



State of Palestine
Ministry of Education
& Higher Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **8**

Learning Modules

2024

Contents

Unit 1	Hello World!	4
Unit 2	A taste of Palestinian culture	8
Unit 3	Going to a National Park	12
Unit 4	How to get healthy	20
Unit 5	People and games	24
Unit 6	Friends	27
Unit 7	Different people, different clothes	33
Unit 8	The world of food	37
Unit 9	Back home in Palestine	42
Unit 10	A Palestinian wedding	50
Unit 11	Finding out about names	54
Unit 12	When Islam came to Spain	60

Unit (1-3)	<p>At the end of this phase, eighth graders should be able to:</p> <ul style="list-style-type: none"> • Use present perfect, present simple and stative verbs in real contexts. • Talk about ability using can, can't, could and couldn't. • Talk about actions in the past using used to. • Form compounds and learn some opposites. • Practice present perfect tense with yet and already. • Describe website photo and talk about personal feelings.
Units (4-6)	<p>At the end of this phase, eighth graders should be able to:</p> <ul style="list-style-type: none"> • Use since and for in present perfect continuous tense. • Learn about some nouns and verbs having similar forms. • Punctuate using commas and full stops. • Practice using possessive pronouns and possessive adjectives. • Write number dates and their written forms. • Use either/too/ something and everything in sentences. • Use If and When in conditional sentences. • Describe nouns and actions using adjectives and adverbs. • Make suggestions using What about.
Units (7-9)	<p>At the end of this package, eighth graders should be able to:</p> <ul style="list-style-type: none"> • Make comparisons with Adjectives and Adverbs. • Write a "Lost" public announcement. • Talk about quantities using How much, How many, Some and Any. • Distinguish between Countable and Uncountable nouns. • Use Noun Person/ Noun Thing and Noun action in real contexts. • Join two parts of a sentence using Who, Which and That. • Replace Nouns with Pronouns.
Units (10-12)	<p>At the end of this phase, eighth graders should be able to:</p> <ul style="list-style-type: none"> • Make and respond to offers using would like, would love and would prefer. • Learn about the irregular forms of different plural nouns. • Punctuate using comma, full stop and apostrophe. • Report statements and questions. • Comprehend a reading passage. • Describe a famous Palestinian place focusing on the topic sentence.

1 Listen and repeat.



at the moment family go online Grandma
landline (phone) Mrs on the phone project so

Word formation

Mr Mrs

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



Nadia's family are from Palestine, but they are living in London at the moment. Tina is her friend.

Nadia Hello. Nadia speaking.

Tina Hi, Nadia. It's Tina. How are you?

Nadia Fine, thanks. And you?

Tina I'm fine, too. Listen, we need to plan our school project.

Nadia Right. But why are you calling my mobile? That's expensive.

Tina I tried your landline, but it was busy.

Nadia Ah, yes. Mum's using the phone in the kitchen to call her mother. Grandma lives in Jenin, and they talk on the phone every week.

Tina Well, let's email each other.

Nadia Sorry, but we can't at the moment. My brother Sami is using the computer. He's chatting to his friends online.

Tina Oh, no!

Nadia Sami always goes online in the evening.

Tina So let's carry on with your mobile.

Nadia Yes, but not here. Dad's watching the sport on TV.

Tina Ah, so are you moving to the next room?

Nadia Yes ... But guess what! Mum's finishing.

Tina So we can change to the landline. Great!

Everyday
English

Listen, ...
Guess what!

1 Read sentences 1–6.

- 1 Mum **is using** the phone in the kitchen **now**.
- 2 Sami **is chatting** to his friends online **at the moment**.
- 3 They **talk** on the phone **every week**.
- 4 Sami **always goes** online in the evening.
- 5 Sami **loves** chatting to his friends online.
- 6 Grandma **lives** in Jenin.
- 7 Nadia and her family **are living** in London **at the moment**.

Look at the sentences again. Add the present simple or present continuous.

- 1 Sentences 1 and 2 are about actions now or about now.
The verbs are in the _____.
- 2 Sentences 3 and 4 are about actions that happen several or many times.
The verbs are in the _____.
- 3 Sentences 5 and 6 are about things that always stay the same.
Sentences 5 and 6 use the _____.
Sentence 7 is about something that stays the same for some time – but not always.
Sentence 7 uses the _____.

1 Complete the sentences. Use the present simple or present continuous.

- 1 Nadia's mum is speaking to Grandma on the landline at the moment, and they _____ each other their news. (speak, give)
- 2 Nadia's mum _____ her mother every week, and they always _____ lots to talk about. (call, have)
- 3 Tina is on the phone. She _____ to Nadia because they _____ a school project together. (talk, do)
- 4 Sami always _____ his friends online in the evening, and they often _____ about football. (meet, chat)
- 5 Nadia's aunt _____ with Grandma in Jenin, and she _____ there, too. (live, work)
- 6 Nadia's dad _____ in London now, and so his family _____ with him there, too. (work, live)

2 Read again and find the opposites in the text.

- | | | | |
|---------------|--------------|---------|-------|
| 1 old | <u>young</u> | 5 leave | _____ |
| 2 answer(ing) | _____ | 6 funny | _____ |
| 3 ancient | _____ | 7 cheap | _____ |
| 4 better | _____ | 8 never | _____ |

3 Complete the following. Use pairs of opposites from activity 1. Make any changes needed.

- 1 **A** This documentary is good but it's very _____. I'm bored!
B We can change and watch some cartoons. They'll be _____.
- 2 **A** Your little brother isn't very _____, is he?
B No, he's only five. He's still very _____.
- 3 **A** Can I _____ a question about computers, please?
B Well, I'll try to _____ it, but I don't know much about computers.
- 4 **A** I hate wearing lots of things, so I _____ wear a coat.
B That's strange. I _____ wear a coat in winter. I hate being cold!

4 Match the names and the kinds of TV programme. Give more examples from Palestinian TV.

- | | |
|--------------------------|---------------------------|
| 1 Tom and Jerry | a film |
| 2 Football Special | b cartoon |
| 3 The World Tonight | c music programme |
| 4 Sing, Sing, Sing! | d documentary |
| 5 Batman™ Flies Again | e sports programme |
| 6 The Birds of Palestine | f the news |

1 Write the verbs in brackets in the correct forms – present simple or present continuous.



Grandma Tell me about Sami. He was having some problems at school, was he? Is he enjoying it more now?

Mum Yes, things (1) _____ much better now. (get) He (2) _____ life here in London. (like)

Grandma What is he doing at the moment?

Mum He (3) _____ at the computer. (sit) This year, he (4) _____ more and more time with that thing. (spend)

Grandma Does he go on Facebook every day like his cousins here in Palestine? They (5) _____ doing that! (love)

Mum Yes, he (6) _____, too, (do) but he (7) _____ that now. (not do)

Grandma Oh, so what is he doing now? Is he sending emails to people?

Mum Yes, he (8) _____. (be) He (9) _____ always _____ Facebook. (not use) He often (10) _____ emails, too. (write)

Unit 1 --- Worksheet

1- Fill in the blanks using words from the box below.

project	goes online	landline	grandma	so
----------------	--------------------	-----------------	----------------	-----------

- 1- I am at home now; you can call me onphone.
- 2- The girls arranged to meet to discuss their school.....
- 3- How often do you phone your? Twice a week.
- 4- If you want to contact her, she usuallyin the morning.

2- Complete the table by writing the missing words below?

The Word	The Opposite
leave
.....	cheap
ancient
.....	young

3-Complete. Use the present simple or present continuous.

- 1- I usuallymy friend at the weekend. (**visit**)
- 2- The boys are computer games now. (**play**)
- 3- Nadia texting to her sister. (**love**)
- 4- Just wait for five minutes, mom The meal. (**prepare**)
- 5- Listen! Someone at the door. (**knock**)

4-Answer the following questions about yourself using either the present simple OR the present continuous?

- 1- What does your mom usually cook on Fridays?
.....
- 2- How often do you email your pen friend?
.....
- 3- Why are you still playing computer games?
.....

The End

1 Listen and repeat.



age culture develop feel like guitar pizza
quite seem sound

Word formation
taste tasty

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



Tina and Mike are having dinner with the Kamal family at an Arab restaurant.

Tina This looks good. It looks like a pizza.

Nadia But it isn't. It's *sfeeha*.

Sami And here's the next thing – *kebabs*.

Mike They smell delicious.

Mrs Kamal They taste delicious, too. Everyone, please start.

Tina Can you cook Arab food, Nadia?

