



Republic of Iraq,
Ministry of Education
General Directorate of Curricula

English for Iraq

2nd Intermediate Student's Book

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استناداً إلى القانون يوزع مجاناً
ويمنع بيعه وتداوله في الأسواق.

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Garnet
EDUCATION

Book map

Lexical areas

Communicative activities

Unit 1

A school magazine

- Contents of a school magazine
- Words related to creating a magazine
- Adjectives describing personality

- Planning to start a class magazine.
- Reading, evaluating and giving advice.
- Filling out an application form.
- Reading a story episode for enjoyment and commenting on the text: *Jad and Johnny – A tour of London.*

Project 1: My first day at school

Unit 2

Healthy lifestyle

- Keeping fit
- Healthy eating
- Common ailments

- Making 'Get well' cards.
- Reading and writing an informal letter.
- Role-play: ordering a meal.
- Writing a limerick for the magazine.
- Reading a story episode for enjoyment and commenting on the text: *Jad and Johnny – Camping at Stonehenge.*

Unit 3

Sports

- Names of sports and games
- Words related to playing sports and games

- Constructing tongue-twisters.
- Role-play: booking sports classes.
- Reading a story episode for enjoyment and commenting on the text: *Jad and Johnny – The football match.*
- Conducting a survey.

Project 2: Different sports
The sports survey

Unit 4 Review

- Review and practice of strategies for developing listening, reading, speaking and writing.

Unit 5

Getting and sending information

- Words related to communications

- Making telephone calls.
- Reading a story episode for enjoyment and commenting on the text: *Jad and Johnny – The gondola trip.*

Project 3: A chat forum

Unit 6

Jobs

- Occupations
- School subjects
- Timetables and 24-hour time

- Playing a game: *What's my job?*
- Polite conversations and asking for help.
- Reading a story episode for enjoyment and commenting on the text: *Jad and Johnny – The Alps.*

Unit 7

The world around us

- Animals in danger
- Pollution
- Global warming
- Litter and waste

- Discussing animal habitats.
- Making offers.
- Agreeing, disagreeing and expressing opinions in discussion.
- Reading a story episode for enjoyment and commenting on the text: *Jad and Johnny – The Eiffel Tower.*

Project 4: Recycling at home

Unit 8 Review

- Review and practice of strategies for developing listening, speaking, reading and writing.

Language learning activities

Grammatical areas

Pronunciation & phonology

- Asking for and making suggestions.
- Expressing personal preferences.
- Asking for and giving opinions.
- Listening for gist and detail, taking notes.
- Reading to work out meaning, for sequence and for detail.
- Expanding notes.
- Writing a short account of a personal event.

- Possessive 's'
- Gerund after *like, love, dislike, enjoy*
- Defining relative *who*, adjectives and adjectival clauses with *who*
- Phrases after *for* and *since*
- *very, very* for emphasis
- Past simple and past continuous tenses

- Syllable stress
- Reading an interview and own story aloud

- Giving advice with *should*.
- Reading for gist, detail and language.
- Enquiring about and describing state of health.
- Asking and answering questions.
- Listening for language and detail and taking notes.
- Correcting two paragraphs marked by a teacher.
- Writing a limerick.

- *should/shouldn't* + infinitive for expressing advice
- Adverbial time phrases
- Quantifiers: *a little, a lot of*, etc.
- *have* and *have got (a)* + ailment
- *want* + noun/pronoun + *to* + infinitive
- Imperatives

- Reading four-line conversations and limericks aloud
- Rhyme and rhythm in limericks

- Asking about and expressing sports preferences and abilities.
- Listening for detail and writing notes.
- Searching for information in short factual texts.
- Scanning for information.
- Studying a writing plan and learning about topic sentences before writing a paragraph.
- Interpreting charts.

- *do, go* and *play* with sports
- *What would you like to ...? I'd like to ...*
- *How good are you at ...?*
- *(like/want to) learn how to* + infinitive
- Comparative adjectives and adverbs
- *used to* + infinitive

- Listening for pronunciation
- Reading tongue-twisters aloud
- Reading conversations aloud
- Practise saying times, measurements and years

- Using context to work out meaning.
- Asking for and giving information.
- Making impersonal telephone calls.
- Listening for detail and writing notes.
- Reading advice on using a dictionary.
- Reading short factual texts and captions.
- Writing about an illustrated process.
- Asking for and giving opinions.
- Writing a for-and-against essay.

- Present and past simple passive
- Names of parts of speech
- Past simple and past continuous
- Present passive with *can*
- Imperatives with *do*

- Stress and intonation

- Describing jobs.
- Reading for gist, detail and sequence and practising search-reading.
- Describing abilities and interests.
- Using pictures to tell a story.
- Reading and listening to work out how to play language games.
- Using a train timetable.
- Listening for gist and detail.
- Role-playing dialogues.
- Planning and writing a career plan.

- Indefinite article before *job*
- Question formation
- Revision of tense
- Future: *be going to* + infinitive
- *When* + present tense + *be going to*

- Reading a career plan aloud

- Discussing the problems presented in the unit.
- Making offers to help.
- Writing a short letter.
- Listening for gist and detail and taking notes.
- Reading for gist and detail and practising search-reading.
- Reading and writing an illustrated method.

- Headlines: missing verbs and articles
- Modals: *must, should, will*
- *will* in offers
- Agreeing and disagreeing
- Expressing possibility with *may, might* and *It's possible that ...*

- Syllable stress
- Intonation

Lesson 1: A school magazine

Al Mustafa Intermediate School for Girls has its own monthly magazine. A team of four students and an English teacher produces it. Students from different classes write for it. They put their contributions in a box, and the team chooses the best.

A



Read the notice and answer the questions below.

Write for the school magazine. Choose any of these sections:

- **Puzzles**
- **Stories**
- **School news**
- **Town events**
- **Sports reports**
- **Poetry**
- **Cartoons**
- **Jokes**
- **Letters**
- **Problem page**
- **Interviews (Talk to somebody famous in the town.)**

Post them here - **NOW** -
and get your name in print!



- 1 How many sections are there?
- 2 Write them in alphabetical order. *1 Cartoons*
- 3 Match the sections to the definitions:
 - a funny stories with small pictures
 - b short, funny stories
 - c writing with words that rhyme
 - d asking people questions about themselves
 - e things happening in the town
 - f descriptions of events, for example, football matches
 - g reports about school events
- 4 Which section do you think you would read first? Why?



Possessive 's'

Go and get the **boy's** bags. = one boy

BUT

Go and get the **boys'** bags. = more than one boy

The **school's** magazine is very interesting. = one school, one magazine

BUT

The **schools'** magazines are very interesting. = more than one school, more than one magazine

A Study the words and meanings and answer the questions.

- 1 What do '(n.)' and '(v.)' mean?
- 2 How many meanings of 'printer' are there?
- 3 What do 'report' and 'reporter' mean?

article (n.) a piece of writing in a newspaper or magazine

cover (n.) the outside of a book or magazine

edit (v.) to check and correct a piece of writing

editor (n.) somebody who edits

print (v.) to put words or pictures on paper with a machine

printer (n.) 1. somebody who prints as a job. 2. a machine that prints.

report (v.) to describe an event → **report (n.), reporter (n.)**

B Listen and answer the questions.

- 1 What are the boys talking about?
- 2 What do they decide to do?
- 3 Which boy will do each job?



C Your project this year is to write your own English magazine. Decide on the following things in groups and then as a class:

- 1 the sections you will have in your magazine
- 2 the best students for the team
- 3 a name for your magazine

! Asking for and making suggestions

Why don't we start a magazine?

What sections **shall we** have?

Let's have articles about the school.

A



This is the students' first interview for their magazine. Read it and find words that mean the following:

- 1 famous
- 2 the opposite of 'to like'
- 3 the opposite of 'polite'
- 4 a road round a town



Meet a local personality

This month, we talked to Jack James. He runs Pizza Cabin, the well-known Italian takeaway and café in the High Street. I'm sure we've all been there many times with our families.

How long have you worked at Pizza Cabin, Mr James?

I've worked in the café for ten years, but I've lived in Ashby since I was born.

Do you enjoy your work?

I enjoy some parts of my work. I don't enjoy cleaning up when the café closes.

What do you like doing in your spare time?

I love painting.

What things do you dislike doing?

I don't like washing-up. I have to do that at work. And I hate gardening. It's very hard work. But we have a beautiful garden because my wife loves gardening.

What kind of people do you like and dislike?

I really like people who are polite and ask for things nicely. I don't like people who are impolite and shout.

What's your favourite food?

Italian food, of course – pizzas and pasta. But I also like some English food, like fish and chips.

What's your favourite TV programme?

I watch all the programmes about cooking. My favourite one is *A taste of the sea*. I always learn something.

Do you have any suggestions for making the town better?

There are too many cars in the town centre. Why don't they build a ring road?

Lesson 4: An interview (Part B)

A **2** Listen to the interview. Then read it aloud.

B Ask and answer the questions.

1 Talking about time

for and **since**

We use **for** to talk about a specific length of time.

I've worked in the café **for ten years**.

We use **since** to talk about the time between now and a point in the past.

I've lived in Ashby **since I was born**.

How long have you been in this school?

How long has your family lived in Basra?

How long have you been in this class?

How long have you been ill?

C Now ask and answer questions like the ones in the interview. You can use the words and phrases from the boxes. You can also use your own words.

2 Talking about likes and dislikes

like + verb with **-ing**

I like cooking**ing**. I don't like cleaning**ing** up.

OR I dislike cleaning**ing** up.

What do you like doing?

What don't you like doing?

enjoy hate love playing football watching films

3 Describing people

Using adjectives to describe people

I like **helpful** people. I don't like **noisy** people.

Using relative clauses to describe people

I like people **who help others**. I dislike people **who are noisy**.

What kind of people do you like?

What kind of people don't you like?

friendly funny happy kind lazy quiet sad unfriendly

can do puzzles can play chess can tell jokes don't say anything tell lies

A Look at a magazine problem page.

Who has a problem? What is it? Explain it.

B  Now read the page and answer the questions.

Ask Aunt Sally

Aunt Sally answers your problems

Dear Aunt Sally,

I am very, very shy. I have just arrived in a new school, and I am afraid to speak to the other students. I cannot make new friends. When the teacher asks me a question in class, I go red. I stammer and can't say the answer even when I know it. The other students laugh at me. Can you help me?

Jill (aged 15)

Dear Jill,

A lot of people are shy, but you can learn to be confident. Don't hurry. It takes time. Here are some tips to help you.


- 1 Before you go to school, say to yourself, 'I will speak to somebody today.'
- 2 Be friendly. Say 'hello' to the other girls and smile.
- 3 To stop stammering, try this. Before you try to speak, count to five and think again about what you want to say.
- 4 Talk to your teacher. Ask her to give you a little time to answer.

Good luck!

Aunt Sally

What do you think of each piece of advice Aunt Sally gave Jill?
Is it ... very good? ... good? ... not very good?

Lesson 6: Ask Aunt Sally

A  Read the problems. What do you think Aunt Sally will say to the people who sent them in?

1



When we have exams, I can't sleep at night. Then I am very tired when I get to school, and I do badly in the exams.



2

A friend of mine is very lazy and never does her homework. On the school bus, she copies mine. I don't think this is right, but I have to give her my homework because she is a friend.



B   Aunt Sally has made some notes on the problems. Read the notes and answer the questions.

1 What do the following abbreviations mean?

a etc. b h.w.

c v. d e.g.

2 How are notes different from sentences and paragraphs?

1



work hard all semester - don't work too hard before exams - at exam time, try not to worry - before bed, read a story or listen to music, etc. - bed early

2

agree, not right - don't give h.w. - v. unhelpful - not helping your friend - doesn't do own work, won't learn anything - e.g. can't copy in exams - explain

Lesson 7: Embarrassing moments

A  Look at the pictures below and try to guess the stories.

B   Now read the sentences and put them in the correct order. The Reading tip in your Activity Book will help you.

C    Listen and check your answers.

1

I nearly died!

The first sentence and the last sentence in the stories are in the correct place. Just for fun, we have put the other sentences in the wrong order. Can you work out the stories?

- One day last week, my mum and I were out shopping in town.
- 'That's nice,' she said. 'Your uncle will like that. He drinks lots of tea.'
- It was the shop assistant's own mug!
- I picked it up to look at the price and spilt hot coffee all over my dress.
- Mum saw a really nice mug on the shelf.
- We were looking for a present for my uncle, so we went to a gift shop.
- I was so embarrassed that I nearly died!

Liz Ellen – Year 8



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2



- Last week, my dad took my sister and me to the museum.
 - I turned round, but he wasn't there.
 - Suddenly, I saw him and ran towards him.
 - Bang! I ran into a big mirror.
 - 'Dad! Dad!' I shouted. I was worried.
 - I still have a black eye.
 - We were looking at an old car, and I wanted to ask Dad something.
 - I feel embarrassed every time I go out.
- Wendy Hill – Year 7

Lesson 8: The Global Youth Magazine

A Read the advertisement for the Global Youth Magazine's competition.

Would you like to go? Why/Why not?

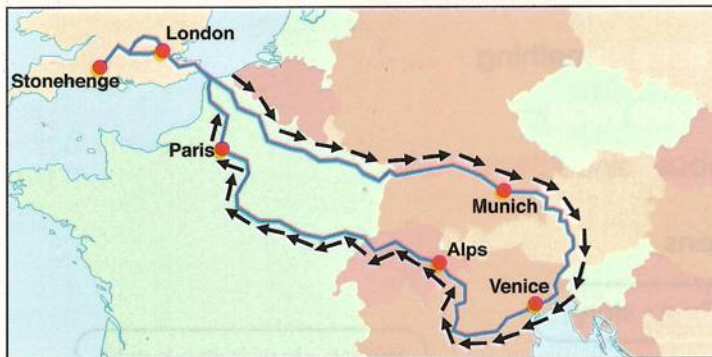
GLOBAL YOUTH MAGAZINE (GYM)

Tell us about yourself and win a chance to join the editorial team on a road trip around Europe, starting in ... LONDON!

Are you a writer, a designer, a reporter, a photographer, an editor? Are you interested in the world around you? Do you want to learn from people in lots of different countries?

Fill out the application form below and maybe, just maybe, we'll see you in London.

(Applicants should be between the ages of 14-17 and available between the 15th June-1st August.)



Name: *Jad Aziz Ali*

Age: *15*

Address: *319, 2, 14, Um Qasr, Basra, Iraq*

Tell us about your experience of working on magazines: *I've always been very interested in photography. I have worked on the school magazine for three years. Last year, I won the Young Photographer Award here in Iraq.*

Why do you want to join the GYM team? *I want to learn about young people around the world. I believe that by sharing our pictures we can understand each other a little better.*

Which other countries have you been to? *I have been to Canada.*

Which languages do you speak? *I speak Arabic, English and a little French.*

What do you do in your spare time? *I really enjoy canoeing and rowing. I love anything connected to the water. But I always have my camera with me.*



A In this unit, you have practised:

1 Asking for and making suggestions

Why don't we start a magazine?

What sections shall we have?

Let's have articles about the school.

2 Talking about things you like or dislike

I love horse riding.

I hate gardening.

3 Describing people with adjectives and relative clauses

I like **helpful** people. or I like people **who help others**.

I hate **noisy** people. or I hate people **who are noisy**.

4 Saying how long you have done something

I have known my friend **for three years**.

We have lived in our new house **since September**.

5 Asking for and giving opinions

What do you think of Zaid's story?

Which story is the best?

I think that Khalid's story is the funniest. Let's choose his.

6 And you have ...

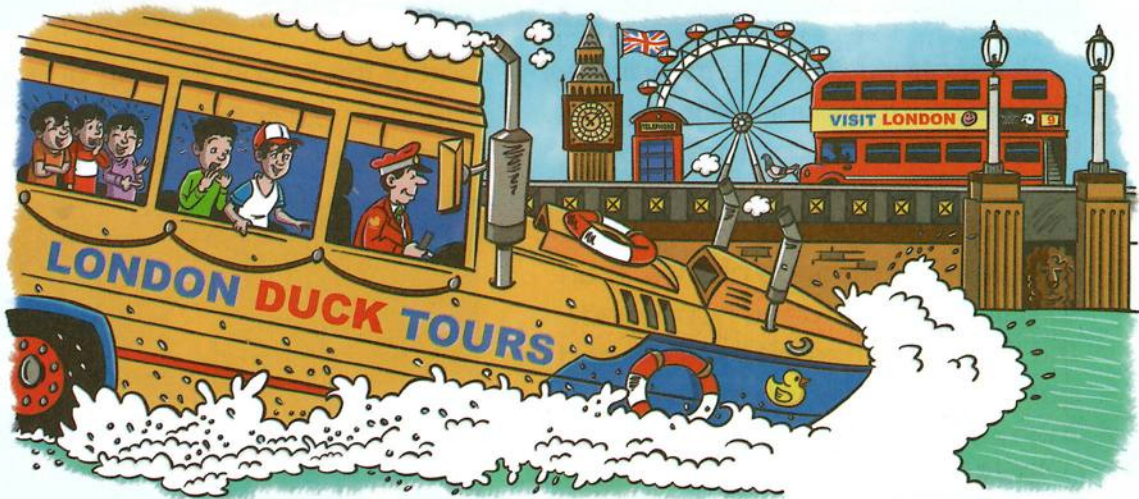
- worked out the meanings of new words and idioms while you were reading.
- decided what to put in your magazine.
- answered interview questions.
- learnt how to read notes.
- written a short story.
- filled in an application form.

A



5 Listen, read and find out.

- 1 Who is telling the story?
- 2 Where are Jad and Johnny?
- 3 Why do people laugh at Johnny?



The train journey from my village to London took a long time. I tried to read my book, but I was too excited. I still couldn't believe that I was one of the winners of the competition!

The train arrived in London, and I walked to the hostel. When I found my room, there was another boy there.

'Hi. I'm Jad,' he said. 'I'm from Iraq.'

'Nice to meet you, Jad. I'm Johnny. Are you a reporter, too?' I asked.

'No, I'm a photographer,' he replied.

We started to talk about the road trip. Jad was just as excited as me.

'I love travelling and seeing new places,' he said.

'Me too!' I replied. We were becoming friends.

'Let's go out and explore London now,' suggested Jad.

'Maybe we should wait for the others,' I said. I was nervous. London seemed so big.

'But I've been in this hostel for three hours. It's really boring!' he said. 'Why don't we do a tour? Then we can see all the famous things in the city.'

We left the hostel and walked to the centre of London. There were so many tours: bike tours, bus tours, walking tours ... there was even a scooter tour! Then we saw a yellow minibus and a sign that said 'DUCK tours – the London tour with a difference'.

'This one looks good,' said Jad. 'Let's buy tickets.'

'I wonder what's different about it,' I said.



Our seats were next to the window, and we saw lots of interesting things as the minibus drove through London's busy streets. There were very tall buildings, expensive shops and people in strange clothes. Then something very strange happened. The minibus turned off the road and started driving towards the River Thames.

'Jad! What's going on?' I asked. But Jad didn't know either. 'Excuse me,' I said to the driver, but he just smiled. 'Excuse me!' I shouted this time. But the driver just kept on smiling and driving into the river. 'Aaaaaarrgghhh! STOP!' I cried. But when the bus went into the river, it didn't sink. Instead, it floated – the minibus turned into a boat! The driver laughed at me and so did the other passengers. I felt silly, but I laughed, too.

Our tour went along the river, and we saw some famous tourist attractions, like Big Ben and St Paul's Cathedral. Jad took lots of photographs, and I started writing about our tour. Then, as we reached a bridge, the boat slowed down. I didn't know what was happening.

'I've seen this on TV,' said Jad. 'This is Tower Bridge.' Everyone watched as

part of the bridge lifted up and made space for boats to go through.

'That's so cool!' I said.



After two hours, the tour finished.

'Now our boat is a bus again,' I laughed. I opened the door and stepped out.

'Johnny! Stop!' shouted Jad, but he was too late. It was the wrong door, and I was standing in the river! The water reached up to my knees.

'Oh, no!' I shouted. Before Jad helped me, he took out his camera and took a photograph.

'That's my favourite photograph of the day,' he laughed.

'At least I've got something funny to write about in my article,' I said, and I laughed, too.

P

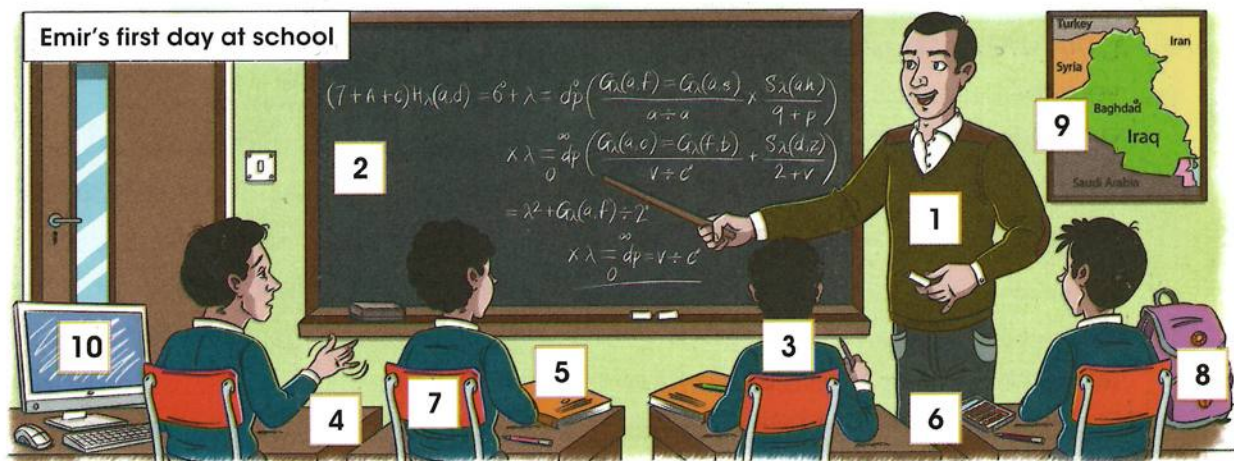
Project 1: My first day at school

A Look at the cartoon and answer the questions.

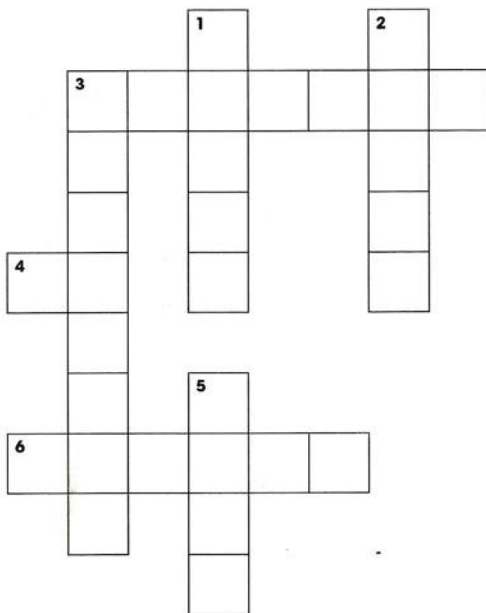
- 1 What subject is Emir studying?
- 2 Is the question on the board easy or difficult?

B Label the picture. Use the words from the box.

backpack	board	book	calculator	chair
computer	desk	map	student	teacher



C Read the clues and complete the crossword.



Across

- 3 A lesson at school in which you learn about events in the past
- 4 A lesson at school in which you play sport
- 6 A person you like

Down

- 1 A short piece of writing
- 2 A time when you stop working and have a rest
- 3 Work that teachers give students to do at home
- 5 A set of questions to check someone's level

P

Project 1: My first day at school

D



6



Read about Adam and Rawan's first day at school. Complete the texts using words from Exercises B and C. Listen and check.



