3 Work in pairs. Ask and answer questions.**

**Student A:** You are a *Young Times* reporter. Interview Jake and Tina about their last day in Palestine. Ask questions about the places and distances.

- Where did you go (in the morning)?
- How far is (Jericho) from (Jerusalem)?
- How far (above) sea level is (Jerusalem)?

**Student B:** You are Jake or Tina. Answer the reporter’s questions about your last day in Palestine. Get your answers from the tables in 1 and 2.

Then change round.

**4 Practise your pronunciation: th /ð/ and th /θ/**

- 1 Listen and repeat.

things    everything    there    another

- 2 Now listen and repeat these words.

thirty    bathroom    that    although  
 thought    healthy    the    brother  
 thousand    something    those    clothes

- 3 Listen and say these sentences three times – fast!

- a We thought that everything was there.
- b The three brothers ran along the path until they found something.

**1 Listen and write down what you hear.** 

**2 Read the information.**

- We often use pronouns instead of nouns. We use them when the speaker and listener both know who or what they are talking about.
- You have learned about different kinds of pronoun, including subject, object and possessive pronouns.

Subject: Look. There's Fareeda. She's talking to Sameera.  
 Object: Look. There's Fareeda. You met her at the party yesterday.  
 Possessive: Look. There's Fareeda's coat. I know it's hers because it's red.

**Now change from nouns to pronouns when you can.**

- 1 I'm looking for Fareeda and Mahmoud. Fareeda's in a blue dress, and Mahmoud's wearing a grey sweater. She \_\_\_\_\_
- 2 I've just seen Tariq and Sameera. I saw Tariq in the garden, and I saw Sameera in the kitchen. \_\_\_\_\_
- 3 These books could be Fareeda's or Mahmoud's, but I think they're probably Fareeda's, not Mahmoud's. \_\_\_\_\_

**3 Read the information.**

- *One* and *ones* are like other pronouns: we use them instead of nouns.
- However, they are different from other pronouns, too. They refer to particular people or things in a larger group. We often use *one* and *ones* with *the*.

Do you see the group of girls in this picture? Well, the one on the left is Mona, and the ones on the right are Fatima and Rania.

**Now change from nouns to pronouns when you can.**

- 1 There's a green apple and a red apple. Have the red apple. \_\_\_\_\_
- 2 I haven't met all the people in the new houses yet. I've met the people in Number 7, but not the other people. \_\_\_\_\_

**4 Write this again. Change twelve nouns to different kinds of pronoun.**



I'm Tariq and these are my friends Khalid, Sajed and Fuad. Khalid is the boy in a green T-shirt and blue jeans. And next to Khalid are Sajed and Fuad with their bikes. Sajed and Fuad ride the bikes everywhere! Khalid, Sameer, Fuad and I all live in this street. My house is the house with a blue door. Khalid's house is the house with a green car in front of the house. Sajed's and Fuad's homes are the homes between Khalid's and my home. Sajed's and Fuad's houses are the houses with red doors.



**1 Work alone and draw a 'photo' of your friends. Do these tasks.**

- 1 Draw five or six of your friends. Each person needs to look different or do something different from the others. Use colour pencils if you can.
- 2 While you are drawing a person, plan ways of describing him or her like this:

*(on the right.)*

*(Muneera) is the one*      *(in a red sweater.)*  
                                          *(who is reading a book.)*

**Unit task:** You are going to describe a photo of your friends.

**2 Work in pairs. Ask and answer questions about your 'photos' of your friends.**

**Student A:** Show your picture to Student B, and say:  
*Here's a picture of my friends (Hassan, Muneera, Rania, Ahmad and Deema).*

**Student B:** Show you are interested and ask questions like this: *Really! So which one is (Muneera)?*

**Student A:** Answer Student B. Use one of the answers that you planned.  
*She's the one on / in / with / who ...*

**Student B:** Give an answer to show that you understand which person it is.  
*I see, so she's the one who / with / in / on ...*  
*Then go on with another question.*



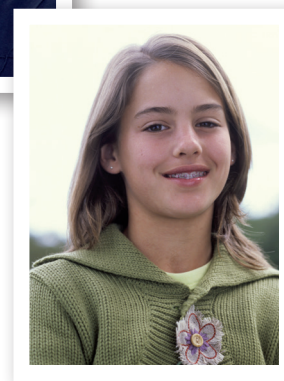
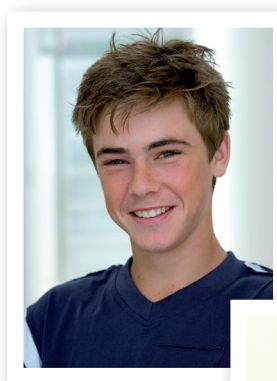
**3 Work alone and write about your 'photo'. Do these tasks.**

- 1 Describe your 'photo' to your Unit 1 pen friend. First, copy and complete the start of your letter and paragraph 1.

*Dear ...* \_\_\_\_\_  
*In your last letter, you asked about my friends.* \_\_\_\_\_  
*Well, have a look at the photo with this letter.* \_\_\_\_\_  
*It's a picture of my (friend ...) and also ...* \_\_\_\_\_

- 2 Write paragraph 2 of your letter. Write one sentence about each person or group of people.

*Deema is the one on / in /with / who ...* \_\_\_\_\_



1 Listen and repeat. 

all right    bride    congratulations    DVD    follow  
full    groom    guest

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

- |   |                      |                           |                          |
|---|----------------------|---------------------------|--------------------------|
| 1 | This picture shows   | are sitting high up       | below them.              |
| 2 | The bride is wearing | a traditional Arab        | on two large red chairs. |
| 3 | She and the groom    | are standing and chatting | wedding dress.           |
| 4 | Some of the guests   | a beautiful white         | wedding party.           |

3 Listen and answer the questions. 

- 1 What does everyone agree to do in part 1 of the conversation?
- 2 What is part 2 of the conversation about, and which picture shows this?
- 3 Who is the man on a horse in picture a, and what is happening?
- 4 Is the wedding a large one or a small one? How do we know?

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

Mike and Tina are visiting the Kamals.

- 1 **Mrs Kamal** Would you like another cake?

**Mike** Yes, please. I'd love another one!

**Tina** No, thanks, Mrs Kamal. I'm full!

**Nadia** Who'd like to watch our cousin's wedding DVD? It's just arrived.

**Tina** I'd love to.

**Mike** Hm. I'd prefer to play computer games.

**Sami** Come on, Mike! Say yes!

**Mike** Well, all right.

**Everyday English**

Come on! Say yes!  
Well, all right.

- 2 **Tina** Is this the wedding party?

**Mrs Kamal** No, it's *Sahra*. It's a party before the wedding day. The women are singing, and the men are dancing the traditional *dabka*.

**Tina** Everyone looks very happy!

- 3 **Mike** What's happening now?

**Sami** We call this *Zaffa*. That's our cousin on the horse. He's the groom, and he's riding round town to receive everyone's congratulations.

**Nadia** The bride's following in a car. People are giving her their best wishes.

**Tina** She looks beautiful!

- 4 **Mrs Kamal** This is the wedding party. Look, the bride and groom are sitting in the centre.

**Tina** There are hundreds of guests!

**Sami** Yes, everyone goes to a Palestinian wedding! We love them!

**Nadia** It's so sad we couldn't go to this one.

- 5 **Sami** And that's the end. So would you like to play computer games now, Mike?

**Mike** Thanks, but I'd prefer to watch the DVD again. It was fantastic!





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

- 1 **A** Would Adnan like the new Batman™ \_\_\_\_\_ for his birthday?  
**B** He's already got it, so let's get a computer game? He loves playing them!
- 2 **A** Guess what! I'm going to marry Rania!  
**B** \_\_\_\_\_! I'm sure you'll be very happy together.
- 3 **A** Now I can see the \_\_\_\_\_. He's up high on his horse.  
**B** But we can't see the \_\_\_\_\_ yet. She's in a car behind him.
- 4 **A** We've got a big room for the wedding, but it's completely \_\_\_\_\_!  
**B** Yes, we invited 200 \_\_\_\_\_, and they've all come!
- 5 **A** Can we go now?  
**B** No, we have to wait for the bride and groom to go first, and then we have to \_\_\_\_\_ them.  
**A** Oh, \_\_\_\_\_. I didn't know that.

**2 Listen and check. Then practise in pairs.**



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

- 1 At the start of the conversation, what has just been happening?
- 2 What is on the DVD that has just arrived?
- 3 How do Tina and Mike feel about watching the DVD?
- 4 What do people say to the groom and bride during *Zaffa*?
- 5 How does Nadia feel about not going to her cousin's wedding?
- 6 Why do you think she and her family could not go to it?
- 7 At the end, does Mike want to play video games?
- 8 Why does he want to do that?

**4 Work in groups. Listen again and practise the conversation.**






**1 Listen and repeat.** 

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

as	celebrate	custom	dough
hold	groom	purpose	ring
spirit	stick (v)	Scotland	Spain
	the Philippines		

- 1 **A** When do Muslims \_\_\_\_\_ Eid al-Fitr?  
**B** That happens at the end of Ramadan.
- 2 **A** Oh, no! I've broken your plate!  
**B** Don't worry. I'm sure we can \_\_\_\_\_ the pieces together again.
- 3 **A** Do you have any traditional wedding \_\_\_\_\_ in your country?  
**B** Yes, for example, after a wedding, the \_\_\_\_\_ has to carry his new wife into their new home.
- 4 **A** When you think about it, a baker does something amazing. He starts with a piece of soft, heavy \_\_\_\_\_ that you can't eat.  
**B** Yes, and it comes out of the oven \_\_\_\_\_ delicious bread!
- 5 **A** At the start of a new year in Japan, people throw salt from their front doors.  
**B** Why? What's the \_\_\_\_\_ of doing that?  
**A** It's to keep bad \_\_\_\_\_ away from the house for the coming year.
- 6 **A** Please show us your beautiful wedding \_\_\_\_\_.  
**B** Well, all right. If I \_\_\_\_\_ it up to the light, you can see it more clearly.

**3 Listen and check. Then practise in pairs.** 

**4 Listen to the speakers. Match them to pictures 1-5.** 

Listen again and match pictures 1-5 to the countries. 

- China       Germany   
 Japan       Scotland   
 USA



**5 Work in pairs. Describe the customs in the pictures in your own words.**

### 1 Work in pairs. Talk about the picture in the text.

- 1 What important day is it for these two people?
- 2 What is the bride wearing?
- 3 What can we see on the table?
- 4 What are the bride and groom doing?
- 5 Why do you think they are doing this together?
- 6 How do you think they both feel at this important time in their lives?

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

- 1 In the Philippines, people worry that bad spirits may carry the groom away.
- 2 A groom in Spain gives his bride some money to show that he has a lot.
- 3 The bride and groom often help each other cut their wedding cake because it is a long job.
- 4 People in Scotland eat the second half of their wedding cake when the wife has her second baby.
- 5 Wedding customs everywhere show everyone's wish for a young husband and wife to have a good and happy life together.

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

## What a wedding!

Everyone loves a wedding, but people celebrate weddings in a thousand different ways. Here are some of the most interesting customs.

- 5 **Before the wedding:** In the Philippines, the bride and her assistants must all wear the same dresses. They do this to stop bad spirits from finding the bride and carrying her away.

**At the wedding:** A groom in Spain gives his bride her wedding ring and then a little money in order to show that he will work hard for everything they need.

- 10 **At the wedding party:** In many countries, the bride and groom both hold the knife in order to cut the wedding cake together. This shows that they will be a good team. In Scotland, people only eat half of the cake at the wedding. They keep the other to eat when the first child arrives.