Nadia I can make things like *kebabs*, but I can't cook a big meal.

Mike Listen! That drum music sounds great. Is it Arab?

Mr Kamal Yes, that drum is a *tablah*. ... And now you can hear an '*oud*'.

Mike That '*oud*' sounds like a guitar, Mr Kamal. Is it?

Mr Kamal Well, modern guitars developed from the '*oud*' long ago.

Tina It's exciting music. I feel like dancing!

Mrs Kamal I'm not surprised. You see, it's a wedding dance.

Mike You seem to know a lot about the '*oud*', Mr Kamal. Do you play it, too?

Mr Kamal I could play it quite well at the age of 18, but not now. Work got busy, so I couldn't find time to play.

Sami But Dad, you still play at parties, and you're the best!

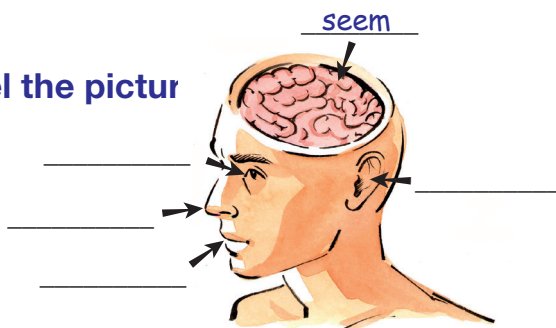
It is a happy evening, and Mike and Tina are enjoying their first taste of Arab culture.

Everyday English

I feel like dancing!
You're the best!

3 Read sentences 1–5. Use the verbs to label the picture

- This *sfeeha* **looks** good.
- The *kebabs* **smell** delicious.
- The *kebabs* **taste** delicious, too.
- That drum music **sounds** great.
- You **seem** to know about the '*oud*'.



1 Write what these people are saying.

feel look seem smell sound taste



a They look beautiful
(beautiful)



b I
(hot)



c She
(sad)



d That
(delicious)



e This
(fantastic)



f It
(terrible)

2 Read the sentences.

- 1 I **can** make *kebabs*, but I **cannot (can't)** cook a big meal.
- 2 I **could** play quite well when I was young.
- 3 Work got busy last week, so I **could not (couldn't)** find time to play.

3 Read.



classical folk song instrument
poem rock music the heart of
the 1950s used to

Word formation

feel feeling
music musical musician
sing singer song

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



- 1 **A** Do you know anything about _____ Arab music?
B It grew out of ancient poems and the traditional music of different cultures.
- 2 **A** How many _____ does he play?
B He plays the *'oud* and *tablah*, and he's a good _____, too.
A Great! Perhaps he'll sing some _____ at my brother's wedding!
- 3 **A** Can you learn to play a _____ instrument at your school?
B Yes, I can. For example, I can learn the piano or the guitar.
- 4 **A** Tell me about _____. It developed in America.
B Yes, it developed there in _____. But young people quickly started playing the new kind of music round the world.

1 Read sentences 1 and 2.

- 1 In the past, people **used to sing** folk songs about their simple lives.
- 2 They also **used to put** their poems to music.

2 Read the questions and answers.

- 1 **A** Did people **use to sing** rock songs a thousand years ago?
B No, they **did not use to do** that. Rock music only developed in the 1950s.
- 2 **A** Did people **use to play** the guitar thousands of years ago?
B No, they **did not use to do** that. The guitar only developed two centuries ago.

3 Write sentences about Ali and Mona. Use the words.

- 1 Ali often (email) friends now / not use to / before / he / text them

Ali often emails friends now, but he didn't use to do that before. He used to text them.

- 2 Mona often (eat) fish for dinner / not use to / before / she / have meat

- 3 Ali often (listen) to the radio in the evening / not use to / before / he / watch TV

4 Read about the young Mr Kamal and do the task.

Complete gaps (1)–(8). Choose the best time expression for each gap.

Even when he was very young, Yousef Kamal used to sing very well. He could learn a song very quickly, and everyone knew that he was musical. (1) Then (Finally, / Then) he started at a new school (2) _____ (at the age of 11 / by that time), and his music teacher quickly saw that he was good. (3) _____ (A week later, / A day earlier,) she met his parents and talked to them about this. She told them that their son should study the 'oud.

(4) _____ (Not long after that, / Long after that,) his mother and father bought a good instrument for him. They also found a teacher, a famous 'oud player, and young Yousef started lessons.

(5) _____ (In a very short time, / Finally,) he started to love music and the 'oud even more than his school work. He used to play for an hour or more every day, and (6) _____ (in two weeks, / in two years,) he could play quite well.

(7) _____ (After five more years, / After several more days,) he and his teacher played the 'oud together on a popular TV programme, and it went very well. (8) _____ (That morning, / Next morning,) his name was in all the newspapers!

Unit 2 ---Worksheet

1-Complete the sentences below using the verbs in the box.

sounds – seems- smell – look – feel like

- 1- Wow! These paintings wonderful.
- 2- The music is exciting, I Dancing.
- 3- I can't wait, the Kebabs..... very delicious.
- 4- Tablah great in the folkloric songs. I like it.
- 5- Her eyes are full of tears, shesad.

2- Complete the statements using{can, can't, could, couldn't}

- 1- When I was four, I run but my little sister
- 2- Mommake a delicious Mansaf, but my big sister.....

3-Do as the example using used to.

Example -Sami usually plays football now, but he didn't use to do that before. He used to play basketball.

- 1- Rami often (play) the Oudh / not use to/ before / he / dance dabkah.
.....
- 2- Dad always (invite) his friends for dinner at home/not use to/before/he/ invite/ at a restaurant.
.....

4-Fill in the blanks using the suitable time expression from the list.

{finally– after that – at an early age - before}

- 1- I usually brush my teeth I go to bed.
- 2- The girls cleaned their room,.....they had their delicious lunch.
- 3- Thanks God, Igot back my lost money.
- 4- Om Kalthoum started to sing

The end

1 Listen and repeat.



entrance far go camping go hiking
hear of national pass so (= very) trip

Yosemite

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



Omar Haifawi has arrived in America to stay with his cousins. They are planning a trip together.

Uncle Where would you like to go, everyone?

Aunt We could go camping in the mountains.

Yasmeen Yes, let's find a beautiful lake and stay there.

Adnan And let's go hiking.

Uncle Mountains ... lakes ... hiking ... This means Yosemite!

Omar I'm sorry, but I've never heard of Yosemite.

Adnan It's a beautiful national park. Have you ever seen pictures of it?

Omar No, I haven't. It sounds fantastic. Have you ever been there?

Yasmeen Yes, we have. We went on a school trip last year.

Uncle And I often used to go hiking there.

Aunt Has everyone put their things in the car yet?

Yasmeen Yes, I've just done that.

Omar And I'm taking my things out now.

Adnan I'll come soon, but I haven't found my trainers yet.

Yasmeen You're so slow, Adnan! Omar, let's help him. Then we can leave.

Yasmeen We're getting hungry, Dad! Is it still very far?

Uncle No, we've already passed the sign for Yosemite.

Aunt You can eat the sandwiches in the bag next to your feet.

Adnan No, we can't. We've already eaten them!

Uncle Look! We're here! There are the mountains!

They have just arrived at the entrance. Their visit to Yosemite starts here!

**Everyday
English**

You're so slow!
Look! We're here.

1 Read sentences 1–4.

- 1 Omar **has arrived** in America. 3 **Has** everyone **put** their things in the car **yet**?
 2 I **have just put** my things in the car. 4 I **have not found** my trainers and T-shirts **yet**.

2 Work in pairs. Ask and answer questions about the list. Use *just* and *(not) yet*.

- A Have they had breakfast yet?
 B Yes, they've just done that, but they haven't listened to the weather forecast yet.



Things to do on the morning of our trip

Have breakfast.	7:30-7:50
Listen to the weather forecast.	8:00-8:05
Put our things in the car.	8:15-8:45
Get on the road to Yosemite.	9:00
Have coffee on the way.	10:30-11:00
Arrive at Yosemite.	12:30

3 Read the sentences.

Remember that we also use **already + present perfect** for things that have happened recently.

- A You can eat the sandwiches in the bag.
 B We **have already eaten** them!

