



State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **10**

Learning Modules

2024

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Units (1-3)	<p>After studying this part of the course, students will be able to:</p> <ul style="list-style-type: none"> • Talk about plans and schedules • Narrate events • Write an email • Talk about journeys • Narrate a story • Talk about interests • Express possibility, ability, necessity, requesting, offering
Units (4-6)	<ul style="list-style-type: none"> • After studying this part of the course, students will be able to: • describe work routines • ask about past events • narrate a story • describe weather conditions • forecast the weather • tell a life story • greet an old friend
Units (7-8)	<ul style="list-style-type: none"> • After studying this part of the course, students will be able to: • narrate past events • request and give directions • plan a visit and write a letter to explain the plan • report what others say and said • give and write down phone messages • express what might have happened differently • describe alternative courses of action now • complete a personal statement
Units (9 - 10)	<p>After studying this part of the course, students will be able to:</p> <ul style="list-style-type: none"> • talk about healthier life choices • express preferences • introduce a Palestinian dish to a visitor • describe possible actions in imaginary situations • note and check details on the phone • predict the future • state plans, make reports about the future • Present an important problem

1 Listen and repeat.



apartment	attach	cancel	definite
depart	district	junior	PS (postscript)
	research (n)	reply	settle in
show (someone)	round	take (someone)	out

Word formation

contact (n) in contact (phrase)
lead (v) in the lead (phrase)

2 Read the emails and do the tasks.

- 1 Match pictures a–e to the correct emails.
- 2 Read out the words that help you match them.

1

NEW EMAIL SEND ↗

From: jenny@myworld.com To: basim@myworld.com
Subject: Hello

Hello Basim,

You don't know me, but my dad gave me your email address. You see, he's in contact with your father because he's joining your dad's farm research project next month.

I'm writing now as I'd love to get to know you and also learn about Palestine. Then I hope to visit in the winter holidays. (They start on 23rd December and finish on 9th January.) Please write back!

Best wishes,
Jenny Scott

PS I'm attaching a photo of a boat race I was in.

2

NEW EMAIL SEND ↗

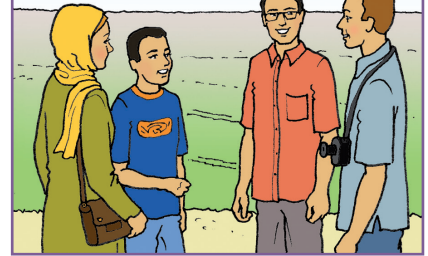
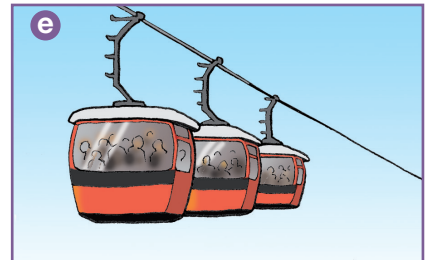
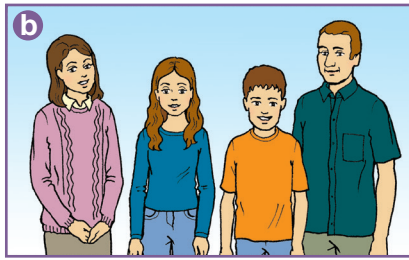
From: basim@myworld.com To: jenny@myworld.com
Subject: RE: Hello

Hi Jenny,

Thanks for your surprise email. Dad says he's really looking forward to working with your dad.

And thanks for the picture of that boat race. Are you the one in the lead? I'm attaching a picture, too. Our local junior team are playing Nablus and I'm the one with the ball. We won 3-1!

Best wishes,
Basim Maqdisi



3

From: jenny@myworld.com To: basim@myworld.com
 Subject: RE: Hello

Hi Basim,

Thanks for replying. I like the dramatic picture! My brother is football crazy, too. He's next to me in the picture that I'm attaching.

About my first picture: yes, that's me nearest the camera. We're on a school trip in the Lake District. We go up there from Manchester every year.

Dad is leaving very soon. But when? He had a date, but it was cancelled. Have you got any news?

Jenny

4

From: basim@myworld.com To: jenny@myworld.com
 Subject: RE: Hello

Dear Jenny,

No, but it's soon. There's a special apartment for him near our house in Jericho. We'll help him settle in – take him out and show him round.

It's late. Must stop.

Bye for now,

Basim

5

From: jenny@myworld.com To: basim@myworld.com
 Subject: RE: Hello

Dear Basim,

Now it's definite. Dad's flying next Saturday – 1st October. His flight departs at 08:30 our time and arrives at 15:15 Palestine local time. We're going to miss him a lot, but he promises he'll call every day. I'm pleased he's going to live near you. I'm sure that'll make life easier.

Best,

Jenny

3 Add other new words from period 1. Make any changes needed.

- 1 **A** If you'd like my new report on lions, I'll _____ it to my next email.
B Thanks! It'll help with the _____ for my project on wildlife in Africa.
- 2 **A** If you're _____ to Freya's letter, please say hello from me.
B I'll add that as a _____ because I've just finished my letter back to her.
- 3 **A** We should make our visitors welcome and _____ them _____ town.
B Yes, let's offer to _____ them _____ this weekend.
- 4 **A** Peter's been in Cairo for a month now, so I hope he's _____ well. I hear he's found a nice _____ in the centre of the city.
B We should get _____ and find out how he's getting on.

4 Now answer the questions.

- 1 How does Jenny know about Basim?
- 2 What was cancelled for Jenny's Dad?
- 3 What do both Jenny and Basim not know until the last email?
- 4 How are Jenny, her mother and brother going to feel when Dad goes?

1 Read the examples.

- 1 He **is joining** your dad next month.
- 2 They **start** on 23rd December.
- 3 Dad **is leaving** very soon.
- 4 They **finish** on 9th January.
- 5 Dad **is flying** next Saturday.
- 6 His flight **departs** at 8:30 am.

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

- 1 Examples 1, 3 and 5 are in the present continuous, **a)** and they are talking about the present.
b) but they are talking about the future.
- 2 Examples 2, 4 and 6 are in the present simple, **a)** and they are talking about regular actions.
b) but each is talking about a fixed action in the future.
- 3 Examples 1, 3 and 5 show that we often use the present continuous to talk about **a)** future personal plans. **b)** future schedules that are decided for everyone.
- 4 Examples 2, 4 and 6 show that we often use the present simple to talk about **a)** future personal plans. **b)** future schedules that are decided for everyone.
- 5 **a)** Some of **b)** All of the examples have a future time reference.

2 Explain Jenny's plans. Use the present continuous for plans.

She's going sailing with her dad and Jack next Sunday.

DIARY	
Sunday	Go sailing with Dad and Jack.
Monday	Prepare for my IT test on Tuesday.

Now explain your plans for this weekend. Give the day and time of day.

3 Explain Captain Omar's schedule. Use the present simple for future schedules.

Captain Omar departs from Arafat International at 08:30 on Sunday. At 11:15, he ...

Sunday	08:30	Depart from Arafat International.
	11:15	Reach Istanbul.

1 Match the phrasal verbs to the definitions.

put up put down put on put away
take out take off take over

Phrasal verbs with *put*

- _____ to put something in the place where you usually keep it
- _____ to put something on a place like a table or the ground
- _____ to cover a part of your body with clothes or jewellery
- _____ to attach something to a wall

Phrasal verbs with *take*

- _____ to take clothes from your body, for example when you are too hot
- _____ to take something from a place where you usually keep it
- _____ to begin to do something that someone else was doing

2 Complete the conversation. Choose from the phrasal verbs in activity 1.

Nisma Have a rest, Aunt Maha. I'll (1) _____ with the children for a while.
Aunt Thanks very much, Nisma. You're very kind.
Nisma I'll (2) _____ them _____ to play in the park.
Aunt Fine, but it's cold today, so they need to (3) _____ their hats and coats.
Nisma Their coats are here. I'll (4) _____ them _____ on the table. I can't see any hats.
Aunt Oh, yes, I (5) _____ them _____ in that cupboard last spring.
Nisma I'm looking, but I can't see them.
Aunt I remember that I (6) _____ a new shelf at the top. Look up there.
Nisma I'll (7) _____ my shoes and stand on a chair to look. ... Yes, here they are!

1 Read the examples.

- 1 I **am going to interview** him.
- 2 I can see this **is going to be** a busy day.
- 3 We're certain now that many regions **will become** too dry.
- 4 'Let's stop and I **will show** you something,' he suddenly says.
- 5 If you like, I **will take** you for lunch in our canteen.

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

- 1 We use **a) only will** **b) only going to** **c) both will and going to** for talking about the future in different ways.
- 2 We often use **a) going to** **b) will** for plans and intentions (Example 1).
- 3 We often use **a) going to** **b) will** for what we feel must happen (Example 2).
- 4 We often use **a) going to** **b) will** to state or predict future facts – which we often introduce with words like *certain, sure, expect* (Example 3).
- 5 We often use **a) going to** **b) will** to say what we have just decided to do (Example 4).
- 6 We often use **a) going to** **b) will** to offer or promise to do something (Example 5).

2 Complete Jenny’s diary at summer camp. Use *going to*.

Tomorrow, Jack and his friends (1) _____ three mountains in one day! (climb) There’s a guide who (2) _____ the group.

3 It is 8:30 am. Complete what Jenny feels is going to happen.

- 1 Look at the clouds over the mountains. It _____ all day. (rain)
- 2 It’s 40 kilometres! You _____ very tired by the end! (feel)

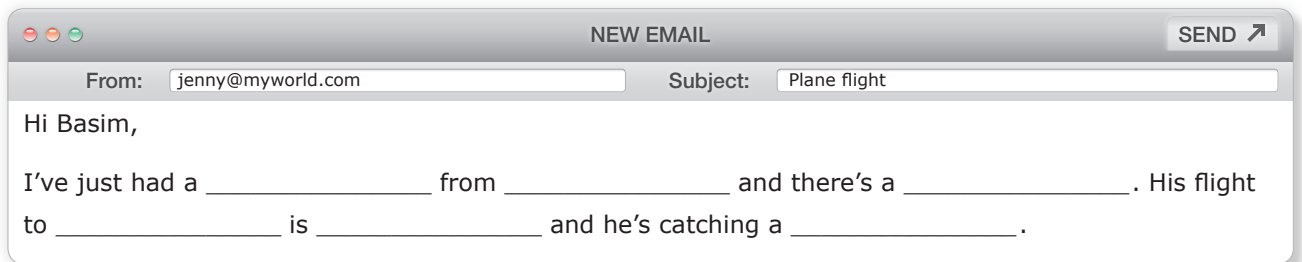
4 It is 8:30 pm. Complete the conversation in the mountains. Use *will*.

Rob I’m cold and wet and tired! I (1) _____ if we don’t stop soon. (collapse)
Guide We shouldn’t stop now because it (2) _____ to get dark soon. (begin)
 But I (3) _____ your backpack for you if you like. (carry)

5 Write an email.

Look at your activity 1 & 2 notes, listen to Jenny and her father again and do the tasks.

- 1 Copy and complete the first paragraph of Jenny’s email to Basim.



- 2 Number the paragraph 2 sentences in order, starting with the topic sentence. Then copy and complete the second paragraph.
 - That means he will not reach _____ until _____.
 - The new flight number is _____. It departs at _____ and it arrives at _____ local time.
 - Here are the new details.
- 3 Complete the email. Ask Basim to tell his father about the change of plan. Finish in the normal way.

1 Listen and repeat.

exact(ly) GPS (Global Positioning System)
 kph (kilometres per hour) life raft measure
 orbit point position row (v)
 satnav (satellite navigation system) storm wave

Word formation

near (adj / prep) nearly (adv)
 satellite + phone satellite phone

2 Read and answer the questions.

- 1 When and where was the photo of the boat probably taken?
- 2 What happened to the weather one night and what happened to the boat?
- 3 What three things saved their lives and how did each one help?
- 4 Why does GPS equipment need to 'see' at least three satellites in order to work?
- 5 What does a satnav show a car driver?
- 6 What other questions can it answer for the driver?
- 7 Why does the writer describe GPS as 'modern technology at its best'?

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

- 1 **A** During the _____, the wind did a lot of damage.
B Yes, I heard it reached speeds of up to 100 _____.
- 2 **A** I need to know the _____ size of the glass that you want.
B All right, I'll go and _____ the window now.
- 3 **A** We have to get through the _____ to get to the beach and they're huge!
B We'll just have to _____ through them as well as we can.
- 4 **A** Are you calling us by _____? Please give us your exact _____.
B Yes, I'm _____ 600 kilometres out at sea, so ordinary phones don't work.

4 Read the passage again and do the tasks.

Say what the underlined phrases refer to.

- 1 Lines 15–16: Soon, the men were climbing the side to safety.
- 2 Lines 19–20: ... GPS equipment on the ground can always 'see' three or more.

Say what the underlined words and phrases mean.

- 1 Lines 19–20: ... GPS equipment on the ground can always 'see' three or more.
- 2 Line 44: This is modern technology at its best!

Finding the way

Mark Stubbs and his team wanted to be the fastest to row across the Atlantic from Canada to Britain. By 6:00 pm on 8th August 2004, after 40 days and 3,000 kilometres, they had nearly done it: their GPS showed they were just 450 kilometres from land.

But that night, there was a terrible storm and at 2:30 am, a huge wave destroyed their boat and threw them into the sea.

Luckily, they managed to save a small life raft, a satellite phone and their GPS. They climbed into the raft and they used the GPS to find their position. Then they called for help.

With the GPS information, a ship found them at 6:30 am. Soon, the men were climbing the side to safety. GPS technology had saved their lives.

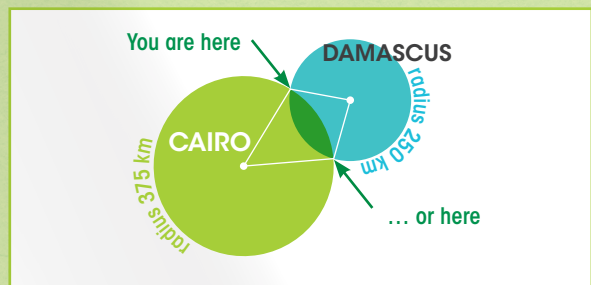
GPS uses a network of satellites. These orbit Earth at 19,300 kph and the GPS equipment on the ground can always 'see' three or more. It measures its distance from each and from this works out its exact position.



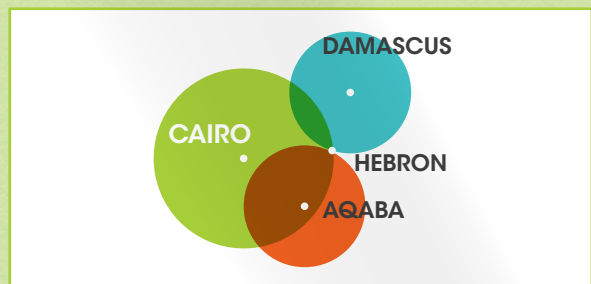
The system is quite simple. Imagine you are lost. You ask someone your position and this person says, 'You're 250 kilometres from Damascus.'



This alone is not very useful. But then imagine that someone else says, 'You're 375 kilometres from Cairo.' You now know that you are at one of two points.



Finally, someone else says, 'You're 220 kilometres from Aqaba.' Well, now you know exactly: you are in Hebron.



Car satnavs have become a very popular use of GPS in recent years. A satnav shows the car's position on a map and it answers questions like these:

- When and where did I start?
- How far have I travelled so far?
- How long have I been on the road?
- How fast am I going?