- 15 **After the wedding:** In Palestine, the bride sticks some bread dough to the front door of her new home. This is to show that she and her husband will stay together all their lives.

Round the world, wedding customs are very different, but they are all for the same purpose: to put a man and a woman on the road to a happy future together as husband and wife.



### 3 Listen and read aloud.



**1 Read for information.**

Match the notes for customs 1–5 in the table.

	Where?	What?	Purpose?
1	The Philippines	<input type="checkbox"/> The groom gives his bride a little money.	<input type="checkbox"/> To eat it when they have their first baby.
2	Spain	<input type="checkbox"/> The bride sticks some dough to the front door.	<input type="checkbox"/> To show that they will be a good team.
3	Many countries	<input checked="" type="checkbox"/> 1 The bride and her assistants wear the same dresses.	<input type="checkbox"/> To show that he will work hard.
4	Scotland	<input type="checkbox"/> The bride and groom cut the wedding cake together.	<input checked="" type="checkbox"/> 1 To stop bad spirits from taking her away.
5	Palestine	<input type="checkbox"/> The bride and groom keep half of their wedding cake.	<input type="checkbox"/> To show that she and her husband will always stay together.
6	_____	_____	_____

Now go back to period 4 activity 4. Add notes about another wedding custom.

**2 Work in pairs. Ask and answer questions for a report on wedding customs.**

A is a *Young World* reporter and B knows a lot about customs round the world.

- A** Do you know any customs from (Arab countries / East Asia / Europe)?  
**B** I know (a fascinating) one from (Palestine). Would you like to hear about it?  
**A** I'd love to! Please go on.  
**B** Well, this is it. (The bride sticks some dough to the front door.)  
**A** Really? What does she do that for?  
**B** It's (to / in order to) (show that she and her husband will always stay together.)

**3 Read the passage again and do the tasks.**

Say what the underlined words refer to.

- Line 12: This shows that they will be a good team.
- Line 13: They keep the other to eat when ...

Now say what the underlined words mean.

- Line 12: ... they will be a good team.
- Line 14: ... to eat when the first child arrives.
- Line 18: ... on the road to a happy future together.

**4 Describe customs in Palestine. Start like this:**

In Palestine, (we have / there are) lots of traditional customs. For example, ...

**1 Work in pairs. Add the plural forms ~es, ~ies or ~s of nouns from the text.**

	Singular	Plural		Singular	Plural		Singular	Plural
1	way		6	country		11	dress	
2			7			12		
3			8			13		
4			9			14		
5			10			15		













Now add to the table these nouns with their plural forms.

baby    boy    box    day    family    glass  
 monkey    party    sandwich    story    toy    wish

**2 Work in pairs. Complete the table with singular and plural words from the text. Then add the plural forms of other words you know (5 and 6).**

	Singular	Plural		Singular	Plural		Singular	Plural
1	life	_____	3	_____	knives	5	shelf	
2	_____	halves	4	_____	wives	6	wolf	

**3 Work in pairs. Label the pictures with irregular nouns – singular and plural.**

1		one _____	several <u>men</u>	
		one <u>person</u>	several _____	
2		one _____	several _____	
3		_____	_____	
4		_____	_____	
5		_____	_____	
6		_____	_____	

**4 Complete the sentences. Use plural forms of words in activities 1–3.**

- The ship was sinking, so all the \_\_\_\_\_ (man), \_\_\_\_\_ (woman) and \_\_\_\_\_ (child) climbed into the boats in order to save their \_\_\_\_\_ (life).
- Our \_\_\_\_\_ (family) will be hungry later, so let's cut these \_\_\_\_\_ (sandwich) into \_\_\_\_\_ (half), put them in these \_\_\_\_\_ (box) and take them with us.

**1 Read the sentences.**

- 1 They wear the same dresses **to stop** bad spirits.
- 2 The groom gives his bride a little money **in order to show** that he will work hard.

**Look at the sentences again. Tick (✓) the best way to complete statements 1–2.**

- 1 We can show the purpose of an action with **a) to + infinitive.**  **b) to + an ~ing verb form.**
- 2 We can also show the purpose of an action with **a) in order to + infinitive.**  **b) in order to + an ~ing verb form.**

**2 Change the sentences. Use *in order to* instead of *so*.**

- 1 They want to hide the bride from bad spirits, so they all wear the same dresses.  
*They all wear the same dresses in order to hide the bride from bad spirits.*
- 2 The groom wants to show that he will work hard, so he gives his bride a little money.  
*The groom gives ...*
- 3 The bride and groom want to show that they will be a good team, so they cut the cake together.
- 4 The bride and groom want to celebrate again when the first baby arrives, so they keep half of the wedding cake.
- 5 The bride wants to show that she and her husband will stay together, so she sticks some dough to the front door.

**3 Match sentence halves 1–5 and a–e. Join them with *to* or *in order to*.**

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>1 <input checked="" type="checkbox"/> People often choose a large hotel for the wedding party.</li> <li>2 <input type="checkbox"/> The groom’s family visit all their friends and cousins.</li> <li>3 <input type="checkbox"/> The groom’s mother and sisters start work early on the big day.</li> <li>4 <input type="checkbox"/> Traditionally, the family and friends follow the groom’s horse and sing</li> <li>5 <input type="checkbox"/> At the party, everyone stops talking when the musicians start playing</li> </ul> | <ul style="list-style-type: none"> <li>a ... invite everyone to the wedding.</li> <li>b ... welcome the bride and groom to the party.</li> <li>c ... show everyone that they are very happy.</li> <li>d ... get a room that is the right size for hundreds of guests.</li> <li>e ... prepare the food for the wedding party.</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**4 Work in pairs and do a role play.**

**Student A:** You are a visitor to Palestine, and you want to find out about Palestinian customs. Ask about 1–5 in activity 3.

**Student B:** You are a Palestinian, and you want to tell the visitor all you can about your country. Use a–e in activity 3 to answer the questions.

- A** I’ve heard that (people often ...). What do they do that for?
- B** They do that to (get a room that’s ...) in order to





**1 Look at the picture and do the tasks.**

- 1 Describe the picture.
- 2 Guess what has happened.

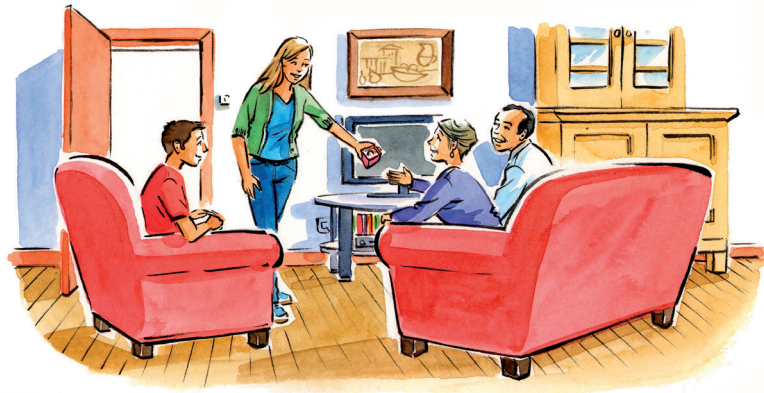
**2 Listen to part 1 and check your answer to task 2.**



**3 Read the 'to-do' list, 1-7 and a-g. Then listen to part 2 and do the tasks.**



- 1 Match 1-7 and a-g.
- 2 Listen again. Note who is going to do each task.



**What to do?**

- 1 g Contact Robert's parents.
- 2 \_\_\_ Look at our address books.
- 3 \_\_\_ Phone all the hotels in the area.
- 4 \_\_\_ Start work on the computer.
- 5 \_\_\_ Go to the Wedding Dress Shop.
- 6 \_\_\_ Visit the Happy Day Flower Shop.
- 7 \_\_\_ Go shopping with Robert.

**What for?**

- |                                                               |       |
|---------------------------------------------------------------|-------|
| <b>a</b> Make a guest list.                                   | _____ |
| <b>b</b> Design the wedding invites.                          | _____ |
| <b>c</b> Choose the wedding rings together.                   | _____ |
| <b>d</b> Find a place for the wedding party.                  | _____ |
| <b>e</b> Talk about the right kinds and colours.              | _____ |
| <b>f</b> Look for something wonderful to wear on the big day. | _____ |
| <b>g</b> Decide the date of the wedding.                      | _____ |

**Who?**

**4 Practise your pronunciation: silent letters.**



- 1 Listen and underline the consonants that we do not say – (one in each sentence).
  - a Listen, everyone, we need to sit down and talk.
  - b We need to write a list.
  - c I think we should contact Robert's parents.
  - d We need to talk to them.
  - e Well, who's going to do that?
- 2 Listen again and repeat.

**1 Listen and write down what you hear.** 

**2 Read the information. Then find more examples in your book.**

- Full stops give clear breaks between sentences. Commas also give breaks – but shorter ones that are in a sentence. We often use them between clauses.  
The women are singing, and the men are dancing.  
These trainers are great, but they're only size 32.
- We often use commas between clauses and phrases, too.  
In Palestine, the bride sticks some bread dough to the front door.  
They're looking for a gift for Ahmad, Omar's younger brother.
- We put commas before and/or after one-word phrases like *yes*, *no*, *first*, *finally*, *please* and *thank you*. We also put them before and/or after people's names when we are talking to them. We also put them before tag questions.  
No thanks, Mrs Kamal.  
Ah, yes, these are just right, aren't they?
- We use commas when we list things and often with two or more adjectives to describe something.  
I can see Ahmad, Ali and Fuad. Fuad is the one with long, straight hair?

**3 Work in pairs. Write out the following. Add 12 commas.**

**Nadia** Look Sami I can see Uncle Hassan near the bride and groom.  
And on his right Tina you can see our Aunt Rania.

**Tina** Oh is she the one in that beautiful traditional Palestinian dress?

**Nadia** Yes it's fantastic isn't it? Stop the DVD Sami please and then we can see the dress more clearly.

**4 Read the information. Then find more examples in your book.**

- We use apostrophes when we shorten forms of the auxiliary 'helping' verbs *be*, *have*, *will* and *would*.  
I'm (I am) full. \* What's (What is) happening now?  
Who'd (Who would) like to watch? \* It's (It has) just arrived.  
\* Be careful when you read 's: it can mean *is* or *has*.
- We also use apostrophes when we shorten *not*.  
There aren't (are not) any tomatoes.  
I don't (do not) agree.
- We also use apostrophes as possessive forms with nouns.  
We would like to watch our cousin's wedding DVD.
- We use an apostrophe with *let's*.  
Let's (Let us) get some ice cream.

**5 Work in pairs. Discuss and then write out the following. Add 12 apostrophes.**

**Mike** Look, Ive found these two DVDs. Theyre yours or Yasmeeens, arent they?

**Sami** Lets have a look ... Well, this ones mine, but the other one isnt, and I dont think its hers, either.

**Mike** So perhaps its Tinas. Id better ask her.



**1 Work in groups. Decide what job each will do.**

Your cousin is going to get married and you are all going to help prepare. Each must choose one job from this 'to-do' list.

Use this language.

Would you like to ...                      Who would like to ...  
 Yes, I'd love to do that.                I'd prefer to ...

**Unit task:** Preparing for a wedding

- Choose the flowers.*
- Decide the food.*
- Design the wedding invites.*
- Find a place for the wedding party.*
- Prepare the music for the party.*

**2 Work in groups of three or four students. Make statements about your jobs.**

Each person says what he/she is going to do, and then adds how he/she is going to do it. Choose from the following.