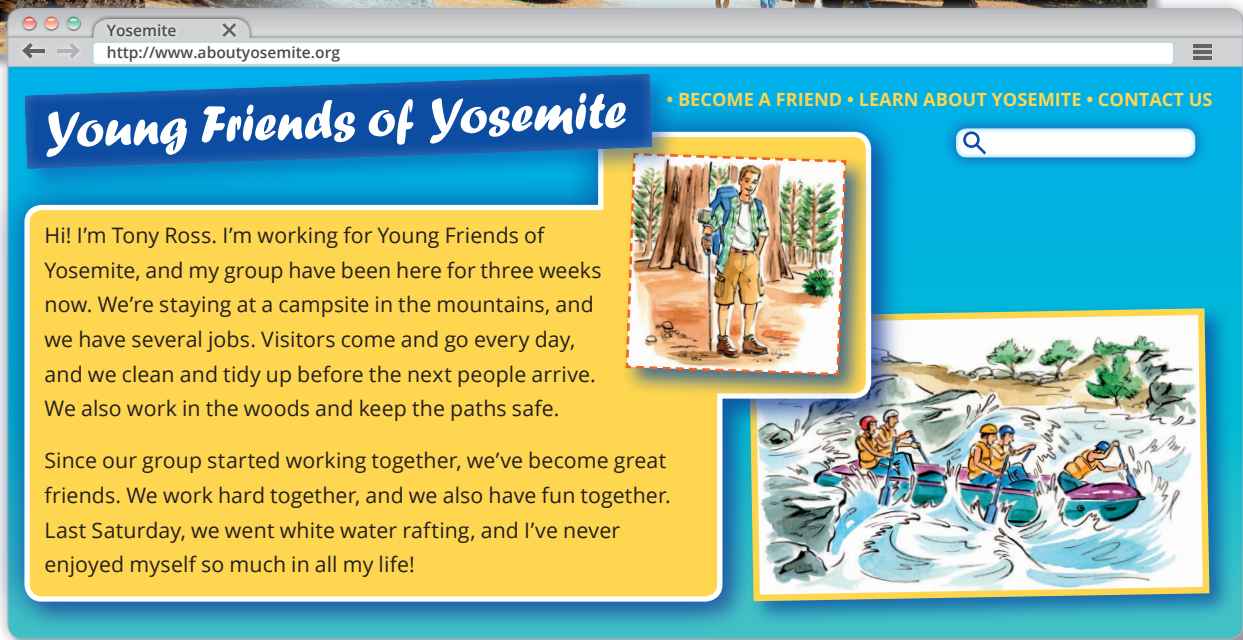
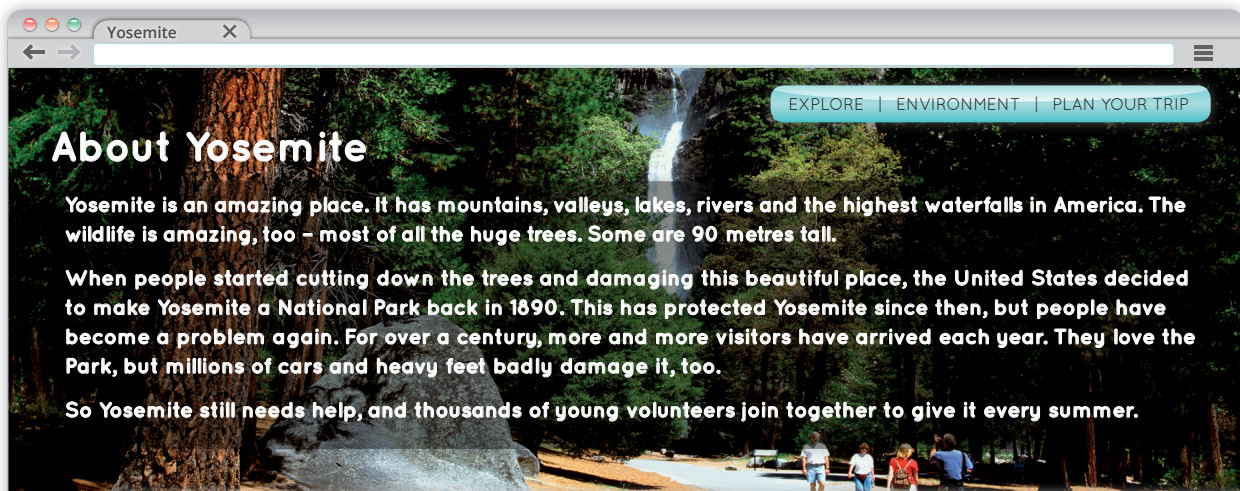
4 Write replies with *already*.

- 1 **Omar** Let's find a football to take with us.
Adnan I've already found one to take with us.
 2 **Aunt** Can Yasmeen take the picnic things to the car?
Uncle She _____

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

- 1 The animals are the most amazing living things in Yosemite.
- 2 The United States made Yosemite a National Park about 160 years ago.
- 3 People are trying to damage Yosemite again.
- 4 Tony Ross and his group are working down in the valley in Yosemite Park.
- 5 Tony has made some good friends in the last three weeks.

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



1 Read again and find the opposites.

- | | |
|-----------------|-------------------|
| 1 lowest _____ | 5 light _____ |
| 2 stopped _____ | 6 old _____ |
| 3 short _____ | 7 dangerous _____ |
| 4 ugly _____ | 8 after _____ |

2 Complete the sentences with pairs of words from activity 1. Then practise in pairs.

- 1 **A** The volunteers _____ work early yesterday morning.
B And they only _____ for 30 minutes for lunch.
- 2 **A** The bus went under four bridges. The _____ was six metres – no problem.
B But the _____ one was only four metres, and that was very difficult!
- 3 **A** We planted these trees together, but this one is still very _____.
B And that one is growing fast. It's quite _____ now.
- 4 **A** My bag is very _____. I'm taking several big books.
B Well, my bag is quite _____. I'm only taking some summer clothes.

3 Join words from the two boxes to form compounds.

every ... foot ... home ... in ... out ... some ... water ... wild ...	+	... ball ... doors ... doors ... fall ... life ... one ... times ... work
---	---	--

- | | | |
|---------|---------|---------|
| 1 _____ | 2 _____ | 3 _____ |
| 4 _____ | 5 _____ | 6 _____ |
| 7 _____ | 8 _____ | |

4 Complete the sentences with words from activity 3. Then practise in pairs.

- 1 **A** I think _____ is the most popular game in the world now.
B You're right. Millions of people play it round the world.
- 2 **A** There is lots of _____ in the woods – all kinds of plants and animals.
B And I've heard that there's a beautiful, high _____ to see, too.
- 3 **A** It was very cold _____ last night, wasn't it?
B Yes, it was, so we were happy to get home and stay _____.
- 4 **A** Listen, _____, you can all go home early today.
B But do we have to do any _____ this evening?

Write out a page of Omar's diary.

Use the notes below to help write out the complete diary page. Add the following:

- a) information you have heard or read in Unit 3 to fill gaps 1–8 (use the words in the box).
- b) the 14 verbs in (brackets) – in the present perfect or present simple.

campsite	Friends	lake	mountain
rafting	three	woods	Yosemite

Tuesday, July 5th (evening)

This _____ (be) the end of our third day at (1) _____ National Park, and we _____ (have) a fantastic three days here. We _____ (already climb) a high (2) _____, and we _____ (also have) a lot of fun white water (3) _____.

We _____ (just make) friends with Tony Ross. He _____ (do) volunteer work for Young (4) _____ of Yosemite, and he _____ (be) here for (5) _____ weeks. Every day, he _____ (tidy up) the (6) _____ with his friends, and they also _____ (make) the paths safe out in the (7) _____.

This evening, we _____ (be) sailing on the (8) _____ with them for three hours. We _____ (be) swimming from their boats, too, and we _____ (have) a fantastic time. We _____ (just get) back from all that, and now I _____ (feel) very tired!



Unit 3 ---Worksheet

1- Fill in the blanks with the opposite form of the underlined words?

- 1- Your bag is light, but mine is so....., there are many books in it.
- 2- Everyone shouldwriting when I start counting.
- 3- The highest point is Mt. Everest, but theis the Dead Sea.

2- Join words from the two boxes to make Compounds.

In – home – wild – water	Work – fall – doors - life
--------------------------	----------------------------

- a.
- b.
- b.
- d.

3- Fill in the blanks with the correct form of present Perfect tense.

- 1-you ever.....to Jenin? (be)
- 2- Theytheir work yet, they still need two hours. (finish)
- 3- Thanks God, mom already lunch. (prepare)
- 4-Mona.....her homework yet? (do)

4-Write about yourself using the words below?

- a. Go hiking:
- b. Rafting:
- c. Getting hungry:

The End

Phase One- Units 1-2-3

Evaluation Model Test

Dear 8th graders, Answer the questions below.

1- Complete the statements by writing the opposite forms of the underlined words below?