GPS saves time, has saved many lives and, at around \$200, is also not so expensive for many. This is modern technology at its best!

1 Complete the statements with pairs of opposites.

sister into worst
question along to the left

answer best to the right
across out of brother

- I understand the _____ that you're asking, but I don't know the _____ to it. I'm sorry.
- We tested 18 cars and the Hilight was the _____ (*****) for safety, but it was the _____ (*) in another important way: it was the least comfortable.
- This is a photo of my _____ and she's a year older than me. And this is a photo of my younger _____. He's the youngest in our family.
- I've just seen your mum. She came _____ the bank and went straight _____ the supermarket. I expect she's shopping in there now.
- To get to the shoe shop, you need to go _____ this road, turn left and then take the first right. Go _____ that road for 200 metres and you'll see it.
- We looked out of our little plane while we were flying north. _____, the sun was going down over the sea. _____, the land was already getting dark.

2 Read the examples.

- | | |
|--|---|
| 1 When and where did I start ? | 2 How far have I travelled so far? |
| 3 A ship found them at 6:30 am. | 4 Satnavs have become popular in recent years. |
| 5 By 8th August, they were just 450 kilometres from land. | 6 GPS has saved many lives. |

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

- Examples 1, 3 and 5 are all in the **a)** present perfect. **b)** past simple.
- Examples 2, 4 and 6 are all in the **a)** present perfect. **b)** past simple.
- Examples **a)** 1, 3, 5 **b)** 2, 4, 6 are about actions that were completed in the past.
- Examples **a)** 1, 3, 5 **b)** 2, 4, 6 are about actions that connect the past to the present.
- The time expressions in 3 and 5 relate to **a)** the past. **b)** the present.
- The time expressions in 2 and 4 relate to **a)** the past. **b)** the present.

3 Ask and answer questions.

It is late on 7th August. A reporter is calling with some questions for Mark Stubbs.

Student A: You are the reporter. Ask these questions.

- Where did you set off from?*
- What date did you leave?*
- How did you all feel when you started?*
- How far have you travelled so far?*
- How many days have you been at sea?*
- How do you all feel everything has gone so far?*

Student B: You are Mark. Give information from the map. Imagine and explain everyone's feelings.



1 Read the examples.

- | | |
|---|--|
| 1 We may hurt ourselves. | 2 You might not know about rugby. |
| 3 You can carry the ball in rugby. | 4 We can't easily leave the city. |
| 5 I could email you some photos. | 6 Could you send me some photos? |
| 7 Shall I email you some photos? | |

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

- | |
|---|
| 1 Examples 1 and 2 say that something is a) certain. <input type="checkbox"/> b) possible. <input type="checkbox"/> |
| 2 Example 3 means that people a) have to <input type="checkbox"/> b) are allowed to <input type="checkbox"/> do something. |
| 3 Example 4 means that people a) are not able to <input type="checkbox"/> b) must not <input type="checkbox"/> do something. |
| 4 Example 5 uses <i>could</i> a) to ask for something. <input type="checkbox"/> b) for an offer or suggestion. <input type="checkbox"/> |
| 5 Example 6 uses <i>could</i> a) to ask for something. <input type="checkbox"/> b) for an offer or suggestion. <input type="checkbox"/> |
| 6 Example 7 uses <i>shall</i> a) to mean <i>will</i> . <input type="checkbox"/> b) for an offer or suggestion. <input type="checkbox"/> |

2 Work in pairs. Add the correct modal verbs.

- A** Oh, no! I've forgotten my key, so I _____ (*can't / could*) open the car door.
It _____ (*will / might*) be in the living room.
- B** _____ (*Shall I / Could you*) go back to the house and get it for you?
- A** Or we _____ (*could / shall*) just walk to the shops. It's only 300 metres.
- B** Yes, let's do that. It's crazy to drive a short distance like that.

3 Read the examples.

- | | |
|--|---|
| 1 You should see it. | 2 Mum says we should not do it. |
| 3 It is late now and I must stop. | 4 We tell her she must not worry. |
| 5 We have to do homework. | 6 You do not have to kick the ball. |
| 7 I need to get things ready. | 8 I do not need to get things ready. |

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

- | |
|---|
| 1 Examples 1 and 2 mean it is a) a good idea <input type="checkbox"/> b) necessary <input type="checkbox"/> to do / not to do something. |
| 2 Example 3 means something is necessary because a) <i>you</i> feel it is. <input type="checkbox"/> b) <i>someone else</i> says it is. <input type="checkbox"/> |
| 3 Example 4 means it is a) necessary <i>not to do</i> <input type="checkbox"/> b) unnecessary to do <input type="checkbox"/> something. |
| 4 Examples 5 and 7 mean that it is a) necessary <input type="checkbox"/> b) unnecessary <input type="checkbox"/> to do something. |
| 5 Examples 6 and 8 mean it is a) necessary <i>not to do</i> <input type="checkbox"/> b) unnecessary to do <input type="checkbox"/> something. |

4 Circle the correct modal in each of the following sentences.

- 1 **A** You _____ (*must / mustn't*) try to use that path. It's collapsing into the sea.
B Thanks. But then they _____ (*should / shouldn't*) close it. It's dangerous!
- 2 **A** Tomorrow's a holiday, so I _____ (*must / don't need to*) get up early!
B Oh, yes, you do! We _____ (*have to / don't have to*) help Mum with the housework before our guests arrive. Remember: she asked us last night.

1 Listen and repeat. 

afford business castle decorate frame
 (for) free (= no money) on (my/his/her/their/our) own
 recycle similar supply think of turn into

Word formation
 acceptable (adj) accept (v)
 colour (n) colourful (adj)
 miss (v) missing (adj)

2 Look at the pictures in the passage and do the tasks.

- 1 Describe what you can see.
- 2 Read the title of the passage and the titles of the two parts. Say what Joe's and Ann's stories are probably about.

3 Read and answer the questions.

- 1 Why did Joe have to start doing what he does now?
- 2 Who helped him to start and how?
- 3 How do we know that his products are popular?
- 4 Who helped Ann to start doing what she does now?
- 5 How did a lot of people find out about her skills?
- 6 How do we know that her products are popular?
- 7 Who is nearer to having a real business – Joe or Ann?

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

- 1 **A** Did they really use to make the _____ of planes from wood?
B Yes, but when planes got bigger, they had to _____ something else.
- 2 **A** Is Tariq's new internet _____ doing well?
B Yes, very well, so they can now _____ to move into bigger offices.
- 3 **A** Where did they get all the stone to build that huge _____?
B That was _____ from a local quarry.
- 4 **A** Are you going to _____ their job offer?
B I'm not sure. It may be too much for me to do _____ .
 It needs two people.

5 Read the passage again and do the tasks.

Say what the underlined words and phrases refer to.

- 1 Line 33: ... and he loved it!
- 2 Lines 34–35: So did the other children – and their mothers.
- 3 Lines 35–36: ... Soon, one of them asked for another one.
- 4 Lines 38–39: Then a cake shop asked her to supply them.

Now say what the underlined words mean.

- 1 Lines 2–3: At 14, he badly needed to get a bigger bike, ...
- 2 Line 3: ... his dad had lost his job, ...
- 3 Lines 15–16: ..., he was able to build his new bike – ...
- 4 Lines 39–40: Ann was worried about time, ...

Turning a hobby into a business



Joe's story

Joe loves bikes – especially looking after them. At 14, he badly needed to get a bigger bike, but his dad had lost his job, so the family could not afford to buy him
5 one. He had to think of something else.

One day, a neighbour was throwing away an old bike. The frame was damaged and it needed a new wheel, but everything else was fine. When Joe
10 asked, Mr Wilson said, 'Take it. If you can repair or recycle it, I'll be happy.'

Joe then found a similar old bike on the internet – for free. Several parts were missing, but the frame and wheels were
15 good. So that weekend, he was able to build his new bike – and he did not have to pay anything for it!

Since then, he has constructed similar cheap bikes for several friends. He is now
20 thinking this could become a real business when he leaves school.

Ann's story

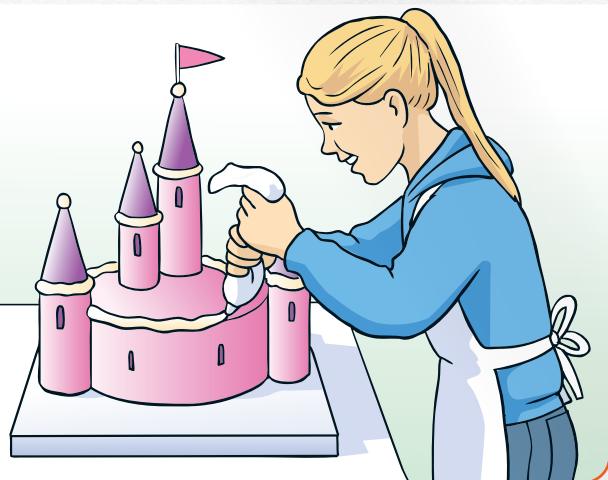
Ann started helping her mum make biscuits when she was five. Of course, she could not do everything on her own at
25 that age, but she soon became especially good at decorating biscuits. She could make colourful designs that everyone loved.

Then her mum helped her to start making cakes – like her brother's birthday
30 cake in the shape of a car. She managed to add lots of details like the windows and wheels and he loved it!

So did the other children – and their
35 mothers. Soon, one of them asked for another one. She had to make this in the shape of a princess's castle!

More orders followed. Then a cake shop asked her to supply them. Ann was
40 worried about time, but they offered a special arrangement: Ann did not have to accept all their orders – only the ones that she could manage.

This week's project is a wedding cake
45 for 100 people!



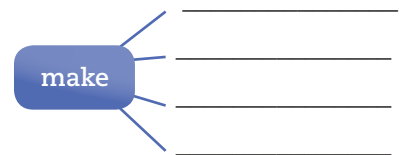
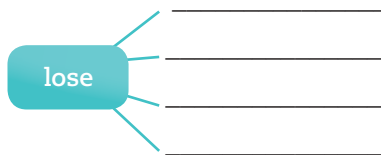
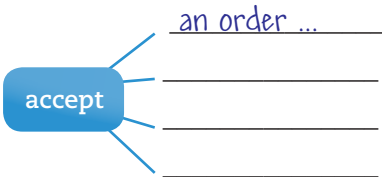
1 Add these activities to the table below.

camping flower arranging photography
rugby tennis white water rafting

Verbs	Activities in the emails	Other activities
do	cooking, _____	_____
go	swimming, _____	_____
play	volleyball, _____	_____

2 Add these words to verbs from the passage on page 14.

a design a job an order



1 Read the examples.

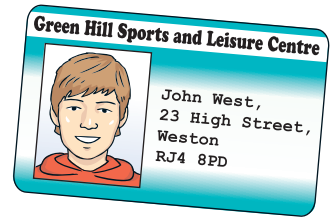
- | | |
|---|--|
| 1 At five, Ann could make biscuits. | 2 Now, she can make a wedding cake. |
| 3 She could not do everything on her own. | 4 She cannot accept every order. |
| 5 Joe was able to look after bikes. | 6 These days, he is able to build bikes. |
| 7 At 14, Joe had to build his own bike. | 8 Ann has to make orders she accepts. |
| 9 Ann did not have to make cakes for her friends, but she did. | 10 Joe does not have to build bikes for his friends, but he does. |

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

- Example 1 says what Ann **a)** is able to do now. **b)** was able to do in the past.
- Example 2 says what she **a)** is able to do now. **b)** was able to do in the past.
- Example 3 says what she **a)** is not able to do now. **b)** was not able to do in the past.
- Example 4 says what she **a)** is not able to do now. **b)** was not able to do in the past.
- Examples 5 and 6 use *was able to / is able to* as a different way of saying **a)** *could / can*.
b) *had to / has to*.
- Examples 7 and 8 say that it was / is **a)** necessary **b)** possible to do something.
- Examples 9 and 10 say that it was / is not **a)** possible **b)** necessary to do something.

2 Complete the story. Use past forms (positive or negative) of the verbs in brackets.

Last year, I was once late for basketball practice at the Sports and Leisure Centre, so I (1) _____ (have to) run and I forgot my door key! When I got home, of course, I (2) _____ (can) get in. It was very cold and I didn't want to spend the night outside, so I (3) _____ (have to) find another way into the house. Luckily, I (4) _____ (have to) look very far because a small kitchen window was open. However, I (5) _____ (can) climb through it because it was not big enough. Instead, though, I (6) _____ (be able to) reach inside and open the big window next to it. I started climbing in. But then the police arrived. At first, I just (7) _____ (can) make them understand that I lived there. I (8) _____ (have to) explain three times and show them the address on my Sports and Leisure Centre card before I (9) _____ (be able to) make them believe me!



3 Write the short forms.

- 1 it is _____
- 2 should not _____
- 3 we are _____
- 4 you would _____
- 5 I am _____
- 6 cannot _____

4 Write the full form of the underlined words.

- 1 Mark's running with the ball. _____
- 2 Mark's just scored. _____
- 3 I'd never tried a quad before I rode Larry's. _____
- 4 I'd love to buy one, but they're expensive. _____

5 Correct the sentences. Put the correct possessive forms at the end.

NOTE: The boy's bike. The two boys' bikes. The two children's bikes.

- 1 This is Michiko flower arrangement. _____
- 2 Our children quads are outside. _____
- 3 Lucy brother name is Mark. _____
- 4 Larry parents names are John and Susan. _____

6 Answer the questionnaire about yourself. Write a paragraph.

Use connecting words – like *but* to join answers 1 and 2, for example.

Questionnaire: YOUNG PEOPLE TODAY

Please take a few minutes to answer our questions. This will help us to get a better idea of young people's regular daily lives.

- 1 What time do you have to get up to go to school?
- 2 What about the weekend? Do you still have to get up so early?
- 3 How much homework do you usually do?
- 4 How much more or less do you think you should do?
- 5 Did you have to do much to help at home ten years ago?
- 6 What do you have to do to help at home now?
- 7 What do you usually do with your free time at the weekend?
- 8 What can't you do and why? (For example, because there's no time or you're not allowed to.)

Revision Worksheet Unit 1

A: Complete each sentence with the suitable word from the list below.

attach	condition	depart	predict	cancel	region
--------	-----------	--------	---------	--------	--------

- 1- The plan ----- at 6 a.m.
- 2- Grapes from this ----- are of good quality.
- 3- They may ----- tomorrow's football match because of bad weather.
- 4- The car is five years old but is in almost good -----.
- 5- I usually ----- a photo of mine to the emails I send to my friend.
- 6- I cannot ----- what will happen next year.

B: Complete each sentence with the suitable phrasal verb from the list below.

put on	takes off	put down	taking over	puts away	took out
--------	-----------	----------	-------------	-----------	----------

1. We alwaysour shoes before entering the house.
2. He is the responsibility as a manager of the company now.
3. I need to my coat because the weather is cold.
4. She her dressesin the cupboard
5. I the fruiton the table.
8. Our teacher important notes on the board.

C: Use pairs of words from the table to complete the sentences below:

feed	food	produce	products	success	succeed
------	------	---------	----------	---------	---------

- 1- Farmers ----- their animals every day as they can't stay alive without -----.
- 2- If you want to ----- in your life, you have to work hard because ----- cannot be achieved easily.
- 3- This factory ----- tomato paste. The ----- is exported to many countries.

D: Complete the following sentences. Use going to or will and the correct form of the verbs in brackets.