**Make statements like this:**

All right. I'm going to ...  
 And in order to do that, I'm going to ...

**3 Offer choices.**

You have started work and are now ready to offer the bride / groom a choice.  
 You have been thinking about these things:

- Flowers: get them all in one colour / get them in lots of colours*
- Food: a full meal / a light meal*
- Invites: have them in black and white / have them in two colours*
- Place: use the Jerusalem Hotel / use the Palace Hotel*
- Music: traditional music / modern music*

The bride / groom is your teacher. Make your offer and note his / her answers to this and to the other people's offers. Use this language:

I've been (doing some work on my computer) in order to (design ...), and you need to make a choice. Would you like ...? Or would you prefer ...?



**4 Continue an email.**

Copy and continue an email to your Unit 1 pen friend (Jack or Jo).

Dear (name)

I've got some interesting family news to tell you. My cousin (name) is going to get married, and a lot of us are doing different things to help.

I've been ... in order to ... My cousin has chosen ..., and now I'm getting on with that.

At the same time, (name) has been ... in order to ... (name) has chosen ..., and so ... (name) has been busy, too. (He) has been ... in order to ...

## 1 Listen and repeat.



check	counsellor	date of birth	given name
personal details	student	wrong	zero

**Word formation**  
study student

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

- |                       |                                 |                         |
|-----------------------|---------------------------------|-------------------------|
| 1 The woman           | talking to someone              | and addresses.          |
| 2 She is also         | includes their names            | about several girls.    |
| 3 The computer screen | is looking at something         | on the phone.           |
| 4 The information     | is showing her some information | on her computer screen. |

## 3 Listen and answer the questions.



- 1 What does Rose Hill need to check?
- 2 Is there another reason for her call? What is it?
- 3 What is the same about Rose's and Yasmeen's names?

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



American schools have counsellors who give students advice and help them with their problems. The new counsellor at Yasmeen's school calls one evening.

**Dad** Hello. Khalid Haifawi speaking.

**Rose** Good evening, Mr Haifawi. I'm Rose Hill, your daughter's new counsellor.

**Dad** Is there a problem?

**Rose** No, no. But some of our students' personal details are wrong, and I need to check Yasmeen's. I'm also trying to meet everyone, so I want to find a time to see her. Could I speak to her, please?

**Dad** Of course. Could you hold, please? ... Yasmeen, it's for you.

\* \* \* \* \*

**Dad** It's your new school counsellor. She says some of their student details are wrong, and she needs to check yours. She says she's also trying to meet everyone, so she wants to find a time to see you.

**Yasmeen** Thanks, Dad ... Hello. Yasmeen speaking. Dad says you need to check my details.

**Rose** Yes, sorry, Yasmeen, but may I check your family name? Is it H-i-g-h-...?

**Yasmeen** No, it's H-a-i-f-a-w-i.

**Rose** And could you spell your given name for me, please?

**Yasmeen** Certainly. It's Y-a-s-m-double-e-n.

**Rose** Ah! Not m-i-n at the end. Y-a-s-m-double-e-n. Yasmeen. What a beautiful name! What does it mean?

**Yasmeen** It's the name of a flower.

**Rose** Like my name – Rose! Nice! Now, here's my next question: When ...?

**Everyday English**

Hello. Khalid Haifawi speaking.  
Could I speak to her, please?  
Could you hold, please?  
Yasmeen, it's for you.

**GRADE 8 GIRLS: PERSONAL DETAILS**

Family name	Given name(s)	Date of birth	Home telephone	Home address
Gomez	Helen Ann	10/11/...	200 0178	751 Hill Road, Fairfax, CA 29971
Hadden	Mary Jane	04/10/...	203 9745	35 North Street, Fairfax, CA 29826
Highfawi	Yasmin	08/09/...	267 7924	129 Palm Way, Fairfax, CA 29775



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

- 1 **A** Hello. Carol Lindsey speaking.  
**B** Oh, hello. Are you the new school \_\_\_\_\_?  
**A** That's right. I'm here to help the \_\_\_\_\_ in Grades eleven and twelve.
- 2 **A** Well, my daughter is in twelfth Grade, and she says I need to speak to you.  
**B** Good, well first I should \_\_\_\_\_ that I have her on my list of names.
- 3 **A** Of course. The family name is Shawa, and her \_\_\_\_\_ is Susan.  
**B** Well, I've got a Shawa here, but the first name is Susannah. Is that \_\_\_\_\_?  
**A** Yes, it's just Susan.
- 4 **A** Hm, well, let's see if I have her other \_\_\_\_\_ right – like her age.  
**B** She's 17.  
**A** Yes, I've got her \_\_\_\_\_ here. And I see that she'll be 18 tomorrow. I hope she has a very happy birthday!
- 5 **A** But part of her phone number is missing. I've only got two-\_\_\_\_\_-six  
**B** Oh, right, yes, it starts two-six-six, and then it's nine-one-three-seven-five.  
**A** So that's two-six-six-nine-one-three-seven-five. Thank you.



**2 Listen and check. Then practise in pairs.**



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

- 1 What do counsellors do?
- 2 What time of day is it, and where is she calling?
- 3 How do we know that Rose wants to do her job well?
- 4 What does Rose check first?
- 5 What is the mistake with this on her computer?
- 6 What does Rose want to check next?
- 7 Is there a mistake with this, too?
- 8 How does Rose's next question probably go on?

**4 Work in groups. Listen again and practise the conversation.**



**1 Read the sentences.**

- 1 Some of **our** computer details are wrong, ...
- 2 **She says** some of **their** computer details are wrong, ...
- 3 ... **and I need** to check **Yasmeen's**.
- 4 ... and (**she says**) **she needs** to check **yours**.

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

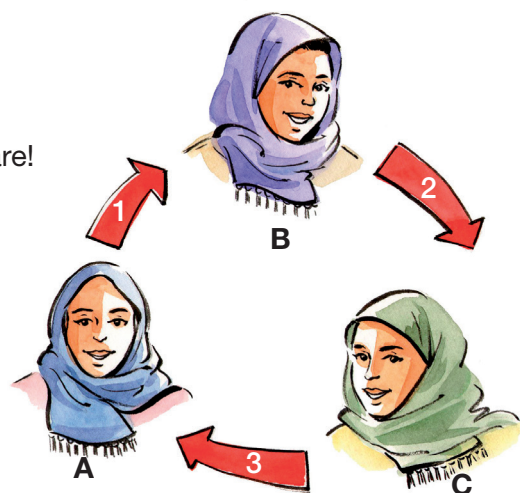
- 1 See 1 and 2: When we report, we often use a reporting verb like **a) she is.**  **b) she says.**
- 2 See 2 and 4: When we report someone else's words to others, we often use a reporting verb in **a) the present simple.**  **b) the future.**
- 3 See 3 and 4: When we report a 2-clause sentence, we **a) always**  **b) do not always**  use a reporting verb for the second clause.
- 4 See 1 and 2, 3 and 4: When we report, we usually have to change some of the words. For example, the first person (I/we) changes to **a) the second person (you).**  **b) the third person (he/she/they).**

**2 Work in groups. Take the parts of Rose Hill, Dad and Yasmeen.**

- 1 **Rose** I'm sorry to call Yasmeen in the evening like this.  
**Dad** She says she's sorry to ...  
**Yasmeen** I see.
- 2 I'm working late to check all my computer details of our students.  
 ...
- 3 We may have Yasmeen's name wrong, and her other details may be wrong, too.  
 ...  
**Change round.**

**3 Work in groups. Give and report messages. Use your own names.**

- 1 (Name) left (her) book at my home yesterday. // Here you are!  
**A** (C) left her book at my home yesterday.  
**B** I'll tell (C). ... Hello, (C). (A) says you left your book at (her) home yesterday.  
**C** Oh, thanks, (B). ... Hi, (A). (B) says I left my book at your home yesterday.  
**A** That's right. Here you are!  
**C** Thank you very much.  
**A** You're very welcome.
- 2 I'm going to invite (Name) to my party next week. // Please come!
- 3 I've got some photos of (Name) to give (her/him). // Here they are!



**Change round. Think of more statements to report in the same way.**

**1 Listen and repeat.** 

ancestor    begin    discuss    Dr    long ago    once    on the line    son  
 text message    Germany    German    Haifa    Rome

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

- 1 **A** Did Fuad phone?  
**B** No, he sent a \_\_\_\_\_ instead.
- 2 **A** It's for you, Sameera. It's your brother Tariq \_\_\_\_\_.  
**B** Oh, good. Perhaps he's calling to \_\_\_\_\_ our family holiday together next summer.
- 3 **A** Where did our earliest \_\_\_\_\_ come from? Does anyone know?  
**B** Well, yesterday, \_\_\_\_\_ Hassan was on TV, and he was talking about that. He knows everything about ancient history!  
**A** Really! So there is someone who knows about people so very, very \_\_\_\_\_!  
**B** Yes, it seems that everyone in the world today comes from a small group of people who \_\_\_\_\_ lived in Africa. And then these people slowly \_\_\_\_\_ moving to other parts of the world about 100,000 years ago.

**3 Listen and check. Then practise in pairs.** 

**4 Listen and do the tasks.** 

**Part 1**

Germany    Palestine    Russia

- 1 Tick (✓) the names of the students when they answer their teacher, Mr Woods.
- 2 Listen to the conversation and write the country names for each student.

<b>Class:</b> 8W		<b>Teacher:</b> Peter Woods	
Family name	Given name(s)	<input type="checkbox"/>	Country
Al-Qudsi	Hisham	<input checked="" type="checkbox"/>	_____
Voroshilov	Anna	<input type="checkbox"/>	_____
Ziegler	Barbara	<input type="checkbox"/>	_____

**Part 2**

Ireland    Japan    Scotland

- 1 Listen to the conversation and write the country names for each student.
- 2 Listen again and add the meanings of the names.

MacDonald	Rob	<input checked="" type="checkbox"/>	_____	of Donald
Mori	Ken	<input type="checkbox"/>	_____	_____
O'Donnell	Mary	<input type="checkbox"/>	_____	_____
_____	_____	<input type="checkbox"/>	_____	_____

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

- 1 Which of the young people do you already know?
- 2 What do you know about this person?
- 3 What is he doing?
- 4 What are the other young people doing?
- 5 Who may they be communicating with?
- 6 Do the people in the big picture seem to be making a radio or a TV programme?
- 7 What is the man holding in his hand, and who may that be from?

### 2 Read and mark the statements true (✓) or false (X).

- 1 Dr Romano comes from Rome.
- 2 Different cultures use place names as family names.
- 3 The boy who sends a text message makes shoes for people.
- 4 People everywhere have always had family names.
- 5 Lucy Paris is someone who will bring light into other people's lives.
- 6 Five people have contacted the programme in three different ways.

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

**Robson** Hello. I'm Alan Robson, and you're listening to *Did you know?* Today, we're discussing people's names. And to answer your questions we have Dr Julia Romano.

**Romano** Hello, everyone.

**Robson** Let's begin with a call from Emma Baker.

**Emma** How did our ancestors get their family names?

**Romano** Well, they were often place names. For example, mine shows that my ancestors were once from Rome.

**Robson** Here's an email from Adnan Haifawi. He asks what his name means.

**Romano** It's like mine. It means his family were from Haifa long ago.

**Robson** Now we have a text message from Dan Schumacher. He asks where his family were from.

**Romano** From Germany. Dan's name is German for shoe and maker, so they made people's shoes. There are other 'work' names too, like Farmer and Fisher.

**Robson** This email is from Tina Johnson. She wants to know when people started using family names.

**Romano** Long ago. Perhaps 700 years ago, people started calling an ancestor of hers John's son – and that became Johnson.

