



State of Palestine  
Ministry of Education

**NEW**  
EDITION

# English for Palestine

PUPIL'S BOOK **11**

## Learning Modules

2024

# Contents

Unit		page
Unit 1	<b>Learning styles</b>	2
Unit 2	<b>Education for success</b>	7
Unit 3	<b>Take care!</b>	16
Unit 4	<b>Going places</b>	23
Unit 5	<b>The food on your table</b>	31
Unit 6	<b>Amazing animals</b>	39
Unit 7	<b>Once upon a time</b>	49
Unit 8	<b>Political system</b>	56



# Learning outcomes

Unit	Learning outcomes
<b>1 Learning Styles</b>	<ul style="list-style-type: none"> <li>• Different ways of learning.</li> <li>• Fixed expressions with make and do</li> <li>• How to use both ... and, either ...or and neither ...nor.</li> <li>• Linking phrases with in</li> </ul>
<b>2 Education for success</b>	<ul style="list-style-type: none"> <li>• School system in different countries.</li> <li>• Different ways of expressing hopes and wishes.</li> <li>• Words with prefixes ( ex, pre- and post).</li> <li>• Writing CVs</li> </ul>
<b>3 Take care!</b>	<ul style="list-style-type: none"> <li>• Different ways of talking about obligation and permission: have to, be allowed to.</li> <li>• Fixed preposition + noun phrase.</li> <li>• Writing information from graphs and charts</li> </ul>
<b>4 Going places</b>	<ul style="list-style-type: none"> <li>• Being a tour Guide.</li> <li>• Expressing preferences using prefer and would rather.</li> <li>• Writing a job application form.</li> </ul>
<b>5 The food on your table</b>	<ul style="list-style-type: none"> <li>• The slow food movement</li> <li>• Genetically modified crops.</li> <li>• Future continuous tense.</li> <li>• Future perfect tense.</li> <li>• Writing recipes</li> </ul>
<b>6 Amazing animals</b>	<ul style="list-style-type: none"> <li>• Animal habits.</li> <li>• Endangered species.</li> <li>• participle (ing) phrases</li> <li>• Prefixes and suffixes with en</li> </ul>
<b>7 Once upon a time</b>	<ul style="list-style-type: none"> <li>• Folk tales and fairy stories</li> <li>• Using defining and non-defining relative pronouns</li> <li>• Using relative pronouns to add extra information to sentences</li> <li>• Telling and giving summaries of stories</li> </ul>
<b>8 Political system</b>	<ul style="list-style-type: none"> <li>• Describing systems of government</li> <li>• Different tenses in the passive form.</li> <li>• Passive forms without tenses.</li> <li>• Describing the stages of a process</li> </ul>

# Learning styles

## 1 Discuss these questions in pairs or small groups.

- Which of these ways of studying do you prefer?
  - ▶ making your own written notes
  - ▶ watching a video recording
  - ▶ reading textbooks
  - ▶ discussing subjects with other students
  - ▶ listening to the teacher
  - ▶ practising by yourself
- Do the other members of the group have similar preferences?

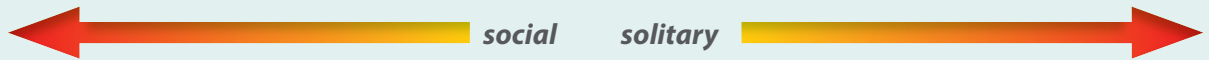
## 2 Read the text below. Then complete the tasks on page 5.

Most experts agree that there are three basic learning styles, as shown here

**VISUAL**

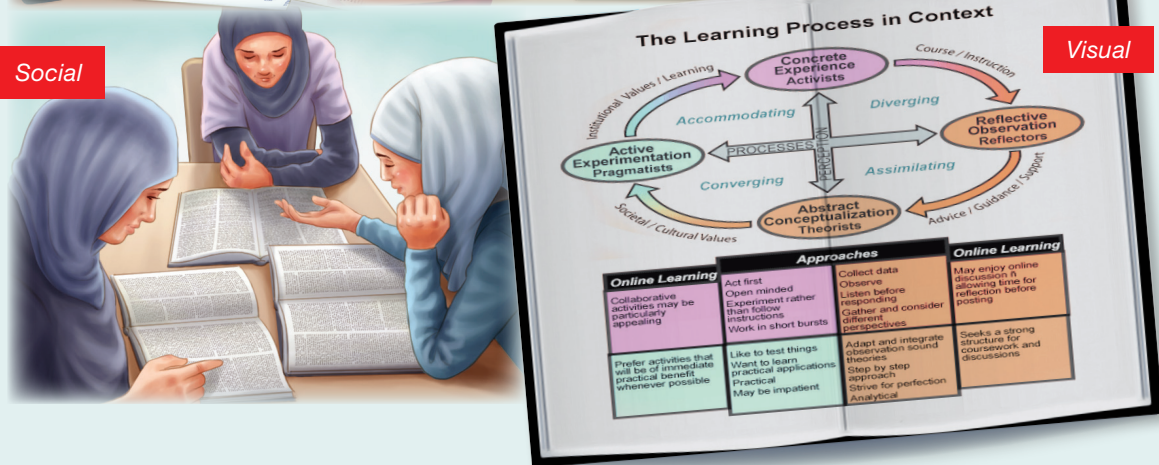
**AURAL**

**PHYSICAL**



Visual learners prefer learning by seeing, either through reading or with pictures and other images. Aural learners learn best by hearing words or music, while physical learners tend to use their bodies and sense of touch ('learning by doing'). No matter which of the three basic groups you are in, you may work best either on your own or with others, but obviously it's impossible to be both a social and a solitary learner.

In reality, though, a person's own learning style is neither simple nor fixed. Each of us has a mixture of learning styles. Many people find that they have one style that suits them best, while others use different styles according to what they are studying. Also, you can make efforts to improve your learning in styles that you are less good at.



- 1 What is most helpful for aural learners?  
**A** pictures      **B** written texts      **C** music and sounds
- 2 What is most helpful for visual learners?  
**A** loud reading      **B** charts      **C** lecture
- 3 Complete these sentences with words and phrases from the text.
  - 1 Learners may be either social or \_\_\_\_\_, but not both.
  - 2 Physical learners \_\_\_\_\_ to learn by doing something practical.
  - 3 Some people vary their ways of studying \_\_\_\_\_ the subject they are learning.
- 4 Which learning styles are most suitable for these students?



I'd rather show you how to do it than explain it.

1 Learning style: \_\_\_\_\_

I'm quite good at hearing differences in how people speak.



2 Learning style: \_\_\_\_\_



I find it hard to focus on my own. Can I study with you, please?

3 Learning style: \_\_\_\_\_

I often draw diagrams to help me understand ideas.



4 Learning style: \_\_\_\_\_

**3 Discuss this question in pairs or small groups.**

Think about the ways you prefer to learn. What kind of learner do you think you are?

4 Look at the examples. Use fixed expressions with *make* or *do* to complete the sentences.

**Examples**

You can **make efforts** to improve your learning.

It doesn't matter if you **make a mistake**. Just **do your best**.

**Expressions with *make* and *do***

**make**     an effort  
               a mistake  
               friends  
               a decision  
               a profit (money)  
               a change

**do**        someone a favour  
               your duty  
               (physical) exercise  
               the housework

- 1 The company needs to sell more products to \_\_\_\_\_ and compete in the market.
- 2 He joined the army because he wanted to \_\_\_\_\_ his \_\_\_\_\_ to the country.
- 3 It's been hot for so long that this cooler weather will \_\_\_\_\_ a nice \_\_\_\_\_.
- 4 If you want to be healthy you need to \_\_\_\_\_ more \_\_\_\_\_.
- 5 We've discussed this for long enough. Now we need to \_\_\_\_\_.
- 6 It's not fair that I have to \_\_\_\_\_ while my brother watches TV.
- 7 He's quite shy and finds it difficult to \_\_\_\_\_.
- 8 I needed help so I asked him to \_\_\_\_\_ me \_\_\_\_\_.

1 Look at the examples. Then match the beginning of each grammar rule with its ending.

**Examples**

*It is impossible to be a social learner and a solitary learner at the same time.*

➔ *It's impossible to be **both** a social learner **and** a solitary learner.*

*You may work best on your own. Or you may work best with others.*

➔ *You may work best **either** on your own **or** with others.*

*Individual learning styles are not simple. Also, they are not fixed.*

➔ *Individual learning styles are **neither** simple **nor** fixed.*

The word or phrase that follows *both / either / neither* must be similar to the word or phrase that follows *and / or / nor* (noun phrase, adverb phrase, infinitive verb form, etc.).

**Complete the grammar rules**

- |  |  |
|--|--|
| 1 We use <i>both</i> ... <i>and</i> to talk about ...    | a two possible ideas or choices.               |
| 2 We use <i>either</i> ... <i>or</i> to talk about ...   | b two negative or impossible ideas or choices. |
| 3 We use <i>neither</i> ... <i>nor</i> to talk about ... | c two true facts or ideas.                     |

**2 Fill the gaps in these sentences with both ... and, either ... or or neither ... nor.**

- 1 In this country, 16-year-olds can \_\_\_\_\_ stay at school \_\_\_\_\_ leave and get a job.
- 2 The plan has \_\_\_\_\_ advantages \_\_\_\_\_ disadvantages.
- 3 \_\_\_\_\_ you support me \_\_\_\_\_ you're against me. There's no middle way.
- 4 I \_\_\_\_\_ agree \_\_\_\_\_ disagree with what she says. I don't know enough about the subject.
- 5 \_\_\_\_\_ A \_\_\_\_\_ C is correct, so the right answer is B.
- 6 Labelling a student as 'a slow learner' is \_\_\_\_\_ unhelpful \_\_\_\_\_ unfair.

**3 Rewrite the sentences as one sentence, using both ... and, either ... or or neither ... nor.**

- 1 You need to focus on the general idea. You need to focus on details too. (both ... and)  
\_\_\_\_\_
- 2 We can stop and have a break. Or we can keep working. (either ... or)  
\_\_\_\_\_
- 3 This way of learning is useful. It's also fun. (both ... and)  
\_\_\_\_\_
- 4 His suggestion wasn't helpful. Also, it wasn't practical. (neither ... nor)  
\_\_\_\_\_
- 5 Students don't like the new system. Their parents agree with them. (neither ... nor)  
\_\_\_\_\_
- 6 All learners belong to one of two groups. Some are solitary, others are social. (either ... or)  
\_\_\_\_\_

**4 Write full sentences using either ... or, both ... and or neither ... nor.**

1 Telephone number and email address required.

We need \_\_\_\_\_

2 Choose payment method: by cheque or by card.

You can pay \_\_\_\_\_

3 Driver and passengers escape accident without injury

\_\_\_\_\_ were injured in the accident.

4 New law 'necessary and fair', says Minister

The Minister thinks the \_\_\_\_\_

5 Phone / email for more information.

To get more information \_\_\_\_\_

**Spelling reminder**

sit – sitting, begin – beginning,  
prefer – preferred

inhabit – inhabited

label – labelling/labelled, travel –  
travelling/travelled/traveller

## REVISION WORKSHEET (UNIT ONE)

### 1. Complete the following sentences with words from the box:

visual      aural      physical

- 1- ..... learners prefer to work while standing up .
- 2- Ali is a .....learner. He uses mind –maps instead of written notes while revising for exams.
- 3- ..... learners discuss ideas with other students.

### 2- Complete the sentences below with either ... or, both ... and or neither ... nor.

- 1- Everyone was worried. .... his friends..... his family knew where he was.
- 2- You can..... phone..... send an email. Which way is easier for you?
- 3- .....Ahmad..... his brother are studying at university.
- 4- The book is..... funny..... exciting. I didn't enjoy it at all.
- 5- The person in the photo is .....a singer .....an artist. I can't remember which.

### 3. Rewrite the sentences using both ... and, either ... or, or neither ... nor.

1The weather at this time of the year isn't too hot and it isn't too cold.

.....

2The end of the film was surprising, and also funny.

.....

3I don't like playing sport and my friends also don't like it

.....

4You can eat your sandwich here but if you prefer you can take it away.

.....

5I had a lot of help from my family and also from my friends.

.....

6 There are no grades in this test. You pass or you fail

.....

**GOOD LUCK**



1 Look at the pictures. Then discuss the questions below in pairs or small groups.



- 1 What are the students doing in the pictures?
- 2 What impression do you get from the pictures?
- 3 How are the pictures similar or different from your own classrooms?
- 4 The pictures show classrooms in two of the most successful countries in the world (educationally and economically). Which countries do you think they might be?

2 Read the article about the two countries' education systems. Then complete the task at the top of page 15.

## Two success stories (and what we can learn from them)

Education Ministers who are hoping to improve their school **systems** often look at Finland and Taiwan. The first is a small country in northern Europe with a cold climate and a language hardly anyone else speaks; the second is a very small island that until fairly recently had high levels of poverty and population. Yet today both of these countries come out at or near the top in international **surveys** of economic success. Year after year, they also score highly in educational results. Can this be an accident, or is there a **connection**?

Finnish Education Minister Tuula Haatainen certainly believes there is. 'In Finland, we believe we have to **invest in** education,' she says. One reason she offers for Finland's success is that students don't begin 'real' school until they are 7, and all students between 7 and 16 get the same education. 'We don't **divide** at an early stage between students who do well and those that don't manage so well,' she explains. 'Studies show that it is dangerous to divide too early into different educational paths.'

Like Finland, Taiwan has nine years of compulsory education, after which (in both countries), students choose either an academic or vocational path. Very few choose to leave school in either country. One important difference, however, is in national tests, which are very important in Taiwan but much less so in Finland.

Can other countries learn from the Finnish and Taiwanese experience? There are surely some lessons that can be learnt as long as we remember that just **applying** one country's system **to** another isn't a simple **solution** to all problems.

Decide whether these statements are TRUE or FALSE. If there is not enough information to decide, choose DOESN'T SAY.

- 1 The writer suggests that the economic success of Finland and Taiwan is rather surprising.  
TRUE      FALSE      DOESN'T SAY
- 2 The writer believes there is a connection between education and economic success.  
TRUE      FALSE      DOESN'T SAY
- 3 Tuula Haatainen thinks clever students should have special lessons.  
TRUE      FALSE      DOESN'T SAY
- 4 The education systems in Finland and Taiwan have more differences than similarities.  
TRUE      FALSE      DOESN'T SAY
- 5 The writer says that other countries should copy the education systems of Finland and Taiwan.  
TRUE      FALSE      DOESN'T SAY

**3 Match the highlighted words and phrases in the text with their meanings below.**

- 1 something that joins two things together \_\_\_\_\_
- 2 studies \_\_\_\_\_
- 3 spend money with the hope of future benefits \_\_\_\_\_
- 4 ways of organising something \_\_\_\_\_
- 5 an answer \_\_\_\_\_
- 6 making something fit a different situation \_\_\_\_\_
- 7 put in different groups \_\_\_\_\_

**4 Match these names for different stages of education systems with their meanings.**

EDUCATION STAGES	MEANINGS
1 Pre-school/nursery/kindergarten	a the first stage of education (e.g. from age 5 to age 11)
2 Primary education	b children/young people have to attend school by law
3 Secondary education	c the next stage of education (e.g. from age 12 to age 18)
4 Further/Higher education	d learning before 'real school' begins
5 Compulsory education	e going to college or university

**5 Use words from the first column in Activity 4 to complete the text.**

In my country, children usually go to \_\_\_\_\_ when they're 4 or 5. They then start their \_\_\_\_\_ education at 6. Both this and \_\_\_\_\_ are \_\_\_\_\_ for everyone. Most, but not all, students then move on to some kind of \_\_\_\_\_ or \_\_\_\_\_ education.