- 1- Jamal ----- with his family next Friday. (swim)
- 2- If you like, I ----- with you on the same train. (travel)
- 3- I think tomorrow----- a happy day. (not be)
- 4- I expect we ----- our trip to the Dead Sea. (enjoy)

Revision Worksheet Unit 2

A: Complete each sentence with the suitable word from the box below:

prize	measure	riddle	storm	so far	life raft
-------	---------	--------	-------	--------	-----------

- 1- Our apple tree fell down in the -----.
- 2- I have been in this city for a month. I have only visited few places -----.
- 3- There is a ----- for the first three runners in the race.
- 4- The sailors took a ----- after a huge wave destroyed their ship.
- 5- The police have been unable to solve the ----- of her disappearance.
- 6- The metre is the standard unit used to ----- length.

B: Complete each sentence with a pair of opposites from the boxes below:

along	worst	into	to the
-------	-------	------	--------

out of	to the right	across	best
--------	--------------	--------	------

- 1- We should hope for the -----, but prepare for the-----.
- 2- In this exercise twist your body -----, then -----.
- 3- He walked ----- the road till he reached the river. He swam ----- the river to the other side.
- 4- He got ----- the kitchen, because he couldn't stand the heat, and went immediately the bathroom. He is having a shower.

C: Complete each sentence with the correct form of the verb in brackets.

- 1- My brother ----- our car a week ago. (wash)
- 2- He ----- for an hour so far. (wait)
- 3- Sami and his friends ----- the last match. (not/watch)
- 4- we ----- each other for ages. (not/see)
- 5- our new teacher ----- already ----- the school. (arrive)
- 6- In 2010, Khaled ----- a scholarship. (get)

C: Make a full question

1- When / they / start / their work / yesterday?

2- How long / you / learn English?

3- When / wake up / this morning?

4- How many tables / you / make / so far?

Revision Worksheet Unit 3

A: Complete each sentence with the suitable word from the box below.

castle	leisure	supply	against	recycle	senior
--------	---------	--------	---------	---------	--------

- 1- What do you do in your ----- time?
- 2- A healthy diet should ----- all necessary vitamins and minerals.
- 3- Our National Team are playing a match ----- the Jordanian National Team tonight.
- 4- In this factory, they ----- old glass into new bottles.
- 5- Waleed plays for the ----- volleyball team in his school.
- 6- We visited an ancient ruined ----- overlooking the sea.

B: Complete each sentence with the suitable verb from the box below.

do	go	play	accept	lose	make
----	----	------	--------	------	------

- 1- I am ninety kilos too heavy. I really need to ----- weight.
- 2- Did you ----- the invitation to the party on Thursday?
- 3- I usually ----- swimming in the weekend.
- 4- We all ----- mistakes.
- 5- Jamila knows very well how to ----- flower arranging.
- 6- He learned by watching an instructional videotape on how to ----- the guitar.

C: Complete each of the following sentences with the appropriate modal from the box.

couldn't	can't	was able to	shouldn't	have to	mustn't	don't have to
----------	-------	-------------	-----------	---------	---------	---------------

- 1- Ruba was glad because she ----- win the gold medal in the race.
- 2- Do all students ----- wear uniforms.
- 3- You ----- eat too much chocolate. It is unhealthy.
- 4- Students ----- smoke inside their schools.
- 5- Tomorrow is a holiday so you get up early.
- 6- I ----- come to your party yesterday because I was busy.

English for Palestine 10

Model Test

Reading

Read the following passage then answer the questions that follow:

Ann started helping her mum make biscuits when she was five. Of course, she could not do everything on her own at that age, but she soon became especially good at decorating biscuits. She could make colorful designs that everyone loved. Then her mum helped her to start making cakes – like her brother’s birthday cake in the shape of a car. She managed to add lots of details like the windows and wheels and he loved it! **So did** the other children – and their mothers. Soon, one of them asked for another **one**. She had to make this in the shape of a princess’s castle! More orders followed. Then a cake shop asked her to supply **them**. **Ann was worried about time**, but they offered a special arrangement: Ann did not have to accept all their orders – only the ones that she could manage. This week’s project is a wedding cake for 100 people!

1. Who helped Ann to start doing what she does now?

2. How did a lot of people find out about her skills?

3. How do we know that her products are popular?

4. Decide whether the following statements are **True** or **False**

- a. The first thing that Ann made is a wedding cake for 100 people. ()
b. People loved Ann’s cakes’ decorations. ()

5. Say what the underlined words refer to:

- a. Line 4: ... **So did**
b. line 5 ... **one**

6. Say what the following words mean.

Line 6... **Ann was worried about time**

Vocabulary:

A: Fill in the blanks with words that have similar meanings to those in brackets:

life raft forest interests leaves put on

1. The train _____ at 7:15 this evening.
2. They need to _____ their hats and coats. It’s cold out there.
3. If the big boat sinks, we will escape in our _____.
4. Huda doesn’t have any _____ to give herself a rest from work.

against afford riddles recycle take off

1. In this factory, they _____ old glass into new bottles.
2. I’ll _____ my shoes and stand on a chair.
3. Here’s one of the easiest _____ that I know. Can you solve it?
4. We’ve got a big football match _____ an Egyptian team this weekend.

B: Complete the sentences with a verb or a noun from the words in brackets

1. We sell lots of (produce)
2. In order to, you’ve got to work much harder. (successful)

C: Choose the correct word between brackets:

1. Don't (cross/ across) the road here. There is too much traffic.
2. Everyone congratulated the students because they (success/ succeeded).
3. Waleed must have enough (practice/ practise) if he wants to win.
4. Why don't you take (off/ over) your coat? It's warm inside.

Language:

A: Complete the sentences with the **present perfect, present perfect continuous, past simple, present continuous, present simple** or **the future tense** of the verbs in brackets

1. The train at 9 am. **(arrive)**
2. Are you sure that she tomorrow. **(leave)**
3. Shejust.....me an email. **(send)**
4. Iyou for hours now and you haven't showed up. **(wait)**
5. My sisterborn in 2005.**(not/ be)**
6. I expect everyone to get worried about us soon. **(start)**
- 7.

B: Complete the sentences with the most suitable modal verbs from those in brackets:

1. _____ **(Shall I / Could you)** go back to the house and get it for you?
2. We _____ **(have to / don't have to)** help Mum with the housework before our guests arrive.
3. Joe _____ **(was able to/ shouldn't)** look after bikes.
4. I _____ **(should / didn't have to)** wash the dishes because my sister did that.

C: Say how long you have been doing things. (learn English/ ten years)

Writing:

A: Write a short paragraph about "My Daily Life". Try to include the following ideas:

- the time you get up to go to school
- the weekend/ do you still have to get up so early?
- the homework you usually and you should do
- what you have to do to help at home now
- what you usually do with your free time at the weekend
- what you can't do and why? (For example, because there's no time or you're not allowed to.)

B: You are Jenny Scott. Write an email to Basim. Plan your email as follows:

Paragraph 1: Tell him that you had a call from your dad who had a problem and the flight was cancelled.

Paragraph 2: Tell him about the new flight details (Flight PR 253- depart: 18:45-arrive: 21:45)

Paragraph 3: Ask Basim to tell his father about the change of plan. Finish in the normal way.

1 Read the examples.

- | | |
|--|---|
| 1 We have a full schedule . | 2 We move into the thick, black smoke . |
| 3 We are dirty . | 4 We are dirty and exhausted . |
| 5 We do many things in this amazing job . | 6 We are exhausted – but very, very pleased . |

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

- Adjectives tell us more about **a)** verbs. **b)** nouns.
- They usually come **a)** before **b)** after the noun – as in Examples 1 and 2.
- We can put two or more adjectives together before the noun, often with commas between them – as in **a)** Example 1. **b)** Example 2.
- Adjectives sometimes come after verbs like *be, feel, seem, look* – as in **a)** Examples 1 and 2. **b)** Examples 3 and 4.
- We can put two or more adjectives together after the verb, always with a connecting word like *and* between them – as in **a)** Example 3. **b)** Example 4.
- We sometimes form adjectives from the present (*-ing*) participles of verbs – as in **a)** Example 5. **b)** Example 6. These often describe how things seem to us.
- We sometimes form adjectives from the past (*-ed*) participles of verbs – as in **a)** Example 5. **b)** Example 6. These often describe how we feel.

2 Write the sentences. Put the words in the correct order.

- A** You seem very happy! (very / You / happy! / seem)
B That's because _____ (had / news. / good / some / I've)
- A** _____ (well / don't / I / today. / feel)
B Then you'd better _____ (day / a / in bed. / have / quiet)

3 Form *-ing* participle adjectives from these verbs to complete the sentences.

- I don't know who's going to win this race. It's very _____!
- This is an _____ piece of equipment. It's saved many lives.
- Yesterday was very _____. I didn't have anything to do all day!

amaze
bore
excite

4 Form *-ed* participle adjectives from these verbs to complete the sentences.

- I'm _____ about Mona. She seems very unhappy.
- I'm _____ to open the letter. I'm afraid it's going to be bad news.
- I always feel _____ when I have to speak in front of everyone.

embarrass
scare
worry

1 Listen and repeat.



alive ambulance cheer desperate(ly)
 examine floor ladder lean ledge
 nowhere rush shoot out smash

Word formation

explode (v) explosion (n)
 fire (n) on fire (phrase)
 hurt (v) unhurt (adj)
 low (adj) lower (v)
 thank (v) thanks to (phrase)

2 Read and answer the questions.

- 1 Why did Helen climb out of the window?
- 2 What did the firefighters try to do first?
- 3 What did they then do instead?
- 4 What stopped her from jumping at first?
- 5 What finally made her jump?

3 Add other new words from period 4. Make any changes needed.

- 1 **A** I've heard that Helen lived on the top _____ of the building.
B That's right, and the firefighters' _____ wasn't big enough to reach it.
- 2 **A** That _____ is going very fast.
B I expect the paramedics are _____ to get to an emergency fast.
- 3 **A** Be careful with that ladder, Will. It's _____ towards the window!
B Yes, Will. If you aren't careful, you'll _____ the glass.
- 4 **A** Everyone is _____! Does that mean they've found the boy _____?
B Yes, they've rescued the boy and he's completely _____.
- 5 **A** Was anyone hurt in the _____ at the factory?
B No, thank God. But people were very scared and _____ to get out.

4 Read the passage again and do the tasks.

Say what the underlined word and phrase refer to.

- 1 Lines 16–17: There was only the bedroom window ...
- 2 Lines 30–31: ... and then, too, the police and an ambulance.

Say what the underlined words and phrases mean.

- 1 Lines 19–20: ... – and 30 metres up.
- 2 Lines 20–21: ‘..., there was nowhere else to go.’ ...
- 3 Lines 33–34: There was only one thing to do.

Young nurse is saved from 10th floor fire

Young nurse Helen West, 19, had a lucky escape last night when her tenth-floor apartment
5 caught fire and two brave fire officers saved her life.

At 11 pm, she suddenly smelt fire from the direction of the kitchen. When she opened the
10 door, everything was on fire.

She closed the door quickly, but thick, black smoke started coming under it. The outside
15 door was in the kitchen, so Helen desperately needed another way out. There was only the bedroom window and outside that there was just a narrow ledge, 15 centimetres wide – and 30 metres
20 up. ‘I was really scared, but there was nowhere else to go,’ Helen said later. Smoke was coming into the bedroom fast.

She climbed out and lowered
25 her feet to the ledge. ‘And then I shouted for help!’ Luckily, some neighbours heard her and immediately called the fire service. A fire engine arrived ten
30 minutes later and then, too, the police and an ambulance.

However, the ladder was ten metres short! There was only one



Nurse Helen West heroically rescued yesterday

thing to do. Officers Dave Yates
35 and Ken Winterton rushed up to the tenth floor, smashed the door of the empty flat next to Helen’s and raced to the window. Dave leaned out and Ken held him.
40 Dave reached for Helen and shouted, ‘Jump!’

‘I tried,’ she said later, ‘but I couldn’t. I was so scared!’ Far below, firefighters, police,
45 paramedics and neighbours watched and waited.

An explosion suddenly smashed Helen’s window and flames shot out. Finally, she

50 jumped and Dave caught her arms. He almost fell, but Ken managed to hold him. Slowly, they pulled Helen to safety.

When Dave and Ken brought
55 her down, everyone cheered wildly. The paramedics examined her, but she was unhurt. Later, she said, ‘I’m lucky to be alive and it’s all thanks to Dave and Ken!’

1 Read the examples.

- 1 Paramedics and neighbours **watched silently**.
- 2 She **shut the door quickly**.
- 3 Helen **desperately needed** another way out.
- 4 **Luckily**, some neighbours heard her.
- 5 I was **really scared**.
- 6 Smoke **was coming** into the bedroom **fast**.

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

- 1 The usual job of *-ly* adverbs is to tell us more about **a)** verbs. **b)** nouns.
- 2 These adverbs can come just **a)** before **b)** after the verb, as in Example 1.
- 3 If there is an object, it goes **a)** before **b)** after the adverb, as in Example 2.
- 4 To emphasize an adverb, we put it **a)** before **b)** after the verb, as in Example 3.
- 5 To emphasize an adverb even more, we can put it at the **a)** start **b)** end of a sentence. Here, with a comma, the adverb gives its meaning to the whole sentence, as in Example 4.
- 6 We sometimes use adverbs to make **a)** adjectives **b)** nouns stronger, as in Example 5.
- 7 To form the adverbs in Examples 1–5, we add *-ly* to **a)** nouns. **b)** adjectives.
- 8 There are **a)** a few **b)** a lot of irregular adverbs, as in Example 6 and these do not add *-ly*. The **a)** most **b)** least common ones are *hard, early, fast, well*.

2 Complete the table. Form adverbs from these adjectives.

beautiful	early	easy	efficient	final	gentle	good	happy
hard	healthy	possible	safe	sensible	silent	special	
Regulars						Irregulars	
quick + ly > quickly	lucky + ily > luckily	real + ly > really	flexible + ly > flexibly	fast + 0 > fast			
_____	_____	_____	_____	_____			
_____	_____	_____	_____	_____			
_____	_____	_____	_____	_____			
				<i>good ></i>			

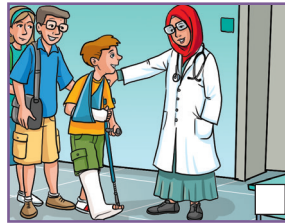
1 Do the tasks to develop a story.

- 1 Number the pictures in order 1–6.
- 2 Make simple statements 1–6 from the picture captions. Use the past simple.
- 3 Add a–f to the correct statements 1–6. Use the past simple.
 - a) When the Bell family (be) on holiday in Jericho, ...
 - b) When they (be) at the top an hour after that, ...
 - c) But then the rock under him suddenly (collapse) and ...
 - d) When Tim’s dad (find) and (rescue) him, ...
 - e) Help (arrive) 30 minutes later and ...
 - f) When Tom (be) ready to leave hospital next day, ...
- 4 Write the heading and then the story. Write a paragraph that starts like this.
When the Bell family were on holiday in Jericho, they took an exciting ...