**Robson** And finally, we have Lucy Paris on the line.

**Lucy** How do parents choose given names?

**Romano** In different ways. For example, parents often hope their children will be like their names. Yours means 'light', Lucy, so perhaps your parents hope you'll bring light into people's lives and make them happy.

### 3 Listen and read aloud.







**1** Read and complete lines 1–4 of the table. Then think about the other young person’s family name and complete line 5.

	Person	Meaning?
1	Dr <u>Romano</u>	<u>Her ancestors were</u>
2	Adnan	<u>His ancestors were</u>
3	Dan	<u>His ancestors made</u>
4	Tina Johnson	<u>An ancestor became John’s</u>
5	Emma	

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

Dr Romano has a family name which means that her ancestors were once from Rome.

Adnan Haifawi has a ...

**3** Read the passage again and do these tasks.

Say what the underlined words refer to.

- Line 7: For example, mine shows that my ancestors once lived in Rome.
- Line 23: Yours means ‘light’, Lucy,
- Line 24: ... perhaps your parents hope you’ll bring light into people’s lives and make them happy.

Now say what the underlined words mean.

- Line 7: It’s like mine.
- Line 14: There are other ‘work’ names, too, ...
- Line 15: ... like Farmer and Fisher.

**4** Think and discuss.

- If you have children in the future, what names may you give them?
- Why do you like these names?

**1 Match the word pairs. Add them to the personal details table below.**

Home      Given      Date  
Family      Home

name      of birth      address  
telephone      name(s)

GRADE 8 GIRLS: PERSONAL DETAILS				
_____	_____	_____	_____	_____
Gomez	Helen Ann	10/11/...	200 0178	751 Hill Road, Fairfax, CA 29971
Hadden	Mary Jane	04/10/...	203 9745	35 North Street, Fairfax, CA 29826
Highfawi	Yasmin	08/09/...	267 7924	129 Palm Way, Fairfax, CA 29775
<u>Haifawi</u>	<u>Yasmeen</u>			

**2 Read the conversation and correct Yasmeen's personal details above.**

**Rose** Listen, Yasmeen, while we're talking, let me check that your other details here are correct. I think the phone number is probably all right because we're talking! ... But what about the address? Is it one twenty-nine Palm Way?

**Yasmeen** No, sorry, it isn't. It's one ninety-two.

**Rose** Oh, right. It's good that I asked.

**Yasmeen** And did you say Palm Way – P-a-l-m Way?

**Rose** Yes, that's right.

**Yasmeen** Well, I'm sorry, but it's Palmer Way – P-a-l-m-e-r Way.

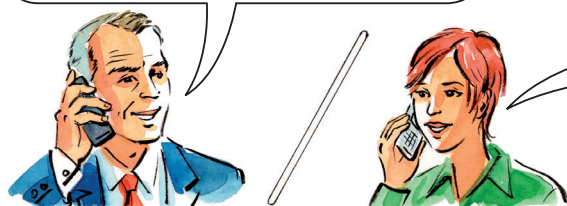
**Rose** Thanks. And let's check the code. I've got C-A two-nine-double-seven-five.

**Yasmeen** No, that's not right, either. It's C-A-two-double-nine-seven-five.

**Rose** OK, good. Thank you very much.

**3 Complete Rose Hill's answer.**

Could I have details for some of the girls in Grade 8, please? The first name on my list is Haifawi.



Her full \_\_\_\_\_ is \_\_\_\_\_  
\_\_\_\_\_, and her date \_\_\_\_\_.  
Her \_\_\_\_\_ number is \_\_\_\_\_,  
and her full \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

**4 Match the underlined words to the correct meanings 1–4 in the dictionary.**

- Yasmeen lives at 192 Palmer Way.
- Parents choose given names in different ways.
- Omar is a long way from home in Palestine.
- I think we're going the wrong way.

**way:** /weɪ/ [C] **1** how you do something: *There are so many delicious ways to prepare chicken.* **2** the road or path to a place, and also part of the name of a road: *The best way to the river is straight ahead, along River Way.* **3** The distance from one place to another: *The shops are only a short way from home.*

**1 Read sentences 1–8.**

- 1 **What does my name mean?**
- 2 He asks **what his name means**.
- 3 **'Where were my family** from?'
- 4 He asks **where his family were** from.
- 5 **'When did people start using** family names?'
- 6 Tina wants to know **when people started using** family names.
- 7 **When will you have** time to meet me, Yasmeen?
- 8 Rose wants to know **when she will have** time to meet her.

Look at the sentences again. Tick (✓) the best way to complete statements 1–4.

- 1 When we report a direct *Wh* question, the verb  
 a) stays the same.  b) changes to statement form.
- 2 If there is a 'helping' verb in the direct question, we a) keep it  b) cut it  in the reported question.
- 3 After the reporting verb, the word order changes to a) *Wh* question word + main verb + subject   
 b) question word + subject + main verb.
- 4 Reported questions end with a) a full stop (.).  b) a question mark (?).

**2 Work in pairs. Change the following into reported questions.**

- 1 Emma asks, 'How did our ancestors get their family names?'  
*Emma asks how ...*

- 2 Lucy wants to know, 'How do parents choose given names?'

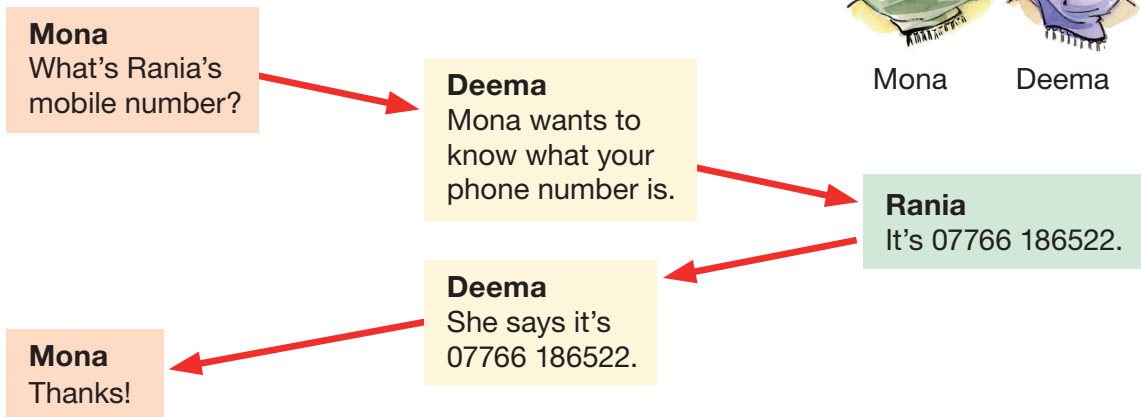
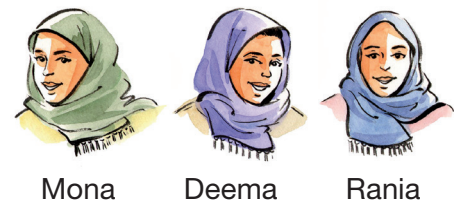
Go on with questions by the Head Teacher, Dr Cook, about another Grade 8 girl. Use the reporting verbs in brackets.

- 3 'How does Helen spell her family name?' (Dr Cook asks ...)
- 4 'What's her home telephone number?' (He also wants to know ...)
- 5 'Where does she live?' (Then he needs to check ...)



**3 Work in groups. Take turns to ask, report and answer questions.**

Write down questions to ask about your partners. Then take turns to ask, report and answer. Use your own names.



**1 Copy the message form. Then work in pairs, and read out the conversation.**

Rose Hill shares a room with Peter Kraft, the counsellor for the boys. He is out when a student, Ben West, arrives.

**Ben** Could I speak to Mr Kraft, please?

**Rose** I'm sorry, but he's out. Can I take a message for him?

**Ben** Oh, thank you. ... I need to see him later today if he has time.

**Rose** I see. I'll make a note of that.

**Ben** You see, he and I had a long chat yesterday.

**Rose** I see. All right.

**Ben** And he promised to write a letter about me to my parents.

**Rose** Right. I've got that.

**Ben** And my mother will want to see the letter when I go home this afternoon.

**Rose** Right. I'm sure he'll have the letter ready for you before then.

**Telephone message**

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Message for: \_\_\_\_\_

From: \_\_\_\_\_

Taken by: \_\_\_\_\_

*Ben West says he needs*

*He also says you and*

**Now work alone, and complete the message. Write reported statements.**

**2 Copy the message form. Then work in pairs, and act out the conversation.**

Rose Hill is out when Dr Cook calls. Peter Kraft takes the call.

**Dr Cook** Could you put Rose on the line, please?

**Peter** I'm sorry, but she's out. Can I take a message for her?

**Dr Cook** Oh, thank you. I have some questions for her.

**Peter** I see. I'll make a note of them.

**Dr Cook** First, when is she going to see the Grade 10 girls?

**Peter** I see. All right. I've got that

**Dr Cook** Next, which room does she want to use for that?

**Peter** Right.

**Dr Cook** And then, how long will she need the room for? And finally, what is she planning to talk to the girls about?

**Peter** Right. I'm sure she'll contact you with the answers as soon as she gets back.

**Telephone message**

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Message for: \_\_\_\_\_

From: \_\_\_\_\_

Taken by: \_\_\_\_\_

*First, Dr Cook wants to know*

**Now work alone, and complete the message. Write reported questions.**

**1 Look at the picture and the computer form. Guess the kind of conversation you will hear.**



NEW STUDENT: PERSONAL DETAILS	
Family name: _____	Given name(s) _____
Present grade: _____	Present age: _____
Start date: _____	Phone: _____
Full name of parent(s) _____	

**2 Copy the form. Then listen and complete it.**



**3 Listen. Practise writing down numbers and spellings.**



1 Tick the numbers that you hear.

- a 0124 56973       0124 56793   
 b 0136 84752       0163 84752   
 c 0174 93622       0174 96322

2 Write down the numbers that you hear.

- a \_\_\_\_\_      b \_\_\_\_\_      c \_\_\_\_\_

3 Tick the names that you hear.

- a Mr B Parton       Mr P Barton   
 b Mrs T Hardy       Mrs D Harty   
 c Dr K Galcarney       Dr K Calgarney

4 Write down the spellings that you hear.

- a \_\_\_\_\_      b \_\_\_\_\_      c \_\_\_\_\_

**4 Practise your pronunciation: numbers and spellings.**



1 Listen and read out. Use *double* for two numbers or letters that are the same.

- a 01559 466588      b 02286 559443      c Annette Deene      d Billy Patten

**5 Work in pairs. Read and act out.**

**PA** First, I need to write down some personal details. It's Mr Jarrett, isn't it?  
**Parent** That's right. And it's J-a-double-r-e-double-t. Peter Jarrett.  
**PA** And could I have your son's given names?  
**Parent** It's Allen. Just Allen.  
**PA** Could you spell that, please?  
**Parent** It's A-double-l-e-n.

\* \* \* \*

**PA** I'll talk to Dr Cook, and then I'll call you back. So could I have your phone number, please?  
**Parent** It's nine-two-zero-six double-seven-one-double-eight-five.  
**PA** Thank you.



**1 Listen and write down what you hear.** 

**2 Read the start and the finish of the formal letter. Answer these questions.**

- 1 Who is the letter to and who is it from?
- 2 How are the start and the end different from your Unit 1 letter to a pen friend?
- 3 What has happened since Mr Jarrett's phone call (in period 10)?

