



State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **9A**

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1 Listen and repeat.



airport	attendant	captain	complete (v)	land (v)
landing card	passport	right now	take off	

Word formation
fly (v) flight (n)

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

- | | | | |
|---|----------------------------|---------------------|-------------------------------|
| 1 | In picture 1, some people | is talking to | the plane. |
| 2 | The woman on the right | looks excited about | on a plane. |
| 3 | In picture 2, we | are travelling | a plane outside the building. |
| 4 | The boy in the green shirt | can see | a boy and girl on the left. |

3 Listen and answer the questions.



- | | | | |
|---|-------------------------------|---|------------------------------------|
| 1 | Who are the young travellers? | 3 | Who are they going to see? |
| 2 | Where are they going? | 4 | How does everyone feel at the end? |

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



The Yafawi family usually have their summer holidays in America, but this year Hadeel and Nidal are having a summer holiday with a very big difference. It is 10:30 in the morning on Saturday, July 10th, and they are taking off on a long flight – Flight PF124 to Gaza. Soon after that, they hear the captain.

Captain We're now flying at 11,500 metres, and the weather ahead is excellent.

Nidal This is exciting!

Hadeel Palestine, here we come!

Later, during the long flight:

Attendant Are you from Palestine?

Hadeel Well, we're Palestinian-American. We're staying with our cousin's family when we get there. We're staying with them for four weeks.

Nidal We're going home in early August.

Attendant So you each need to complete a visitor landing card. They'll take it after you arrive, when you show them your passport. Here you are.

At Gaza Airport next morning:

Rami I can't wait to see them again.

Uncle Basim Well, they're arriving at 9:30.

Aunt Nada And it's almost 9:30 now, so they're coming very soon.

Rami No, they're landing right now. That's their plane!

Finally, 45 minutes later:

Rami Nidal! Hadeel! Hi!

Nidal Hi, Rami!

Hadeel It's great to see you again!

Uncle Basim Hello, Hadeel. Hello, Nidal. Welcome home to Palestine.

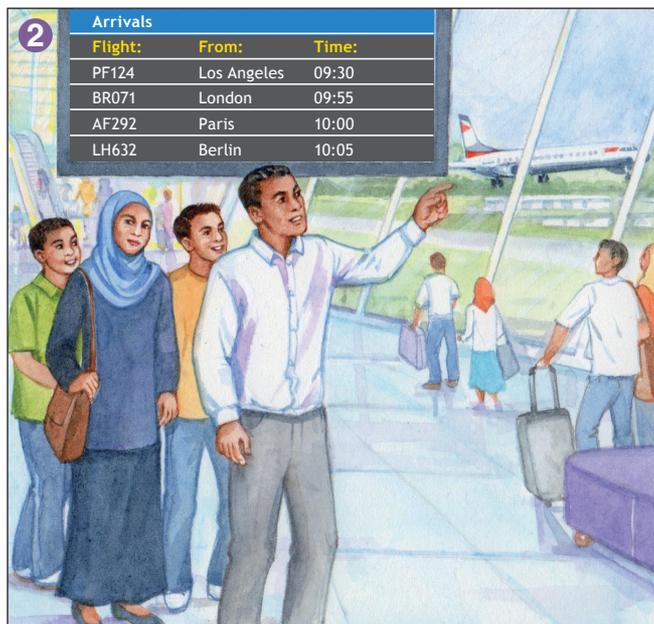
Aunt Nada It's lovely to have you here.

Hadeel Thank you, Uncle Basim, Aunt Nada. It's lovely to be here.

Everyday English

It's lovely to have you here.

It's lovely to be here.



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

- 1 **A** I'm thirsty! I haven't drunk anything since we left the _____ building.
B Well, call the _____, and she'll bring you something to drink.
- 2 **A** Listen. The _____ is speaking again.
B Well, the weather is still excellent, everyone, and if you look down _____
 _____, you can see the Great Lakes very clearly below us.
- 3 **A** We _____ from Chicago three hours ago.
B Yes, so we're going to _____ in London in another four hours.
- 4 **A** Do I just need to show my _____ when we get there?
B No, you'll have to give them your _____. They'll need to keep that.
- 5 **A** How do I _____ the landing card?
B You write your name and other details – like the plane's _____ number.

2 Listen and check. Then practise in pairs. 

3 Read again and answer the questions.

- 1 Who do Hadeel and Nidal usually spend their holidays with?
- 2 What are they doing this year?
- 3 When did their flight take off?
- 4 How did they feel after the plane took off?
- 5 Who are they staying with in Palestine?
- 6 How long are they spending there?
- 7 What do they need to do before they land?
- 8 What time is it when they finally meet Rami and his family?

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

1 Read the examples.

- 1 We **are now flying** at 11,500 metres.
- 2 They **are arriving very soon**.
- 3 **This year** Hadeel and Nidal **are doing** something different.
- 4 We **are staying** with our cousin's family when we get there.

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

- 1 The action in sentence 1 is **a)** at this moment. **b)** a plan for the near future.
- 2 The action in sentence 2 is **a)** in the near future. **b)** now.
- 3 The action in sentence 3 is **a)** at this moment. **b)** a plan for the future.
- 4 The action in sentence 4 is **a)** a plan for the future. **b)** around now.

2 Complete the sentences. Use the present continuous for things happening now or around now.

- 1 It's now 10.30 in the morning and Nidal and Hadeel _____ but Mr and Mrs Yafawi _____ in America. (take off, stay)
- 2 Nidal and Hadeel _____ in their places on the plane now, and they _____ to Gaza. (sit, travel)
- 3 Their plane _____ at 11,500 metres at the moment, and they _____ their flight very much. (fly, enjoy)

3 Complete the sentences. Use the present continuous for future plans.

- 1 Hadeel and Nidal _____ in Gaza tomorrow morning, and they _____ their cousins at the airport. (arrive, meet)
- 2 Then their uncle _____ everyone home, and their aunt _____ a big 'Welcome to Palestine' meal for them. (drive, cook)
- 3 They _____ a tour of Palestine next week, and they _____ to Jerusalem and several other cities. (do, go)
- 4 They _____ Palestine for four weeks, and then they _____ to America. (visit, return)

4 Work in pairs. Talk about future plans. Use the present continuous.

Student A What are you doing (this evening)?

Student B I'm (helping my mum with the housework).

Student A Well, are you doing anything (tomorrow evening)?

Student B No, I'm not doing anything much.

Student A Well, what about (watching my new DVD) with me?

Student B Great idea! Thanks very much.

1 Listen and repeat.



community gate guide local museum
 mini-bus schedule site through
 village Damascus Gate religious cooking

Word formation

religion (n) religious (adj)
 cook (v/n) cooking (n)

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



- 1 **A** Let's visit the _____ and see the things they found in the ancient city.
B Well, we've got a busy _____, but we can go for an hour tomorrow.
- 2 **A** Mona's Palestinian _____ is delicious! I'd like to learn from her.
B Well, you can because she teaches at the _____ centre in town.
- 3 **A** Do you think it's all right to open this _____ and go into the garden?
B Yes, please do, and you can go straight _____ the garden to the house.
- 4 **A** There's the _____ of an ancient palace near here, but where is it?
B We have to drive along this road through the next _____ to get to it.
- 5 **A** We're going to go to the ancient site by _____ - _____, aren't we?
B Yes, and there'll be a _____ to show us round when we get there.
- 6 **A** I'm looking for a _____ mosque. Is there one near here?
B There are several. People here are very _____.

3 Listen and check. Then practise in pairs.



4 Listen and complete the information.



Bethlehem Hebron Jericho
 Jerusalem Nablus

- 1 Listen and add the cities to the table in the correct order 1–5.

	Towns and cities	Notes
1		
2		
3		
4		
5		

- 2 Listen again and add the correct notes about each place.

The oldest city in the world

The site of a very important church

The site of a very important mosque

Famous for its olive oil and soap

One of the world's great religious centres

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

- 1 What do the pictures in the text show?
- 2 Where will Nidal and Hadeel see these things during their tour?
- 3 From what you remember, where else will they go during their tour?
- 4 Also from what you remember, what else will they see?

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

- 1 The tourists and their guide can get to know each other during the first evening.
- 2 The group are going to tour the Old City by mini-bus.
- 3 In Nablus, you can eat well at a lot of different places.
- 4 On Day 3, the group are going to visit a museum, and then they are going to drive to a very old village.
- 5 The schedule mentions four different meals.

Rami's family are planning to tour Palestine with Nidal and Hadeel. Their schedule starts like this.

Day 1 1 Arrive at Al-Quds Hotel in Jerusalem. In the evening, you will meet your guide and join the group for your first evening together. You will have time to introduce yourselves to the others and then sit down to a traditional dinner.

Day 2 5 **9:30:** We travel by mini-bus to the great Damascus Gate for our walking tour of the Old City from 10:00 to 12:00. (Please wear comfortable shoes!) Our visit takes you through the amazing old market and to several famous religious sites, including Al-Asqa Mosque and the beautiful Dome of the Rock.
10 **2:00:** After lunch at the hotel, we visit some important sites outside the Old City, like the Mount of Olives.
6:00: We return to our hotel for dinner and an evening of traditional music.

Day 3 15 **9:30:** Our comfortable tour bus takes us to Nablus and straight to our new hotel. From there, we explore the busy city centre, visit a traditional soap factory and eat at one of Nablus's many excellent restaurants.
20 **2:00:** We drive to an ancient village to see life as it was a century ago. First, we visit the museum and then the local community centre for an afternoon class in traditional cooking. Finally, we taste the best of Palestinian food, as we sit down to a dinner of their finest local dishes.



3 Listen and read aloud.



1 Read and write the tour guide's notes in the correct order. Start like this.

Day 1
Evening: Meet and
Day 2
Morning:
Afternoon:
Evening:
Day 3
Morning:
Afternoon:
Evening:

Village visit: museum and cooking class.

Tour sites outside.

Tour the Old City.

Meet and eat with the group.

Dinner at the village.

To Nablus: city centre, soap factory and restaurant.

Dinner and music.

2 Work in pairs. Ask and answer questions about the tour schedule.

Student A: Take the part of a tourist who is phoning for details of the tour.
Ask questions like these:
Where do we stay in (Jerusalem)?
What do we do (on Day 1)?
When do we visit (the Old City)?
How do we get (from the hotel to the Old City)?
Do we go (anywhere else in Jerusalem)?

Student B: Take the part of the guide and answer the questions from your notes.



3 Read the passage again and do these tasks.

Say what the underlined words refer to.

- Line 3: ... introduce yourself to the others ...
- Line 17: From there, we explore the busy city centre, ...
- Line 23: ... a dinner of their finest local dishes.

Now say what the underlined words and phrases mean.

- Line 2: join the group for your first evening together.
- Line 4: ... sit down to a traditional dinner.
- Line 12: ... the Mount of Olives.

4 Work in pairs. Think and discuss.

Imagine that a tour group is coming to your town or area. What could / should they see and do?

1 Complete the sentences. Use the prepositions of time in the box.

at during for from ... to in on

- Rami's family invited Hadeel and Nidal to visit them _____ July.
- They are staying _____ four weeks, _____ July 10th _____ August 7th.
- They watched some films _____ the very long flight to Palestine.
- They finally arrived next morning, _____ 9:30 _____ the 11th.

2 Complete the sentences. Use the prepositions of place in the box.

at at in near next to on outside

- In picture 1 on page 5, Hadeel and Nidal are _____ the plane to Palestine.
- They are sitting _____ each other _____ the back of the plane.
- The flight attendant is standing _____ them, and she is holding some landing cards _____ her hand.
- In picture 2, Rami and his family are waiting for them _____ Gaza Airport, and their plane is landing _____ the airport building.

3 Find the correct meanings.

Read the dictionary entries and the sentences. Look at each underlined word. Then write the number of the correct meaning.

centre (noun) **1** the middle of an area: *We stood in the centre of the room.* **2** the part of a town or city with most of the shops and restaurants: *We took a bus to the centre.* **3** a place which is important for something: *Hollywood is the centre of the film world in America.*

great (adjective) **1** bigger or more than is usual: *The birds flew south in great numbers.* **2** important: *Oum Kalthoum was a great singer.* **3** very good or nice: *You look great in that new coat.*

- a Then we visit the local community centre.
- b We then explore the busy city centre, ...
- c The lake is in the centre of the park.

- a Nidal's and Hadeel's plane flies great distances every year.
- b It's great to see you again!
- c We travel by mini-bus to the great Damascus Gate.

4 Make statements about time differences. Use words and phrases from the box.

ahead of in the morning in the evening behind in the afternoon at night



Los Angeles



London



Gaza



Beijing

London / (eight) hours ahead of / behind ...

When it is ... in the (afternoon) in ... , it is ... in the (morning) in ...

1 Read the examples.

- 1 These tours **start** from Jerusalem **every week** and **go** round the Old City.
- 2 **Tomorrow 9:30 am**: We **travel** by mini-bus to the beautiful Damascus Gate.
- 3 We **begin** our walking tour **at 10:00**.

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

- 1 The action in sentence 1 **a)** happens many times. **b)** is a future schedule.
- 2 The actions in sentences 2 and 3 **a)** happen many times. **b)** are parts of a future schedule.

2 Complete the sentences. Use the present simple for things that happen regularly and things that always stay the same.

- 1 Hassan Salem is the captain of Hadeel's and Nidal's flight to Palestine.

He _____ in Palestine, but he usually _____ a lot. (live, travel)

- 2 He _____ flying, and he _____ many hours in the air every week. (love, spend)

- 3 He _____ some of the very long flights to and from America, but he _____ the shorter flights to Europe. (do, prefer)

- 4 This is because he _____ staying away from his family at night, and he _____ to do this on European flights. (He can fly from Gaza in the morning and return in the evening.) (not like, not need)



3 Complete the sentences. Use the present simple for future travel times.

- 1 At 8:10 tomorrow morning, he _____ for London on Flight PF156, and they _____ at 10:20, local time. (take off, land)

- 2 Then he and his team _____ to return to Gaza in the afternoon, and Flight PF157 _____ London at 1:45. (prepare, leave)

- 3 Their flight _____ back to Gaza early in the evening, and it _____ at 7:05. (get, arrive)

- 4 At 2:45 on Wednesday afternoon, Hisham _____ to Los Angeles on Flight PF123, and he _____ until 9:30 on Sunday morning. (fly, not return)

4 Work in pairs. Talk about future travel times. Use the present simple.

Student A What time does your (flight) leave (tomorrow)?

Student B It goes at (9:35) (in the morning).

Student A And when do you arrive (in New York)?

Student B I get there at (6:15) (in the evening).

1 Add the verbs in brackets. Put them in the present simple or present continuous.

During the flight to Gaza different things are happening on the plane.

- 1 Nidal wants some water, so he is asking the flight attendant. (want, ask)
- 2 Hadeel _____ her lunch. She _____ chicken! (enjoy, love)
- 3 A husband and wife near Nidal and Hadeel _____ Palestine for a holiday. They also _____ to complete landing cards. (visit, need)
- 4 The husband _____ to get his pen, and he _____ in his jacket pocket. (want, look)
- 5 Their two babies _____. That _____ they are hungry. (cry, mean)

2 Work in pairs. Look at the information screens and ask and answer questions. Use the present continuous and present simple. Use verbs from the box.

fly to go to leave for arrive from come from get here from

Departures		
Flight:	To:	Time:
PF124	Gaza	10:30
AA356	New York	10:35
SA483	Riyadh	10:40

Arrivals		
Flight:	From:	Time:
BR071	London	09:55
AF292	Paris	10:00
LH632	Berlin	10:05

Student A (Flight PF124) is (flying to) (Gaza) soon, isn't it?

Student B That's right.

Student A So what time does it take off?

Student B It takes off at (ten thirty).

Student B (Flight BR071) is (getting here from) (London) soon, isn't it?

Student A That's right.

Student B So what time does it land?

Student A It lands at (nine fifty-five).

3 Write about Anwar's travels next week. Use the present continuous and present simple.

Monday Travel from Sacramento to San Francisco by bus, stay with my friend there. (Bus: leave 8:30, arrive 10:00)

Wednesday Go to Los Angeles by train, spend two days there. (Train: go 7:30, get there 10:30)

Friday Fly to New York, visit my cousins there. (Plane: leave 8:45, arrive 6:30)

Sunday Drive to the airport by taxi, fly home to Palestine. (Flight: take off 11:30, land 7:45 next morning)

On Monday, Anwar is travelling from Sacramento to San Francisco by bus, and he _____. The bus leaves at 8:30, and it _____.

On Wednesday, ... On Friday, ... On Sunday, ...

1 Look at the picture and answer the questions.

- 1 Who are these people, and where are they?
- 2 What do you think they are probably talking about?



2 Listen to part 1 and complete the notes.



- 1 Took off at: _____
- 2 Landed at: _____
- 3 Hours in the air: _____
- 4 Time difference: _____

3 Listen to part 2 and answer the questions.



- 1 What meals did Hadeel and Nidal have on the plane?
- 2 What else did Hadeel do during the flight?
- 3 What else did Nidal do?

4 Practise your pronunciation: intonation in mixed questions.



- 1 Listen. Do the questions rise (↗) or fall (↘) at the end? Mark them.

Did you have a good flight?

How many hours is that?

What time did you take off?

Was the food all right?

So were you in the air for 23 hours?

How many meals did you have?

- 2 Which kind of question rises, and which kind falls?
- 3 Now listen again and repeat.

5 Work in groups. Read and act out.

Uncle Basim Come on, everyone, let's go. This way.

Rami Did you have a good flight?

Nidal Yes, it was fine, thanks. Everything went very well.

Uncle Basim What time did you take off?

Hadeel At 10:30 yesterday morning.

Rami And you landed at 9:30.

Ahmad So were you in the air for 23 hours? That's a very long time!

Nidal No, no, the flight was thirteen hours.

Rami Don't forget the time difference, Ahmad.

Ahmad How many hours is that?

Uncle Basim Los Angeles is ten hours behind us here in Palestine.

1 Write the conversation again. Add spaces between the words and the correct punctuation – capital letters, commas, an apostrophe, full stops and a question mark.

Uncle Basim comeoneveryoneletsgothisway
Rami didyouhaveagoodflight
Nidal yesitwasfinethankseverythingwentverywell

Uncle Basim _____

Rami _____
Nidal _____

Now check your work. Look back at period 10, activity 5.

2 Listen and write down what you hear. 

3 Copy and complete Hadeel's email to her parents.

- 1 Complete the first line of the email.
- 2 Add topic sentences a–c to the correct paragraphs.
 - a The people on the flight did a great job, and we had lots to do.
 - b It's very good to see everyone here in Gaza.
 - c This is to tell you that we have arrived safely.
- 3 Add information that you have from Unit 1.
- 4 Write the end of the email.

Dear ...

(Topic sentence 1) ... It was a long journey, and we were in the air for ... *(Time)*
 But finally, we landed at ... *(Place)* at ... *(Time)* this morning.

(Topic sentence 2) ... They gave us three meals on the plane – ... *(Names of meals)*.
 Then, during the flight, I ... *(Activity)*, and I also ... *(Activity)*. Nidal ... *(Activity)*, and he
 also ... *(Activity)*

(Topic sentence 3) *(Names of people)* met us at the airport, and then we drove
 home. They have all been very warm and friendly to us, and Aunt Nada is making ...
(What kind of meal) for us right now.

Please ...

...

...

1 Work in pairs. Discuss the questions. Write notes.

- Where do you plan to go?
- When do you plan to go?
- How do you plan to travel?
- What do you plan to do about lunch?
- What time do you plan to leave in the morning, and where from?
- When do you plan to arrive?
- What time do you plan to come home at the end of the day?
- When do you plan to get back in the evening?

Unit task: Planning a future day trip for the class.

*Our school trip
Where: To ...
When: On ...
How: By ...
Lunch: Take ...
Leave: At ... from ...
Arrive: ...
Come home: ...
Get back: ...*

2 Work in different pairs. Use your notes to help explain your plans to each other.

3 Write a notice to put on the class notice board.

- Write the heading: SCHOOL TRIP.
- Write where you are going and when you are going (day and date). Use the present continuous.
- Write how you are travelling and what you are doing about lunch. Use the present continuous.
- Write about your travel times at the start of the day. Use the present simple.
- Write about your travel times at the end of the day. Use the present simple.

SCHOOL TRIP

We are going to ... for our school trip, and we are going on ... We are travelling by ..., and we are taking ...

The ... leaves at ... from ..., and ...

4 Put your notice on the class notice board for everyone to read.

I feel at home already!