An emergency in Jericho



Tom quietly (climb) over the safety fence



the doctor (say), ‘I don’t think you’re going to do any more climbing for a few weeks.’



he (fall) to a ledge below and (hurt) himself quite badly



the cable car workers (give) him first aid and (call) the ambulance



they (take) an exciting cable-car ride up to Deir Quruntel



the paramedics (put) him in an ambulance and (take) him to the hospital

1 Read the examples.

- 1 It has been **busier than** usual.
- 2 These are **the highest** mountains.
- 3 It has been **more exciting than** usual.
- 4 These are **the most dramatic** mountains.
- 5 Temperatures have been **rising more quickly than** normal.
- 6 The snow and ice are **melting earlier and faster than** usual.
- 7 The systems **are better than / work better than** in the past.
- 8 Wind speeds **are as high as** 120 kph.
- 9 The storm is **not behaving as violently as** some other storms.

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

- 1 We usually use *-er / -est* forms to compare **a) shorter** **b) longer** adjectives.
- 2 We usually use *more / most* forms to compare **a) shorter** **b) longer** adjectives.
- 3 We use *more / most* forms to compare **a) longer** **b) all** adverbs.
- 4 Some adverbs like *fast, long, hard* compare like **a) shorter** **b) longer** adjectives.
- 5 With *good* and *well*, we use **a) different** **b) the same** forms – *better / best*.
- 6 We can use *not as ... as* to say that something is **a) less** **b) more** than something else. We can use this form with **c) adverbs** as well as adjectives. **d) with adjectives only.**

2 Add comparative and superlative adjectives. Use the words in brackets.

Bangladesh is the victim of some of (1) _____ (*dangerous*) disasters in the world. Sea floods in the south sometimes cause (2) _____ (*great*) damage of all, but huge river floods (3) _____ (*far*) north are also a very big problem. And these are now (4) _____ (*bad*) than they used to be. This is because the rising populations of the steep Himalayan valleys are cutting down trees in (5) _____ (*large*) numbers than ever before.

3 Add comparative adverbs. Use the words in brackets.

When the rivers are full of earth and rocks, they move even (1) _____ (*slowly*) towards the sea. Floods then happen (2) _____ (*often*) than before, they spread (3) _____ (*widely*) across the land and and it becomes (4) _____ (*hard*) to stop them.

4 Add (not) as ... as comparative forms. Use the words in brackets.

Without trees, the steep valley sides cannot hold together (1) _____ (*well*) before and so large quantities of earth and rocks are carried away by the melt-water. But farther south, the land is (2) _____ (*not steep*) it is closer to the mountains. This means that the water does not move (3) _____ (*fast*) it does in the high valleys. Because of this, the water cannot carry the earth and rocks (4) _____ (*easily*) before. These then fall to the bottom of the rivers.

1 Listen and repeat. 

accurate(ly) approach breathe
 combine escape force heat
 hit moreover poor proper(ly)
 (as a) result storm surge

Word formation

destroy (v) destruction (n) destructive (adj)
 help (v) helpless(adj) helplessly (adv)

2 Read and answer the questions.

- 1 The passage talks about two important hurricanes. What were the especially terrible results of each?
- 2 What happened before Hurricane Andrew that had not happened before the 1970 hurricane – and what was the result?
- 3 How do modern technology and transport help in many countries that face natural disasters?
- 4 People in rich countries are better protected now, but what more does the world still need to do?

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

- 1 **A** The _____ is terrible in this little room. It's far too hot for me!
B For me, too! We need to _____ and find somewhere cooler.
- 2 **A** Did the _____ do much damage when it reached land?
B Yes, it caused a lot of _____. It smashed boats and flooded buildings.
- 3 **A** Ancient Crete had an amazing culture. _____, its people were very rich.
B Yes, their culture developed partly _____ of growing rich from trade.
- 4 **A** Peter's fallen into the sea and he can't swim. He's completely _____.
B Quick! Let's get him and then let's make sure that he's _____ all right.
- 5 **A** When Hurricane Katrina _____ the city, it did terrible damage. It was very _____.
B It just shows that hurricanes are one of nature's most powerful _____.

4 Read the passage again and do the tasks.

Say what the underlined words and phrases refer to.

- 1 Lines 7–8: The largest and most destructive results of this ...
- 2 Lines 22–23: ... showed how important this work was.
- 3 Line 46: ... before the next arrives?

Now say what the underlined phrases mean.

- 1 Lines 2–3: ... but these givers of life can also become dangerous killers.
- 2 Lines 25–26: ... became the world's most expensive hurricane.

Now say what these numbers mean.

- 1 118kph 2 800km 3 222kph 4 10m

Hurricane watching: **saving lives**



We cannot live without the sun's heat or the air that we breathe, but these givers of life can also become dangerous killers. Moreover, they can behave even more dangerously when they are combined with another great natural force: water.

The largest and most destructive results of this are hurricanes. These huge storms can hit land so powerfully that they destroy everything in their path. Wind speeds are 118 kph or more and they really are huge – as much as 800 kilometres across.

Hurricanes are so dangerous that everything possible is done to work out their speed and direction. A big hurricane can cause such great destruction that early warnings may save many lives. Information is therefore collected from space satellites, weather balloons and weather stations on land and at sea and forecasts have become very accurate.

Hurricane Andrew first showed how important this work was. When it hit Florida

in 1992, it did such enormous damage that it became the world's most expensive hurricane. However, only a few people died: most had escaped by car.

In 1970, however, things were far worse in East Pakistan (now Bangladesh) because there was almost no warning. Moreover, the transport system was so bad and people were so poor that they could not escape. As a result, they could only wait helplessly as the most destructive storm in history approached with a 10-metre storm surge and winds as fast as 222 kph. It was such a disaster that 500,000 people died.

We are not strong enough to stop the forces of nature, but Andrew showed that technology and transport can help. In many places, we can now predict and deal with disasters better than before. However, countries like Bangladesh are still too poor to protect their populations properly from similar huge disasters. So will the world give them the help that they need before the next arrives?

1 Read the examples.

- 1 Bangladesh is still **too poor to protect** its population.
- 2 We are **not strong enough to stop** the forces of nature.
- 3 Transport **was so bad that** people could not escape.
- 4 They can hit land **so powerfully that** they destroy everything.
- 5 They can hit land with **such power that** they destroy everything.
- 6 The country **had such bad transport that** people could not escape.

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

- 1 We use *too ...* if something is **a) less** **b) more** than is needed.
- 2 We use *not ... enough* if something is **a) less** **b) more** than is needed.
- 3 We use *so ...* before **a) adjectives and adverbs** **b) nouns** to express something big or important, as in Examples 3 and 4.
- 4 We use *such ...* before **a) adjectives and adverbs** **b) nouns** to express something big or important, as in Examples 5 and 6.
- 5 After both *so ...* and *such ...* clauses, we use *that* + clause to express **a) the cause.** **b) the result.**

2 Change the sentences using the words in brackets. Choose between *too ... to* and *not ... enough*.

- 1 Bangladesh is still too poor to protect its population. (rich)
Bangladesh is not rich enough to protect its population.
- 2 The old walls were too weak to stand against that wind. (strong)
- 3 Stop! It's not safe enough to go outside in this storm. (dangerous)

3 Match the sentence parts to make statements.

She paints		strong		it damaged lots of houses.
You've done	so	a nice meal	that	we never forgot it.
She cooked	such	beautifully		everyone wants to buy her pictures.
The wind was		a good job		we're all really pleased.

1 Listen and repeat.



abroad	dream	give up	graduate
laboratory	law	radiation	treat
university	war	X-ray	

Word formation

discover (v) discovery (of) (n)

2 Look at the pictures on the next page. Do the tasks.

- 1 Say which person appears in both pictures a and b.
- 2 Say what kind of work all these people seem to do.
- 3 Say what the machine seems to do in picture c.
- 4 Read the title of the passage. Say who this might refer to.
- 5 Say what you think the title may mean.

A scientist for the world

Maria Sklodowska was born in Warsaw in 1867. She was an excellent student at school, but it was against the law for women to go on to university. The only way was to study abroad, but her family could not afford this. She therefore worked for several years to save enough and in 1891, at the age of 24, she finally started studying at the Sorbonne in Paris.

- 5 While she was studying, she was always poor and hungry. However, she worked hard and she graduated successfully three years later.

When she was looking for a laboratory to continue her work that year, she met another scientist, Pierre Curie, and he invited her to use his. They soon found that they had the same dream – to make the world a better place through science.

- 10 They married in 1895 and had their first child, Irène, in 1897. This happened while Maria – now Marie – was exploring the exciting new science of radiation. Pierre stopped his own research to work with her and, just a year later, they reported some important new discoveries. Then they began using radiation to treat various diseases and soon this was saving lives. In 1903, they received the Nobel Prize.

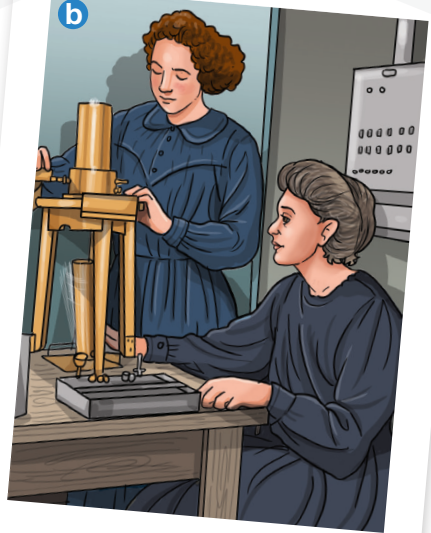
- 15 However, disaster followed in 1906 when Pierre died in a terrible road accident. Marie was left to continue their work alone. She was often depressed and sick, but she did not give up. In 1911, she even received another Nobel Prize.

When the First World War started in 1914, Marie, with her young scientist daughter Irène, supplied over 200 X-ray machines and trained many doctors to use them to examine people's injuries.

- 20 By the 1920s, she was famous, but she was also becoming very sick, almost certainly because of her dangerous work. Sadly, she died in 1934 and did not live to see Irène and husband Frédéric Joliot-Curie win their own Nobel Prize in 1935.



1914 – EARLY X-RAY MACHINE



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

- 1 **A** I hear you've been studying _____ at university.
B Yes, I have – for five years. I'm hoping that I'll finally _____ next year.
- 2 **A** It's dangerous to have a lot of _____, isn't it?
B Yes, because the _____ damages your body.
- 3 **A** As medical research scientists, do you have any special _____?
B Yes, we do. We really hope that we'll find new ways to _____ the terrible diseases that kill so many people.
- 4 **A** Is this a photo of the _____ that Marie and Pierre Curie used?
B Yes, they made some of their most important _____ there.

Now work in pairs. Check your work and then practise.

4 Read and answer the questions.

- 1 Why was the young Marie Curie not able to become a scientist in Warsaw?
- 2 When and how did she meet her husband?
- 3 How did she help large numbers of people in the First World War?
- 4 Why is it true to say that she lived and died for her work?



5 Read the passage again and do the tasks.

Say what the underlined words and phrase refer to.

- 1 Line 2: The only way was to study abroad, ...
- 2 Lines 2–3: ..., but her family could not afford this.
- 3 Line 8: ..., and he invited her to use his.

Now say what the underlined phrases mean.

- 1 Line 3: She therefore worked for several years to save enough ...
- 2 Line 13: ... and soon this was saving lives.

1 Read the examples.

- 1 In 1903, they **received** the Nobel Prize.
- 2 **By the 1920s**, she **was becoming** very sick.
- 3 **When** the war **started**, Marie **supplied** over 200 X-ray machines.
- 4 Marie **supplied** over 200 X-ray machines **when** the war **started**.
- 5 This **happened while (as)** Marie **was exploring** the science of radiation.
- 6 **When (As)** she **was looking** for a laboratory, she **met** another scientist.

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

- 1 We use the **a)** past simple **b)** past continuous for an action that happened completely at a past point in time, as in Example 1.
- 2 We often use the **a)** past simple **b)** past continuous for an action that was continuing at a past point in time, as in Example 2.
- 3 If two short past actions happened one after the other, we usually put both in the **a)** past simple, **b)** past continuous, as in Example 3.
- 4 To show that these actions were connected, we usually use **a)** *when* **b)** *while* before the earlier action, as in Examples 3 and 4.
- 5 If a short action happened during a longer action, we usually put **a)** both in the past continuous, **b)** one in the past simple and the other in the past continuous, as in Examples 5 and 6.
- 6 To show that these actions were connected, we often use *while* or *when* (or *as*) before the **a)** short action, **b)** continuing action, as in Examples 5 and 6.

2 Complete the statements with the verbs in brackets. Choose the past simple or past continuous.

- 1 In 1893, Marie _____ hard in Paris all year. (*study*)
- 2 Marie and Pierre _____ in 1895. (*marry*)
- 3 Marie _____ the science of radiation during 1897. (*explore*)
- 4 Marie and Pierre _____ some important discoveries in 1898. (*report*)

3 Put the sentence parts together. Add *while* or *when*, commas and the verbs in the correct forms.

- 1 Marie (*study*) at university ... she (*often have*) almost nothing to eat
- 2 she (*have*) her first child ... she (*explore*) the science of radiation

1 Read the examples.

- 1 When the Israelis **attacked** in 1948, his family **were forced** to leave.
- 2 **By then (2008)**, he **had published** over 30 books.
- 3 They **returned a year later**, but their village **had disappeared**.
- 4 **After** he **had been** there for just a year, he **published** his first book.
- 5 He **published** his first book **after** he **had been** there for just a year.

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

- 1 If two past actions happened one after the other, we usually put both in the **a)** past simple, **b)** past perfect, as in Example 1.
- 2 When we emphasize that something happened before a past point in time, we usually put it in the **a)** past simple, **b)** past perfect, as in Example 2.
- 3 When we emphasize that something happened before something else happened, we usually put it in the **a)** past simple, **b)** past perfect, as in Examples 3–5.
- 4 We **a)** can **b)** must put the earlier action in first position, as in Example 4.
- 5 We **a)** can **b)** must put the earlier action in second position, as in Example 5.
- 6 To help show that two actions happened **a)** one before the other, **b)** at the same time, we use time words and phrases like *after*, as in Examples 4 and 5. (Others include *as soon as*, *before*, *by the time*, *once*, *until*, *when*.)

2 Join the pairs of sentences. Use the past simple and past perfect.

- 1 Jamila (*leave*) school. She (*write*) lots of poetry.
By the time Jamila left school, she had written lots of poetry.
- 2 She (*start*) her busy university life. She (*have*) no time for writing. (*once*)
- 3 She (*not start*) again. She (*finish*) college. (*until long after*)
- 4 She (*become*) a book editor. She (*graduate*). (*soon after*)
- 5 She (*prepare*) several books by other writers. She (*begin*) to think about her own writing again. (*before*)
- 6 She (*finish*) her first book of poetry. She (*spend*) two long years on the project. (*by the time*)

1 Study the ‘proper nouns’ – nouns that need capital letters. Find more examples on pages 74 and 79. Think of more examples.