1 Look at the examples. Then complete the grammar rules.

**Examples**

Education Ministers are hoping **to improve** their school systems ...

I hope it **won't happen**.

Let's hope he **gets** the grades he needs.

I wish our school **had** better equipment.

The headteacher wishes the school **could buy** more computers.

I wish I **wasn't/weren't** so bad at maths.



**Complete the grammar rules**

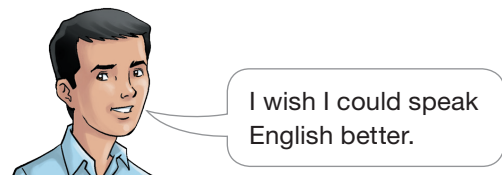
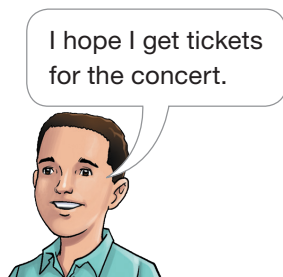
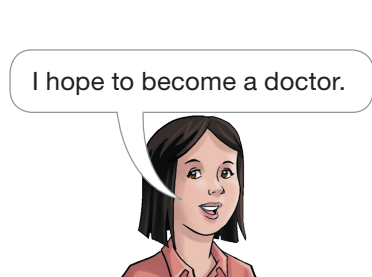
- 1 We use *hope* + the \_\_\_\_\_ form of the verb to talk about aims or ambitions.
- 2 We use *hope* + subject + \_\_\_\_\_ to say what we want to happen (or not happen) in the future.
- 3 The verb after *hope* can be in a future form (*will*, *won't*, *going to*) or the \_\_\_\_\_ tense.
- 4 We use *wish* + the \_\_\_\_\_ tense to say what we want to change about a present situation.
- 5 The past form of *can* is \_\_\_\_\_.
- 6 After *wish*, the verb *to be* can be either *was* or \_\_\_\_\_.

2 Complete the sentences with the correct form of the verbs in brackets.

- 1 I hope I \_\_\_\_\_ good marks in the test tomorrow. (*get*)
- 2 She wishes she \_\_\_\_\_ so much homework to do. (*not/have*)
- 3 We don't invest enough in primary education. I hope we \_\_\_\_\_ more in future. (*spend*)
- 4 After leaving university, I hope \_\_\_\_\_ a teacher. (*become*)
- 5 I don't know what he's saying. I wish I \_\_\_\_\_ understand French. (*can*)
- 6 Most parents of young children hope they \_\_\_\_\_ well at school. (*do*)

3 Discuss these questions in pairs or small groups.

- 1 What are your aims or ambitions in the near and longer-term future? (Use *hope* + infinitive.)
- 2 What are your personal hopes for the future? (Use *hope* + *will* or *hope* + present tense.)
- 3 What would you like to change about your present situation? (Use *wish* + past tense. Remember that *could* is the past form of *can*).



4 Look at the examples. Then complete the table.

**Examples**

**Pre-school** education is free in Finland.

When he finished his university degree, he did a **postgraduate** course.

Her **ex-employer** recommended her for the new job.

PREFIX	MEANING
pre	
	used to be
	after

5 Use words from the box to complete the sentences.

prepaid      post-war      ex-teacher      ex-soldiers  
prearranged      postscript

- Life in the country was difficult in the \_\_\_\_\_ period.
- After leaving school I kept in touch with my \_\_\_\_\_.
- He didn't need to pay for the hotel room because it was \_\_\_\_\_ by his company.
- If you have signed a letter but then remember something you didn't include, you can add a \_\_\_\_\_ (PS).
- We met at a \_\_\_\_\_ time and place.
- \_\_\_\_\_ sometimes find it difficult to manage in civilian life.

Period 3 / Writing

1 Read the advice from a website about writing CVs. Decide how each tip continues by choosing from the box.

**Writing a good CV (curriculum vitae) takes time, but it's very important.**

Here are our top 5 tips for a good CV.

- > Keep it short (2 pages maximum): \_\_\_\_\_
- > Don't send the same CV every time: \_\_\_\_\_
- > Put things in the most positive way \_\_\_\_\_
- > Include a personal statement \_\_\_\_\_
- > Make sure there are no spelling or grammar mistakes: \_\_\_\_\_

they don't want your life story to make yourself stand out (but don't lie!)  
it looks very bad  
every job or course has different needs



SHARE THIS!



READ MORE TIPS

3 Now write your own CV, . If necessary, invent some information.

Name:

Date and place of birth:

Address:

Telephone:

Email:

Personal statement

---

---

---

---

---

Education

---

---

---

---

---

Employment

---

---

---

---

---

Other Skills and Qualifications

---

---

---

---

---

*Write something about what you are interested in and what you hope to do in future*

*Remember to write this in reverse order*

## UNIT TWO / REVISION WORKSHEET

The sentences below use **hope and wish**. Complete each one using the correct tense or form of the verb in brackets.

1. Tim hopes that he \_\_\_\_\_ (get) a bicycle on his birthday.
2. I hope that it \_\_\_\_\_ (not/rain) tonight.
3. Lisa always arrives late. She wishes she \_\_\_\_\_ (arrive) earlier.
4. Jenny hopes she \_\_\_\_\_ (not/fail) her exam
- 5- She hopes \_\_\_\_\_ a doctor when she finishes medical school. (become)
- 6- He wishes he \_\_\_\_\_ eating fast food so much because he wants to be thinner. (not enjoy)
- 7- I hope they \_\_\_\_\_ early. I haven't finished cooking yet. (not arrive)

### 2. **Hope or Wish?** Write the Correct form of the verbs

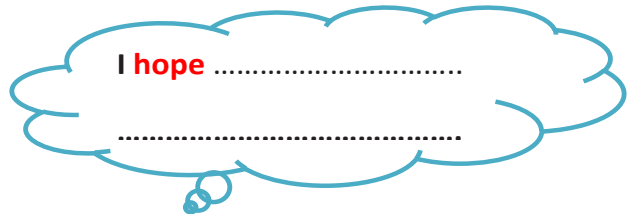
- 1- My apartment is small. I \_\_\_\_\_ I had a bigger apartment.
- 2- Ryan has a soccer game tomorrow. He \_\_\_\_\_ his team wins. The game might be cancelled though, if it rains. He \_\_\_\_\_ it doesn't rain.
- 3- Debby is excited for Christmas. She \_\_\_\_\_ that her parents buy her a laptop.
- 4- I have no brothers nor sisters . I ..... I had at least one.

### 3- Write sentences to say what these people are wishing or hoping

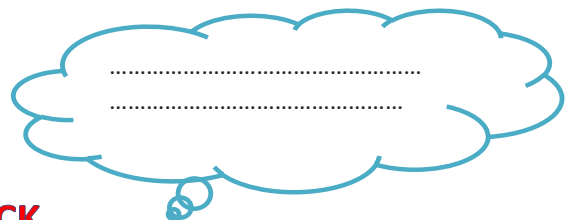
1- It's a wonderful coat but I don't have enough money to buy it.



2 - We're going for a long walk tomorrow, so we need dry weather.



3- This is a really good job but I don't think my English is good enough.



**GOOD LUCK**

**Reading****( 5 points)**

**1- Read the text about sleep. Then choose the best ending for each sentence below and circle A, B or C.**

**A good night's sleep**

I read this week about new research that says 'the right amount of sleep' helps students get better marks in tests. It also lowers the risk of some diseases in men, and is what makes women live longer than men. It sometimes seems that everyone thinks they know not just how much sleep others need but also where, when and how they do it. But is it possible to speak so generally? Famously, people like the French general Napoleon and British Prime Minister Margaret Thatcher managed quite well with only four hours a night, and the American inventor Thomas Edison said sleep was 'a waste of time'.

Parents often try to make young children sleep at particular times because they won't sleep when we want them to: they wake us up in the middle of the night and they wake up too early. We say we're doing this because it's good for them, but actually it's because it fits our lives. As for older children, the researchers say most six- to 12-year-olds need around 10 hours' sleep a night, and that many parents don't realise this. They are also shocked that fewer than 20% of parents realised that having TVs and computers in bedrooms made their children less likely to sleep. But why so shocked? What world do these researchers live in?

Maybe some parents just understand better than others how young people's lives have changed. Perhaps we should follow the example of the headmaster of a school in Manchester, who recently made the decision to change his school's hours to fit the change in teenagers' body clocks. Since last year, the school has been opening at 10.00 (an hour later than before), with the extra time added at the end of the day. Students' exam results have improved by 19% or more in all subjects, which is hard to argue with.

It's also hard to disagree with Professor Simon Nelson, a 'sleep expert': 'How much sleep we need is simply enough to stop us feeling tired when we're awake.'

1 The research suggests that one advantage of sleeping enough is that it

**A improves exam results.      B prevents diseases.      C helps men live as long as women.**

2 The writer thinks that advice to people about their sleeping habits is

**A a waste of time.      B too general.      C not possible.**

3 The writer uses examples of famous people to show that

**A famous people need less sleep than others.    B sleeping less is actually better for us.    C not everyone needs the same sleeping time.**

4 According to the writer, most parents

**A wake their children up too early.    B know what is good for their children.**

**C try to control their children's sleep times.**

5 Researchers were surprised about

**A the things many parents don't know. B older children needing so much sleep. C children having TVs in their bedrooms.**

6 The writer suggests that the researchers

**A didn't ask enough parents. B don't understand modern life. C should have asked more people.**

7 The school in Manchester

**A now has shorter hours than it used to. B has made its pupils work harder. C is more successful in exams than it was.**

8 In general, the writer's opinion is that

**A sleeping needs change from person to person. B children should sleep when they want to.  
C most people get as much sleep as they need.**

9 The word **this** (line 8) means:

**A waking up early in the morning. B trying to change when children sleep. C sleeping at particular times.**

10 The word They (line 10) means

**A the researchers. B many parents. C six- to 12-year-olds.**

## Vocabulary : (5 points)

### 1- Match words from the box with their meanings below:

details	survey	connection	solution	tips	
1- ..... pieces of advice	2- .....small points	3- .....an answer	4- .....study	5- .....something that joins two things together.	

### 2- Complete the sentences with words from the box.

invest in    adapt    visual    labelled    divide

- 1- You can .....the work into smaller sections to do it easily.
- 2- If you are .....a clever child , people expect you to do well .
- 3- We believe we have to .....education.
- 4- Teachers sometimes ..... materials to suit the needs of their students .
- 5- .....learners are advised to turn their notes into pictures or diagrams.

### 3- Complete the sentences with prepositions from the box

- 1- I prefer studying .....silence so that nothing can distract my attention.    into    on    at    in
- 2- While studying for exams, turn your notes ..... pictures, charts or diagrams.
- 3- Look ..... general ideas before focusing .....details.



**Language:**

**( 5points)**

**1- Complete the sentences below with either.....or, both....and , neither...nor**

- 1- I got completely wet. I had .....an umbrella.....a rain coat.
- 2- The colour was .....white.....grey. I can't remember.
- 3- ..... Ahmad ..... his friend are travelling to Jordan tomorrow.
- 4- She likes .....tea ..... coffee. I can't remember which one.
- 5- ..... The movie .....the films were good.

**2- The sentences below use hope and wish. Complete each one using the correct tense or form of the verb in brackets.**

- 1- I wish I .....this chance earlier. ( **have**)
- 2-She hopes .....a teacher when she graduates from the university. (**become**)
- 3- I hope I .....a good job soon. (**find**)
- 4- She wishes she ..... shopping so much ( **not\ like**)
- 5- They wish they .....more powerful. (**be**)

**Writing**

**(5 points)**

**Write your CV. Invent some information where necessary.**

<b>Name:</b>	<b>Date and place of birth:</b>
<b>Address:</b>	
<b>Telephone:</b>	<b>Email:</b>
<b>Personal statement</b> .....	
.....	
<b>Education</b> .....	
.....	
<b>Employment</b> .....	
.....	
<b>Other Skills and Qualifications</b> .....	
.....	

**GOOD LUCK**

**1 Read Text A and Text B quickly to find the answers to these questions.**

- |   |  |   |   |
|---|--|---|---|
| 1 | Which text is from a price comparison website?                     | A | B |
| 2 | Which text gives advice for different situations?                  | A | B |
| 3 | Which text has information for employees?                          | A | B |
| 4 | Which text offers a way to avoid worrying about what might happen? | A | B |

**TEXT A**

**Accident prevention in the Home**

Your home is the place where accidents are most likely to happen. Being aware of the dangers helps you prevent them from happening.

**Fire safety**

Fires may start suddenly and spread quickly. Here are a few tips to prevent them from starting.

- 5 Don't place portable heaters and candles near furniture or curtains.
- Don't dry clothes near a fire or cooker.
- Keep matches and lighters out of reach of children.
- Fit smoke alarms on each floor.

(a) \_\_\_\_\_

**10 Cooking**

The kitchen is where some of the most serious home accidents happen.

Sharpen knives regularly. Blunt knives are more dangerous.

(b) \_\_\_\_\_

If there are young children around, take extra care with hot water and hot drinks.

15 (c) \_\_\_\_\_

When cooking on the oven top, keep handles of pans turned inward.

**DIY\* and garden safety**

One of the biggest causes of DIY accidents is being too ambitious.

Don't do a job yourself unless you know what you're doing, especially gas and electrical work. Ask a professional.

- 20 Never use a tool that has an electrical fault.

Pre-planning is important. You're more likely to have an accident if you are unprepared or in a hurry.

(d) \_\_\_\_\_

(e) \_\_\_\_\_

Keep all products in their original containers.

\* **DIY** (Do It Yourself) = doing jobs yourself instead of paying a professional to do them



**2 Here are five pieces of advice. Read Text A in more detail and put each one into the correct section of Text A, (a) to (e).**

- Keep tools, paint and chemicals out of reach of children.
- Never leave a pan unwatched when deep fat frying.
- Plan your escape route so that you can get out quickly if necessary.
- Unplug electrical tools before cleaning or working on them.
- Make sure electric things like kettles and food mixers don't get wet.



TEXT B

## Insurance made clear

**Contents insurance** is for accidental damage to things in your home like TVs and computers. If you add up the cost of repairing or replacing all the technology we have nowadays, you may be surprised. Taking out an insurance policy can be quite cheap and will give you peace of mind. You can usually add

5 items that you often take out of the house, like mobile phones, cameras and watches.