Adam

Monday was my first day at school. My first lesson was Maths, and my _____¹ was Mr Hassan. He wrote some questions on the _____². They were difficult, and we couldn't use our _____³! I sat next to my new _____⁴, Ali. He's a friendly boy. After Maths, we had a _____⁵, and I ate a snack. Then we had my favourite subject - _____⁶! We played football today, and my team won.



Rawan

My first lesson was Geography, and my teacher was Mrs Noor. She pointed to a _____⁷ on the wall and told us about the different countries. There are 36 _____⁸ in my class, but I don't know all their names yet. After lunch, we had English. The teacher gave us a _____⁹ to check our English level. I'm good at English, and so it was easy for me. Then she gave us some _____¹⁰ to do at the weekend. We have to write an _____¹¹ about our first day at school!

E



Work with a partner. Say differences between your first day at school and Adam and Rawan's first day.

Adam's first lesson was Maths.
My first lesson was Science.

There are 36 students in Rawan's class.
There are 45 students in my class.

F

Now write about your first day at school for the school magazine. Include information about:

the classroom the teachers the subjects other students and friends

A  Read the article. What is each paragraph about?

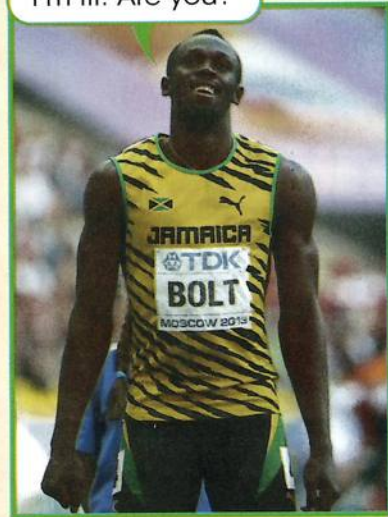
Take my advice ...

Fitness is very important. Unfit people cannot enjoy life. They get tired very quickly, so they cannot play games. They cannot run. In fact, they cannot even walk without getting tired and out of breath. So, if you want to enjoy life, you should get fit and keep fit.

How can you get fit? You should take exercise regularly. Games like football, basketball and netball give you plenty of exercise because you have to

run all the time. Swimming and cycling are also very good forms of exercise. If you don't like any of these, you can just go walking. You should walk quickly for about 20 minutes every day. Walking slowly will not make you fit and walking to your bedroom will not either! Some people think that taking exercise is boring, but it doesn't have to be. If you take exercise with your friends, you will have fun.

I'm fit. Are you?



B  Give advice to the people who are unfit.

You should ...

Giving advice with *should*

You need to get fit. You **should** take some exercise.
You're always tired. You **shouldn't** go to bed late.

Which of the people do you think is fit?



Zaid



Sana




Hanaa



Younis

Lesson 2: Eat the right food

A

 Talk about the foods and drinks in the photographs. Which things are good for you? Which things are not so good for you?



B

Now read Layla Ahmed's report in the school magazine and check your ideas.

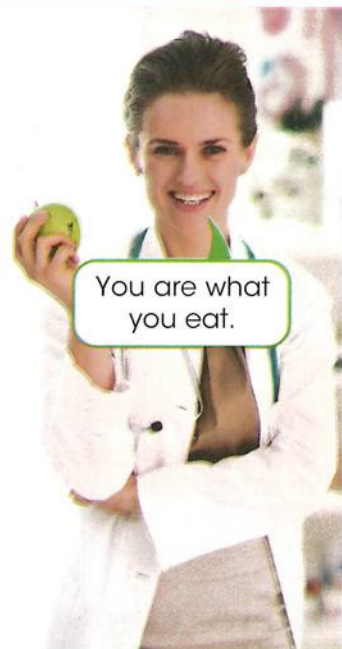
A report of Nurse Janette's talk by Layla Ahmed

What did Nurse Janette mean? Before her talk, I did not understand, but I do now. This is what she said.

We all need food and drink, but what kind and how much do we need? Some kinds of food are very good for us, for example, fish, fruit and vegetables. They keep us healthy. We should eat five pieces of fruit and vegetable every day, but we can eat more. We should also drink a lot of water.

Meat and cheese are also good, but only if we don't eat too much. They have a lot of fat. We should be very careful about anything that has a lot of fat, salt or sugar in it. This does not mean that we should never eat biscuits, sweets, fries or crisps. It is all right to eat a few. If we eat too many, we will be unhealthy.

When Nurse Janette came to our school, I had a bag of crisps, two chocolate bars and a bottle of cola in my school bag. Today, I have water and fruit in my bag.



 *too much* *too many* *a little* *a few* *a lot of*

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A little sugar is all right, but **too much** is bad for you.

A few biscuits are all right, but **too many** are bad for you.

Eating **a lot of** sweets is bad for you.

Lesson 3: In a restaurant

A Look at the menu. Use the definitions to work out any dishes you don't know.

<p>MEAT</p> <p>Lamb curry Beef curry Fried chicken Burgers Hot dogs</p> <p>PIZZA</p> <p>Cheese and tomato</p>	  	<p>FISH</p> <p>Fried fish Grilled fish</p> <p>VEGETABLES</p> <p>Baked potato Fries Salad Rice</p>	 	<p>DESSERTS</p> <p>Apple cake Chocolate cake Ice cream Fruit salad</p>	 	<p>DRINKS</p> <p>Fruit juices Milkshakes Cola Lemonade Tea Coffee Mineral water</p>	
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lamb (n.) the meat of a sheep

beef (n.) the meat of a cow

fried (adj.) cooked in hot fat or oil


grilled (adj.) cooked under strong heat

baked (adj.) cooked in an oven

 Which things on the menu are good for you? Which things are not so good for you?


Waleed and Meena are in a restaurant with their father.



 1 The waiter speaks first. Which of the things below do you think he will say?
2 Who do you think will reply, and what will he or she say?

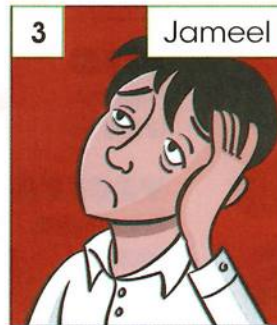
1 What do you want?
Good evening.
Are you ready to order, sir?
Can I take your order, sir?

2 Good evening.
We're not ready.
No, sorry, we're not ready.
Yes, thank you.

B  7 Now listen and check your ideas.

Unit
2

Lesson 4: Aches and pains

A  9 Listen and look at the pictures.B  Now match the sentences to the pictures.

- a I have a stomach ache.
- b I have an earache.
- c I've got a toothache.
- d I've got a headache.

 Aches

We can say **I've got a headache.**
OR **My head aches.**
They mean the same thing.

C   10 Listen and read. Then read the conversations aloud.


- What's the matter, Ansam?
- I've got a toothache.
- Oh, dear! You should go to the dentist.
- Yes, I will.

- Are you all right, Jameel?
- No, my ear hurts.
- Oh, I'm sorry. You should go to the doctor.
- I've been to the doctor. He gave me some drops. I have to put them in twice a day.

- What's wrong, Anas?
- I have a stomach ache, and I feel sick.
- You shouldn't eat so many crisps in the break.
- Yes, I think you're right.

- You don't look well, Noora.
- I've got a bad headache.
- Oh, dear. Here, take these two pills with some water.
- Thanks very much.

What do you think of the advice the woman gives the children?

D  Now make up your own conversations.

A Jalal wrote a story for the school magazine. Read it quickly.

A true story

by Jalal Abdullah

I sometimes have to look after my little brother for an hour or so when my parents go out. Ibrahim is ten. He always wants me to play with him, but

5 I want him to play by himself. One day, when I was playing a computer game, he said again and again, 'Jalal, I feel sick. I've got a pain in my stomach.'

'You always say that, Ibrahim. There's

10 nothing wrong with you,' I said angrily. 'You haven't got a pain. You are a pain. Sit down and watch that video.'

Ibrahim started crying and an hour later, he was still crying loudly. I gave

15 him a bag of crisps, but he didn't stop,

and he didn't eat the crisps. That was very unusual. I was shouting at him when my parents came home. They were very angry with me. I was very

20 surprised when my father called an ambulance.

'Something is wrong,' my mother said. 'Can't you see? Ibrahim is in pain.'

25 A few hours later, the doctors took out Ibrahim's appendix. They saved his life.

I was very frightened. Ibrahim nearly died, and it was my fault. I learnt a

30 lesson that day.



B Which of the lessons do you think Jalal learnt?

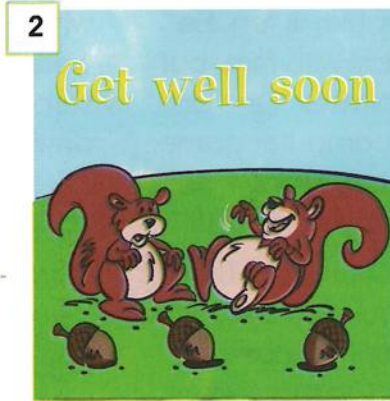
- 1 You should always believe your brother.
- 2 You should always listen to your brother.
- 3 You should always play with your brother.

Work it out!

You know the meaning of *pain*, but what do you think Jalal means when he says: **You are a pain?**

A  Talk about the cards with your partner.



- 1 Which words are on all the cards?
- 2 Do you think any of the cards are funny?
- 3 When do we send 'Get well' cards to friends?
- 4 Choose a card for a friend. Why did you choose it?



B   Match the cards to the messages inside.

A
**You can play
anywhere
on our team.**

B
*You leave a big hole
in our lives.
We miss you very much.*

C
 **Cheer up!** 
You'll be better soon.

D
Hurry up and get better.

E
**Fly back to us as
soon as you can.** 

F
*There's no colour
in the house when
you're away.*

A Read the letter.

Sara's friend is in hospital. She wrote her a letter and put it inside the card.

411, 36, 7
Karrada
Baghdad
4th March 2021

Dear Muna,

I was very sorry to hear about your accident. I hope your leg does not hurt too much and that you will be able to leave hospital soon.

We have had an unusual week at school. First, we had a visit from a nurse called Janette. She gave us a talk about food. It was very interesting, and I really enjoyed it. Now I can tell you which food is good for you and which is not so good. Then, we had a visit from a netball coach. She was fantastic. We learnt a lot from her. She showed us little things to make our game better. I will show them to you when you are back at school.

All your friends in class miss you and send you their best wishes. We will come and see you on Friday if you are still in hospital.

Love,

Sara



B Answer the questions with your partner.

- 1 Why did Nurse Janette visit the school?
- 2 What advice do you think Nurse Janette gave the students?
- 3 Why did the netball coach visit the school?
- 4 Why might Friday be a good day for Muna?
- 5 Imagine you are Muna. Think of one good thing and one bad thing about being in hospital.

Unit
2

Lesson 8: Limericks

Write a limerick for the school magazine.
YOU CAN DO IT.
TRY!

A    Listen and read. Then complete the rules below.



There once was a girl from Peru
Who was trying to paint her roof blue.
She felt a bit faint
And spilt all the paint,
So now she'll be needing shampoo!



There was a young man from Tibet
Who had an incredible pet.
He found out its wings
Were held on with strings,
And now he is very upset.

 Rules for limericks

- A limerick is a short ...
- It has ... lines.
- The last words on lines 1, ... and ... rhyme.
- The last words on lines 3 and ... also rhyme.
- A limerick is always ...

B    Listen again. Then say the limericks. Correct your partner.

C   Write a limerick for your school magazine.



A In this unit, you have practised:

1 Giving advice

You **should** get fit and keep fit.

You **shouldn't** watch TV all the time.

You **should** take exercise regularly.

2 Saying how often you do things

I play chess **twice a week**. I go walking **three times a week**. I take exercise **regularly**.

3 Using words to show amounts

A little salt on your food is all right.

Too much sugar is bad for your teeth.

A few biscuits are OK.

Too many fries will make you fat.

I drink **a lot of water** every day.

4 Saying what is wrong when you are ill

I don't feel well. I've got a headache.

I have a pain in my stomach. My arm hurts.

5 Saying how you feel in different situations

I feel frightened. I feel excited.

6 Using this pattern: want + pronoun + to + infinitive

Your father **wants you to help** him in his shop.

My mother **wants me to eat** more vegetables and fruit.

7 And you have ...

- ordered food from a menu.
- given advice to friends who feel sick.
- learnt about food that is good for you and how to stay healthy.
- read texts quickly to find out what they are about, then more carefully to work out meaning and understand details.
- used notes to complete a paragraph.
- learnt how to improve your writing.
- made a 'Get well' card.
- written a limerick.

A



15 Listen, read and find out.

- 1 Where are the boys?
- 2 Which new characters are introduced?
- 3 What happens to Jad?



The other winners of the competition arrived in London the next morning. There was me, Jad and three other boys – Paolo from Italy, Marcus from the USA and Aziz from Algeria. We all got into a minibus to start our trip. We didn't know where we were going. The leader of the trip was called Tom, and he was driving.

After a few hours, the minibus stopped. We were next to a group of very large stones in a circle.

'Welcome to Stonehenge!' said Tom.

'Wow!' said Jad. 'It's beautiful! But ... what is it?'

'That's a very good question,' said a woman who had joined us. Her name was Clara, and she was a tour guide at Stonehenge. 'Nobody knows because it's over four thousand years

old. Come for a walk with me, and I'll tell you more about it,' she said.

'We think people came here a long time ago to study the sky,' Clara said as we walked around the stones. 'They watched the way the Sun, the Moon and the stars moved.'

'So, it was for astronomy,' Aziz said.

'Exactly,' said Clara. 'But the stones are so big and heavy, the question is – how did people build it?'

'Did they use trucks and cranes?' asked Marcus.

'Trucks and cranes?' I laughed. 'It was four thousand years ago!'

'Some people think they were built by giants,' said Clara. 'Or by magic.'

'Maybe aliens put them here,' Jad joked.

'Well,' said Clara. 'Some people think that, too. They believe

Stonehenge is a landing place for alien spaceships.' The other boys laughed at that idea, but I wasn't laughing.

'I think this place is scary,' I said.

'Oh, I don't think it's scary,' said Clara. 'It's beautiful. Especially first thing in the morning.'

'And I've got some good news,' said Tom. 'We're going to camp here tonight so you can see the sunrise tomorrow morning ... at 5:15.'

'Camp here?' I asked. I was scared.

'5:15?' Jad said. 'That's too early!'

In the evening, we made a fire and sat in a circle. We toasted marshmallows and drank hot chocolate. The other boys took turns to tell scary stories. They were all having fun and laughing, but I was still scared.



'I don't feel well,' I said.

'You should go to bed,' said Jad.

During the night, I woke up in my tent because there was a strange noise.

'What was that?' I shouted.

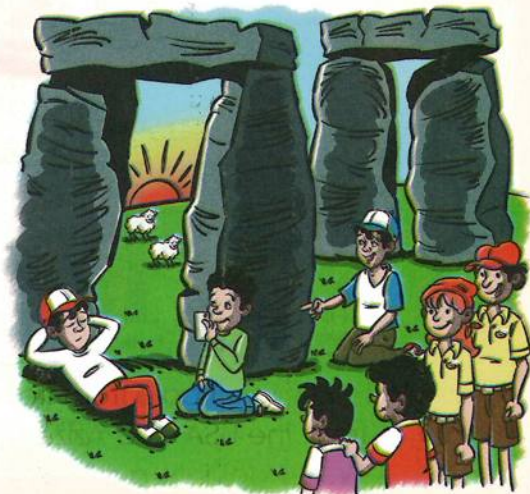
The strange noise happened again. There was something outside our tent.

'It could be ... aliens,' I said.

'Or maybe it's a giant!' said Aziz. He was scared now, too.

Marcus opened the tent and laughed. There was a sheep, and it was eating our marshmallows.

Tom woke us up early the next morning. It was still dark as we walked to the stones. We stood in the centre of the circle and waited. At exactly 5:00, the sun started to rise.



'That is beautiful,' said Paolo.

'It's amazing!' said Marcus. He had his camera, and he was taking a lot of photographs.

'Aren't you happy you got up early, Jad?' I said. But there was no answer. I turned around and saw him sitting against one of the stones. His eyes were closed, and he was fast asleep!

I picked up his camera and took a photograph of him.

'Now it's my turn to take a funny photograph!' I laughed.

Lesson 1: The sports centre

A  16 Listen and point. Repeat the names of the sports.

ASHBY SPORTS CENTRE

Come to the sports centre and get fit!


You can choose from last year's old favourites:



And, from the beginning of this year, we can give you lessons in these sports:

Call us on **952841** for more information. Verbs and sportsWe **play** football, tennis, etc.We **go** swimming, horse riding, etc.We **do** judo, karate, etc.

Can you work out the rules?

B  Ask and answer.

What sports would you like to do?

I'd like to play volleyball.




I'd like to do gymnastics. And I'd like to go horse riding.



Unit
3

Lesson 2: The timetable


Dave phoned the sports centre and heard a message.

A  **17** Listen to the message. What does Dave have to leave?

B  **18** Listen and repeat the words.

beginners advanced team practice



C  The sports centre sent Dave this leaflet. Ask and answer questions about it.

When is the volleyball beginners' class?


On Monday, from five o'clock to seven o'clock.

ASHBY SPORTS CENTRE

Men's and boys' lessons: Tuesday, Thursday and Saturday
Women's and girls' lessons: Monday, Wednesday and Friday

<p>Volleyball Beginners: Mon. 5-7 Team practice: Mon. 7-9</p>	<p>Tennis Beginners: Mon. and Tue. 7-9 Advanced: Fri. 5-7 and Sat. 3-5</p>	<p>Basketball Beginners: Tue. 5-7 Team practice: Sat. 3-5</p>
<p>Athletics Start now! Wed. and Thur. 5-7</p>	<p>Gymnastics Beginners: Tue. and Wed. 7-9 Advanced: Thur. and Fri. 7-9</p>	<p>Karate Learn a new sport! Mon. 5-7 and Thur. 5-7</p>

Call **952841** to book a class and for information about other sports.

D  Ask and answer questions. What sports do you want to do?



How good are you at volleyball?

I'm quite good at volleyball, but I want to practise.



I've never played volleyball. I'd like to learn how to play it.



Lesson 3: Booking lessons

Liz and Dave called the sports centre to find out about lessons.

A



19



Listen and read. Fill in part of the timetable in your Activity Book.



Liz Hello. Is that the sports centre?

Sports officer Yes. Can I help you?

Liz Well, I'd like to play volleyball.

Sports officer How good are you at volleyball?

Liz Oh, I'm quite good. I'm in the school team.

Sports officer All right. Come on Monday at seven o'clock. It's team practice.

Liz Thanks very much. Oh, and I'd like to learn horse riding.

Sports officer We have beginners' lessons on Wednesdays at five o'clock.

Liz Thank you very much. Goodbye.



Sports officer Hello. Sports centre.

Dave Hello. I'd like to do judo.

Sports officer Are you good at judo, or do you want to learn?

Dave I'm a beginner. I want to learn.

Sports officer That's fine. Beginners' lessons are on Tuesdays at five o'clock.



Lesson 4: The basketball game

A Read and work out the meaning of the words in red.



! Opposites

This is the result of a basketball game.

Babil 60 Kirkuk 54

- 1 Babil **won** the game.
- 2 Kirkuk **lost** the game.
- 3 Babil **beat** Kirkuk.
- 4 Kirkuk **lost** to Babil.



B   Read the conversation. What does Samir say? Put each phrase (a-f) in its place (1-6).

Hilal Samir. That was awful! How did we lose?

Samir **1**

Hilal You? At least you won a few points.

Samir **2**

Hilal I know. Other people are fitter than us. And they can run faster. They can beat us at anything.

Samir **3**

Hilal Let's have a competition. Just you against me.

Samir **4**

Hilal High jump! But I jumped higher than you last week.

Samir **5**



Hilal Next weekend. Swimming, running and high jump. OK?

Samir **6**

What did Samir say?

- a** What can we do? We have to get fitter.
- b** That wasn't in a competition. When shall we have it?
- c** What? You won more points than I did. You always do. Let's face it. We're not very fit.
- d** Good idea! We'll have a 100-metre race, a swimming race, and we'll do the high jump.
- e** OK. I'll see you next weekend at the sports centre.
- f** It was my fault, Hilal. I was terrible!

C  **21** Listen and check.

D  **22**  Listen. Practise the conversation with your partner.

How do the students feel? Friendly? Angry? Happy? Sad?

A Read about the Olympic Games.

OLYMPIC FACTS AND FIGURES

The old Olympic Games took place in Greece 2,000 years ago. In 1896, a Frenchman, Pierre de Coubertin, started the modern Olympic Games. They take place every four years, in a different city each time.

Pierre de Coubertin thought that everybody should enjoy taking part in the Games. He said, 'The most important thing in the Olympic Games is not to win, but to take part.'

More than 200 countries took part in the Rio de Janeiro Olympic Games in 2016. Athletes from 87 countries won medals. The athletes competed in 28 different sports.

The athletes who come first, second and third win medals. The winner gets a gold medal, the athlete who comes second gets a silver medal, and the third gets a bronze medal.

The rings on the Olympic flag show the meeting of athletes from all over the world. The five colours and the white background are the only six colours that were on national flags in 1913, when the Olympic flag was invented.



B Ask and answer the questions.

What do the athletes who come second get?

What do the Olympic rings stand for?

Did de Coubertin think it was important to win in the Olympic Games?

How many countries took part in the Olympic Games in 2016?

Who was Pierre de Coubertin?

When were the first modern Olympic Games held?

How often do the Olympic Games take place?

A



Read. Which record do you think is the most interesting?

Olympic superstars

The Olympic Games are a source of inspiration for people around the world. It's a special kind of person who can train for hours every single day and eat a special and controlled diet. Sprinters train for years for a race that might last less than ten seconds. Athletes who take part in the long jump only need six seconds.

Not all of us can go to the Olympics (although some of you might), but we can all learn from an Olympian's dedication and hard work. Here are some amazing records to inspire us:



Back in 1988, **Florence Griffith Joyner**, from the USA, ran the fastest women's 100 metres in Olympic history. Her time was 10.62 seconds. Her record has lasted for well over 30 years.



Michael Phelps, also from the USA, has the record for the biggest number of Olympic gold medals – 23! However, in total he has won 28 medals. He won them across four Olympic Games, between 2004 and 2016.



The youngest person ever to win an Olympic medal in an individual event was Danish swimmer **Inge Sørensen**, back in 1936. She was only 12 years and 24 days old.



On the other hand, the oldest person to win a gold medal was **Oscar Swahn** from Sweden. He was 64 years and 280 days old when he won his gold medal for shooting.



China is the best at table tennis. Since 1988, China has won 28 gold medals. South Korea has won three times and Sweden has won once. No other country has won a gold medal for table tennis at the Olympics. **Ma Long** won the gold for China at the 2016 Rio de Janeiro Olympics.



Serena Williams is probably the greatest tennis player of all time. She has won four gold medals and 23 of the biggest tennis competitions in the world.



The Olympic record for the longest jump is held by **Bob Beamon**. In 1968, in the Mexico City Olympics, he jumped so far (8.90 m) that the judges had to find another tape measure – the equipment they had was too short!

Lesson 7: Changes

Saad does judo. The editor of Saad's school magazine asked him to write a paragraph about it.

A Study how Saad planned his paragraph.

First, he made some notes.

- one day, do judo for my country
- no friends, now have lots
- didn't like competitions, now love them
- was shy, now confident
- was weak, unfit, now strong
- schoolwork was bad, now good at it

Then, he put his notes in order and added some words.

Doing judo has changed my personality and my life.

Examples:

- 1 personality - was shy, now confident
- 2 good for health - was weak + unfit, now strong, fitter
- 3 good for schoolwork - was bad, now good at it
- 4 no friends, now have lots
- 5 like competitions, hate losing
- 6 one day, do judo for my country

B Read Saad's article. What did he write that was not in his notes?