- 1 City and other place names: Jerusalem, the Dead Sea, the Sinai Desert
- 2 Names of places, e.g. in a town: the Al-Aqsa Mosque, Ramallah Police Station
- 3 Countries and nationalities: Spain, Jordan, Spanish, Jordanian
- 4 People’s names and titles: Adnan Maqdisi, Mr Smith, Dr Frost, Grandad
- 5 Names of institutions, important events and businesses: the United Nations, the Palestine Liberation Organization, the Olympic™ Games, the Arab Bank, PalNet, the Second World War
- 6 Titles of books, magazines, newspapers, films, poems: *Shou’n Falastiniya Magazine*, *Al Quda Daily*, *Ana Min Hunak*
- 7 Abbreviations of proper nouns: the UN, the PLO, the USA, the UK

2 Do the tasks to tell a life story.

- 1 Look at the picture. Say where you met this person earlier in this book.
- 2 Read the notes about her and then expand them.
 - Give the proper nouns capital letters.
 - Add words as necessary.
 - Put the verbs in the past simple, past continuous or past perfect.



hannan hussein, a very special doctor

Paragraph 1

- a) be born / 1970 / small village near jericho in / dead sea valley
- b) while / (grow up) / little brother (become) sick / (love) helping / look after /
- c) nearly (die) one day while / (take) him / hospital, / she (give) / first aid / (save) /
- d) by the time she (be) 12, she (already decide) that / (want) to be / children’s doctor

Paragraph 2

- e) after / (graduate) from school / (go) abroad / cairo university / study medicine
- f) while / (study) in egypt, she (do) volunteer work for / un / in west africa
- g) once / (complete) her training as / children’s doctor / (return) / palestine and (work) for unrwa in gaza / ten years

Paragraph 3

- h) when dr hannan / (have) the chance of a job / the jericho government hospital / (decide) / take it in order / be near / family
- i) in / years since then, she has treated thousands / palestinian children and sometimes also young visitors like tom bell from / uk

Revision Worksheet Unit 4

Reading: Read the following text, and then answer the questions

She closed the door quickly, but thick, black smoke started coming under it. The outside door was in the kitchen, so Helen desperately needed another way out. There was only the bedroom window and outside that there was just a narrow ledge, 15 centimeters wide – and 30 meters up. ‘I was really scared, but there was nowhere else to go,’ Helen said later. Smoke was coming into the bedroom fast. She climbed out and lowered her feet to the ledge. ‘And then I shouted for help!’ Luckily, some neighbors heard her and immediately called the fire service. A fire engine arrived ten minutes later. However, the ladder was ten meters short! There was only one thing to do. Officers Dave Yates and Ken Winterton rushed up to the tenth floor; smashed the door of the empty flat next to Helen’s and raced to the window. Dave leaned out and Ken held him. Dave reached for Helen and shouted, ‘Jump!’ ‘I tried,’ she said later, ‘but I **couldn’t**. I was so scared!’ Far below, firefighters, police, paramedics and neighbors watched and waited. An explosion suddenly smashed Helen’s window and flames shot out. Finally, she jumped and Dave caught her arms. He almost fell, but Ken managed to hold him. Slowly, they pulled Helen to safety.

1. Why did Helen need another way out?

2. What made Helen jump at the end?

3. Helen was very strong and jumped from the beginning. (True/ False)

4. Helen was lucky because -----

5. The verb **couldn’t** (line 9) refers to -----

Vocabulary:

A: Fill in the blanks with words from the list

examine desperate ladder deal with cheered

1. In life, we have to with different types of people.
2. The doctor came to the patient.
3. People when the baby was saved from the accident.
4. She was sad and, and so she didn’t know what to do.

B: Choose the correct answer:

1. We heard a strong yesterday. (explode / explosion)
2. It is necessary to ourselves from danger. (protect/ protection)

Language:

A: Complete the sentences with the either the **-ing** or the **-ed** adjective from the words in brackets: I read an

1.book yesterday. (**interest**)
2. I was really when I saw her screaming. (**shock**)

B: Choose form the words in brackets.

1. He was happy when he finished school. (**extreme/ extremely**)
2. They are studying (**hard/ hardly**)
3. Vegetables are so for the body. (**healthy/ healthily**)
4. We are doing pretty..... (**good/ well**)

Revision Worksheet Unit 5

Reading

Read the following passage then answer the questions that follow.

We cannot live without the sun's heat or the air that we breathe, but these givers of life can also become dangerous killers. Moreover, they can behave even more dangerously when they are combined with another great natural force: water. The largest and most destructive results of this are hurricanes. These huge storms can hit land so powerfully that they destroy everything in their path. Wind speeds are 118 kph or more and they really are huge—as much as **800 km** across. Hurricanes are so dangerous that everything possible is done to work out their speed and direction.

Hurricane Andrew first showed how in 1992, it did such enormous damage that it became the **world's most expensive hurricane**. However, only a few people died: most had escaped by car. In 1970, however, things were far worse in East Pakistan (now Bangladesh) because there was almost no warning. Moreover, the transport system was so bad and people were so poor that they could not escape. As a result, they could only wait helplessly as the most destructive storm in history approached with a 10-metre storm surge and winds as fast as 222 kph. It was such a disaster that 500,000 people died.

1. When do the sun's heat, air and water become dangerous?

.....

2. Why couldn't the people in Bangladesh escape the hurricane in 1970?

.....

3. Decide whether the following statement is **True** or **False**

A few people died in the hurricane that hit Bangladesh in 1970. ()

4. Say what the underlined words refer to:

a. line 5 ... **800 km**

5. line 3... **world's most expensive hurricane** means

Vocabulary:

Complete the following sentences with words from the list below:

temperature	destruction	ambulance	helpless	flames
-------------	-------------	-----------	----------	--------

1. The storm caused a lot of _____. It smashed boats and flooded buildings.

2. Peter's fallen into the sea and he can't swim. He's completely _____.

3. The _____ has fallen to -10°C .

4. _____ are burning the forest?

Language:

A: Choose the correct answer

1. Rami worked his sister Nuha. (**harder/ more hardly/ hard**)

2. The boys sangof all (**good/ bad/ the best/ worst**)

3. The mountain is too to climb. (**lower/ height/ high/ higher**)

4. Ahmad is tall as his brother. (**so/ such/ as/ more**)

5. She writes than her sister. (**neater/ more neatly/ most neatly/ the neatest**)

B: Rewrite the following sentence using the words in brackets:

It was an easy exam. I did really well. (such.....that)

.....

Revision Worksheet Unit 6

Reading

Read the following passage and do the tasks.

Mahmoud Darwish was born in 1942 in Al-Birwah, near Acre. When the Israelis attacked in 1948, his family were forced to leave and become refugees in Lebanon. They returned a year later, but their **village** had disappeared: instead, a new Israeli settlement stood there. **They** were exiled to another village and Darwish grew up as a refugee in his own land. As a young man, he joined a Haifa newspaper in 1959. After he had been **there** for just a year, he published his first book of poetry. Ten years later, he became the newspaper's editor, but he continued his own writing, too. His poems about the Palestinian experience became internationally known. He used to travel – without a travel permit – to give readings of his poetry, but Israeli actions, including house arrest, made life very difficult. Finally, in 1970, Darwish left and went into exile in Beirut. During the following 26 years, he lived in Cairo, London, Paris and Tunis and continued writing. In 1996, thousands welcomed his return. He was delighted that people had not forgotten him. He then became active in the government and he also did important cultural work in Ramallah and Amman until he died tragically early in 2008.

A: Answer the questions:

1- When and where was Darwish born?
.....

2- Why did Darwish's family leave to Lebanon?
.....

3 -When did he publish his first book?
.....

B: Choose the correct answer:

1- Darwish lived in many in many cities including (**Iraq– London– Berlin**).

2- Darwish was glad that people in Palestine.....

3- The underlined words and phrases refer to: **village** **they** **there**.....

C: Decide whether the following statements are TRUE (T) or FALSE (F)

1. Mahmoud Darwish became a refugee at the age of 10. ()

2. A Jewish settlement stood in the place of Al-Birwa. ()

3. Darwish used to travel without a travel permit. ()

Vocabulary: Complete the following sentences with words from the box

Complete each sentence with the suitable word from the box.

settlements delighted refugees published abroad

1-Darwishover thirty books and most were about Palestine.

2- People incamps suffer from terrible conditions.

3-My nephew doesn't live here now. He's moved to live.....

4-The Israelis are establishing new..... everywhere in the West Bank.

Language

Choose the correct verbs to complete the sentences.

1- While I (**walk – walked– was walking**), it started raining.

3- They were watching TV when their house (**collapsed – collapse– was collapsed**)

4- When they returned home, their car (**disappear- disappeared – had disappeared**)

5- By the 1960, Darwish (**published– have published – had published**) the most infectious diseases .

6- By the time Jamila (**leave – left – was leaving**) school, she had published many poems .

7- Last year, I (**spend – spent – have spent**) my holiday working in a supermarket.

English for Palestine 10

Model Test

Reading

Read the following passage then answer the questions that follow:

We cannot live without the sun's heat or the air that we breathe, but these givers of life can also become dangerous killers. Moreover, they can behave even more dangerously when they are combined with another great natural force: water.

The largest and most destructive results of this are hurricanes. These huge storms can hit land so powerfully that they destroy everything in their path. Wind speeds are 118 kph or more and they really are huge – as much as 800 kilometres across.

Hurricanes are so dangerous that everything possible is done to work out their speed and direction. A big hurricane can cause such great destruction that early warnings may save many lives. Information is therefore collected from space satellites, weather balloons and weather stations on land and at sea and forecasts have become very accurate.

Hurricane Andrew first showed how important this work was. When it hit Florida in 1992, it did such enormous damage that it became the world's most expensive hurricane. However, only a few people died: most had escaped by car.

In 1970, however, things were far worse in East Pakistan (now Bangladesh) because there was almost no warning. Moreover, the transport system was so bad and people were so poor that they could not escape. As a result, they could only wait helplessly as the most destructive storm in history approached with a 10-metre storm surge and winds as fast as 222 kph. It was such a disaster that 500,000 people died.

We are not strong enough to stop the forces of nature, but Andrew showed that technology and transport can help. In many places, we can now predict and deal with disasters better than before. However, countries like Bangladesh are still too poor to protect their populations properly from similar huge disasters. So will the world give them the help that they need before the next arrives?

1- Why are hurricanes the most destructive among natural forces?

2- What made Hurricane Andrew the world's most expensive hurricane?

3- How did people in Bangladesh behave when the storm approached in 1970?

4- Decide whether each of the following is True or False.

- a- Getting information about the hurricane before it happens can save the lives of many people.
- b- We can completely stop the forces of nature with the help of technology and transport.

5- Say what the underlined words and phrases refer to.

- a- Lines 13: ... most had escaped by car. -----
- b- Line 22: ... before the next arrives? -----

5- Say what the underlined phrases mean.

- a- Line 1-2: ... but these givers of life can also become dangerous killers. -----
- b- Lines 7-8 ... everything possible is done to work out their speed and direction. -----

Vocabulary

A- Complete each sentence with suitable word from the box.

rainfall flexible refugees give up moreover explosion

- 1- My schedule is quite ----- . I could arrange to meet with you any day next week.
- 2- Eight people, including two children, were injured in the ----- .
- 3- Don't ----- ! You still have another chance to succeed.
- 4- The average annual ----- in Palestine is 700 mm.
- 5- New camps are being built to cope with the increasing numbers of ----- .
- 6- The whole report is badly written. ----- , it isn't accurate.

B- Complete the following sentences with pairs of opposites.

alive receive spend leave

give save arrive dead

- 1- Lutfi is a rich man. He ----- many valuable presents from his friends. He usually ----- some of these presents to his family members.
- 2- Our flight will ----- the airport at 7 a.m. We expect to ----- in Cairo at 10 a.m.
- 3- Fuad has been lost for a month. His family do not know if he is ----- or ----- .
- 4- Her need to ----- money outweighs her desire to ----- it on fun.

Language

A- Complete each sentence with the –ing or –ed adjectives from the verbs in brackets.

- 1- It was a cold, wet day and the children were ----- . (bore)
- 2- With no hope of a holiday life's very ----- . (depress)
- 3- He was too ----- to admit that he had lied. (embarrass)
- 4- Rain forests are filled with ----- animals.

B- Complete the sentences with the correct forms of the words in brackets (adjectives or adverbs).

- 1- Max is a brilliant singer. He sings ----- . (good)
- 2- Helen felt ----- that she was not injured. (happy)
- 3- She plays the piano ----- . (beautiful)
- 4- This lake is ----- for swimmers. (dangerous)

C- Rewrite the following sentences so that they keep their same meanings, using the words in the brackets.

1. My brother is taller than me (as.....as)

2. Junk food is too unhealthy to children to eat. (healthy)

1 Read the examples.

- | | |
|--|--|
| 1 'Aunt Jenan has come to play with you,' Samar tells Deema. | 2 Samar tells Deema that I have come to play with her. |
| 3 'Could you look after Deema?' she asks me. | 4 Samar wants me to look after Deema. |
| 5 'Are you free?' Samar asks me. | 6 Samar asks if/whether I am free. |
| 7 'When does the hospital want you to go?' I wonder. | 8 I wonder when the hospital wants them to go. |
| 9 'How did it go?' I ask. | 10 I ask how it went. |

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

- When we report statements, requests and questions, we often change words. For example, *you* in Example 1 changes to **a) Deema** **b) her** in Example 2.
- In reported requests like Example 4, polite request forms like *Can you ...?* **a) disappear.** **b) are kept.**
- Instead, we use reporting forms like *want / ask / tell / would like someone +* **a) infinitive.** **b) -ing form.**
- In reported *Yes / No* questions, we **a) add** **b) do not add** *if* or *whether* after the reporting verb.
- The word order also changes. *Are you free?* in Example 5 changes to the **a) question** **b) statement** form ... *asks if I am free.*
- In *Wh* questions, the word order usually changes to the **a) question** **b) statement** form and so verb *do / does / did* is **a) kept** **b) not kept** as in Examples 7–8 and 9–10.
- All questions and question-form requests like *Could you ...?* **a) lose** **b) keep** their question marks when they are reported.

2 Give the reported speech forms of the following.

- 'Aunt Jenan has come to play with you, Deema,' Samar says.
Samar says that I ...
- 'Could you please come immediately?' the hospital asks Samar.
- 'How did the operation go?' I ask.
- 'Is everything all right at the hospital?' I am wondering.

Look at activity 1 to check your work.

3 Put these statements, requests and questions into reported speech.

- 'Could you get to my apartment as soon as possible?' Samar asks Jenan.
Samar asks Jenan to get to her apartment as soon as possible.
- 'I can't send you my latest story today,' Jenan tells her editor, Serena North.
- 'Are you all ready to go?' Jenan asks Anas and Samar when she arrives.
- 'What do I need to do about lunch for Deema?' Jenan asks Samar.
- 'I really won't know for sure until we start,' Doctor Anwar replies.

1 Listen and repeat. 

basic bend bionic brain care (n)
 college connect high-tech point out
 ramp wheelchair whereas

Word formation
 develop (v) development (n)
 discover (v) discovery (n)
 invent (v) invention (n)

2 Look at the first picture in the passage and do the tasks.

- 1 Say who the woman in the picture is.
- 2 Say what you think she is doing.

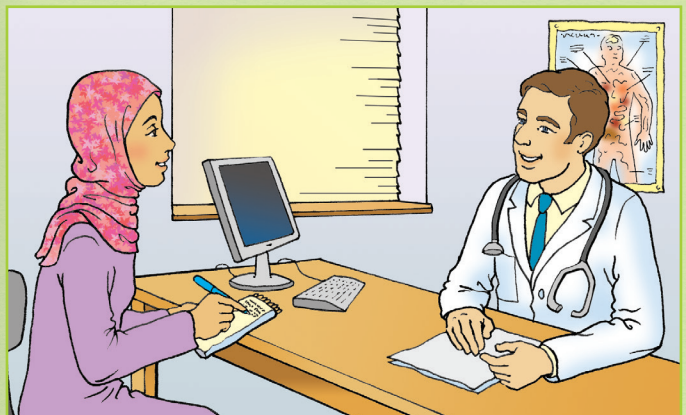
3 Read and answer the questions.