**3 Add the addresses in the right places. Then add today's date.**

Address 1: Fairfax High School / 792 Barton Street / Fairfax / CA 93781

Address 2: Mr and Mrs P Jarrett / 1206 North Down Street / Los Angeles / CA 98680

**4 Read Dr Cook's note to Sally Green. Copy and complete the letter.**

*Please tell the Jarretts:*

\* Pleased they can visit the school on April 25.

\* I hope to meet them then.

*Please ask them:*

\* What time will they arrive?

\* How long are they going to stay?

\* Who would they like to meet?

\_\_\_\_\_ ← Address 1

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ ← Date

\_\_\_\_\_ ← Address 2

\_\_\_\_\_ ← Who the letter is to

Dear Mr and Mrs Jarrett ←

**Allen's start at Fairfax High** ← Subject line

It was good to talk again this morning, and we are very happy that Allen can join us on May 22, as you hoped.

Dr Cook says he is pleased that \_\_\_\_\_

\_\_\_\_\_

He also has one or two questions. He wants to know \_\_\_\_\_

\_\_\_\_\_

We hope to hear from you soon. We will then immediately prepare a programme for your visit.

Yours truly ← Formal letter ending

*Sally Green* ← Who the letter is from

S Green (Mrs)

(Personal Assistant to Dr Cook) ← Job

**1 Work in groups. Do the following tasks.**

**Unit task:** Writing a formal letter

The teachers and students of Fairfax High have invited your group to visit for six months from September 10. Now you have a letter from Sally Green, Dr Cook's Personal Assistant.

- **Read what she wants and underline the key words from each paragraph.**

Could you please send me everyone's personal details – family names, given names, dates of birth, home telephone numbers and home addresses? This information is very important, so please write back to me with it as soon as you can.

We know that your families will want to know a lot about your visit before you come, so please also send us all their questions. We promise to answer all of them as fully and clearly as we can.

- **Draw a table like the one on Rose's computer on page 53.**  
Add everyone's family and given names. Then take turns to ask for and give the other personal details. Complete your table with all the information.
- **Start your formal letter like Sally Green's letter to Mr Jarrett.**  
Write your school's address and the date on the right, and her name and school address on the left.
- **Start the body of the letter. Discuss, agree and add a subject line and a short first paragraph – like Sally's first paragraph.**

Dear Mrs ...

(Subject line)

It was good to receive ..., and we are very happy that ...

- **Copy the personal details into the second paragraph. Start like this.**  
Here are the personal details of everyone in our group.
- **Read the questions. Take turns to choose one question from your parents.**
  - 1 How did you decide to invite our sons / daughters?
  - 2 Where have past groups of student visitors come from?
  - 3 What is the weather usually like in autumn and winter?
  - 4 What kinds of clothes are our sons / daughters going to need?
  - 5 Who are our sons / daughters going to stay with?
  - 6 How often will they allow our sons / daughters to call home?
  - 7 When are classes going to start in September?
  - 8 What subjects do Grade 8 students do at Fairfax?

- **Report their questions to the group.**

My parents ask (what / when / where / who / how / how often ...) want to know

- **Report the questions in the third paragraph. Start like this.**  
Here are some important questions from our parents. (Tariq's) father asks ...

- **Finish the letter with this.**

We hope to hear from you soon.

- **Then add a formal ending like Sally. (However, do not write a 'Job' line.)**



## 1 Listen and repeat.



housework	hurry up	look up	Muslim	pick up
put down	take over	turn off	work on	

**Word formation**  
Islam    Islamic

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

- |   |                        |                         |                             |
|---|------------------------|-------------------------|-----------------------------|
| 1 | The boy in the picture | one of his books is     | on his mobile phone.        |
| 2 | We can see that        | to speak to someone     | in his bedroom.             |
| 3 | It seems to be late    | has been doing homework | that it is night outside.   |
| 4 | The boy has stopped    | because we can see      | about the history of Spain. |

## 3 Listen and answer the questions.



- Before Sami called, why was he worried about his friend Mike?
- Why does Mike have to finish everything today?
- What is he working on now?
- How does Sami help him?

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



Mike is working hard when Sami calls. He puts down his pen and picks up his phone.

**Sami** Hi, Mike? Is anything wrong? You didn't play football with us after school.

**Mike** I couldn't. I've got lots of homework.

**Sami** What about doing that tomorrow? It's Saturday.

**Mike** No, I want to hurry up and finish today if I can.

**Sami** But why?

**Mike** We've got some visitors tomorrow, so I have to get up early and help do the housework. I have to tidy up my room, sweep up round the house – and help with the guests, too!

**Sami** Poor you! So what are you working on now?

**Mike** My project about Islamic Spain.

**Sami** Oh, yes, when Muslims from North Africa took Spain.

**Mike** Yes, they took over the country, and I need to find out the date.

**Sami** I can help. I'll look up my History of Islam here.

**Mike** Oh, thanks!

**Sami** I'm looking for the right place. Islamic art ... Islamic culture ... Ah! Islamic Spain!

**Mike** Well done!

**Sami** Here it is. Listen, the Muslims arrived in the year 711, and they stayed for almost 800 years.

**Mike** Thanks, Sami!

**Sami** And now I think you should turn off your computer and stop. It's late!

**Everyday English**

Is anything wrong?  
Poor you!





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

- 1 **A** Tariq and Fuad have been working for five hours. They look very tired!  
**B** Yes, let's offer to \_\_\_\_\_ from them. Then they can have a rest.
- 2 **A** Could you turn on the radio when you go to the kitchen?  
**B** Yes, and I'll \_\_\_\_\_ the TV here in the living room.
- 3 **A** Let's \_\_\_\_\_ the table. I think this is the right place.  
**B** Yes, and then we need to \_\_\_\_\_ the sofa and take it over there.
- 4 **A** Come on! Let's \_\_\_\_\_ and go. We don't want to be late for the match.  
**B** I can't go yet. I'm still finishing the \_\_\_\_\_. Perhaps you'd like to help!
- 5 **A** You both look very busy with your books. What are you \_\_\_\_\_?  
**B** We're doing a project on the history of \_\_\_\_\_ and \_\_\_\_\_ culture.
- 6 **A** I need to \_\_\_\_\_ the word for someone who follows the Islamic religion.  
**B** Oh, I can tell you that. The word is \_\_\_\_\_.

**2 Listen and check. Then practise in pairs.** 

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

- |                                                 |                                                                         |
|-------------------------------------------------|-------------------------------------------------------------------------|
| 1 Where did Mike go after school?               | 6 In Sami's book, which subjects does he look at in order to help Mike? |
| 2 What has he been doing since then?            | 7 Where did the Muslims who came to Spain come from, and when?          |
| 3 When does Sami think Mike should do this?     | 8 How long did they stay?                                               |
| 4 What housework does Mike have to do tomorrow? |                                                                         |
| 5 What else does he have to do tomorrow?        |                                                                         |

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

**Did you know?**

The great Tariq Ibn Ziad was the one who brought Islam to Spain. He is famous for setting fire to his ships on the beach. This meant that his men could not go back: they could only go on – and that is what they did.

**1 Read sentences 1–6.**

- 1 He **puts down** his pen.
- 2 He **picks up** his phone.
- 3 I have to **get up** early.
- 4 Yes, they **took over** the country, ...
- 5 I'll **look up** my History of Islam.
- 6 I'm **looking for** the right page.

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

- 1 All of these phrasal verbs have a verb + a) one more word  b) two more words.
- 2 With some of the phrasal verbs in these sentences – *put down*, *pick up* and *look for* – the meaning is a) just  b) different from  the meaning of the two words together.
- 3 With some of the phrasal verbs in these sentences – *get up*, *take over* and *look up* – the meaning is a) just  b) different from  the meaning of the two words together.

**2 Complete the sentences. Use these phrasal verbs.**

- 1 After you \_\_\_\_\_ in the morning, do you \_\_\_\_\_ immediately – or do you stay in bed for a short time?
- 2 Do you prepare your clothes the night before, or do you have to \_\_\_\_\_ things to wear in the morning?
- 3 When you get home, do you like to have a rest for an hour or two, or do you prefer to \_\_\_\_\_ and start your homework immediately?
- 4 While you are doing your homework, do you usually stop for a rest, or do you prefer to \_\_\_\_\_ until you finish?
- 5 When you finish your homework, do you \_\_\_\_\_ your books in your school bag – or do you leave them out until the next morning?
- 6 Do you \_\_\_\_\_ your room every day – or only when it gets really untidy?

carry on      get on  
get up      look for  
put away      tidy up  
wake up



**3 Work in pairs and do the tasks.**

- 1 Use the questionnaires. Ask and answer the questions. (Say more than Yes or No.)
- 2 Report your partner's most interesting answers to the class.

Phrasal verbs are very common in English. You have now learned all of these:

carry on    come back    come over    find out    get on    get up    give back  
go away    go on    hear of    hurry up    look for    look up    make up  
pass on    pick up    push in    put away    put down    put on    sit down  
stand up    start up    sweep up    take over    tidy up    throw away  
turn off    turn on    turn over    wake up    work on

**1 Listen and repeat.** 

architecture    disease    land    medical    operation    rich    set up  
work out    Al-Andalus    Alhambra    Baghdad    Cordoba    Granada

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

- 1 **A** I hear that Muneer has made a lot of money recently.  
**B** Yes, he's a \_\_\_\_\_ man now.
- 2 **A** What are you going to do when you leave school?  
**B** I want to study \_\_\_\_\_ and learn how to design beautiful buildings!
- 3 **A** In the past, different \_\_\_\_\_ killed millions of people every year.  
**B** Yes, but things have got better. Doctors have \_\_\_\_\_ how to save many more people than before.
- 4 **A** My dad says your granddad has gone into hospital for an \_\_\_\_\_.  
**B** Yes, he has several \_\_\_\_\_ problems. But the doctors say he'll be fine.
- 5 **A** I hear you're going to \_\_\_\_\_ a new farm.  
**B** Yes, I've bought some \_\_\_\_\_ near the river, and I'm going to start soon.

**3 Listen and check. Then practise in pairs.** 

**4 Listen and do the tasks.** 

First, copy the table. Then listen and go on with the notes for Mike.

<i>The story of Islamic Spain</i>		
	<i>Areas to write about:</i>	<i>Examples:</i>
1	<i>History</i>	<i>The most important _____</i>
2		
3		
4		

**5 Work in pairs. Talk about the information in activity 4.**

Mike's mum wants to hear about his project. Start their conversation like this.

- Mum** Are you working on your new project now?  
**Mike** Yes, I'm going to call it The story ...  
**Mum** That sounds interesting. What are you going to write about it?  
**Mike** First, I want to talk about the history of ...  
 For example, I'm going to say something about the most ...  
**Mum** And what are you going to write about after that?  
**Mike** After that, I want to talk about ... in Islamic Spain.  
 For example, I'm going to ...

**Go on with the other information in the table.**

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

- 1 Which two countries today share this large area of land in the west of Europe?
- 2 Did the Muslims take over a little of it, most of it, or all of it?
- 3 Do you think they came over the sea from Africa, or from farther east in Europe?
- 4 What is the name of the country in that part of North Africa today?
- 5 What is the place in the photo, and what city is it in?
- 6 Where is the city on the map?
- 7 What does the place in the photo tell you about the city long ago, and about the people who lived there?

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

- 1 East and West met in Spain 800 years ago.
- 2 The Muslims had better ways of farming than the people of Spain.
- 3 Islamic Spain became the most important part of the Muslim world.
- 4 Al-Khatib and Al-Zahrawi were famous for their new ideas in architecture.
- 5 The feeling of ancient Al-Andalus has completely gone from modern Spain.