I used to be shy

by Saad Salih, Year 8

I started doing judo two years ago, and it has changed my personality and my life. I used to be very shy, but judo has given me confidence. Judo has also been good for my health. I used to be very unhealthy and unfit. I could not run very fast, and I was often ill. Now I am much stronger

and fitter. I also used to be lazy, but now I train every day and I enjoy it. My teachers say that my schoolwork is better now. I used to be bad at it, but now I get good marks all the time. Before I started doing judo, I used to have no friends. I don't know why. Now I have lots. I also used to be afraid of competitions and exams. Now I really enjoy competing against other people, and I hate losing. One day, I hope to do judo for Iraq.

C Find words that mean the following:

- 1 what kind of person you are
- 2 the opposite of 'shyness'
- 3 practise

! Talking about changes

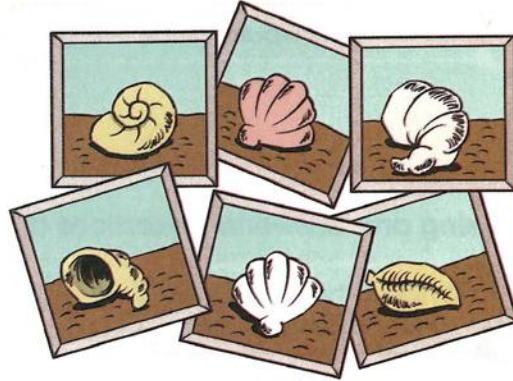
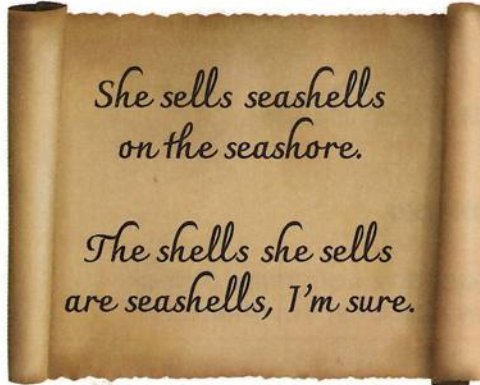
I **used to be** shy, but now I'm confident.

I **used to have** no friends, but now I have lots.


Talk about things you used to do but don't do anymore.

Lesson 8: Have fun with words!

You practised saying a tongue-twister last year. How fast can you say it now?

A  23 Listen and say.

It is difficult to say – it twists your tongue – because most of the words begin with 'sh' or 's' sounds. That's what a tongue-twister is – a sentence or two where the words begin with one or two sounds.

B  24 Listen and try saying another one.

Peter Piper pecked a pot of pickled pepper.



Tongue-twisters don't have very much meaning, but they are funny. They are easy to make. This is what you do:

- 1 First, choose a sound, for example, 'b'. Make a list of all the nouns and names you can think of that start with 'b'.
Examples: *Badria, Bashir, brother, ball, bag, balloon, bakery, banana, bed, bicycle, bird, boat, book, boy, bread, bus*
- 2 Next, make a list of all the verbs you can think of that start with 'b'.
Examples: *bought, brought, broke, brushed, began*
- 3 Then, make a list of all the describing words (adjectives and adverbs) you can think of beginning with 'b'.
Examples: *big, brown, bad, blue, black, beautiful, busy, badly*
- 4 Finally, try to make a sentence with five or six of the words. You will probably need to use some words that don't begin with 'b'.
Examples: *the, a, an, and, he, she*

A In this unit, you have practised:

1 Talking about which sports you would like to do or play

What sports would you like to do?

I'd like to play tennis.

I'd like to do athletics.

2 Asking and answering questions about a timetable

When is the advanced horse riding class?

On Saturday, from three o'clock to five o'clock in the afternoon.

3 Asking and answering questions about how good people are at sport

How good are you at volleyball?

I'm quite good, but I'd like to practise.

I've never played volleyball. I'd like to learn.

4 Saying numbers and years

28.28 seconds: twenty-eight point two eight seconds

1996: nineteen ninety-six

2015: two thousand and fifteen

5 Describing changes

I **used to have** no friends, but now I have lots.I **used to be** lazy, but now I work hard.

6 And you have ...

- used information from conversations to fill in a timetable.
- performed a conversation.
- written sentences to make a story.
- practised finding information quickly in texts.
- found new words and worked out their meanings as you read.
- written a paragraph.

A



25 Listen, read and find out.

- 1 Where are the boys?
- 2 Who do they play a football match against?
- 3 Why do the other boys laugh at Johnny?

'I hope you like football,' said Tom. We were in Munich, in southern Germany.

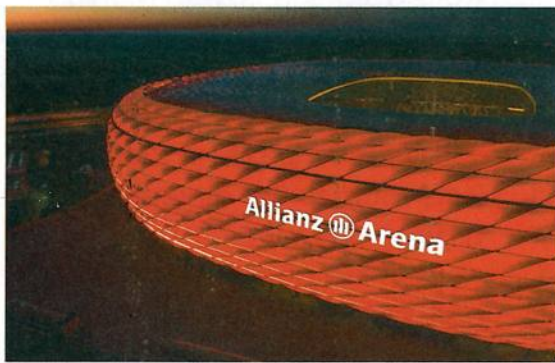
'I love it!' Aziz shouted. 'I'd like to be a footballer when I'm older.'

'Me too!' said Paolo.

'Good,' Tom said. We got out of the minibus and looked up. We were outside of the Allianz Arena, Bayern Munich's football stadium.

'I don't know anything about football,' said Marcus. 'But that's a strange looking stadium.'

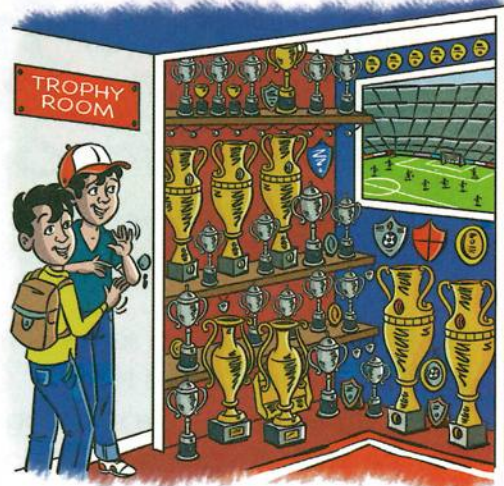
'It can completely change colour!' said Tom. 'When the lights are turned on, you can see it from Austria. Let's take a tour.'



We were standing in front of a big door. Behind the door was Bayern Munich's trophy room.

'So, are Bayern Munich a good team?' asked Marcus.

'Why don't you open the door and see?' suggested Paolo.



Marcus opened the door, and his mouth hung open. 'Wow!' he gasped. There were nearly a hundred trophies in the room – league trophies, cups, Champions League trophies.

Suddenly, a woman came into the room. She was wearing a Bayern Munich tracksuit.

'Excuse me,' she said. 'But my team are training on the pitch, and they need some more players for a practice match. Do you guys play football?'

'Um ... not really,' said Marcus.

'I do!' said Aziz. He was very excited. 'Come on guys. Let's do it!'

We walked onto the pitch and saw the other team.

'They're young girls!' said Aziz.

'That's right,' said the woman in



the tracksuit. 'They are some of the Munich Under-12's girls team.'

Aziz smiled at us. 'We're going to win,' he said. 'It's going to be easy!'

'I'm not sure, Aziz,' Jad said as we watched the girls practising.

'I used to play for my school team in Algeria,' he replied. 'I was the best player!'

'I'm quite good at football, too,' I said.

'I'm not very good,' said Marcus. 'I'll be the goalkeeper.'

The match started, and Jad passed the ball to me.

'Johnny! Give me the ball!' shouted Aziz. I tried to pass the ball to him, but one of the girls got it first. She went past me, then past Jad and then past Paolo. Then she kicked the ball very hard, and it went past Marcus and into the goal. It was 1-0 to the other team.

'Why didn't you catch it, Marcus?' I shouted. 'Use your hands!'

After ten minutes, it was 4-0. The girls were too good. By the end of the match, they won 9-0. We were all very tired and disappointed.

'Never mind,' said Tom. 'I have some good news. I've got tickets to watch the match tonight.'

'Come on, Munich!' I shouted. We were watching Bayern Munich against Real Madrid, and we were very close to the pitch. It was a great match, and Bayern Munich were winning 3-1.

'Never mind about the match we lost,' I said to the other boys. 'It's been a great day.'

Then the goalkeeper kicked the ball, but it went wrong. The ball left the pitch and went smack – straight into my face.

'Ow!' I cried.

'Why didn't you catch it, Johnny?' asked Marcus. 'Use your hands!'

The other boys laughed. My face hurt, but I laughed, too.

'Very funny, Marcus,' I said.

A Look at the photographs and answer the questions about each sport.

- 1 Do you know this sport?
- 2 Have you ever done it?
- 3 Would you like to try it?

B Now read about the three sports. Are the sentences true or false?

- 1 Skateboarding is a very old sport.
- 2 You can only skateboard in skateparks.
- 3 You can play Ultimate with two people.
- 4 You need a lot of space to play Ultimate.
- 5 Surfing is an old sport.
- 6 Surfers always try to win.

--- Try a new sport! ---

Skateboarding began in the USA in the 1940s. In skateboarding, you ride a skateboard and do tricks. You can do skateboarding anywhere with a smooth surface to skate on, but many cities have skateparks designed for skateboarding. You can do it with your friends, but you don't play against anyone. You have to be fit and have strong legs. Most people skateboard to have fun and improve, but the sport has recently been added to the Olympics!



Ultimate is quite a new sport. It started in the USA in 1967, and it is similar to football or American football.



In Ultimate, you throw a round disc called a Frisbee to your teammates. There are seven players on each team. You play on a big field, and when a player catches the Frisbee at the end of the pitch, their team gets a point.

Surfing is not new – hundreds of years ago, there were surfers in the Pacific Ocean. Surfers swim into the ocean with a surfboard. When a



wave comes, they stand up on their board, and the wave moves them towards the beach. Most people surf for fun, but it is a sport, too. Judges give surfers a score, and the surfer with the highest score wins the competition.

C Which of the three sports would you like to try? Why?

P

Project 2: Different sports

D



Read about three people and complete the table.

Name	Age	Country	Favourite sport	How often?	How good?
Mason	12			twice a week	
Dania		Iraq			quite good
Otto			football		



Hello. My name is Mason. I'm 12, and I'm from England. I like lots of different sports, but my favourite sport is swimming. I think it's because I love being in the water. I go swimming twice a week, but I'm not very good at it!

موقع ملزمة
mlazema.com



Hi there, I'm Dania. I'm from Iraq, and I'm 12 years old. My favourite sport is athletics. I like it because I love running. I do athletics three times a week, and I'm quite good at it. I usually do athletics with my friends, but I sometimes go with my brother.



Hi. My name is Otto. I'm 13, and I'm from Germany. My favourite sport is football because I like playing in a team. I'm very good at football, and I play on the school football team. We practise twice a week, and we play a match at three o'clock every Saturday.

E

Which of the sports from the magazine article do you think Mason, Dania and Otto would like to try? Why?


P

Project 2: The sports survey

A  **26**  Umar and Ali are talking about sport. Listen and answer the questions.

- 1 What do they disagree about?
- 2 What is a survey?



B  **27** Look at Umar and Ali's notes and complete their survey questions. Listen and check.

Q1 What sports ¹ you do? _____ Q2 What is your ² sport? _____
 Q3 How ³ do you do sport? _____ Q4 Which new sport ⁴ you ⁵ to try? _____

C Umar and Ali have finished their survey. Here are the results of one of their questions. Which question is it?

Every day _____ ### // Once a week _____ ////
 Three to six times a week //// Less than once a week ### ///
 Twice a week ### ### / Never _____ //

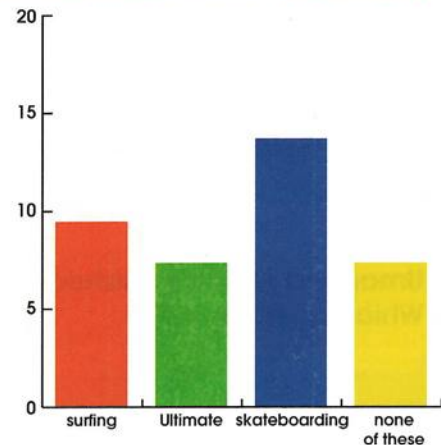
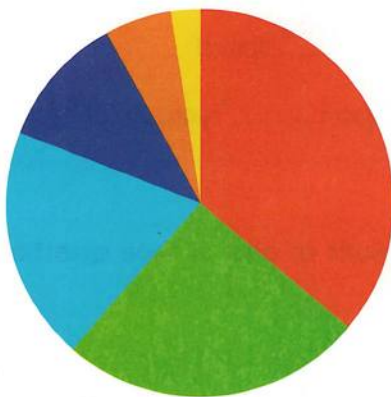
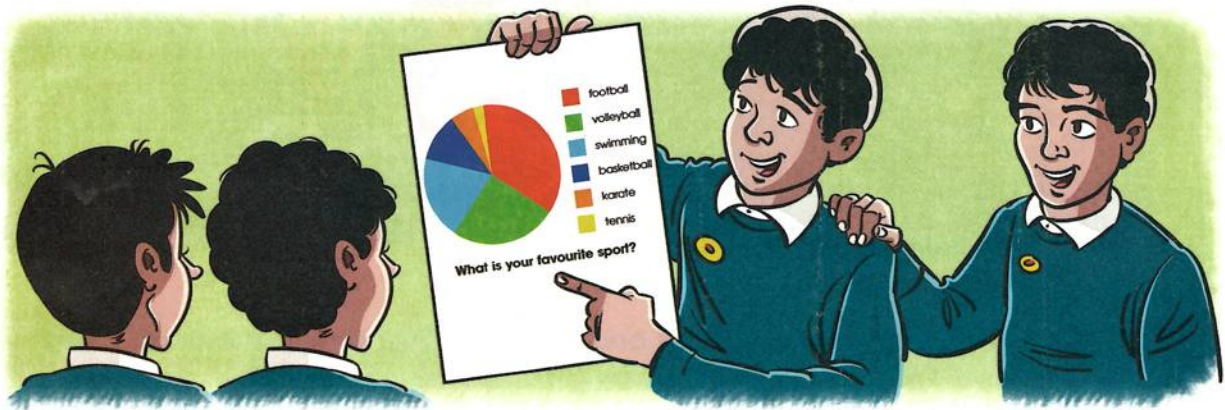
D  Look at the results again and answer the questions.

- 1 How many people did they ask?
- 2 How many people do sport twice a week?
- 3 How many people never do sport?

E

28 Umar and Ali are presenting the results of their survey to the class. Look at the two charts and answer the questions. Listen and check your answers.

- 1 What is the most popular sport?
- 2 What is the least popular sport?
- 3 How many people want to try surfing?
- 4 How many people want to try skateboarding?
- 5 How many people don't want to try any of the new sports?



What is your favourite sport?

Which new sport would you like to try?



Now do your own class survey with a partner for the school magazine. Follow the instructions.


- 1 Decide on three things you want to know about your classmates' interests and habits.
- 2 Write your three questions. Check the grammar and punctuation.
- 3 Decide who will ask the questions and who will note down the answers.
- 4 Ask your three questions to everyone in the class. Note down all the answers.
- 5 Use charts to show the results of your survey.
- 6 Present your survey results to the class.

Remember! Listening can be hard work. You have to do it yourself. Nobody else can do it for you.

A Read the Listening tips.

Listening tip 1 – Look and listen for clues.


Think about what you have to listen for. Are there any clues in the title, in the pictures, in the questions? If not, listen for clues in the text itself.

B  **29** Listen to two conversations.

Where are the people in each conversation? What are they doing?

Listening tip 2 – Keep listening!

If you don't understand a word or miss something, keep listening. Perhaps you can guess the word. Perhaps you don't need to know the meaning.




C  **30** You want to know the score in a football match between Iraq and Bahrain. Listen to the radio.



'And now, sport. At the end of an exciting game at the new National Stadium, the score was ...'

Listening tip 3 – Write notes.

When you have to listen and write answers, you don't have time to write sentences. You need to write notes first and write the complete answer later. Make your own abbreviations. Make sure you can understand them later!

D  **31**   Work out the student notes below. Then listen and check.

- 1 What did Mr Andrews order? *fr. chick. - r. + sal. - choc. c. - app. ju.*
- 2 What did Mrs Andrews order? *gr. fish - frs. + sal. - fru. sal. - min. wat.*

A Read the Reading tips. Use them next time you read something.

Reading tip 2 – Before you read

Before you start reading, look at the title of the text.

Ask yourself: *What do I know about this topic?*

Example: This is the title of an article. What do you know about it?

Cleaner streets

Reading tip 3 – Finding different kinds of information

Read the question or questions very carefully and ask yourself:

What kind of information do I need from this text?

If you are looking for general meaning:

- read the whole text quickly.

- don't stop at words you don't know.

- look for topic sentences.

If you have to find facts and figures quickly, ask yourself:

Am I looking for an adjective, a name, a number, a time?

Reading tip 4 – New words

Don't be afraid of new words. Perhaps you won't need to understand them. Perhaps you can work out the meaning. Look for clues in the same sentence or in other sentences.

Examples:

I am very, very **shy**. I am afraid to speak to the other students. When the teacher asks me a question, I go red.

I have to **share** a computer with my brother. He always wants it when I need it.

Reading tip 5 – Collecting words

Collect words in groups in your notebook:

- nouns: the names of food, buildings, sports
- adjectives: to describe feelings, places, people
- adverbs: to describe how people do things, or how often

You will read more easily if you:

- practise all the words you have learnt in class regularly and
- if you learn more words by yourself.

Try to learn five new words a day.

Lesson 3: Speaking




Practice makes perfect. You will only improve your speaking if you practise. When you practise, try to remember the following tips.

A Read the Speaking tips.

Speaking tip 3 – Reading aloud

When you read aloud, remember the following:

- You want someone to hear you, so always speak clearly.
- Try to pronounce words as you have heard them on the audio.
- Don't stop after each word. We say words in groups, so when you are saying a word, your eyes need to be on the words that come after it.

B    Listen and read the sentences aloud.




- 1 It's very hot today.
- 2 It was very hot and windy yesterday.
- 3 It was very hot and windy when we went to the beach last weekend.

Speaking tip 4 – Asking questions

When you ask questions beginning with question words, your voice goes down at the end. Question words are:

What? Why? Who? When? How? Which?

When you ask other questions, your voice goes up at the end.

C    Listen to the conversations. Then read them aloud.

The strongest parts of the sentences are underlined.

The arrows show where your voice goes up or down.

- | | |
|---|---|
| <input type="radio"/> How are <u>you</u> ? You look tired. | <input type="radio"/> Can I <u>help</u> you? |
| <input checked="" type="radio"/> I feel <u>awful</u> , and I have a <u>headache</u> . | <input checked="" type="radio"/> <u>When</u> do you have <u>swimming lessons</u> ? |
| <input type="radio"/> Have you been to the <u>doctor</u> ? | <input type="radio"/> Are you good at <u>swimming</u> ? |
| <input checked="" type="radio"/> <u>No</u> . I'll go this <u>afternoon</u> . | <input checked="" type="radio"/> No. I'm a <u>beginner</u> . |
| | <input type="radio"/> The <u>beginners'</u> class is at <u>ten</u> o'clock on <u>Saturday morning</u> . |

A Read the Writing tips. Then make notes.



Writing tip 3 – Check your writing.

After you have written a draft, check the following:

- spelling
- punctuation
- wrong words
- missing words

Then write a final, correct copy in your best handwriting.



Writing tip 4 – Paint a picture.

When you write a story, try to paint a picture. Use adjectives and adverbs so that the reader can see what happened.

Choose your words carefully.



Writing tip 5 – Make your writing interesting.

When you write a story, a postcard or a letter, try to make it interesting for the reader.

How can you do this?

- Try to think of things that will be interesting to the reader.
- Write about your own feelings.
- Try to make your reader laugh or smile.



Writing tip 6 – Organize and plan each paragraph.

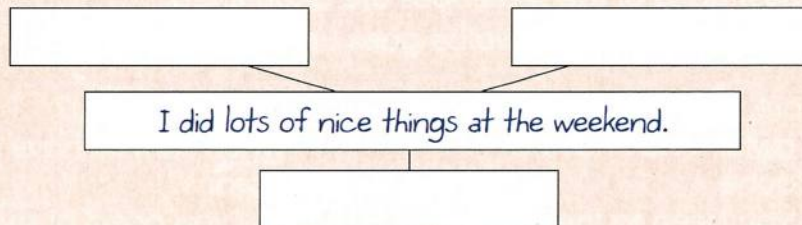
Topic sentences

It is a good idea to begin a paragraph with a topic sentence – a sentence that says what the paragraph is about.

Example: My weekend

Topic sentence: *I did lots of nice things at the weekend.*

Make notes about what you did at the weekend in a diagram like this:



Write notes about each thing you did on a separate arm. Of course, if you did more than three things, draw more arms. Next, number the notes in the best order, for example, in the order you did the things. Then, write your draft.

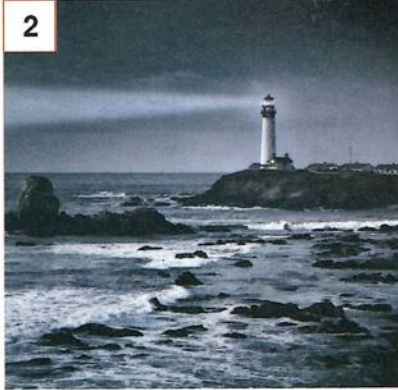
A Read and use the photographs to work out the meanings of the words from the box.

drum flag horse lighthouse pigeon signal smoke



1

In the Arab world, men used to ride for hours, carrying messages. When one horse was tired, they got another one. This messenger service started in 670. It was called Albarid.



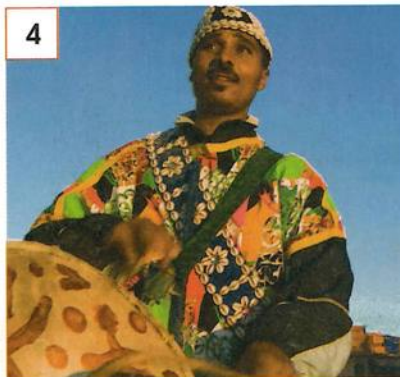
2

People used to build lighthouses near the sea. The lighthouses warned ships of danger.



3

People used to send messages using flags.



4

In parts of Africa, people used to use drums to send messages.




5

Indigenous Americans used to light fires on the tops of mountains and send messages using smoke signals.




6

People used to use pigeons to carry messages from Egypt to Syria. A good pigeon could fly from Cairo to Damascus without stopping.

B  Now talk about the questions.

- 1 When was the best time to use lighthouses - day or night? Why?
- 2 How did pigeons know where to take their messages?
- 3 Which of these methods was ... the fastest? ... the slowest? ... the safest?
- 4 How many modern ways of sending information can you think of?

A  Answer the questions with a partner.

- 1 How often do you use a library?
- 2 What was the last book you used from a library?
- 3 How often do you use the internet?
- 4 How do you usually access the internet?




B Read and choose the best summary.

Nowadays, we have access to huge amounts of information. You can use an encyclopedia in the library if you want to find out about Saladdin. If you want to know what the capital of Madagascar is, you can look it up in an atlas. (Do you know the answer?) Or you can go straight to the internet for all the answers. There is an incredible amount of information on the internet. However, remember a lot of information does not always mean good

information. We always need to think critically about what we're reading. Who wrote the information? And most importantly, why did they write it? Can we find the same information in different sources? Are there any references we can check? Many websites check all the details carefully to make sure they're correct. Sadly, many websites aren't interested in the truth and just want as many readers as possible.

- 1 The information in books is always correct.
- 2 The information on the internet is always correct.
- 3 It's good to ask questions about everything we read.