- 1 Why did Jenan Rashidi contact Dr Way?
- 2 What was Dr Way's general point about new developments in medicine?
- 3 What was his general point about modern care for people with disabilities?
- 4 Which area of help for disabled people did he seem to be most interested in?

The wonders of modern medicine by Jenan Rashidi

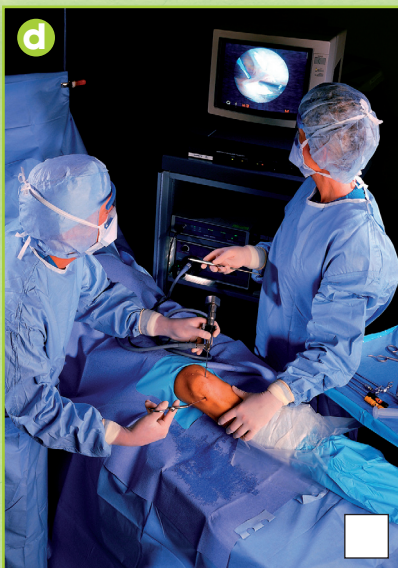
1 When I reported Waleed's operation, lots of you said that you wanted to read more about medicine. So I met Dr Mark Way of the London Medical College.

5 We talked about various new inventions and discoveries. 'The speed of development is huge,' he said, and he added that it would continue in every area, including new medical operations and powerful new
 10 medicines. 'And,' he pointed out, 'it isn't just high-tech developments: there's also much



better basic health care around the world.' That meant, he said, that people were living longer, healthier lives than their parents and grandparents had lived.

15 Then we talked about disabled people. Dr Way said that they had accepted their disabilities in the past, whereas some could now recover. For example, medical science was helping people to hear and see again.



'But can doctors do the same for all disabled people?' I asked.

'Sadly, no – at least not yet,' he replied. 'But here's another important point: disabled people today are being helped to live like everyone else. For example, many modern buildings have special ramps for people in wheelchairs.'

We discussed the new artificial legs that some disabled athletes had recently started using and we agreed that they were fantastic. 'But,' he said, 'at our Centre, we're more interested in new 'body parts' that connect with our brains.'

This was news to me, so I asked Dr Way to tell me more. He explained that if someone lost an arm in an accident, they were now able to provide a new bionic arm. It looked, bent and turned like a normal arm, he said. And it could understand messages from the brain that made it move.

'So the big point is this,' he said. 'In the past, disabled people couldn't live normal lives, whereas today more and more can and do.'

4 Read the passage again and do the tasks. Say what the underlined words refer to.

- | | |
|--|--|
| 1 Line 18: 'Sadly, <u>no</u> - ...' | Now say what these phrases mean. |
| 2 Line 25: ..., <u>they</u> were now able to provide ... | 1 Line 24: This was <u>news to me</u> , ... |
| | 2 Line 27: 'So <u>the big point</u> is this,' he said. |

Period 3

1 Read the examples.

- | | |
|--|--|
| 1 'They are fantastic,' we agreed . | 2 We agreed that they were fantastic. |
| 3 'Science is helping people,' he said . | 4 He said that science was helping people. |
| 5 'It looks like a normal arm,' he said . | 6 He said that it looked like a normal arm. |
| 7 'They accepted their disabilities in the past,' he said . | 8 He said that they had accepted their disabilities in the past. |
| 9 'It will continue ,' he said . | 10 He said that it would continue . |
| 11 'It can understand ,' he said . | 12 He said that it could understand . |
| 13 'Disabled athletes have recently started using artificial legs,' we said . | 14 We said that disabled athletes had recently started using artificial legs. |

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

- In reported speech, the reporting verb is **a)** always in the present. **b)** often in the past.
- If the reporting verb is in the past, the verb tense of the reported speech usually **a)** changes. **b)** stays the same.
- When it changes, it moves one tense into the **a)** future. **b)** past. For example, *are* changes to *were* in Examples 1–2.

Now complete the following rules from Examples 1–14.

- am / is / are > _____ / _____
- am / is / are living > _____ / _____
- look / looks > _____
- accepted > _____
- will continue > _____
- can understand > _____
- have started > _____

2 Put these statements into reported speech.

- 'I write for the magazine *Young World*,' Jenan told Dr Way.
- 'I recently wrote about a dramatic operation,' she explained.
- 'Now our readers are asking for more on medicine,' she went on.
- 'If you can talk to me, I will happily come to your office at any time,' she said.

1 Listen and repeat.



academic	apply	career	carpenter
determined		literary	practical
qualification		stream	such as
technical	vocational		whatever

Word formation

able (adj) ability (n)
 compete (v) competitive (adj)
 organization (n) organize (v)
 science (n) scientific (adj)
 special (adj) specialize (in) (v)

2 Look at the pictures and the passage heading. Answer the questions.

- 1 What do the pictures around the passage show?
- 2 Think about the pictures and the passage heading. What might the passage be about?
- 3 What jobs do the things in the pictures make you think of?

Which way now?

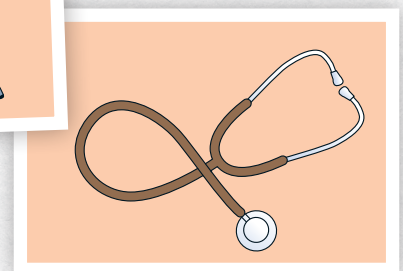
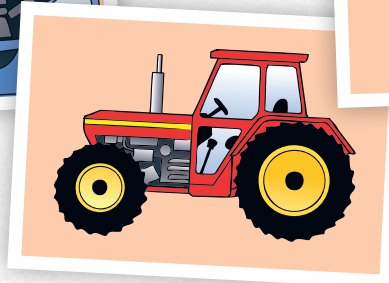
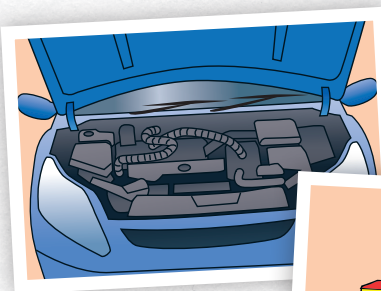
1 So you're in Grade 10, a year of hard work and important choices. Should you take the academic route? Or should you follow the vocational route to become a carpenter or a nurse perhaps?

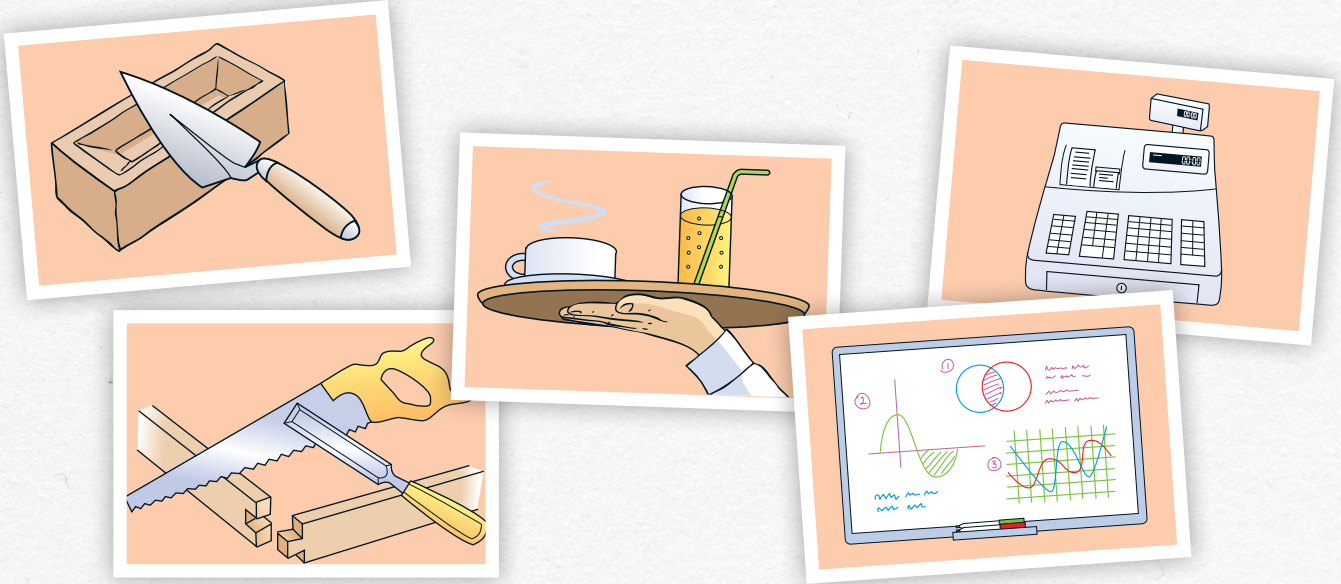
If you lived in Germany or France, things would be organized differently. There, you would
 5 continue with most of your subjects until you graduated.

However, the Palestinian system offers choices, and these must match your interests and abilities. If you choose the right group of subjects, they'll carry you towards the right career. Choose badly, and you'll become bored and do badly.

With careful thinking, that shouldn't happen. If it did, you might leave school with weak
 10 qualifications and a future in a 'dead-end' job. It would be a disaster! So start thinking now.

Some people may say you should become a doctor or an engineer because they are 'good' jobs. Don't listen. A job will only be good if it is right for you! And remember this: people are respected if they do their work well – whatever their jobs.





Think carefully: what do you like and what are you good at? Sciences perhaps? If so, the
 15 academic route may be right, and you could become a scientist. Or you may enjoy working
 with your hands outdoors. If so, you might become a builder or a farmer and you will need the
 vocational route.

If you take the academic route, you'll enter either the scientific or literary streams. In one, you'll
 mostly do maths and sciences, and in the other, you'll study subjects such as history, Arabic and
 20 English. Then you'll be able to apply to university or college and specialize in just one or two
 subjects.

With the vocational route, you may go on to vocational college. There, you'll specialize in
 practical subjects like office or technical skills.

Whatever route you choose, be determined to be the best you can. In today's competitive
 25 world, you'll need to be!

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

- 1 **A** Ali is only 13, but I think he has the natural _____ to be a great athlete.
B Yes, and he's also very _____. He always wants to win!
- 2 **A** Has Mazen _____ for any jobs yet?
B Yes, lots, but there's a problem: he hasn't got any _____.
- 3 **A** Which _____ will Mona join in Grade 11? Does she want to do sciences?
B No, she's much more interested in history, so she'll take the _____ route.
- 4 **A** Zina is really _____ to build her own computer.
B But look at all these _____ instructions! Will she understand them?
- 5 **A** Tariq isn't interested in anything _____ like sciences or languages. He's going to take the _____ route instead.
B Yes, he wants to do something _____. I think he could be a good builder.

4 Read the passage again and answer the questions.

- How is school in Germany and France different from the Palestinian system?
- Give examples of careers that the two different routes take students towards.
- What can happen if a student makes the wrong choice in Grade 10?
- Why may the job of doctor or engineer not be a good job?

5 Read the passage again and do the tasks.

Say what the underlined words refer to.

- Line 9: With careful thinking, that shouldn't happen.
- Line 19: ..., and in the other, you'll study subjects such as history, ...
- Lines 24–25: In today's competitive world, you'll need to be!

Now say what the underlined phrases mean.

- Line 10: ... a future in a 'dead-end' job.
- Line 11–12: ... become a doctor or an engineer because they are 'good' jobs.

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- Line 10: ... a future in a 'dead-end' job.
- Line 11–12: ... become a doctor or an engineer because they are 'good' jobs.

1 Read the examples.

- 1 If you **were born** again now, you **would have to start** your life again.
- 2 If you **had been born** in 1700, you **would not have had** any education.
- 3 What if you **had been born** in 1900? You **would have had** more choices.
- 4 (If you **had been born** in 1900,) you **would have been** able to travel by train.

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

- 1 Example 1 is **a)** real **b)** unreal because you cannot be born again now (or in the future). This is a *Type 2* conditional.
- 2 Example 2 is **a)** real **b)** unreal because you cannot be born again in the past. This is a *Type 3* conditional. It expresses a past event that did not happen.
- 3 Changing from *Type 2* conditional forms, the *Type 3 if*-clause verb goes one tense farther into the **a)** past. **b)** future. The other clause does the same: *would* changes to *would have*.
- 4 Example 3 shows that the conditional idea **a)** must be in one sentence. **b)** can break into two sentences.
- 5 Example 4 shows that the *if* idea **a)** is always stated. **b)** may be understood and not stated. In this case, the *if* idea is in the question at the start of the paragraph. All the other (*would have*) sentences in the paragraph are replies to the question.

2 Give the students' short answers. Choose from the blue and purple blocks.

If you had lived 300 years ago, what do you think your life would have been like?

I'm sure I would have had a very simple life. I guess I wouldn't have gone to school.



<p>I (be born) If I (be alive) we (live)</p>	<p>300 years ago, three centuries ago, in the early 1700s, in the early 18th century,</p>	<p>I'm sure I I guess we</p>	<p>(have) a very simple life (be) very poor (work) very long hours (often go) to bed very early (not go) to school (not learn) to read or write (not make) much money (not get) much health care</p>
--	---	----------------------------------	--

1 Look at the chart on the next page. Read Jenny’s personal statement, paragraph 1.

Personal statement

1 Interests and possible career

My most important area of interest is helping people. For example, I love looking after children, and I also do voluntary work. I help at a school for children with special needs. Because of these interests, I am thinking about a career as a nurse.

2 Prepare to write your personal statement. Do the tasks.

1 Read chart 1 and note how Jenny has scored herself. (5 = always; 1 = never, or almost never)

Chart 1

Statements	Scores
1 I’m happy to work with other people.	5 4 ③ 2 1
2 I go on trying even when things get difficult.	5 ④ 3 2 1
3 If things go wrong, I feel I should try to put them right.	⑤ 4 3 2 1
4 I make sure I finish work at the right time.	5 ④ 3 2 1
5 I’m happy to be the leader in a group.	5 ④ 3 2 1
6 If something doesn’t work, I look for a better way.	5 4 ③ 2 1

2 Read chart 2 and note how Jenny has scored herself. Do the same for yourself. (She has added together her scores for statements 1–6 in chart 1.)

Chart 2

Personal qualities	Statement numbers	Score	
		Jenny	You
Determined	2 4	<u>8</u>	—
Flexible	1 6	<u>6</u>	—
Responsible	3 5	<u>9</u>	—

3 Read Jenny’s personal statement, paragraph 2. Write similarly about yourself.

2 Personal qualities

I feel I have several personal qualities which will be very important in the future. Most importantly, I believe that I am very responsible. For example, if things go wrong, I feel that I should try to put them right. I am also very determined, and so I go on trying even when things get difficult.

Revision Worksheet Unit 7

Reading

Read the following passage carefully, then answer the questions that follow:

'The speed of development is huge,' he said, and he added that it would continue in every area, including new medical operations and powerful new medicines. 'And,' he pointed out, 'it isn't just high-tech developments: there's also much better basic health care around the world.' That meant, he said, that people were living longer, healthier lives than their parents and grandparents had lived.

Then we talked about disabled people. Dr Way said that they had accepted their disabilities in the past, whereas some could now recover. For example, medical science was helping people to hear and see again. 'But can doctors do the same for all disabled people?' I asked. 'Sadly, **no** – at least not yet,' he replied. 'But here's another important point: disabled people today are being helped to live like everyone else. For example, many modern buildings have special ramps for people in wheelchairs.'