1 Listen and repeat.



carpet curtain dining room hall
in time put up wardrobe

Word formation

by the bed by car by next Saturday
over the bridge over a year (= more than)

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

- | | | |
|---------------------------------|------------------|--------------------|
| 1 Two of the adults | and she could be | with the others. |
| 2 There are two young people, | has come to stay | their grandmother. |
| 3 There is also an older woman, | and they may be | husband and wife. |
| 4 Perhaps the older woman | may be | their children. |

3 Listen and answer the questions.



- | | |
|---|--|
| 1 Who are the people in the picture? | 2 What has just happened? |
| 3 What have the family been doing for a week? | 4 Can Waleed now tick the last two things on his list? |

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



The Qadiri family have lived in London for over a year. Now Grandma is going to visit them.

Mrs Qadiri Grandma is arriving in a week, and we haven't prepared the guest bedroom yet.

Mr Qadiri Yes, we've been talking about it for ages, but we still haven't done anything.

Waleed So there's a lot to do by next Saturday! Let's make a list.

Mrs Qadiri Good idea. First, we need to choose a new carpet.

Lana And buy a new wardrobe.

Waleed Choose a new carpet ... Buy a new wardrobe.

Mr Qadiri I've already seen a nice wardrobe. I can get it today. Now, what else?

The Qadiri family have been working hard for the past week, but they still haven't finished.

Mrs Qadiri Grandma's arriving soon, and we haven't put up the curtains yet!

Mr Qadiri You and Waleed do that, while Lana and I go to the airport.

Two hours later:

Mrs Qadiri Fantastic! The curtains are up.

Waleed We've finished just in time. The others have already arrived. They're in the hall.

Mrs Qadiri But we still haven't done the flowers. Quick!

Twenty minutes later:

Mrs Qadiri And here's your room, Mother.

Grandma It's wonderful! And I love the flowers. They're my favourites. I feel at home already!

- | | |
|--|---|
| Choose a new carpet. | ✓ |
| Buy a new wardrobe. | ✓ |
| Put up some pictures. | ✓ |
| Get another chair for the dining room. | ✓ |
| Make some new curtains. | ✓ |
| Make Grandma's bed. | ✓ |
| Put up the curtains. | ✗ |
| Put some flowers by the bed. | ✗ |

Everyday English

I love the flowers.
They're my favourites.

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



- 1 **A** Where would you like me to _____ this picture?
B Over there, please, between the window and the new _____.
- 2 **A** These _____ are just the right size for the window.
B And the colour goes well with the new _____.
- 3 **A** Let's put some flowers in the _____, near the front door.
B Good idea. And we need another chair for Grandma when we eat in the _____.
- 4 **A** We need to get to the airport _____ 3:00.
B Yes, we must be there _____ to meet Grandma. We mustn't be late.
- 5 **A** It's amazing that we can go almost anywhere in the world by plane today.
B Yes, I've heard that _____ a million people are in the air at any time, day or night.

2 Listen and check. Then practise in pairs.



3 Read again and answer the questions.

On Day 1:

- 1 What is going to happen in a week's time?
- 2 Have the Qadiri family finished preparing the guest bedroom yet?
- 3 What is Waleed starting to do?
- 4 What important thing for the bedroom has Mr Qadiri already seen?

On Day 7:

- 1 Name the things that the Qadiri family still haven't done before Mr Qadiri and Lana go to the airport.
- 2 Have Mrs Qadiri and Waleed done everything by the time the others arrive outside?
- 3 What have they just done when Grandma sees the room?
- 4 Why is this important?

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



1 Read the examples.

- 1 I **have already seen** a nice wardrobe.
- 2 We **still haven't done** the flowers.
- 3 We **have been talking** about it **for ages**.
- 4 The Qadiri family **have been working** hard **for the past week**.

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

- 1 We often use *already* with the present perfect in **a**) positive statements. **b**) negative statements.
- 2 We often use *still* with the present perfect in **a**) positive statements. **b**) negative statements.
- 3 We often use *already* for emphasis, to show that an action is **a**) sooner **b**) later than everyone thought.
- 4 We often use *still* for emphasis, to show that an action is **a**) sooner **b**) later than everyone thought.
- 5 We often use the present perfect continuous for emphasis, to show that something has been going on **a**) and never stopping. **b**) but has now stopped.

2 Work in pairs. Ask and answer questions about Waleed's list on Day 5 (Thursday).

- 1 Talk about what the Qadiri family have already done.

Student A *When is Mrs Qadiri going to choose a new carpet?*

Student B *She's already chosen one.*

- 2 Talk about what they still haven't done.

Student A *Have Mrs Qadiri and Lana made some new curtains yet?*

Student B *No, they still haven't made any.*

Choose a new carpet. ✓ (Mum)
Buy a new wardrobe. ✓ (Dad)
Put up some pictures. ✓ (Lana and me)
Get another chair for the dining room. ✓ (Dad)
Make some new curtains. ✗ (Mum and Lana)
Make Grandma's bed. ✗ (Lana and me)
Put up the curtains. ✗ (Mum and me)
Put some flowers by the bed. ✗ (Mum)

3 Form statements. Use the present perfect continuous and the present perfect with *still ... not*.

- 1 Waleed / paint that room / ages, but / still / not finish it
Waleed has been painting that room for ages, but he still hasn't finished it.
- 2 Mrs Qadiri / look for / new carpet / days, but / still / not find / right design
- 3 Lana / tidy up her room / hours, but / still / not put everything away
- 4 Mr Qadiri / look at new laptops / weeks, but / still / not decide / best one to buy

4 Work in pairs. Use the present perfect with *already* and the present perfect continuous.

- 1 Look! Little Tariq (already start) / run // Wow! / (only walk) / a week
A *Look! Little Tariq has already started to run.* **B** *Wow! He's only been walking for a week.*
- 2 Listen! Muneera (already pass) / driving test // Amazing! / (only learn) / ten weeks
- 3 Guess what! Fuad (already finish) his house // No! / (only build) it / six months
- 4 Mona (already get) into / national volleyball team // Fantastic! / (only play) the game / two years

1 Listen and repeat. 

away	continue	dry	keep out
relax	special	wall	wet

Word formation
 say (v) saying (n)
 hot (adj) heat (n)

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

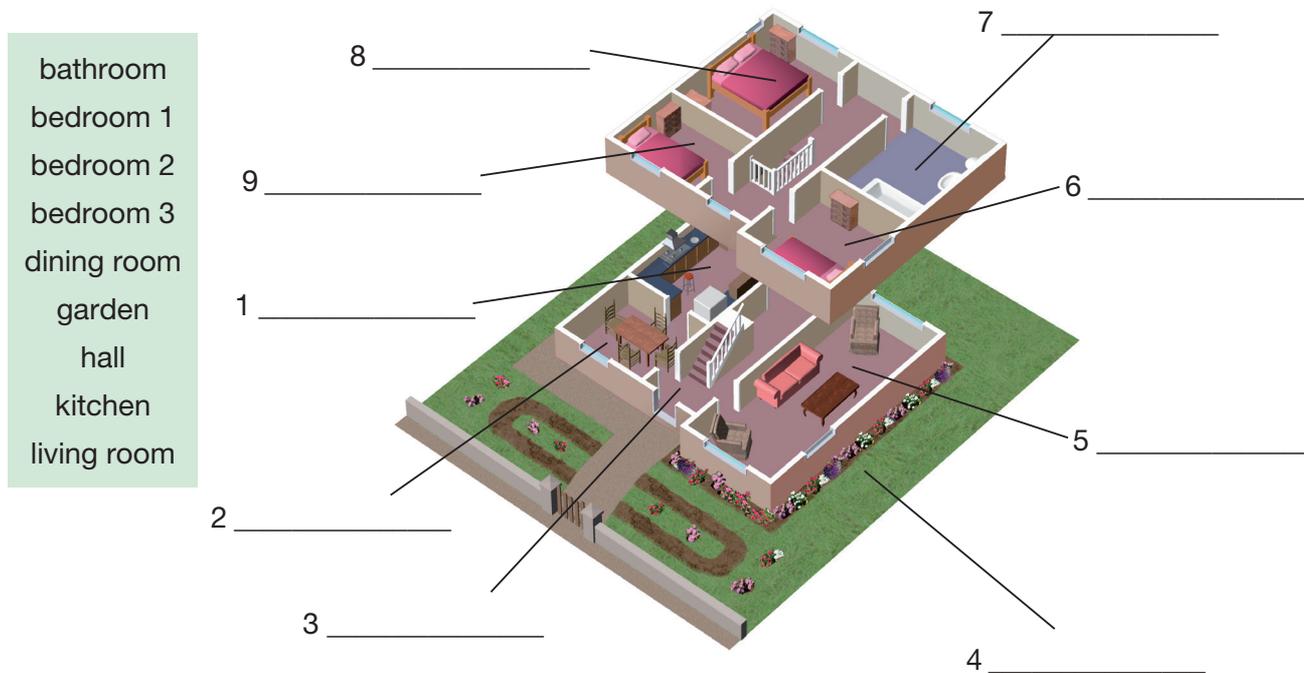
- 1 **A** Does anyone live in that old house? Let's climb over the _____ and find out.
B We'd better not. That big sign there says, '_____!'
- 2 **A** I hate all this _____ weather, with rain all day every day!
B Yes, it's horrible! And it's going to _____ like this for ten days!
- 3 **A** I love getting home and _____ with my family.
B I do, too. It makes me think of that old _____: 'Home sweet home'.
- 4 **A** My shirt has fallen in the water! How am I going to get it _____?
B Just hang it outside in the _____ of the sun for half an hour.
- 5 **A** I hear you're going _____ for two weeks. Are you going anywhere nice?
B Yes, we're going on a very _____ trip to see the ancient cities of Mexico.

3 Listen and check. Then practise in pairs. 

4 Listen and do the tasks. 

When the Qadiri family moved to London, they looked at several houses before they chose one. Listen to their tour of the house below.

- 1 Listen and draw their route round the house.
 2 Listen again. Label the parts of the house with the words in the box.



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

- 1 What do all the pictures show?
- 2 What parts of the world do you think each picture shows?
- 3 What may the climate be like in these different parts of the world?
- 4 Which kind of house do you think would be a) the most and b) the least comfortable?

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

- 1 At first, our ancient ancestors used to live in caves, not houses.
- 2 The Masai brought their animals inside their houses to keep them safe at night.
- 3 In cold, wet places, the windows of traditional houses were often on the opposite side from most of the wind and rain.
- 4 Like our ancestors, we still need a safe, comfortable place to live, away from the outside world.
- 5 Today, most people still live in traditional houses like the ones in the pictures.

Home is a special place

1 Human beings have always needed somewhere safe and comfortable to live – somewhere away from the world outside. Our ancient ancestors often used caves. Later, they learned to build
5 houses and they designed them to keep out wild animals and bad weather.

Think of the Masai people of East Africa. Long ago, they began building their houses together in circles. They were very simple, but
10 each joined the next, and together they became a strong wall. At night, they brought their cows and goats into the centre, safe from dangerous animals. Some Masai have continued living in communities like this until today.

15 In the past, people also found natural ways to protect themselves from difficult climates. In cold, wet places, traditional houses were

often low with thick walls and small windows that faced away from the wind and rain. In the
20 hot, dry Middle East, the thick, white walls of traditional houses protected people from the sun's heat.

Today, most people have moved to live in modern buildings, but one thing has not
25 changed. We still need somewhere away from the outside world, a place to relax with family and friends. We want our house to be a home – a safe, happy, comfortable place at the centre of our lives.

30 When we have known a happy family home, we never forget it. Even if life takes us far away, we always remember that special place. In the words of the old saying: 'East or west, home is best'.

**3 Listen and read aloud.**

1 Read and create a summary.

1 Match these ideas to paragraphs 1–5.

- Our need for a house that is a real home
- How people built to protect themselves from hot, cold and wet weather
- People's need for somewhere safe from danger and bad weather since ancient times
- How important a good home remains to all of us all our lives
- How they learned to build to protect themselves from dangerous animals

2 Change these ideas into sentences and write them out as a summary. Start like this.

People have had a need for somewhere safe from danger and bad weather since ancient times. They learned ...

2 Work in pairs and expand the summary in activity 1.

Student A: Read out a sentence from the summary.

People have had a need for somewhere safe from danger and bad weather since ancient times ...

Student B: Add information from memory.

At first, they often lived in caves. Later, they learned ...

3 Read the passage again and do these tasks.

Say what the underlined words refer to.

- 1 Line 5: ... and they designed them to keep out wild animals ...
- 2 Line 5: ... and they designed them to keep out wild animals ...
- 3 Line 9: They were very simple, but each joined the next, ...
- 4 Line 9: They were very simple, but each joined the next, ...
- 5 Line 11: At night, they brought their cows and goats into the centre, ...
- 6 Line 32: ..., we always remember that special place.

Now say what the underlined words and phrases mean.

- 1 Line 15: People ... found ... ways to protect themselves from difficult climates.
- 2 Line 18: ... small windows that faced away from the wind and rain.
- 3 Line 28: ... a safe, happy, comfortable place at the centre of our lives.
- 4 Line 31: Even if life takes us far away, ...

4 Work in pairs. Think and discuss.

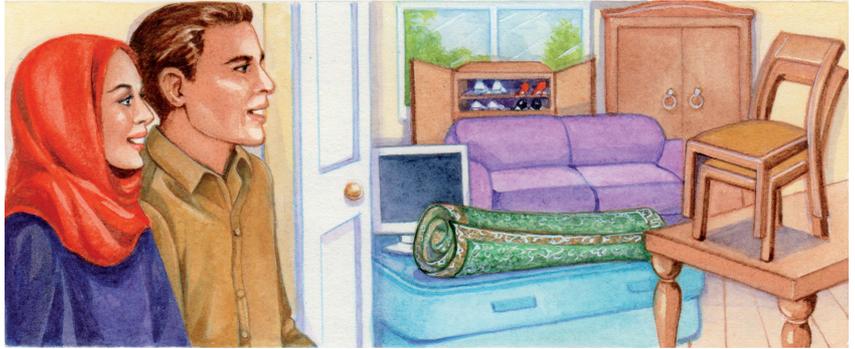
- 1 What difference do you see between a house and a home?
- 2 What does a traditional Palestinian house look like?



1 Complete the conversation. Use words from the boxes.

bedroom dining room
~~hall~~ living room

bed dining chairs
 dining table rug
 shoe cupboard sofa
 TV wardrobe



- 1 **A** Well, here we are in the hall _____ of our new home.
B Yes, let's put the shoe _____ and the long, thin _____ here.
- 2 **A** And this room is going to be our l _____, isn't it?
B That's right, so we'll put the _____ and the _____ in here.
- 3 **A** And we'll have this room as the b _____, won't we?
B Yes, and so this is the room for the _____ and the _____.
- 4 **A** And you're happy to use this room as the d _____, aren't you?
B That's right, so this is the room for the _____ and the _____.

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

3 Find words in the passage to form pairs of nouns and adjectives.

Nouns	danger		nature		safety		
Adjectives		hot		rainy		sunny	windy

4 Work in pairs. Use pairs of words from activity 3 to complete the sentences. Take turns to read them out.

- 1 The sun is very _____ today. You'd better wear a hat to protect yourself from the _____.
- 2 The weather forecast says there may be _____ today, and the weather looks quite _____ at the moment, so I think you should take an umbrella.
- 3 It's _____ to go swimming from some beaches. There's a _____ that the sea will carry you away.
- 4 It's been very _____ today, and the _____ has damaged a lot of the flowers in our garden.
- 5 _____ is very important when you go climbing. Everything you do must be _____ because just one mistake can kill you.
- 6 The _____ is warm today, so let's go out. I love going to the park on a nice, _____ day like this.
- 7 In _____, there are many dangers, so it is _____ for animals to try to keep their young ones safe.

1 Read the examples.

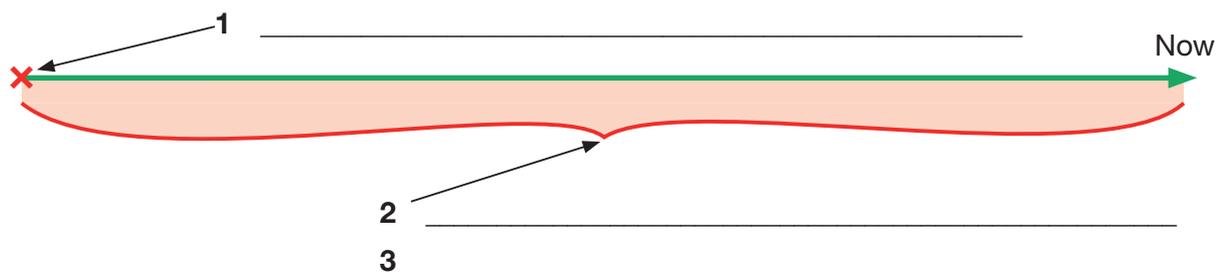
- 1 **Long ago**, the Masai **began** building their houses in circles.
- 2 **In the past**, people also **found** natural ways to protect themselves.
- 3 Most people **have moved** to live in modern buildings. (And we **still live** there **now**.)
- 4 One thing **has not changed**. (And it **is still** the same **now**.)

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

- 1 The verbs in sentences 1–2 are both in **a**) the present perfect. **b**) the past simple.
- 2 The verbs express actions that **a**) happened completely in the past.
b) join the past to the present.
- 3 Sentences 1–2 also use 'signal words' like *Long ago*, which often go together with **a**) the present perfect. **b**) the past simple.
- 4 The verbs in sentences 3–4 are both in **a**) the present perfect. **b**) the past simple.
- 5 The verbs express actions that **a**) happened completely in the past.
b) join the past to the present.

2 Complete the diagram. Add the sentences in the box.

The Qadiri family **have lived** in London **for fifteen months**.
The Qadiri family **arrived** in London **fifteen months ago**.
The Qadiri family **have lived** in the house **since they arrived** in London.



3 Work in pairs. Ask and answer a new friend's questions.

Put the verbs in brackets in the present perfect or past simple.

- 1 **Friend** How long have you been at school? (*start at school, be*)
You I started at school in ... (*past time – year or grade*), so I've been at school for ... (*length of time – years*)
- 2 **Friend** How long have you had your English teacher? (*join his / her class, have*)
You I joined ...
- 3 **Friend** How long have you known your best friend? (*meet him / her, know*)
- 4 **Friend** How long have your family lived here? (*move here / live*)

4 Talk about actions. Use the past simple and present perfect.

- 1 Say what you did in your last English lesson. Use the past simple.
Last lesson, we (did some vocabulary exercises).
- 2 Say what you have done during this lesson. Use the present perfect.
This lesson, we (have studied the past simple and the present perfect).

1 Work in pairs. Say what the family have a) already done, and b) still not done.

Mr Qadiri	Mrs Qadiri	Lana	Waleed
put up the new shelves <i>X</i>	do the food shopping <i>✓</i>	sweep the garden path <i>X</i>	clean the windows <i>✓</i>
paint the front door <i>✓</i>	prepare dinner <i>X</i>	tidy up the living room <i>✓</i>	wash the car <i>X</i>

- A** When is Mr Qadiri going to put up the new shelves and paint the front door?
B *Well, he's already painted ..., but he still hasn't ...*
- A** Is Mrs Qadiri going to do the food shopping and prepare dinner soon?
B *Well, she's already ...*
- A** I hope Lana is going to sweep the garden path and tidy up the living room soon.
- A** Do you think Waleed is going to clean the windows and wash the car today?

2 Make sentences. Use the present perfect continuous and present continuous.

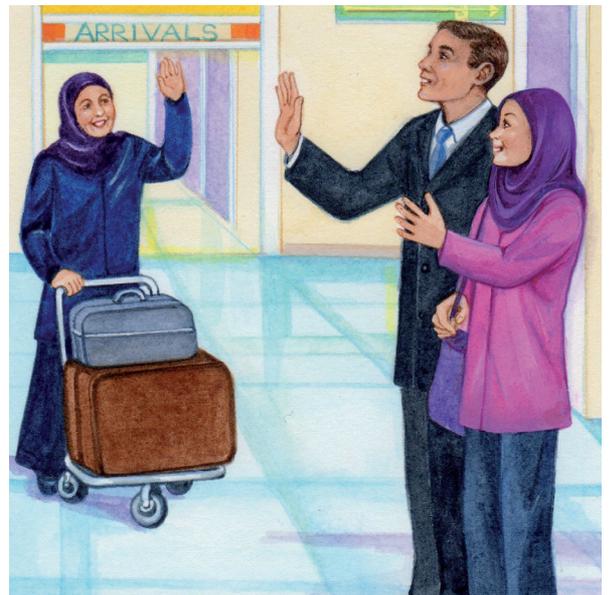
- 

Grandma (fly) / four hours. Now her plane (land).
Grandma has been flying for four hours. Now her plane is landing.
- 

/ (queue) to show / passport / ten minutes. Now the man (look) at /.
- 

/ (wait) to get / bags / 15 minutes. Now they / (arrive) from / plane.
- 

/ (think) about this moment / over a year. Now it (really happen)!