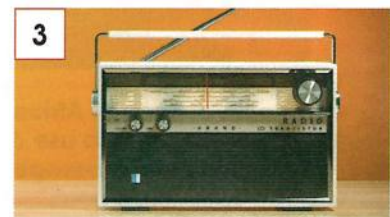
C  What information can you get from the following?




newspaper



dictionary



radio

D  Discuss in pairs. You need information about the things in the box. Where can you find it?

- how to grow plants
- a big world event
- the time of sunset
- the population of India
- when the museum is open
- the meaning of 'encyclopedia'

Lesson 3: Working out meanings

A Read the Reading tip.

Reading tip 6 – Dictionaries

We need dictionaries to find the meanings of words and to check their spelling. Remember:


- 1 All the words in a dictionary are in alphabetical order. To find a word quickly, you need to know the alphabet very well.

Who can put the words below into alphabetical order the fastest?

bus	bag	book	boy	bicycle	blue
bright	but	box	belt	build	better

- 2 It is also important to know the meaning of the abbreviations below.


(n.)	(v.)	(adj.)	(adv.)	(pron.)	(prep.)	(conj.)
------	------	--------	--------	---------	---------	---------

 Work out what the abbreviations mean. Then find an example of each in the sentence below:

The black horse ran fast, so it won the race easily.

- 3 A word can have more than one meaning, and you will find all of them in a dictionary. It is important to choose the correct meaning.

B

 Read the dictionary entry. Find the correct definition for 'bank' in each of the sentences a–d. Is it a noun or a verb?

bank (n.) 1. a place where you keep money. 2. a piece of ground higher than the ground around it. 3. a piece of ground next to a river. 4. a piece of ground, usually sand or rock, in the sea, near or above the top of the water.

bank (v.) 5. to keep money in or put money into a bank. 6. to turn a plane left or right.



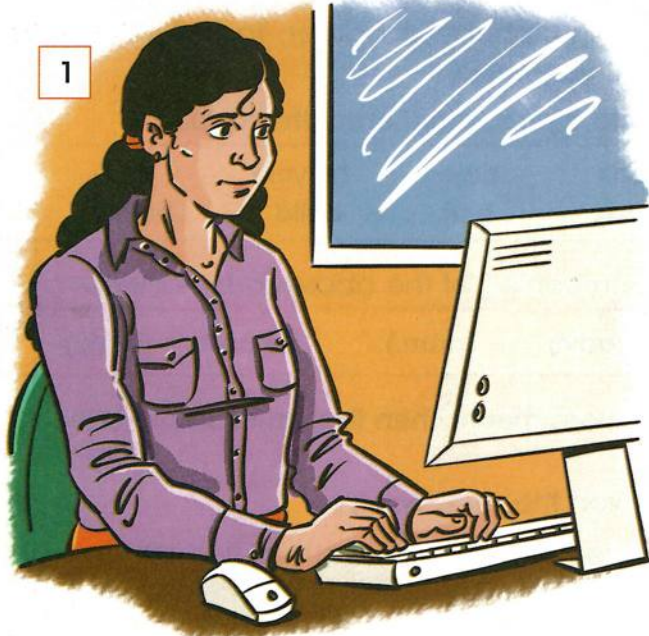
- a He sat on the grassy bank and put his feet in the water.
- b The plane banked to the left as it got near the airport.
- c He wanted to see better, so he walked to the top of the bank.
- d She banks her money twice a week.

Do you have an English learner's dictionary? If not, see if you can get one, or check out learner's dictionaries on the internet.

Lesson 4: From Cairo to Baghdad (Part A)

A

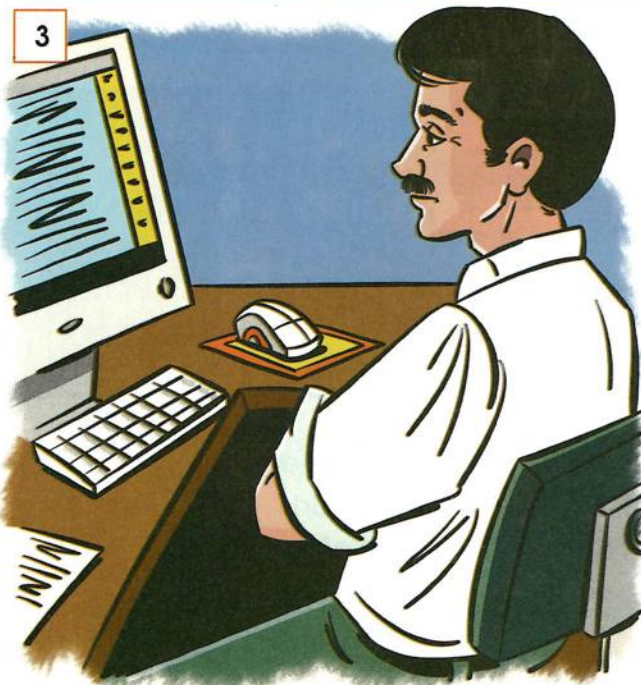
Read the text and look at the pictures. How long does it take for an article to get from a reporter in Cairo to a reader in Baghdad?



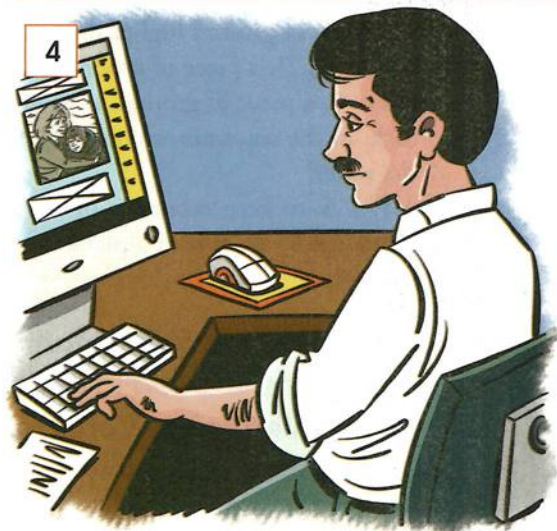
1 On Monday morning, an article is written in Cairo.



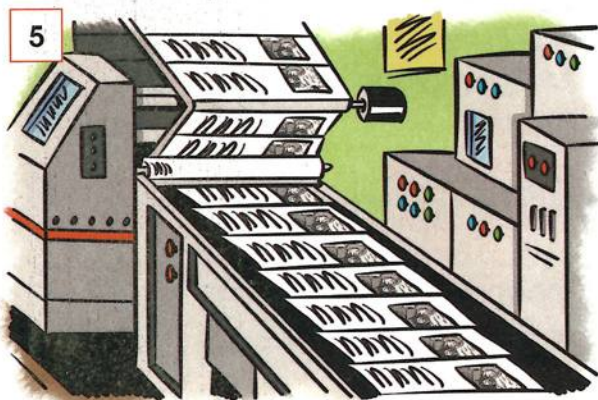
2 Next, it is sent by email to a newspaper office in Baghdad. This takes less than a minute.



3 When the article arrives, it is read by an editor.



4 If the editor likes the article, it is edited and inserted into the newspaper.



Then, it is sent to the printing press, and at night, the newspapers are printed.



Early on Tuesday morning, the newspapers are sent to the shops.



When the shops open, the newspapers are sold.



Finally, the article is read!

! Active and passive

A reporter **writes** an article in Cairo. **active**

An article **is written** in Cairo. **passive**

Notice we don't need to add 'by a reporter'.

Next, she **sends** it to Baghdad. **active**

Next, it **is sent** to Baghdad. **passive**

When we say what people and things do, we use active verb forms like *write* and *send*. When we say what happens to people and things, we use passive verb forms like *is written* and *is sent*.

To form the present passive, use the verb **be** + past participle of a verb.

Books **are sold** in Al Mutanabbi Street.

Find more passive verbs in the text. Are there any active ones?

A



Reread the story. Ask and answer questions about it.

Lesson 6: Great inventions

Do you think the page below comes from:

- 1 a dictionary 2 a storybook 3 a reference book?

A



Scan the first paragraph and quickly find the answers to the questions.

- 1 Who invented television? 2 What was his nationality?
3 When did he invent it? 4 Is he alive or dead?

B

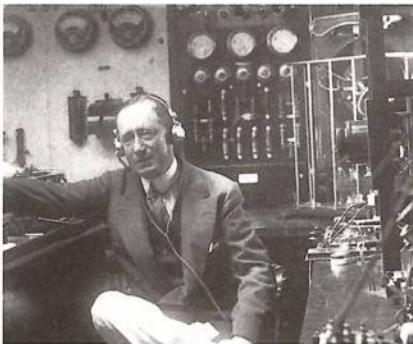


Now ask and answer about the radio.



John Baird, 1888–1946

In London in 1926, Baird, a Scottish inventor, was the first person to show pictures on a television screen. The pictures were not very good, and they did not move. In 1927, however, he was able to send moving pictures from London to Scotland using telephone wires. The following year, he sent pictures to America using radio waves. Baird continued working and, finally, he helped to develop colour television.



Guglielmo Marconi, 1874–1937

After the invention of the telephone by Alexander Bell (1847–1922), inventors worked on radio waves instead of electric signals to carry sound. Marconi, an Italian, was the first to do this. In 1896, he sent a radio message over a distance of more than 1.5 kilometres. The following year, he sent a message from land to a ship at sea, a distance of 29 kilometres. Finally, in 1902, he sent a radio message from America to England.

! Past active and past passive tenses

Past active

Marconi **invented** the radio.

Baird **showed** pictures on a television screen.

Past passive

The radio **was invented** by Marconi.

Pictures **were shown** on a television screen by Baird.

Look at the photographs. Which of these kinds of telephones have you used?

A

Read the texts. Find the advantages and disadvantages of each kind of phone.

A landline phone sends and receives signals through a wire. The wire is called the landline. All landlines are connected, so you can phone people all over the world. Landline phones are less useful than mobile phones, because they can only be used in one place. However, they are often more reliable.



mobile phone mast



landline phone



mobile phone



a modern smartphone

A mobile phone does not need a landline because it sends signals to a special mast, using radio waves. The mast sends the radio waves to another phone. There are mobile phone masts in most places, so mobile phones can be used almost anywhere. Many mobile phones can also be used to take photographs, play music and access the internet. These are called 'smartphones'.


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⚠ Present passive with *can*

Landline phones **can be used** in one place.

Mobile phones **cannot be used** without batteries.

Lesson 8: Making telephone calls

 Talk about some of the things to do and not to do when you are making an important telephone call.

A Now read the pieces of advice. How many did you talk about?

SPEAK UP!

by Susan Ayad, Grade 8

Do introduce yourself. Always say who you are.

Don't wait for the other person to ask who you are. It is not polite.

Do say why you are calling.

Don't start before the other person knows what your call is about.

Excuse me. What are you talking about?



Do think about what you want to say before you make the call.

Don't waste time trying to think of things as you speak.




Can you start again, please?

Do speak slowly and clearly. Remember that the other person can't see you.

Don't speak too fast even if you are nervous.

Anas has a stomach ache. He needs to see a doctor. He rings the medical centre to make an appointment.



B    Listen to Anas on the telephone and look at Susan's advice. What does he do wrong?

Some things you can say

Anas Abdullah here.

Anas Abdullah speaking.

I'm calling about ...

I'd like to make an appointment, please.

Some things you can hear

I'm sorry. Could you repeat that, please?

Can you spell that, please?



A In this unit, you have practised:

1 Using the abbreviations in a dictionary entry

and (conj.) is used (1) to link words and (2) to link clauses.

My mother and father are at home.

I came here in 1990, and I have lived here ever since.

Do you remember what the grammatical abbreviations below mean?

(v.) (n.) (adj.) (adv.) (prep.) (pron.) (conj.)

2 Forming and using the passive

- Present passive: *is/are* + past participle of a main verb
The article **is written** in Cairo. It **is edited** in Baghdad. Then it **is printed** in newspapers the same night. They **are sold** in the shops the next day.
- Past passive: *was/were* + past participle of a main verb
Radio **was invented** by Marconi.
Pictures **were shown** on a television screen by Baird.
- Present passive with *can*: *can* + *be* + past participle of a main verb
Mobile phones **can be used** almost anywhere.
In remote places, landline and mobile phones **cannot be used**.

3 Making telephone calls properly

- Always say who you are.
- Say why you are calling.
- Speak slowly and clearly.

Layla Ahmed here.

I'm calling about tomorrow's flight to Bahrain.

The other person can ask:

Can you spell that, please?

I'm sorry. Could you repeat that, please?

4 And you have ...

- listened to people asking for advice on where to find information.
- listened for mistakes made by someone making a phone call.
- practised telephone conversations.
- practised working out meanings without using a dictionary.
- read texts quickly to find particular information.

A



42 Listen, read and find out.

- 1 Where are the boys?
- 2 What happens to Marcus' phone?
- 3 Where does Jad go?



'It's good to be back in Italy,' said Paolo. 'Now we can eat the best food in the world.'

We were in the bus, driving into Venice in northern Italy.

'I can't wait to have a proper Italian pizza,' said Jad.

We got out of the bus and walked into the centre of the city. It was very crowded.

'So, what do we do first?' I asked.

'Go for a pizza?' suggested Jad.

'It's only half past ten in the morning,' Paolo laughed. 'Let's go on a tour of the city.'

'Is there a bus tour?' asked Aziz.

'No, there isn't,' said Paolo. 'Venice isn't a place for buses and cars.'

'So shall we walk?' I asked.

'Venice is a water city. Let's ride on

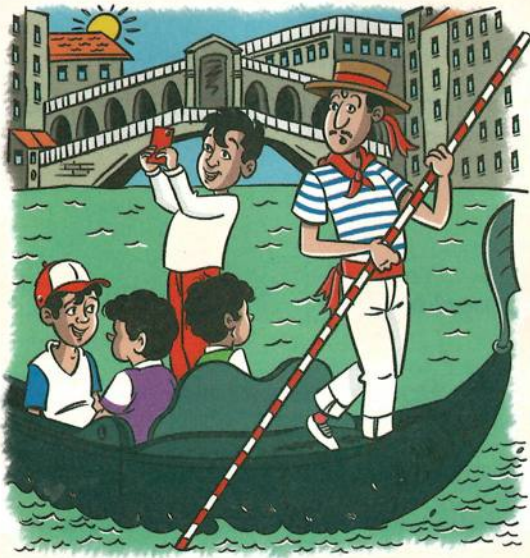
a gondola. It's the best way to see Venice,' said Paolo. 'Look, there's one with nobody in it,' and he pointed to a beautiful little boat with a man standing at one end of it. We all got on the gondola, and the man used a long stick to move us along the canal. There were a lot of other gondolas on the canal.

'This is amazing!' said Marcus. Then he took out his phone and called his father. 'Dad, it's me, Marcus. Look where I am,' he said. Then he stood up and held his phone out.

'Sit down, Marcus,' said Paolo.

But Marcus stayed standing. He wanted to show his dad more of the city. 'Dad, I'm in Venice. It's really cool. We're on a little boat ...'

'Marcus, look out!' Paolo shouted.



But he was too late. Our boat bumped into another gondola, and Marcus fell. Luckily, Jad and Aziz caught him before he fell in the water.

'Thanks, guys,' he said, 'but, where's my phone? Oh, no!' We all looked and saw his phone sinking into the water.

'Can we go for a pizza now?' said Jad.

'I think I need to go to a phone shop,' said Marcus.

We got out of the gondola and looked for a pizza restaurant, but none of them had a table for five people.

'There are a lot of people in Venice,' I said.

'Yes,' said Paolo. 'And they're all tourists, looking for pizza!'

We walked for half an hour, but we only found restaurants with tables for two people.

'I'm sorry, Jad,' said Paolo. 'No pizza for us tonight ... Jad?' But Jad

had disappeared into the crowd. We couldn't see him anywhere.

I took out my phone and dialled his number, but there was no answer. Then we noticed Marcus had disappeared, too. We were worried. We looked everywhere for Jad and Marcus. Then, after 20 minutes, we saw them – in a pizza restaurant!

'Hey!' I said. 'What happened?'

'I'm sorry,' answered Jad, with his mouth full of pizza. 'I couldn't wait any longer.'

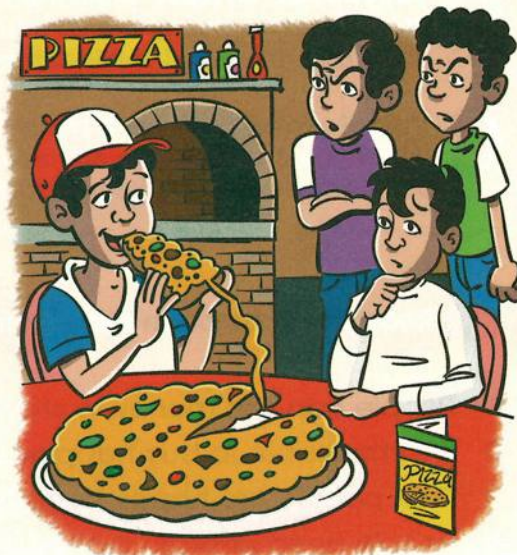
'You guys got a pizza without us!' said Paolo.

'And I got a new phone,' said Marcus.


Then the people at the next table stood up and left. Paolo, Aziz and I quickly sat down.

'Oh great,' said Jad. 'Now you can order some more pizza.'


'No, Jad,' I said. I took his plate and put it on our table. Paolo and Aziz both picked up slices. 'Now you can order some more pizza!'



P Project 3: A chat forum


A  Discuss the questions in small groups.


- 1 Do you use the internet?
- 2 Which websites do you visit?
- 3 What is a chat forum?
- 4 What topics do you think people discuss in chat forums?
- 5 Have you or anyone you know ever used a chat forum?


B  Look at a chat forum and answer the questions.


- 1 What are the people discussing?
- 2 How many people give their opinion?


Global Chat


 **LaylaIraq123 writes:** I was talking to a friend yesterday, and he said he wants to be rich. When I asked him why, he said that money makes people happy. I disagree. I don't believe anyone can buy happiness. What do you think?

 **EnglishTom44 writes:** Good question, Layla! I agree with you. Money is nice, but I know a rich man, and he isn't happy at all. He's lonely! Friends, family, health ... all of these things are more important than money. They are the things that make people truly happy.

 **FrancoisF56 writes:** You guys are crazy! Everyone wants to be rich because we all know that money means a better life. Rich people can buy a big house, a cool car, and they can travel anywhere in the world. Those things would make anyone happy!

 **Tayyeb101 writes:** EnglishTom - you say health is more important than money, but those two things are connected. A rich person can afford healthy food, a gym and good doctors. I think rich people can have a lot of friends, too!


 **PollyP writes:** This is a really interesting chat. I think it's difficult to be happy when you are poor. We all need enough money to live. However, I don't think that very rich people are happier than everyone else.

C  Read the chat forum more carefully. Match the opinions to the people.

- 1 People can use money to stay healthy.
- 2 It's impossible to buy happiness.
- 3 Rich people are happy because they can buy nice things.
- 4 People need enough money, but you don't need a lot of money to be happy.
- 5 Happiness comes from feeling healthy and being with other people.

P

Project 3: A chat forum

D  Complete the table with opinions from Exercise C. Add your own ideas.

Topic: Money can buy you happiness.	
Arguments for	Arguments against
<p>People need enough money.</p>	<p>You don't need a lot of money to be happy.</p>

E Now join a chat forum by following the instructions.



- Decide what question you would like to ask other people in the chat forum. You could ask about homework, exams, social media, friends and family, video games, or anything else you can think of.
- Practise writing your forum post.
- Write your post neatly at the top of a large piece of paper. Attach the paper to the classroom wall.
- Walk around the classroom and read other people's posts. Think about how you will reply.
- Write your replies to the other posts and stick them to the large pieces of paper.
- Read through all the chat forums.

F Choose one of the chat forums on the wall. On a new piece of paper, draw a table like the one in Exercise D and fill in the topic and opinions from your chosen chat forum. Add your own ideas. Write a similar number of arguments for and arguments against.

G Use your table in Exercise F to write a for-and-against essay for the school magazine. Follow the structure.

- In the first paragraph, introduce the topic.
- In the second paragraph, give the arguments for.
- In the third paragraph, give the arguments against.
- In the fourth paragraph, summarize the arguments and say which side you agree with.

Lesson 1: What do they do?

A   Listen and read the descriptions. Then match them to the photographs.

a A **businesswoman** works in an office and runs a business. She is very good at working with money.

b A **pilot** flies a plane and takes people to different countries. They have to wear a uniform.

c An **architect** plans and designs buildings. They work in an office.


d A **mechanic** works in a workshop or a garage and repairs people's cars.

e An **engineer** works outside or in an office. They design, build or repair machines, roads and bridges.

f A **shop assistant** works for a shopkeeper or shop owner. They help customers, the people who want to buy things in the shop.

g A **firefighter's** job is very dangerous. They put out fires and save people. A firefighter has to wear special clothes.



B  Talk about the photographs.

Number 1 is a/an ...

A **AB** Read the two paragraphs. Find the words 1–5 and match them to their meanings a–e.

- 1 hard-working
- 2 university, college
- 3 to study
- 4 subjects
- 5 clever

- a things you learn at school
- b places to study
- c the opposite of 'lazy'
- d to spend time learning about something
- e quick to learn and understand

Dr Salwa works in a hospital. She takes care of sick people and makes them better. She is very hard-working. She usually works eight hours a day, but she sometimes has to work 12 hours. At school, she was very clever and good in all subjects. After school, she went to university. She had to study for six years. She likes being a doctor because in this job she can help people.



Hanan is an office manager. She answers phone calls, and she sends and receives emails on a computer. She usually works every day from 8 a.m. to 2 p.m., but she sometimes has to work in the afternoon. Sometimes she has to go to different countries. Her best subjects at school were Maths and English. After school, she went to college to study Business Administration. She had to study for four years. She enjoys her job because she meets a lot of different people. She also enjoys travelling.

Lesson 3: A day in the life of a firefighter

Firefighter Mazin talked about a day in his life. He began like this:



When I arrived at the fire station yesterday morning, ...

A Use the pictures to tell the rest of the story of his day.



1

I checked my equipment.



2

10:00

The supermarket is on fire! Come quickly!



3

10:05

People are trapped inside.



4

hoses

We pointed our hoses at the building.



5

10:25

We went into the building.



6

We saved all the people.



7

14:00

Accident on the ring road!




8

on fire

upside down

What do you think happened next?

A  Read the instructions for playing games.

★ **Game A** ★

Student 1: Think of a job, but don't tell anyone what it is.
Student 2: Ask your partner up to five 'yes' or 'no' questions to try to find out what the job is.

Do you help people?

You're a doctor.

Yes.

No. Wrong.



★ **Game B** ★

Student 1: Write the name of a job on a piece of paper and put it on your partner's back.
Student 2: Ask questions to try to find out what the job is.

Do I work at night?

Is my job dangerous?

I'm a firefighter.

Sometimes.

Yes.

Yes. Correct.



★ **Game C** ★



Student 1: Think of a job and five things you can say about it.
Student 2: After each sentence, try to guess what the job is.

I work outside.

No. I don't wear a uniform.


You're a police officer.



B  **46**  Listen and answer the questions.

- 1 Which of the three games do you hear?
- 2 Which of the jobs in the box do you hear?
- 3 Which ones are not in the box?

architect	artist	bus driver
cook	doctor	editor
engineer	farmer	firefighter
mechanic	nurse	park-keeper
photographer	pilot	police officer
reporter	secretary	shepherd
shop assistant	singer	teacher

C  Now play the games.

Unit
6

Lesson 5: A train timetable

A Look at the timetable and answer the question.

You have tickets for a football match in Paris! The match starts at 3 p.m. on Tuesday. You are travelling from London. Which is the best train to catch?

LONDON - PARIS		MONDAY - FRIDAY	
LONDON ST PANCRAS	ASHFORD	CALAIS	PARIS
06:55	07:25	-	10:20
09:30	-	11:30	12:55
11:30	-	-	14:50
12:55	13:15	-	15:25
15:30	15:45	17:30	18:55
16:25	16:55	-	19:50
18:00	18:30	20:05	21:20
20:05	-	22:00	23:25

B Listen to three passengers in London. Write the letter next to the topic.