- 1- This watch is very,but I'd love to buy it because cheap watches are usually not very good.
- 2- Father likes Documentary films, but I prefer funny programs
- 3- The bus arrives the bus station at 5pm andat 5:30 pm.
- 4- I usually wearclothes in the winter because light ones make me feel very cold.

2- Complete the sentences using either the Simple present or the present continuous tense.

- 1- At the moment, grandpa.....(sleep). Don't make noise, please.
- 2- Nadia always (chat) with her friends at night.
- 3- I usually(not like) getting out home in the cold winter.
- 4- Fatima's mom(not allow) her to stay out for long times.
- 5- They(work on) their school project right now.

3- Circle the correct answer?

- 1- Coffee (smell-smells-is smelling) delicious.
- 2- Nadia's singing (sound-sounds-is sounding) very beautiful.
- 3- They (can't, already, used to) visit each other when they were friends.
- 4- Parents (hate- are loving-love- hates) their children.
- 5- When I was a child, I (can-used to- hate) play in snow.

4- Correct the mistakes in each statement below?

- 1- Two years ago, I can't speak French.
- 2- The sun is very hot; we could stay longer under it. Let's go inside.
- 3- It is raining in the winters.

5- Fill in the blanks with either present perfect OR present perfect continuous tenses ?

- 1- Thanks God. Ijustmy work. (**finish**)
- 2-youyour mom’s message yet? (**receive**)
- 3- Theyalready for their seven- day holiday. (**plan**)
- 4- My teacher.....our test sheets yet. (**return**)

6- look at the website photos page 32, choose one, describe it, imagine you were there, then write about your personal feelings?

.....

.....

.....

.....

.....

.....

.....

The end

1 Listen and repeat.



fit	get on	had better	junk food	just (= only)
miss	real	Really?	recently	wake up

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



Sami is at the doctor's.

Doctor What's wrong, Sami? You don't look very well.

Sami You're right. I've been feeling quite sick for several weeks. And I've been getting tired quickly.

Doctor Have you been sleeping badly for a long time, too?

Sami Yes, I have. And I haven't been playing well for my football team recently.

Doctor Have you been eating normally?

Sami Well, no. I've been waking up late, and missing breakfast.

Doctor So you've been going to school tired and hungry. And what have you been eating for lunch?

Sami Just fries.

Doctor Sami, fries are junk food! You need to start eating real food!

Doctor And that includes fruit and vegetables.

Sami Really?

Doctor Yes. And you'd better read this book – *Get fit and healthy*. Do what it says, and then come back next month.

Sami Thanks. I'll do that. I mustn't lose my place in the team!

A month later ...

Doctor How have you been getting on since our talk last month?

Sami Really well. I read the book, and I've been doing what it says since then. I've been sleeping much better.

Doctor I can see that. You don't look tired today. Have you been eating better, too?

Sami Yes, and I feel much healthier now. Thanks for all your help.

Everyday
English

Really?
Really well.

1 Complete the sentences about Sami and Nadia.

Write about things that have been happening since they moved to London.

- 1 They _____ to school not far from their new home. (they ... go)
- 2 _____ a lot of English. (they ... learn)
- 3 _____ a different project with his friend Mike. (he ...work on)

2 Write what Sami said in conversation 2.

Use the present perfect continuous.
Use time phrases from the boxes.

for ...

the past month
the last four weeks

since ...

my last time here
our last conversation

- 1 I _____ early in the morning for _____. (wake up)
- 2 I _____ breakfast since _____. (not miss)

3 Look at the verbs and nouns. Complete the sentences with them. Make any changes needed.

Verb	drink	help	sleep	walk
Noun	drink	help	sleep	walk

- 1 **A** Ali hasn't been sleeping very well at night.
B I think that's because he always has a sleep in the afternoon!
- 2 **A** I _____ for hours by the river, all the way to the waterfall.
B Ah, yes, that was a beautiful _____, wasn't it?
- 3 **A** Thank you for all your _____ on Monday.
B Oh, that's OK. I didn't really _____ very much.
- 4 **A** We're _____ orange juice. Would you like some, too?
B Thanks, but I'd really just like a _____ of cold water, please.

1 List five kinds of fruit and vegetables that you really like. Choose from 1–12 in activity 3.

Use commas like this: *I like apples, dates, lemons, figs and grapes.*

I like _____.

List any of the fruit and vegetables 1–12 that you really dislike.

I _____.

2 Read sentences 1–4.

- 1 You **had better do** our quiz.
- 2 You **had better not do** this.

- 3 You **could start** a new sport
- 4 **What about walking** for an hour?

3 Add *You had (You'd) better ...* or *You had (You'd) better not ...*



Unit 4 ---Worksheet

1- Complete the sentences with words from the list below?

{junk food – missed – fit – wake up – recently}

- 1- Hello Saleh, where have you been? I reallyyou.
- 2- The doctor advised me not to eat..... because it is bad for my health.
- 3- If you want to be, keep training and sleep well.
- 4- Hana hasn't played today....., she seems sick.

2- Use either since OR for to complete the sentences below?

- 1- The team players have been training.....a week now.
- 2- Sally family has been living here.....ten years.
- 3- I have been learning English.....I was young.
- 4- Samia has been sleeping..... yesterday.

3- Decide whether the underlined words are verbs OR nouns?

- 1- Excellent Maha, your answer is correct. (.....)
- 2- Let's walk alongside the river! (.....)
- 3- Children always need help from their parents. (.....)
- 4- I'd like to drink a glass of orange juice please. (.....)

4-Punctuate the sentences using commas and full stops where needed.

- 1- Liza bought bread some kebabs a can of cola and ice-cream

.....

- 2- I'd like to watch cartoons action films and play PUBG

.....

The End

1 Listen and repeat.



club coach either miss practise soccer
 sports bag training whose

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



Omar has seen a big sports bag. It isn't his, so he asks Adnan.

Omar Whose is that sports bag, Adnan? Is it yours, or is it Yasmeen's?

Adnan It's hers. Mine is over there by the stairs.

Yasmeen (Yasmeen arrives.) Yes, I've got training at the club today. Our coach says we really mustn't miss it. We have to practise more.

Adnan I mustn't miss my training, either. You see, Omar, our teams both have big matches tomorrow.

Omar What kind of sport do you mean? Basketball? Volleyball?

Yasmeen No, soccer.

Omar Soccer? What's that? I've never heard of it.

Adnan Oh, yes, it's soccer here in America, but everyone else calls it football.

Omar Ah, football! I love the game.

Yasmeen I do, too.

Omar But football isn't a game for girls, is it? Not like volleyball.

Yasmeen I don't agree.

Adnan I don't, either. Lots of girls play it here.

Yasmeen It's a game for everyone, and it's my favourite.

Omar Mine, too. I really miss football!

Adnan What about training with me this evening?

Omar Fantastic! And can I come and watch your match tomorrow?

Adnan Yes, it'll be good. Our team are going to win!

Yasmeen Ha! You should come and watch our game, Omar. Ours will be much better than theirs!

Everyday
English

I really miss football!

1 Read sentences 1–4.

- 1 It's a game for everyone, and it's **my favourite** game, too.
- 2 **Mine**, too.
- 3 You should come and watch **our game**.
- 4 **Ours** will be much better.

Complete the table with possessive pronouns from above and the conversation.

	singular				plural		
possessive adjectives	my	your	his	her	our	your	their
possessive pronouns							

2 Read sentences 1–5.

- 1 **A** Football **is** my favourite. **B** It **is** mine, **too**.
- 2 **A** I **love** the game **B** I **love** it, too. / I **do**, too.
- 3 **A** I **do not** agree. **B** I **do not** agree, **either**.
- 4 People **have always loved** to compete their hardest, and to win, **too**.
- 5 There **were no** 'rights' and 'wrongs' – and matches **were not** very safe, **either**.

3 Write short answers. Use *too* and *either*. Then practise in pairs.

- 1 **A** Yasmeen has got training this evening. (Adnan) **B** Adnan has, too.
- 2 **A** Adnan can't miss training this evening. (Yasmeen) **B** Yasmeen can't, either.
- 3 **A** Adnan really wants to win tomorrow. (Yasmeen) **B** _____
- 4 **A** Yasmeen's team will play really well. (Adnan) **B** _____
- 5 **A** Adnan's team won't lose. (Yasmeen's team) **B** _____
- 6 **A** In Britain, we don't call it 'soccer'. (Palestinians) **B** _____

Unit 5 ---Worksheet

1- Complete the dialogue using the correct possessive pronouns or adjectives.