3 Work in pairs. Ask and answer questions with the present perfect and past simple.

Mr Qadiri	Mrs Qadiri	Lana and Waleed
get some money from the bank / (yesterday morning)	do the food shopping / (this morning)	finish their homework / (yesterday evening)
buy a new wardrobe / (yesterday afternoon)	come home from the shops / (before lunch)	give their homework to their teacher / (this morning)

- Student A** *Has Mr Qadiri got some money from the bank yet?*
Student B *Yes, he has.*
Student A *When did he get it?*
Student B *He got it yesterday morning.*

1 Look at the picture and do the tasks.

- 1 Say what kind of building this is.
- 2 Say where it is.
- 3 Say what seems quite like your school – and what seems different.

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

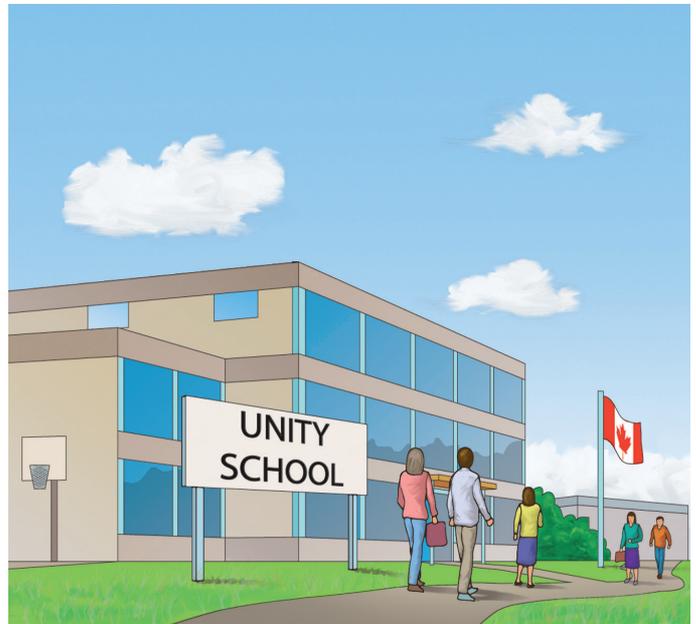
Choose from a), b) or c).

- a) Building a new school together
- b) Working harder and learning more
- c) Everyone living and working well together

A School Creed

- 1 This is our school.
Let peace dwell here,
Let the rooms be full of contentment,
Let love abide here,
- 5 Love of one another,
Love of mankind,
Love of life itself,
And love of God.
Let us remember
- 10 That, as many hands build a house,
So many hearts make a school.

Traditional



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

- Line 5: one another a) one other person b) each other
- Line 10: as a) because b) in the same way that
- Line 11: so a) therefore b) also in the same way

4 Listen to the poem again and do the tasks. 

- 1 Find lines that support the idea of being good to other people.
- 2 Find lines that support the idea of developing a good community.

5 Listen again and read out the poem. 



1 Listen and write down what you hear.

2 Work in pairs. Do the tasks to write Waleed's progress report.

1 Number the sentences in the right order to form part of paragraph 1.

- _____, I began to make a list of the various jobs.
 _____, we decided who should do which job.
 _____, everyone started talking about all the jobs to do.

2 Add the sequence markers in the box to the sentences in 1.

Finally, First, Next,

3 Choose the correct topic sentence for paragraph 1 of the report. Write the paragraph.

- However, we have not done the other four things on the list yet.
- Last Saturday, we finally started preparing for Grandma's visit.
- Today is Thursday, and we have done four of the things on the list.

4 Read Waleed's list to find information for paragraphs 2 and 3 of the progress report.

Choose a new carpet.	✓ (Mum)	(last Saturday)
Buy a new wardrobe.	✓ (Dad)	(last Saturday)
Put up some pictures.	✓ (Lana and me)	(on Monday)
Get another chair for the dining room.	✓ (Dad)	(yesterday)
Make some new curtains.	✗ (Mum and Lana)	(tomorrow)
Make Grandma's bed.	✗ (Lana and me)	(tomorrow)
Put up the curtains.	✗ (Mum and me)	(on Saturday)
Put some flowers by the bed.	✗ (Mum)	(on Saturday)

(Topic sentence) We (already choose) a new carpet, (buy) a new _____. We (put up) _____, and we (get) _____. Last Saturday, Mum (choose) the new carpet and Dad (buy) _____. Then Lana and I (put up) _____ on _____, and Dad (get) _____.

(Topic sentence) We (still not make) any new _____, we (not make) _____, we (not put up) the _____, and we (not put) any _____. Tomorrow, Mum and Lana (make) the new curtains, and Lana and I (make) _____. Then on Saturday, _____ (put up) _____, and _____ (put) _____.

3 Write paragraphs 2 and 3 of the report.

Choose the correct topic sentences from 3 in activity 2. Put the verbs in the correct tenses – present perfect, past simple and present continuous for future plans.

Unit task: Writing a progress report.

1 Write notes about yourself.

- Choose something you have been doing recently – for example, learning to cook, or doing a school project. Think: when did you start doing this?
- Think of two or three things that you have already started doing to help you do this. Make notes like this:

Learned to make humus.	Looked at various websites.
Learned to cook rice.	Collected lots of information.
- Think of two or three more things that you still haven't started doing yet. Make notes like this:

Not learned to bake bread.	Not chosen everything that I'll include.
Not learned to cook chicken.	Not drawn any maps yet.

2 Work in pairs. Tell each other about your hopes and plans.

- Student A** *I've been (learning to cook) recently.*
- Student B** *Really? When did you start?*
- Student A** *(About two weeks ago).*
- Student B** *Interesting. How have you been getting on?*
- Student A** *Well, I've already learned some things, but I still haven't learned a lot of other things.*
- Student B** *So what have you already done?*
- Student A** *Well, for example, I've already (learned to make humus).*
- Student B** *That's good. What else?*
- Student A** *I've (learned to cook rice), too.*
- Student B** *Very good, but what haven't you done yet?*
- Student A** *Well, for example, I haven't (learned to bake bread) yet.*
- Student B** *I'm sure you soon will. What else?*
- Student A** *I haven't (learned to cook chicken), either.*

3 Write your report in three paragraphs. Use this plan.

- Paragraph 1: What have you been trying to do recently?
When did you start?
How have you been getting on?
- Paragraph 2: What have you already done? List two or three things.
- Paragraph 3: What have you still not done? List two or three things.

4 Work in groups. Read out your reports to each other.

1 Listen and repeat.



calm down collapse cover first aid kit ground
lie pulse right sweat (thermal) blanket

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

- 1 These three people is on his back, and they look worried.
- 2 One of them wants the second boy on a football pitch.
- 3 The other two seem to be to go and get something.
- 4 The adult are with him on the grass, and he may be sick.

3 Listen and answer the questions.



- 1 Why was Jamie away from school?
- 2 How does Jamie look to Waleed?
- 3 Why is the coach surprised that Jamie has collapsed?
- 4 What does the coach decide to do to help him?

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



Waleed and his friend Jamie are at football training. Jamie is a very good player, but it is his first day back at school after a week in bed with flu – and something is not right.

Waleed Jamie, you don't look good.

Jamie I'm much better than I was.

Waleed But perhaps you should take things more slowly.

Jamie The most important match of the year is on Saturday, and I want to be ready for it.

Waleed But you're not as strong as you think you are.

Jamie I'm fine!

Coach Listen, everyone. You're doing better than you were last week, but you're still not doing the best you can. And you're still not as fit as you need to be. So next, please run round the pitch as fast as you can. Go!

Waleed Jamie, stop! You look terrible!

Jamie You're right ... It's getting worse ... [He falls to the ground, and he lies there, not moving.]

Waleed Coach! Jamie has collapsed!

Coach Really? He's usually the fittest boy in the team.

Waleed Yes, but he's just had flu.

Coach What! Well, he was wrong to start training so soon.

Waleed I told him! I told him!

Coach OK, Waleed, calm down. Now let's check his pulse ...

Hm, it's racing. He's cold, too, and he's sweating.

Waleed Do we need a doctor?

Coach Perhaps, but first let's cover him. Run and get the thermal blanket and the first aid kit.

Waleed I'll be as quick as I can.

Everyday English

You should take things more slowly.
OK, calm down.



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

- 1 **A** You don't look well. Something isn't _____.
- B** I know. I'm _____, but I'm not hot. I feel cold. I feel ...
- 2 **A** Help! Help! My friend has _____. Call a doctor!
- B** I don't think she's as bad as that, so _____, _____, and let's try to help her.
- 3 **A** I'll go and get the school's _____.
- B** Good idea. And we need to _____ her to keep her warm.
- 4 **A** I'll bring a _____.
- B** Good. And now I need to check her _____ to see if it's strong or weak.
- 5 **A** Should we leave her on the _____ like this, or should we move her?
- B** No, let her _____ here quietly at the moment.

2 Listen and check. Then practise in pairs. 

3 Read again and answer the questions.

- 1 How does Jamie feel today?
- 2 Why does he want to go training so much?
- 3 What does Waleed think?
- 4 Who is right, and how do we soon know this?
- 5 What important information does Waleed give the coach?
- 6 When the coach checks Jamie, what does he soon find out?
- 7 What does he want to do first to help Jamie?
- 8 How is Waleed going to help?

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

1 Read the examples.

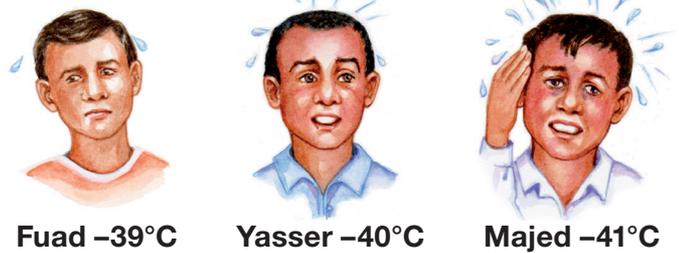
- 1 He's usually **the fittest boy** in the team.
- 2 **The most important match** of the year is on Saturday.
- 3 You should **take** things **more slowly**.
- 4 I **am** much **better than** I was.
- 5 You **are** not **doing the best** you can.
- 6 You **are** not **as strong as** you think you are.
- 7 Please **run** round the pitch **as fast as** you can.

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

- 1 When we compare things with short adjectives, we usually use
a) *-er / -est* forms. b) *more / most* forms.
- 2 When we compare things with longer adjectives, we usually use
a) *-er / -est* forms. b) *more / most* forms.
- 3 When we compare actions with regular adverbs (short or long), we usually use
a) *-er / -est* forms. b) *more / most* forms.
- 4 We use the irregular forms *better* and *best* for
a) just the adjective *good*. b) both the adjective *good* and the adverb *well*.
- 5 We can use the form (*not*) *as ... as*
a) with both adjectives and adverbs. b) only with adjectives.

2 Compare Fuad, Yasser and Majed.

- 1 They all feel sick, but Fuad doesn't feel as sick as Yasser or Majed. Yasser feels sicker than Fuad, and Majed feels the sickest of them all.



- 2 They all have dangerous fevers, but Fuad's fever isn't ...
- 3 They are all sweating heavily, but Fuad isn't ...

3 Work in pairs. Compare Reema, Sameera and Lana.

These girls played well in their last match. Use the table to talk about them.



Actions	Reema	Sameera	Lana
1 How fast did they run?	***	****	*****
2 How well did they jump?	*****	***	****
3 How quickly did they pass the ball?	****	*****	***

Have more conversations like this one.

- 1 How fast did they run?
Student A *Reema ran really fast.*
Student B *Yes, but she didn't run as fast as Sameera.*
Student A *You're right, and Lana ran even faster than Sameera.*
Student B *Yes, Lana ran the fastest out of everyone in the team that day.*

1 Listen and repeat.



beat (n/v) chart gentle heart injury
out of breath rate sensible warm up

Word formation

act (v/n) active (adj) activity (n)
healthy (adj) health (n)

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



- 1 **A** Why do you use so many _____ in your teaching?
B Well, they're often easier to understand than words, so it's just a _____ thing to do.
- 2 **A** Can you explain the _____ that you feel when you check your pulse?
B Yes, you see, your _____ produces that.
- 3 **A** Do you get _____ quickly when you run?
B Yes, I do, and my heart _____ rises.
- 4 **A** I want to become more _____. Perhaps I should start a new sport.
B Well, you can go to the sports centre. They have various _____ that you can choose from.
A Good idea. And I'm sure it'll be good for my _____ if I can get fitter.
- 5 **A** When you go training, always _____ carefully first.
B I know. I always start with some _____ exercises.
A That's good because it helps to stop sports _____.

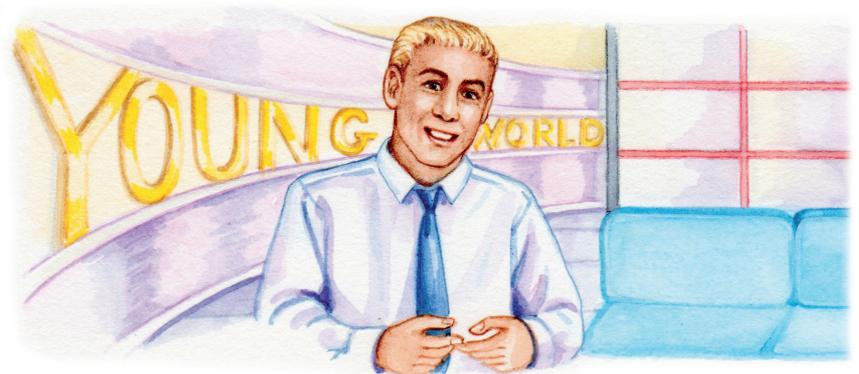
3 Listen and check. Then practise in pairs.



4 Listen and choose the best way to complete the statements.



Dr Blake is a guest on the TV programme *Young World*, and he is talking about health, fitness and sports activities and injuries.



- 1 Dr Blake thinks that _____ young people are fit and healthy. (some / most)
- 2 Young people need about _____ of exercise a day. (an hour and a half / half an hour)
- 3 His suggestions for activities include _____ to school and home again. (walking / running)
- 4 He says that some sports are _____. (completely safe / less dangerous than others)
- 5 _____ when you feel tired. (Push yourself harder / You should stop)

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

- 1 Why do you think all the boys and girls are wearing a uniform?
- 2 Do you think the man at the desk is a visitor or a normal teacher?
- 3 Looking at the picture on the screen, what do you think he has been speaking about? Look at the graph on page 37 to help.
- 4 Why do you think a boy has got his hand in the air?
- 5 What do you think the speaker is going to do next?

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

- 1 Julie Nixon has done a lot of rock climbing in her life.
- 2 Swimming is less dangerous than other sports activities, and it is good for people who have hurt themselves in the past.
- 3 Everyone should feel warm when they start doing any sports activity.
- 4 Jamie's normal heart rate is much less than 190 beats a minute.
- 5 Dr Blake thinks that the coach was wrong to stop Jamie from doing more training.

1 Dr Blake is at Waleed's school, and he has been using charts to talk about health, sport and getting fit. Now he is answering questions.

5 **Hello. I'm Julie Nixon. I started rock climbing last year, but I fell and broke my leg. Since then, I haven't been active enough, but I want to try something safer! What's your advice?**

You feel that rock climbing is too dangerous for you, and yes, it is more dangerous than most sports. The safest activity is swimming, and that's also good for old injuries like yours.

But with all sports, always remember to warm up first. Do gentle exercises for the various parts of your body. This helps stop injuries.

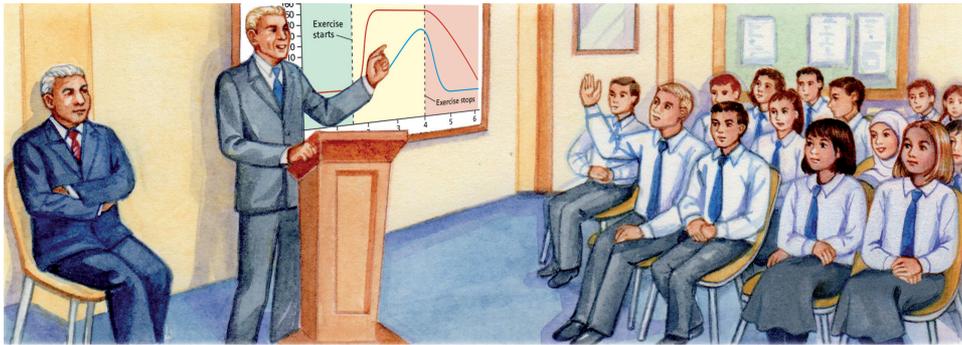
15 **I'm Jamie Smith, and I recently went football training after a week in bed with flu. I started well enough, but then I got out of breath. I began sweating badly, and my heart started beating very fast. Then I collapsed. They say my heart rate was 190 beats a minute! But I was all right after ten minutes, and I wanted to start again. The problem was that our coach sent me home! He said I wasn't fit enough to train. Was he wrong?**

20 No, he was right – and you were wrong. Hard training after you've been sick is dangerous, Jamie. Your body was still too weak to do sports, and you didn't wait long enough to get well again. The rule is this: be sensible, and don't push yourself too hard or too soon. Take things slowly, and remember the old saying: 'Better safe than sorry'.



3 Listen and read aloud.





1 Read and add notes to complete the table.

Name	Activity	When	What happened	Advice
Julie	_____	_____	_____	Try _____
Jamie	_____	_____	_____	Don't _____

2 Work in pairs. Ask and answer questions about Julie and Jamie.

Student A: *Ask these questions.*

What was (name) doing, and when?

Then what happened?

What should / shouldn't he / she do in future?

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

3 Read the passage again and do these tasks.

Say what the underlined words refer to.

- Line 6: I want to try something safer.
- Line 10: ... old injuries like yours.
- Line 17: They say my heart rate was ...
- Line 22: The rule is this: ...

Now say what the underlined words and phrases mean.

- Line 10: ... and that's also good for old injuries ...
- Line 15: ... after a week in bed with flu.
- Line 20: ... and you were wrong.
- Line 22: ... and don't push yourself too hard ...
- Line 23: ... and remember the old saying: ...
- Line 23: ... 'Better safe than sorry'.

4 Work in pairs. Think and discuss.

- Have you (or has someone that you know) ever had a sports injury?
- What happened?
- Think of Dr Blake's advice to Julie and Jamie. What advice might he give to you (or the person that you know)?

1 Work in pairs. Match the letters in brackets to the words in the box. Use them to complete the paragraph.

bug cold coughing earache fever flu medicine
sick sneezing sore throat



Majed has got a terrible (1) _____ at the moment, and he's really very (2) _____. (gub, kics) He's hot all the time, and he has a (3) _____ of 40°C. (freve) He also has a (4) _____ and an (5) _____. (rose torath, hareec) He's (6) _____ and (7) _____ a lot, too. (gigohunc, ninezegs) It's worse than a bad (8) _____: it's (9) _____. (dolc, luf) The best (10) _____ for him is paracetamol, and then he needs several quiet days in bed. (dicemine)

2 Complete the table with nouns and adjectives from the passage in period 5.

Nouns	1		2	safety	3		4	danger
Adjectives		healthy				active		

Now use pairs of words from the table to complete the sentences.

- It isn't _____ to eat just fries and sweets. For good _____ you need to eat real food, not just junk food!
- You can hurt yourself in any sport, so there is always some _____. But rock climbing is more _____ than a lot of other sports.
- Dr Blake wants everyone to be _____ when they do sport, and not hurt themselves, so he always tells people some important and sensible _____ rules.
- He says that it is important to be _____ every day, but he also says that the _____ does not have to be very long or very hard.

3 Work in pairs. Name the sports from the letters in the box.

baltloofgislainmingwimsnitsennurnginskelbatlabtelabnisnetyellbavlol



Now talk about sports that you like and that you do not like so much. For example:

Student A I like (basketball) more than (running).

Student B I do, too. But I don't like (basketball) as much as (football).

Student A I don't, either. I like (football) best of all.

1 Read the examples.

- 1 Don't push yourself **too hard**.
- 2 Climbing is **too dangerous for you**.
- 3 Your body was **too weak to do sports**.
- 4 I have **not been active enough**.
- 5 You did **not wait long enough for that**.
- 6 I was **not fit enough to train**.

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

- 1 We use *too ...* and *(not) ... enough* when we compare things with the right quantity or standard.
- 2 We use *too + adjective or adverb* when something is **a) more** **b) less** than the right quantity or standard.
- 3 We use *not + adjective or adverb + enough* when something is **a) more** **b) less** than the right quantity or standard.
- 4 We **a) sometimes** **b) always** add *for + noun or pronoun* – like *for you*.
- 5 We **a) sometimes** **b) always** add an infinitive like *to do (sports)* or *to train*.