- 1 A passenger wants to catch the same train as his daughter. _____
- 2 A passenger doesn't want to be late. _____
- 3 A passenger has forgotten something. _____

C Listen to some passengers and look at the timetable. Where do they want to go? Which trains do they catch?

D Now ask and answer questions.

What time is the first train to Paris?

The first train leaves at 06:55.


What time is the next train to Calais?

I want to be in Paris before four o'clock. Which train should I catch?

The 12:55 train.

The next train is at half past nine.

Lesson 6: What are they going to be?

A  Read about Firas and Halla. Ask and answer the questions.

- 1 What do they do in their spare time?
- 2 What are they going to be when they finish school?

i Clues

Remember to look at the photographs first. What do you think the answers will be?

Firas is 17. His favourite school subjects are History, Geography and Art. He loves animals. Every Friday, he goes to the zoo. He takes photographs of birds and animals. Sometimes he has to wait for a long time to take a good photograph, but he is very patient. His favourite animal is the peacock. Next year, he is going to take his last school exam. If he passes, he is going to go to university to study animals. He wants to be a zoologist.



Halla is 18. Her favourite school subjects are Biology and Chemistry. She is also very good at English and Physics. She is interested in helping people. She is very kind and friendly. Sometimes she visits a hospital. Some patients have no visitors. Halla takes flowers to these patients and sits and talks with them. At school, she works hard because she does not want to fail her final school exam. When she finishes school, she is going to be a doctor.

B  Work with words.

- 1 Look at the dictionary entry. Which meanings of 'patient' can you find in the texts?
- 2 What do you think it means to 'take', 'pass' and 'fail' an exam?

patient (n.) somebody who is taken care of by a doctor.

patient (adj.) able to wait for a long time and stay calm without getting angry. *She is very patient with young children.* → *patiently* (adv.) *He waited patiently for the bus.*

! *be + going to + infinitive*

Halla **is going to work** in a hospital.

We use **be + going to + infinitive** to talk about the future when we know for certain what is going to happen.

Lesson 7: Career plans (Part A)

A



Read Sara and Adel's plans and answer the questions.

- 1 Who thinks they are
 - a friendly?
 - b hard-working?
 - c patient?
- 2 Who is good at
 - a Biology?
 - b French?
 - c English?
- 3 What job do you think Sara and Adel want to do when they're older?



Sara


I'm 14 years old. I think I'm quite friendly and hard-working. I passed all my exams last year. At school, I'm good at languages. I'm very good at English and French. I'm not very good at Science. When I finish school, ...



Adel

I'm very hard-working and patient. I have two little brothers, and they never make me angry. At the weekend, I always go and help on a friend's farm because I love working with animals. I enjoy working with horses most. At school, I'm good at Biology. I'm going to take my last school exam next year. If I get good marks, ...

Lesson 8: Career plans (Part B)

A   Read Khalid and Dania's plans and answer the questions.

- Who thinks they are
 - friendly?
 - fit and healthy?
 - good at making things?
- What job do you think Khalid and Dania want to do when they're older?



Khalid

I think I'm quite friendly. At school, I'm good at Maths, but I'm not very good at the other subjects. I'm very good at making things. We have a lesson in Woodwork twice a week, and I love it. I make things at home as well – tables, shelves and cupboards.



Dania

I'm very hard-working. I'm also very fit and healthy because I do a lot of sport. My favourite school subjects are Science and IT. I'm also very good at Geography and English. After school, I'm going to study Science at university. When I finish studying, I'm going to fly to the Moon in a spacecraft.

Talking about the future with *when*

What **are** you **going to do** when you **finish** school?

future

present

This sentence is about the future, but we always use the present tense in the **when** part of the sentence.

B  Talk to your partner about your career plans.

A In this unit, you have practised:

1 Saying what jobs people do



He's a mechanic.



She's an architect.

2 Talking about timetables



Excuse me, can you help me, please?
What time is the last train to Paris?

3 Describing future events and plans that are certain



When I finish school, I'm
going to be a nurse.



When I finish school, I'm
going to go to college.



You've done no
work. You're going
to fail the exam.



It's going to
rain soon.

4 And you have ...

- played guessing games.
- used pictures to tell a story.
- found information on a train timetable.
- practised scanning – finding information in texts very quickly.
- talked and written about your career plans.

A



50 Listen, read and find out.

- 1 What are the boys talking about in the minibus?
- 2 Why doesn't Jad get off the ski lift?
- 3 What happens to Johnny?



'Tom! Can you drive slowly, please?' shouted Marcus.

'Don't worry,' said Tom. 'I know what I'm doing.'

We were all in the minibus, and we were driving through the Alps, the biggest mountain range in Europe. We were very high up. There were tall mountains on one side of the road and a huge drop on the other side.

'This is so cool,' said Aziz. 'Maybe I'm going to be a bus driver when I'm older.'

Jad was holding his camera and taking photographs of the mountains. 'I'm going to be a photographer,' he said.

'What are we doing here anyway, Tom?' asked Marcus.

'We're all going to go skiing,' Tom replied.

'Yes! I'm good at skiing,' said Marcus.

'Me too!' said Paolo. 'I'm going to be a ski instructor when I'm older.'

'What are you going to be when you're older, Johnny?' asked Jad.

'I don't know,' I said.

'Just remember, Johnny,' said Tom, 'you're going to go down a blue route. That's the one for beginners.'

'Paolo and I are going to ski down the red route,' said Marcus. 'That's more difficult.'

'And nobody is going to go down a black route,' said Tom. 'They are the most difficult.'

'Blue, red, black ...' I said to myself, 'that's confusing.'

We got on the lift that takes people up the mountain. I was sitting next to Jad.

'This is so beautiful,' he said. 'I'm going to take lots of photographs.' He took out his camera and started taking photographs. After a few minutes, I saw the sign telling us to get off the lift.

'Jad,' I said. 'We're going to get off here.'

'Yeah, OK,' he replied. 'I just need to take one more photograph'. I got off the lift and it kept on moving. I looked up and Jad was still sitting down.

'Jad! You need to get off!' Jad took his photograph and tried to slide off the lift. But it was too high, and he landed on his back. He wasn't hurt, but he was covered in snow.



'This is not a very good start,' he said.

We started to ski down the mountain, and we were having lots of fun. We sometimes fell over, but it wasn't steep, and we weren't going very fast.

'Let's race,' said Jad suddenly, and he skied past me.

'Wait!' I shouted. I wasn't fast enough, and Jad disappeared down the mountain. After a few minutes,

I reached a sign. It showed a blue route to the left and a black route to the right. I tried to remember what Tom had said about the colours.

'I think Tom said the black routes are easy,' I said to myself, and I started skiing again.

'Aaaaargggghh!' I screamed. Suddenly, I was skiing down a very steep hill, and there were trees everywhere. I was going so fast, I was overtaking lots of other skiers. I wanted to stop, but I didn't know how. Then I saw a sign that said 'FINISH'. Tom and the other boys were standing next to the sign, and they looked very surprised when I skied past them. Finally, I stopped.



'Amazing!' said Paolo.

'You won the race, Johnny!' said Marcus.

'What race?' I said.

'Congratulations!' said a man, and he put a gold medal around my neck.

'I think I know what you're going to be when you're older, Johnny ...,' said Jad. 'A professional skier!'

A



Read the newspaper headlines from around the world and match them to the photographs.

1

Brazil

More and more of the rainforest being destroyed

2

Kenya

Sixteen elephants found dead

3

Japan

Air pollution a danger to young and old, doctor warns

4

UK

Litter drowns town!

5

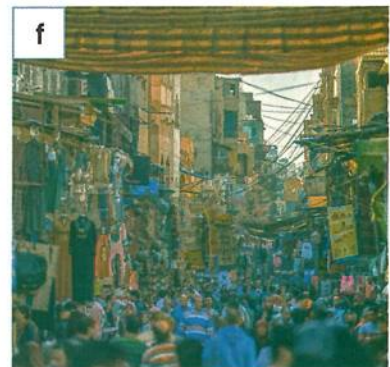
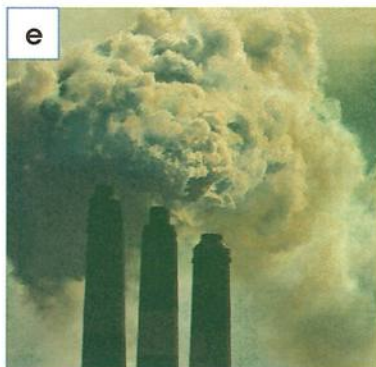
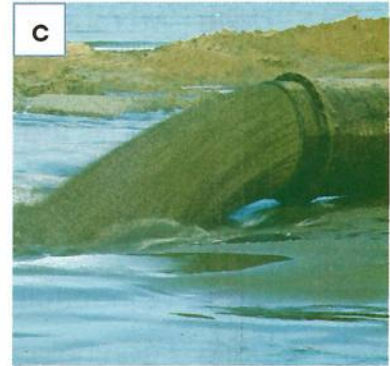
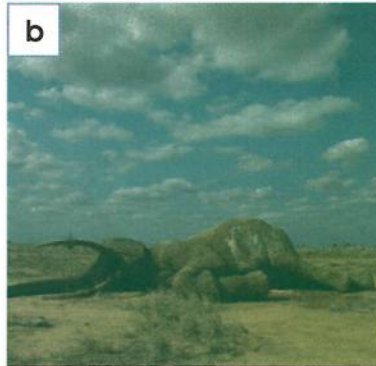
Egypt

Population reaches 100 million

6

France

Waste from factory pollutes town's water supply



B



Talk about the questions.

- What do you know about the problems in the newspaper headlines?
- Do you know the reasons for them? What can we do about them?



Headlines

Newspaper headlines are usually not complete sentences.

Which words are missing?

Lesson 2: How can we help?

A Sara was very upset when she read the article. Read it and find out why.

Send a child to school for 100 dollars!

In many African countries, people have to pay to go to school. Unfortunately, many parents are too poor to do this, so their children must go without education. This is very bad for their future and for the future of their country. In some countries, just 100 dollars can pay for one child to go to school for a year.



B 51 Listen and read.

What did Sara and her friends decide to do?

Noora We should do something.

Sara No. We *must* do something. But what?

Dalia We must collect money to send some children to school.

Layla I know! Let's have a bring-and-buy sale.

Dalia What's that?

Layla Everyone brings something to be sold. And everyone buys something.

Noora That's a great idea. We can advertise it in the school magazine.

Sara Wonderful! I have some CDs. I'll bring those.

Dalia I can help. I'll bring some plants. I grow them in our garden.

Layla And I have lots of clothes.

Noora I'll bake some cakes.

Sara Wait! Wait! Where are we going to have this sale?

Dalia In the school playground, I hope. Let's go and ask the headmistress.

Layla Good idea.

should and *must*

We use **should** to give advice.

Example: You **should** work harder. You'll get better marks in your exam.

Must is stronger than **should**. It means **have to** or **have got to**.

Example: You **must** work harder. If you don't, you'll fail your exam.

C Find examples of 'must' on the page.

Lesson 3: Animals in danger (Part A)

A



Read about the animals and find two reasons why they are in danger.



Snow leopard

The fur of this beautiful animal is grey with bigish black spots and much smaller spots. Nobody knows exactly how many there are, but there are very few. It's hunted for its fur.



Ibex

This mountain goat is hunted for its horns. They are 70 to 140 centimetres long. Its coat is reddish brown to greyish brown. If it's not protected, it'll soon disappear.



Blue whale

This is the largest animal alive today. It's 29 metres long. Whales were hunted for their oil and almost disappeared. Now they're protected.



Golden toad

The male is bright gold in colour. The female is much darker. People are draining water from the places where they live. When the water goes completely, the golden toad will disappear.




Polar bear

Polar bears live on sea ice in one of the coldest environments on Earth. Their white coat is very thick and covers a lot of fat which keeps them warm. Polar bears were hunted for the fur, but now they're in more danger because the sea ice is melting as a result of climate change.

Unit
7

Lesson 4: Animals in danger (Part B)

A  Which animals were killed to make three things in the room? What do you think about this?



 **Agreeing**

Disagreeing

I agree.

I disagree.

You're right.

I think you're wrong.

B  Look at the photographs. Where do you think the animals from Lesson 3 live?

I think the golden toads live in the wetlands.

Toads live near water.



Why?

I agree. I think you're right.



Sea



Mountain forest



Wetlands



Desert



Arctic



High, cold mountains

Lesson 5: Please keep the rivers clean

A



Read the text and match the paragraphs to the topics.

- | | |
|-------------------------|-----------------------------|
| a What needs to be done | b Water in Iraq |
| c The solution | d Water pollution in rivers |



- 1 Iraq, with its two great rivers running the length of the country, is unable to provide drinking water for most of its people. There are a lot fewer fish than there were before.
- 2 The two rivers are polluted with sewage, rubbish and industrial waste. Millions of tonnes of waste go into the rivers and streams every year. This destroys the natural habitats of the wildlife and damages our beautiful rivers. It also causes huge damage to health.
- 3 The river water must be safe for drinking, fishing, swimming and boating. We can make our rivers safer and healthier for wildlife and people. In fact, everyone should do something to keep the rivers clean. First, we must stop littering. We can make teams of volunteers to pick up the rubbish along the banks. The river will clean itself if we stop littering. Then, we can also lead river clean-up efforts. People can force the government to do something to stop sewage and waste from factories, hospitals and power stations flowing into the rivers.
- 4 Remember – you are the solution to river pollution. If we want to have clean rivers, we must have clean minds.

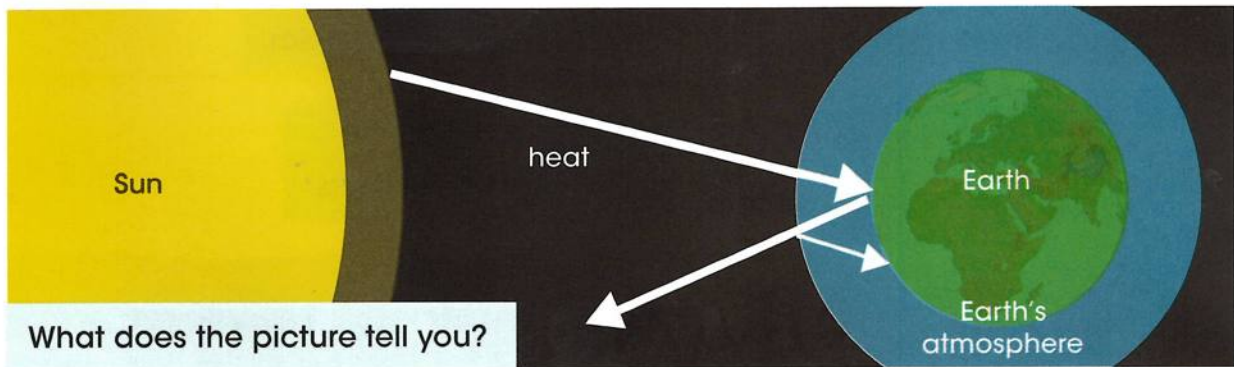
B



Find words in the text that match the definitions.

- | | |
|---------------------------------------|--|
| • a person who does a job without pay | • to add harmful things to water, etc. |
| • to drop rubbish | • places where animals live |

Lesson 6: A warmer world



A Read an interview with a scientist. Find some results of a warmer world.



Is the world getting warmer?

Yes, it is.

Why is this happening?

There may be other causes, but it's mainly our fault.

Why is it our fault?

We're burning fuels like coal, gas, oil and wood. And we're driving cars.

I don't understand.

All these produce gases that trap heat in the Earth's atmosphere.

If the world gets warmer, what will happen?

The ice caps will melt, so the sea level will rise. This means some land will disappear. Also, it's possible that the weather will change.

In what way?

We might have hotter summers and wetter winters. In some hot countries, there may be less rain, and some farmland might become desert.

Will all this happen soon?

Some things are already happening, but others may take 30 or 40 years.

Can we stop it happening?

We can if we want to.



What can be done to stop the world getting warmer? Do you think it should be done? Do you think it will be done?

! *may and might*

We use **may** and **might** to say there is a chance that something is true or that it is possible something will happen. Both are used to talk about the present or future. **Might** is less certain than **may**.

Examples: I **may not** be at school tomorrow.


It **might** be too windy to go sailing this afternoon.

Lesson 7: Throwing things away

A  Look at the pictures and answer the questions.

The people in the pictures are being wasteful.
What reasons do you think they give?
What do you think a careful person says to each of them?



B  54 Now listen and check your ideas.

C Tell the people what to do.



throw/out of your car



drop/in the park



leave/on the beach

A



Read the newspaper article and answer the questions.

- 1 What are the main causes of the moving desert?
- 2 What is the good news?

THE MOVING DESERT

The moving desert is a danger from which many countries around the world suffer. It is caused by social, political, economic or natural factors. It harms both the environment and the people who live there. It damages all aspects of life and is a challenge to many in Iraq.

Thousands of donams* in Iraq are lost every year as a result of the moving desert. This causes many problems to the environment, the economy and society. Moving sand dunes are one of these problems.

Sand storms, low rainfall, tree cutting and burning oil wells have all made many parts of Iraq a dry zone. Many fertile areas have disappeared. The desert is moving and expanding. This is happening in Al Anbar, west

Karbala, west Muthanna, west Nasiriya and west Basra.

One way to stop the moving desert in Iraq is to start 'green belt' projects. There are two projects already, in west Al Anbar and west Karbala.

The marshes in the south were drained in the 1990s, and very few plants survived. The wetlands turned into dust, which moves when it is blown by the wind – a moving desert.

Today, the marshlands tell a different story, and the picture is improving. Fresh water now flows into some of the dry areas, and as a result, the wildlife is beginning to return. Much of the land is now covered with water, as it was many years ago.

* A **donam** is a unit of land area equivalent to 2,500 m².



B



Talk about the questions.

- What do you think will happen if people don't do anything?
- What happens to the wildlife when the desert moves?
- Think of more 'green belt' projects. What else would help?



A In this unit, you have practised:

1 Reading headlines and understanding their form

World getting warmer,
scientists say

'The world **is** getting warmer,' scientists say.

Sixteen elephants found dead

Sixteen elephants **were** found dead.

2 Using *should* and *must*

We **should** do something to help poor children in Africa.

No. We **must** do something. We have to.

3 Making offers



I have some CDs.
I'll bring these.



I'll bring
some plants.



I'll bring
some clothes.

4 Expressing agreement and disagreement

I agree. You're right.

I disagree. I think you're wrong.

5 Describing possible future events

There **may** be less rain.

Farmland **might** become a desert.

6 And you have ...

- listened to conversations and written notes.
- talked about world problems.
- made conversations about a bring-and-buy sale.
- given orders to people who have dropped litter.
- read quickly to find the topics of paragraphs and to find names, then more carefully to find details.

A



55 Listen, read and find out.

- 1 What does Jad want to do at the Eiffel Tower?
- 2 What happens at the top of the tower?
- 3 Why does everyone say 'Use your hands' to Johnny?



'It's nearly time for you all to go back to your own countries, boys,' said Tom. 'But first, you're going to see one of the most famous places in Europe.'

'It must be the Eiffel Tower!' said Marcus. We were in Paris, France, and it was the last day of our European trip.

'That's right!' said Tom. 'Make sure you take some photographs for the magazine.'

'I'll take a great photograph from the top,' said Jad. 'I think it will be on the cover of our magazine!'

We were all really excited to go up the Eiffel Tower. But when we got there, we saw a very long queue.

'Look at all these people!' said Aziz. 'We're going to be here for hours!' 'It might move quickly,' I said.

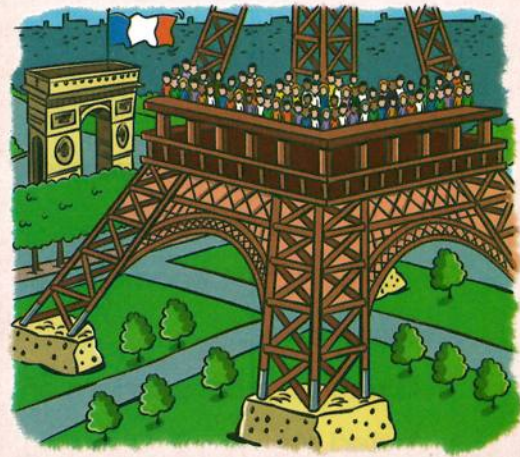
'But it might not,' said Jad. 'I've got an idea.' He walked to the front of the queue. We saw him talking to a man, and then he waved to us. We followed him past the other people in the queue, and we all got into the lift.

'How did you do that?' I asked Jad.

'I told them I'm a very famous photographer from Iraq. And I said you were journalists for an international magazine.'

'But that's not true,' said Paolo.

'It's not true now,' said Jad. 'But it might be true in the future!'



The doors of the lift opened, and we were at the top of the Eiffel Tower. It was very crowded.

'There are so many people here!' said Marcus. We tried to get to the front, but we couldn't get past people.

'Excuse me,' I said. But nobody moved.

'Can I get past, please?' said Jad. But nobody moved. He held his camera up high to take photographs. Then some people in the crowd turned around and started walking towards us. We turned around, too, and we were back in the lift.

'Wait!' I said. 'We haven't seen anything yet!' But the doors of the lift closed, and we started to go back down again.

At the bottom of the tower, Jad looked at his photographs.

'These photographs from the top of the Eiffel Tower may not get into our magazine, actually,' he laughed. 'All I can see is the back of your head, Johnny!' I laughed, too.

'I'm going to miss you, Jad,' I said.

Jad replied, 'I'm going to miss you, too, Johnny. But don't worry. I'll set up an online group, and we can chat to each other every week.'

'Great idea, Jad!'

'Good morning, everyone!' I said. I was sitting in my bedroom at home in England. I was looking at my phone, and I could see my friends' faces on the screen.

'It's not the morning here in Iraq, Johnny. It's the afternoon,' said Jad.

'It's 7 a.m. here in the USA,' said Marcus. 'You woke me up!'

'Sorry, but I wanted to check. Did Tom send you the magazine?'

'Yes!' they all replied.

'It looks great,' said Aziz. 'I love your story about Stonehenge, Johnny.'

'There are some brilliant photographs, too,' said Marcus. 'I like the one of Johnny skiing down the mountain. He looks so scared!'

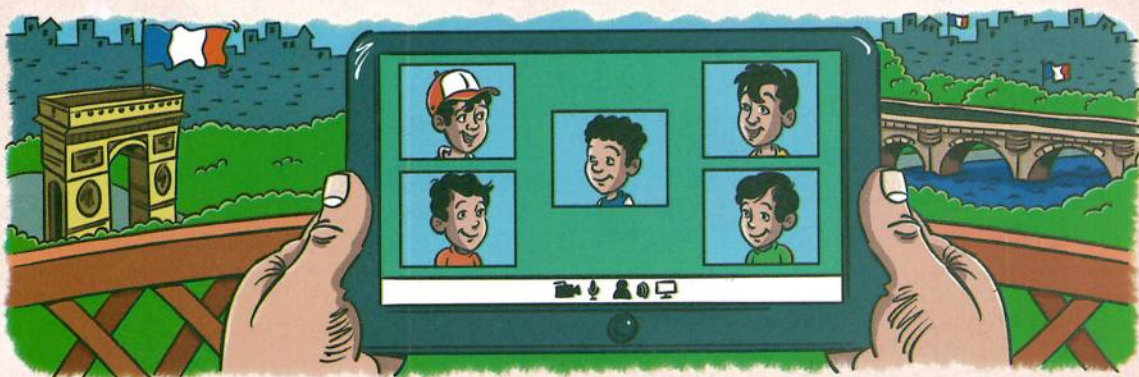
'The one of Johnny standing in the River Thames is good, too,' laughed Paolo.