A: Hi Liza, is that my bag with you?

B: No, it isbut I sawover there.

A: whose trainers are these?

B: I think they are Ahmed's.

A: Oh yes, they are I saw him wearing them yesterday.

2- Write the missing number dates or written forms below?

Number Dates

2020

.....

1967

.....

Written Forms

.....

thirty two thirty five

.....

seventeen eleven

3- Complete the sentences with (everything, something, everyone, someone, either or too)?

1- I am very hungry; I need.....to eat.

2-should keep silent, grandpa is sleeping.

3- Listen! There'sknocking at the door.

4- I don't like junk food, mom doesn't

5- Sami always gets high grades, his sister does.....

4- Choose words from the list to form compounds.

{line – ache – day – ground}

1-birth..... 2- play..... 3- land..... 4- ear.....

The End

1 Listen and repeat.



alone embarrassed horrible in fact
natural scared support worried

Word formation

worry be worried
scare be scared
embarrass be embarrassed

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



Two days ago, Tina's younger brother fell from a tree and hurt himself badly.

Nadia Hi, Tina. What's the news from the hospital? How's Tim?

Tina He was much better when we visited him last night.

Nadia Great! And you look happier now. You were very upset yesterday morning.

Tina Yes, I was really scared.

Nadia Well, it's fantastic that you don't need to worry now.

Tina Listen, Nadia, I want to say sorry for yesterday.

Nadia Oh, because you shouted, 'Leave me alone!'

Tina Yes. I know you were just trying to support me like a good friend.

Nadia Well, I always want to help when a friend is upset.

Tina And I was horrible back to you! I'm really sorry.

Nadia It was only natural, so don't worry. Really.

Tina You see, I sometimes say the wrong thing when I get upset. And when I think about it later, I always feel bad – and embarrassed, too.

Nadia It's fine. I understood completely, and I wasn't angry.

Tina Thanks, Nadia.

Nadia You see, when people are friends, they don't have to hide their feelings. In fact, they shouldn't hide them.

Tina You really are a good friend, Nadia!

Everyday English

Don't worry.

It's fine.

Really.

I understand completely.

1 Read sentences 1–2.

- 1 I always **want** to help **when** a friend **is** upset.
- 2 **When** I **think** about it later, I always **feel** bad.
- 3 **When** people **are** friends, they **don't have to** **hide** their feelings.

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

- 1 The verb tense is always the present simple in **a)** just one part. **b)** both parts.
- 2 In the sentence, the *when* part can **a)** only come first. **b)** come first or second.
- 3 All of the sentences talk about something that happens **a)** in the present. **b)** at any time.

2 Match sentence parts 1–6 and a–f. Write out the complete sentences.



- | | | | |
|---|-----------------------------------|---|--|
| 1 <input checked="" type="checkbox"/> e | When people are embarrassed, | a | they often shout and jump up and down. |
| 2 <input type="checkbox"/> | When people are scared, | b | they may say things like, 'Really?' |
| 3 <input type="checkbox"/> | When people are worried or upset, | c | they often go white. |
| 4 <input type="checkbox"/> | When people are surprised, | d | they usually look happy. |
| 5 <input type="checkbox"/> | When people are pleased, | e | they often go red. |
| 6 <input type="checkbox"/> | When people are excited, | f | they may sometimes be horrible to their friends. |

1 When people are embarrassed, they often ...

3 Listen and repeat.



adult at first completely danger
if immediately secret situation trust

4 Complete the sentences.

- 1 Read the sentences and guess the missing 'feeling' adjectives.
- 2 Before you write, check your guesses. Find the adjectives in brackets.
- 1 Tariq was very pleased when he found his watch again. (sedleap)
- 2 Rima was really _____ when her father had to go to hospital. (rowride)
- 3 Everyone on the bus was really _____ when it started racing down the narrow mountain road. (descar)
- 4 Sameera was very _____ when she got into the school basketball team. (exectid)

1 Find words in the text to complete the table.

Adjective	Adverb
_____	dangerously
recent	_____
immediate	_____
clear	_____

Word formation
 dangerous danger
 complete completely

2 Complete the sentences. Use pairs of words from activity 2.

Remember: Adjectives tell us more about nouns. Othman has a *beautiful* voice. Adverbs with an *-ly* ending usually tell us more about verbs. Othman sings *beautifully*.

- 1 **A** This letter asks for an _____ answer.
B Well, you'd better write back _____.
- 2 **A** Khalid always drives _____, so we were all frightened.
B Yes, and we were also on a very _____ road.
- 3 **A** We haven't seen Hassan for six months. Have you seen him _____ ?
B No, and the most _____ address I have for him is 21 Hebron Road.

3 Read sentences 1–3.

- 1 **If I do** that, I **will lose** my best friend.
- 2 **If he is** a real friend, he **will understand**.
- 3 You **will feel** terrible **if** something bad **happens**.

Unit 6 ---Worksheet

1- Complete the statements using words from the box below.

embarrassed – scared – secret – immediately - trust

- 1- Sorry I can't tell you Fatima told me, it is a
- 2- The match starts at 5 pm, we have to go We are late.
- 3- When I feel, I often couldn't speak.
- 4- My sister can't hide her feeling when she is

2- Use either if OR when to fill in the spaces?

- 1- I will feel terrible.....something bad happens.
- 2-it is windy tomorrow, I will fly my kite.
- 3- people are excited, they may shout and jump.
- 4- I often go redi am pleased.

3- Use either adjective or adverb forms to complete the sentences.

- 1- Would you please explain again more..... (clear)
- 2- Be careful! You're driving too.....(fast)
- 3- I like herand clever answers. (immediate)
- 4- Fairuz always sings(beautiful)

4-Make suggestions "what about" for the following situations?

- 1- If it snows tomorrow, (build a snowman)

.....

- 2- We like to enjoy our time at the weekend.

.....

The End

Phase Two- Units 4-5-6

Evaluation Model Test

Dear 8th graders, Answer the questions below.

1- Complete the sentences with words from the box below

embarrassed – scared – missing- junk food- clearly

- 1- I wasmy breakfast meals because I didn't get up early.
- 2- Could you please write more..... I couldn't read well.
- 3- When I feel, my face usually turns red.
- 4- When the bus started racing down, everyone was really.....
- 5- If you want to keep healthy, don't eat

2- Correct the mistake in each sentence below?

- 1- The team have been training since three days.
- 2- Samia has been watching TV for the afternoon.
- 3- Mom has cooked for two hours now.

3- Decide whether the underlined words are verbs OR nouns?

- 1- You should have a sleep if you are tired. (.....)
- 2- I think it becomes late, we have to start planning! (.....)
- 3- Help me do this question please. (.....)
- 4- I am very thirsty; I'd love a cold drink now. (.....)

4-Punctuate the sentences using commas and full stops.

- 1- We need to buy some bread a carton of milk sugar and apples
.....
- 2- Children prefer to eat ice-cream snacks and drink cola
.....

5-A- Complete the statements below with the correct possessive pronouns or possessive adjectives.

- 1-Sorry. You're mistaken, this is my bag not (your-yours)
- 2-Our team is much stronger than team. (theirs –their)
- 3-That is her book not..... (his- your)

B-Write the missing number dates or written forms below?

Number Dates

Written Forms

2019

.....

.....

nineteen twenty one

6-A- Complete the sentences with (everything, something, everyone, someone, everywhere, either or too)?

- 1- I used to be with mom and dad they go.
- 2- We don't eat fast food, we don't drink cola.....
- 3- Look! is running toward us.
- 4- Omar is good at English; he is good at Math

B- Use either if OR when to fill in the spaces?

- 1- I feel scared, I usually shout.
- 2- I will feel terrible.....something bad happens.
- 3- we have enough money; we will eat at a restaurant.
- 4- I always go to sleep it is 10pm.

7-A -Use either adjective or adverb forms to complete the sentences.

- 1- He drives very.....(good). I feel safe with him.
- 2- The tiger is a veryanimal.(fast)
- 3- He left.....after the bell rang. (immediate)

B- Make suggestions "what about" for the following situations?

- 1- If you feel sick. (see a doctor)
- 2- When we finish training. (go on a trip).....

The End

Different people, different clothes

1 Listen and repeat.



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

Word formation

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

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



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

Mrs Haifawi Omar, what would Ahmad like?

Omar A T-shirt perhaps.

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

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

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

Yasmeen So what about some trainers?

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

Mrs Haifawi Let's go into this sports shop.

Adnan Look, here are the trainers.

Yasmeen These red ones look smart.

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

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

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

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

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

Assistant How can I help you?