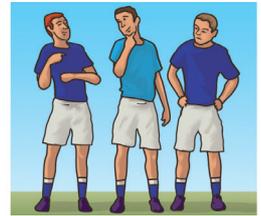
2 Work in pairs. Talk about the people.



- 1 shoes / large;
shoes / small



- 2 trousers / short;
trousers / long



- 3 shirt colour / light;
shirt colour / dark

Her shoes are too large. Her shoes aren't small enough.

3 Work in pairs. Talk about the people.



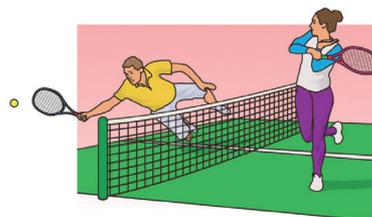
- 1 it / high for him;
he / good / jump as high as that
It's too high for him. He isn't good enough to jump as high as that.



- 3 the weights / heavy for him;
he / strong / hold them above his head



- 2 the ball / fast for her;
she / quick / stop the ball



- 4 she / good for him;
he / fast / return the ball

1 Work in pairs. Compare the three mini-buses.

The coach and a teacher are choosing a new mini-bus for the school sports teams. Look at the table and compare the buses like this. Take the parts of the coach and teacher.

Student A *The Montana is bigger than the ..., isn't it?*

Student B *Yes, but it isn't as big as the ..., is it?*

Student A *That's right. The ... is the biggest of all.*

			
	The Skyline	The Road Runner	The Montana
How big is it?	Carries 24	Carries 12	Carries 17
How safe is it?	***	*****	****
How comfortable is it?	*****	***	****
How expensive is it?	\$32,000	\$27,000	\$29,000
How expensive is it to use?	*****	***	****

2 Work in pairs. Read and discuss the mini-buses.

The head teacher has sent this note.

Discuss safety and comfort like this.

- A** *So first, it has to be safe.*
- B** *Well, the Road Runner is the safest.*
- A** *And I think the ... is safe enough, too.*
- B** *But I don't think the ... is safe enough.*

Discuss size and costs like this.

- A** *So it also has to carry 14 ...*
- B** *Well, the Skyline is the biggest.*
- A** *And the ... is big enough, too.*
- B** *But the ... is too small.*

To: Mary Allan, Tony West
 From: Peter Best (Head Teacher)
 Date: 15th November
 Subject: New mini-bus for the school sports teams

 Thank you for finding out about new mini-buses for the school sports teams. I just want to say some things to help you choose the right one for our school's needs. Of course, the new mini-bus must be safe and comfortable, but we have to think about the following, too.

- It has to carry 14 people or more.
- It can't be too expensive to buy: so we can't spend more than \$30,000.
- We should also get a mini-bus that is not too expensive to use.

3 Write back to the head teacher.

Name the right mini-bus for the school and say why. Start like this.

After a lot of thinking, we have decided that the right mini-bus for our school is the ... We think that it is ... enough and ... enough, too. It is ... enough to carry ... It is also not too expensive to ... Finally, it is not ...

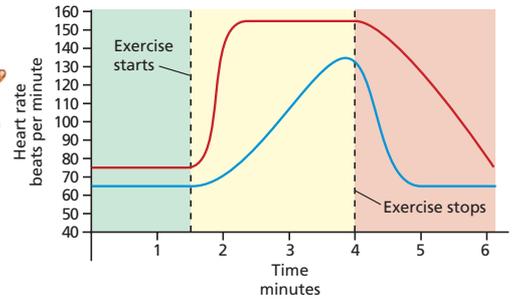
4 Work in groups. Talk about yourselves when you were young.

Make statements like this.

- *When I was (two), I wanted to (ride my big brother's bike).
 But I couldn't because I was too small to ride it. / I wasn't big enough to ride it.*

1 Look at the picture and answer the questions.

- Who is the speaker and where is he?
- What has he been speaking about?



2 Listen to part 1 and complete the notes.



	If you are not fit, ...	If you are very fit, ...
Before exercise	Your normal heart rate is probably about _____ beats a minute.	Your normal heart rate is probably _____.
During exercise	Your heart _____ rises quickly and then you get out of breath fast.	You get out of breath more _____, and your _____ rises less _____.
After exercise	You can only get your _____ back slowly, and your _____ falls very slowly to its _____ rate.	You can get your _____ back more quickly, and your _____ falls _____.

3 Work in pairs. Ask and answer questions.

Student A: Take the part of a student. Ask questions like these.

If you aren't fit, what's your normal heart rate before exercise?

Then what happens during exercise?

Student B: Take the part of Dr Blake. Answer the questions from the table in activity 2.

4 Look at Dr Blake's chart in activity 1. Then listen to part 2 and do the tasks.



- Write the correct name for each coloured line – Steve or Kate.

_____ = _____ _____ = _____

- Say who is fit and who is not fit.
- Compare their heart rates before, during and after exercise.

5 Practise your pronunciation: the sounds of th.



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

/ð/ (this) /θ/ (thin)

/ð/ (this) /θ/ (thin)

- | | | | | | |
|---------------------|--------------------------|--------------------------|-----------------|--------------------------|--------------------------|
| 1 a healthy heart | <input type="checkbox"/> | <input type="checkbox"/> | 4 then you get | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 important thing | <input type="checkbox"/> | <input type="checkbox"/> | 5 out of breath | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 there's something | <input type="checkbox"/> | <input type="checkbox"/> | 6 the changes | <input type="checkbox"/> | <input type="checkbox"/> |

- Listen and repeat the sentences.

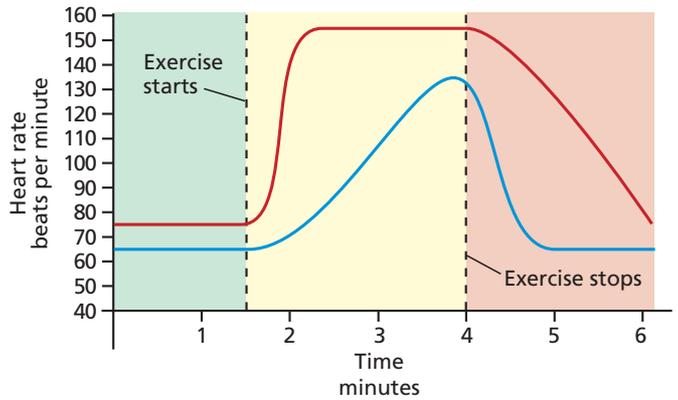
- | | |
|--|---|
| 1 A healthy heart is a very important thing. | 3 Then you get out of breath fast. |
| 2 There's something that's very different. | 4 If you're fit, the changes are smaller. |

1 Listen and write down what you hear.



2 Look at Dr Blake's chart again. Use it to complete the table.

- = normal heart rate
- = heart rate of very fit person



1	Steve's resting heart rate was _____ beats a minute.	Kate's was _____.
2	Steve's heart rate rose quickly to _____.	Kate's rose less, and less quickly, to _____.
3	His rate fell very slowly to its resting rate after _____ minutes, _____ seconds.	Her rate fell much faster to its resting rate after _____.

3 Work in pairs. Ask and answer questions.

Student A: Take the part of a student. Ask questions like these.

- What was Steve's heart rate before exercise?*
- Was Kate's heart rate higher or lower than Steve's?*
- How high did Steve's heart rate rise during exercise?*
- Did Kate's heart rate rise as high as Steve's?*
- How quickly did Steve's heart rate fall after exercise?*
- Did Kate's heart rate fall as slowly as Steve's?*

Student B: Take the part of Dr Blake. Answer the questions from the table in activity 2.

4 Write paragraph 1 of a report. Use information from activity 2.

- 1** First, write this title: **Checking heart rates and fitness.**
- 2** Read the information in the table again. Then choose the best topic sentence.
 - Steve and Kate have both got hearts.
 - Chart 1 shows two tests.
 - The tests on Steve and Kate produced the following information.
- 3** Use the chart and table in activity 2 to write the rest of the paragraph. Start your three parts of the paragraph like this.
 - *Before exercise, ...*
 - *Then, during exercise, ...*
 - *After exercise, ...*
- 4** In each part, write first about Steve, and then about Kate. Use the connectors ... , *but ...* or *However, ...*
- 5** After your topic sentence, continue like this. *Before exercise, Steve's resting heart rate was ... beats a minute, but Kate's ... Then, during ...*

Unit task: Testing my heart and completing a report.

1 Work in pairs. Test your heart rates to complete Chart 2. Do these tasks.

- 1 Copy Chart 1 from period 11, activity 2, but not the lines for Steve and Kate. Name it Chart 2.
- 2 Find your resting heart rates.
Student A: Find your pulse and get ready to count heart beats for quarter of a minute.
Student B: Look at a watch, say 'Start' and then, after half a minute, 'Stop'.
 Work out your resting heart rates for a full minute. Make notes.
- 3 Find your heart rates during exercise.
Student A: Run as fast as you can on the spot for two minutes. Check your heart rate again as soon as you stop.
Student B: Look at a watch, say 'Start' and then, after two minutes, 'Stop'.
 Work out your heart rates during exercise for a full minute. Make notes.
- 4 Check your heart rates after exercise. Check several times until your rates return to normal. Make notes.
- 5 Use your notes to complete Chart 2 about yourself.

2 Write paragraph 2 of your report: Checking heart rates and fitness.

- 1 Choose the best topic sentence.
 - Next, we did another test.
 - Then we tested our heart rates to complete Chart 2.
 - When we tested my heart, we learned the following.
- 2 Use information from Chart 2 to write the rest of the paragraph. Start the three parts of the paragraph as you did in paragraph 1.

3 Work in pairs. Prepare to write paragraph 3 of your report.

- 1 Choose the best topic sentence.
 - This test has shown that I am fit enough.
 - This test has shown that I am not fit enough.
 - This test has shown how fit I am and what I need to do.
- 2 Read the questions and decide your answers. Then ask and answer the questions.
 - 1 What do you think the test has shown you?
 - a) It has shown that I am fit enough already.
 - b) It has shown that I am not quite fit enough.
 - c) It has shown that I am not nearly fit enough.
 - 2 So what do you need to do to get or to stay fully fit?
 - a) So I think I just need to continue doing the exercise I already do.
 - b) So I think I need to start doing about _____ minutes of exercise a day.
 - c) So I think I need to go training or play _____ for about _____ hours a week.

4 Write paragraph 3. Use your answers to activity 3.

1 Listen and repeat. 

anyway as well as behave certainly enemy
fair get on (a bus) leader remind ruler

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

- 1 This picture shows a man to Waleed.
- 2 The people nearest us seems to show from long ago.
- 3 Jamie is showing are clearly the inside of a bus.
- 4 The picture in the book a book Jamie and Waleed.

3 Listen and answer the questions. 

- 1 What were Jamie and Waleed talking about on the bus?
- 2 Which leaders did Jamie think about?
- 3 Where was the book from, and who was it about?
- 4 Why did Jamie think this person was special?

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

Yesterday morning, Jamie was taking the bus to school. Then Waleed got on, too.

Waleed Hi, Jamie. I tried to call you yesterday evening, but you were out.

Jamie Sorry. I was getting some books from the library.

Waleed Were you working on the new project?

Jamie Yes – ‘A great leader’. I was trying to choose one.

Waleed It’s hard! I’m still thinking about it.

Jamie You have to think about personal qualities, as well as things that people did.

Waleed You’re right. So did you decide?

Jamie Well, I looked at various books about modern leaders like Gandhi, Arafat and Mandela and ancient rulers like Alexander the Great.

Waleed And?

Jamie And while I was looking, I noticed a book about Saladin.

Waleed Jamie, the name is Salah Al-Din, not Saladin.

Jamie Oh, sorry, I was just saying it the English way. Anyway, the book reminded me: I saw a TV documentary about him last week.

Waleed Yes, I saw it, too, and he was certainly a great leader. Is this the book?

Jamie Yes, and it’s very interesting. ‘Salah Al-Din: a leader ahead of his time.’

Waleed What does that mean?

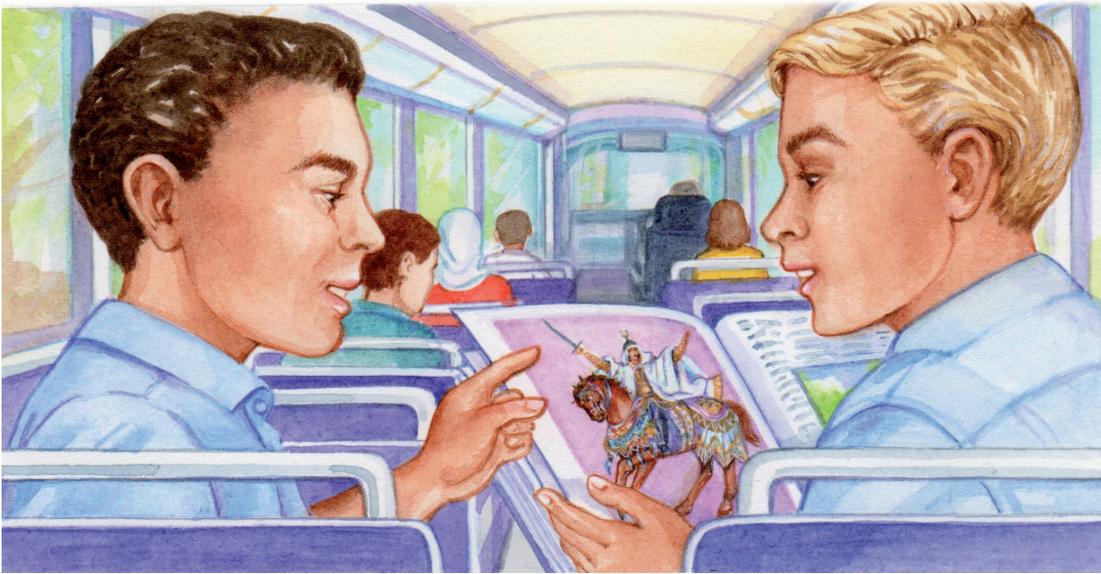
Jamie Well, in those days, people were killing each other all the time, but he tried to behave better than that. He tried to be fair and generous to everyone – even his enemies. So he’s the one for me – ‘a leader ahead of his time’.

Waleed Great! And you’re certainly ahead of me on this project!

Everyday English

And?

Jamie, the name is Salah Al-Din, not Saladin.



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

- 1 **A** I'm very sorry that we argued so badly yesterday.
B I'm sorry, too. We should be friends, not _____.
- 2 **A** I can't remember the way to the city centre. Can you _____ me?
B Just _____ the first bus that comes. They all go to the centre.
- 3 **A** Alexander the Great became the _____ of large parts of Asia.
B He was a great _____, too. His men followed him across Asia for years.
- 4 **A** Let's be _____ and give everyone the same number of biscuits.
B Yes, that's _____ the right thing to do. Then they'll all be happy.
- 5 **A** People in China _____ very differently from us. I was surprised!
B Yes, their table manners, _____ their other manners, can seem strange.
- 6 **A** Please remind me to stop and buy some tea on our way home.
B Yes, of course. But, _____, we have to go to the shop to get some bread.

2 Listen and check. Then practise in pairs.

3 Read again and answer the questions.

- 1 Who got on the bus first – Jamie or Waleed?
- 2 What was Waleed trying to do yesterday evening?
- 3 Why couldn't they talk then?
- 4 What is the subject of their project?
- 5 What do they have to think about when they choose someone to write about?
- 6 Was Jamie only reading about modern leaders?
- 7 Why did Jamie already know something about Salah Al-Din?
- 8 Why was Salah Al-Din a very special leader?

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

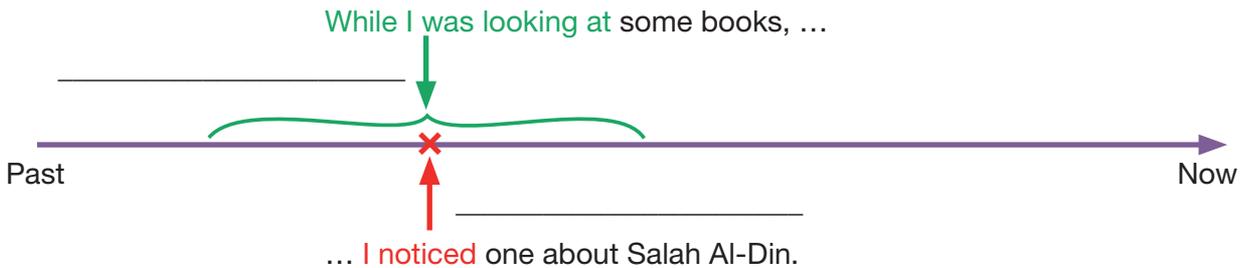
1 Read the examples.

- 1 I **tried** to call you yesterday evening, but you **were** out.
- 2 In those days, people **were killing** each other all the time.
- 3 Waleed called **at 7:00**. At that time, Jamie **was getting** some books.
- 4 Yesterday morning, Jamie **was taking** the bus to school. Then Waleed **joined** him.
- 5 While I **was looking** at some books, I **noticed** one about Saladin.
- 6 Waleed **tried** to call while Jamie **was getting** some books.

Look at the examples again. Complete the statements with *past simple* or *past continuous*.

- 1 The _____ shows that something happened and finished in the past.
- 2 The _____ can show that something was going on for a long time in the past.
- 3 The _____ plus time shows that something was going on at that time in the past.
- 4 We often use the _____ and the _____ together. This can be in two sentences or it can be in just one sentence.
- 5 We can use the _____ for the 'long' action first, and then the _____ for the 'short' action second – or we can do it the other way round.
- 6 When the first part uses the _____, we add a comma. When the first part uses the _____, we do not add a comma.

Now complete the diagram. Add these words: *Long action*; *Short action*.



2 Work in pairs. Ask and answer questions.

Student A *What were you doing at (eight o'clock last night)?*

Student B *I was (having dinner at home with my family).
And what were you doing at that time?*

Student A *I was ...*

3 Write four questions. Then work in pairs. Ask and answer your questions.

What were What was	you		doing at this time	yesterday? two days ago? on Saturday?
	your	friends brother sister		

Now write your partner's answers.

A *What were your friends doing at this time on Saturday?*

B *At this time on Saturday, they were playing football in the park.*

1 Listen and repeat.



battle defeat die God
peace prophet respect

Word formation

crusade (n) crusader (n)
believe (v) believer (n)
free (v) free(ly) (adj/adv)

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



- 1 A We need a leader who will be honest and fair to everyone.
B Yes, all of us will _____ a leader like that and support him in every way.
- 2 A The _____ Mohammad (ﷺ) (pbuh) brought the world the message of Islam.
B All Muslims believe that there is just one _____.
- 3 A The _____ went on for about 200 years, but what were they about?
B The _____ wanted to take Jerusalem from the Muslims.
- 4 A They certainly fought a lot of terrible _____. What happened in the end?
B The Muslims _____ the crusaders, and the crusaders went home.
- 5 A Salah Al-Din was a great _____ in bringing the Muslim World together, wasn't he?
B Yes, and he also _____ that Jerusalem should not be in crusader hands.
- 6 A I've read that he defeated the crusaders in a battle and _____ the city.
B That's right, and Jerusalem remained _____ for a long time after that.
- 7 A So after that, was there _____ for a while in that part of the world?
B Yes, there was, but sadly, Salah Al-Din did not live for long. He _____ the next year.

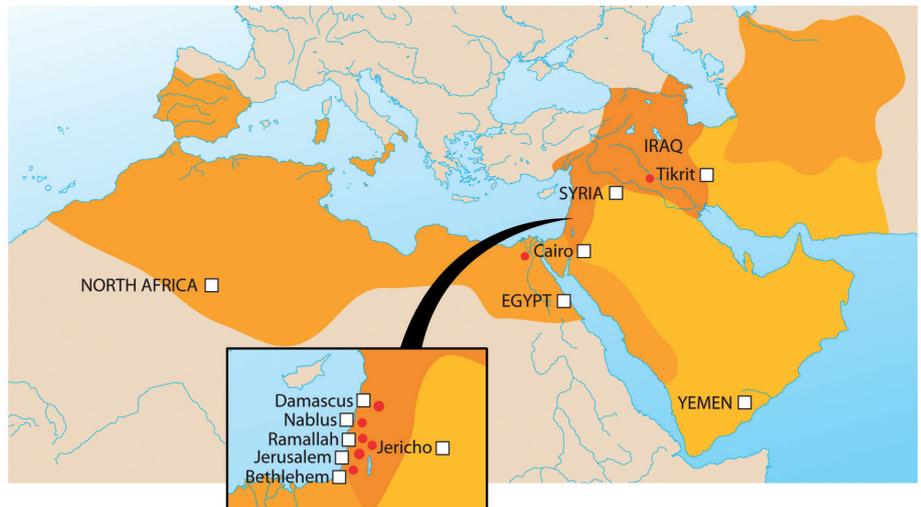
3 Listen and check. Then practise in pairs.