**Personal accident insurance** provides you with a tax-free monthly income if you are unable to work due to accidental injury, usually for up to a year. This type of policy is a good choice if you are worried that you wouldn't be able to manage if you lost your regular income because of injury.



- 10 Choosing the right insurance policy can take time but if you don't want to waste money, it's important to compare what's on offer. We make the process as easy as possible by listing the best policies from leading insurance companies on one site.

### 3 Read Text A and Text B (pages 24–25) more carefully. Then complete the tasks below.

1 Find opposites of these words in the texts. (The words are in the same order as in the texts.)

- 1 fixed (Text A) \_\_\_\_\_
- 2 sharp (Text A) \_\_\_\_\_
- 3 outward (Text A) \_\_\_\_\_
- 4 limited (in what you try to do) (Text A) \_\_\_\_\_
- 5 someone doing something that isn't their job (Text A) \_\_\_\_\_
- 6 outgoings / spending (Text B) \_\_\_\_\_

2 Use the opposite words you have found to complete the sentences below.

- 1 He took an extra part-time job to increase his \_\_\_\_\_.
- 2 I stood at the front door, facing \_\_\_\_\_, so I couldn't see who was behind me.
- 3 He believes he can succeed in anything he tries. He's very \_\_\_\_\_.
- 4 She bought a \_\_\_\_\_ CD player so that she could listen to music while travelling.
- 5 These scissors are \_\_\_\_\_. They won't cut anything.
- 6 I'm not sure why it's not working. You'd better ask a \_\_\_\_\_.

3 Answer the questions.

- 1 How can people stop accidents from happening?
- 2 Why are fires especially dangerous?
- 3 Why is preparation important when doing jobs in the house?
- 4 What could happen if you don't keep products in their original containers?
- 5 Why is it a good idea to insure computers, etc against accidental damage?

**Examples**

In my country, all drivers **have to** wear seat belts.

After 1983, cyclists **had to** wear helmets.

You **don't have/need to** do this if you don't want to.

When cars were first invented, you **didn't have/need to** get a licence to drive them.

Children **are not allowed to** play near the river.

When I was young, I **wasn't allowed to** play in the street.



EXPRESSION/STRUCTURE	MEANING
1 not be allowed to	a There is an obligation to do this.
2 have to	b There is no obligation to do this.
3 don't have/need to	c There is an obligation not to do this.



**2 Complete the sentences by adding have/had to, don't/didn't have/need to or (not) be allowed to.**

- When do we \_\_\_\_\_ finish this homework?
- We arrived late and we \_\_\_\_\_ go into the theatre after the performance started, so we \_\_\_\_\_ wait till the break.
- My old school had few restrictions on clothes, so pupils \_\_\_\_\_ wear a uniform.
- I think you \_\_\_\_\_ arrange for a meeting tomorrow because the boss has already done it.
- \_\_\_\_\_ we \_\_\_\_\_ use dictionaries during the test?

**3 Look at the information about wearing cycle helmets. Then complete the sentences on page 29 with have/had to, don't/didn't have/need to or (not) be allowed to.**

Country	Date of law	Notes
Australia	1989	Compulsory
Austria	2011	Compulsory under 12 years of age
Chile	2009	Compulsory in towns and cities
Czech Republic		Compulsory under 15 years of age (changed to under 18 from July 2006)
Finland	2003	Not enforced (no fine)
Germany		No law
Japan	2008	Compulsory under 13 years age
New Zealand	1993	Compulsory



- 1 In Australia and New Zealand, all cyclists \_\_\_\_\_ wear helmets.
- 2 In Austria, before 2011, children under 12 \_\_\_\_\_ wear helmets.
- 3 In Germany, cyclists \_\_\_\_\_ wear helmets.
- 4 In Australia, you \_\_\_\_\_ ride a bike without a helmet.
- 5 Until 2006, young Czechs between 15 and 18 \_\_\_\_\_ ride bikes without wearing helmets.
- 6 In Finland, you \_\_\_\_\_ wear a helmet in theory, but you \_\_\_\_\_ pay a fine if you don't wear one.
- 7 In Chile, cyclists only \_\_\_\_\_ wear helmets in towns and cities.
- 8 In Japan, anyone over 13 \_\_\_\_\_ wear a helmet.

**4 Write three sentences about yourself and your life, using *have to*, *don't have/need to* and *(not) be allowed to*. Then, in pairs, tell each other your answers.**

- 1 At home, I \_\_\_\_\_.
- 2 In my school, we \_\_\_\_\_.
- 3 In my country, people \_\_\_\_\_.

**1 Match each preposition with a noun to make fixed phrases. Then use the fixed phrases in the sentences.**

PREPOSITION	NOUN
1 by	a theory
2 in (x3)	b offer
3 out of (x2)	c the law
4 on	d practice (x2)
5 against	e reach
6 under	f pressure
	g law
	h a hurry

- 1 Sorry, I can't talk now, I'm \_\_\_\_\_.
- 2 Driving without a licence is \_\_\_\_\_.
- 3 I haven't driven for several months, so I'm \_\_\_\_\_.
- 4 Giving false information is forbidden \_\_\_\_\_.
- 5 I'm not sure which one to buy. I'll see what's \_\_\_\_\_.
- 6 I agree with your idea \_\_\_\_\_.
- 7 However, I don't think your idea will work \_\_\_\_\_.
- 8 He didn't want to do it but finally agreed \_\_\_\_\_.
- 9 Make sure the container is high enough to be \_\_\_\_\_.

### Examples

You **mustn't** leave that medicine where children can reach it.

I **mustn't** forget to post that letter.

You **don't have to** call him today, Tomorrow is fine.

In my school we **don't have to** wear a uniform.

The teacher said we **had to** finish the work before we went home.

She **had to** wear glasses when she was young.



### Complete the grammar rules

- 1 We use \_\_\_\_\_ to say that there is an obligation not to do something.
- 2 We use \_\_\_\_\_ to say that there is no obligation to do something.
- 3 When expressing obligation, the past form of both *must* and *have to* is \_\_\_\_\_.

### 3 Circle the correct option to complete the sentences.

- 1 You **mustn't** / **don't have to** buy bread. We've already got some.
- 2 She **has to** / **mustn't** wear her glasses when she's reading.
- 3 Before they changed the law, nobody **must** / **had to** wear a seat belt when driving.
- 4 I'd already read the book, so I **had to** / **didn't have to** read it again.

### 4 Complete the sentences with *mustn't*, *don't* / *didn't have to* or *had to*.

- 1 'You \_\_\_\_\_ ride your bike without a helmet,' his father told him.
- 2 In the UK people \_\_\_\_\_ carry an identification card, so many people don't carry one with them.
- 3 She missed the last bus and \_\_\_\_\_ walk home.
- 4 He got home on time yesterday because he \_\_\_\_\_ work late.
- 5 I \_\_\_\_\_ eat all of that cake or I'll feel ill.

### 5 Work with a partner. Tell each other what you had to do when you were younger but don't have to do now.

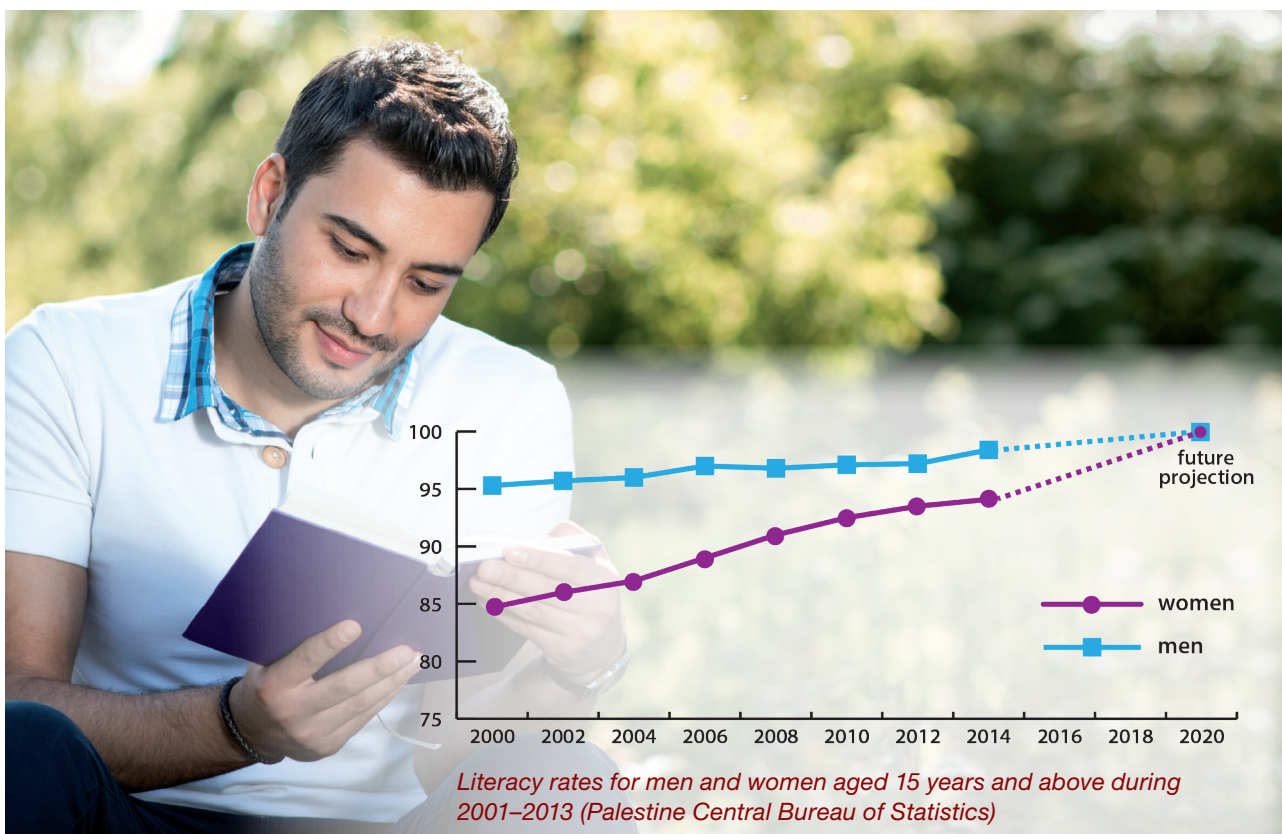


When I lived with my parents, I had to have meals at the same time as them. Now I have my own flat, I don't have to eat at fixed times.

### Pronunciation reminder

*Mustn't sounds like musst.*





Literacy rates for men and women aged 15 years and above during 2001–2013 (Palestine Central Bureau of Statistics)

### Summary of literacy rates in Palestine (2001–2013)

In 2001, the gap between \_\_\_\_\_ . Men’s literacy was \_\_\_\_\_ , while women’s was \_\_\_\_\_ . After that, the literacy rate for men \_\_\_\_\_ every year. Over the same period, \_\_\_\_\_ more quickly. By 2013, the rate for men was \_\_\_\_\_ , compared with \_\_\_\_\_ for women. This means that, despite the progress in women’s literacy rates, there is still a \_\_\_\_\_ just over 4% in favour of men. However, if literacy continues to rise, it is expected that all men and women \_\_\_\_\_ before 2020.

### 3 In pairs or small groups, compare your answers to Activity 2. Then discuss the questions below.

- ▶ Is the paragraph clear and correct?

\_\_\_\_\_

- ▶ Is there any information not included?

\_\_\_\_\_

- ▶ What does the information tell us about the situation in Palestine?

\_\_\_\_\_

## UNIT ONE / REVISION WORKSHEET

### 1- Circle the correct options to complete the sentences

- 1- Seat belts are compulsory here. Every driver (**has to / is allowed**) to wear them.
- 2- In some schools, students( **don't have to / aren't allowed to**) write in their textbooks.
- 3 -You can come with me if you like but you **are allowed to / don't need to**.
- 4- That phone was expensive. You **mustn't / don't have to** lose it.
- 5 - Twenty years ago the family **must / had to** move to another country

### 2- Circle the correct options to complete the sentences

- 1- In 1954, this country passed a new law saying that you **had to / don't have to / mustn't** pass a test before you could drive a car.
- 2-This is very important: you **don't have to / must / mustn't** check your CV for mistakes before you send it.
- 3- It's a holiday tomorrow, so we **mustn't / aren't allowed to / don't have to** go to school.
- 4- At my last school, we **had to / didn't have to / were allowed to** wear what we wanted but at this one we **had to / are allowed to / have to** wear a school uniform.
- 5- It's not fair. My brother **is allowed to / doesn't need to / must** stay out late but I **have to / am allowed to / mustn't** be home before eight o'clock.

### 3- Complete the sentences with :

**mustn't - don't / didn't have to - had to**

- 1- You .....give me back my book. I don't need it now.
- 2- My mother is sleeping. You .....shout.
- 3- The light was red, so I ..... stop.

**GOOD LUCK**

# Going places

## 1 Discuss these questions in pairs or small groups.

- 1 Would you like to work as a tourist guide?
- 2 What are the advantages and disadvantages of this job?
- 3 What do you think tourists want when they visit a country or city?

## 2 Read the text. Then complete the tasks below and on page 39.

### The step-on tour guides

For many young people, being a tour guide seems to be the perfect job, almost like a paid holiday with no expenses. In reality, of course, it can be tiring and stressful having to solve all the problems that arise and deal with the constant demands of the people who have paid money for your services.

5 And it seems that tourists are becoming more demanding, partly due to the internet. They already know a lot of the basic information that guides used to tell them. What they want is something different and special. It's no longer enough to take them round the famous buildings, monuments and tourist sites and tell them a few dates and interesting stories. In fact, tourists nowadays don't like to be labelled as tourists at all. Today's well-informed 'traveller' prefers culture, getting under the surface of things, seeing something of the real life of the place they're visiting.

10 This need has led to an increase in the popularity of 'step-on guides'. These are people who live in the area and have local knowledge. They take over the tour temporarily and provide the kind of information that the usual tour guide can't offer. 'It's a great way to meet people and give them an introduction to your town or city,' says Moustafa, a step-on guide in Istanbul, Turkey.

Being a successful step-on guide depends on getting to know what travellers really want. This is something 15 that Moustafa has picked up from experience: 'I treat my customers more like students than tourists. But I never lecture them. I don't want them just to take in whatever I say. I think they'd rather interact with places and people.'



- 1 Look again at the questions you discussed. What does the text say that is similar to and different from your ideas?

2 Replace the underlined words and phrases in these sentences with words and phrases from the text. (The words and phrases are in the same order as in the text.)