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

Assistant Here you are.

Omar Ah, yes, these are just right.

Mrs Haifawi Good. How much are they, please?

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

Mrs Haifawi Good. We'll take them.

Everyday English

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

1 Read the explanation.

2 Complete the statements. Use the adjectives in brackets.



Remember that we compare things in these different ways.

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

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

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



Remember that we compare things in these different ways.

! good, better, best bad, worse, worst

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

3 Read sentences 1–4.

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

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

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

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

5 Listen and repeat.



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

Word formation

Adjectives tidy untidy comfortable uncomfortable
Adverbs tidily untidily comfortably uncomfortably

1 Look at the picture. Answer the questions.

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



2 Add adverbs to the table. Then think of more adjectives and adverbs to complete the table.

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

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

- 1 **A** I can't work _____ in these heavy boots. I don't want to wear them.
B But you must. It's more important to be safe than _____. (*comfortable*)
- 2 **A** We have to be _____!
B I know. If we don't go _____, we'll miss the bus. (*fast*)
- 3 **A** Khalid paints very _____.
B And he's _____ at drawing, too. (*good*)
- 4 **A** Our teacher is very _____.
B Yes, and after school, she always puts everything away _____. (*tidy*)
- 5 **A** I've got a very _____ backache.
B I've got something wrong, too. My shoulder hurts _____. (*bad*)

4 Read the information.

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

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

Unit 7---Worksheet

1-Complete the statements. Use the adjectives in brackets into either comparative or superlative forms.

- 1- I'd like to buy the blue jacket, it's the grey one. (beautiful).
- 2- Ahmed is.....student in the class, he always gets full marks in his examinations. (good)
- 3- My school building isthan yours', it is 100 years. (old)
- 4- Wow, 200\$! it is bag I have ever seen. (expensive)

2- Rewrite the followings with as...as OR not as...as?

- 1- The red car and the white one are amazing.
.....
- 2- Sami is smarter than Omar.
.....

3-Complete the sentence by reordering the given adjectives.

- 1-Ahmed is dressing in his (green-nice-thick) jacket.
.....

4-Complete the sentences by using the correct forms of the words in brackets Either adjective or adverb.

- 1- I've got a headache, my stomach hurts.....too. (bad)
- 2- We are of Ali; the best player in the team. The trainer usually talks about him. (proud)

5-Complete the statements using the words below?

{smart – crazy about- assistant – dollars}

- 1- Omar is reallyfootball, but Nick likes chess more.
- 2- Policemen should always lookin their uniforms.
- 3- These trainers are 85, they look very good.

The End

1 Listen and repeat.

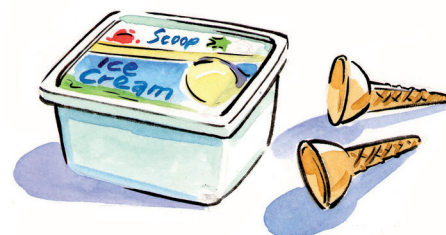
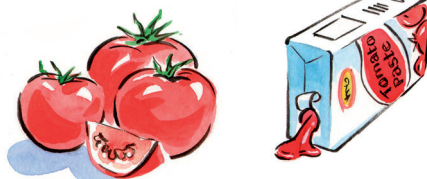


can	carton	each	ground meat	jar
list	litre	regular	tomato paste	tub

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



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



Everyday English

Oh, and one more thing ...

1 Read the questions and answers.

A Are there **any tomatoes**?

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

A Is there **any tomato paste**?

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

2 Read the questions and answers.

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

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

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

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

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

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

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

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

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

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

3 Find words from Unit 8 that go together.

ground ice olive olive tomato

cream paste meat oil tree

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

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

1 Read sentences 1–6.

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

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

ground meat ground meat milk
milk wheat wheat

bread burgers butter cheese
kebabs spaghetti

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

1 Read the information.

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

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

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

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

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

2 Complete a text about Italian food.

1 Add the topic sentences to the correct paragraphs.

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

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

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

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



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

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

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

← (fruit)

← (vegetable)

← (tomato) (lemon)

← dish

← (carton) (tomato paste)

← (green pepper) (onion)

← (olive oil)

← (ground meat)

← (spaghetti)

← (green pepper) (onion)

← (olive oil)

← (onion) (green pepper)

← (meat) (tomato paste)

Unit 8 ---Worksheet**1- Join the words that go together in the two lists?**

A:{ tomato - ground -orange- olive- tea- Knives-Italian}

B: oil- spaghetti- paste - and coffee- meat - and forks- juice}

2- Complete the questions using either How much OR How many?

1-money have you spent on your party?

2-cans of cola do we still need?

3-jars of olive oil did you buy?

4-ground meat should I use for sfeiha?

3- Add a/an/the/x to complete the statements below?

1- ---Palestine is --- beautiful country in ----- Asia.

2- -----climate of ----Suadi Arabia is hot and dry.

3- We make ----bread at home.

4-Olive Tree of Palestine is very popular.

4- Fill in the blanks with some OR any where necessary?

1- Are therecakes left? No, there aren't

2- There arekebabs on the table, but there aren't Pizza.

3- I wish I could find beautiful to buy for Sama in her birthday party.

The End

1 Listen and repeat.



backpack beard centre curly glasses moustache
 side straight wife/wives

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



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

Everyday
English

Oh, let's have a look!

1 Read sentences 1–6.

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

2 Work in pairs. Complete the sentences using words from the box

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

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

3 Complete the table.

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

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

- 1 **A** It's going to be a huge building, but there's a lot of _____ still to do.
B Yes, so we have 500 _____ here, and they're working day and night!
- 2 **A** In the old days, it was dangerous to _____ in the centre of Africa.
B Yes, and _____ were often away from home for months or even years.
- 3 **A** Fareeda is very good at maths and _____ at school.
B Yes, she wants to train to be a _____ when she leaves school.

1 Complete the table.

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

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

- 1 **A** Do we really have to go and do more football _____ this evening?
B Yes, the _____ says we really do – or we won't win our big match.
- 2 **A** I want to train to be a _____ when I leave school.
B Good! _____ means helping people to learn, and that's important work.
- 3 **A** In Arab culture, _____ is very important.
B Yes, and great _____ like Oum Kalthoum can become very famous.

3 Read the sentences.

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

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

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

1 Read the information.

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

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

Now change from nouns to pronouns when you can.

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

2 Read the information.

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

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

Now change from nouns to pronouns when you can.

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

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



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

Unit 9---Worksheet

1-Complete the statements using expressions from the list below?

{on the left- up in – under – with- near}

- 1- My uncle lives in a small town Nablus.
- 2- The girl standing is my friend Nada.
- 3- We usually shade A tree when it is sunny.
- 4- Look therethe hill, I can see a big eagle.
- 5- Who's that boy long hair? He's Sameer.

2- Complete the sentences with noun thing, noun person or noun activity. Nouns are in brackets.

- 1- Ten thousands ofvisit Bethlehem every year.(tour)
- 2- Let's go in the mountains next Friday? (hike)
- 3- Palestinian face many difficulties. (farm)
- 4- My little brother dreams to be ain the future.(guitar)

3- Fill in the blanks with who, which or that.

- 1- Tina was the girl.....dresses the smartest in the school.
- 2- The Dead Sea is the lowest pointhas the saltiest water.
- 3- I am thinking of a person.....could go shopping with me.
- 4- Dad is thinking of somethingkeeps us away from mobile phones.

4-Replace the underlined nouns with the suitable pronouns.

- 1- Look at Ahmed. ...'s playing football beautifully.
- 2- Samia is very good at Languages..... speaks French fluently.
- 3- The books on the shelf are mine. are very expensive.
- 4- There's an amazing painting on the wall. I think is old.

The End

Phase Three - Units 7-8-9

Evaluation Model Test

Dear 8th graders, Answer the questions below.

1- A- Complete the statements. Use the adjectives in brackets into either comparative or superlative forms.

- 1-I believe Mercedes iscar in the world. (beautiful)
- 2- Omar isthan Sami, but Ahmed isof all. (tall)
- 3- I prefer the dark blue jacket, it looks(smart) of the three.
- 4- Ameer isin Arabic than Science. (good)

B- Rewrite the followings with as...as OR not as...as?

- 1- Ahmad is taller than Omar.
.....
- 2- English is easy. Arabic is easy, too.
.....

2-A- Reorder the adjectives in brackets into their correct place.

- 1- Look! Mona looks smart in her (black –long- beautiful) dress.
.....

B- Complete the sentences by using the correct forms of the words in brackets? Either adjective or adverb forms.