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

#### The Muslims in Al-Andalus

People often say East is East and West is West, and the two can never meet. However, the history of Spain tells us something different. Here, East and West met for almost 800 years. They sometimes fought, but there was real contact between cultures.

When the Muslims arrived in 711, they took the country over very quickly. They came with new ideas, and they completely changed the land that they called Al-Andalus. With new crops and better ways of farming, Al-Andalus soon grew rich.

The Muslims needed a capital, and they set it up in Cordoba. Here, they built beautiful mosques and palaces, and the city became as important as Baghdad. Al-Andalus became a centre of the Islamic World and *the* centre of civilisation in Europe.

Its science, medicine, architecture, arts and crafts became famous. Here, Al-Khatib found out how people pass diseases on. Here, Al-Zahrawi worked out many new medical operations. Students in both East and West studied the work of people like these for centuries, and we still remember them today.

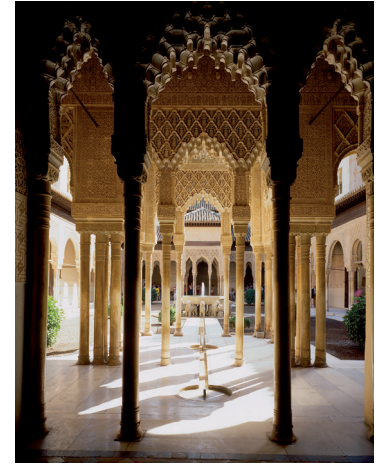
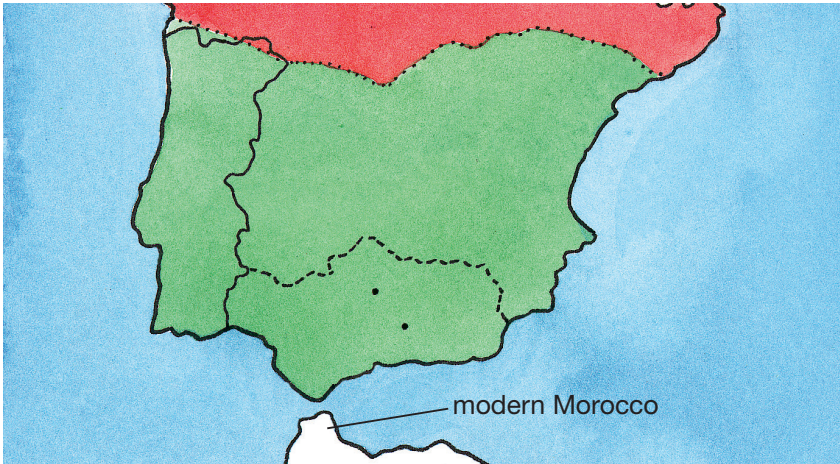
Spain is now a busy, modern country. But walk the narrow streets of old Cordoba and visit Granada's amazing Alhambra Palace and gardens, and you will find a different Spain. Here, ancient Al-Andalus still lives.

### 3 Listen and read aloud.



#### Did you know?

- Lots of things that we use every day come from Islamic Spain – glass mirrors, for example.
- Scientists in Al-Andalus introduced the number 0. This opened the way to modern maths.



**1 Read and complete the table. Find one or two examples for each of points 1–4.**

	Things that Islamic Spain did:	Examples:
1	Introduced better ways of farming	<u>New</u> _____
2	Developed important areas of study	_____
3	Left behind great pieces of architecture	_____
4	Produced many famous scientists	_____

**2 Work in pairs. Produce short conversations from the table.**

I've heard that Islamic Spain introduced better ...

Yes, that's right. For example, the Muslims introduced new ...

**3 Read the passage again and do the tasks.**

**Say what the underlined words refer to.**

- Line 5: ... the land that they called Al-Andalus.
- Line 10: Here, Al-Khatib found out ...
- Line 12: ... studied the work of people like these ...
- Line 16: Here, ancient Al-Andalus still lives.

**Now say what the underlined words mean.**

- Line 1: East is East and West is West, and the two can never meet.
- Line 6: Al-Andalus soon grew rich.
- Line 8: ... became a centre of the Islamic World and the centre of civilisation in Europe.
- Line 15: ... and you will find a different Spain.

**4 Think and discuss.**

Imagine that you can travel back in time 1,000 years or more. Then imagine that you can go anywhere in the Muslim world – or anywhere else – at that time. Where would you like to go, and what would you like to see and do?



**1 Look at the passage again. Find opposites of these words.**

- 1 nothing \_\_\_\_\_      3 ugly \_\_\_\_\_      5 quiet \_\_\_\_\_  
 2 the same \_\_\_\_\_      4 forget \_\_\_\_\_      6 wide \_\_\_\_\_

**2 Complete the following. Use pairs of opposites from activity 1.**




- 1 The city is very \_\_\_\_\_ during the day, but it is \_\_\_\_\_ late at night.  
 2 The important roads are \_\_\_\_\_, but many country roads are \_\_\_\_\_.  
 3 I've got \_\_\_\_\_ to do, and I'm bored. I must find \_\_\_\_\_ new to do.  
 4 These two cars seem \_\_\_\_\_, but when you look carefully, you can see that they are a little \_\_\_\_\_.  
 5 I \_\_\_\_\_ his face very well even after all these years, but I'm sorry to say that I \_\_\_\_\_ his name.  
 6 There was a horrible, \_\_\_\_\_ building there before, but that's gone, and there's a \_\_\_\_\_, new building there instead now, and people love it.

**3 Match the words to name jobs round the house.**

do      prepare  
 put away      clean  
 sweep up      make  
 tidy up      wash

round the house      my clothes  
 the dishes      food  
 the shopping      my room  
 the windows      tea or coffee

Now put the jobs into groups of two of more. Use *-ing* forms of the verbs.

- 1  I really like doing these jobs.  
 \_\_\_\_\_ *ing* \_\_\_\_\_  
 2  I don't mind doing these jobs.  
 \_\_\_\_\_  
 3  I don't like doing these jobs very much.  
 \_\_\_\_\_

**4 Work in pairs. Compare feelings about the jobs in activity 3.**

- A** I really like (preparing food). What about you?  
**B** I really like doing that, too.  
 OR:  
 Well, I don't mind doing that.  
 OR:  
 Well, I don't like doing that very much.

Change round.

**1 Read sentences 1–6.**

- 1 I have to **hurry up**.
- 2 I have to **get up** early.
- 3 They **took over the country**.
- 4 They **took the country over**.
- 5 They **took it over**.
- 6 They **set it up** in Cordoba.

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

- 1 The phrasal verbs in sentences 1–2 **a)** have  **b)** do not have  objects.
- 2 The phrasal verbs in 3–6 **a)** have  **b)** do not have  objects.
- 3 Sentences 3–4 have a phrasal verb + **a)** noun object.  **b)** pronoun object.
- 4 Sentences 5–6 have a phrasal verb + **a)** noun object.  **b)** pronoun object.
- 5 In sentences 3–4, the noun **a)** only goes in centre position  **b)** goes in centre position or after the phrasal verb.
- 6 In sentences 5–6, the pronoun **a)** only goes in centre position  **b)** goes in centre position or after the phrasal verb.

**2 Work in pairs. Ask and answer questions about the texts on pages 64 and 68.**

**Text 1.**

- 1 **A** Has Mike already tidied up his room?  
**B** *No, he hasn't. He's going to tidy it up tomorrow.*
- 2 Is Sami looking up Islamic Spain on the internet?
- 3 Is Mike the one who is finding out the date?

**Text 2**

- 4 Did the Muslims take over the country quite slowly?
- 5 Did the Muslims set up their new capital in Granada?
- 6 Was Al-Khatib the one who worked out many new medical operations?

**3 Play the 'broken robot' game.**

**Use: turn on – turn off, pick up – put down.**

**Student 1** Could you turn on the light, please?

**Robot** (The robot stands still, not working.)

Do I have to turn the light on or off?

**All** Please could you turn it on!

**Robot** Ah, now I understand. Yes, of course. (The robot turns it on.)

**All** Thanks very much!

pass on  
 put on  
 throw away  
 tidy up  
 turn off  
 turn on

**1 Complete the conversations. Use these phrasal verbs.**

- 1 **A** It's getting dark now.  
**B** Right, I think I'd better \_\_\_\_\_ the lights.  
**A** Yes, I think you should \_\_\_\_\_ them \_\_\_\_\_, too. That's a good idea.
- 2 **A** I hate that horrible noise!  
**B** Right, I think I'd better \_\_\_\_\_ the music.  
**A** Yes, I think you should \_\_\_\_\_ it \_\_\_\_\_, too. That's a good idea.
- 3 **A** Your desk looks very untidy!  
**B** Right, I think I'd better \_\_\_\_\_ my books and pens and pencils.  
**A** Yes, I think you should \_\_\_\_\_ them \_\_\_\_\_, too. That's a good idea.
- 4 **A** It's really cold outdoors today.  
**B** Right, I think I'd better \_\_\_\_\_ my coat when I go out.  
**A** Yes, I think you should \_\_\_\_\_ it \_\_\_\_\_, too. That's a good idea.
- 5 **A** Some people haven't heard about the new travel dates.  
**B** Right, I think I'd better \_\_\_\_\_ the information.  
**A** Yes, I think you should \_\_\_\_\_ it \_\_\_\_\_, too. That's a good idea.
- 6 **A** I don't think you can wear those dirty old clothes any more.  
**B** Right, I think I'd better \_\_\_\_\_ the jeans – and the T-shirt, too.  
**A** Yes, I think you should \_\_\_\_\_ them \_\_\_\_\_, too. That's a good idea.

Now practise in pairs.

**2 Write out the words in the correct order. Put the object after the phrasal verb when you can.**

- 1 **A** need / dates / up / I / to / some / look  
**B** up / internet / them / on / look / the / can / you  
**A** I need to look up some dates.  
**B** You can look them up on the internet.
- 2 **A** can't / out / answer / the / I / work  
**B** you / work / can / out / for / it / I  
**A** \_\_\_\_\_  
**B** \_\_\_\_\_
- 3 **A** these / let's / away / dishes / put  
**B** that / put / them / cupboard / put / let's / yes, / away / in  
**A** \_\_\_\_\_  
**B** \_\_\_\_\_
- 4 **A** need / back / we / those / give / to / soon / books  
**B** we / yes, / them / today / back / give / should  
**A** \_\_\_\_\_  
**B** \_\_\_\_\_

Now practise in pairs.



**1 Look at the poem. Answer the questions.**

- 1 Which school subject is it about?
- 2 This poem has a very clear topic sentence. Read it out. Will the poem be happy or sad?

**Now look at the pictures and do these tasks.**

- 1 Find and name things that you already know in English.
- 2 Read out the names of other things in the pictures.

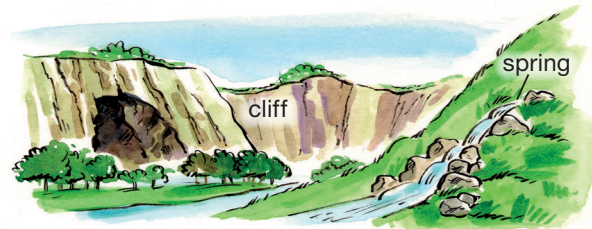
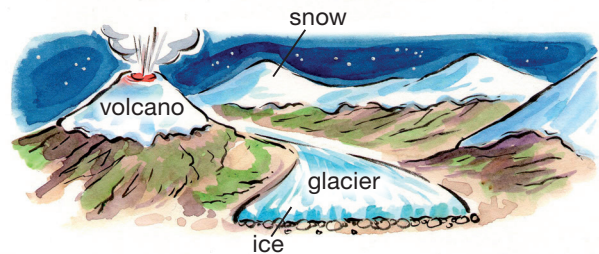
**2 Listen to the poem and decide. Were you correct?** 

**Geography**

I love Geography.