- 1 As well as the hotel bill, there were a few other extra things to pay for.  
\_\_\_\_\_
- 2 My job is dealing with the public. There are a lot of things that people want from you.  
\_\_\_\_\_
- 3 His success as a tour guide is because of his local knowledge.  
\_\_\_\_\_
- 4 This city has a lot of statues and buildings that celebrate famous people or events.  
\_\_\_\_\_
- 5 I'm only doing this job for a short time until I find something better.  
\_\_\_\_\_
- 6 Nobody taught me how to play the piano. I just learnt it without having lessons.  
\_\_\_\_\_
- 7 She hates it if any of her friends talk to her like a teacher.  
\_\_\_\_\_
- 8 What I like about my teacher is his ability to have a two-way relationship with his students.  
\_\_\_\_\_

3 The words in the table change in the same ways. Complete the table. (Note that there is no adjective from *provide*.)

VERB	NOUN	ADJECTIVE
1 demand	demand	demanding
2 challenge	_____	challenging
3 surprise	_____	_____
4 conclude	conclusion	concluding
5 decide	_____	deciding
6 provide	_____	

4 Now use words from the table to complete these sentences.

- 1 This situation is very \_\_\_\_\_. There are a lot of problems we need to solve.
- 2 I don't want to argue about it. This is my final \_\_\_\_\_.
- 3 I find it \_\_\_\_\_ that he doesn't enjoy working as a guide.
- 4 The \_\_\_\_\_ part of the essay summarised the main points.
- 5 Young children can be very \_\_\_\_\_. They always seem to want something.
- 6 This organisation has responsibility for the \_\_\_\_\_ of basic food to those who need it.
- 7 Each team has won twice, so this is the last and \_\_\_\_\_ match.
- 8 In this period of hot dry weather, the \_\_\_\_\_ for bottled water has increased.



**1 Look at the examples. Then complete the grammar rules.**

**Examples**

Many tourists today **prefer** culture **to** beach holidays.

They prefer **studying** to **sightseeing**.

I'd **rather** travel by train **than** fly by plane.

My friends **would rather** stay at home **than** go out.

**Complete the grammar rules**

- 1 When talking about preferences (liking one thing better than another), we can use \_\_\_\_\_ + a noun or the *-ing* form of a verb, or *would rather* + the \_\_\_\_\_ form of the verb (without *to*).
- 2 After *prefer*, we put the word \_\_\_\_\_ between the two choices.
- 3 After *would rather*, we put the word \_\_\_\_\_ between the two choices.



**2 Complete the sentences using *prefer* or *would rather*, as shown in brackets. (For sentences 3–5, you will need to add a verb.)**

- 1 I \_\_\_\_\_ go on a history tour \_\_\_\_\_ visit an art gallery. (*would rather*)
- 2 She \_\_\_\_\_ healthy food \_\_\_\_\_ fast food. (*prefer*)
- 3 They \_\_\_\_\_ football \_\_\_\_\_ basketball. (*would rather*)
- 4 I \_\_\_\_\_ my homework now \_\_\_\_\_ later. (*would rather*)
- 5 Their son \_\_\_\_\_ computer games \_\_\_\_\_ football outside. (*prefer*)

**3 Look back at the notes you made about the two eco-tours in Period 2. Write a sentence saying which of the two tours you would rather go on and add a reason using *prefer*.**

I'd rather go on \_\_\_\_\_ than \_\_\_\_\_ because I prefer \_\_\_\_\_ to \_\_\_\_\_.

1 Look at the examples. Then complete the grammar rules.

**Examples**

Today's **well-informed** 'traveller' prefers culture.

They're normally very **well educated**.

**Complete the grammar rules**

- 1 We often use phrases with the adverb *well* + the \_\_\_\_\_ participle of the verb.
- 2 We normally use a hyphen (-) between the two words when it comes \_\_\_\_\_ a noun.

2 Make phrases using *well* + the past participles of the verbs in the box. Then decide which you would use to describe the people or things below.

inform    behave    educate    make    dress    know    pay    write

- 1 someone who has a Master's degree \_\_\_\_\_
- 2 a famous person \_\_\_\_\_
- 3 a person who wears good clothes \_\_\_\_\_
- 4 a child who never causes trouble \_\_\_\_\_
- 5 a strong piece of furniture \_\_\_\_\_
- 6 someone who knows a lot \_\_\_\_\_
- 7 a book with a good style \_\_\_\_\_
- 8 someone who makes a lot of money in their job (or a job that pays a lot of money) \_\_\_\_\_

3 Now complete these sentences using the phrases you formed in Activity 2.

- 1 Although he's \_\_\_\_\_, he still finds it hard to get a \_\_\_\_\_ job.
- 2 Salma is sure to know the answer. She's very \_\_\_\_\_.
- 3 It's a \_\_\_\_\_ book by a \_\_\_\_\_ writer, but I must say I didn't enjoy it.
- 4 It's important to look good when you go for an interview, so make sure you're \_\_\_\_\_.
- 5 This chair is very \_\_\_\_\_. It will never break.
- 6 The children can come too as long as they're \_\_\_\_\_.

**Are you a friendly person who enjoys meeting new people?**

**Would you like to tell people about your area?  
Can you speak any other languages?**

**If so, why not become a tour guide? For more details, go to [www.myguide.com](http://www.myguide.com). You can download the application form, then send it with a covering letter\* saying why you would like to do the job.**

Dear Sir/Madam

I enclose my application form for the position of Tour Guide. If you need any further information, please contact me.

I look forward to hearing from you.

Yours faithfully,

\* a covering letter is a letter that you send with an application form

### APPLICATION FOR THE POSITION OF TOUR GUIDE

Name: \_\_\_\_\_ Age: \_\_\_\_\_

Address and contact details: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Education: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Languages: \_\_\_\_\_

*Please write a short paragraph below saying why you would be a good person to do this job.*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## UNIT TWO / REVISION WORKSHEET

## UNIT TWO WORKSHEET

1- Complete the adjective phrases in these sentences by adding the past participle of a verb from the box.

Know dress pay write inform

1 This is a well- .....job, so I can't afford to lose it.

2 She spends a lot on clothes, so she's always well..... .

3 Perhaps you've never heard of him but in my country he's a very well- .....singer.

4 He always reads the newspapers, so he's very well .....about what's happening in the world.

5 I agree that it's a well- .....book but it isn't very exciting, is it?

2- Complete the sentences using **would rather or prefer**:

1- I..... go out for dinner.....stay at home. I'm hungry!

2- My mother..... tea to coffee.

3- He .....play football .....go hiking.

4- I ..... spend time on the beach .....visit an art gallery.

5- I ..... learn a new language .....study math.

6- We ..... going by train ..... flying.

**GOOD LUCK**

## MODEL TEST 2 BLENDED LEARNING MODULE (2) ( 20 POINTS)

### Reading :

(5points)

#### 1- Read the text. Then complete the tasks below.

The Playing Place When you first see it, it looks like a field full of rubbish, with pieces of wood, old carpets and broken bikes lying around. Then you see the sign reading 'The Playing Place' and notice the children climbing trees, cutting wood, having water fights and doing other frightening things. Three over in the corner are even making a fire. Do their parents know about all this? In fact, the idea for The Playing Place came from a parent and was developed by parents. 'I saw a play area like this when I was working in Sweden,' says Derek Burns, 'and decided to make something similar when I got home. I had a feeling that children these days aren't allowed to play in the way I used to when I was young. There are so many regulations that restrict them and adults who lecture them and stop them from doing things because they're too dangerous.' At first, most other parents were unsure about Derek's ideas, but most of them gradually began to see what he was trying to do. They agreed to help and allow their own children to join the growing numbers who used the area. There are always two adults present, but they are there to help if there is a problem, not as teachers or police. 'The whole idea,' says Derek 'is to allow the children to have fun and take responsibility for their own risks. And they're very good at it. They don't usually do things that might harm them, just as adults don't. We need to learn to trust them.' There have been problems. They needed money to buy the land, and had to get an insurance policy, which of course was difficult (and expensive). There were also some negative stories in the press. But the numbers keep growing, and next year they want to extend The Playing Place into a larger area.

#### 1- Replace the underlined parts of the sentences below with words from the text. (The words are in the same order as in the text.)

- 1 We need rules to stop people doing dangerous things.
- 2 His parents decided to put limits on the time he spent watching TV.
- 3 It's been a cold winter but slowly, day by day it's getting warmer.
- 4 You shouldn't believe everything you read in the newspapers.
- 5 If the number of students keeps growing, we'll have to make the classroom bigger.

#### 2 Decide if these sentences are TRUE or FALSE, according to the text.

- 1 The field is a place where people leave their rubbish. TRUE FALSE
- 2 The writer is surprised to see children doing things that look dangerous. TRUE FALSE
- 3 Derek Burns got the idea from another country. TRUE FALSE
- 4 Burns thinks children's lives today are more dangerous than they used to be. TRUE FALSE
- 5 According to Burns, it's natural for children to take a lot of risks. TRUE FALSE
- 6 The Playing Place is becoming more and more popular. TRUE FALSE

## VOCABULARY

(5 POINTS)

### 1- Complete with the correct form of the words in brackets:

- 1- This has been a .....time for us all. (challenge)
- 2- Close your eyes . I've got a .....for you. (surprise)
- 3- I have to make a difficult ..... (decide)
- 4- This booklet .....useful information about local services. (provide)
- 5- Make sure to summarise your points in your .....paragraph. (conclude)

### 2- Complete the sentences with prepositions from the box

against by on under of

- 1- A lot of people can't work ..... pressure.
- 2- Becoming more aware .....your personal needs can help you take the right decision.
- 3- In Australia , all cyclists have to wear helmets .....law.
- 4- My father's doctor advised him .....smoking
- 5-I'm not sure which one to buy. I'll see what's .....offer

### 3- Match words from the box with their opposites below:

outward outgoing\ spending fixed sharp

- 1- portable .....2- inward .....3- blunt.....4- income .....

## LANGUAGE:

(5POINTS)

### 1- Circle the correct options to complete the sentences.

- 1- In Palestine , students **are allowed to** / **have to** wear a uniform.
- 2- Children **mustn't** / **don't have to** eat lots of sugar.
- 3- It's not fair . My brother **doesn't need to** / **is allowed to** stay out late but I have to / **mustn't** be home before nine o'clock.
- 4- I **was allowed to** / **had to** go to bed at 8 o'clock when I was young.
- 5- You **don't have to** /**aren't allowed** to call him today. Tomorrow is fine.

### 2- Complete the sentences using prefer or would rather:

- 1- I..... sit in the garden ..... watch TV.
- 2- Young people ..... cycling ..... walking.



**1 Look at the pictures. Then answer the questions below.**

- 1 Which food do you think would taste better?
- 2 Which is more healthy? Why?
- 3 Which type of food is similar to what you normally eat, at home or in a restaurant?



**2 Read the four texts (A to D) quickly. Then answer these questions.**

- 1 Which text is from a magazine article? \_\_\_\_\_
- 2 Which text is from a health information sheet? \_\_\_\_\_
- 3 Which text is from a notice in a restaurant? \_\_\_\_\_
- 4 Which text is from a food label? \_\_\_\_\_
- 5 Which two texts explain what something means? \_\_\_\_\_ and \_\_\_\_\_
- 6 Which two texts give reasons why you want to eat particular food? \_\_\_\_\_ and \_\_\_\_\_

**TEXT A**

- Low fat
- Low sugar
- No chemical additives
- No artificial flavours or colours
- GM-free
- 100% natural

**TEXT B**

## Slow food

We've all heard about fast food. Burgers and chips or pizza have become the standard meal for many young people around the world. Have you heard of slow food though? The Slow Food Movement started in Italy in the 1980s and now has about 100,000 members in more than 120 countries.

'It's called slow food because it was a reaction to the global spread of fast food, like burgers, which many people thought was bad for people's health and for the environment,' explains Bruno Rosario, owner of a 'slow food restaurant' in London. 'What we're trying to do is fight against the globalisation and standardisation of food, where people eat the same kind of food all over the world.' People like Bruno think it is important to use fresh food from the local area and cook it using traditional methods. 'It's getting more and more popular,' says Bruno. 'By next year our restaurant will have been in business for 20 years, so we must be doing something right.'

**TEXT C**

## Understanding the 'traffic light' system of food labelling



These foods are high in salt, sugar and/or fat. Only eat a little, and not too often.



An OK choice, neither high nor low in unhealthy ingredients.



Good choice, eat as much as you like, as often as you can.

**TEXT D**

All our food is homemade and freshly-cooked, using locally-grown ingredients as far as possible.

**3 Read the four texts on page 68 again to get a general idea of what they are about. Which is the best title for each one?**

Text

- 1 Good things take time \_\_\_\_\_
- 2 This food is safe \_\_\_\_\_
- 3 The dos and don'ts of healthy eating \_\_\_\_\_
- 4 Why you will enjoy eating here \_\_\_\_\_

**4 Match the words from the texts with their meanings.**

WORDS FROM THE TEXTS	MEANINGS
1 additives	a something done in answer to something else
2 flavours	b all over the world
3 standard	c extra things (e.g. added to food)
4 reaction	d things you need to make a meal
5 global	e tastes
6 fresh	f not from a factory
7 ingredients	g not preserved, e.g. in a packet or a tin
8 homemade	h normal, always the same

**5 Complete the table, which shows how words from the texts change (the words all change in the same way). Use some of the verbs and nouns to complete the sentences below.**

ADJECTIVE	VERB	NOUN
1 standard	standardise	standardisation
2 global	globalise	globalisation
3 modern	_____	_____
4 general	_____	_____
5 industrial	_____	_____
6 social*	_____	_____

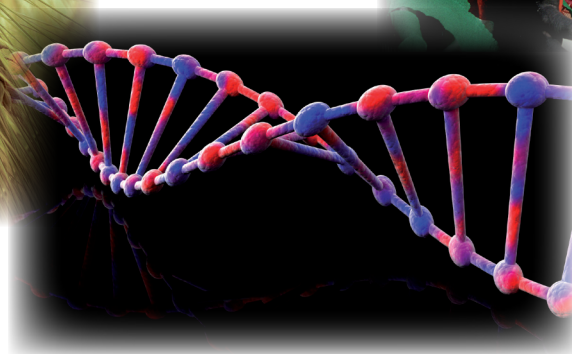
\* the adjective *social* describes how people meet and interact with each other

- 1 As a company, we can't live in the past. We have to \_\_\_\_\_.
- 2 Having lunch together after the meeting will help people to meet each other and \_\_\_\_\_.
- 3 What he said about women was a \_\_\_\_\_. Of course there are some women who aren't like that.
- 4 Many new factories were built during this period of \_\_\_\_\_.
- 5 This is just one example and we can't \_\_\_\_\_ from it to describe the whole population.
- 6 The \_\_\_\_\_ of the old house made it look like a new one.
- 7 One result of \_\_\_\_\_ is that many companies now operate all over the world.
- 8 Why can't companies \_\_\_\_\_ computers so that you can use the same programmes on all of them?



**1 Look at the pictures. Then discuss the questions below in pairs or small groups.**

- 1 What does each picture show?
- 2 What do you think might be the connection between the three pictures?



**2 Read the text. Then complete the tasks on page 71.**

## Genetically modified world

Genes are like a set of instructions for making a living thing. Flower or elephant, fish or human: they are all what they are because of their genes. When scientists found that they could change (or modify)

5 things by taking out or adding genes, many new things became possible, including genetically-modified (GM) foods and other crops.