'I think my favourite photograph of Johnny is in Munich,' said Jad. 'When the football hits him in the face.'

I laughed, but because I was laughing so much, I dropped my phone, and it landed on the floor. I heard Marcus say 'Why didn't you catch it, Johnny?' And then I heard them all laughing and saying the same thing ...

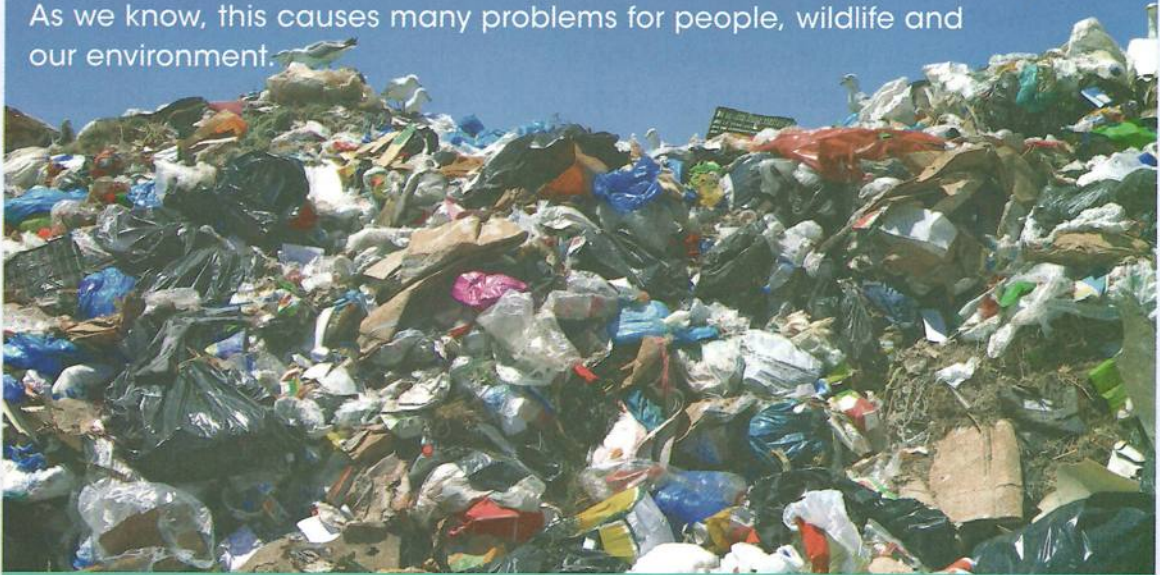
'Use your hands!'

'Very funny, guys!' I said, and I laughed, too.

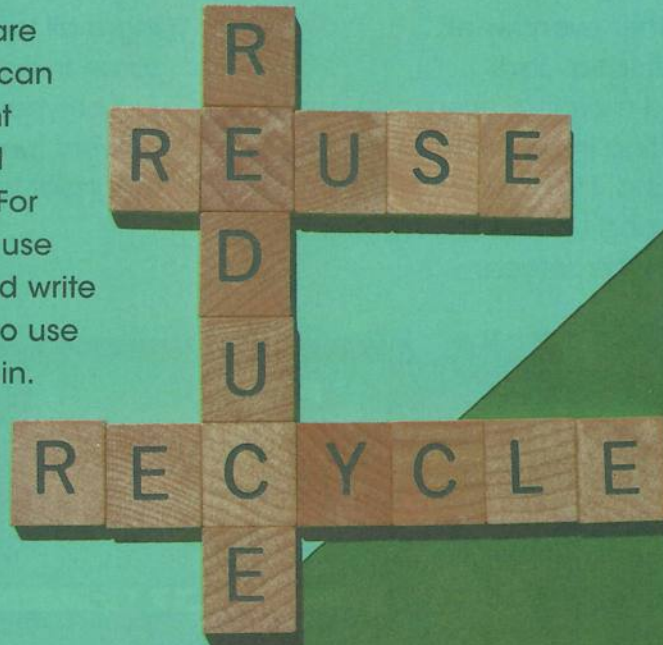



TURNING TRASH INTO TREASURE!

One of the biggest problems in the world today is rubbish. Countries and cities around the world have to deal with mountains of trash every day. As we know, this causes many problems for people, wildlife and our environment.



Right now, there are many ways you can reduce the amount of rubbish you and your family make. For example, you can use paper carefully and write on both sides. Try to use plastic bottles again. How can you use old newspapers? What about old clothes? Think before you throw things in the bin!

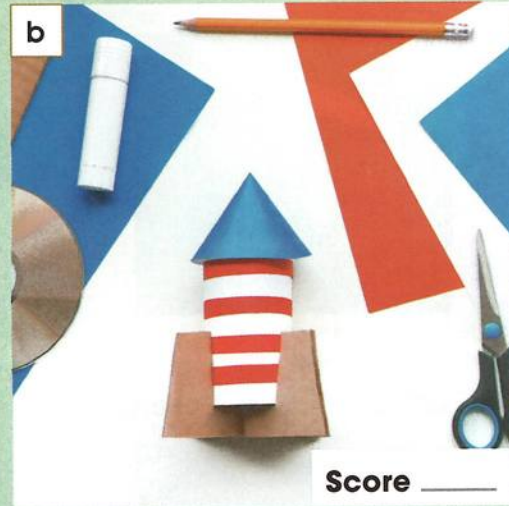


B  The items below were made using rubbish. We call this 'recycling'. Which do you think is the best idea? Give each idea a score – from 4, for the best, down to 1.

THE RUBBISH COMPETITION



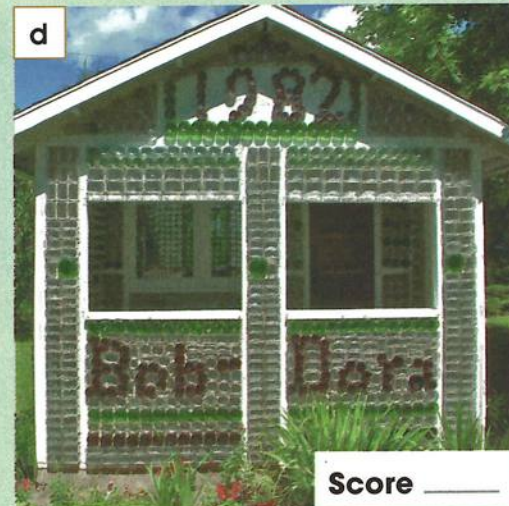
This is a present tag. It is made from an old piece of paper and some string. It is cut to look like a heart.



This is a toy rocket for a child. It is made from a cardboard tube and some colourful pieces of paper.



This is a lampshade. It is made from plastic cups and paper clips. The paper clips hold the cups together.



This is a small house for people to visit. It is made from 4,000 glass bottles!

P

Project 4: Recycling at home

C



What can you see in each photograph? What is it made of? Is it useful?

What is it?

1



useful not useful

This is a greenhouse in a garden. It is made of old plastic bottles!

useful

not useful

2



3



useful

not useful

useful

not useful

4



D Read the instructions for a recycling project.

You can reuse plastic bottles to make a new pencil case! Why not make your own?

You will need:



two plastic bottles



a fastener



scissors



glue

- 1 Use the scissors to cut the top off each bottle so that one stays long and the other is short.



- 2 Use glue to stick the fastener inside the edge of one of the bottles.



- 3 Glue the other part of the fastener to the inside of the other bottle.



- 4 Put your pencils in your new pencil case!



E

Look at the photograph. What has the plastic bottle been used to make? Write your own set of instructions to make one.

F

Get together with your classmates and think of something else you can make. Write about how you would make it and draw pictures. Then make it at home if you can!



Now, add your pieces of writing to the school magazine!

Sometimes we need to listen very carefully for particular information. If we don't hear the information, or if we don't note it down correctly, we may have lots of problems - like the people in the pictures below.

A

Look at the pictures. Try to guess what information each person got wrong. Make notes of your ideas.



B 56 Now listen and check your ideas.

What have you learnt about listening from this exercise?

Susan wrote down the wrong number. I think she should have ...



i Reading aloud

Remember:

- When you're reading aloud, don't stop after each word. We say words in groups, so when you are saying a word, your eyes need to be on the words that come after it.
- Try to show how the speaker feels.

A **59** **Practise reading the speech bubbles aloud. Then listen carefully. Do you need to practise saying them again?**

I went to a new restaurant last night, but it was awful. The food was bad, and the waiters were very slow. Worst of all, they weren't even polite.

I went to a new restaurant last night, and it was fantastic! The food was delicious, and the waiters were really good. They were helpful and friendly.

B **60** **Listen. Then play a game: Going on holiday.**

1 I'm going to take a toothbrush.

2 I'm going to take a toothbrush and toothpaste.

3 I'm going to take a toothbrush, toothpaste and sunglasses.

4 I'm going to take a toothbrush, toothpaste, sunglasses and a guidebook.

5 I'm going to take a toothbrush, toothpaste, sunglasses and a pair of shoes.



6 You forgot the guidebook, so we have to start again.

C **Imagine you want one of the jobs. Make phone calls.**

Look back at *Making telephone calls* on page 54 first.

Garden help wanted.
Schoolgirl or schoolboy once a week for 2 or 3 hours.
Tel: 327 444

Play with my children!
Mother wants afternoon help with children aged 5, 7 and 9. Lovely garden and lots of toys.
Tel: 596 369

A

Read the text quickly and find out what each paragraph is about.

Topic sentences

Remember to look for topic sentences.

A HIGH-FLYING JOB



Muhammad has always wanted to be a pilot. When he was a little boy, he played with toy planes when other boys played with their cars and trains. He used to sit in the garden and look up at the sky, waiting for a plane to pass over his head. His father sometimes took him to the airport to see the planes.

Muhammad did very well at school. He worked hard at everything, but

especially at Maths and English because he needed these subjects to be a pilot. He knew that English is the 'language of the air', so he did a lot of extra work on English in his spare time. Muhammad got top marks in his final school exams, and he was able to go to an aviation college in Germany to train to be a pilot.

Muhammad will never forget his time at the college or the people he met there. On the day when he took off on his first solo flight, he was a little nervous, but he was also excited to be flying a plane by himself. 'It was really exciting,' he told his friends afterwards. Muhammad also had to take written exams, which were very difficult. However, he passed them all. 'The day I got my pilot's certificate was the best day of my life,' he said.

B

Now read more carefully and work out the meaning of the words and phrases:

- especially
- language of the air
- extra
- aviation college
- solo
- pilot's certificate

Clues

Remember to look for clues in the sentence or in other sentences.

I think 'aviation college' must mean _____ because ...



Lesson 4: Writing

At the end of the year, is your writing better than it was at the beginning? Do you have any problems? What are you doing about them?

A Read Writing tips 7 and 8.



Writing tip 7 – Spelling

You have to learn how to spell words for yourself. Try this:

- Look at five words in a list every night.
- Spell them aloud.
- Ask somebody to test you.

Practise writing difficult words:

Example: friend



Writing tip 8 – Punctuation

Can you answer the questions easily and correctly?

- 1 When do you need to use these?
 - capital letters
 - full stops
 - question marks
 - apostrophes
 - speech marks
- 2 You also need to use commas sometimes. When?

B



Write the sentence with the correct punctuation.

youve done well in maths english and arabic my mother said but what about history your mark is very bad



Writing tip 9 – Grammar

When you are checking your draft, look at the verbs and ask yourself these questions:

- 1 Am I writing about the present, the past or the future?
Use these words and phrases to check: *yesterday, last week, tomorrow, now*
- 2 Is this the right part of the verb?

C



Complete the text. Use the correct form of the verbs in brackets.

I (live) *live* in Ranya, but my best friend (live) ... in Sulaymaniyah. His family (move) ... there last year. We (like) ... to meet at weekends. Last Friday, we (go) ... to the mountains with my friend's parents. When we (climb) ..., a little boy (go) ... to the edge of the cliff and nearly (fall) My father (save) ... him. The little boy said, 'I must be more careful.'



Writing tip 10 – Joining words

Use joining words to show how your thoughts fit together.



Writing tip 11 – Adjectives and adverbs

Use adjectives and adverbs to paint a picture. This will make your writing more interesting.

Unit 1 A school magazine

Lesson 2 A new project



B Listen and answer the questions.

Mazin Hey, Usama! Look at this.
Usama What is it?
Mazin A magazine. From the girls' school. It's really interesting. Why don't we start a magazine?
Usama Mm. I don't know. It'll be a lot of hard work and ...
Mazin Well, if you're not interested, Layth will be. Layth! Have you seen this magazine from the girls' school?
Layth Yes, I have. Good, isn't it? Why don't we start one?
Mazin You see, Usama. I told you.
Usama Oh, but it'll be too much work and ...
Layth Oh, come on, Usama. It'll be fun.
Usama Oh, all right. Maybe. But who'll decide what goes into the magazine?
Layth We'll need an editor. Just a minute! Mazin, you're good at English. Why don't you be the editor?
Mazin You're good at English, too, Layth.
Layth But I want to be a reporter. I think you'll be a good editor, Mazin. Don't you, Usama?
Usama Yes, great! Fantastic! Mazin is really good at English, and he's good at telling people what to do.
Layth Exactly! Come on, Mazin.
Mazin Oh, all right then. I'll be the editor. And you want to be a reporter, Layth?
Layth Yes.
Usama Can I be a reporter, too?
Mazin Of course. You write very well. But I thought you didn't want to ...
Usama Well ... you know ...
Mazin Right. We have an editor and two reporters. That's a good start. Now – what sections shall we have? There's a list in the girls' magazine. We don't want all these, do we?
Layth No, no. There are too many.
Usama Let's have articles about the school.
Mazin I agree, but can't we have some articles about things outside the school? Like the interview.

Usama Who'll be the photographer and take the photographs? I don't have a camera. Do you?
Tariq Hi, everybody. What are you talking about?
Mazin Hi, Tariq. Tariq! You have a camera, don't you?
Tariq Yes. And I'm a good photographer. Why?

Lesson 4 An interview (Part B)



A Listen to the interview. Then read it aloud.

Interviewer This month, we talked to Jack James. He runs Pizza Cabin, the well-known Italian takeaway and café in the High Street. I'm sure we've all been there many times with our families.
 How long have you worked at Pizza Cabin, Mr James?
Mr James I've worked in the café for ten years, but I've lived in Ashby since I was born.
Interviewer Do you enjoy your work?
Mr James I enjoy some parts of my work. I don't enjoy cleaning up when the café closes.
Interviewer What do you like doing in your spare time?
Mr James I love painting.
Interviewer What things do you dislike doing?
Mr James I don't like washing-up. I have to do that at work. And I hate gardening. It's very hard work. But we have a beautiful garden because my wife loves gardening.
Interviewer What kind of people do you like and dislike?
Mr James I really like people who are polite and ask for things nicely. I don't like people who are impolite and shout.
Interviewer What's your favourite food?
Mr James Italian food, of course – pizzas and pasta. But I also like some English food, like fish and chips.
Interviewer What's your favourite TV programme?
Mr James I watch all the programmes about cooking. My favourite one is *A taste of the sea*. I always learn something.

Interviewer Do you have any suggestions for making the town better?

Mr James There are too many cars in the town centre. Why don't they build a ring road?

Lesson 7 Embarrassing moments



3

C Listen and check your answers.

Story 1: 1a, 2f, 3e, 4b, 5d, 6c, 7g

Story 2: 1a, 2g, 3b, 4e, 5c, 6d, 7f, 8h



4

C Listen and check your answers.

Liz One day last week, my mum and I were out shopping in town. We were looking for a present for my uncle, so we went to a gift shop. Mum saw a really nice mug on the shelf. 'That's nice,' she said. 'Your uncle will like that. He drinks lots of tea.' I picked it up to look at the price and spilt hot coffee all over my dress. It was the shop assistant's own mug! I was so embarrassed that I nearly died!

Wendy Last week, my dad took my sister and me to the museum. We were looking at an old car, and I wanted to ask Dad something. I turned round, but he wasn't there. 'Dad! Dad!' I shouted. I was worried. Suddenly, I saw him and ran towards him. Bang! I ran into a big mirror. I still have a black eye. I feel embarrassed every time I go out.

Rawan

our calculators! I sat next to my new friend, Ali. He's a friendly boy. After Maths, we had a break, and I ate a snack. Then we had my favourite subject - PE! We played football today, and my team won.

My first lesson was Geography, and my teacher was Mrs Noor. She pointed to a map on the wall and told us about the different countries. There are 36 students in my class, but I don't know all their names yet. After lunch, we had English. The teacher gave us a test to check our English level. I'm good at English, and so it was easy for me. Then she gave us some homework to do at the weekend. We have to write an essay about our first day at school!

Story time Jad and Johnny - A tour of London



5

A Listen, read and find out.

For the story text, see pages 13-14.

Project 1 My first day at school



6

D Read about Adam and Rawan's first day at school. Complete the texts using words from Exercises B and C. Listen and check.

Adam Monday was my first day at school. My first lesson was Maths, and my teacher was Mr Hassan. He wrote some questions on the board. They were difficult, and we couldn't use

Unit 2 Healthy lifestyle

Lesson 3 In a restaurant

7

B Now listen and check your ideas.

Waiter Good evening.

Father Good evening.

Waiter Are you ready to order, sir?

Father Er, are you ready, Meena? Waleed?

Children Yes, Dad.

Father Yes, thank you. Meena, give the waiter your order.

8

1 Listen. What do the family order? Write M for Meena, W for Waleed and F for father.

Meena I'd like a baked potato, please.

Waiter A baked potato. And some meat or fish?

Meena No, thank you. I'm not very hungry.

Father How about a pizza?

Meena No, thanks, Daddy. But I'd like a salad, please.

Waiter A mixed salad? With tomatoes, lettuce and onions?

Meena Oh, yes. That sounds lovely. And can I have a little butter on the baked potato, please?

Waiter Yes, of course, miss. And for dessert?

Meena I'd like some fruit salad and a little ice cream, please.

Waiter Fruit salad and ice cream. And what would you like to drink?

Meena Oh, er, I forgot about a drink ... An orange juice, please.

Waiter One orange juice. Thank you, miss.

Father Now you, Waleed.

Waleed Well, I am hungry. I'd like a large burger and fries, please. And ...

Waiter One burger and fries.

Father You should have some vegetables, Waleed.

Waiter The burgers come with a small salad, sir.

Father Oh, fine.

Waleed And for dessert, I'd like a large piece of chocolate cake and a lot of ice cream.

Father Not too much ice cream.

Waiter Chocolate cake and ice cream - not too much. And to drink?

Waleed Can I have a large cola, please?

Waiter One large cola. Thank you. And what would you like, sir?

Father I'd like some grilled fish and rice, please, with, let me see, ...

Lesson 4 Aches and pains

9

A Listen and look at the pictures.

Ansam I've got a toothache.

Anas I have a stomach ache.

Jameel I have an earache.

Noora I've got a headache.

10

C Listen and read. Then read the conversations aloud.

Woman What's the matter, Ansam?

Ansam I've got a toothache.

Woman Oh, dear! You should go to the dentist.

Ansam Yes, I will.

Woman What's wrong, Anas?

Anas I have a stomach ache, and I feel sick.

Woman You shouldn't eat so many crisps in the break.

Anas Yes, I think you're right.

Woman Are you all right, Jameel?

Jameel No, my ear hurts.

Woman Oh, I'm sorry. You should go to the doctor.

Jameel I've been to the doctor. He gave me some drops. I have to put them in twice a day.

Woman You don't look well, Noora.

Noora I've got a bad headache.

Woman Oh, dear. Here, take these two pills with some water.

Noora Thanks very much.

11

2 Listen and answer the questions. Write notes. These girls are sick. They have gone to see a doctor.

Doctor Hello, Noora.

Noora Hello, doctor.

Doctor Now, what's the matter?

Noora I have a pain in my ear. It really hurts.

Doctor So you've got an earache. I'd better have a look. Let me see. Mmmm!

Yes, I see. I'll put some drops in your ear. It will be better soon.

Noora Will it hurt?

Doctor No, of course not. It will feel cold, that's all. Just put your head on one side, please. Thank you. One, two drops. There. That didn't hurt, did it?

Noora No, it didn't.

Doctor Right. Now take this bottle with you and put two more drops into your ear before you go to bed tonight.

Noora Two drops at night.

Doctor That's right. Use the drops twice a day until your ear doesn't hurt anymore.

Noora How long will it hurt, doctor?

Doctor Oh, only a few days. Don't worry. I'm sure your ear will be fine. But don't go swimming until it's better.

Noora All right, doctor. Thank you.

Doctor Goodbye.
(Pause)

Doctor Hello, Rasha. What can I do for you?

Rasha I've got a very bad headache, doctor. It hurts all the time.

Doctor A headache. I see. Your eyes look a bit red, too. Tell me, Rasha, do you wear glasses?

Rasha Yes, sometimes.

Doctor But you're not wearing them now. Why not?

Rasha I don't like wearing them, doctor. I don't look nice with glasses.

Doctor Well, you should wear them all the time, Rasha. If you don't, you'll have headaches all day, every day - and night. And your eyes will get worse. You don't want that to happen, do you?

Rasha No, I don't, doctor. Do I have to wear them when I'm watching television?

Doctor Yes, of course. I said all the time. Except when you're sleeping, of course.

Rasha All right, doctor.

Doctor Good girl. I'll give you some painkillers to stop this headache, but I don't want to hear that you ever have a headache again. Do you understand?

Rasha Yes, doctor.

Doctor There are 12 pills in this box, Rasha. Take two with water, three times a day - today and tomorrow.

Rasha Two pills, three times a day - today and tomorrow.

Doctor That's right. Have you got your glasses with you?

Rasha Yes, I have.

Doctor Good. Put them on now, please, and don't take them off until you go to bed.

Rasha All right, doctor. And thank you.

Doctor Goodbye, Rasha.

Rasha Goodbye, doctor.

Lesson 8 Limericks



A Listen and read. Then complete the rules below.

There once was a girl from Peru
Who was trying to paint her roof blue.
She felt a bit faint
And spilt all the paint,
So now she'll be needing shampoo!

There was a young man from Tibet
Who had an incredible pet.
He found out its wings
Were held on with strings,
And now he is very upset.



2 Listen and check.

I once met a spider in a corner,
Who said it was getting cooler and cooler.
I turned up the heat.
It worked like a treat,
And now the spider is warmer.

One day, I was talking to a chicken.
It said it wanted to be a pigeon.
It wanted to fly.
Don't ask me why.
It ended up in the kitchen.



4 Now listen and check your answers.

There was a young boy from Kuwait
Who got to school every day late.
When his teacher asked 'Why?',
He replied with a cry,
'My clock always wakes me at eight.'

There was an old man from Jaipur
Whose house had a green and blue door.
I said, 'I like white.'
He said, 'That's all right,
But I think that white is a bore.'

Story time Jad and Johnny – Camping at Stonehenge



- A Listen, read and find out.**
For the story text, see pages 26–27.

Unit 3 Sports

Lesson 1 The sports centre



- A Listen and point. Repeat the names of the sports.**
- Voice 1** Ashby Sports Centre. Come to the sports centre and get fit! You can choose from last year's old favourites.
- Voice 2** Volleyball (*Pause*)
- Voice 1** Swimming (*Pause*)
- Voice 2** Sailing (*Pause*)
- Voice 1** Horse riding (*Pause*)
- Voice 2** Football (*Pause*)
- Voice 1** Judo (*Pause*)
- Voice 2** Basketball (*Pause*)
- Voice 1** And, from the beginning of this year, we can give you lessons in these sports:
- Voice 2** Karate (*Pause*)
- Voice 1** Tennis (*Pause*)
- Voice 2** Athletics (*Pause*)
- Voice 1** Gymnastics (*Pause*)
- Voice 2** Call us on 952841 for more information.