- 1- Dad is a..... man, he always dresses(tidy)
- 2- I feelon my sofa, I sit.....for long hours too. (comfortable)

C-Join the words that go together in the two lists?

A:{ ground - vegetables- tea- Knives}

B: {fruits- and coffee- meat - and forks}

3-A-Complete the statements using either much OR many?

- 1- How cups of wheat do we need to make a cake?
- 2- Howsugar do we still have? There isn't
- 3- I need to buy tomato paste; we don't have
- 4- He had made mistakes in his English test.

B-Fill in the blanks with some OR any ?

- 1- Is there one in the class? Yes there are.....
- 2- There arebiscuits, but there isn't Chocolate.

4 -Add a/an/the/x to complete the statements below?

- 1- I visited ----Jerusalem last week.
- 2- ----Kuwait is dry country.
- 3- ---pizza and Spaghetti are Italian Food.
- 4-Dead Sea is very salty.

5 -Complete the statements using expressions from the list below?

{ up in – under – on the right- with }

- 1- The painting hanged of you is mine.
- 2- We usually shade a tree when it is sunny.
- 3- Look therethe hills, dark clouds seem very close.
- 4- Who's that boy a green t-shirt? He's Omar.

6- Complete the sentences with noun thing, noun person or noun activity. Nouns are in brackets.

- 1-is very important in Jericho. (**farm**)
- 2- are trying to find medicine for Covid 19.(**science**)
- 3- It's a very good even very hard. (**work**)
- 4- Manyprefer to walk for short distances. (**travel**)

7-A- Fill in the blanks with who, which or that.

- 1- Mr. Jamal is the teachertaught me English.
- 2- The question.....I failed to answer was very difficult.
- 3- The reasonmade me agree, is very personal.

B-Replace the underlined nouns with the suitable pronouns.

- 1- Look at the red car!'s mine.
- 2- Omar and Ali are friends,are always together.
- 3- Leila is a good girl at school.reads many books very year.

8- Write A “Lost” Public Announcement in five paragraphs benefiting from the given information.

Name: Rania

Age: 5 years old

Appearance: 85 cm tall, blue eyes, short yellow hair.

Clothes: a blue short dress, pink trainers.

Last seen: in the supermarket next to the park.

Start like this:

We are looking for a lost child, her name’s.....

She is

.....
.....
.....

If you see Rania, take here to the nearest police station, please.

The End

1 Listen and repeat.



all right bride congratulations DVD follow
full groom guest

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



Mike and Tina are visiting the Kamals.

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

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

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

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

Tina I'd love to.

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

Sami Come on, Mike! Say yes!

Mike Well, all right.

**Everyday
English**

Come on! Say yes!
Well, all right.

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

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

Tina Everyone looks very happy!

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

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

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

Tina She looks beautiful!

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

Tina There are hundreds of guests!

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

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

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

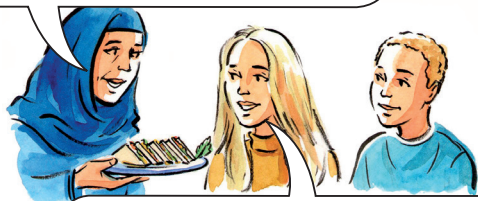
Mike Thanks, but I'd prefer to watch the DVD again. It was fantastic!

1 Read sentences 1–5.

- 1 We **love** weddings.
- 2 I **would (I'd) love** another cake.
- 3 **Would you like** a cake?
- 4 (Yes, please.) I **would (I'd) love to watch** the DVD.
- 5 (Thank you, but) I **would (I'd) prefer to play** computer games.

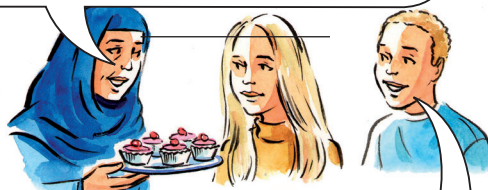
2 Complete the sentences. Use the words to write the conversations.

Tina, would _____



Yes, please _____

What about you, Mike?
Would _____



I _____

- 1 **Mrs Kamal** Tina / like another / sandwich
Tina / please / love / one / delicious

- 2 **Mrs Kamal** what about / Mike / like have
/ sandwich or / prefer / cake
Mike / prefer / have / cake now, Mrs
/ look delicious

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

as celebrate custom dough hold groom
purpose ring Scotland Spain the Philippines

- 1 **A** When do Muslims _____ Eid al-Fitr?
B That happens at the end of Ramadan.
- 2 **A** When you think about it, a baker does something amazing. He starts with a piece of soft, heavy _____ that you can't eat.
B Yes, and it comes out of the oven _____ delicious bread!
- 3 **A** Please show us your beautiful wedding _____.
B Well, all right. If I _____ it up to the light, you can see it more clearly.

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

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

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

baby
boy
box
day
family
glass

monkey
party
sandwich
story
toy
wish

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

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

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

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

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

- We use commas when we list things and often with two or more adjectives to describe something.
I can see Ahmad, Ali and Fuad. Fuad is the one with long, straight hair?

5 Work in pairs. Write out the following. Add 12 commas.

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

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

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

Unit 10---Worksheet

1-Complete the dialogue with would like, would love, would prefer.

- 1- A: Would you a cup of coffee Fatema?
B: No, thanks. I a glass of tea.
- 2- A: What about you Ahmed, what you.... to drink?
B: I'd a cup of coffee, please.

2- Write the words in brackets into their correct plural forms.

- 1- Different types oflive in the jungle. (**monkey**)
- 2- Mom cut the big melon into two (**half**)
- 3- I keep my oldin three big (**dress**), (**box**)
- 4- Several and..... work in this office. (**man**), (**woman**)

3- Add commas, full stops and apostrophes where needed.

- 1- There isnt any oil in the jar
- 2- Tala is the girl with long yellow hair
- 3- This book was great but its very expensive
- 4- Ahmeds family is lovely isnt it
- 5- Lets go shopping Dana. Ive got enough money to buy many things

The End

1 Listen and repeat.



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

Word formation
study student

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



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

Dad Hello. Khalid Haifawi speaking.

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

Dad Is there a problem?

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

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

* * * * *

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

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

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

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

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

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

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

Yasmeen It's the name of a flower.

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

Everyday English

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

1 Read the sentences.

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

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

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

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

1 **Rose** I'm sorry to call Yasmeen in the evening like this.

Dad She says she's sorry to ...

Yasmeen I see.

2 I'm working late to check all my computer details of our students.

...

3 We may have Yasmeen's name wrong, and her other details may be wrong, too.

...

Change round.

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

1 (Name) left (her) book at my home yesterday. // Here you

A (C) left her book at my home yesterday.

B I'll tell (C). ... Hello, (C). (A) says you left your book at (her) home yesterday.

C Oh, thanks, (B). ... Hi, (A). (B) says I left my book at your home yesterday.

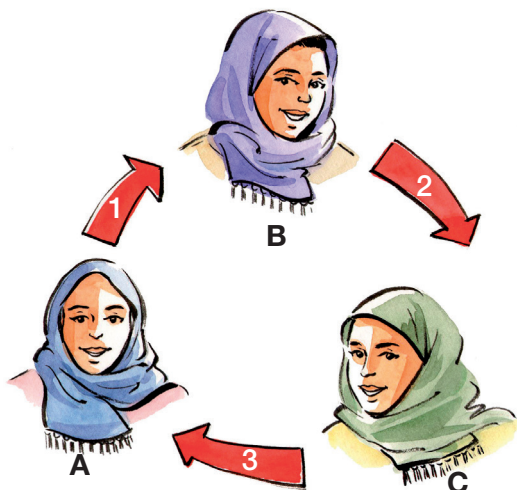
A That's right. Here you are!

C Thank you very much.

A You're very welcome.

2 I'm going to invite (Name) to my party next week. // Please come!

3 I've got some photos of (Name) to give (her/him). // Here they are!



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

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

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

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

Romano Hello, everyone.

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

Emma How did our ancestors get their family names?

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

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

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

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

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

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

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

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

Lucy How do parents choose given names?

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

2 Read sentences 1–8.

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

3 Work in pairs. Change the following into reported questions.

- 1 Emma asks, 'How did our ancestors get their family names?'
Emma asks how ...
- 2 Lucy wants to know, 'How do parents choose given names?'
Go on with questions by the Head Teacher, Dr Cook, about another Grade 8 girl. Use the reporting verbs in brackets.
- 3 'How does Helen spell her family name?' (Dr Cook asks ...)
- 4 'What's her home telephone number?' (He also wants to know ...)
- 5 'Where does she live?' (Then he needs to check ...)