We can now artificially create plants that produce more food than natural ones, crops that can resist attacks by pests, rice that can grow in salty water, plants that work like medicines, and many other amazing things. To some people, this makes the future look very exciting. In 20 years' time, they say, we will all be eating GM food and the global problem of starvation will be solved.

However, not everybody is so sure that this is a good thing. There are concerns that GM crops could have a disastrous effect on agriculture and the environment in general. They might, for example, kill

20 natural plants and take over from them. Also, people say that we do not know enough about the effects of GM food on the human body.

More generally, some people see GM crops as just one part of the growing use of technology in agriculture and the increasing power of a few huge globalised 'agri-businesses'. For example, farmers in a poor country may buy GM seeds from one of these companies because they seem cheaper and produce better crops. What they don't realise is that they won't be able to save the seeds from their crop for the next year. Instead, they will have to buy more seeds from the company.

So, while some see the industrialisation of farming as the solution to many global problems, others believe that 'factory farming' has already gone too far, and that we need to return to a more natural way of feeding people.

1 Replace the underlined parts of the sentences below with words or phrases from the text. (The words and phrases are in the same order as in the text.)

1 We need to fight back against what some large companies are doing to the environment.  
\_\_\_\_\_

2 Farmers lose a lot of money because of insects and other animals that harm crops.  
\_\_\_\_\_

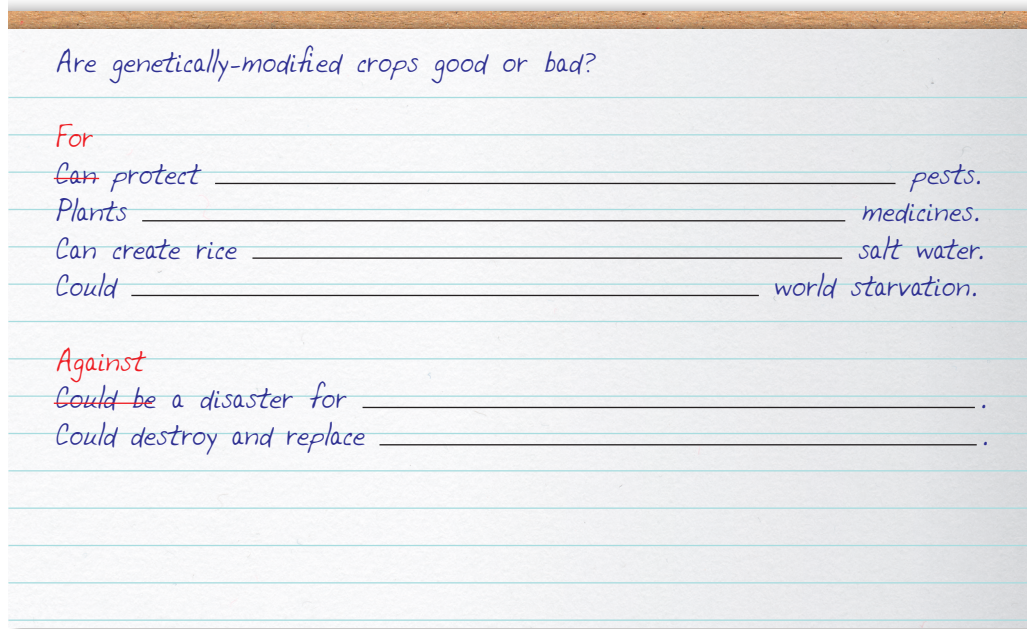
3 In some countries, there is a problem of people not having enough food. \_\_\_\_\_

4 One of our main worries is that we don't know what the effects will be. \_\_\_\_\_

5 The country had no rain for two months, which was very bad for farmers. \_\_\_\_\_

6 I bought a packet of small things from the fruit of a plant to see if I could grow vegetables in my garden. \_\_\_\_\_

2 Complete the notes below with words and phrases from the text.



3 In pairs or small groups, discuss what you think about GM crops and food, and the industrialisation of agriculture generally.



I don't really know all the facts but I'm a bit worried that playing with nature could go wrong.

I think science has improved human life in many ways, so the future is exciting.



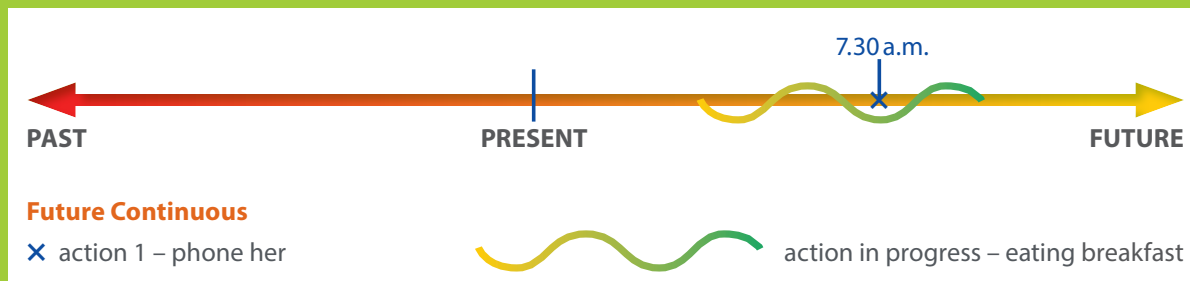
Big business has too much power in the world already. They're only interested in profits.

1 Look at the examples. Then complete the grammar rules.

**Examples**

In 20 years' time, they say, everyone **will be eating** GM food.

If you phone at 7.30 tomorrow, she **'ll be eating** breakfast.



**Complete the grammar rules**

- 1 We use *will be* + the \_\_\_\_\_ form to make the future continuous tense. We use this tense to talk about actions that will be in progress at a certain time in the future.
- 2 In phrases like *in two minutes/days/years' time*, we put an \_\_\_\_\_ after the time words.

2 Complete the sentences using the future continuous tense of the verb in brackets.

- 1 We hope the company \_\_\_\_\_ a profit before the end of the year. (make)
- 2 Don't call at 8.00. I \_\_\_\_\_ dinner. (have)
- 3 If he doesn't answer the door, he \_\_\_\_\_ outside in in the garden. (work)
- 4 She hopes that next year she \_\_\_\_\_ at university. (study)
- 5 I hope your interview goes well tomorrow.  
I \_\_\_\_\_ of you. (think)

3 Circle the correct tense (future simple or continuous).

- 1 We won't **go** / **be going** if you don't want to.
- 2 Australian time is ten hours ahead of us, so he'll just **get** / **be getting up** when we phone.
- 3 The driver will **wait** / **be waiting** for you when you arrive.
- 4 If she isn't at home when I get there, I'll **wait** / **be waiting** till she arrives.
- 5 What do you think you'll **do** / **be doing** this time next year?





4 Look at the examples. Then complete the tasks below.

**Examples**

They're very **well educated**. (Unit 4)

The book is **beautifully written**. (Unit 5)

All our food is **freshly cooked**. (Period 1, this unit)

ADVERB	PAST PARTICIPLE
1 highly	a qualified
2 widely	b written
3 well	c injured
4 brightly	d coloured
5 badly	e known
6 fully	f praised

1 Match each adverb to the past participle of a verb to make adjective phrases.

2 Use the adjective phrases to complete these sentences.

- The book was \_\_\_\_\_ by all the reviewers.
- It may sound strange to you but it's a \_\_\_\_\_ name in my country.
- She always wears \_\_\_\_\_ clothes, so you'll recognise her easily.
- He's studying to be a doctor but it will be another year before he's \_\_\_\_\_.
- The story is \_\_\_\_\_ but it isn't very exciting.
- The accident looked serious but no-one was \_\_\_\_\_.

1 Look at the examples. Then complete the grammar rules.

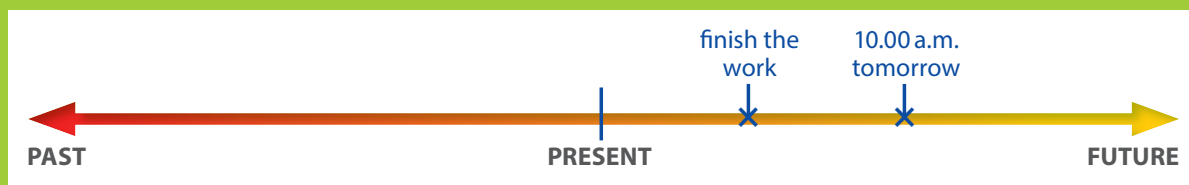
**Example**

By next year our restaurant **will have been** in business for 20 years.



**Example**

I'll **have finished** the work by 10.00 a.m. tomorrow morning.



**Complete the grammar rules**

- We use \_\_\_\_\_ + the past participle to make the future perfect tense. This tense is used to talk about actions that will be completed before a certain time in the future.
- The time phrase can come either \_\_\_\_\_ or \_\_\_\_\_ the main clause.
- We use the preposition \_\_\_\_\_ with definite times, meaning 'at or before this time'.

**2 Complete the sentences using the future perfect tense of the verbs in the box.**

write    finish    repair    save    be

- 1 By next year they \_\_\_\_\_ married for 40 years.
- 2 I can't go out at 7.30 because I \_\_\_\_\_ my work by then.
- 3 If he keeps going at this speed, he \_\_\_\_\_ 20 pages today.
- 4 I won't be able to go on holiday this summer because I \_\_\_\_\_ enough money.
- 5 You can collect the computer on Tuesday. We \_\_\_\_\_ it by then.

By next week, I'll have finished my exams.



**3 Circle the correct options to complete the sentences.**

- 1 I don't think **I'll have finished** / **I'll be finishing** this report in time for the meeting.
- 2 Scientists think that in ten years' time nearly everyone **will have used** / **will be using** mobile phones.
- 3 By the end of the journey, they **will have driven** / **will be driving** over 200 miles.
- 4 If we get there too early, they **won't have woken up** / **won't be waking up**.
- 5 Don't call me on my mobile. **I'll be driving** / **I'll have driven**.

**4 Discuss the questions below in small groups.**

What do think or hope you will have done and will be doing

- ▶ by next week?
- ▶ by next year?
- ▶ in five years' time?

By next week I'll have finished reading this book.



In five years' time I hope I'll be working as a doctor.



# REVISION WORKSHEET/ (UNIT ONE)

## UNIT ONE WORKSHEET

### 1. Circle the correct option to complete the sentences.

1. By the end of this week, she **will have completed** / **will be completing** her assignment.
2. Don't phone me this evening I **will have studied** / **will be studying** for my English exam.
3. By 2100, the world's population **will have increased** / **will be increasing** to around 30.000 million.
4. You **will have finished** / **will be finishing** your report by this time next week.

### 2- Complete the sentences with the correct tense of the verbs in brackets: future continuous (will be doing) or future perfect (will have done)

- 1-If medical science continues to develop the way it is now, most illnesses..... before 2030. (**disappear**)
- 2- This time next year she..... in another country. (**study**)
- 3- In 20 years' time there will be one world economic system, and computers..... it. (**manage**)
- 4- Don't call before 8.30. He .....his breakfast. (**not finish**)
- 5- Some people think within the next 50 years we .....life on other planets, or even that people..... on other planets. (**find / live**)

### 2. Match each adverb to the past participle of a verb to form adjective phrases then use them to complete the sentences.

highly , well, brightly, badly , fully

coloured , qualified, known, injured, praised

1. They all give standout, \_\_\_\_\_ performances.
2. I think she's \_\_\_\_\_ for the job and we are lucky that she is serving.
3. She ran her eye over the rolls of \_\_\_\_\_ cloth displayed on the wall.
4. He is \_\_\_\_\_ in his community for his work in preserving historic buildings.
5. She had a car accident and her lungs were \_\_\_\_\_.

**GOOD LUCK**



# Amazing animals

## 1 Discuss these questions in pairs or small groups.

- 1 Do you have a favourite animal? Tell your partner(s) about it.
- 2 What surprising abilities do some animals have?

## 2 Read the text about amazing animals. Then complete the tasks on page 79.

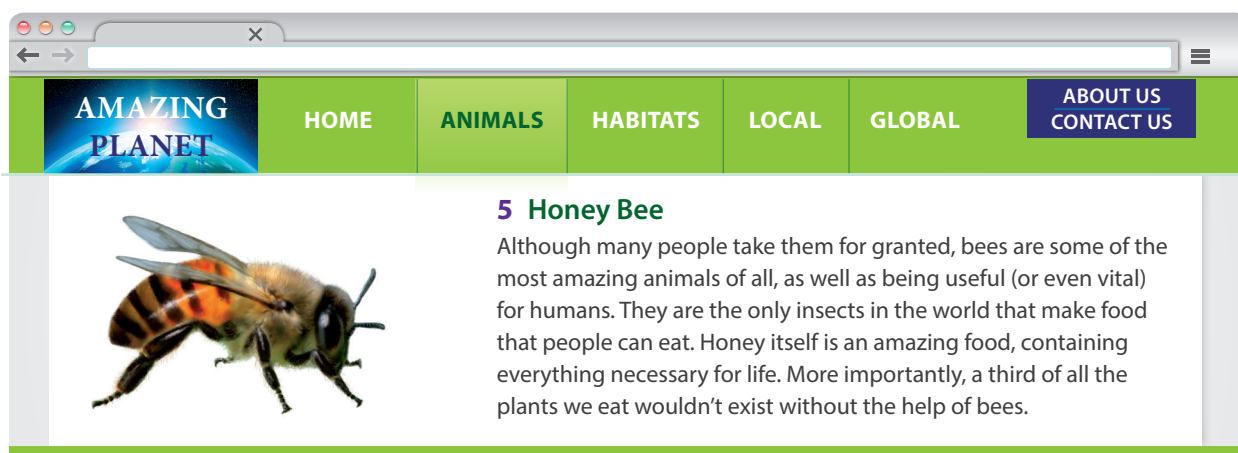


HOME
ANIMALS
HABITATS
LOCAL
GLOBAL

ABOUT US  
CONTACT US

There are thousands of amazing animals in the world, so choosing just five is quite random. But you're sure to find something interesting in our list, either a new fact about a common animal or one that you never knew existed. Scientists have named about 1,367,555 different species, not including insects, so it's not surprising that most people have never heard of some of them.

	
<p><b>1 Mudskipper</b></p> <p>Being fish, mudskippers use gills to breathe underwater, but their gills can hold water, which enables them to live on land too. They can even 'walk', using their front fins like legs. All this makes them especially interesting to biologists.</p>	<p><b>2 Leaf-cutter Ant</b></p> <p>All ants are very interesting, especially the ways they live and work together. But leaf-cutter ants are particularly clever. They build a complex network that allows cool air into their homes and takes warm air out, making an efficient air-conditioning system.</p>
	
<p><b>3 Opossum</b></p> <p>These North American animals are quite famous for pretending to be dead when they are attacked, but they have another defence too. Their bodies produce a protein that protects them from the poison of snakes and other animals. Surprisingly, this defence also works against snakes from other continents, which opossums have no contact with.</p>	<p><b>4 Mimic Octopus</b></p> <p>All octopuses are intelligent, and can change their colour and shape. But the Mimic Octopus takes this further: it can actually pretend to be other animals, according to what is attacking it. It has been seen making itself look like various fish, sea snakes and jellyfish, as well as at least ten other species.</p>



1 Replace the underlined parts of the sentences with words or phrases from the text. (The words and phrases are in the same order as in the text.)