Lesson 2 The timetable



- A Listen to the message. What does Dave have to leave?**
- This is the Ashby Sports Centre. Thank you for calling. We hold classes in many different sports, from tennis to horse riding. We have separate classes for women and girls and for men and boys. There are three kinds of classes: beginners, advanced and team practice. Please leave your name and address, and we'll send you a leaflet. Thank you for calling.



- B Listen and repeat the words.**
- beginners
advanced
team practice

Lesson 3 Booking lessons

19

A Listen and read. Fill in part of the timetable in your Activity Book.

Part 1

Liz Hello. Is that the sports centre?

Sports officer Yes. Can I help you?

Liz Well, I'd like to play volleyball.

Sports officer How good are you at volleyball?

Liz Oh, I'm quite good. I'm in the school team.

Sports officer All right. Come on Monday at seven o'clock. It's team practice.

Liz Thanks very much. Oh, and I'd like to learn horse riding.

Sports officer We have beginners' lessons on Wednesdays at five o'clock.

Liz Thank you very much. Goodbye.

Part 2

Sports officer Hello. Sports centre.

Dave Hello. I'd like to do judo.

Sports officer Are you good at judo, or do you want to learn?

Dave I'm a beginner. I want to learn.

Sports officer That's fine. Beginners' lessons are on Tuesdays at five o'clock.

20

1 Listen and fill in some more of the timetable.

Part 1

Sports officer Sports centre. Can I help you?

Girl Yes. I'd like to join a gymnastics lesson. When is it, please?

Sports officer Are you good at gymnastics, or do you want to learn?

Girl Oh, I want to learn. I've never done gymnastics before.

Sports officer Well, the beginners' lesson for girls is on Wednesday at seven o'clock.

Part 2

Boy 1 Hello. Is that the sports centre?

Sports officer Yes. Can I help you?

Boy 1 Yes. I want to go swimming. Can you tell me when lessons are?

Sports officer How good are you at swimming?

Boy 1 I'm quite a good swimmer. I'd like to try to join the team.

Sports officer Right. Team practice is on Thursday at seven o'clock.

Boy 1 Thursday at seven o'clock. Thank you.

Part 3

Sports officer Sports centre. Can I help you?

Boy 2 Yes. I want to do horse riding lessons. I'm quite good, but I want to improve.

Sports officer Our advanced lessons are on Saturdays at ten in the morning. Can you come then?

Boy 2 Yes, I can. That's fine. Thank you.

Lesson 4 The basketball game

21

C Listen and check.

1f, 2c, 3a, 4d, 5b, 6e

22

D Listen. Practise the conversation with your partner.

Hilal Samir. That was awful! How did we lose?

Samir It was my fault, Hilal. I was terrible!

Hilal You? At least you won a few points.

Samir What? You won more points than I did. You always do. Let's face it. We're not very fit.

Hilal I know. Other people are fitter than us. And they can run faster. They can beat us at anything.

Samir What can we do? We have to get fitter.

Hilal Let's have a competition. Just you against me.

Samir Good idea! We'll have a 100-metre race, a swimming race, and we'll do the high jump.

Hilal High jump! But I jumped higher than you last week.

Samir That wasn't in a competition. When shall we have it?

Hilal Next weekend. Swimming, running and high jump. OK?

Samir OK. I'll see you next weekend at the sports centre.

Lesson 8 Have fun with words!

 23

A Listen and say.

She sells seashells on the seashore.
The shells she sells are seashells, I'm sure.

 24

B Listen and try saying another one.

Peter Piper pecked a pot of pickled pepper.

Story time Jad and Johnny – The football match

 25

A Listen, read and find out.

For the story text, see pages 37–38.

Project 2 The sports survey

 26

A Umar and Ali are talking about sport. Listen and answer the questions.

Umar Do you do much sport, Ali?
Ali Yeah, I do quite a lot. I play basketball once a week.
Umar Um ... that's not very much.
Ali I think it is. I think most people in our class do sport once a week.
Umar No! I think they do some sport every day.
Ali I have an idea. Let's do a survey and find out.
Umar A survey ... What's that?
Ali We write some questions, and we ask everyone in the class. Then we write down their answers and look at the results.
Umar OK, that sounds fun. Let's write some questions ...

 27

B Look at Umar and Ali's notes and complete their survey questions. Listen and check.

Question one. What sports do you do?
Question two. What is your favourite sport?
Question three. How often do you do sport?
Question four. Which new sport would you like to try?

 28

E Umar and Ali are presenting the results of their survey to the class. Look at the two charts and answer the questions. Listen and check your answers.

Umar Hello everyone. These are the results of our class survey about sport. First, we asked the question, 'What is your favourite sport?'. As you can see, football is the most popular sport in the class. Then it's volleyball, then swimming, then basketball, then karate. Finally, it's tennis. So, tennis is the least popular sport in the class.

Ali Our next question was 'Which new sport would you like to try?', and this chart shows the results. Nine people would like to try surfing. Seven people would like to try Ultimate. Thirteen people would like to try skateboarding. Finally, seven people don't want to try any of these new sports.

Unit 4 Review

Lesson 1 Listening

 29

B Listen to two conversations.

Conversation 1

Man 1 Can you pass me a magazine, please?

Man 2 This one?

Man 1 Yeah. Thanks.

Man 2 How long have you been here?

Man 1 Half an hour. I came in just five minutes before you.

Man 2 Why do we always have to wait so long? They should know that we have to work, too. I don't have time to sit here.

Man 1 No, I don't either. I came in here with an earache. Now I have a headache as well. What about you?

Man 2 Pain in my back. Sitting on chairs like these doesn't help. What is the doctor doing?

Man 1 Is it worth waiting? He'll give us pills and tell us to rest.

Conversation 2

Man It's nice here, isn't it?

Woman Yes, it's new. It's only been open a week.

Man What's yours like?

Woman Delicious. What did you order?

Man The chicken with orange sauce.

Woman It looks interesting.

Man It's all right. Nothing fantastic.

Woman Do you want some more water?

Man Yes, please.

Woman Waiter!

 30

C You want to know the score in a football match between Iraq and Bahrain. Listen to the radio.

Announcer And now, sport. At the end of an exciting game at the new National Stadium, the score was Iraq 3, Bahrain 3.

 31

D Work out the student notes below. Then listen and check.

Waiter Are you ready to order now, sir?

Mr Andrews Yes, we are. I'd like fried chicken with – er – rice, please.

Waiter Salad?

Mr Andrews Er – salad – do I want salad? Yes, please.

Waiter Madam?

Mrs Andrews Er, grilled fish, please. With fries. And I'll have salad, too.

Waiter Grilled fish, fries and salad. And dessert?

Mrs Andrews Fruit salad, please.

Mr Andrews And chocolate cake for me.

Waiter One chocolate cake and one fruit salad. Anything to drink?

Mr Andrews Apple juice for me.

Mrs Andrews And mineral water for me.

Waiter Apple juice and mineral water. Thank you, madam, sir.

 32

1 Listen and answer the questions.

Teacher Come in, Wendy. Don't be shy. Sit down.

Wendy Thank you.

Teacher Now, what is it?

Wendy Well – I can't sleep at night, and I get headaches all the time.

Teacher Are you worried about something? School? Exams?

Wendy No, no. Nothing like that. I'm doing very well at school. And I never worry about exams. It's just that I can't sleep, and then in the morning, I have a headache. Always. Every morning.

Teacher Mm. Have you been to a doctor?

Wendy No. My parents won't take me. They don't think I have a problem.

Teacher Do you take any pills?

Wendy No. When I take pills, I get a stomach ache.

Teacher I see. You get a stomach ache. Er – what time do you eat in the evening?

Wendy We have dinner at about 7:30, and then I have a glass of lemonade and a packet of crisps just before I go to bed. At about ten o'clock.

Teacher Ah. That's the problem. You shouldn't have lemonade or anything like that just before you go to bed. Have a glass of milk or some water. But no tea or coffee or lemonade. And no crisps. You'll sleep better.

Wendy And the headaches?

Teacher You say you're good at schoolwork.

Wendy Yes.

Teacher What about sports and games? Do you swim or play tennis?

Wendy No. I don't like swimming or tennis.

Teacher How do you come to school?

Wendy I live about one kilometre away. My father brings me in his car.

Teacher But that's not far! You should walk to school. And walk home. You have to take some exercise. If you do, I think you'll find that your headaches will go away.

Wendy All right. I'll try. Thank you.

Lesson 3 Speaking

33

B Listen and read the sentences aloud.

- 1 It's very hot today.
- 2 It was very hot and windy yesterday.
- 3 It was very hot and windy when we went to the beach last weekend.

34

C Listen to the conversations. Then read them aloud.

Conversation 1

Girl 1 How are you? You look tired.

Girl 2 I feel awful, and I have a headache.

Girl 1 Have you been to the doctor?

Girl 2 No. I'll go this afternoon.

Conversation 2

Man Can I help you?

Boy When do you have swimming lessons?

Man Are you good at swimming?

Boy No. I'm a beginner.

Man The beginners' class is at ten o'clock on Saturday morning.

35

1 Listen and repeat.

volleyball
play volleyball
like to play volleyball
I'd like to play volleyball.

36

3 Listen and check.

a
you
help you
I help you
Can I help you?

b
tennis
good at tennis
you good at tennis
Are you good at tennis?

c
tennis
played tennis
never played tennis
I've never played tennis.

d
headache
got a headache
I've got a headache.

e
sick
feel sick
I feel sick
stomach ache
got a stomach ache
I've got a stomach ache
I've got a stomach ache, and I feel sick.

f
like
you like
would you like
What would you like?

g
please
lemonade please
like a lemonade please
I'd like a lemonade, please.

Unit 1 Extra activities

37

2 Listen. Match the person (a–f) to the section (1–6) they will write for their school magazine.

- Nadia** Right. The interview. We need somebody to do the interview. Would you like to interview somebody, Maysam?
- Maysam** Me? No. I can't do that, Nadia. I'm doing the problem page.
- Nadia** Oh, yes. Of course you are. Maysam – Problem page. But we still need somebody to do the interview.
- Maysam** How about Tanya? She likes talking to people. And she writes well.
- Nadia** OK. Good idea. Tanya – Interview. What's next?
- Maysam** Um – the story. We don't have a story yet.
- Nadia** Don't we? Oh, dear. Well, I'll write the story. It'll be quicker if I do it. OK with you?
- Maysam** Fine. But will you have time, Nadia?
- Nadia** Sure. I'll do it. Nadia – Story. Now – who wrote about school news last time?
- Maysam** Just a minute. Um. School news – Rasha. But she doesn't want to do it again. She told me. She wants to write a review of a TV programme.
- Nadia** Well, if she really wants to, I don't mind. Rasha – TV review. But who'll do the school news then?
- Maysam** I think Mona wants to do the school news this time. She asked me.
- Nadia** OK. Mona – School news. That leaves just the sports news. Who's interested in sport?
- Maysam** Abia. She loves sport.
- Nadia** Yes. But is she good at English?
- Maysam** Abia? Of course. She's fantastic at English.
- Nadia** Well, Abia it is, then. Abia – Sports news. I think that's it.
- Maysam** Right. Let's go and get something to drink.

Unit 3 Extra activities

38

1 Listen. Which classes are going to be in the Sports Weekend? Write Y for 'yes', and N for 'no'. Then fill in the timetable.

- Male** Right – shall we try and do the timetable for the Sports Weekend?
- Female** I've done one. Do you want to have a look at it?
- Male** Fantastic! Let me see. Now, on Saturday, we have only beginners' classes and on Sunday, only advanced classes? Is that right?
- Female** Yes. And we start with karate. Karate beginners – Saturday, from ten o'clock to twelve o'clock.
- Male** And the advanced class is – let me see now – Sunday, from two o'clock to four o'clock. Fine.
- Female** Next, tennis. Advanced classes only. We have no beginners. Sunday evening, from five o'clock to seven o'clock.
- Male** No beginners at tennis?
- Female** No. Everybody is advanced. But for athletics, we only have a beginners' class. That's on Saturday, from two o'clock to four o'clock.
- Male** That leaves just two classes.
- Female** That's right. And they'll be gymnastics.
- Male** No judo or swimming or horse riding or ...?
- Female** No. There's no time. So, gymnastics – beginners. Saturday, from five o'clock to seven o'clock. And advanced ...
- Male** Let me guess. Sunday morning, from ten o'clock to twelve o'clock.
- Female** Correct. Sunday. Ten to twelve. Advanced gymnastics.
- Male** So, let's check that. Karate beginners – Saturday, ten to twelve. Karate advanced – Sunday, two to four. Tennis – advanced only – Sunday, from five to seven. Athletics, beginners only – Saturday, two o'clock to four o'clock. And gymnastics, beginners – Saturday evening, five to seven. And advanced – Sunday, from ten o'clock in the morning to twelve. Fine.

Unit 5 Getting and sending information

Lesson 2 Accessing information

39

2 Three people need information. Listen to their conversations and fill in the table.

Part 1

Ibrahim Hi, Saad.
Saad Hello, Ibrahim. I've got a problem.
Ibrahim What's the problem?
Saad I want to go fishing tomorrow, but I don't know what the weather will be like.
Ibrahim You should listen to the weather forecast on the radio.
Saad Oh, yes. Good idea.

Part 2

Maysam Hi, Badria. I've got a problem.
Badria What is it? Maybe I can help.
Maysam I have to write about a famous Iraqi inventor for the magazine. Where can I find some information?
Badria Use the internet.
Maysam I've tried, but I can't find anything.
Badria Go to the reference section in the library then. You'll probably find some information there.
Maysam I'll do that. Thanks.

Part 3

Bilal Hello, Bilal here.
Khalid Hi, Bilal. This is Khalid. Let's go to the cinema tonight.
Bilal Oh, fine, yes. What's on?
Khalid Oh, I don't know what's on. I phoned the cinema, but there's no reply.
Bilal Have you got a newspaper?
Khalid A newspaper? Yes.
Bilal Well, use it! Look at the 'What's on' section. You'll find the cinema listings there.
Khalid Oh, OK. I'll call you back.

Lesson 8 Making telephone calls

40

B Listen to Anas on the telephone and look at Susan's advice. What does he do wrong?

Receptionist Baghdad Medical Centre. How can I help you?
Anas Ahhh, my stomach, my stomach!
Receptionist Hold on. Hold on. Who's speaking, please?
Anas Oh. Yes. Um. Sorry. My name is Anas. And, it really hurts.
Receptionist Excuse me, what are you talking about? What hurts?
Anas Er, my stomach. I have a bad stomach ache.
Receptionist Oh, OK. Are you registered at the medical centre?
Anas I don't know. I need to see a doctor.
Receptionist What is your family name?
 I can check to see if you are registered.
Anas (Muffled) Abdullah.
Receptionist I'm sorry. Could you repeat that, please?
Anas Abdullah. Anas Abdullah.
Receptionist Can you spell that, please?
Anas A-B-D-U-L-L-A-H.
Receptionist OK. Yes, you are registered. How long has your stomach been hurting?
Anas For days now. I can't remember. Since Tuesday? No, since Monday after my dinner.
Receptionist OK. So, for three days? Right, when can you come to see the doctor?
Anas I can come any time. Well, actually, I can't come until my mum gets home so she can drive me.
Receptionist And what time is that?
Anas Four o'clock.
Receptionist OK. I have an appointment at 4:30. Would that be OK?
Anas Yes, thank you. That would be great.
Receptionist OK. We'll see you at 4:30.
Anas Thanks, bye.

 41

- 1 Listen to Anas making an appointment. This time, he is following Susan's advice. Write notes.

Receptionist Baghdad Medical Centre. How can I help you?

Anas Hi. My name's Anas Abdullah. I need to book an appointment to see a doctor. I have a stomach ache.

Receptionist OK. Are you registered with us, Anas?

Anas Yes, I've been before. My family name is Abdullah.

Receptionist Could you spell that, please?

Anas Yes, of course. A-B-D-U-L-L-A-H.

Receptionist Thanks. How long have you had your stomach ache?

Anas Um, around three days now.

Receptionist OK, you'd better come in today. When would you like an appointment?

Anas Any time after four, please.

Receptionist I have an appointment at 4:30. Would that be OK?

Anas Yes, thank you.

Receptionist See you at 4:30.

Story time Jad and Johnny – The gondola trip

 42

- A Listen, read and find out.
For the story text, see pages 56–57.

Unit 6 Jobs

Lesson 1 What do they do?

 43

- A Listen and read the descriptions. Then match them to the photographs.

- a**
A businesswoman works in an office and runs a business. She is very good at working with money.
- b**
A pilot flies a plane and takes people to different countries. They have to wear a uniform.
- c**
An architect plans and designs buildings. They work in an office.
- d**
A mechanic works in a workshop or a garage and repairs people's cars.
- e**
An engineer works outside or in an office. They design, build or repair machines, roads and bridges.
- f**
A shop assistant works for a shopkeeper or shop owner. They help customers, the people who want to buy things in the shop.
- g**
A firefighter's job is very dangerous. They put out fires and save people. A firefighter has to wear special clothes.

Lesson 2 Two jobs

 44

- 4 Now listen and check.
- Voice** Where do you work?
- Nurse** I work at the Red Crescent Hospital.
- Voice** Do you have to wear a uniform at work?
- Nurse** Yes. I have to wear a uniform at work.
- Voice** Do you like your job?
- Nurse** Yes. I like my job very much.
- Voice** How long do you have to work?
- Nurse** Oh, I usually have to work ten hours a day.
- Voice** Is it hard work?
- Nurse** Yes. It's very hard work, but I like taking care of sick people.

- Voice** How long did you have to study?
Nurse I had to study for four years.
Voice Do you want to be a doctor?
Nurse No, I don't want to be a doctor. I love my job.
Voice How many people do you see every day?
Nurse Every day? Oh, I usually see about 40 or 50 people every day.

Lesson 3 A day in the life of a firefighter

 45

2 Listen and check your answers.

Firefighter When I arrived at the fire station yesterday morning, I checked my equipment as usual. We had our first call at ten o'clock. We were told there was a fire in a supermarket in the middle of town. We drove through the streets as fast as possible. When we got there, the fire was burning strongly. The heat was terrible, and some people were trapped inside. We had to get them out quickly. We got out our hoses and pointed them at the building. Twenty minutes later, the fire was out, and we were able to go into the building. We saved all the people, but some had to go to hospital.

At two o'clock, we were called to an accident on the ring road. The police helped us get there very fast. One car was on fire and another was upside down on the road. Fortunately, the driver of the burning car was standing by the side of the road. However, the driver of the other car was trapped. We put the fire out quickly and got the second driver out. He was badly injured.

At the end of the day, I was tired and upset about the accident. But it's all in a day's work for a firefighter. We do our best.

Lesson 4 What's my job?

 46

B Listen and answer the questions.

Part 1

Teacher Good morning, class.
Class Good morning, Miss Hadeel.
Teacher Today you're going to play a game.

Class *(Slight cheer)*

Teacher The name of this game is 'What's my job?', and this is what I want you to do. You'll work in pairs. One of you, Student 1, thinks of a job but doesn't tell her partner. OK?
Class Yes, Miss Hadeel.

Teacher Student 2 has to try to find out what the job is. Student 2 can ask five questions – only five, no more. If you can find out the job with five questions or fewer, you get a point. If not – nothing. Right. You can begin. I'll listen.

Student 2 Have you thought of a job?

Student 1 Yes.

Student 2 Um – do you work inside?

Student 1 Sometimes.

Student 2 Do you work in an office?

Student 1 No.

Student 2 Do you make food for people?

Student 1 No.

Student 2 Do you help people?

Student 1 Yes.

Student 2 You're a doctor.

Student 1 Wrong. I'm a police officer.

Part 2

Teacher Good morning, class.
Class Good morning, Mr Kareem.
Teacher Right, everybody. Today I want you to play a game.

Class *(Slight cheer)*

Teacher The name of this game is 'What's my job?', and this is what I want you to do. You'll work in pairs. One of you, Student 1, thinks of a job but doesn't tell her partner. All right?

Class Yes, Mr Kareem.

Teacher Student 2 has to guess what the job is. Student 1 says five things about the job, and after each sentence, Student 2 makes a guess. Remember – only five things,

no more. If Student 2 can guess the job after hearing just five sentences or fewer, she gets a point. If not – nothing. Right. You can begin now. I'll listen.

Student 1 Right – I've thought of a job.

Student 2 Go on.

Student 1 I don't work in an office.

Student 2 You're a farmer.

Student 1 No. Next thing: I wear a uniform.

Student 2 You're an ambulance driver.

Student 1 No. Third sentence. I take people to other places.

Student 2 You're a – er – you're a bus driver.

Student 1 No. I have to speak English.

Student 2 You're a taxi driver!

Student 1 Wrong. Last sentence. I work at the airport.

Student 2 You're a pilot! Of course!

Student 1 Correct. Well done. Now it's your turn.

Lesson 5 A train timetable



47

B Listen to three passengers in London. Write the letter next to the topic.

a

Ticket inspector Good morning, madam. Can I see your ticket, please?

Emma Yes, of course. Here you are.

Ticket inspector Thank you very much. And your passport, please.

Emma My passport! Oh, no! I forgot my passport. I think I left it on the kitchen table.

Ticket inspector I'm sorry, madam. You can't travel on this train without a passport.

Emma I don't live very far away. I can get my passport and be back at the station in an hour. Can I use this ticket on any train to Paris?

Ticket inspector Yes, madam. There's a train at 25 minutes past four.

Emma See you in an hour!

b

Harry Hello. Can I check something, please?

Ticket inspector Yes, of course, sir. How can I help?

Harry What time is the last train to Paris this evening?

Ticket inspector Let me check. Erm, five minutes past eight.

Harry My daughter is catching the train at Ashford. Does the 8:05 stop at Ashford?

Ticket inspector No, sir. It only stops at Calais. You'd need to catch the earlier train at six o'clock. That one stops at both Ashford and Calais.

Harry OK, I'll talk to my daughter. Thank you.

c

Ticket inspector Good morning. How can I help you?

Aisha Hello. Can I check something, please? I have to be in Paris for a meeting at ten o'clock tomorrow morning. Which train should I catch?

Ticket inspector Hmm, the first train, which leaves at five to seven, gets to Paris at twenty past ten.

Aisha Oh dear, that's too late.

Ticket inspector The best thing would be to go later today and stay overnight.

Aisha Yes, that sounds a good idea. I can't be late for the meeting. Thank you.

Ticket inspector You're welcome. Can I help you with anything else?

Aisha That's all. Thank you very much.



48

C Listen to some passengers and look at the timetable. Where do they want to go? Which trains do they catch?

1

Carim Excuse me, can you help me, please?

Ticket inspector Yes, of course.

Carim What time's the next train to Ashford?

Ticket inspector It's one o'clock now, so the next train is at 15:30.

2

Ben Excuse me.

Ticket inspector How can I help?

Ben What time is the first train to Calais?

Ticket inspector The first train leaves at nine thirty. It leaves from platform two.

3
Amelia Can I check something with you, please?

Ticket inspector Go ahead.

Amelia I want to be in Paris before four o'clock. Should I catch the 12:55 train?

Ticket inspector Yes, that train arrives at 15:25.

 **49**

4 Now listen and check.

- a** Can I see your ticket, please?
- b** Yes, of course. Here you are.
- c** Can I use this ticket on any train to Paris?
- d** Can I check something, please?
- e** How can I help?
- f** Let me check.
- g** That's too late.
- h** You're welcome.

Story time Jad and Johnny – The Alps

 **50**

A Listen, read and find out.

For the story text, see pages 69–70.

Unit 7 The world around us

Lesson 2 How can we help?

 **51**

B Listen and read.

Noora We should do something.

Sara No. We *must* do something. But what?

Dalia We must collect money to send some children to school.

Layla I know! Let's have a bring-and-buy sale.

Dalia What's that?

Layla Everyone brings something to be sold. And everyone buys something.

Noora That's a great idea. We can advertise it in the school magazine.

Sara Wonderful! I have some CDs. I'll bring those.