4 Listen and do the tasks.



- 1 Listen to part of the documentary about Salah Al-Din. Listen for the names of places in the Muslim World that the speaker mentions.
- 2 Listen again and complete the history notes. Add the dates.



_____ The crusaders took Jerusalem from the Muslims.

_____ He helped to win back Cairo for Damascus.

_____ He became the ruler of Egypt.

_____ He took over Yemen and much of North Africa.

_____ He started to take over Syria.

_____ He became the ruler of all of Syria.

1 Work in pairs. Talk about the picture in the passage.

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

- 1 Until almost the end of Salah Al-Din's life, Jerusalem had remained under Muslim control.
- 2 Salah Al-Din took Jerusalem soon after he and his men had defeated the crusaders at the Battle of Hittin.
- 3 A new crusade began immediately after Jerusalem had fallen.
- 4 Only 2,000 crusaders arrived in Palestine.
- 5 In the end, the peace between Salah Al-Din and King Richard gave each side something important.

Salah Al-Din (1138–1193): a leader ahead of his time

1 After Salah Al-Din had brought together large parts of the Muslim World, he turned to Jerusalem. The city had been in crusader hands all his life, and from
5 1182 he started preparing to free it from them. As a strong believer in God and the Prophet (ﷺ) (pbuh), he believed that he must do this.

He prepared well, and in summer 1187,
10 he defeated them at the Battle of Hittin. Weeks later, Jerusalem fell. For Muslims everywhere, this was a great moment.

It was the opposite in Europe, and a new crusade began in 1189. But things
15 went badly for the crusaders: by summer 1192, most had died or left Palestine.

Only 2,000 men under King Richard of England turned east from the Mediterranean to attack Jerusalem. Then Richard became sick, and this has given us a famous story. Salah Al-Din did not attack, and instead, he sent Richard fruit, snow to make cool water, and even his personal doctor.

20 Stories like this show a leader who behaved fairly and generously, as well as one who was brave and intelligent. They show us a leader who was ahead of his time.

Salah Al-Din and Richard never met, but they respected each other greatly, and they made peace in 1192. Jerusalem remained in Muslim hands, but people of both religions could travel there freely.

This was almost Salah Al-Din's last important act. He died in Damascus in 1193.

25 Today, in another dangerous age, we must hope that there will soon be peace again, and that Jerusalem will again be open to all.



3 Listen and read aloud. 



1 Read again and complete the history notes. Add the dates.

- ___ Started preparing to free Jerusalem.
- ___ Salah Al-Din won the Battle of Hittin.
- ___ He took Jerusalem.
- ___ The next crusade began.
- ___ - ___ Most of the crusaders died or went home.
- ___ The crusaders turned east to attack Jerusalem, but King Richard became sick.
- ___ The two leaders made peace between them.
- ___ Salah Al-Din died in Damascus.

2 Work in pairs. Ask and answer questions about what happened.

Student A *What happened in (1187)?*

When did (the next crusade begin)?

Student B *(Answer the questions from your history notes in activity 1.)*

3 Read the passage again and do these tasks.

Say what the underlined words refer to.

- 1 Line 6: ... and from 1182 he started preparing to free it from them.
- 2 Line 16: ..., most had died ...
- 3 Line 20: ..., as well as one who was brave and intelligent.
- 4 Line 23: ... could travel there freely.
- 5 Line 24: This was almost Salah Al-Din's last important act.

Now say what the underlined words and phrases mean.

- 1 Line 3: ..., he turned to Jerusalem.
- 2 Line 11: Weeks later, Jerusalem fell.
- 3 Line 13: It was the opposite in Europe, ...
- 4 Line 23: ... Jerusalem remained in Muslim hands, ...

4 Work in pairs. Think and discuss.

Salah Al-Din travelled great distances, but what were the problems in those days?

1 Add the words to their definitions.

brave calm fair generous intelligent strong warm

- 1 _____ good at thinking, understanding and learning
- 2 _____ not afraid of danger
- 3 _____ giving others more of your time or money than most people do
- 4 _____ friendly in a way that makes others feel comfortable
- 5 _____ having clear feelings and ideas and keeping to them
- 6 _____ behaving well and in the same way to everyone
- 7 _____ not full of strong feelings

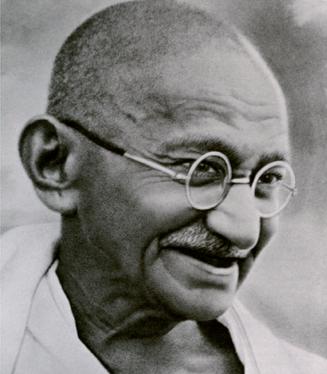
2 Work in pairs. Talk about the personal details of great leaders.

Match the pieces of information.

Given names	Family names	Dates (Lived from ... to ...)	Countries
Mahatma	Arafat	1918–2013	India
Nelson	Gandhi	1929–2004	Palestine
Yasser	Mandela	1869–1948	South Africa

3 Work in pairs. Produce captions for the photos.

- 1 Agree on the words you will use. Then write the captions.

		
<p>Mahatma Gandhi (1869–1948), the brave and _____ _____ leader of the people of _____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

- 2 Work in different pairs. Read out your captions to each other.

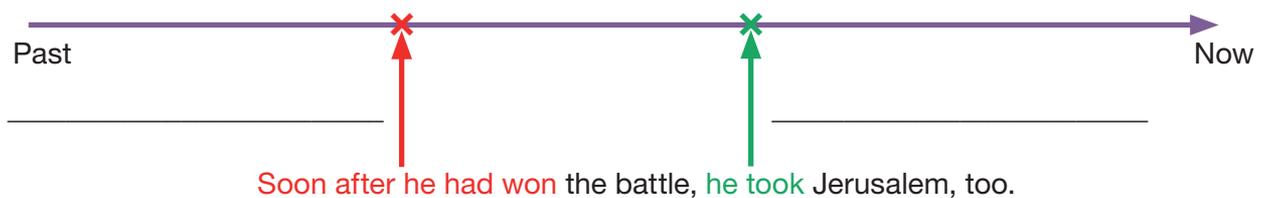
1 Read the examples.

- 1 He **defeated** them at the Battle of Hittin. After that, Jerusalem **fell**.
- 2 **By summer 1192**, most **had died** or left Palestine.
- 3 **After** Salah Al-Din **had brought** together large parts of the Muslim world, he **turned** to Jerusalem.
- 4 Salah Al-Din **had brought** together large parts of the Muslim world **before** he **turned** to Jerusalem.
- 5 Jerusalem **fell after** he **had defeated** them at the Battle of Hittin.

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

- 1 When we talk about two actions in the past, we often just use
a) the past simple b) the present perfect for each action.
- 2 To emphasize that an action happened *before a time* in the past, we use
a) the past simple. b) the past perfect.
- 3 To emphasize that an action happened *before another action* in the past, we use
a) the past perfect plus the past simple. b) the past perfect plus the past perfect.
- 4 We can put the earlier action first or second in the sentence. We add a comma when we put the earlier action
a) first. b) second.
- 5 We connect the two actions in one sentence with words like
a) *after* and *before*. b) *after that* and *before that*.

Now complete the diagram. Add these words: *Earlier action*; *Later action*.



2 Work in pairs. Ask and answer the questions. Use information from the history notes in periods 4 and 6.

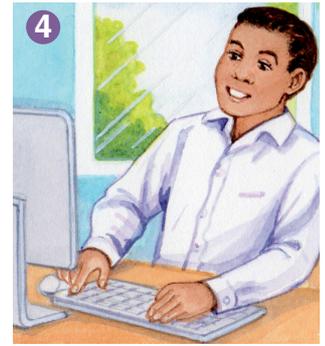
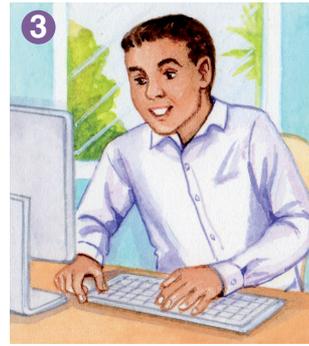
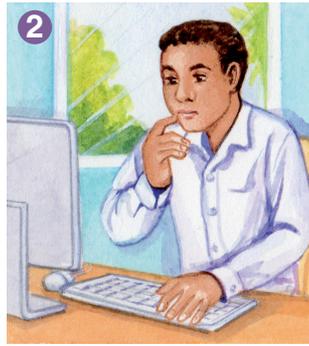
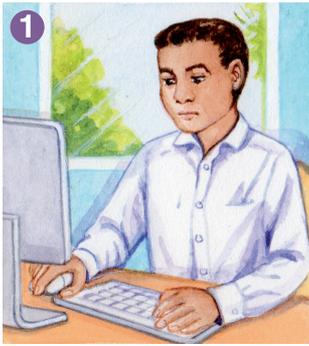
- 1 **A** When did Salah Al-Din become the ruler of Egypt?
B *In 1171, two years after he had helped to win back Cairo for Damascus.*
- 2 **A** And when did he take over Yemen?
B *In 1174, three years after he had become the ...*
- 3 **A** And when did he start to take control of Syria?
B *In 1174, immediately after ...*
- 4 **A** And when did he unite all of Syria under him?
- 5 **A** And when did he start preparing to free Jerusalem?
- 6 **A** And when did he win the Battle of Hittin?
- 7 **A** And when did he take Jerusalem?

3 Now make statements like this.

Salah Al-Din became the ruler of Egypt two years after he had helped to win back Cairo for Damascus.

1 Work in pairs. Look at pictures 1–4 and tell Waleed's story.

Add *while* and put the verbs in the past continuous or past simple.



- 1 / Waleed (try) choose a great leader for his project, he (decide) to go on the internet
While Waleed was trying to choose a great leader for his project, he ...
- 2 / (look) on the internet, he (find) several good websites about Yasser Arafat
- 3 / (explore) the websites, he (find out) a lot about the great leader
- 4 / (read) about the Palestinian leader, he (decide) to write about him

2 Work in pairs. Ask and answer questions about Salah Al-Din's life.

Use information from the history notes in periods 4 and 6.

- 1 **A** Why did Salah Al-Din want to take Jerusalem?
B *He wanted to take Jerusalem because it had been under crusader control all his life.*
- 2 **A** Why was it quite easy for Salah Al-Din to take Jerusalem in 1187?
- 3 **A** Why did the crusaders start another crusade in 1189?
- 4 **A** Why was the crusader army very small by summer 1192?
- 5 **A** Why did Salah Al-Din send his personal doctor to King Richard?
- 6 **A** Why could people of both religions travel freely to Jerusalem after 1192?

3 Make up reasons.

- 1 I looked for my passport, but it wasn't there.

Examples:

I had left it at home. / I had put it in my other jacket.

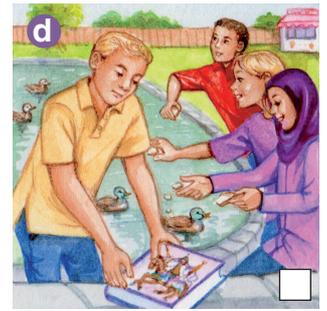
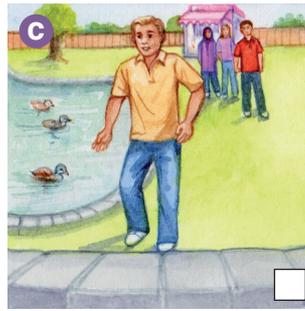
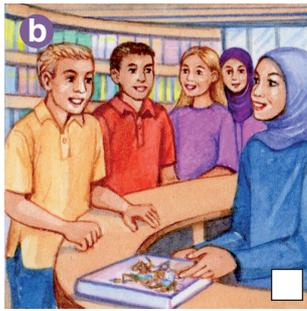
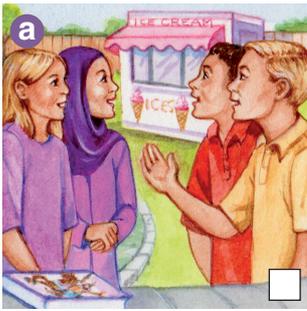
I looked for my passport, but it wasn't there. You see, (I had left it at home)!

- 2 I looked in the cupboard for some biscuits, but there weren't any.
- 3 I offered to lend Ali my coat, but he already had one.
- 4 I went down the street to catch the bus, but there was no bus.
- 5 I went to the shop to get the present that I wanted to give Lana, but it was gone.



1 Look at the pictures and answer the questions.

- 1 Who and what did you see in period 1 of this unit?
- 2 Guess the correct order for pictures a–d, and say what you think happened.



2 Listen and check your guesses in activity 1. Then label the pictures 1–4.



3 Work in pairs. Say what happened.

4 Practise your pronunciation: sounding interesting and interested.



Listen and repeat. Use strong stress and intonation.

- Jamie** Guess what happened this morning!
Friend What?
Jamie Guess what! I saw Waleed!
Friend Really!
Friend Oh, no! What did you do?
Friend Poor you! So what did you do then?
Friend Oh, dear!
Jamie Do you know what happened then?
Friend Fantastic!

Well, I was taking a book back to the library. And while I was walking through the park, guess what! I saw Waleed, Lana and Lisa!



5 Work in pairs. Read and act out.

- Jamie** I didn't remember the book until I had left the park.
Friend Oh, no! What did you do?
Jamie I ran back as fast as I could, but the book had gone.
Friend That's terrible!
Jamie Yes, I was very worried because it meant giving the library the money for a new book.
Friend Poor you! So what did you do then?

- Jamie** Well, when I arrived at the library with the others, I began telling the assistant about the situation.
Friend Oh, dear!
Jamie But do you know what happened then? The assistant smiled, and she showed me the book. Someone had brought it back ten minutes earlier.
Friend Fantastic!

1 Listen and write down what you hear.

2 Read and order the notes.

Read the start of Jamie's story. Then read and number the notes 1–4.

It was Saturday morning a week later, and Jamie's project was going well. He had finished making notes from the book about Salah Al-Din, so he decided to take it back to the library that morning.

- when / (finish) / (go / get) ice cream * Jamie (not remember) / book until / (leave) / park
- when / (arrive) / library, / (begin tell) / assistant / situation * But the assistant / (smile), / (show) / book. Someone (bring) / back ten minutes earlier
- / (run) back as fast as / (can), but / book (go) * / very worried because / (mean give) / library / money / new book
- while / (walk) through / park, / (see) Waleed, Lana / Lisa * / (give) / ducks / bread, / (put down) / book, / (start do) / same

3 Read the notes again while you listen again to Jamie's story. Listen for the missing words.

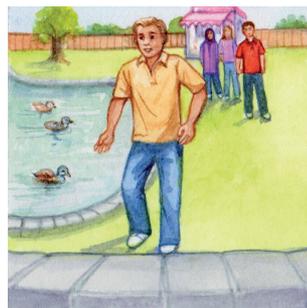
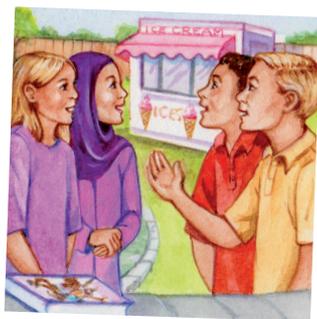
4 Expand the notes. Tell Jamie's story in the third person.

Give the story this title, start like this and continue with paragraph 2.

Lost and found

It was Saturday morning a week later, and Jamie's project was going well. He had finished making notes from the book about Salah Al-Din, so he decided to take it back to the library that morning.

While he was ...



1 Work alone. Prepare to tell a story.

- Think of something that recently happened to you (or someone you know).
- Choose a story that you can tell easily and quickly (in no more than eight sentences).
- Note words and phrases that you need to tell the story. (You can look back through this unit for ideas.)
- Now tell your story to your partner.

Unit task: Telling a story.

**2 Work in pairs. Tell your partner's story.**

- Write notes about the story that your partner told you in activity 1.
- Note words and phrases that you need to tell the story. (You may need to ask your partner. You can also look back through this unit for ideas.)
- If you are not sure, check information for the story with your partner.
- Practise telling the story to your partner.
- Note any useful comments and changes that your partner suggests.

3 Work alone. Write your partner's story.

- Make up a title (like **Lost and found**).
- Start with a topic sentence that begins like this.
This is what happened when (name) ...
- Try to tell the story in no more than eight sentences.
- Read your first draft. Check and correct the language.
- Read your first draft again. Check and correct the spelling and punctuation.
- Write your second draft.

4 Work in groups. Read out your partner's story to the others.

1 Listen and repeat.



a few across coin crossroads
customer lira pay purse
take out Istanbul

Word formation

information + centre (tourist) information centre
change (v) change (n) Turkey (n) Turkish (adj)

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

- | | | | |
|---|-------------------------|------------------------|------------------------------|
| 1 | In picture 1, | about the small cakes | to leave the coffee shop. |
| 2 | They seem to be talking | some money | near the coffee shop window. |
| 3 | In picture 2, | Rami and his cousins | and is paying the bill. |
| 4 | Hadeel has taken out | they are getting ready | seem to be in a coffee shop. |

3 Listen and answer the questions.



- | | | | |
|---|---|---|--------------------------|
| 1 | Where and when did this conversation happen? | 3 | Who paid for everything? |
| 2 | What did they decide to have as well as their drinks? | | |

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



During the summer, the Yafawi cousins went to Turkey for a few days. One morning in Istanbul, they were on their way to the famous 'Blue Mosque'.

Hadeel I'm getting thirsty. I'd love some cold apple juice!

Nidal Me, too!

Rami And me. We're meeting Mum and Dad at the entrance at 12:00, and it's 11:15 now, so there's a little time. Let's stop at this coffee shop for a few minutes. There aren't many customers, so it'll be quick.

* * * * *

Hadeel Mm, it's nice and cool here. Let's look at the menu.

Nidal But wait. I only have a little money – just a few coins.

Rami I don't have much, either. How much do you have, Hadeel?

Hadeel Enough. I changed some dollars yesterday, so I can pay for the drinks.

Nidal/Rami Thanks, Hadeel!

Hadeel And let's order a few Turkish cakes.

Nidal No, let's order lots! They're delicious!

Hadeel Don't be so greedy!

Rami Anyway, we only have time for a few. Let's just have two each.

At 11:45, it was time to go. Hadeel took out her purse to pay the bill.

Hadeel Here you are. Two twenties.

Man And here's your change. Ten and five – fifteen lira.

Hadeel Thanks. And could you tell us the way to the Blue Mosque, please?

Man Go across the road and turn right. Then turn left at the crossroads. Go past the information centre and you'll see it on your right.

All Thanks!

Everyday English

Could you tell us the way?
You'll see it on your right.



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

- 1 **A** The weather is getting much warmer now that it's April.
B You're right. It's time to put away our winter clothes and _____ our summer things.
- 2 **A** We need to get a map to find our way round town.
B Let's go to the tourist _____ over there. They'll give us one.
- 3 **A** Let's not try to go _____ the road here. It's busy and it's dangerous!
B You're right. Let's go to the _____. The traffic stops at the lights there.
- 4 **A** Oh, no! I've left my _____ at home with all my money!
B It's all right. I have some, so I can _____ for everything.
- 5 **A** It's five _____ for the juice, and I've only got a fifty. Sorry!
B No problem. Here's your _____. Twenty ... forty ... forty-five.
- 6 **A** I need a _____ for this drinks machine. Have you got any?
B Yes, I've got _____. What do you need? A dollar?
- 7 **A** Let's stop at that coffee shop and have an ice cream and a cup of coffee.
B All right, but there are a lot of _____, so we'll have to wait for a while.

2 Listen and check. Then practise in pairs.

3 Read again and answer the questions.

- 1 That morning, what were the cousins on their way to do?
- 2 How much time did they still have until then?
- 3 What did they all feel like doing?
- 4 What problem did the boys have?
- 5 Why didn't Hadeel have that problem?
- 6 Why could they only have a few cakes?
- 7 At the end, what did Hadeel ask the man in the coffee shop?
- 8 Where did the cousins need to go to get there?

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

1 Read the examples.

- 1 Let's order **a lot of cakes** and **lots of ice cream!**
- 2 How **many customers** are there?
- 3 There are **not many** customers.
- 4 There are **only a few** customers.
- 5 How **much money** do you have?
- 6 I do **not** have **much** money.
- 7 I **only** have **a little** money.