- 1 The choice of people to answer the survey was unplanned. \_\_\_\_\_
- 2 The animal's colour makes it possible for it to hide in the forest. \_\_\_\_\_
- 3 Scientists who study living things are worried about the effects of climate change. \_\_\_\_\_
- 4 This problem is not at all simple, so it will be hard to solve. \_\_\_\_\_
- 5 The thief entered people's houses by seeming falsely to be from the electricity company. \_\_\_\_\_
- 6 They took him to hospital after he accidentally drank some liquid that can kill people. \_\_\_\_\_
- 7 The students were put in different classes in connection with their abilities. \_\_\_\_\_
- 8 If you are bitten by this snake, it's very important to get medical help quickly. \_\_\_\_\_

2 Decide whether the statements are TRUE or FALSE. If there is not enough information to decide, choose DOESN'T SAY.

- 1 The website says these are the five most interesting animals in the world.  
TRUE      FALSE      DOESN'T SAY
- 2 There are more insects in the world than other animals.  
TRUE      FALSE      DOESN'T SAY
- 3 Leaf-cutter ants do something that other ants don't do.  
TRUE      FALSE      DOESN'T SAY
- 4 Opossums have two different ways of defending themselves from attack.  
TRUE      FALSE      DOESN'T SAY
- 5 Sea snakes are the biggest danger to the mimic octopus.  
TRUE      FALSE      DOESN'T SAY
- 6 Most people realise how important bees are for humans.  
TRUE      FALSE      DOESN'T SAY

3 Complete this sentence with your own ideas. Then compare and discuss your sentence with a partner.

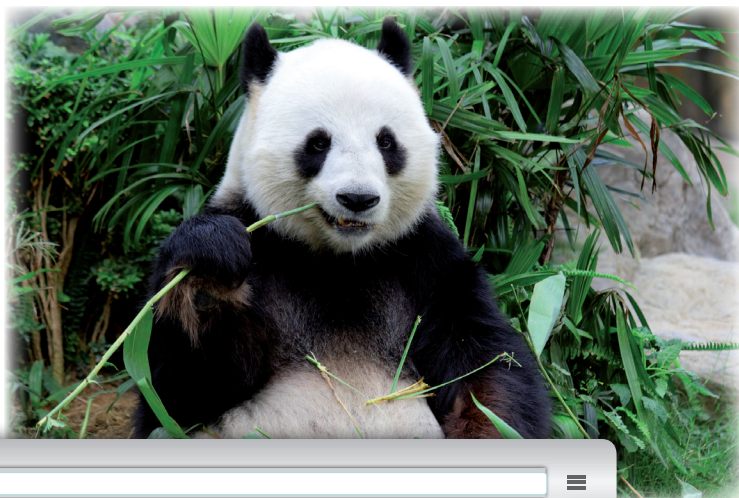
I think \_\_\_\_\_ are the most amazing animals because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 1 Discuss the questions below in pairs.

- 1 Do you know what this animal is called?
- 2 What do you know about this animal (where it lives, problems it may have, etc)?



## 2 Read the blog\* about pandas.

Then complete the tasks on page 81.

\* a **blog** (short for **weblog**) is a page on a website which a person uses to record regular thoughts and ideas

The screenshot shows a web browser window with a single tab. The address bar is empty. The page has a dark green header with the name 'Alan Finn' in yellow. Below the header is a navigation menu with links for 'Home', 'Wildlife', 'Links', 'Alan's Blog', and 'Contact Alan'. The main content area has a light green background with a bamboo pattern. The blog post text is as follows:

Everyone likes pandas, don't they? And of course, that includes me. Recently, though, I've reached an opinion that might upset some people reading this blog.

We all know that giant pandas are an endangered species, facing many threats. They struggle to survive in areas of land that are getting smaller every year. But, quite honestly, they don't really help themselves, do they? They only eat one thing, a plant that doesn't have many nutrients, and they seem to find it very difficult to produce baby pandas.

Are they really worth it? Organisations like the World Wildlife Fund, which uses the panda on all its publicity, spend millions of pounds trying to preserve this one animal, while there are many other species (animals and plants) that are threatened with extinction. They aren't as pretty as pandas (in fact, some of them are definitely rather ugly), but they all play an important part in the complex network of life on earth.

Extinction is part of the Earth's history. Obviously we can't preserve every species, so we need to make some hard economic choices. Maybe it's time to stop wasting all this money on one animal. The biggest problem for all endangered species, including pandas, is loss of habitat. Instead of saying 'Save the Whale (or Tiger or Panda)', we should be saying 'Save the Rainforest (or Desert or Rivers)'.

**Posted April 19<sup>th</sup>, 10.35 a.m.**

---

**14 comments**

**Maria Collins** Are you really suggesting that we should just leave pandas to die out? I'm shocked to read this from someone who calls himself an animal lover.  
**April 21<sup>st</sup>, 6.33 p.m.**

---

**Alan Finn** Of course I'm an animal lover, and of course I don't want pandas to disappear. But speaking as a professional biologist, I think that there are lots of things like insects and plants that are just as important, even if they're less lovable to us humans.  
**April 22<sup>nd</sup>, 9.45 a.m.**

1 Look at these words from the text and decide which meaning makes the best sense in the sentence.

- |              |                            |               |   |
|--------------|----------------------------|---------------|---|
| 1 opinion:   | A what someone thinks      | 6 extinction: | A showing something to people             |
|              | B destination              |               | B death of a whole species                |
| 2 giant:     | A dangerous                | 7 habitat:    | A something you do very often             |
|              | B very large               |               | B area where particular species live      |
| 3 threats:   | A dangers or risks         | 8 publicity:  | A way of making something known to people |
|              | B special things           |               | B book and magazine production            |
| 4 struggle:  | A not succeed              |               |   |
|              | B find something difficult |               |   |
| 5 obviously: | A sadly                    |               |   |
|              | B clearly                  |               |   |

2 Now use words from Part 1 above to complete these sentences.

- 1 These plants will only grow in one type of \_\_\_\_\_.
- 2 Numbers of tigers are so low that they are in danger of \_\_\_\_\_.
- 3 We need better \_\_\_\_\_ so that people know about the company and its products.
- 4 People in low-paid jobs often \_\_\_\_\_ to feed their families.

3 Choose the best way to continue each sentence. Circle A, B or C.

- 1 Alan Finn says his opinion is \_\_\_\_\_  
 A rather an unusual one.                      B likely to make some people angry.                      C the only possible solution.
- 2 He thinks that pandas \_\_\_\_\_  
 A should not be treated differently from other species.                      B should do more to help themselves.                      C are in less danger than many other animals.
- 3 In his opinion, the biggest problem for many species is \_\_\_\_\_  
 A being killed by people.                      B losing their living space.                      C global climate changes.
- 4 In her comment, Maria Collins says she is \_\_\_\_\_  
 A sad.                      B angry.                      C surprised.

4 In pairs or small groups, discuss what comments you might leave on Alan Finn's blog.



I agree with what he says. We can't decide to save a species just because it looks nice.



It's obvious that people will want to give money to save an animal they like.



**1 Look at the examples. Then answer the questions below.**



**Examples**

**A** Many animals are threatened with extinction after they have lost their natural habitat.

Many animals are threatened with extinction **after losing** their natural habitat.

**B** Opossums can protect themselves. They use a special protein to do this.

Opossums can protect themselves **by using** a special protein.

**C** Sometimes we need to look at very small things. A microscope is used for this.

A microscope is used **for looking** at very small things.

- 1 Which example uses a time word? \_\_\_\_\_
- 2 Which examples use prepositions? \_\_\_\_\_
- 3 What verb form do we use after these words? \_\_\_\_\_
- 4 Which preposition describes *how* something is done? \_\_\_\_\_
- 5 Which preposition describes the *use or purpose* of something? \_\_\_\_\_

**2 Rewrite the sentences using the -ing form of the underlined verb.**

- 1 The biologist studied these animals and discovered something amazing.  
The biologist discovered something amazing while \_\_\_\_\_.
- 2 If you work with bees, you need to wear special clothes.  
When \_\_\_\_\_.
- 3 To protect themselves, octopuses change their body shape.  
Octopuses protect themselves by \_\_\_\_\_.
- 4 To help them walk, mudskippers use their fins.  
Mudskippers use their fins for \_\_\_\_\_.

**3 Look at the examples of verb/adjective + preposition + -ing. Then match the verbs or adjectives in the table below with the correct prepositions.**

**Examples**

Opossums are **famous for pretending** to be dead

Many biologists **dream of finding** a completely new species.

VERB OR ADJECTIVE	PREPOSITION
1 sorry (adj)	a in
2 think (v)	b against
3 succeed (v)	c to
4 look forward (v)	d for
5 decide (v)	e at
6 good (adj)	f of

4 Now complete these sentences using prepositions and the **-ing** form of the verbs in the box.

forget get solve do spend write

- 1 After years of trying, he's finally succeeded \_\_\_\_\_ the problem.
- 2 They have decided \_\_\_\_\_ so much money on saving one animal.
- 3 I'm sorry \_\_\_\_\_ to phone you yesterday.
- 4 This is a much better way. Why didn't I think \_\_\_\_\_ it like this before?
- 5 After such a long time away, they were looking forward \_\_\_\_\_ home.
- 6 At school, he was always good \_\_\_\_\_ essays.

5 Discuss the questions below in pairs or small groups.

- ▶ What do you use your mobile phone for?
- ▶ How do you try to stay healthy?
- ▶ What are you looking forward to doing?
- ▶ What subjects are you interested in reading about?
- ▶ What are you good at doing?
- ▶ What are you bad at doing?

I try to stay healthy by eating the right food.

I'm really bad at remembering people's names.

I'm hungry, so I'm looking forward to having my lunch.

6 Look at the examples of **en** used as a prefix and a suffix.

Then

**Examples**

Pandas are an **endangered** species.

Many other species are **threatened** with extinction.

en prefix	en suffix
1 <b>endanger</b>	6 <b>threaten</b>
2	7
3	8
4	9
5	10



5 Complete the sentences with words from the table above.

- 1 He's thinner than he was, so he's had to \_\_\_\_\_ his trousers.
- 2 The sky began to \_\_\_\_\_ and they knew it would rain soon.
- 3 In reply to your request for payment, I \_\_\_\_\_ a cheque with this letter.
- 4 He was worried about starting a new school but his parents tried to \_\_\_\_\_ him.
- 5 We need to \_\_\_\_\_ the curtains. They're too short.
- 6 Please \_\_\_\_\_ that you have completed all parts of the form.
- 7 I agree with the idea of the new law but I think it will be difficult to \_\_\_\_\_.
- 8 They plan to \_\_\_\_\_ the road because it's too narrow.



# REVISION WORKSHEET (UNIT TWO )

## UNIT TWO WORKSHEET

### 1: Put the words in brackets in the correct form to complete the sentences:

1. This match is very \_\_\_\_\_ We need big efforts to win. ( **challenge** )
2. In this cold weather, the \_\_\_\_\_ for a bottle of water has decreased. ( **demand** )
3. The \_\_\_\_\_ of this story is missing you have to write it yourself. ( **conclude** )
4. He gave a rather \_\_\_\_\_ answer. ( **surprise** )
5. I don't want to argue about it. This is my final \_\_\_\_\_ ( **decide** )

### 2. Complete using prepositions from the box and the -ing form of the verbs in brackets.

**for, against, at, to, in, of**

1. Paul is sorry \_\_\_\_\_ ( break ) this plate.
2. They have decided \_\_\_\_\_ ( **move** ) to Spain.
3. Muna looks forward \_\_\_\_\_ ( **have** ) a seat at the university.
4. He succeeded \_\_\_\_\_ ( **win** ) the race.
5. I have been thinking \_\_\_\_\_ ( **look** ) for a new job.

### 3- Complete the sentences with a preposition from the first column and the -ing form of a verb from the second column.

PREPOSITION	VERB
<b>in</b>	<b>refuse</b>
<b>For(x2)</b>	<b>read</b>
<b>to</b>	<b>send</b>
<b>by</b>	<b>forget</b>
	<b>meet</b>

- 1 I'm looking forward ..... your brother. He sounds nice.
- 2 Most young people communicate ..... messages on their phones.
- 3 I'm really sorry..... your birthday last week.
- 4 I don't understand his reason ..... to do what we are asking.
- 5 I'm interested..... about how people lived in the past.

**GOOD LUCK**

**MODELTEST (3) BLENDED LEARNING MODULE (3)**

**Reading Comprehension.**

**( 5 points)**

**1-Read the text carefully then do the activities below.**

There are thousands of amazing animals in the world, so choosing just five is quite random. But you're sure to find something interesting in our list, either a new fact about a common animal or one that you never knew existed. Scientists have named about 1,367,555 different species, not including insects, so it's not surprising that most people have never heard of some of them.

A:.....

Being fish, they use gills to breathe underwater, but their gills can hold water, which enables them to live on land too. They can even 'walk', using their front fins like legs. All this makes them especially interesting to biologists.

B:.....

These North American animals are quite famous for pretending to be dead when they are attacked, but they have another defense too. Their bodies produce a protein that protects them from the poison of snakes and other animals. Surprisingly, this defense also works against snakes from other continents, which they have no contact with.

C:.....

Although many people take them for granted, they are some of the most amazing animals of all, as well as being useful (or even vital) for humans. They are the only insects in the world that make food that people can eat. Honey itself is amazing food, containing everything necessary for life. More importantly, a third of all the plants we eat wouldn't exist without the help of them.

**A. Write the names of the amazing animals in the correct places.**

Opossum                                  Honey Bee                                  Mudskipper

**B. Complete the following table with missing information from the above passage.**

<b>Animals</b>	<b>Why they are so special</b>
<b>Opossum</b>	1. The original habitat for these animals is ..... 2. Two different ways of defending themselves are: a) by .....when they are attacked . b) by .....
<b>Honey Bees</b>	They are amazing animals because 1)..... 2).....
<b>Mudskipper</b>	.....

## Vocabulary:

( 5 points)

### A. Complete the following sentences with words from the box.

Global ingredients standard reactions

1. The ..... of care at our local hospital is excellent.
2. I love to watch parents' ..... when their sons pass exams.
3. Changes like this will impact on the .....economy.
4. He created a wonderful meal from very few .....

### B. Complete the sentences with the correct adjective phrases.

Fully qualified , badly injured, brightly coloured,

- 1: Clowns often wear ..... clothing., so they can attract children easily.
2. He's still conscious after the accident but he's fairly .....
- 3: The company is looking for ..... employees to hire in the c marketing department.