Dalia I can help. I'll bring some plants. I grow them in our garden.

Layla And I have lots of clothes.

Noora I'll bake some cakes.

Sara Wait! Wait! Where are we going to have this sale?

Dalia In the school playground, I hope. Let's go and ask the headmistress.

Layla Good idea.

 **52**

1 Underline the strong syllable in the words. Then, listen and check.

- a** something
- b** advertise
- c** everyone
- d** playground
- e** headmistress

 **53**

3 Listen and write notes.

Part 1

Suhad Hello, Sara. I hear there's going to be a bring-and-buy sale.

Sara Yes. That's right.

Suhad Well, I'll bring a camera.

Sara A camera? Isn't that a bit ...

Suhad It's all right. I've just got a new one, but the old one still works.

Sara That's great! Thank you, Suhad.

Suhad When's the sale?

Sara On Monday at four o'clock.

Suhad Fine. See you then.

Part 2

- Wisal** Hi, Sara. I heard about the bring-and-buy sale. I think it's a great idea.
- Sara** Thank you, Wisal.
- Wisal** I'd like to help. I've got lots of books. I'll bring the ones I've read.
- Sara** That's wonderful. People always buy books.
- Wisal** When do you want them?
- Sara** Oh, just before the sale, please.
- Wisal** When is it?
- Sara** On Monday at four o'clock.
- Wisal** All right. I'll bring them at quarter to four.
- Sara** Fine. Thanks very much.

Part 3

- Widad** Hello, Sara. I hear you need some things for the bring-and-buy sale.
- Sara** Yes, we do, Widad.
- Widad** Well, I think I can help.
- Sara** Oh, good!
- Widad** I have a lovely doll, but I don't play with it anymore.
- Sara** A doll will be lovely. There's sure to be a child who'll want it.
- Widad** That's what I thought. Shall I take it to your house?
- Sara** No, thanks. Just bring it to the playground, please. At about quarter to four.
- Widad** All right. Bye for now.
- Sara** Bye, Widad.

- Mother** Yes, we have now, but we may not always have plenty. Turn the tap off.

Picture 3

- Nasser** Oh, welcome, Kamal. Come in.
- Kamal** Nasser, I thought your house was on fire!
- Nasser** On fire! Why?
- Kamal** There are lights blazing everywhere!
- Nasser** Yes, isn't it lovely?
- Kamal** No, I don't think it is. I think it's terrible to waste electricity like this. You should switch most of them off. Waste not, want not! Remember?

Story time Jad and Johnny – The Eiffel Tower



- A Listen, read and find out.**
For the story text, see pages 80–81.

Lesson 7 Throwing things away



B Now listen and check your ideas.

Picture 1

- Father** Tamara! You haven't finished!
- Tamara** Yes, I have, Dad.
- Father** No, you haven't. Just look at all that food on your plate.
- Tamara** I can't eat it. I took too much.
- Father** That's so wasteful, Tamara. People around the world are hungry. Think of them next time.

Picture 2

- Mother** James, you're wasting water.
- James** No, I'm not. I'm brushing my teeth.
- Mother** But you don't need to keep the water running all the time. It's very wasteful.
- James** But we have plenty of water.

Unit 8 Review

Lesson 1 Listening



B Now listen and check your ideas.

Part 1

What did Susan get wrong?

Susan Hello, this is Susan. Can I speak to Liz, please?

Woman Liz! There's nobody here called Liz.

Susan What? She must be there! She gave me her number and told me to phone at six o'clock. It's very important. I have to ...

Woman Hold on, hold on! I've told you, there's nobody ...

Susan But she gave me this number - 432147 - and I wrote it down.

Woman Well, I'm afraid you wrote down the wrong number. 432147 is my number, and I'm not Liz. I can't help you. Goodbye.

Susan But ... Oh, dear! Now what can I do?

Part 2

What did Jalal get wrong?

Jalal There's nobody at home. What can I do?

Taxi driver Ring the bell again.

Jalal I rang it and rang it. The house is completely dark.

Taxi driver There must be somebody there. You've come to stay with them for a holiday, you told me.

Jalal Yes, I have.

Taxi driver Are you sure this is the correct address - 24 West Street?

Jalal Of course it is. My friend Dave phoned me, and I wrote it down on this piece of paper.

Taxi driver Perhaps it's the wrong number. Or perhaps it's West Road - or Drive or ...

Jalal What can I do? I don't know anyone else in England!

Taxi driver Well, let's see. You can ...

Part 3

What did Jane Smith get wrong?

Receptionist Can I help you?

Jane Oh, yes. My name's Jane Smith. I have an interview at four o'clock. With Miss Brown.

Receptionist I don't think so, Miss Smith.

Jane What do you mean?

Receptionist I don't think you have an interview with Miss Brown at four o'clock.

Jane But I have! It's about a job as a secretary.

Receptionist Yes, Miss Brown was looking for a new secretary. And she's found one, I'm pleased to say.

Jane She can't do that! What about my interview? I want that job.

I'm a really good secretary. I'm ...

Receptionist Miss Smith. Please calm down. It's true, you did have an interview. But it was yesterday. You didn't come for it.

Jane It wasn't yesterday. It's today.

Receptionist I'm afraid you're wrong. Look at my diary. I phoned you and told you the day and the time. You said it was all right.

Jane Oh, dear! I must have written it down on the wrong day!



1 You are going to hear a news report on the radio. Listen and tick the best answer.

Newsreader And now for some local news.

A house in Castle Street was ruined by fire last night. Today, firefighters are trying to find out how it started. The fire started late last night. Mrs Sarah Brown and her two children, Ann, five, and Kate, three, were asleep upstairs. Mr Brown works at night, so he was not in the house when the fire broke out. Our reporter spoke to one of the Browns' neighbours, Mr Sam White.

Sam I was coming home late - about midnight. As soon as I got out of my car, I smelt smoke. Then I saw it was coming from under the door of number 14, the Browns' house. I ran towards the house. Oh, and I used my mobile phone to call the firefighters. I couldn't open the front door, so I started shouting: 'Fire! Fire!' Then Mrs

Brown appeared at an upstairs window. She was shouting, 'Help! Help! I can't get to my girls.' I told her to jump, but she shouted: 'No, no! Not without the girls!' The firefighters arrived at that moment – just minutes after my call.

Newsreader One of the firefighters spoke to our reporter.

Firefighter We got up to Mrs Brown from outside the house, but, of course, she didn't want to leave her children. 'They're in their bedroom at the back of the house,' she said, 'but I can't open my bedroom door to get to them. Break it down, quickly, please, please!' 'If you go through that door,' I shouted, 'you'll die. The heat and smoke will kill you. We have special equipment. You must leave now and let us get on with our job.'

Newsreader The firefighters were able to get Mrs Brown out quite quickly. And they found the two girls, not in their bedroom but in the bathroom. That probably saved their lives. They had to be taken to hospital. Their mother is also in hospital, but she will be able to leave later today. The girls will be there for some time.



58

- 3 **Kamal Mustafa is a teacher at a school in Al Anbar. Listen and answer the questions. Write short answers.**

Kamal

Mustafa History and Geography were my best subjects at school, but Maths was my favourite. However, I was quite lazy, so I was surprised when I passed all my final exams. I went to university and studied Maths. All the other students worked hard, so I did, too.

After university, I didn't get the job I wanted to do, so I went to Haditha for a year as a volunteer teacher. I didn't get any money, of course, but I found that I really enjoyed

teaching.

When I came back home, I went on a training course and then got a job. My first job was in a big school in Ramadi. I didn't enjoy living in a big city, so after two years, I decided to move to the country. I have been in Al Anbar for five years, and I'm very happy here. I am going to stay as long as possible. I teach students how to work with computers. Most of them are very hard-working, so I don't have to tell them to work. They know that computers are important in today's world, and they learn very quickly. Sometimes I find that my students know more than I do, so I still have to study!

Lesson 2 Speaking



59

- A Practise reading the speech bubbles aloud. Then listen carefully. Do you need to practise saying them again?**

Part 1

Female I went to a new restaurant last night, but it was awful. The food was bad, and the waiters were very slow. Worst of all, they weren't even polite.

Part 2

Male I went to a new restaurant last night, and it was fantastic! The food was delicious, and the waiters were really good. They were helpful and friendly.



60

- B Listen. Then play a game: *Going on holiday*.**

Person 1 I'm going to take a toothbrush.

Person 2 I'm going to take a toothbrush and toothpaste.

Person 3 I'm going to take a toothbrush, toothpaste and sunglasses.

Person 4 I'm going to take a toothbrush, toothpaste, sunglasses and a guidebook.

Person 5 I'm going to take a toothbrush, toothpaste, sunglasses and a pair of shoes.

Person 6 You forgot the guidebook, so we have to start again.

Unit 5 Extra activities

61

1 Read the sentences. Then listen to Noora and Zeena and write **T** for true and **F** for false.

Noora Hi, Zeena!

Zeena Oh, hello, Noora. Where are you going?

Noora To the internet café.

Zeena But you have a computer at home, don't you?

Noora Yes, but it's broken. And I want to send an email today.

Zeena Who are you sending an email to?

Noora My friend, Helga – she lives in Germany. It's a great way of keeping in touch.

Zeena Why don't you phone or send a text?

Noora That would be quite expensive! It's much cheaper to send an email.

Zeena Oh, yes, I see.

Noora I want to tell Helga that we're going to Europe in the holiday, so I will be able to see her.

Zeena Have you seen her before?

Noora No, but we have been penfriends for a year. So now we'll meet at last. I'm really excited! Zeena, I have to go. See you later.

Zeena Oh, right. Enjoy the internet café – and your holiday!

Unit 6 Extra activities

62

1 Some boys and girls are talking about what they are going to be. Listen and tick the job each person is going to do.

a

Girl 1 At school, my best subjects are English and Arabic. I'm also learning French. I'm going to try to get a job in a newspaper office. They always need help with reports from other countries.

b

Boy 1 When I leave school, I'm going to work in my father's restaurant for a year. I really like working in the kitchen making delicious food for people. Then I'm going to go to college to train. Perhaps one day I'll have my own restaurant.

c

Boy 2 My best school subject is Maths, but I also like Geography. I really want to visit other countries. In the evenings, I often go to the airport and watch the planes. As I watch them, I think, 'One day, I'm going to fly one of those!'

d

Girl 2 After school, I'm going to go to training college. My favourite subject is History – I just love it, and I want to tell other students about it later. I'm very patient, so I won't get angry if my students aren't interested in it at first. I'll just have to make my lessons more interesting.

e

Boy 3 My favourite subject at school is Science. And I'll need it in the job I'm going to do. I've always liked animals, and I don't like seeing an animal sick or in pain. I want to help make it better. First, I have to go to university, though.

f

Girl 3 At school, I'm quite good at Arabic and IT – you know, working with computers. After school, I'm going to go to college and then get a job in an office – writing letters, answering the phone, talking to visitors – all those things.

Unit 7 Extra activities

63

1 Listen to some boys and answer the questions.

- Yassir** Phew! I'm hot. That was a long walk. Let's sit down and have something to drink.
- Jamal** Good idea! Do you want a bottle of water or a can of cola? *(Pause)*
Yassir! You aren't listening. What's wrong?
- Yassir** Just look at that, Jamal!
- Jamal** What?
- Yassir** All that rubbish lying around on the beach.
- Jamal** Hm, yes. Some litter louts must have been on the beach.
- Yassir** It's horrible. We must do something.
- Jamal** Do something? What can we do?
- Yassir** Pick it up.
- Jamal** You're joking! Why should we pick it up? We didn't put it there.
- Yassir** I know, but if we don't do something, who will? Come on, Jamal. You know we've all been asked to try to keep our country clean. Here's your chance.
- Jamal** Oh! Well! All right!
- Yassir** Good! You collect bottles and cans. I'll collect paper.
- Jamal** What do I collect them in?
- Yassir** There are plenty of plastic bags lying around. Use some of them.
- Jamal** I thought you were thirsty, Yassir. What about that drink you wanted?
- Yassir** I'll have it later. I'll be even thirstier after picking up this lot.
- Jamal** Well, I'm having some water now and when I've finished.
- Yassir** *(Laughing)* OK, Jamal! Have some water and cheer up! Don't be so grumpy. You'll feel fantastic when you've finished!
- Jamal** Hm, maybe. But I came to the beach to enjoy myself, not to work.

Unit 1

Possessive 's'

Form

Singular	Regular plural
My sister's friend.	My sisters' friend.

Singular	Irregular plural
The child's father.	The children's father.

Use

We use the possessive 's' to say when an object belongs to someone or to something.

In the singular, the apostrophe comes before the s.

The child's father. (one child)

My sister's friend. (one sister + one friend)

In the plural, the apostrophe comes after the s.

My sisters' friend. (more than one sister + one friend)

When using the possessive 's' with irregular plurals, the apostrophe comes before the s.

The children's father. (two or more children)

Common irregular plural nouns include: *child - children; woman - women; man - men; person - people.*

for and since

Form

for + period of time (e.g., two weeks, three years)

since + specific time or event (e.g., 2015, school started)

Use

We use *for* to talk about the length of time or duration of an event.

I have lived in Basra for ten years.

She has been asleep for three hours.

My parents have been married for 15 years.

We use *since* to say when a period of time or an event started in the past.

I have lived in Basra since I was born.

She has been asleep since she got home from school.

My parents have known each other since 2004.

like + noun, *-ing*, or adjective + noun

Form

Subject	<i>like</i>	Noun
I / You / We / They	like	football.
He / She / It	likes	football.

Subject	<i>like</i>	Verb + <i>-ing</i>
I / You / We / They	like	cooking.
He / She / It	likes	running.

Subject	<i>like</i>	Adjective + noun
I / You / We / They	like	exciting sports.
He / She / It	likes	complicated games.

Use

Some verbs have a special grammar. For example, *like* can be followed by a noun, a gerund, or an adjective and noun.

Other common verbs that follow a similar pattern include: *avoid*, *enjoy*, *hate*, *dislike*, *finish* and *start*.

He hates bikes.

He enjoys cycling.

He dislikes fast games.

Unit 2

should/shouldn't

Form

Subject	Affirmative	Negative
I / You / He / She / It / We / They	<i>should</i> + infinitive without <i>to</i>	<i>shouldn't</i> + infinitive without <i>to</i>

Use

We use *should* and *shouldn't* when we are giving advice to mean that, in our opinion, something is a good idea or a bad idea.

Should and *shouldn't* are always followed by the infinitive without *to*.

We should go home now because it's getting late.

You've got an exam tomorrow – you shouldn't stay up late.

She should ask for help if she has a problem.

He shouldn't eat so much food because it's not good for him.

too much, too many, a little, a few, a lot of

Form

<i>too much</i>	uncountable noun
<i>too many</i>	countable noun
<i>a little</i>	uncountable noun
<i>a few</i>	countable noun
<i>a lot of</i>	countable and uncountable noun

Use

We use *too much, too many, a little, a few* and *a lot of* to describe the amount of something.

They are usually connected to a personal opinion, saying that the quantity is excessive (e.g., *too much*) or insufficient (e.g., *too little*).

Too much is used for uncountable nouns to describe an excessive amount.
There's too much noise. I can't hear what you're saying.

Too many is used with countable nouns to describe an excessive quantity.
We're in a traffic jam because there are too many cars on the road.

A little is used with uncountable nouns to describe a small amount.
Only a little sugar in my coffee, please.

A few is used with countable nouns to describe a small quantity.
There are only a few tigers left in the wild.

A lot of can be used with both countable and uncountable nouns to describe a large quantity/amount.

She has a lot of friends; she's very popular.

Can I have a lot of ice cream, please? It's my favourite!

want

Form

want + direct object

want + pronoun + infinitive with *to*

Use

The verb *want* has a special grammar. Because it is a transitive verb, it is always followed by a direct object.

You can say:

I want some help, please.

I want to ask for help.

You can never just say *I want*.

Want + pronoun + infinitive with *to* is a common construction when a person needs another person to do something.

I want you to help me win this competition.

Unit 3

do, go, play

Form

Subject	<i>do/does</i>	Noun
I / You / We / They	do	judo.
He / She / It	does	yoga.

Subject	<i>go</i>	Noun + <i>-ing</i>
I / You / We / They	go	swimming.
He / She / It	goes	running.

Subject	<i>play</i>	Noun
I / You / We / They	play	football.
He / She / It	plays	basketball.

Use

We use the verbs *do, go* and *play* with sports in different ways.

We use *do* for individual sports or activities where we don't play against a team.

My mother does yoga in the morning.

I want to do karate in the summer holidays.

We use *go* for sports that end with *-ing*.

We go swimming at the leisure centre.

My father goes cycling at the weekend.

We use *play* for sports that use a ball where we play against another person or team.

I play tennis with my brother.

He plays basketball after school every day.

Descriptions

Form

Describing a noun/thing: adjective + noun/thing

Describing a verb/action: verb + adverb

Use

Adjectives and adverbs are words we use to describe things. We use them in different ways.

To describe a noun or a thing, we use an adjective. We put the adjective before the noun.

It was a great film.

We can use several adjectives to describe something. If we use two or more adjectives, we use commas to separate the adjectives.

It was a big, scary monster.

We went inside the large, dark and deep cave.

To describe an action, or to say how an action was done, we use an adverb. We usually put the adverb after the verb.

Most adverbs are formed by adding *-ly* to the end of an adjective.

We walked quickly to the supermarket.

I spoke loudly because there was a lot of noise outside.

Some adverbs are irregular, so we don't add *-ly* to the end of the adjective.

adjective: *good*; adverb: *well*

We played really well and we won the match.

used to

Form

Subject	Affirmative	Negative
I / You / He / She / It / We / They	<i>used to + infinitive</i>	<i>didn't use to + infinitive</i>

Questions

Did/Didn't	Subject	Affirmative
Did/Didn't	I / you / he / she / it / we / they	<i>use to + infinitive</i>

Use

We use *used to* when we describe things or states that happened in the past but do not happen now, such as old habits or routines.

I used to hate cheese. Now I love it!

I used to take photos with a camera, but now I use my phone.

She used to wake up late every morning, but now she gets up before the sun.

When we use the negative form, or when we ask a question, we take off the *d* from *used*.

They didn't use to like their English classes. Now they love them!

Did you use to cry a lot when you were a baby?

Unit 5

Active forms

Form

Active sentences usually follow this order: subject + verb + object.

Subject	Verb	Object
I / You / We / They	need	water.
He / She / It	needs	water.

Use

We use the active form to say who or what does the action. The focus is on the subject of the sentence and the action that the subject does.

We tidy the classroom after school.

He does his homework before dinner.

The shop sells newspapers.

Passive forms

Form

To form the passive, we use *be* + past participle.

To make negatives, we use *be* + *not* + past participle.

To make questions, we use *Wh-* words + *be* + subject + past participle.

Use

We use the passive when it's more important to say what action happens to the subject. When we use the passive, it is not important to say who or what does the action.

Arabic is spoken in Iraq.

Spanish isn't spoken in Iraq.

What is the language spoken in Iraq?

Infinitive	Past simple	Past participle
build	built	built
clean	cleaned	cleaned
eat	ate	eaten
fix	fixed	fixed
invent	invented	invented
speak	spoke	spoken
steal	stole	stolen
think	thought	thought
use	used	used
write	wrote	written

Past active

Form

To form the past active, we use subject + past simple + object.

To make negatives, we use subject + *did not* + present simple + object.

To make questions, we use *was/were* + subject + past simple.

Use

We use the past active when it's important to say who or what did an action at a time in the past.

The teacher cleaned the classroom.

The teacher didn't clean the classroom.

Was the classroom cleaned?

Past passive

Form

To form the past passive, we use subject + *was/were* + past participle.

To make negatives, we use subject + *was/were not* + past participle.

To make questions, we use *Wh-* words + *was/were* + subject + past participle.

Use

We use the past passive when it's not important to say who or what did an action at a time in the past.

The pyramids in Egypt were built around 4,500 years ago.

The pyramids weren't built by aliens.

When were the pyramids in Egypt built?

The present passive with *can*

Form

The passive with *can* is formed with *can* + *be* + past participle.

To make negatives, we use *cannot* + *be* + past participle.

To make questions, we use *can* + object + *be* + past participle.

Use

We use the passive with *can* to talk about possibility or permission.

Mobile phones can be used when the plane is on the ground.

Mobile phones cannot be used when the plane is on the ground.

Can mobile phones be used when the plane is on the ground?

Unit 6

be going to + infinitive

Form

We make affirmatives using subject + *be going to* + infinitive.

We make negatives using subject + *be* + *not* + *going to* + infinitive.

We make questions using *be* + subject + *going to* + infinitive.

Use

We use *be going to* + infinitive to talk about the future. We use it when we feel sure that something will happen or feel sure that something will not happen.

I'm going to be a doctor.

I'm not going to be an architect.

Are you going to be an architect?

be + *good at/not good at* + noun or *-ing*.

Form

To talk about an activity or noun, we use subject + *be* + *good at* + noun.

To make negatives, we use subject + *be* + *not good at* + noun.

To make questions, we use *be* + subject + *good at* + noun.

To talk about an action, we use subject + *be* + *good at* + verb + *-ing*.

To talk about an action, we use subject + *be* + *not good at* + verb + *-ing*.

To make questions, we use *be* + subject + *good at* + verb + *-ing*.

Use

We use *be + good at/not good at + noun or -ing* to talk about things we can or cannot do well.

We can use this to talk about an activity or noun.

I'm good at English. I got 100% on my spelling test.

I'm not good at football. I can't run very fast.

Is she good at art?

We can also use this to talk about an activity or action.

I'm good at running. I am training for a marathon.

My little brother is not good at playing computer games.

Are the art students good at drawing and painting?

Future with *be going to* and *when*

Form

To talk about the future with *be going to* and *when* in the same sentence, we use the present simple after *when*.

<i>be going to</i>	<i>when</i>	Present simple
I'm going to write books	when	I finish school.
She's going to be a businesswoman	when	she grows up.

<i>be + not going to</i>	<i>when</i>	Present simple
I'm not going to write books	when	I finish school.
She's not going to be a businesswoman	when	she grows up.

<i>Wh- words + be going to</i>	<i>when</i>	Present simple
What am I going to write	when	I finish school?
What is she going to be	when	she grows up?

Use

We use *be going to* and *when* to talk about a certain event that will happen at a point in time that is in the future.

I'm going to study French when I go to university.

To make negatives, we use subject + *be + not going to*, followed by *when* and the present simple.

My brother is not going to study English when he goes to university.

To make questions, we use *What + be + subject + going to + infinitive*.

What are you going to study when you go to university?

Unit 7

should and must

Form

Should and *must* are always followed by the infinitive without *to*.

We use subject + *should/must* + infinitive without *to*.

To make negatives, we use subject + *should not/must not* + infinitive without *to*.

To make questions, we use *should/must* + subject + infinitive without *to*.

Note: Although we can use *must* in questions, it is more common to use *have to*.

Use

We use *should* to give advice to someone.

You should write that down before you forget what she said.

You shouldn't eat that. It's not good for you.

What should I do to get better marks on my exam?

We use *must* to talk about rules and obligations.

We must change our habits to reduce the effects of climate change.

You mustn't throw litter. Always put it in the bin.

Must you do your homework before you can play computer games?

may and might

Form

May and *might* are always followed by the infinitive without *to*.

We use subject + *may/might* + infinitive without *to*.

To make negatives, we use subject + *may not/might not* + infinitive without *to*.

To make questions, we use *might* + subject + infinitive without *to*.

Note: It is not common to use *may* in a question.

Use

May and *might* are used to talk about both the present and the future.

We use *may* and *might* to talk about something that you think is possible, but you are not sure about it.

The difference between *may* and *might* is very small, but *might* is less certain than *may*. The speaker can choose to use one or the other.

If we plant thousands of trees, we may/might turn parts of the desert into green areas.

We may/might not reduce global temperatures.

If we plant thousands of trees, might we turn the desert into a green area?

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