Look at the examples again. Complete the statements with *countable* or *uncountable*.

- 1 We use *a lot (of)* and *lots (of)* in positive statements with both _____ and _____ nouns.
- 2 We use *(not) many* in questions and negative statements with _____ nouns.
- 3 Instead of *not many*, we can say *(only) a few* with _____ nouns.
- 4 We use *(not) much* in questions and negative statements with _____ nouns.
- 5 Instead of *not much*, we can say *(only) a little* with _____ nouns.

2 Work in pairs. Ask and answer questions.



Hadeel / a lot



Rami / not much / only a little

- 1 apple juice / Hadeel and Rami have

Student A: *How much apple juice do Hadeel and Rami have?*

Student B: *Hadeel has a lot, but Rami doesn't have much. He only has a little.*

- 2 cakes / Nidal and Hadeel want

Nidal / a lot / Hadeel / not many / only a few

- 3 money / Hadeel and Rami have

Hadeel / a lot / Rami / not much / only a little

- 4 sandwiches / Nidal and Rami want

Nidal / a lot / Rami / not many / only a few

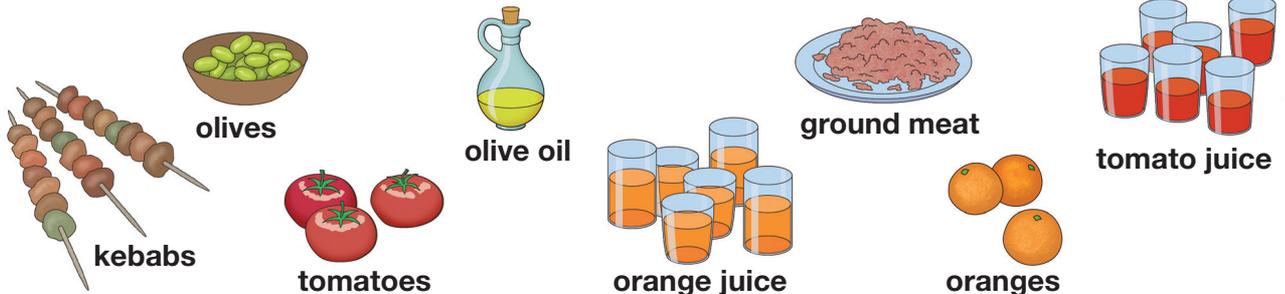
3 Work in pairs. Play a memory game.

- 1 Look at the picture for a short time, and then cover it. Ask and answer questions.

Student A: *(Is) there (much orange juice)?*

Student B: *Yes, there('s) a lot. Or: No, there (isn't) much. There('s) only (a little).*

- 2 If you do not agree, look quickly to see who is right. Then cover and carry on.



1 Listen and repeat. 

continent empire government jewellery
powerful reach sultan trade the Bosphorus
Byzantium Constantinople the Ottoman Empire

Word formation

collect (v)	collection (n)
east (n/adj/adv)	eastern (adj)
ruler (n)	rule (v)

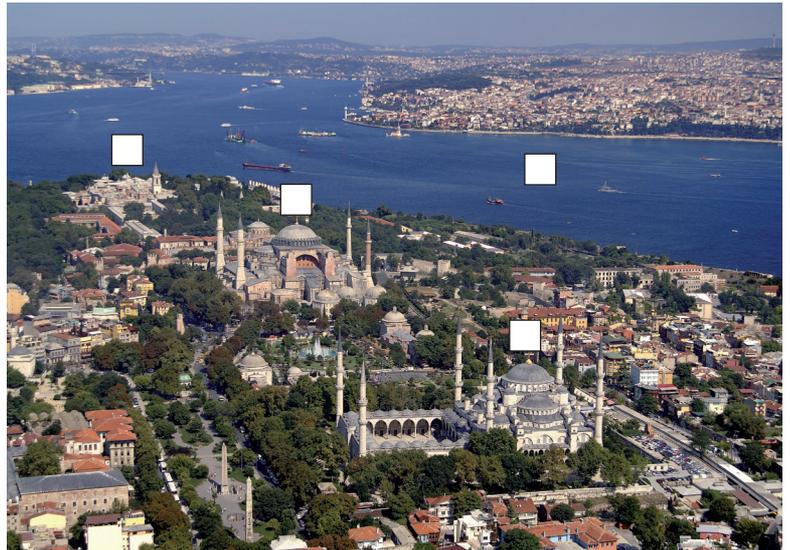
2 Listen. Add new words from activity 1. Make any changes needed. 

- 1 **A** I have to _____ the airport by 3:30, and it's on the other side of town.
B You can go through the city centre, but it'll be quicker to go round.
- 2 **A** What did people call the rulers of the Ottoman _____?
B They used the word _____.
- 3 **A** Istanbul was the centre of _____ for the Ottomans.
B What parts of the world did they _____?
A Large parts of three _____ – Asia, Africa and Europe.
- 4 **A** Ancient Byzantium was very rich and _____, wasn't it? But why?
B Because it stood on very important _____ routes between East and West.
A And of course, it was also the capital of Rome's _____ empire.
- 5 **A** The museum has a fantastic _____ of ancient things that they've found.
B Including some beautiful _____ that Roman women used to wear.

3 Listen and check. Then practise in pairs. 4 Listen and do the tasks. 

- 1 Listen to part 1. Find and number these places in the photo.

- 1 the Blue Mosque
- 2 the Bosphorus
- 3 Aya Sofya
- 4 the Topkapi Palace



- 2 Listen to part 2. Complete the history notes. Add the dates.

Byzoz began building Byzantium about _____ years ago.
Byzantium became Constantinople – capital of Rome's eastern empire in _____.
Aya Sofya opened its doors to the people in _____.
The Ottomans attacked Constantinople and took it in _____.
The sultan and his government moved into the Topkapi Palace in _____.
The Ottomans finished building the Blue Mosque in _____.
A new government set up the modern country of Turkey in _____.

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

- 1 Do you think they show the Blue Mosque, the Aya Sofya or the Topkapi Palace?
- 2 What can you see in each photo?

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

- 1 During its long history, the city has had four different names.
- 2 The city became the capital of the Roman Empire.
- 3 The Ottoman Empire reached across three continents.
- 4 The Topkapi Palace was just the home of the sultans.
- 5 Istanbul used to be a big and important city, but those days have gone.

Introducing Istanbul

1 Istanbul is a city on two continents, with one foot in Asia and the other in Europe. It is not a capital city now: the capital of modern Turkey is Ankara. However, it used to be the capital of empires and is still a great world city today.

Its name was Byzantium for 1,000 years, and it grew rich and powerful because East-West trade routes passed through the city – along and across the Bosphorus. Then the Romans made it the capital of their eastern empire, and for the next 1,000 years people called it Constantinople.

Then Constantinople fell to the Muslim Ottomans. This time, the city's name changed to Istanbul, and it became the heart of a huge empire that reached across large parts of Europe, Asia and North Africa.



10 The Topkapi Palace was the centre of its government. Here, the sultans lived and thousands more worked to rule the Ottoman Empire. Today, it is a huge museum with beautiful gardens and hundreds of rooms. These are full of fantastic collections of pictures, maps, jewellery and many other fascinating things.

15 When you visit Topkapi, you must also see its famous ancient neighbours – the Blue Mosque and Aya Sofya. But there is much, much more to do: this is an exciting modern city of 14 million people. East and West meet in its busy streets, markets and shops. And its 12 million visitors a year never forget their time here. Istanbul is a very special place.

3 Listen and read aloud.

1 Read and add notes about Istanbul to complete the table.

The place	Is on two continents: _____ and _____.
Its names	Has had three names: _____, _____ and _____.
Its history	Was the capital of two empires: _____ and _____.
Its history of trade	Was always a centre of trade between: _____ and _____.
Its buildings	Some of its greatest buildings are: _____, _____ and _____.
Its size	Today, _____ live there.
Its visitors	_____ people a year visit the city.

2 Work in pairs. Ask and answer questions about Istanbul.

Student A: Ask questions about Istanbul like this.

What do you know about (the place)?

Can you say anything about (its names)?

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

3 Work in pairs. Ask and answer more questions about Istanbul's history.

Student A: Ask questions about the history of these things.

Byzantium, Constantinople, Aya Sofya, the Ottoman Empire, the Topkapi Palace, the Blue Mosque, modern Turkey.

What else do you know about the history of (Byzantium)?

Can you say anything else about the history of (Constantinople)?

Student B: Answer the questions from your notes in period 4, activity 4.

4 Read the passage again and do these tasks.

Say what the underlined words refer to.

- Line 6: ... people called it Constantinople.
- Line 10: The Topkapi Palace was the centre of its government.
- Line 10: Here, the sultans lived, and ...
- Line 16: And its 12 million visitors a year never forget their time here.

Now say what the underlined words and phrases mean.

- Line 1: ..., with one foot in Asia and the other in Europe.
- Line 3: ... and is still a great world city today.
- Line 8: ... it became the heart of a huge empire ...
- Line 10: ... and thousands more worked ...

5 Work in pairs. Think and discuss.

- Agree on a list of five great world cities.
- Say why you think each is so special.
- Decide which two you would most like to visit together.

1 Complete the directions to the Top Coffee Shop.

Use the prepositions in the box.

across ahead along into
out of ~~over~~ past round
through to



Go (1) over the crossroads and go (2) _____ East Road until you come (3) _____ a roundabout. Turn right there (4) _____ High Street and go straight (5) _____ for about 100 metres. Then take the first left. That's Green Road. Go (6) _____ the museum on your right, and turn right at the market. Go (7) _____ the market, and you'll come (8) _____ it at the other end. Go (9) _____ the wide road there, and you'll be at the entrance of a small park. Go in, walk (10) _____ a rock garden inside the park, and then you'll see the Top Coffee Shop just there.

2 Work in pairs. Match words to form pairs of opposites.

modern boring remember
put away outside

take out inside
exciting ancient forget

3 Work in pairs. Complete the conversations with opposites from activity 2.

- 1 **A** Istanbul is nearly 3,000 years old, so it's a very _____ city.
B Yes, but it's also an exciting _____ place.
- 2 **A** I must _____ to change some more money.
B Well, don't _____ to take your passport. You'll need that.
- 3 **A** When we reached the Blue Mosque and stood _____, it looked amazing.
B Then when we went _____ and saw the beautiful walls and windows all round us, it looked really beautiful.
- 4 **A** Would you like me to _____ the dishes?
B Yes, please, and could you _____ some glasses? We'll give everyone a glass of orange juice.
- 5 **A** This programme is _____. It's sending me to sleep!
B Yes, let's change channels. There's an _____ film on Channel 10.

4 Work in pairs. Practise the conversations.

1 Read the examples.

- 1 Istanbul is **a city** on two continents.
- 2 Trade routes passed through **the city**.
- 3 **The Topkapi Palace** was the centre of **the** government.
- 4 Here, thousands worked to rule **the Ottoman Empire**.

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

- 1 When we start talking about something new, we put **a) a/an** **b) the** before the noun (or *some* if the noun is plural).
- 2 When we refer to the same thing again, we put **a) a/an** **b) the** before the noun.
- 3 We often use **a) a/an** **b) the** before a place name: the name means that there is only one of that thing. Compare *a mosque / the Blue Mosque* and *a palace / the Topkapi Palace*.
- 4 We use **a) a/an** **b) the** before a noun when there is only one of that thing. In the same way, we talk about *the Ottoman Empire / the sun* and *the moon*.

2 Work in pairs. Have conversations in different tourist shops.

- Start talking about things with *a/an*.
- Talk about choices with *a/an*.
- State the one you choose with *the*.

- 1 **You** I'd like *a hat*, please. hats large smaller
Assistant Would you like *a large hat* or *a smaller one*?
You Oh, I'd like *the ...*, please. maps English-language Arabic-language
- 2 **You** Excuse me, but I'd like to buy ...
of Istanbul. bus tours two-hour four-hour
- 3 **You** I'd like to do ... of the city, please.

3 Work in pairs. Practise the conversations.

4 Complete the statements. Choose from each box and add *a* or *the*. Begin names with capital letters.

beautiful new mosque
huge new empire great new palace

blue mosque ottoman empire
topkapi palace

- 1 Sultan Osman the First became the father of _____ in about 1300. It later grew much larger, and people called it _____.
- 2 When the Ottomans took Constantinople in 1453, they built _____ for the sultan. This was _____, the new centre of government.
- 3 They also built _____ near Aya Sofya, and they called it _____.

1 Work in pairs. Ask for and give directions round your school to a visitor.

- 1 Think about the quickest way to these places.
the art room the computer room the library the playground
the school entrance the science lab(s) the teachers' room

2 Use language like this.

Go straight	along	up	the stairs.	Turn	left	It's	opposite
	across	down		It's on your	right		next to

3 Ask for and give directions from your class.

Visitor *Excuse me, but could you tell me the way to ..., please?*

You *Yes, certainly. Go out of this room and ...*

Visitor *So I have to ... (Repeat the directions.)*

You *That's it. / No, don't do that. You have to ...*

Visitor *Thanks very much.*

2 Work in pairs. Choose your lunch at a cafeteria.

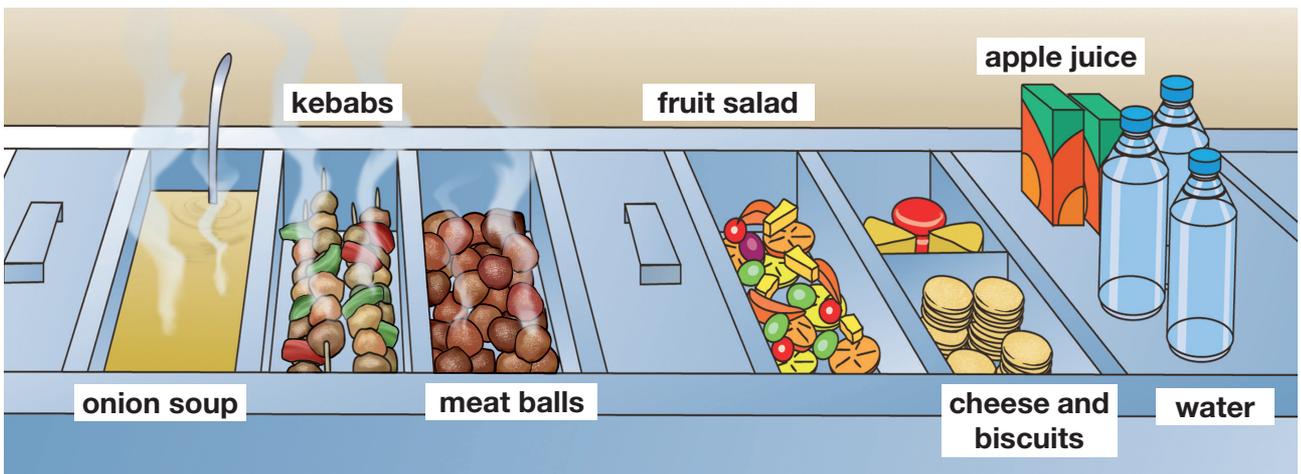
Student A: Ask what food the customer would like.

What would you like (to start with) – some (onion soup) or some ...?

Student B: Choose, but say you only want a little or a few of everything.

I'd like a little / a few ..., please.

To start with: To go on with: To finish with: To drink:



3 Describe real places to a visitor.

1 Think of places with names, for example hotels, mosques and ancient buildings.

2 Introduce the places without their names.

There's a (big hotel).

There's an (amazing mosque).

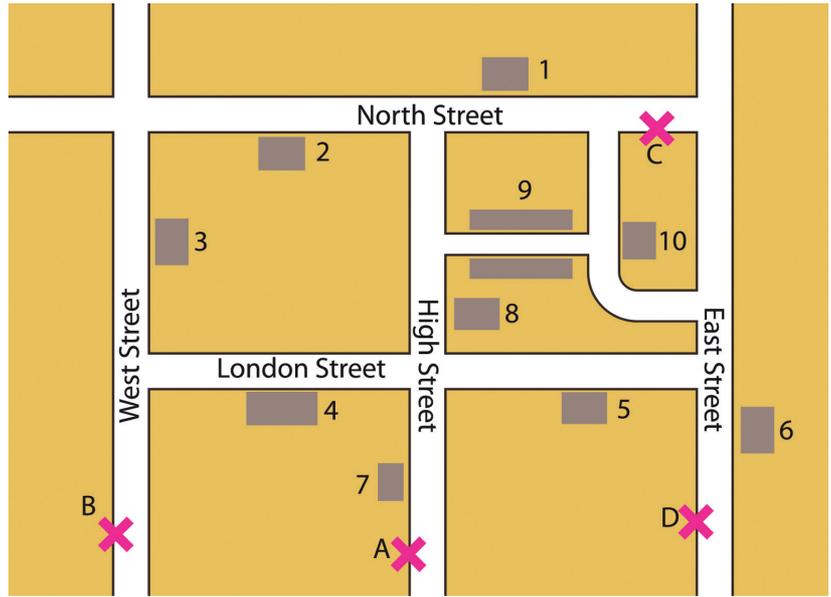
3 Give the names and more information.

That's (Al-Quds Hotel). It's (in Jenin Street).

1 Work in pairs. Match 1–6 in the list and on the map. Make statements.

- There's a (coffee shop) in (North Street).

- | | |
|----|-------------|
| 1 | coffee shop |
| 2 | restaurant |
| 3 | library |
| 4 | school |
| 5 | cinema |
| 6 | mosque |
| 7 | _____ |
| 8 | _____ |
| 9 | _____ |
| 10 | _____ |



2 Listen to some directions and do the tasks.



- 1 Draw the route from point A on the map. Say the number of the place you reach.
- 2 Listen again. Listen for places 7–10.
- 3 Add these places to 7–10 in the list above.

- | | | | |
|------|--------------------|--------|--------|
| bank | information centre | market | museum |
|------|--------------------|--------|--------|

3 Practise your pronunciation: groups of sounds.



- 1 Listen and repeat.
please straight next through
- 2 Now listen and repeat these words.
place strange mixed three
plant street sixth threw
plastic strong text thrown

4 Work in pairs. Read and act out.

Visitor Could you tell me the way to the information centre, please?
Local person Walk straight along this street, and go past the museum on your left.
Visitor I see. Straight along this street, and past the museum on my left.
Local person Then go over the crossroads, and go past the bank on your right.
Visitor Over the crossroads, and past the bank on my right.
Local person Then take the next right, and go through the market.
Visitor The next right, and through the market.

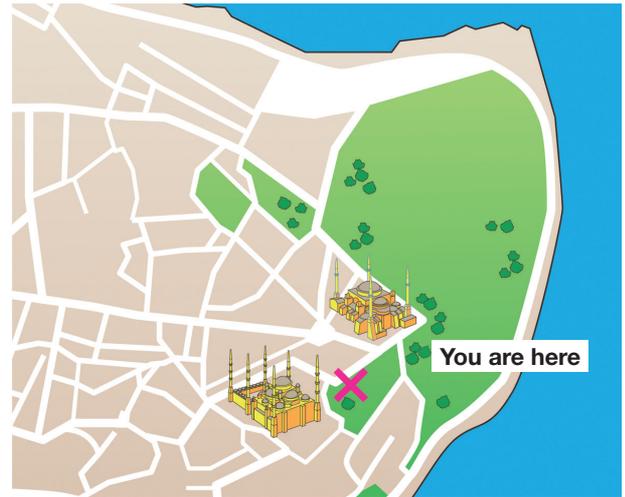
5 Work in pairs. Give new directions from and to points A–D.

1 Listen and write down what you hear.**2 Work in pairs. Order sentences to produce directions.**

1 Read and number the sentences in the correct order 1–6. (Use the underlined words to help you. Find the words that they refer back to.)

2 Take turns to read out the directions.

- On your way, be sure to look up again and see the amazing architecture of this building, too – a church that has stood for 1,500 years.
- From here, first turn left and go to the great Blue Mosque, a building that is 400 years old.
- Sultanahmet Park is a good place to start your tour of ancient Istanbul.
- When you leave, go back across the gardens, past the place where you started, to a much older building, Aya Sofya.
- Inside, look round you at the beautiful blue walls that give the place its name.
- On your way there, look up at the beautiful shapes of this famous example of Islamic architecture.

**3 Work in pairs. Write a paragraph.**

1 Choose the best topic sentence to start the directions from activity 2. (Find a word in the topic sentence that goes with a word in sentence 1 above.)

- Istanbul has a history that goes back 2,700 years.
- When you visit Istanbul, you must see a little of its amazing past.
- Istanbul is an exciting modern city, but it also has a very long history.

2 Write out the paragraph.

4 Read the information. Then do the task.

We do not like to use the same words again and again. Notice some changes in the paragraph that you have just written.