### C. Complete the following sentences with words from the box using (en) as a prefix and a suffix

length dark courage

1. He needs to ..... the curtains. They're too short.
2. The new teaching methods .....children to think for themselves.
3. The sky began to ..... and they knew it would rain soon.

## Language :

( 5 points)

### A. Complete the sentences using the future continuous or future perfect tense of the verbs between brackets.

- 1: She hopes that next year she ..... at university. (**study**)
2. Try to call before 8 o'clock. After that, we.....the match. (**watch**)
3. The guests are coming at 8 p.m. I .....cooking by then.. (**finish**)
4. In three years' time, I ..... from university. (**graduate**)

### B. Complete the following sentences with the correct prepositions from the box below.

Against in at for

1. The campaign has certainly succeeded ..... raising public awareness of the issue.
2. I feel sorry ..... the kids, too - they've had a hard time.
3. She was looking forward ..... seeing the grandchildren again.
4. At school , he was always good ..... writing essays.

### C. Join the pairs of sentences to make one longer sentence, using an – ing phrase.

- 1: I am a student. I think exams cause a lot of stress.

.....

- 2: Because they don't have enough food. They can't survive for long.

.....

**Writing :**

**5 points**

**Choose one of the following topics to write about:**

**1- Write a short recipe for a dish.**

- Write the name of the dish . \* The ingredients.
- How we make it. \* Why did you choose it

**2- Write a short essay about the importance of getting well- balanced meals.**

**Paragraph (1):** Write about the importance of getting healthy food.

**Paragraph (2):** Write about the reasons that have led to fast food and their risks.

**Paragraph(3):** Give recommendations and suggestions.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**GOOD LUCK**

1 Look at the pictures. Then discuss the questions below in small groups.



- 1 Do you know any of the stories shown in the pictures? What can you say or guess about them?
- 2 Where do you think these stories came from? How old do you think they are?

2 Read the introduction to a collection of stories. Then complete the tasks below and on page 89.

## Global tales

One definition of 'folk tales' is: stories that are traditional among a group of people. Like folk songs, they are passed down from generation to generation and it is impossible to say who first told or wrote them. 'Fairy stories' are similar, but they are mainly for children and often feature animals that talk, giants and other imaginary things.

- 5 We can learn a lot about different countries from their folk tales, but the similarities between them are interesting too. Take, for example, the 'trickster' stories that are told in many parts of the world, including Africa, the Caribbean and Scandinavia, where they are very popular. In these, the hero gets what he wants by being clever and telling lies. Many societies have 'heroic' stories, where the main character goes on a long and difficult journey to find something important. There are also
- 10 'romantic' tales, love stories in which a man and a woman have to solve many problems before they can be together.

1 Find words in the text that have these meanings. (The words are in the same order as in the text.)

- 1 meaning of a word \_\_\_\_\_
- 2 stories \_\_\_\_\_
- 3 contain (as an important part) \_\_\_\_\_
- 4 main (male) person in a story \_\_\_\_\_
- 5 groups of people \_\_\_\_\_
- 6 any person in a story (or film, play, etc) \_\_\_\_\_

2 Complete the table with other words from the text.

ADJECTIVE	NOUN
1	imagination
similar	2
3	popularity
heroic	4

3 Use words from the text on page 88 and from the table above to fill the gaps in these stories.

The Palestinian tale of *Ataba and Zariief e-Ttool* is mainly a (1) r\_\_\_\_\_ story of how love finally wins. Zariief and the beautiful Ataba fall in love, but Ataba’s father refuses to accept Zariief because he is poor. He sends Zariief all over the country to bring back different things, thinking he will fail. This is also a (2) h\_\_\_\_\_ story, because Zariief succeeds every time. However, the father always asks for something else. Finally, Zariief gets help from an Egyptian Mukhtar, a friend of Ataba’s father. He persuades the father that Zariief will be a good husband for Ataba, and the couple can at last get married.

The (3) p\_\_\_\_\_ Anansi stories from West Africa (4) f\_\_\_\_\_ a spider called Anansi. In one tale, Anansi takes over from Lion as the ‘owner of all stories’. Lion says he first has to bring him Giant Blacksnake, tied to a piece of wood. Anansi uses his cleverness to catch the huge snake and take him to Lion. Lion doesn’t want to give Anansi ownership of all the stories, but he has no choice. These Anansi folk tales about the (5) i\_\_\_\_\_ spider are probably the most famous examples of (6) t\_\_\_\_\_ stories.

The (7) h\_\_\_\_\_ of *Jack the Giant Killer* is a young boy who lives with his mother. They are very poor, so when Jack sells their cow for a few ‘special’ beans, his mother is angry and throws them out of the window. The bean plant grows very high and very fast, and Jack climbs up it. At the top, he meets a giant who owns a lot of gold and a chicken that lays gold eggs. Jack steals the chicken but it makes a noise and the giant wakes up. He follows Jack but when Jack gets to the bottom he cuts the plant down, killing the giant. This old English (8) f\_\_\_\_\_ story combines two types of tale: heroic and trickster.

4 Complete the sentences with words from the three story descriptions. (The words are in the same order as in the text.)

- 1 It’s no use asking to borrow money from him. He always \_\_\_\_\_.
- 2 He’s such a good speaker that he always \_\_\_\_\_ people that his opinion is right.
- 3 The story is about a married \_\_\_\_\_ and their three children.
- 4 They \_\_\_\_\_ the thief to a chair so that he couldn’t escape.
- 5 They have a duck in their garden that \_\_\_\_\_ large eggs.
- 6 I like lots of different \_\_\_\_\_ of music, from folk music to classical.



**1 Look at the picture and the quotation. Then discuss the questions below.**

- 1 What do you know about dragons?
- 2 How can a fairy story be 'more than true'?
- 3 What do you think children can learn from hearing and reading stories?



**'Fairy tales are more than true: not because they tell us that dragons exist, but because they tell us that dragons can be beaten.'**

G. K. Chesterton

**2 Read the text quickly. Then answer the question below.**

Is this text

- A a news story?
- B an interview?
- C an academic essay?

## Highly intelligent stories

Some people worry that folk tales and fairy stories encourage children to believe things that can't happen in the real world. The highly praised children's writer Gillian Poulson couldn't disagree more. Stories, she says, help to develop a child's imagination. 'One of the main points of these stories,' she explains, 'is that **they** don't happen in the real world. Once children have visited the other worlds stories describe, they are never quite the same. They learn to question the world they see around them, and perhaps to change **it**.'

She's not alone in this opinion. The great scientist Albert Einstein once said: 'If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.' Research has shown that children who grow up hearing, and later reading, stories are much more likely to get good exam results, not just in language but also in maths and science.

Gillian Poulson thinks the reason why children love fairy tales is quite simple. **They** just want to know what happens next. Folk tales or fairy stories are especially good for this because they don't normally have anything extra to get in the way. You don't need to know what the character is feeling or thinking, just what they do next. So you can start your story with something like "Once upon a time there was a poor old woman who lived in a forest with her son", and that's it. You don't need to say where the forest was or why they were poor. They don't even need to have names. What did they do? That's the only important part.'

Stories, then, are good for children. First by hearing **them**, and later by reading them independently, we learn that language is for sharing ideas and having fun. But Gillian has a warning for parents and teachers. 'Don't tell them that it's good for them, and certainly don't encourage them to read books that you think they should. There's no quicker way to make them not want to read.'

**3 Read the text again. Then decide if the statements below are TRUE or FALSE. Write the sentence (or part of a sentence) from the text that helped you decide.**

1 Gillian Poulson shares people’s concerns that folk tales are not realistic.  
TRUE      FALSE

---

2 She thinks stories only have a small effect on children.  
TRUE      FALSE

---

3 Stories teach children to enjoy language.  
TRUE      FALSE

---

4 In these stories, actions and events are more important than ideas and events.  
TRUE      FALSE

---

5 Children learn correct grammar from reading stories.  
TRUE      FALSE

---

6 Parents should recommend good books for their children to read.  
TRUE      FALSE

---

**4 What do these words, highlighted in the text, refer to?**

- 1 *they* (line 4) \_\_\_\_\_
- 2 *it* (line 6) \_\_\_\_\_
- 3 *They* (line 11) \_\_\_\_\_
- 4 *them* (line 18) \_\_\_\_\_

**5 Discuss the statement below in pairs or small groups.**

**‘Folk tales and fairy stories are just for old people and children.’**



I couldn’t agree more. There are much more important things to read.

You can’t expect adults to believe in things like talking animals.



I think fairy stories can be enjoyed by people of all ages.



It’s important to have a good imagination and not take things just as they are.

**1 Look at the examples. Then complete the grammar rules by adding a tick to each row.**

**Examples**

Defining relative clauses	Non-defining relative clauses
Fairy stories often feature <u>animals which/that talk</u> .	Jack has a bean plant, <u>which grows very fast and very high</u> .
Jack is <u>a young boy who/that lives with his mother</u> .	He has two strong sons, <u>who live with him</u> .
The woman <u>who/that phoned me</u> was very polite.	<u>Anansi, who is a clever spider</u> , is the hero of the tale.

**Complete the grammar rules**

Rule	Defining	Non-defining	Both
1 The relative clause is used to make it clear which one(s) we mean.			
2 The relative clause is used to add extra information.			
3 We use commas to separate the information in the relative clauses.			
4 The relative clause should follow the noun it describes.			
5 We often use <i>that</i> instead of <i>which</i> or <i>who</i> .			
6 We can't use <i>that</i> instead of <i>which</i> or <i>who</i> .			

**2 Join the two short sentences to make one longer sentence, replacing the underlined parts with relative pronouns. Use *that* where possible.**

Some children grow up reading stories. They have better exam results.

Children who grow up reading stories have better exam results.

1 The story happens in Jaffa. Jaffa is a city in Palestine.

---

2 Have you seen the letter? It came yesterday.

---

3 The main character is very poor. He has three sons.

---

**3 Look at the examples of defining relative clauses. Then circle the correct words to complete the grammar rules.**

**Examples**

Children visit the other worlds (that) stories describe.

They learn to question the world (that) they see around them.

That's the woman (that) I phoned.

**Complete the grammar rules**

1 In the examples, *other worlds*, *the world* and *the woman* are the **subjects / objects** of the verbs *describe*, *see* and *phone*.

2 When the pronoun *that* refers to the **subject / object**, we can leave it out.

**4 Join the two short sentences together to make one longer sentence. Use *that* where it is needed, but leave it out if it isn't needed.**



That's the car I want to buy when I'm rich.

- 1 This is the book. I was reading it yesterday.  
\_\_\_\_\_
- 2 That's the same film. I saw it at the cinema last week.  
\_\_\_\_\_
- 3 This is a folk tale. I remember it from my childhood.  
\_\_\_\_\_
- 4 She's the new student. She arrived last week.  
\_\_\_\_\_
- 5 Zariel brings back gifts. They are from different parts of the country.  
\_\_\_\_\_

**Period 4 / Language and vocabulary study**

**1 Look at the examples. Then complete the grammar rules.**

**Examples**

*This is the house. I grew up **here**.*

➔ *This is the house **where** I grew up.*

*He returned to his home. He lived happily **there** for the rest of his life.*

➔ *He returned to his home, **where** he lived happily for the rest of his life.*

*The hero goes on a journey. **The hero's** son lives in another country.*

➔ *The hero, **whose** son lives in another country, goes on a journey.*

*I apologised to the man. I'd stepped on **his** foot.*

➔ *I apologised to the man **whose** foot I'd stepped on.*

**Complete the grammar rules**

- 1 \_\_\_\_\_ and \_\_\_\_\_ are both relative pronouns.
- 2 We use them in both \_\_\_\_\_ and \_\_\_\_\_ relative clauses.

**2 Add the correct relative pronoun, *which*, *who*, *where* or *whose*, to complete the sentences.**

- 1 Thank you for the book, \_\_\_\_\_ I enjoyed reading.
- 2 The hero, \_\_\_\_\_ name is Jack, lives with his mother.
- 3 He lived in Cairo, \_\_\_\_\_ is the capital city of Egypt.
- 4 They went to the next town, \_\_\_\_\_ they met an old man.
- 5 The old man, \_\_\_\_\_ clothes looked old and dirty, was really the king.
- 6 Her father, \_\_\_\_\_ had traditional opinions, refused to let her marry.
- 6 I like to meet people whose their interests are similar to mine.

## REVISION WORKSHEET (UNIT ONE)

1- Add the information in brackets to the sentences, using commas and the correct relative pronoun (who, which, where or whose).

1 I live in the capital city. (it is in the south of the country)

.....

2 He is talking to the office manager. (we met her last week)

.....

3 At school, he was a friend of Hazem. (Hazem later became a politician)

.....

4 The whole family moved to Jordan. (they lived there for 15 years)

.....

5 The woman in the photo is Fatima. (her son went to school with me)

.....

2- Complete the definitions below, using defining relative clauses. Leave out the relative pronoun where possible.

1 A pen is something .....with.

2 A biologist is someone .....living things.

3 A bee is an insect..... honey.

4 A folk tale is a story..... from generation to generation.

5 Your homeland is the country .....

2. Make one sentence from the two that are given. Use who or which with the underlined words.

a. Mont Blanc is between France and Italy. It is the highest mountain in the Alps.

---

b. Alfred Hitchcock was born in Britain. He worked for many years in Hollywood.

---

**GOOD LUCK**



## 1 Work through the quiz about the UK.

### QUIZ

How much do you know about the UK?  
Do our quick quiz to find out.

1 How many different parts make up the United Kingdom?

- A three
- B four
- C five

2 Which is the largest?

- A the British Isles
- B the UK
- C Great Britain

3 What is the area of the UK?

- A less than 140,000 sq. km
- B 140,000–240,000 sq. km
- C over 240,000 sq. km

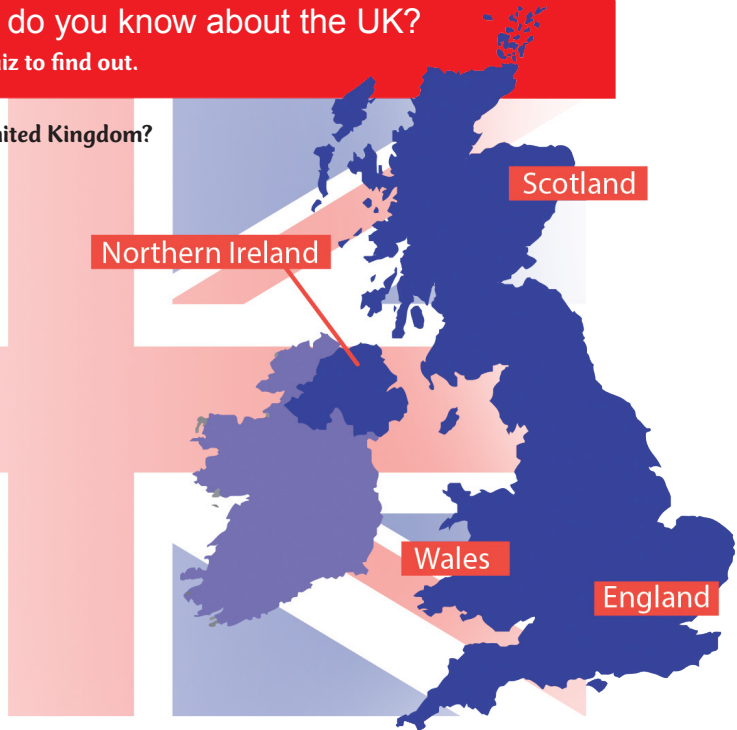
4 What is the population of the UK?