We discussed the new artificial legs that some disabled athletes had recently started using and we agreed that they were fantastic. 'But,' he said, 'at our Centre, we're more interested in new 'body parts' that connect with our brains.' **This was news to me**, so I asked Dr Way to tell me more. He explained that if someone lost an arm in an accident, **they** were now able to provide a new bionic arm. **It** looked, bent and turned like a normal arm, he said. And it could understand messages from the brain that made it move.

1- What is the result of having health care?
.....

2- How does modern care help people with disabilities?
.....

3- Say what these words and numbers refer to.

a. 'no' line 9: b. it line 13 refers to.....

4- Complete: bionic arm could understand

5- True or False:

- Medical science is helping all disabled people similarly. ()
- Dr. Way is interested in using bionic body parts. ()

Vocabulary

1. Fill in the spaces with a suitable word from the list below:

put off rapidly ramps recovered diary

1. The patient has already after a successful operation.
2. The cost of living is increasing these days.
3. We the trip three days ago because of the heavy rain.
4. Easy are designed to help disabled people in walking.

2. Complete the following sentences with the correct form of the words in brackets:

- a. The new discovery is.....(**wonder**)
- b. she wants to study.....at the university. (**medical**)

Language

Change the following into **delayed** reported speech:

1. "How many students were there in the classroom?"
Sami asked
2. "Don't make so much noise!"
My dad told me
3. "I don't drink coffee anymore."
She said
4. "Did the teacher give you your exam?"
She asked me.....

Revision Worksheet Unit 8

Read the following passage then answer the questions below.

Dr Rossi Thank you, and hello. Well, deciding the right way ahead can be very difficult and stressful – especially for your generation. Why? Because there have never been so many choices to make before. But let's start with the opposite – a world without choices. Think back 300 years. If you had all been born in 1700, very few of you would have had any education. At 16, nearly all of you would have been hard at work at home or on the land. You would probably have had very few choices: your lives would simply have followed your parents'. What if you had been born in 1900 instead? Generally speaking, you would have had more choices and chances by then. You would have been able to travel – though only by train: cars were for the rich and planes were for the very brave. Several years of school would have given you more possibilities – although you would probably have left at 13. There would have been more goods to buy in the shops, but not a TV or a computer: these and many other things did not exist. Life would have been limited in another way, too: there would have been far fewer career opportunities. Could you have become a TV technician or a computer programmer or a shopping centre manager? No, because these and thousands of other jobs had not yet been invented.

1. Why is it difficult and stressful to decide the right way?
.....

2. Did people have a lot of choices in 1700?
.....

3. How had things got better by 1900?
.....

4. Complete the following statement:

- No one had become computer programmer in 1900 because.....

Vocabulary

A: Complete the sentences with words from the box.

determined	routes	vocational	qualifications	flexible
------------	--------	------------	----------------	----------

- Both the academic and the vocational are important for future life.
- If you like farming, the..... route may be the right choice.
- He did not get the job despite his high.....
- I am very....., I go on trying even when things get difficult.

B: Complete the sentences. Use words from the same word family of those in brackets:

- They annual events for helping the poor. (organization)
- His.....makes it difficult for him to live a normal life. (disable)

Language

Choose the correct answer.

- If we boil water , itinto vapor. (a. turn b. turns c. will turn)
- What you do if the weather is bad on Friday. (a. will b. would c. have)
- You would succeed if youhard . (a. studied b. had studied c. study)
- If somebody gave you a free airline ticket, whereyou go? (a. would b. will c. may)
- If I had taken my medicine, I would much better. (a. have felt b. had felt c. feel)

English for Palestine 10

Model Test

Reading

Read the following passage then answer the questions that follow:

So you're in Grade 10, a year of hard work and important choices. Should you take the academic route? Or should you follow the vocational route to become a carpenter or a nurse perhaps?

If you lived in Germany or France, things would be organized differently. There, you would continue with most of your subjects until you graduated.

However, the Palestinian system offers choices, and these must match your interests and abilities. If you choose the right group of subjects, they'll carry you towards the right career. Choose badly, and you'll become bored and do badly.

With careful thinking, that shouldn't happen. If it did, you might leave school with weak qualifications and a future in a 'dead-end' job. It would be a disaster! So start thinking now.

Some people may say you should become a doctor or an engineer because they are 'good' jobs. Don't listen. A job will only be good if it is right for you! And remember this: people are respected if they do their work well – whatever their jobs.

Think carefully: what do you like and what are you good at? Sciences perhaps? If so, the academic route may be right, and you could become a scientist. Or you may enjoy working with your hands outdoors. If so, you might become a builder or a farmer and you will need the vocational route.

If you take the academic route, you'll enter either the scientific or literary streams. In one, you'll mostly do maths and sciences, and in the other, you'll study subjects such as history, Arabic and English. Then you'll be able to apply to university or college and specialize in just one or two subjects.

With the vocational route, you may go on to vocational college. There, you'll specialize in practical subjects like office or technical skills. Whatever route you choose, be determined to be the best you can. In today's competitive world, you'll need to be!

1- What will happen if you choose the right group of subjects?

2- Why do some people advise students to become doctors or engineers?

3- Which subjects do vocational colleges teach?

4- Complete the following statements from the text.

According to the Palestinian system, the basic choices schools offer students after grade 10 are the ----- and the----- . The case in Germany and France is different because there a student has ----- till graduation.

5- Say what the underlined words and phrases refer to.

- a- Line 8: ... If it did, you might leave school with weak qualifications..... -----
- b- Line 17: ..., and in the other, you'll study subjects... -----

5- Say what the underlined phrases mean.

- a- Line 9: ... a future in a 'dead-end' job. -----
- b- Lines 11: ... if it is right for you! -----

Vocabulary

A- Complete each sentence with a suitable word from the box.

qualification whereas shocked possibility architectural defend

- 1- This is a temple of rare ----- beauty.
- 2- The forecast said that there is a ----- of snow tonight.
- 3- We were ----- to hear the news of our teacher's death.
- 4- I am going to karate lessons to learn how to ----- myself.
- 5- You will never get a good job if you don't have any -----.
- 6- He works slowly and precisely ----- I tend to rush things and make mistakes.

B- Complete each sentence with the correct form of the word in brackets (noun, verb or adjective).

- 1- She refuses to let her ----- prevent her from doing what she wants to. (disabled)
- 2- At school the ----- of every child checked each year. (healthy)
- 3- She has been studying ----- at An-Najah University for six years. (medical)
- 4- The ----- of oil brought many benefits to the town. (discover)

Language

A- Turn the following active sentences into passive.

- 1- The teacher answered all the students' questions.

- 2- The School Chorus sang a beautiful song.

- 3- They have recently discovered the remains of the Pharos tower underwater.

- 4- After we had bought the tickets, we were able to enter the stadium.

B- Give the reported speech forms of the following.

- 1- 'I have a headache. I can't go,' Jihad told the teacher.

- 2- 'Our students are having their final exams,' the head teacher explained.

- 3- 'What do I need to do about lunch for Deema,' Jenan asks Samar.

- 4- 'Could you bring another bottle of water,' Anwar asked the waiter.

1 Listen and repeat.



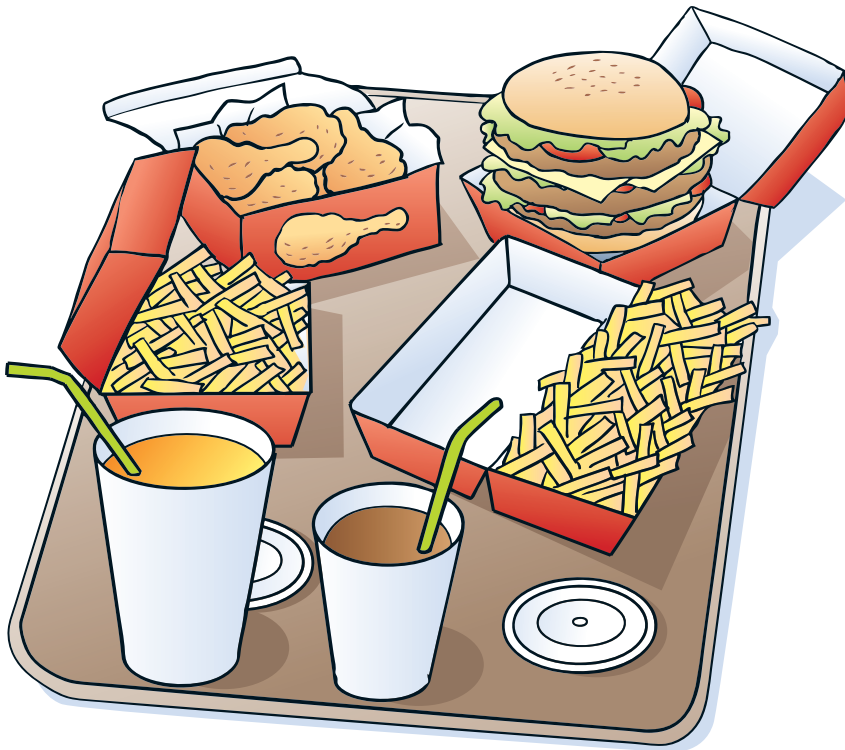
balanced calorie contain diet fuel
likely make up for nutrient on the other hand
overweight pie portion teenager (teen)

Word formation

day (n) daily (adj)
surprised (adj) surprising (adj)
surprisingly (adv)

2 Look at the picture and do the tasks.

- 1 Look at the menu and at the food. Say what two people have ordered.
- 2 Tick (✓) the items on the menu. Work out how much everything will cost.



Menu

Burgers:	Standard	\$2.50
	Large.....	\$4.00
Chicken pieces.....		\$3.20
Fries:	Standard	\$1.30
	Large.....	\$1.70
Drinks:	Standard	\$0.80
	Large.....	\$1.20

3 Read and answer the questions.



- 1 Whose health is the writer worried about?
- 2 What are many young Americans doing less than before?
- 3 What do many American teenagers not do in the morning?
- 4 What are a lot of American teens doing more than before?
- 5 What is happening to the weight of these people?

How to be healthier (1) By Ellen Grant

1 American teenagers seem healthy
 enough but, in fact, many are not. For
 example, the numbers who do sports
 or other energetic activities are falling.
 5 Even more importantly, more and more
 young Americans do not eat well. This is a
 problem. And a large part of the problem
 is junk food – the junk food that most of us
 eat more and more.

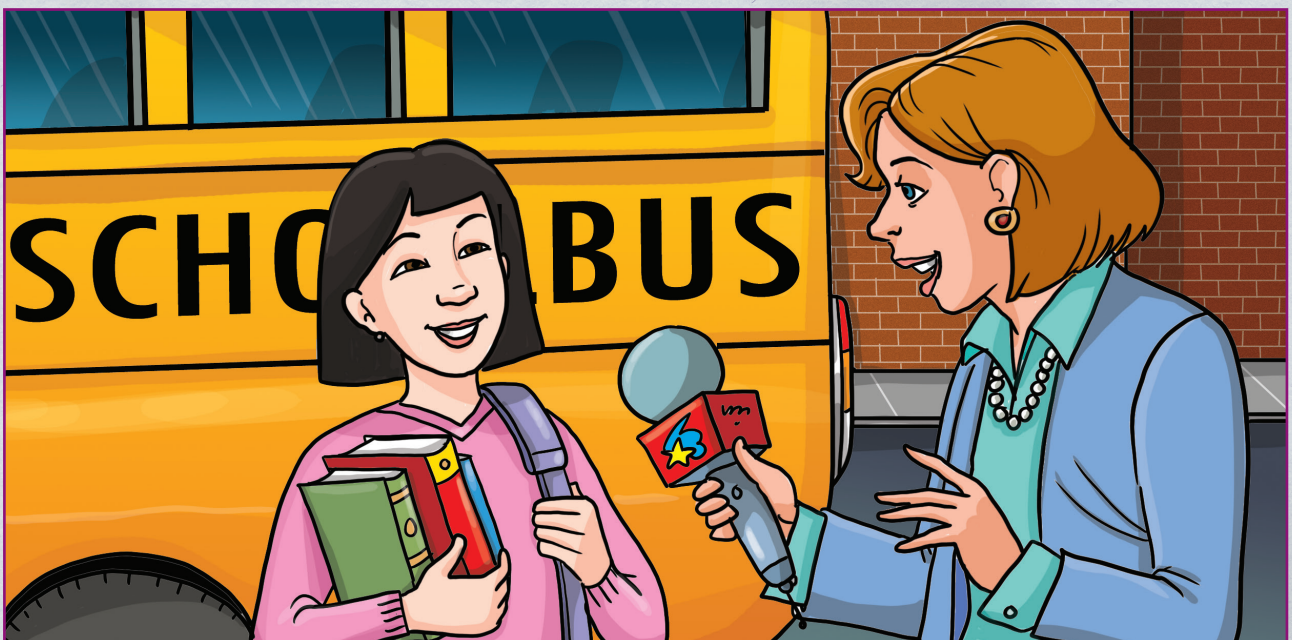
10 And there's another big diet problem:
 too many teens don't eat when they
 should. Take Carrie Choi. Carrie is 15 and
 she hasn't eaten breakfast since she was
 in third grade. 'I don't have time,' she says.
 15 'I have to be on the school bus at 7:15 am.
 Anyway,' she adds, 'I'm really not hungry
 at that time of day.'

More and more young Americans
 talk like Carrie. They are the 20% of US
 20 teenagers who don't eat breakfast. They
 are creating real problems for themselves
 – and perhaps even killing themselves.

Your body is like a car. Cars need fuel
 – and we need food. Your body uses most
 25 of yesterday's supply by morning and
 then it needs more. People who forget this
 and miss breakfast may suffer headaches,
 and they will certainly be low on energy.
 On the other hand, scientists say, people
 30 who eat a proper breakfast learn better,
 behave better and are generally healthier.

Moreover, people who miss breakfast
 are especially likely to make up for it later
 with large portions of things that contain
 35 lots of unhealthy fat and calories – a burger
 perhaps or a pie and some fries. Not
 surprisingly, 17% of American teenagers
 are now very overweight. Dangerous 'killer'
 conditions often follow in later life – heart
 40 disease, for example.

The answer is to eat a healthy breakfast
 and a balanced daily diet that gives our
 bodies the nutrients that they need. And
 of course to get more exercise.



1 Read the examples.

- 1 Tim Dinsdale was an engineer. **He gave up his career to find Nessie.**
 > Tim Dinsdale was an engineer **who/that gave up his career to find Nessie.**
- 2 He filmed an object. **It appeared to be the real thing.**
 > He filmed an object **which/that appeared to be the real thing.**
- 3 There was a local fisherman. **The monster suddenly approached him.**
 > There was a local fisherman **who/that the monster suddenly approached.**
- 4 People continued seeing things. **No one could explain them.**
 > People continued seeing things **which/that no one could explain.**
- 5 Most people reported a small head. **They saw it.**
 > Most people **who/that saw it** reported a small head.
- 6 The oldest report goes back 1,500 years. **We have it.**
 > The oldest report **which/that we have** goes back 1,500 years.

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

- 1 The relative clauses in all the examples add **a) necessary** **b) unnecessary** information to the first part of their sentences. They are defining relative clauses.
- 2 Examples 1 and 3 show that we can use **a) who or that** **b) which or that** in relative clauses about people.
- 3 Examples 2 and 4 show that we can use **a) who or that** **b) which or that** in relative clauses about things.
- 4 In Examples 1 and 2, *who* and *which* are **a) the subject** **b) the object** of their relative clauses.
- 5 In Examples 3 and 4, *who* and *which* are **a) the subject** **b) the object** of their relative clauses.
- 6 In Examples 1–4, the relative clause adds information about the last part of the main clause, and it comes **a) in the middle** **b) at the end** of the sentence.
- 7 In Examples 5–6, the relative clause adds information about the first part of the main clause, and it comes **a) in the middle** **b) at the end** of the sentence.