Other people, other places,  
 Different customs, different faces,  
 Drought and desert, field and plain,  
 5 Snow and ice and monsoon rain,  
 Volcanoes, glaciers,  
 Bubbling springs,  
 Clouds and rainbows,  
 Countless things,  
 10 Stars and planets, distant space,  
 Whatever's ugly, full of grace.  
 Seas and rivers,  
 Cliffs and caves,  
 The wondrous ways this world behaves.  
 15 So much to learn; so much to know;  
 And so much further still to go.

*John Kitching*



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

- Line 9:    countless    a) more than we can count   
                                           b) things that we forget to count
- Line 10:   distant        a) very far away   
                                           b) quite near
- Line 14:   wondrous        a) terrible   
                                           b) amazing

Now explain the last line. Say what kind of journey the writer means.

**4 Work with a partner. Mark the words that rhyme: a-a; b-b; ... f-f.**

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

**1 Listen and write down what you hear.**



**2 Complete a paragraph for Mike's project. Do these tasks.**

- 1 Read topic sentences a–c and the rest of the paragraph below. Add the best of a–c.
  - a The Muslims remained in Spain for almost 800 years.
  - b How the Muslims chose a place for their new capital city.
  - c The Muslims took over most of Spain in just six years.
- 2 Now choose time expressions to fill gaps 1–5.

First,      Just two years after that,  
 In only three years,      Soon,      Then

**Islamic Spain: the early years**

- (1) \_\_\_\_\_ Tariq Ibn Ziyad sailed over from North Africa with just 7,000 men in the year 711.
- (2) \_\_\_\_\_ Musa Ibn Nusayr brought another 18,000 in 712.
- (3) \_\_\_\_\_ the Muslims were quickly pushing north into the heart of Spain.
- (4) \_\_\_\_\_ by 715, most of the south of Spain was in Muslim hands.
- (5) \_\_\_\_\_ the Muslims were ready to set up a capital city, and in 717, they chose to do this in Cordoba.

**3 Complete another paragraph for Mike's project. Do these tasks.**

- 1 Read topic sentences a–c and the rest of the paragraph below. Add the best of a–c.
  - a Farmers introduced important new water technologies to Al-Andalus.
  - b Farmers made some of the most important changes in Al-Andalus.
  - c Farmers brought many new kinds of crops to Spain for the first time.

**Farming in Al-Andalus**

Before Islam arrived, farming in Spain was at a very low level. (1) \_\_\_\_\_ (For example, / However,) the new culture soon brought new ways of doing things. The Muslims knew a lot about farming, (2) \_\_\_\_\_ (so / or) of course they introduced their ideas to their new country. (3) \_\_\_\_\_



(But / Because) Muslim farmers came from dry climates, they knew how to use water well. (4) \_\_\_\_\_ (Although / For example,) they built channels (5) \_\_\_\_\_ (in order to / and) carry river water to large areas of dry land. (6) \_\_\_\_\_ (Therefore, / However,) they were soon growing crops in large quantities – (7) \_\_\_\_\_ (and / but) becoming rich. These farmers also knew about crops that grew well in hot climates, (8) \_\_\_\_\_ (and so / or) they introduced a lot of new ones, including lemons, oranges, dates and rice.

- 2 Now choose connecting words from the pairs in brackets to fill gaps 1–8.



**1 Work in groups to discuss the Al-Aqsa Mosque. Do these tasks.**

- 1 Share all you know about the Al-Aqsa Mosque in Jerusalem. Think about:
  - where it is
  - why it is important
  - its age and size
- 2 Report your information and ideas to the class. Make notes of new things that you hear – things that your group did not discuss.

**Unit task:** Describing a famous Palestinian building



**2 Use the notes to write another paragraph for Mike's project. Do these tasks.**

- 1 Read topic sentences a–c and the paragraph notes below. Add the best of a–c.
  - a There was one beautiful building in Al-Andalus.
  - b The Great Mosque of Cordoba is in the south of Spain.
  - c Al-Andalus was famous for its beautiful mosques.
- 2 Work in pairs. Use the paragraph notes to produce the rest of the paragraph. Add connecting words and other words that are necessary.

**The architecture of mosques in Al-Andalus:**

/ most famous one of all / Great Mosque of Cordoba. / This / heart of / ancient Muslim capital in / south of Spain. It / important because / largest and greatest example of early Islamic architecture / al-Andalus. It seems they started working on / new mosque / 785. – soon after / Muslims took over Spain / set up their new capital. Work / finally finished / 988. / has changed shape / size several times since then, and today / 128 metres long / 115 metres wide.



**3 Work in pairs. Write a new paragraph. Do these tasks.**

- 1 Share your notes about the Al-Aqsa Mosque that you discussed in activity 1.
- 2 Decide the most important thing to say about Al-Aqsa. Make this your topic sentence.
- 3 Make more simple statements from your notes.
- 4 Add connecting words.
- 5 Write your new paragraph.

## 1 Look at the pictures on the next page. Make statements.

- 1 In the first picture, we can see Omar of Omar's trip to America.
- 2 All of them look worried about and the Haifawis are saying goodbye.
- 3 In the second picture, Omar the weight of a large bag.
- 4 This seems to be the end and his cousins, Adnan and Yasmeen.

## 2 Work in pairs. Do the tasks.

- 1 Remember Units 3 and 5. Remember what Omar and his cousins did together.
- 2 Remember Units 8, 9, 10 and 12. Again, remember what happened.
- 3 Remember something that someone said or did in each unit.
- 4 Report the things you remember to the class.

## 3 Listen and answer the questions.

- 1 Why does Mr Haifawi want to go soon?
- 2 How many kilos can Omar take in his big bag?
- 3 What does Omar think he should do about the weight problem?
- 4 Does Adnan agree?
- 5 What does everyone chat about before they finally say goodbye?

## 4 Listen and read.

It is Omar's last day, and the Haifawis plan to put him on his plane home. However, he is late – even with Adnan's help.

**Mr Haifawi** The roads will soon get much busier, so we need to go.

**Mrs Haifawi** I can turn the radio on in order to get the traffic news.

**Mr Haifawi** Good idea. If we leave much later, he'll miss his plane! Yasmeen, could you tell the boys we haven't got much time?

**Mrs Haifawi** And how many kilos has he got? He can only carry 20.

\* \* \* \* \*

**Yasmeen** Omar, Dad says if we leave much later, you'll miss your plane.

**Omar** OK!

**Adnan** We're coming!

**Yasmeen** And Mum's asking how many kilos you've got. You can only take 20, she says.

**Adnan** Let's check the weight.

**Omar** ... Oh, no. It's more than 20. It's 23! I'd better leave some things – things that are heavy. I've got some magazines, and they're heavier than anything else. Would you like them?

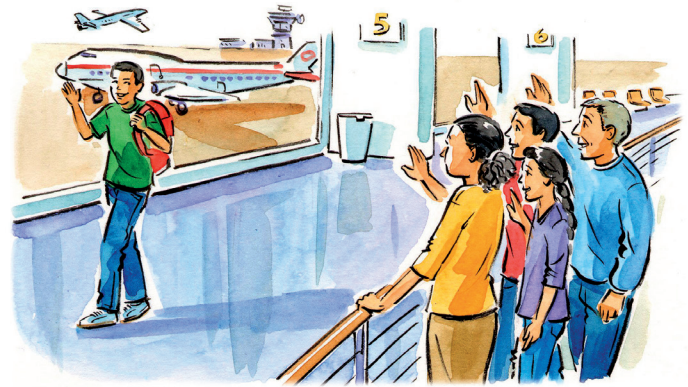
**Adnan** Thanks, but take them in your backpack. You can carry that with you on the plane.

**Omar** Good! I'm ready!

**Yasmeen** Great! Let's go!

\* \* \* \* \*

In fact, the roads are not as busy as Mr Haifawi thought. So, in the end, they have some time to chat happily about Omar's visit before they finally say goodbye.



**1 Read and mark the sentences true (✓) or false (X)?**

- 1 Mrs Haifawi offers to turn on the TV traffic news.
- 2 Mr Haifawi thinks that Omar will not catch his plane if they do not leave soon.
- 3 Yasmeen takes three messages from her parents to the boys.
- 4 Omar wants to leave his magazines because he wants to give Adnan a present.
- 5 In the end, there is no time to talk before they have to say goodbye.

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

**2 Read part 1 and answer the questions.**

- 1 What do the Haifawi's plan to do?
- 2 What is the problem however?

**3 Read part 2 and answer the questions.**

- 1 Which person is the one who seems the most worried about time?
- 2 What does he say about the roads?
- 3 What does Mrs Haifawi offer to turn on the radio for?
- 4 What does she want to know?
- 5 How many kilos does she say Omar can take?

**4 Read part 3 and answer the questions.**





- 1 How much heavier is the bag than it should be?
- 2 What kind of thing does Omar say he had better leave?
- 3 What heavy things does he have in his bag?
- 4 Who does he offer them to?
- 5 What does Adnan think he should do instead?

**5 Read part 4 and answer the questions.**

- 1 Are the roads as busy as Mr Haifawi thought?
- 2 Before they say goodbye, do Omar and the Haifawis have any time to do anything else?





















1 Compare the cars. Use the forms that you see below.

				
	the Star	the Hurricane	the Tiger	the Classic
How good does it look?	☆☆☆☆☆	☆☆☆	☆☆☆☆	☆☆☆☆☆
How expensive is it?	☆☆☆☆	☆☆☆☆☆☆	☆☆☆☆	☆☆☆☆
How fast does it go?	☆☆☆☆	☆☆☆☆	☆☆☆☆☆☆	☆☆☆☆
How nicely does it drive?	☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆☆☆

- A I think the Hurricane looks quite good. B Yes, but it doesn't look as good as the Tiger.  
 A And the Classic looks better than the Hurricane, too. B But I think the Star looks the best of all.

2 Choose, buy and prepare the right food to give Tariq and Fuad. Do the tasks, and use the forms that you see below.

	tomato soup	vegetable soup	kebabs	chicken pieces	potatoes	rice	peppers	tomatoes
 Tariq								
 Fuad								

- Choose what both of them like.  
 A Do they like tomato soup? B Well, Fuad doesn't mind tomato soup, but Tariq doesn't like it.  
 A But what about vegetable soup? B Ah! Both of them like ...
- Say what you are going to buy. Look at the shopping list for the quantities.  
 A First, we don't need any tomato soup.  
 B That's right. We're just going to get some ... Let's get (quantity). And next, we don't need ...  
 A That's right. We're just ...
- Say how long you need to cook each thing.  
 A How long do we need to cook the vegetable soup? B That will take six minutes.

*Shopping list*  
 vegetable soup 2 cans  
 Chicken pieces kilo  
 rice 1 bag  
 tomatoes 1/2 kilo

*Cooking times*  
 6 minutes  
 30 minutes  
 20 minutes  
 5 minutes

**1 Name and describe people. Do the tasks, and use the forms below.**

- A Who are these people?
- B The one in ... / with ... is (Name).
- A Oh, I see. Do you mean the one who's ...?
- B Yes, that's right.