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

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

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

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

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

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

<u>Please tell the Jarretts:</u>
* Pleased they can visit the school on April 25.
* I hope to meet them then.
<u>Please ask them:</u>
* What time will they arrive?
* How long are they going to stay?
* Who would they like to meet?

_____ ← Address 1

_____ ← Date

_____ ← Address 2

_____ ← Who the letter is to

_____ ← Subject line

Dear Mr and Mrs Jarrett

Allen's start at Fairfax High

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

Dr Cook says he is pleased that _____

He also has one or two questions. He wants to know _____

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

Yours truly ← Formal letter ending

Sally Green ← Who the letter is from

S Green (Mrs)

(Personal Assistant to Dr Cook) ← Job

Unit 11---Worksheet

1-Report the following statements.

- 1- I am Rose Hill and I want to ask you some questions Amal
She says.....
- 2- Where does your name come from Mr. Masri?
Rose wants to know.....
- 3- I'm trying to finish my work tonight.
Omar says

2 – Report the following questions.

- 1- What's your home telephone number, Ali?
The counselor wants to know.....
- 2- When did people start using money?
The teacher asks.....
- 3- What does your name mean Yasmeen?
Rose asks.....

3-Work within your group and write a formal letter to the School Manger asking him/her to provide you with a computer lap in your school.

Note: For more help, follow the tips page 62 in writing a formal letter.

The End

1 Listen and repeat.



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

Word formation
Islam Islamic

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



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

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

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

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

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

Sami But why?

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

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

Mike My project about Islamic Spain.

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

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

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

Mike Oh, thanks!

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

Mike Well done!

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

Mike Thanks, Sami!

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

Everyday
English

Is anything wrong?
Poor you!

1 Read aloud.

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

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

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

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

The Muslims in Al-Andalus

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

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

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

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

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

3 Complete a paragraph for Mike's project. Do these tasks.

- 1 Read topic sentences a–c and the rest of the paragraph below. Add the best of a–c.
 - a The Muslims remained in Spain for almost 800 years.
 - b How the Muslims chose a place for their new capital city.
 - c The Muslims took over most of Spain in just six years.
- 2 Now choose time expressions to fill gaps 1–5.

First, Just two years after that,
 In only three years, Soon, Then

Islamic Spain: the early years

- (1) _____ Tariq Ibn Ziyad sailed over from North Africa with just 7,000 men in the year 711.
- (2) _____ Musa Ibn Nusayr brought another 18,000 in 712.
- (3) _____ the Muslims were quickly pushing north into the heart of Spain.
- (4) _____ by 715, most of the south of Spain was in Muslim hands.
- (5) _____ the Muslims were ready to set up a capital city, and in 717, they chose to do this in Cordoba.

2 Complete another paragraph for Mike's project. Do these tasks.

- 1 Read topic sentences a–c and the rest of the paragraph below. Add the best of a–c.
 - a Farmers introduced important new water technologies to Al-Andalus.
 - b Farmers made some of the most important changes in Al-Andalus.
 - c Farmers brought many new kinds of crops to Spain for the first time.

Farming in Al-Andalus

Before Islam arrived, farming in Spain was at a very low level. (1) _____ (For example, / However,) the new culture soon brought new ways of doing things. The Muslims knew a lot about farming, (2) _____ (so / or) of course they introduced their ideas to their new country. (3) _____ (But / Because) Muslim farmers came from dry climates, they knew how to use water well. (4) _____ (Although / For example,) they built channels (5) _____ (in order to / and) carry river water to large areas of dry land. (6) _____ (Therefore, / However,) they were soon growing crops in large quantities – (7) _____ (and / but) becoming rich. These farmers also knew about crops that grew well in hot climates, (8) _____ (and so / or) they introduced a lot of new ones, including lemons, oranges, dates and rice.



- 2 Now choose connecting words from the pairs in brackets to fill gaps 1–8.

2 Work in groups to discuss the Al-Aqsa Mosque. Do these tasks.

- 1 Share all you know about the Al-Aqsa Mosque in Jerusalem. Think about:
 - where it is
 - why it is important
 - its age and size
- 2 Report your information and ideas to the class. Make notes of new things that you hear – things that your group did not discuss.

Unit task: Describing a famous Palestinian building



Unit 12---Worksheet

1-Complete the following sentences using the words below.

{look up-work on- architecture- capital- diseases}

- 1- What are youfor your school project?
- 2- Jerusalem is the eternal of Palestine.
- 3- Omar likes to design houses, so he plans to study.....
- 4- In the past, killed many people all around the world.
- 5- Please, could you help methe year Muslims took over Spain?

2 – Circle the correct linking word in each sentence?

- 1- The Muslims took over Spain in **just/soon** six years.
- 2- The Muslims knew a lot about farming **so/in order to** they introduced their ideas in developing Spain.
- 3- **Because/and so** the team trained very hard, they won the match.
- 4- Would you like the red **or/and** the green t-shirt?

3- Read the passage then answer the questions that follow?

The Muslims set their capital in Cordoba where **they** built beautiful mosques and palaces. **The city** became as important as Baghdad. Al Andalus became the center of civilization in Europe. It's science, medicine, architecture, arts and crafts became famous. **Here**, Al khatib found out how people pass diseases on. Al Zahrawi worked out many new medical operations.

- 1- What is the Islamic name of Spain?.....
- 2- Al Khateeb and Al Zahrawi worked in architecture. (**True – False**)
- 3- Baghdad was the center of civilization in Europe. (**Correct the mistake**)
- 4-Mention four important sciences brought by Muslims to Al Andalus?
1..... 2..... 3..... 4.....
- 5-**they** line 1 refers to..... **The city** line 2 refers to.....
Here line 4 refers to.....

The End

Phase Four- Units 10-11-12

Evaluation Model Test

Dear 8th graders, Answer all the questions below

Q.1 Read the conversation then answer the questions that follow?

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

1-Dad: Hello. Khalid Haifawi speaking.

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

Dad: Is there a problem?

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

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

Dad: It's your new school counsellor. She says some of their student

10-details are wrong, and she needs to check yours. She says she's trying to meet everyone, so **she** wants to find a time to see you.

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

Rose: Yes, sorry, Yasmeen, but may I check your family name? Is it H-i-**15**-g-h-...?

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

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

Yasmeen: Certainly. It's Y-a-s-m-double-e-n. Rose Ah! Not m-i-n at the end. Y-a-s-m-double-e-n. Yasmeen. What a beautiful name! What does it **20**-mean?

Yasmeen: It's the name of a flower.

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

- 1- The three persons in this conversation are 1.....2.....3.....
- 2- Rose is asking about.....
- 3- Personal details could be 1.....2.....
- 4- Yasmeen's name means a flower. **(True- False)**
- 5- Rose is a teacher at Yasmeen's school. **(True – False)**
- 6- The pronoun I line 6 refers to.....
- 7- The pronoun her line 7 refers to.....
- 8- The pronoun she line 11 refers to.....
- 9- What does **a given name** mean?.....
- 10-What do you think Rose's next question could be?
.....

Q.2 Use (would love/would prefer/would like) to complete the conversation below?

Diana: I'm glad you are here sharing me my birthday party.

Omar: Thanks Diana, but where's Sami? He said he.....to come to your party; he likes parties very much.

Tala: yes of course, but I believe heto visit his grandma with his mom and dad.

Diana: sorry to hear that, I reallyhim to be with us.

Well, whatto do first?

Tala: Well. We. to sing to you before cutting the cake.

Q.3 Complete the sentences with the correct plural form of the nouns in brackets?

1- I don't like birthdaybecause I couldn't stop eating cake. **(party)**

2- Syria, Jordan and Egypt are all Arab **(country)**

3- please put theseon the twoover there. **(box, shelf)**

4- I was very hungry, I ate twoand drank twoof cola. **(sandwich, glass)**

Q.4 Report the following statements?

1- your phone number is incorrect Ali.

The teacher says

2- I need to check your personal details.

The counsellor says.....

3- where's your book ?

Mom wants to know.....

4- When will you start your school project Ahmad?

The teacher asks Ahmad.....

Q.5 Punctuate the following statements using commas, full stops and apostrophes.

1- look Dad I can see someone climbing the tree over there

2- I cant find my keys have you seen them Ahmed?

3- Weve done the work Its very difficult.

4- The movie was fantastic isn't it?

Q. 6 Write a paragraph with three topic sentences describing a famous place in Palestine?

.....
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Finished