2 Form sentences with relative clauses about the last part of the main clause. Match the sentence halves and add *who* or *which*.

- | | | |
|---------------------------------------|-------|---|
| 1 Loch Ness is a large lake. | | They lived and worked near the lake. |
| 2 Things used to be seen by people. | who | It reaches across the north of Scotland. |
| 3 There is an ancient story of a man. | which | People used them to get to the lake. |
| 4 From 1933, there were new roads. | | A huge monster approached him . |

1 Listen and repeat.

actual(ly)	all over	avoid
cruel	fail	improve
particular(ly)	starve	survive
	true	

Word formation

disaster (n) disastrous (adj)
 force (n) –force (v)
 increase (v) decrease (v)
 peace (n) peaceful (adj) peacefully (adv)
 prevent (v) prevention (n)

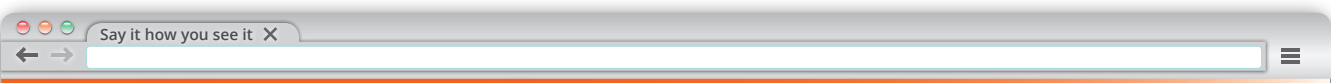
2 Look at the next page. Answer the questions.

- 1 Where do you think you could find this page? (Read the first line of the heading.)
- 2 What do the pictures at the top show and how do they look different?

3 Read and do the task.

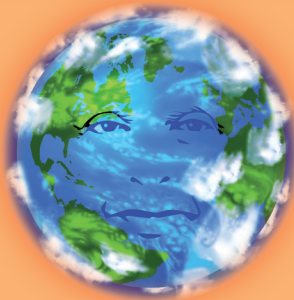
Tick (✓) the speakers who seem to be:

	Rosa	Liam	Hisako	Simu	Basim
a completely negative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b partly positive, partly negative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c partly positive, partly unsure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

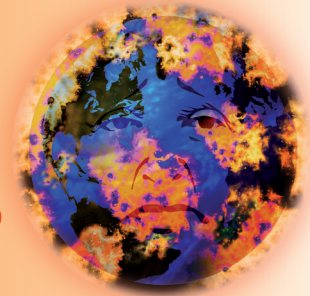


Say it how you see it.com

This week's discussion:



Future good – or future terrible?



Rosa (Sydney)



1 I think the future looks disastrous for human beings. Why are people so cruel to each other? There are wars everywhere and people are killing and oppressing other people all over the planet. We've been given this wonderful world to live in, but we just can't learn to live in it peacefully!

Liam (Dublin)



5 It's true. All these terrible wars are tragic and horrible. But remember: since the United Nations was set up in 1945, another huge world war has at least been avoided. And one day, who knows? Maybe smaller ones will be prevented, too. But meanwhile, what about all the people who die of disease every day? Especially children.

Hisako (Tokyo)



10 Yes, we often see terrible pictures on the news, particularly after earthquakes and other disasters. But it isn't all bad, is it? They say basic medical care and disease prevention are improving all the time. That means more people are surviving than ever before, which is great. But that creates another problem, doesn't it? With more and more people,
15 how is everyone going to be fed? Are millions who are being saved by medicine today going to starve tomorrow?

Simu (Nairobi)



Good question – especially as our climate is going horribly wrong in many places. Parts of Africa are getting hotter and drier and our traditional crops often fail to grow properly. So while our population is
20 increasing, food production is decreasing. That means millions of people will soon be forced to leave their land and become refugees. Scientists call it climate change, but actually it's climate disaster! What's going to be done about it?

Basim (Jericho)



25 Well, crops are being developed to grow in harder conditions, so something is being done about it. But if things get worse, will that 'something' be enough? I really don't know.

4 Read and complete the summary. Add other new words from period 1.

Rosa sees the future for people as (1) _____. She asks why we are so (2) _____ to other people and why we kill and (3) _____ other people so much, instead of living together (4) _____.

Liam agrees that the many wars (5) _____ the world are tragic. However, he says that we have at least (6) _____ another huge world war, thanks to the UN. He goes on to talk about the terrible effects of disease, particularly among children.

However, Hisako feels that there is good news here, too. Basic medical care is improving and so is the (7) _____ of disease. But she wonders about people that medicine is helping to survive today. She asks whether they will (8) _____ tomorrow because there may not be enough food for more and more people.

Simu is worried about this, too, particularly as traditional crops in his part of the world often (9) _____ to grow and so food production is decreasing. He says that climate change will soon (10) _____ millions to become refugees.

5 Read the passage again and answer the questions.

- 1 Liam agrees that the wars today are terrible, but what positive point does he make?
- 2 Hisako agrees that disease is a big problem, but what positive point does she make?
- 3 What are Hisako and Simu both worried about?
- 4 Why is the problem getting particularly bad in Simu's part of the world?
- 5 What does he predict will happen as a result?
- 6 Why do you think Basim knows something about new crops?

1 Read the examples.

- | | |
|--|---|
| 1 Scientists are developing crops. | 2 Crops are being developed . |
| 3 People set up the UN in 1945. | 4 The UN was set up in 1945. |
| 5 God has given us this world. | 6 We have been given this world. |
| 7 It will force millions to leave. | 8 Millions will be forced to leave. |
| 9 What are people going to do about it? | 10 What's going to be done about it? |

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

- We use forms of **a) be** **b) have + be** + past participle to produce present and past tense passives, as in Examples 1–4.
- We use forms of **a) be** **b) have + be** + past participle to produce perfect tense passives, as in Examples 5–6.
- We can use **a) be** **b) will + be** + past participle to talk about the future in the passive, as in Examples 7–8.
- We can use **a) be** **b) going to + be** + past participle to talk about the future in the passive, as in Examples 9–10.

2 Change to present, perfect and past passive forms. Add *by* + agent if necessary.

- By the end of World War II, this tragic and disastrous event had killed as many as 85 million people.
- It had also destroyed hundreds of great cities in many countries.
- The world's leaders required a new organization to help prevent future wars.
- As a result, a group of 50 countries created the United Nations in 1945.
- All over the world since 1945, people in danger have needed the UN's protection.
- Today, UN people are carrying out United Nations operations in many places.
- Clearly, we need the UN now as much as we have ever needed it.

1 Listen and do the tasks. 

- 1 Listen to part 1 on climate change. Number the points 1–8 as you hear them.
- 2 Listen to part 2 on population growth. Number the points 1–8 as you hear them.

Problems	Important causes	Results	Actions	Purpose
Climate change ____	The atmosphere is being polluted. ____ Natural climate change is happening. ____	Temperatures are rising. ____ Food production is falling. ____	Energy use could be reduced. ____ Clean forms of energy must be used far more. ____	Pollution will be reduced. ____
Population growth ____	Better health care is being given. ____ Fewer people are dying violently. ____	More children are surviving. ____ People are living longer. ____	Have smaller families by law. ____ Family size could be allowed to fall naturally. ____	Fewer resources will be needed. ____

2 Add your school's address, the date and the following to a formal letter.

The United Nations Yours faithfully, 1st Avenue Towards a better future
 New York The Secretary General NY 10017 Manhattan Dear Sir

Then choose and add the correct connectors for the body of the letter.

(your address)

(the UN address) _____ (today's date)

We are writing to you today (1) _____ (and / in order to) speak for young people about the future of our planet. We particularly wish to discuss the problem of climate change.

It is generally agreed that climate change is happening largely (2) _____ (because / because of) the Earth's atmosphere is being polluted by gases from fossil fuels.

(3) _____ (As a result, / However,) global temperatures are rising,

(4) _____ (but / and) in hotter, drier areas food production is falling.

There are several possible actions. (5) _____ (For example, / Moreover,) the quantity of energy that we use could be cut. (6) _____ (Although, / On the other hand,) clean new energy sources could be developed. We believe that it will be necessary to do both (7) _____ (so that / as) pollution can be controlled enough.

We hope that the UN will do everything possible (8) _____ (so / to) help make the future a better one for the young people of today and tomorrow.

(your signatures)
(your names)

3 Write a letter about population growth. Use your period 9, activity 1 notes.

Tenth Grade Worksheet

A: Complete each sentence with the suitable word from the list below.

strengthen	surprised	consist of	balanced	average	nutrient
------------	-----------	------------	----------	---------	----------

- 1- The ----- annual rainfall in this region is 750 mm.
- 2- This dish is very simple. It mainly ----- rice and vegetables.
- 3- I am ----- to see you here.
- 4- A healthy diet should provide all your essential-----.
- 5- You are too weak; you'd better ----- with rich food.
- 6- It is important to have a -----, healthy diet.

B: Complete the table with nouns and adjectives, then complete each sentence with the correct word from the table.

Noun	day	
Adjective		energetic

- 1- Since I started eating more healthily, I've got so much more -----.
- 2- The restaurant is open ----- except Fridays.
- 3- He seemed a dynamic and ----- leader.
- 4- I saw him the ----- before yesterday.

C: Rewrite the following sentences using the words in brackets.

- 1- My mother went to the market. She wanted to buy some vegetables. (so that)

- 2- Scientists are developing firefighting robots. They can do dangerous tasks.(in order to)

- 3- I went to the West Bank in order to study at Al-Najah University . (so that)

- 4 -Your stomach needs fibre so that it can work well. (in order to)

D: Complete the statements. Add a, some, the, or nothing (X)

- 1- ----- are made of beef or poultry meat.
- 2- My sister found ----- pen.
- 3- There are ----- leaves on the ground.
- 4- I found ----- bag I lost yesterday.

Revision Worksheet Unit 9

A: Complete each sentence with the suitable word from the list below.

mysterious	creature	appears	surface	warning	echo
------------	----------	---------	---------	---------	------

- 1- Because of her -----, I was careful.
- 2- He ----- much younger than I imagined him.
- 3- Her ----- was followed by a loud echo.
- 4- Most of the earth's ----- is covered by sea.
- 5- Very little is known of events inside this ----- country.
- 6- The crocodile is a strange-looking -----.

B: Complete the following with a word from the same word family.

- 1- The surgeon is going to ----- on her in the morning. (operation)
- 2- I made a ----- but they chose to ignore it. (suggest)
- 3- She had just woken from a ----- sleep. (depth)

C: -Rewrite the following sentences using who or which.

- 2- The police arrested the thieves. They stole the money from the house.

- 2- Vitamins are nutrients. We need to have them in our diet.

- 3- The car hasn't been found yet. It was stolen last week.

- 6- There was a local fisherman. The monster suddenly approached him.

- 5- The other people are really friendly. They live in the house

- 6- The house is also very cold! It is very big.

Revision Worksheet Unit 10

A: Complete each sentence with the suitable word from the list below.

peaceful	available	pressure	all over	pollution	starve
----------	-----------	----------	----------	-----------	--------

- 1- It is extremely important that food is made ----- to earthquake-stricken areas.
- 2- George traveled ----- Europe last summer.
- 3- Thousands of people will ----- if food doesn't reach the city.
- 4- Great ----- was put on the police to catch the criminals as soon as possible.
- 5- We had a ----- afternoon without the children.
- 6- Car exhaust is the main reason for the city's -----.

B: Complete each sentence with a pair of opposites from the boxes below:

safe	negative	war	allow
------	----------	-----	-------

peace	prevent	dangerous	positive
-------	---------	-----------	----------

- 1- Why are you being so -----? You have to be ----- about things.
- 2- The United Nations has used its authority to restore ----- in the area after a long period of -----.
- 3- To ----- road accidents, law doesn't ----- any person to drive a car without a valid driving license.
- 4- It isn't ----- to leave the house after dark. You might face -----people or animals.

C: Change the following active sentences into passive.

1- The farmers had picked the oranges before the storm.

2- One of the students broke the window yesterday.

3- The company will deliver my computer on Monday.

4- Our school has changed the date of the meeting.

5- We use this room only on special occasions.

6- She is telling the children a story.

7- They are going to finish the new road in a few days.

8- We have to put all these things into boxes.

Revision Worksheet

Reading Comprehension

Read the following passage then answer the questions that follow:

Your body is like a car. Cars need fuel – and we need food. Your body uses most of yesterday’s supply by morning and then it needs more. People who forget this and miss breakfast may suffer headaches, and they will certainly be low on energy. On the other hand, scientists say, people who eat a proper breakfast learn better, behave better and are generally healthier. Moreover, people who miss breakfast are especially likely to make up for it later with large portions of things that contain lots of unhealthy fat and calories – a burger perhaps or a pie and some fries. Not surprisingly, 17% of American teenagers are now very overweight. Dangerous ‘killer’ conditions often follow in later life – heart disease, for example.

The answer is to eat a healthy breakfast and a balanced daily diet that gives our bodies the nutrients that they need. And of course to get more exercise. Too many American teens do not eat when they should. Take Carrie Choi. Carrie is 15 and she has not eaten breakfast since she was in third grade. “I don’t have time,” she says “I have to be on the school bus at 7:15 am. Anyway, I’m really not hungry at that time of day.” More and more young Americans talk like Carrie. They are the 20% of US teenagers who do not eat breakfast. They are creating real problems for themselves – and perhaps even killing themselves.

1. What do people who miss their breakfast suffer from?
.....

2. Why should we eat proper breakfast?
.....

3. Decide whether the following statements are **True** or **False**

- People who eat a proper breakfast become very overweight. ()
- A fifth of the American teenagers do not eat breakfast. ()

4. Complete the following statements:

- People who miss breakfast make up for it with.....
- Unhealthy food contains lots of

5. Say what the following pronouns and numbers refer to:

- a. ‘it’ line 5: b. ‘17%’ line 6:
- c. ‘they’ line 10:

Vocabulary

A: Fill in the spaces with a suitable word from the list below:

fake	still	prevention	average
------	-------	------------	---------

1. is better than cure.
2. She got a high in her final year at college.
3. This ring is not real gold. It’s
4. When she saw the accident, she stood very and couldn’t move.

B. Complete the following sentences with a word from the same word family: (4 marks)

1. Nessie is still a big these days. (mysterious)
2. Fruit and vegetables are very (health)
3. The of the lake is about 50 m. (deep)
4. I going by car. What about you?

C. Complete the statements with pairs of opposites.

negative	dangerous	safe	positive
----------	-----------	------	----------

1. No sport is completely, but mountain climbing is more than others.
2. Why is she so.....? She used to be more.....than all of us.

Language

1. A: Join the following sentences with who or which.

1. The film was taken by Tim Dinsdale. He was a determined researcher.

.....

2. These shirts belong to my brother. My mother bought them this morning.

.....

B: Rewrite the following sentences using the words in brackets.

1. He works hard. He wants to get high marks. (**so that**)

.....

2. Ameen travelled to America so that he could join a good university. (**so as to**)

.....

2. Put (a /an /the /some / X) where necessary.

- a. Cows give us milk.
- b. I want book I gave you last week.
- c. A: What would you like rice or soup?
B: I'd like rice, please.
- d. We need hour to finish the project.

3. Change the following sentences into passive:

1. Edison invented the electric lamp.

.....

2. Muslim see Jerusalem as a holy city.

.....

3. They haven't built the new hospital yet.

.....

4. Change the following into reported speech:

1. "Are you going to have a party?" Ann asked me.

Ann wanted to know

2. "I was too excited to work that day," he said.

He said

3. "Where will you spend the holiday?" he asked me.

She asked me