**2 You are at the picnic. Advise the others with *You'd better ...* and the words below.**

- 1 A I've brought some wood to make a fire.  
B / put / down over there with / other / pieces / wood  
*You'd better put it down over there with the other pieces of wood.*
- 2 A I don't like wearing a hat, but the sun is very strong today.  
B / put / on / keep cool
- 3 A I've cooked one side of the burgers.  
B / turn / over / cook / other side
- 4 A Well, that was delicious, but what are we going to do with all these plates now?  
B / tidy / up and put / away in / picnic box. Then / take / over / our car.

**3 Talk about places to visit in order to do things there. Do these tasks.**

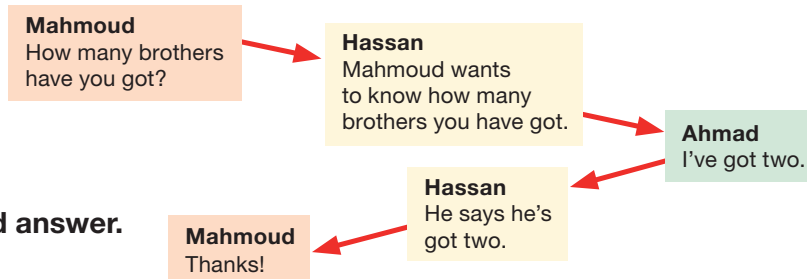
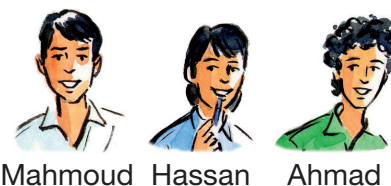
- 1 Look at the list and tick (✓) three places to visit.  
the cinema     the music shop     the library   
the beach     the market     the park
- 2 Decide the purpose of each visit. Use these or your own ideas.  
see the new Batman™ film    buy a new CD    borrow some books  
have a swim    buy some kunafeh    meet some friends
- 3 Have conversations like this.  
A I'm going to go to (the cinema) to / in order to (see the new Batman™ film).  
B That sounds fun / interesting.  
A Would you like to come, too?  
B Thanks, I'd love to. / Thanks, but I'd prefer to (watch the football on TV).

**1 Work in groups. Take turns to ask, report and answer questions about your families.**

Write down more questions to ask about the families of your partners – questions like these.

- How many sisters have you got?
- How old are they?
- What are their names?
- Where do they go to school?

Then take turns to ask, report and answer. Use your own names.



**2 Complete the conversations. Use these expressions.**

- 1 **A** I've finally finished painting the outside of the house.  
**B** \_\_\_\_\_ Now you can begin painting the inside!
- 2 **A** Excuse me.  
**B** Yes. \_\_\_\_\_  
**A** I'd like to try those two jackets, please.
- 3 **A** Which jacket do you prefer?  
**B** I think the blue one is \_\_\_\_\_  
**A** I agree. It looks very good.
- 4 **A** I've drawn a picture of you.  
**B** Really? \_\_\_\_\_  
**A** Here it is. It's a present for you.  
**B** Thanks very much. It's really very good
- 5 **A** I'm sorry, but I can't go to the cinema with you.  
**B** \_\_\_\_\_ You can't work all the time.  
**A** \_\_\_\_\_ Just this one time.
- 6 **A** Hello. Hisham Jabir speaking  
**B** Good evening, Mr Jabir. This is Rania. \_\_\_\_\_ Muneera, \_\_\_\_\_ ?
- 7 **A** Oh, good evening, Rania. Yes, of course. \_\_\_\_\_ ? I'll call her.  
**B** Thank you very much.
- 8 **A** Muneera! \_\_\_\_\_  
**B** Thanks, Dad. I'm just coming.

Come on! Say yes!  
 Could I speak to ... please?  
 Could you hold, please?  
 How can I help you?  
 It's for you.  
 ... just right.  
 Let's have a look!  
 Well, all right.  
 Well done!

**3 Listen and check. Then practise in pairs.**



**4 Listen and write down what you hear.**





**1 Look at the picture and answer the questions.**

- 1 What can you see from the window in the picture?
- 2 Why are the Haifawis there?
- 3 What are they probably talking about?



**2 Listen and tick (✓) the things that the Haifawis choose.**



(Tick again if another person chooses the same thing.)

MENU			
<b>To eat</b>			
Sandwiches	cheese	3.00	___
	chicken	3.50	___
Salads	green	3.00	___
	tomato	4.00	___
Pizzas	small	6.00	___
	regular	7.50	___
	large	9.00	___
Ice cream	regular	2.50	___
	large	3.50	___
Cakes	(each)	3.00	___
<b>To drink</b>			
Fruit juice	apple	2.50	___
	grape	2.50	___
	orange	2.50	___
Tea	regular	1.50	___
	lemon	1.50	___
	green	1.50	___
Coffee	ice	1.50	___
	regular	2.00	___
	large	2.50	___
	ice	2.00	___

**3 Work in pairs. Take the parts of Mr Haifawi and the waiter.**

- A** Now let me check that I've got everything right. (Read back the order, but make a mistake.)  
**B** (Listen for the mistake.) Sorry, but there's something wrong. It should be ...

**4 Revision unit task: You are going to write about English and yourself.**

- 1 Think, and then complete the table. (Tick (✓) 1, 2, 3, 4 or 5 for each area.)

How much better my English has got this year.					
	1	2	3	4	5
Reading					
Writing and spelling					
Listening					
Speaking and pronunciation					

1 = just a little better;  
 3 = quite a lot better;  
 5 = very much better

- 2 Work with a partner. Compare your progress in different areas.  
**Student A** I think my (reading) has got (quite a lot better) this year. What about you?  
**Student B** I feel my (reading) has (just got a little better), but I think my (writing and spelling) have got very much better. What about you?
- 3 Use the table in activity 1 to help you write two paragraphs.  
**Paragraph 1:** things (for example, your reading) that have gone well this year. Give examples.  
**Paragraph 2:** things that have been harder. Say what you hope to do better next year.

# My dictionary

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

Al-Andalus <i>n</i>	_____	coffee shop <i>n</i>	_____
Alhambra <i>n</i>	_____	Come on! Say yes!	_____
all right <i>adj</i>	_____	comfortably <i>adv</i>	_____
American <i>adj</i>	_____	congratulations <i>n</i>	_____
ancestor <i>n</i>	_____	construct <i>v</i>	_____
architecture <i>n</i>	_____	Cordoba <i>n</i>	_____
area <i>n</i>	_____	Could I speak to her, please?	_____
as (= in the form of) <i>adv</i>	_____	Could you hold, please?	_____
as ... as	_____	counsellor <i>n</i>	_____
assistant <i>n</i>	_____	crazy about	_____
backpack <i>n</i>	_____	crop <i>n</i>	_____
Baghdad <i>n</i>	_____	curly <i>adj</i>	_____
beard <i>n</i>	_____	custom <i>n</i>	_____
begin <i>v</i>	_____	date of birth <i>n</i>	_____
Brazil <i>n</i>	_____	daughter <i>n</i>	_____
bride <i>n</i>	_____	deep <i>adj</i>	_____
Britain <i>n</i>	_____	discuss <i>v</i>	_____
can <i>n</i>	_____	disease <i>n</i>	_____
Canada <i>n</i>	_____	dough <i>n</i>	_____
carton <i>n</i>	_____	Dr	_____
celebrate <i>v</i>	_____	during <i>prep</i>	_____
centimetre (cm) <i>n</i>	_____	DVD <i>n</i>	_____
centre <i>n</i>	_____	export <i>v</i>	_____
check <i>v</i>	_____	farming <i>n</i>	_____
China <i>n</i>	_____	follow <i>v</i>	_____
climate <i>n</i>	_____	full <i>adj</i>	_____
clothes <i>n</i>	_____		
coat <i>n</i>	_____		

German *adj* \_\_\_\_\_  
Germany *n* \_\_\_\_\_  
given name *n* \_\_\_\_\_  
glasses *n* \_\_\_\_\_  
gloves *n* \_\_\_\_\_  
grade *n* \_\_\_\_\_  
Granada *n* \_\_\_\_\_  
groom *n* \_\_\_\_\_  
ground meat *n* \_\_\_\_\_  
guest *n* \_\_\_\_\_  
Haifa *n* \_\_\_\_\_  
half *adj* \_\_\_\_\_  
hard (= not soft) *adj* \_\_\_\_\_  
Hello. Khalid Haifawi speaking.  
\_\_\_\_\_  
hold *v* \_\_\_\_\_  
hotel *n* \_\_\_\_\_  
housework *n* \_\_\_\_\_  
human being *n* \_\_\_\_\_  
hurry up *v* \_\_\_\_\_  
husband *n* \_\_\_\_\_  
ice cream *n* \_\_\_\_\_  
ice *n* \_\_\_\_\_  
import *v* \_\_\_\_\_  
in order to \_\_\_\_\_  
including *prep* \_\_\_\_\_  
India *n* \_\_\_\_\_  
Ireland *n* \_\_\_\_\_  
Is anything wrong? \_\_\_\_\_  
Islam *n* \_\_\_\_\_

Islamic *adj* \_\_\_\_\_  
Italian *adj* \_\_\_\_\_  
Japan *n* \_\_\_\_\_  
jar *n* \_\_\_\_\_  
just (= exactly) *adv* \_\_\_\_\_  
Kuwait *n* \_\_\_\_\_  
land *n* \_\_\_\_\_  
large *adj* \_\_\_\_\_  
list *n* \_\_\_\_\_  
litre *n* \_\_\_\_\_  
long ago \_\_\_\_\_  
look up *v* \_\_\_\_\_  
lovely *adj* \_\_\_\_\_  
medical *adj* \_\_\_\_\_  
Mexico *n* \_\_\_\_\_  
moustache *n* \_\_\_\_\_  
Muslim *n* \_\_\_\_\_  
of course \_\_\_\_\_  
Oh, and one more thing ... \_\_\_\_\_  
Oh, let's have a look! \_\_\_\_\_  
on the line \_\_\_\_\_  
once *adv* \_\_\_\_\_  
operation *n* \_\_\_\_\_  
personal details *n* \_\_\_\_\_  
pick up *v* \_\_\_\_\_  
Poor you! \_\_\_\_\_  
probably *adv* \_\_\_\_\_  
produce *v* \_\_\_\_\_  
purpose *n* \_\_\_\_\_



put down <i>v</i>	_____	straight <i>adj</i>	_____
quality <i>n</i>	_____	student <i>n</i>	_____
quantity <i>n</i>	_____	take over <i>v</i>	_____
question <i>n</i>	_____	text message <i>n</i>	_____
regular <i>adj</i>	_____	thick <i>adj</i>	_____
rich <i>adj</i>	_____	tidy <i>adj</i>	_____
ring <i>n</i>	_____	tomato paste <i>n</i>	_____
Rome <i>n</i>	_____	tourism <i>n</i>	_____
Russia <i>n</i>	_____	tourist <i>n</i>	_____
safety (boots) <i>n</i>	_____	tower <i>n</i>	_____
Scotland <i>n</i>	_____	tub <i>n</i>	_____
set up <i>v</i>	_____	turn off <i>v</i>	_____
shoe shop <i>n</i>	_____	uniform <i>n</i>	_____
side <i>n</i>	_____	various <i>adj</i>	_____
size <i>n</i>	_____	Well, all right.	_____
smart <i>adj</i>	_____	wheat <i>n</i>	_____
son <i>n</i>	_____	wife/wives <i>n</i>	_____
spaghetti <i>n</i>	_____	work on <i>v</i>	_____
Spain <i>n</i>	_____	work out <i>v</i>	_____
spirit <i>n</i>	_____	wrong <i>adj</i>	_____
sports shop <i>n</i>	_____	Yasmeen, it's for you.	_____
stick <i>v</i>	_____	zero <i>n</i>	_____











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