Sultanahmet Park: > the gardens

the Blue Mosque: > this famous example of Islamic architecture > the place

Use these words to make five changes.

designs produce right sport trip

- 1 We're going on a city tour, and the tour is going to take four hours.
- 2 He loves all kinds of ball games, and he spends all his free time on ball games.
- 3 She writes very fast, and she tries to write a book every three months.
- 4 Engineers have to make sure that their plans are correct. If something is not correct with the plans for a bridge, for example, it may collapse!

1 Work in pairs. Do the tasks to plan a tour for some visitors.

Unit task: Planning a tour.

- 1 Agree on two important places to visit in a town that you know. (Choose places that are quite close to each other. The visitors are not fit enough to walk far!)

Student A

I think the visitors should	see	(name) in (street / part of town).
	visit	

Student B

I agree. I think they really must	go there.
	do that.

OR:

I'm not sure. I think (name) is more	important.
	interesting.

- 2 Choose a place to start the tour.

Student A I think (name) in (street / part of town) is the right place to start.

Student B I agree. I feel (name) is a very good place to begin, too.

OR:

I'm not sure. I think (name) is a better place to begin.

- 3 Agree on a good coffee shop to stop at. (Choose somewhere between the two other places.)

Student A

I think they should	spend a little time	at (name) in (street / part of town).
	stop for a few minutes	

Student B

Good idea. Then they could	try	a few (kebabs)
	have	a little (kunafeh).

- 4 Work out the directions.

Student A First, I think they should go ...

Student B And then they'd better ...

- 5 Present your visitor tour to the class.

2 Write your visitor tour in two paragraphs. Follow the steps.

- 1 Write a heading.

Your visit to (town name)

- 2 Write paragraph 1. Name the places to visit, including the coffee shop, and say where they are. Start like this.

We think you should visit two important places in town – (name) in (street / part of town) and ...

We also think you should spend (a little time) at (coffee shop name) in (street / part of town) You could (try) ...

- 3 Write paragraph 2. Give your directions.

We think that (name) is a good place to start your tour. From there, ...

1 Listen and repeat. 

expert geography identity
independent point (v) title
towards whole

Word formation

information + technology information technology / IT
cover (v) cover (n) special (adj) specially (adv)

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

- | | | | |
|---|------------------------|--------------------|-------------------|
| 1 | Rami, Nidal and Hadeel | to be telling them | between them. |
| 2 | There are some books | a book | in a living room. |
| 3 | Rami is holding | are sitting | about the book. |
| 4 | He seems | on the low table | in his hands. |

3 Listen and answer the questions. 

- 1 What kind of books did Rami show his cousins? 3 Are all these books used in just some schools?
2 What is special about all of these books?

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

One day, Rami showed his cousins his school books.

Rami Look, these are my school books.

Nidal What subjects are they? I can't read the Arabic titles.

Hadeel But you can tell the subjects from the pictures on the covers, can't you? This one is for geography, I guess. It is, isn't it, Rami?

Rami Yes, and this one is for IT.

Nidal Ah, this one is easy! *English for Palestine*.

Rami Well read!

Nidal But why do you call it that? We're taught with books like these, too, but they don't have names like *Spanish for America*. Our country's name isn't included.

Rami Well, here in Palestine our books are produced for the whole country.

Hadeel How does that happen?

Rami A lot of teachers and other experts work together to make it happen. First, a teaching programme is developed. Then, when that is agreed, the books are written from Grade 1 through to Grade 12.

Nidal It sounds like a lot of work!

Rami Yes, and the same thing is done for all our school subjects.

Hadeel I'm sure it is a lot of work, but at the end of it all, you have books that are designed specially for you. And that has to be a good thing.

Rami Yes, they're used in every school, and they're an important sign of our national identity. They point towards our future as a free and independent country.

Hadeel That's great!

Everyday English

This one is for geography, I guess.



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

- 1 **A** Tell me about these new TV programmes every Friday.
B They're designed _____ for young people who are learning English.
- 2 **A** How many _____ countries are there in the world today?
B There are about 200, but the number keeps changing.
- 3 **A** Who wrote your new school book for _____ ?
B A group of teachers and computer _____ did it together.
- 4 **A** What's the _____ of your other new book?
B It's called *The _____ of the Arab World*.
 Here it is in Arabic on the front _____ of the book.
- 5 **A** Where does our national _____ come from?
B I think it comes from our _____ culture – from our language, food, customs, music, history – everything.
- 6 **A** Be careful. We're driving straight _____ a big hole in the road.
B Where? I can't see it.
A There! Look! I'm _____ straight at it!

2 Listen and check. Then practise in pairs.



3 Read again and answer the questions.

- 1 Which three school books did Rami and the others look at and talk about?
- 2 Which title did Nidal know how to read?
- 3 Why did he know how to read it?
- 4 What is different about the names of books for American and Palestinian schools?
- 5 What kinds of people work together to prepare the books?
- 6 What is the good thing about all this work?
- 7 Where are the Palestinian books used?
- 8 Why are these books important for Palestine and all Palestinians?

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



1 Read the examples.

- | | |
|---|---|
| 1 The government develop a programme . | 4 Books are written for every grade. |
| 2 A programme is developed . | 5 Teachers teach Spanish at my school. |
| 3 Experts write books for every grade. | 6 Spanish is taught at my school. |

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

- Sentences 1 and 2 have the same information **a)** and the same forms.
b) but different forms.
- Sentence 1 is active, it says *who does what*, and it puts the **a) who** **b) what** information first. This is the subject of the sentence.
- Sentence 2 is passive, and it puts the **a) who** **b) what** information first. This is the subject of the sentence.
- We form passive verbs from **a) do** **b) be** + past participle.

Now add these verbs to the correct sentences: *decide, is decided*.

Active: They _____ the design.

Passive: The design _____ by them.

2 Work in pairs. Change the sentences into the present simple passive.

- We send all children to school at the age of six.
All children are sent to school at the age of six.
- We give every child not less than ten years of school.
- We provide schools in every town and village.
- We produce enough books for every child.
- We help all our young people to develop their skills.
- We offer students different kinds of training at the end of school.

3 Now write the sentences in a paragraph. Join pairs of sentences with *and*.

All children are sent to school at the age of six, and ...



1 Listen and repeat.

advantage by hand efficient(ly) factory industry
marble per cent (%) point (.) provide quarry

Word formation

architecture (n) architect (n)
produce (v/n) production (n)
holy + land the Holy Land

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

- 1 **A** I've heard that Palestinian building stone is excellent.
B Yes, and Palestine is also famous for its _____.
- 2 **A** Does the stone go straight from the _____ to the customers?
B No, first it is taken to a _____, and it is cut and prepared there.
- 3 **A** Is the stone _____ important to Palestine?
B It certainly is. It produces about five _____ of the country's money.
It also _____ work for many thousands of people.
- 4 **A** And how much of world _____ of building stone comes from here?
B A lot: about four _____ five per cent (4.5%).
- 5 **A** Is the stone still cut _____ in the ancient way?
B No, with modern technology, it's done much more _____ now.
- 6 **A** Why do many _____ like using Palestinian marble?
B It has several _____, including its high quality.
A And I guess that some architects like it just because it comes from the _____.

3 Listen and check. Then practise in pairs.

4 Listen and do the tasks.

- 1 Number the points in the order that you hear them.

from the Holy Land

less expensive than other marble

very good-quality stone

beautiful colours that are special to Palestine

- 2 Now act out a discussion between the architect and the customer.

Student A: Take the part of the builder. Ask these questions:

- 1 What kind of stone do you want to use inside the mosque?
- 2 Is it as good as marble from other countries?
- 3 How expensive is it?
- 4 What else is special about Palestinian marble?

Student B: Take the part of the architect Reema Badawi and explain the advantages of Palestinian marble. Answer the questions from your numbered points above.

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

- 1 What is happening in the first picture?
- 2 What is the person doing in the second picture?
- 3 Where in Palestine do you think these places probably are?
- 4 Where else could they be?
- 5 What was done between the second picture and the third?



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

- 1 Stone from another country was used for building in Palestine in ancient times.
- 2 Technology has made stone production a little more efficient than it used to be.
- 3 The Hebron and Bethlehem areas are the biggest centres of stone production.
- 4 Over 22,000 people work in the quarries of Palestine.
- 5 The writer believes that Palestinian stone production can grow faster than production in other parts of the world.



STONE An ancient industry with a great future

1

Some of the world's oldest cities were built in Palestine, and they were constructed with excellent stone. This building stone and also marble were cut by our ancestors from the Holy Land itself. Today, the stone industry remains very important: with its beautiful colours and excellent quality, Palestinian stone is often preferred by architects round the world.

5

Stone was not always produced as efficiently as it is now. In ancient times, it was very difficult to cut stone. Everything was done by hand, and it was slow, hard work. Now, however, technology has come to the rescue, and finished stone is produced very efficiently.

10

Over 60% (sixty per cent) of the 262 quarries are near Hebron and Bethlehem. The stone is then cut and finished by 15,000 workers in 618 factories, and many of these are also in the same area. However, quarries are found in other places, too, and there are factories everywhere. Together, they produce 4.5% (four point five per cent) of the world's building stone. They also make 450 million dollars a year for Palestine, and they provide over 22,000 jobs.

15

The world stone industry is growing at 9% a year. And with our natural advantages, we can raise Palestinian production even faster. But to do this, we need to learn more about different needs round the world. The industry is therefore studying world markets carefully. If it can continue to grow, it will bring Palestine a lot more jobs and money.

3 Listen and read aloud.

1 Read and add numbers to complete the table.



The Palestinian stone industry: some important numbers

Number of quarries	_____
Number of factories	_____
Production (% of world production)	_____
Money for Palestine	_____ a year
Number of jobs	_____
Future rise in production	Over _____ a year

2 Work in pairs. Ask and answer questions about the Palestinian stone industry.

Student A: Take the part of the presenter on Young World in period 4.
Ask questions like these.

How many quarries are there in Palestine?

How much stone does Palestine produce?

Student B: Take the part of the architect Reema Badawi. Answer the questions
From your notes in activity 1.

3 Read the passage again and do these tasks.

Say what the underlined words refer to.

- Line 7: Everything was done by hand, ...
- Line 10: ... and many of these are also in the same area.
- Line 12: They also make 450 million dollars ...
- Line 14: ... we can raise Palestinian production even faster.
- Line 16: If it can continue to grow, ...

Now say what the underlined words and phrases mean.

- Line 5: ..., Palestinian stone is often preferred by architects ...
- Line 7: ..., technology has come to the rescue, ...
- Line 8: ... finished stone is produced very efficiently.
- Line 11: ... quarries are found in other places, too, ...
- Line 16: The industry is therefore studying world markets carefully.

4 Work in pairs. Think and discuss.

- What important industries are there in your area?
(Examples: farming, fishing, glass, information technology, stone, tourism)
- Do you think you will one day be part of one of these industries?

1 Work in pairs. Discuss your school subjects.

- Say how many periods a week you have each subject.
- Say which three subjects you like best.

- 1 Arabic 2 art and crafts 3 English 4 geography 5 history
 6 IT 7 maths 8 PE 9 religion 10 science

2 Write your next school report. Do the tasks.

- Copy and complete the top of the report.
- Choose four subjects from activity 1.
- Choose four different comments that British teachers often write.

Remember: tell the truth about yourself.

Subject: History
 Comment: Is doing much better.
 Subject: Maths
 Comment: Well done! Very good work!

Could do better. Has a natural 'feel' for the subject. Has been trying hard.
 Is doing good work. Is doing much better. Must produce work at the right time.
 Needs to work faster. Should try harder. Well done! Very good work!

SCHOOL REPORT

Family name: _____ First name: _____ Date of birth: _____
 School year: _____ Class teacher: _____
 Subject: _____
 Comment: _____

3 Match the sentences to the meanings. Number the sentences 1–4.

by /baɪ/ (preposition and adverb) **1** saying who or what does something *She was helped by her friends.* **2** saying how something is done *I contacted her by email.*
3 before, not later than a certain time or date *We must finish the job by 3:00.* **4** next to or near someone or something *He stood by the window and looked out.*

- They used to cut the stone **by hand**. / They went to the airport **by car**.
 We must put some flowers **by the bed**. / Let's walk **by the river**.
 I'll be in New York **by this time tomorrow**. / **By the age of four**, she could read.
 This stone was cut **by our ancestors**. / Palestinian stone is preferred **by architects**.

4 Play a team game. Take turns to produce more examples with meanings 1–4.

1 Read the examples.

- 1 **People built** the cities with stone. 3 **Our ancestors cut** this stone.
 2 The cities **were built by people** with stone. 4 This stone **was cut by our ancestors**.

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

- 1 Sentences 1–4 are in **a)** present simple. **b)** past simple.
 2 Sentences 1 and 3 are in **a)** the active. **b)** the passive.
 3 Sentences 2 and 4 are in **a)** the active. **b)** the passive.
 4 The subject of 3 gives **a)** useful information. **b)** no useful information.
 5 We **a)** keep **b)** do not keep this information in 4 as 'by + agent'.
 6 The subject of 1 gives **a)** useful information. **b)** no useful information.
 7 We **a)** keep **b)** do not keep this information in 2 as 'by + agent'.

2 Work in pairs. Change the sentences into the past simple passive. Do not use by + agent.

- 1 In ancient times, people needed stone to build towns.
In ancient times, stone was needed to build towns.
 2 They found good building stone in many parts of Palestine.
 3 Workers started quarries to get the stone.
 4 They cut the stone from the ground.
 5 Other workers took the stone to their local towns.
 6 They sold the stone to the people there.
 7 These people cut the stone to the right shapes.
 8 They used the stone to build houses and many other things.

3 Now write the sentences in a paragraph. Join pairs of sentences with and.**4 Work in pairs. Change the sentences into the passive. Use by + agent.**

- 1 For a very long time, our little town needed a new school.
For a very long time, a new school was needed by our little town.
 2 Finally, last year, the local community built it.
 3 Two years ago, a group of parents bought some land.
 4 The same group invited a very good architect to design the school.
 5 In the next few months, the architect drew some excellent plans.
 6 The government gave enough money to pay for the project.
 7 The architect chose top-quality local stone.
 8 The local group gave the building work to the best builders in the area.
 9 At the end, the school invited all the new pupils and their parents to a big party.
 10 The local newspaper reported the party on its front page the next day!

Now write about the new school. Join every two sentences with and.

Our new school

For a very long time, a new school was needed by our little town and finally, last year, it ...

1 Work in pairs. Change the sentences into the past and present simple passive. Do not use *by* + agent.

In the past:

- 1 Some people planned the book five years ago.
The book was planned five years ago.
- 2 These people wrote it the year after that.
- 3 Three years ago, they put together everything on computer.
- 4 Soon after that, they finished the complete book.

Now:

- 5 Each year, the Palestinians decide book numbers for the next year.
Each year, book numbers are decided for the next year.
- 6 They make any important changes to the books.
- 7 They produce enough copies for all the pupils in Palestine.
- 8 Then they send the books to every school in the country.

2 Now write the sentences in a paragraph. Join pairs of sentences with *and*.

3 Work in pairs. Put the sentences in the passive. Think: *by* + agent / ~~*by* + agent.~~

- 1 People built the first houses thousands of years ago.
The first houses were built thousands of years ago.
- 2 My uncle built that house twenty years ago.
That house was built by my uncle twenty years ago.
- 3 A rich man called Adam Bates gave our town the land for a park.
- 4 A famous film star opened the park 30 years ago.
- 5 People plant new flowers in the spring every year.
- 6 Someone opens the park gates at 8:00 every morning.
- 7 People cut the grass and clean the paths every week.
- 8 Local children feed the ducks on the little lake every day.

4 Work in pairs. Talk about recent changes in your area. Use the past simple passive. (You decide: *by* + agent / ~~*by* + agent.~~)

Student A *Did you know? The football pitch in the park was planted with new grass a few weeks ago. It's looking good now.*

Student B *Yes, and another thing. A new swimming pool was opened by the Al-Attas Hotel last month.*

Student A *We'd better go and try the pitch and the pool!*

1 Work in pairs. Talk about the picture.

- 1 What kind of area are these people in?
- 2 What is the young woman holding?
- 3 What do you think her job may be?
- 4 What is happening to one of the buildings?
- 5 What do you think she is asking the older people about?



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



- 1 Doctors Ahmad, Fatima and Ashraf are all experts on old or ancient buildings in Palestine.
- 2 Dr Ahmad is an engineer who loves working on old buildings.
- 3 Dr Ahmad believes that an important part of Palestinian culture is lost when an old building is allowed to collapse.
- 4 They all work to protect old or ancient Palestinian buildings.
- 5 They all worked together on the Bethlehem 2000 Project.
- 6 The Bethlehem 2000 Project provided water and constructed new roads and new buildings in an old part of the town.
- 7 Dr Fatima and her team also worked on Hisham's Palace last year.
- 8 Dr Ashraf wants people now and in the future to enjoy the past.

3 Practise your pronunciation: listing



- 1 Listen. Mark the parts that go up (↗) and the part that goes down (↘).

↗

I spoke to several experts – Doctors Ahmad, Fatima and Ashraf.

We provided water, we built new roads, and we saved old buildings.

- 2 Listen and repeat the sentences.

4 Work in pairs. Play a memory game. Give the subjects in the wrong order.

↗ ↗ ↗ ↘

A On this day, we have (English, Maths, Science and Arabic).

B Ah, you're talking about (Tuesday), aren't you?

A That's right. / No, sorry. Try again.

1 Listen and write down what you hear.

2 Read the information.

- 1 Dr Ahmad and the others did not use the passive. They used *We* + active. We often do this when we speak informally. But when we want to put the same thing in writing, the passive is often used instead. Compare:
Active: Well, you see, in the past, we often allowed them to collapse, ...
Passive: Well, you see, in the past, they were often allowed (~~by us~~) to collapse, ...
- 2 When we change from speaking to writing, we also leave out conversational words and phrases like *Well, ... You see, ...* and *You know, ...* Compare:
Spoken: Well, you see, in the past, we often allowed them to collapse, ...
Written: ~~Well, you see~~, In the past, they were often allowed to collapse, ...

3 Work in pairs. Prepare to write part of a newspaper report.

You are going to write a paragraph each for Doctors Ahmad, Fatima and Ashraf.

- Cross out conversational words and phrases that you will leave out.
- Work together to put the underlined parts into the passive.
 - ~~Well, you see~~, in the past, we often allowed them to collapse, but this was wrong. When we lose an old building, we lose part of our culture, too. So, you see, now we protect these important parts of our history better.
 - Certainly, yes. Back at that time, my team and I began work on the old town. You know, we provided water, we built new roads, and we saved old buildings.
 - Well, yes, it certainly is. And for example, my students and I did some important work at Hisham's Palace near Jericho last year. You see, we put large covers over the ruins to protect them, and we built a better visitor information centre, too. And so, you see, we saved something important for people to enjoy now and in the future.
- Choose topic sentences for the three paragraphs. Number them 1–3.

The ancient past of Palestine is also very important.

The Bethlehem 2000 Project was
a good example of this.

Here in Palestine, old buildings are
important to us.

4 Write part of the newspaper report. Start like this.

Saving the past for the future

Here in Palestine, old buildings are important to us. In the past, they were often allowed to collapse, but this was wrong. When an old building ...



Unit task: Explaining a special building.

1 Discuss old buildings in your area.

- 1 Explain to a visitor the old and new parts of your (nearest) town or city.
 - Say where they are.
 - Say when they were built.
- 2 Suggest old buildings to see.
 - Say where each one is.
 - Say why each one is specially interesting and important.
 - Say when each was built.
 - Say how each was used in the past.
 - Say what it is used for today.
- 3 Work in pairs. Explain different buildings to each other.

Student A: Take the part of a visitor. Say that you would like to visit lots of old places, but you only have time to see one. Ask for some advice.

Then ask these questions.

- Why is it special?
- When was it built?
- How was it used in the past?
- What is it used for today?

Finally, say that you would like to go and see it, and ask for directions.

- How do I get there, please?

Student B: Take the part of a local person. Advise the visitor to see one of the places from 2. Say where it is.

Then answer the visitor's questions.

Finally, give directions.

2 Write about your special building.

Another visitor has emailed you for advice on a place to visit. Write two paragraphs in reply.

Paragraph 1: Advise a place to visit a place. Say where it is, and explain why it is special.

Paragraph 2: Give all the information that you gave to the other visitor.