- A about 30,900,000
- B about 64,100,000
- C over 70,000,000

5 How old do you have to be to vote\*?

- A 16
- B 18
- C 21

\* vote = make a choice to decide who is in the government



## 2 Read the text to check your answers.

**Name:** United Kingdom (UK)

The full name is 'the United Kingdom of Great Britain and Northern Ireland' (Southern Ireland is an independent country called the Republic of Ireland). Great Britain is the geographical name for the island that contains England, Scotland and Wales. The UK has been described as 'four countries within a country'.

**Capital city:** London

London is the largest city, and one of the world's most important financial centres.

**Population:** approximately 64,100,000

**Area:** 243,610 sq. km (94,060 square miles)

**Official language:** English

**System of government:** parliamentary democracy, monarchy

The UK has a parliament, where laws are made. Elections to choose Members of Parliament (MPs) take place every five years, and anyone of 18 or over can vote. The head of government is the Prime Minister but the head of state is the king or queen, because the UK is also a monarchy. The monarch, however, has little real power. A small number of people think the UK should become a republic. Scotland, Wales and Northern Ireland all have their own parliaments, with limited powers.

**3 Find words in the United Kingdom text that have these meanings.**

- 1 connected with money and business \_\_\_\_\_
- 2 more or less, not exactly \_\_\_\_\_
- 3 country that has a king or queen \_\_\_\_\_
- 4 used by governments and in formal situations \_\_\_\_\_
- 5 place of government \_\_\_\_\_
- 6 times when people can vote \_\_\_\_\_
- 7 political system without a king or queen \_\_\_\_\_

**4 Now use the words in Activity 3 to complete the sentences below.**

- 1 There is a part of the \_\_\_\_\_ building where people can go and watch the discussions.
- 2 The country was a \_\_\_\_\_ from 1923 to 1946, when the king returned and it became a \_\_\_\_\_ again.
- 3 I think there were \_\_\_\_\_ 50 people at the meeting, but I didn't count them.
- 4 This isn't an \_\_\_\_\_ rule. It's just something that nearly everyone does.
- 5 People under 18 can't vote in \_\_\_\_\_.
- 6 I often lose money by making the wrong \_\_\_\_\_ choices.

**5 Read the information about another country, and then try to fill in the blanks with correct information. Finally, compare your answers with a partner.**

**Name:** \_\_\_\_\_

The full name is the People's Democratic Republic of \_\_\_\_\_

**Capital city:** \_\_\_\_\_

\_\_\_\_\_ is the largest city, four times larger than the second city, Oran.

**Population:** approximately 37.9 million


**Area:** 2,381,741 sq. km (919,595 square miles) 90% of the land is desert

**Official language:** \_\_\_\_\_

\_\_\_\_\_ is also widely used, especially in government, media and education.

**System of government:** democracy

The head of state is the President, who is elected for a five-year term. The position used to be limited to two five-year terms, but this limitation was removed in 2008. Anyone over the age of 18 can \_\_\_\_\_. The President is the head of the army and also chooses the Prime Minister, who is the head of government.



**6 Discuss the question below in pairs or small groups.**

The voting age in both countries is 18. Do you think this is the right age, or should it be higher or lower? Why?

I think 18 is about right because that's when people become adults.

Young people understand more than adults think, so they should be able to vote at 16.

1 Look at the examples of sentences in the passive. Then answer the questions below.

**Examples**

The UK has a parliament, where laws **are made**.

Some steps **are being taken**.

The UK **has been described** as 'four countries within a country'.

This limitation **was removed** in 2008.

Politicians **will be made** aware of people's feelings.

- 1 What is important in these sentences: the actions themselves or the people who did them?  
\_\_\_\_\_
- 2 Are the subjects (laws, steps, UK, limitation, politicians) the ones who do the actions?  
\_\_\_\_\_
- 3 Which verb changes its tense in these examples? \_\_\_\_\_
- 4 What is the tense in each sentence? \_\_\_\_\_

2 Circle the correct verb form, active or passive, in these sentences.

- 1 In 1948, the country **became** / **was become** a republic.
- 2 A lot of money **has spent** / **has been spent** on improving this service.
- 3 Some new ideas **are discussing** / **are being discussed** at the moment.
- 4 Elections **take** / **are taken** place every five years.
- 5 Several changes **will need** / **will be needed** before the system works well.
- 6 In Algeria, the Prime Minister **chooses** / **is chosen** by the President.
- 7 The number of people who vote **has fallen** / **has been fallen** since the last election.
- 8 He **elected** / **was elected** by 78% of voters.

3 Complete the passive sentences by adding the past participle of a verb from the box.

destroy	make	choose	take
answer	speak	repair	send

- 1 I hope all your questions have now been \_\_\_\_\_.
- 2 In a democracy, leaders are \_\_\_\_\_ by the people.
- 3 French is widely \_\_\_\_\_ in Algeria.
- 4 The parliament building was partly \_\_\_\_\_ by fire two years ago.
- 5 These photos were \_\_\_\_\_ during my last holiday.
- 6 Thanks to technology, voting will be \_\_\_\_\_ easier in future.
- 7 We couldn't get through because the road was being \_\_\_\_\_.
- 8 The letter will be \_\_\_\_\_ early tomorrow morning.

4 Complete the sentences using the passive form of the verbs in brackets in the correct tense.

- 1 My car \_\_\_\_\_ at the moment, so I have to go to work by bus. (repair)
- 2 I promise the report \_\_\_\_\_ before tomorrow afternoon. (finish)
- 3 Voting \_\_\_\_\_ compulsory in Australia over 40 years ago. (make)
- 4 This book looks almost new. I don't think it \_\_\_\_\_ very often. (read)
- 5 The result of the election \_\_\_\_\_ next Tuesday. (announce)
- 6 A lot of books \_\_\_\_\_ about this subject recently. (write)
- 7 The President's house \_\_\_\_\_ in 1905. (build)
- 8 The rubbish \_\_\_\_\_ every Monday morning. (collect)

1 Look at the examples of further passive forms. Then complete the grammar rules.

**Examples**

The voting age **should be lowered**.

The app **can be downloaded** onto a phone.

If young people **want to be heard**, they have to vote.

He **hopes to be** chosen as the next MP for the town.

**Complete the grammar rules**


- 1 After modal verbs like \_\_\_\_\_ and \_\_\_\_\_, we use the infinitive form of the verb *be* (without *to*) + the past participle.
- 2 After some verbs, like \_\_\_\_\_ and \_\_\_\_\_, we use the infinitive form of the verb *be* (with *to*) + the past participle.

2 Complete the sentences with (to) be plus the past participle of a verb from the box.

criticise    make    choose    leave    write    repair    interview    accept

- 1 I hope \_\_\_\_\_ on the university course I applied for.
- 2 He didn't expect \_\_\_\_\_ so strongly for his opinion.
- 3 She wants \_\_\_\_\_ as the team captain.
- 4 We've done nearly everything but the report still needs \_\_\_\_\_.
- 5 She doesn't want any help. She'd prefer \_\_\_\_\_ alone.
- 6 He's nervous because he's going \_\_\_\_\_ on TV.
- 7 They told me that the car would \_\_\_\_\_ before 3.00 in the afternoon.
- 8 The dress could \_\_\_\_\_ longer if you prefer.

3 Complete the notices and labels using the verbs in brackets.



This great-looking portable speaker has long-life batteries, which means it \_\_\_\_\_ (can / carry) anywhere you want to go.

**ADMITS 1**


Please keep this ticket. You \_\_\_\_\_ (may / ask) to show it at any time.

Email

Password

**Sign In**


Do not write down your password anywhere that it \_\_\_\_\_ (might / see) by someone else.



**Warning: Dangerous Area**

Safety helmets \_\_\_\_\_ (must / wear) at all times.

This shirt \_\_\_\_\_ (should not / wash) in very hot water.



4 Work in pairs. You are arranging a meeting. Look at the list on the right and take turns to say what needs to be done. For example:

The room needs to be arranged.

5 Look at the example. Then answer the questions using words from the box with the prefix *non-*.

**Example**

The number of **non-voters** has gone up.

existent    stick    stop    smoking    fiction\*

\*fiction = stories that are not true

- 1 What kind of hotel room might people prefer if they have given up cigarettes? \_\_\_\_\_
- 2 What word can describe dragons and talking animals? \_\_\_\_\_
- 3 Which section of a library has books about political systems of different countries? \_\_\_\_\_
- 4 What kind of cooking pan is easy to clean? \_\_\_\_\_
- 5 What long journey might be especially tiring? \_\_\_\_\_

**Meeting**

- Arrange room
- Send emails
- Write invitations
- Design advert
- Move furniture
- Buy tea and coffee
- Check everything!



**1 Look back at the information about the UK and Algeria in Period 1. Add similar information about Palestine below.**

**Name:** Palestine

---



---



---

**Capital city:** \_\_\_\_\_

---



---

**Population:** approximately \_\_\_\_\_

**Area:** \_\_\_\_\_

**Official language:** \_\_\_\_\_

**System of government:** \_\_\_\_\_

---



---

**3 Read the summary of the Law-making process. Then use write a similar short paragraph about Palestine.**

First, the government suggests an idea for a new law. If the suggestion has enough support from MPs, it may become part of the government’s programme. At this stage, it is called a Bill.

The Bill is introduced to the House of Commons. This is followed by a Second Reading when the Bill is discussed, then a Third Reading when MPs can vote on whether it should be made into law.

The Bill is then passed to the upper house, called the House of Lords, for more discussion. Finally, it is sent to the monarch, who gives it her or his agreement. When it has this agreement, it becomes a law.

---



---



---



---



---



---



---



---

# REVISION WORKSHEET (UNIT TWO)

UNIT TWO  
WORKSHEET

## 1. Rewrite the following sentences into the passive form.

1. The construction workers are making street repairs all month long.  
.....
2. The boy broke the antique vase as he walked through the store.  
.....
3. They had to postpone the meeting because of illness.  
.....
4. Global warming will affect specific regions in different ways.  
.....
5. People eat a lot of junk food nowadays.  
.....

## 2- Put the verbs in brackets in the correct tense, active or passive.

- 1-The country was a monarchy until 1972, when the king (**send**) .....away and a republic (**establish**).....
- 2- The man (**find**) .....wandering in the street last week. He still can't remember anything about himself because he (**lose**) .....his memory.
- 3- The building (**repair**)..... at the moment and the owners don't think the work (**finish**) ..... before next month.
- 4- He (**live**)..... most of his life in Paris, which he says is the most beautiful city he (**ever see**).....
- 5- Although it is not the official language, English (**speak**)..... by many Indians because it (**enable**)..... people from different areas to communicate.
- 6 The journey to work (**not take**) as long since the road (**widen**) .....

## 3- Complete the sentences using the passive form of the verbs in brackets in the correct form.

1. The customer \_\_\_\_\_ by the salesman when the thief came into the store. (**help** )
2. The work \_\_\_\_\_ by 5:00 PM. ( **finish** )
3. Right now, the letter \_\_\_\_\_ by Sarah. ( **write** )
4. The newspaper \_\_\_\_\_ by a local boy every day. ( **deliver** )
5. Spanish \_\_\_\_\_ by more than 300 million people worldwide. ( **speak** )

**GOOD LUCK**

## MODEL TEST (4) BLENDED LEARNING / MODULE (4)

### Reading Comprehension.

( 5 points)

#### 1- Read the text and do the tasks below:

1. ....

A folktale is a traditional story passed down verbally long before it was written down. Folktales include animal stories, tricksters, fairy tales, legends and myths . Folktales can sometimes be retold in different versions in different cultures. The original storyteller is unknown and we will never come to know the original author. The characters are ordinary humans and personified animals.

2. ....

Folktales are universal and enhance globalization of cultural knowledge. From these stories children not only can learn about their own culture but they can also get a glimpse about traditions and customs of other cultures.

Characters in folktales encounter conflicts that require them to make difficult decisions and take action to resolve a conflict. People like to tell them to children in order to grow their power of imagination, and encourage creative thinking . After all, Folktales are told in order to educate children into cultural values of the society as well as give them motivation and a sense of well-being. Each character represents one human trait like greed, curiosity, kindness or even evil. Not surprisingly, working with folktales can also help children develop the critical reading skills of phonics, fluency, vocabulary and comprehension.

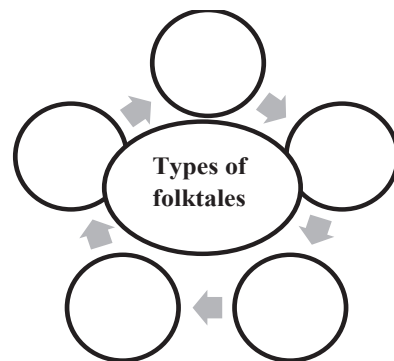
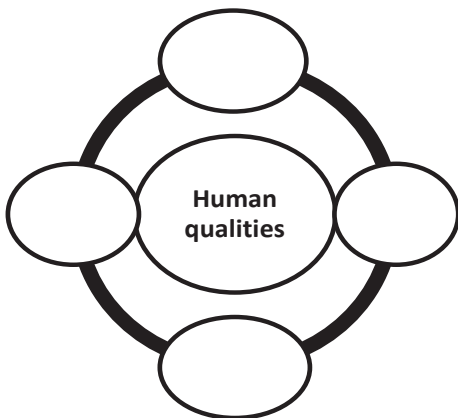
3. ....

Children are very curious to listen to these folktales from the elderly for many reasons. They always love to hear interesting and entertaining stories during leisure times , so they are not taken as truthful or factual by their audience. Most of the children like to imagine and visualize the stories while listening to the folktales, especially the fairy tales and frightening stories. The themes are also very simple in folktales and they are told in a very simple way. As a result, folktales make it easier for children to differentiate characters, follow a plotline or recall a sequence of events.

#### A. Match the titles (a-c) to the paragraphs (1-3)

- a. Children's interest in folktales.      b. Definition of folktales      c. Benefits of reading folktales

#### B. Complete the following diagrams with notes from the above passage



---

**WRITING:**

**( 5 POINTS)**

1- Write a short story you know for your partner. ( it could be a real or a made – up one)

2- Write a short essay about the ways of spending time for children now and then.

**Paragraph (1):** Write about things or activities children used to enjoy.

**Paragraph(2):** Write about things children enjoy doing these days.

**Paragraph (3) :** Give suggestions and recommendations for parents.

.....

.....

.....

.....

.....

.....

.....

**GOOD LUCK**