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

- | | | | |
|---|-----------------------|------------------------|-------------------------|
| 1 | The picture shows | we can see hundreds of | of the Muslim religion. |
| 2 | At its centre, | is at the heart | the Ka'ba. |
| 3 | This amazing building | the Great Haram Mosque | followers of Islam. |
| 4 | All round the Ka'ba | we can see | in Makkah. |

2 Read the title of the passage. Then say what you know about this man.

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

- 1 Muslims still remember Abu Bakr Al-Siddiq as a great Muslim.
- 2 Abu Bakr and Mohammad (ﷺ) became close friends when Abu Bakr became a Muslim.
- 3 Abu Bakr became a rich man when he was young.
- 4 Abu Jahl had wanted to kill Abu Bakr long before he finally almost did it.
- 5 As Caliph, Abu Bakr continued to tell the message of Islam to the world.

Abu Bakr Al-Siddiq

1 For over 1,400 years, Muslims have remembered this man as Islam's first Caliph. The many stories clearly show that he was a great man and a great Muslim.

The future Prophet Mohammad (ﷺ) saw that Abu Bakr was a very good and honest person, and they became very good friends. Later, after Mohammad (ﷺ) had received God's Word, Abu Bakr 5 became an early believer. Because he believed so deeply, the Prophet Mohammad (ﷺ) gave him the name 'Al-Siddiq'.

As a young man, Abu Bakr made a lot of money, but he gave most away, and he kept only a little for himself. He was also as brave as he was generous, as this next story shows.

Makkah's leaders hated Islam at first. Once, one of them saw the Prophet while he was visiting the 10 Ka'ba. This man, Abu Jahl, said to his friends, 'I've been waiting to kill him for a long time, and now I'm going to do it!'

When Abu Bakr saw the danger, he ran to rescue the Prophet. But then Abu Jahl and the others attacked him instead, and he was almost killed. This meant nothing to Abu Bakr, however. When he finally opened his eyes, his first words were, 'Is the Prophet safe?'

15 Through the things he said and did, Abu Bakr was very important to the Prophet and to Islam. So, after the Prophet had died, he became the first Caliph, and he continued the work of taking Islam's message to the world.

4 Think and discuss. Compare what you have read and what you said in activity 2.

1 Read paragraphs 1–3 again and answer the questions.

- 1 What good personal qualities did the future Prophet see in the young Abu Bakr?
- 2 What other good thing do we learn about Abu Bakr as a young man?
- 3 What two things made him a very special Muslim in the eyes of the Prophet?



Now say what the underlined words mean.

- 1 Line 4: ... had received God's Word, ...
- 2 Line 7: ..., Abu Bakr made a lot of money, ...
- 3 Line 8: He was also as brave as he was generous, ...

2 Read paragraphs 4–6 again and answer the questions.

- 1 How did Makkah's leaders feel about Islam in its early days?
- 2 What was the Prophet doing when he was attacked?
- 3 Who was he attacked by?
- 4 Why did Abu Bakr say, 'Is the Prophet safe?' and not, for example, 'Am I dying?'
- 5 How do we know that Abu Bakr was a good leader for the Muslim religion?

Now say what the underlined words mean.

- 1 Line 13: This meant nothing to Abu Bakr, however.
- 2 Line 17: ... continued the work of taking Islam's message to the world.

3 Read again to find opposites of the words.

- | | | |
|-----------------|---------------|--------------------|
| 1 past _____ | 3 send _____ | 5 everything _____ |
| 2 earlier _____ | 4 a lot _____ | 6 closed _____ |

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

- 1 **A** I _____ you a letter two days ago.
B Yes, and I _____ it this morning. Thanks!
- 2 **A** We've got _____ of fish, so there's more than enough for everyone.
B Yes, but we've only got _____ rice, so I'd better buy some more.
- 3 **A** Let's get to the cinema _____. We don't want to miss the start of the film.
B I agree. I hate being _____ for things.

5 Listen and check. Then practise in pairs.



1 Work in pairs. Ask and answer questions about Fuad's busy day tomorrow.

Monday 25th May	
1 Hassan - at the airport (Flight: 10:15)	(meet) (arrive)
2 Hassan - on a bus tour (Bus: 2:30)	(take) (leave)
3 The big match - on Channel 2 (Programme: 7:45)	(watch) (start)

- A What is Fuad doing in the (morning)?
 B He's (meeting) ...
 A What time does the flight (arrive)?
 B It (arrives) ...

2 Work in pairs. Make statements about the Amer family's list of things to do.

It is 11:30. Say whether they are doing well, doing badly or not doing badly.

- A They're (not doing badly) (in the kitchen).
 They've already (put away) ...
 B Yes, but they still haven't ...

Kitchen:	Put away the breakfast things	✓
	Wash the breakfast dishes	X
Other rooms:	Make the beds	✓
	Tidy up the living room	✓
Outside:	Sweep the garden path	X
	Clean the windows	✓
Lunch:	Do the food shopping	X
	Start cooking lunch	X

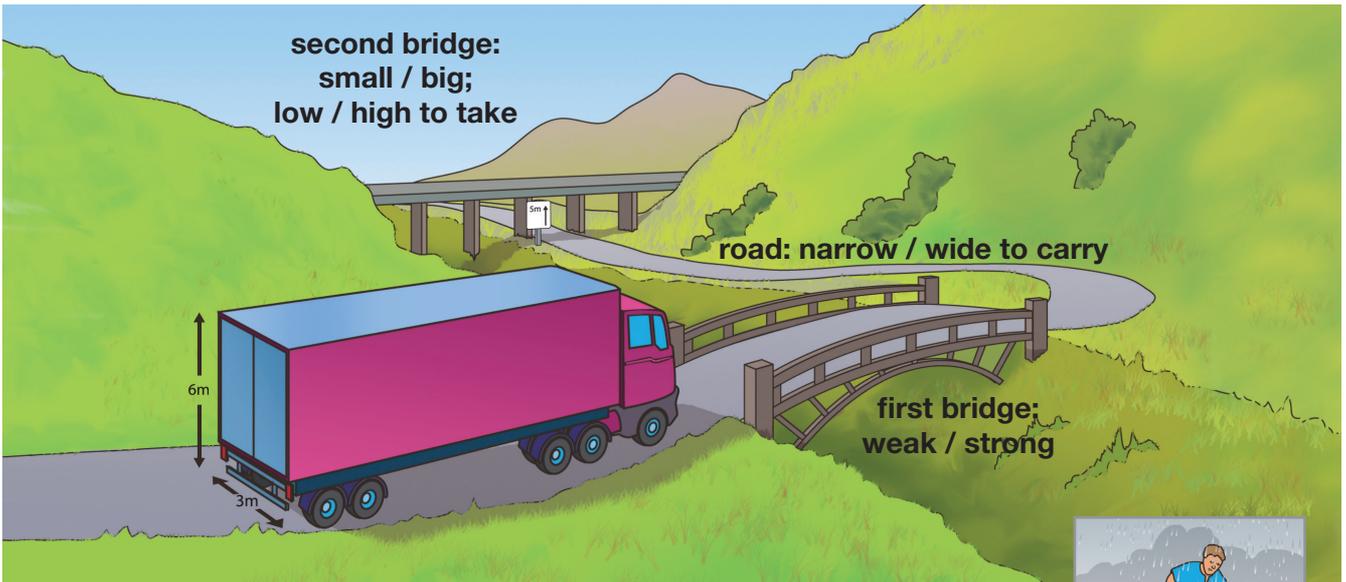
3 Work in pairs. Compare the computers.

	the Classic 100	the TR900	the Super X
big	*****	****	***
powerful	****	***	*****
expensive	***	****	*****
easy to use	****	*****	***

- A The TR900 is bigger than the Super X.
 B Yes, but it isn't as big as the Classic 100.
 A You're right. That's the biggest of them all.

1 Work in pairs. Explain the problems.

- A** The first bridge is too weak for the lorry.
B You're right. It really isn't strong enough to ...



2 Work in pairs. Explain Henry's horrible walk in the country.

Henry's situations

- (wait) for his friend Sam to join him
- (need) to find the right way to go
- (want) to buy some lunch
- it (start) to rain heavily
- (decide) to call his parents for help

Henry's problems

- (not tell) Sam the time or the place to meet
- (leave) his map at home
- (spend) all his money on sweets that morning
- (forget) to bring a coat
- (lose) his phone somewhere along the way



- A** First, he waited for his friend Sam to join him.
B But he hadn't told Sam the time or the place to meet.

3 Work in pairs. Play the 'famous person' game.

- 1 Think of a famous person. Make sure you know lots about him/her.
- 2 Take turns to give information and guess. Use language like this.

Student A: This person comes from / lived in ... / After (he) had ... /
 While (he) was ... / Recently, (he) has (been) ... / Now, (he) is ...

Student B: You're thinking of ..., aren't you?

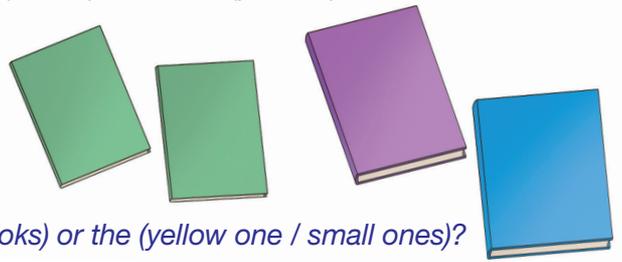
Student A: That's right. Now it's your turn. / Sorry. Try again.

4 Work in pairs. Talk about food for Salem's birthday party.

Food and drink	How much/many?	More?	
burgers	just a few	quite a lot more	A How (many burgers) do we have?
rice	just a little	quite a lot more	B We just have a few.
sandwiches	quite a lot	just a few more	A Do we need some more?
fruit	quite a lot	just a little more	B Yes, quite a lot more.

1 Work in pairs. Put objects or groups of objects on the desk. Talk about them.

1 Use this language: *There are two (pens). / a few (books). / a lot of (pencils).*



2 Use *a/an* and *some* (or a number). Then use *the*.

A *I'd like (a pen / some books), please.*

B *Which would you like? The (red pen / large books) or the (yellow one / small ones)?*

A *The (red one / small ones), please.*

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

1 Mum and Dad took Nidal and Hadeel to the airport.

Nidal and Hadeel were taken to the airport by Mum and Dad.

2 At the airport, a woman checked their passports and their bags.

3 Later, other people put their bags on their plane.

4 When their plane was almost ready, someone called their flight number.

5 The captain welcomed them to the flight.

6 Later, their flight attendant helped them with their landing cards.

7 Next morning, Rami and his family met them at Gaza Airport.

Everything went well and, when you think about it, that is an amazing thing.

8 Planes fly millions of people safely to thousands of places every day.

9 Planes carry millions of bags, too – and almost always to the right places!

3 Complete the conversations. Use the expressions from the box.

Could you tell me the way, please? It's lovely to be here.
It's lovely to have you here. OK, calm down. They're my favourites.
You'll see it on your right. You should take things more slowly.

1 **A** Hello, everyone. _____

B _____ Welcome to Ramallah!

2 **A** I'm trying to finish everything today, so I'm going to work until very late.

B _____ You'll do the job better if you give yourself more time.

3 **A** We've brought some chocolates for you.

B Oh, thank you! _____

4 **A** Oh, no! I've lost my money! My purse has gone! Help!

B _____ Think. When did you last have it? Try to remember.

5 **A** I'm looking for the 99 Coffee Shop. _____

B Sure. Go over the crossroads and turn left. _____

4 Listen and check. Then practise in pairs.**5 Listen and write down what you hear.**

1 Look at the picture and answer the questions.

- 1 What kind of place does this seem to be?
- 2 Where in the world might it be?
- 3 Do the people on the right seem to be here for work?
- 4 What is the person on the left doing?



2 Listen and complete the notes.



Places	Opening hours	How much?	Trips	Times	How much?
Topkapi	9:00 – _____	_____	Boat trip	Every _____	_____
Market	_____ – _____	_____	Last tour (+ dinner)	_____ – _____	_____

3 Work in pairs. Take the parts of two more tourists. Decide what to do.

Student A I'd like to do everything tomorrow, but do you think we can?

Student B I think we can, but we'd better plan the day carefully.

Student A You're right. So first, let's ...

4 Revision unit task: You are going to write about a place that you enjoyed visiting.

- 1 Start paragraph 1 with a topic sentence that begins like this.
I remember when I visited ...
Say where and when you went. Then say why it was special. Write two or three sentences.
- 2 In paragraph 2, write about what happened during the visit.

My dictionary

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

a few <i>comp</i>	_____	crusade <i>v</i>	_____
across <i>adv</i>	_____	curtain <i>n</i>	_____
advantage <i>n</i>	_____	customer <i>n</i>	_____
airport <i>n</i>	_____	defeat <i>v</i>	_____
anyway <i>adv</i>	_____	die <i>v</i>	_____
as well as <i>conj</i>	_____	dining room <i>n</i>	_____
attendant <i>n</i>	_____	dry <i>adj</i>	_____
away <i>adv</i>	_____	efficient(ly) <i>adj</i>	_____
battle <i>v</i>	_____	empire <i>n</i>	_____
beat <i>v</i>	_____	enemy <i>n</i>	_____
behave <i>v</i>	_____	expert <i>n</i>	_____
believe <i>v</i>	_____	factory <i>n</i>	_____
(thermal) blanket <i>n</i>	_____	fair <i>adj</i>	_____
by <i>adv</i>	_____	fascinating <i>adj</i>	_____
by hand	_____	first aid kit <i>n</i>	_____
calm down <i>v</i>	_____	free <i>adj</i>	_____
captain <i>n</i>	_____	gate <i>n</i>	_____
carpet <i>n</i>	_____	gentle <i>adj</i>	_____
certainly <i>adv</i>	_____	geography <i>n</i>	_____
chart <i>n</i>	_____	get on (a bus) <i>v</i>	_____
coin <i>n</i>	_____	God <i>n</i>	_____
collapse <i>n</i>	_____	government <i>n</i>	_____
community <i>n</i>	_____	ground <i>n</i>	_____
complete <i>v</i>	_____	guide <i>n</i>	_____
continent <i>n</i>	_____	hall <i>n</i>	_____
continue <i>v</i>	_____	heart <i>n</i>	_____
cover <i>n/v</i>	_____	identity <i>n</i>	_____
crossroads <i>n</i>	_____	in time	_____

independent *adj* _____
 industry *n* _____
 injury *n* _____
 jewellery *n* _____
 keep out *v* _____
 land *v* _____
 landing card *n* _____
 leader *n* _____
 lie *n* _____
 lira *n* _____
 local *adj* _____
 marble *n* _____
 mini bus *n* _____
 museum *n* _____
 out of breath _____
 over *adv* _____
 passport *n* _____
 pay *v* _____
 peace *n* _____
 per cent (%) *adj* _____
 point (.) *n* _____
 point *v* _____
 powerful *adj* _____
 prophet *n* _____
 provide *v* _____
 pulse *n* _____
 purse *n* _____
 put up *v* _____
 quarry *n* _____
 rate *n* _____

reach *v* _____
 relax *v* _____
 remind *v* _____
 respect *v* _____
 right *n* _____
 right now *adv* _____
 ruler *n* _____
 schedule *n* _____
 sensible *adj* _____
 site *n* _____
 special *adj* _____
 sultan *n* _____
 sweat *v* _____
 take off *v* _____
 take out *v* _____
 through *adj* _____
 title *n* _____
 towards *prep* _____
 trade *n* _____
 village *n* _____
 wall *n* _____
 wardrobe *n* _____
 warm up *v* _____
 wet *adj* _____
 whole *adj* _____

Grammar reference

Unit 1

Present continuous

I	am	(am not)	flying.	I'm	(I'm not)
You / We / They	are	(are not)		you're	(you aren't)
He / She / It	is	(is not)		she's	(she isn't)

- 1 For something happening now or round now:
We are now flying at 11,500 metres.
- 2 For something happening in the near future or something that we have arranged – with a future time reference:
They are arriving very soon.
They are staying with us next summer holiday.

Present simple

I / You / We / They	begin.	(do not begin.)	(don't)
He / She / It	begins.	(does not begin.)	(doesn't)

- 1 For something that happens several / many times:
These tours start from Jerusalem every week.
- 2 Often used with stative verbs like these:
 - feelings: *like, prefer, want*
 - state of mind: *believe, forget, know*
 - senses: *look, seem, sound*
 - other states: *have, include, need*
- 3 For fixed future schedules:
We travel to the Damascus Gate at 9:30 tomorrow.

Extra material

- feelings: *dislike, hate, like, love, prefer, want*
- state of mind: *believe, expect, *feel, forget, guess, imagine, know, mean, (not) mind, remember, *think, understand*
- senses: *hear, look, see, seem, smell, sound, taste*
- other states: **have, include, need*

*Note: <i>I feel this is wrong.</i>	BUT: <i>I'm feeling / I feel happy today.</i>
<i>I think you're right.</i>	BUT: <i>What are you thinking about?</i>
<i>I have some ideas.</i>	BUT: <i>I'm having lunch right now.</i>

Unit 2

Present perfect

I / You / We / They	have (not)	started.		I've	(haven't)
He / She / It	has (not)			She's	(she hasn't)

- 1 For actions or states that started in the past and come up to the present:
They have lived in London for a year.
- 2 For past actions that affect the present:
The others have arrived. (They are in the hall now.)
- 3 Often used with adverbials like: *already, for / since, just, (not) yet, still not*

Present perfect continuous

I / You / We / They	have (not) been	talking.		We've	(haven't)
He / She / It	has (not) been			He's	(hasn't)

- 1 For actions that have been going on for a long time up to the present:
They have been talking about it for ages.
- 2 Often used with adverbials like: *for (ages), for (hours), for (years), since*

Past simple

I / You / We / They / He / She / It	began.	(did not begin.)		(didn't)
-------------------------------------	--------	------------------	--	----------

- 1 For actions completely in the past:
Our ancient ancestors often used caves.
- 2 Often used with adverbials like: *(a week) ago, yesterday, last (year)*

Unit 3

Comparative and superlative adjectives

	Example	Comparative		Superlative
Short	fit	fitter than	(not) as fit as	the fittest
				the least fit
Ending in -y	happy	happier than	(not) as happy as	the happiest
				the least happy
Most with 2 or more syllables	useful	more useful than	(not) as useful as	the most useful
Irregular	good	better than	(not) as good / bad as	the best
	bad	worse than		the worst

Comparative and superlative adverbs

	Example	Comparative		Superlative
Ending in <i>-ly</i>	quickly	more quickly than	less quickly than	the most quickly
			(not) as quickly as	

Irregular adverbs of manner without *-ly* endings (*early, fast, hard, late, well*) are like adjectives:

He ran faster than the others.

She ran the fastest of all.

too and (not) enough

	too ...	(not) ... enough	(possible continuations)
Adjective	It's too slow.	It isn't quick enough.	... for the job.
Adverb	It goes too slowly.	It doesn't go quickly enough.	... to do the job.

For comparing with the right quantity or standard, e.g. (as above) the speed necessary for the job / to do the job.

Unit 4**Past continuous**

I / He / She / It	was (not)	talking.	(wasn't)
We / You / They	were (not)		(weren't)

- For actions continuing for a long time in the past:
I was waiting at the coffee shop from 6 to 9 p.m.
- For actions continuing at a past point in time:
I was still waiting at 9:30.
- For actions continuing when another past action happened:
I was still waiting when they closed the coffee shop.
- Often connected in one sentence with *when, while* or *as*.

Past perfect

I / You / We / They / He / She / It	had (not) won.	I'd / He'd / We'd / ...	(hadn't)
-------------------------------------	----------------	-------------------------	----------

- For actions before a past point in time:
By 9:30, everyone else had gone.
- For actions before another past action:
Everyone else had gone before I also went.
- Often connected in one sentence with *after, as soon as, before, (ever) since, once* or *until*.

Unit 5

a lot (of), much, many, a little, a few

Sentence types	Countable	Uncountable
Positive	I have a lot of apples. I (only) have a few apples.	I have a lot of apple juice. I (only) have a little apple juice.
Negative	I don't have many apples.	I don't have much apple juice.
Questions	Do you have many apples? How many apples do you have?	Do you have much apple juice? How much apple juice do you have?

a/an and the

- Use *a/an* (or *some*) to talk about something new:
Look! I've bought a melon and some lemons.
- Use *the* to refer to the same thing(s) again.
I got the melon at the supermarket and the lemons at the market.
- Use *the* when there is only one of something and in many names of things.
The sun rose over the Topkapi Palace by the Bosphorus.

Unit 6

The passive: present and past simple

	Subject	Verb	Object
Active	Engineers	design designed	the cars.
Passive	The cars	are were	designed by engineers.

- Form the passive from *be* + past participle.
- For making the active object (*the cars*) the focus of attention – the subject.
- If it is useful to keep the active subject (*Engineers*), change to *by* + agent.
If it is not useful, you can cut it. *Engineers* is useful information.

Irregular verbs

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

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