



State of Palestine
Ministry of Education
& Higher Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **8B**

8th

Blended learning

Module 4

(Units 1 - 2 - 3)

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Package Four Outcomes

Units □1,12,13□

At the end of this phase, eighth graders should be able to:

- 1- Make and respond to offers using would like, would love and would prefer.*
- 2- Learn about the irregular forms of different plural nouns.*
- 3- Punctuate using comma, full stop and apostrophe.*
- 4- Report statements and questions.*
- 5- Comprehend a reading passage.*
- 6- Describe a famous Palestinian place focusing on the topic sentence.*

A Palestinian wedding

1 Listen and repeat.



all right bride congratulations DVD follow
full groom guest

2 Listen and answer the questions.



- 1 What does everyone agree to do in part 1 of the conversation?
- 2 What is part 2 of the conversation about, and which picture shows this?
- 3 Who is the man on a horse in picture a, and what is happening?
- 4 Is the wedding a large one or a small one? How do we know?

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



Mike and Tina are visiting the Kamals.

- 1 **Mrs Kamal** Would you like another cake?
Mike Yes, please. I'd love another one!
Tina No, thanks, Mrs Kamal. I'm full!
Nadia Who'd like to watch our cousin's wedding DVD? It's just arrived.
Tina I'd love to.
Mike Hm. I'd prefer to play computer games.
Sami Come on, Mike! Say yes!
Mike Well, all right.
- 2 **Tina** Is this the wedding party?
Mrs Kamal No, it's *Sahra*. It's a party before the wedding day. The women are singing, and the men are dancing the traditional *dabka*.
Tina Everyone looks very happy!
- 3 **Mike** What's happening now?
Sami We call this *Zaffa*. That's our cousin on the horse. He's the groom, and he's riding round town to receive everyone's congratulations.
Nadia The bride's following in a car. People are giving her their best wishes.
Tina She looks beautiful!
- 4 **Mrs Kamal** This is the wedding party. Look, the bride and groom are sitting in the centre.
Tina There are hundreds of guests!
Sami Yes, everyone goes to a Palestinian wedding! We love them!
Nadia It's so sad we couldn't go to this one.
- 5 **Sami** And that's the end. So would you like to play computer games now, Mike?
Mike Thanks, but I'd prefer to watch the DVD again. It was fantastic!

**Everyday
English**

Come on! Say yes!
Well, all right.

1 Read sentences 1–5.

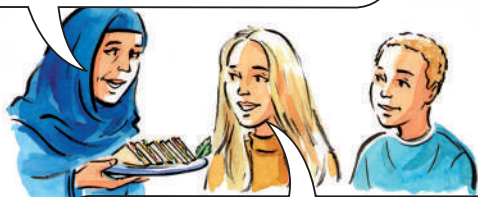
- 1 We **love** weddings.
- 2 I **would (I'd) love** another cake.
- 3 **Would you like** a cake?
- 4 (Yes, please.) I **would (I'd) love to watch** the DVD.
- 5 (Thank you, but) I **would (I'd) prefer to play** computer games.

Look at the sentences again. Tick (✓) the best way to complete statements 1–7.

- 1 (We) love means a) 'always really like' ☐ b) 'really want now' ☐
- 2 (I) would love means a) 'always really like' ☐ b) 'really want now' ☐
- 3 Would you like means a) 'Do you like' ☐ b) 'Please have' ☐
- 4 When we accept an offer, we can say this more politely with
a) 'Yes, please.' ☐ b) 'Thank you, but' ☐.
- 5 When we do not accept an offer, we can say this more politely with
a) 'Yes, please.' ☐ b) 'Thank you, but ...' ☐
- 6 We use would like + infinitive to mean a) 'want' something. ☐ b) 'want' to do something. ☐
- 7 We use would prefer + infinitive to mean
a) 'want' something else. ☐ b) 'want' to do something else. ☐

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

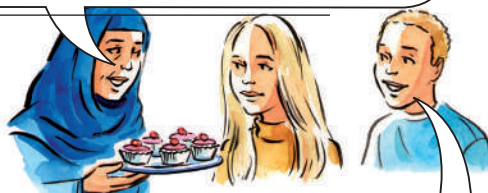
Tina, would _____



Yes, please _____

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

What about you, Mike? Would _____



I _____

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

3 Work in pairs. Make offers and give polite answers.

Use *would like* / *would love* / *would prefer*

Things: a sandwich / a burger
some orange juice / some apple juice
a cup of coffee / a glass of lemonade

Actions: watch a DVD / play a video game
watch TV / listen to my new CD
go shopping with me / go and watch
the big football match

- A** Would you like a sandwich?
- B** Yes, please. I'd really love one.

- A** Would you like to watch a DVD?
- B** Thanks (very much), but I'd prefer
to play a video game.

1 Listen and repeat.

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

as	celebrate	custom	dough
hold	groom	purpose	ring
spirit	stick (v)	Scotland	Spain
	the Philippines		

- 1 **A** When do Muslims _____ Eid al-Fitr?
B That happens at the end of Ramadan.
- 2 **A** Oh, no! I've broken your plate!
B Don't worry. I'm sure we can _____ the pieces together again.
- 3 **A** Do you have any traditional wedding _____ in your country?
B Yes, for example, after a wedding, the _____ has to carry his new wife into their new home.
- 4 **A** When you think about it, a baker does something amazing. He starts with a piece of soft, heavy _____ that you can't eat.
B Yes, and it comes out of the oven _____ delicious bread!
- 5 **A** At the start of a new year in Japan, people throw salt from their front doors.
B Why? What's the _____ of doing that?
A It's to keep bad _____ away from the house for the coming year.
- 6 **A** Please show us your beautiful wedding _____.
B Well, all right. If I _____ it up to the light, you can see it more clearly.

3 Listen and check. Then practise in pairs.

4 Listen to the speakers. Match them to pictures 1-5.

Listen again and match pictures 1-5 to the countries. 

China ☐	Germany ☐
Japan ☐	Scotland ☐
USA ☐	



5 Work in pairs. Describe the customs in the pictures in your own words.

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

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

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

baby boy box day family glass
 monkey party sandwich story toy wish

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

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

3 Work in pairs. Label the pictures with irregular nouns – singular and plural.

1		one _____	several <u>men</u>	
		one <u>person</u>	several _____	
2		one _____	several _____	
3		_____	_____	
4		_____	_____	
5		_____	_____	
6		_____	_____	

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

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

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

- Full stops give clear breaks between sentences. Commas also give breaks – but shorter ones that are in a sentence. We often use them between clauses.
The women are singing, and the men are dancing.
These trainers are great, but they're only size 32.
- We often use commas between clauses and phrases, too.
In Palestine, the bride sticks some bread dough to the front door.
They're looking for a gift for Ahmad, Omar's younger brother.
- We put commas before and/or after one-word phrases like *yes*, *no*, *first*, *finally*, *please* and *thank you*. We also put them before and/or after people's names when we are talking to them. We also put them before tag questions.
No thanks, Mrs Kamal.
Ah, yes, these are just right, aren't they?
- We use commas when we list things and often with two or more adjectives to describe something.
I can see Ahmad, Ali and Fuad. Fuad is the one with long, straight hair?

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

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

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

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

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

- We use apostrophes when we shorten forms of the auxiliary ‘helping’ verbs *be*, *have*, *will* and *would*.
I’m (I am) full.
Who’d (Who would) like to watch?
** What’s (What is) happening now?*
** It’s (It has) just arrived.*
** Be careful when you read ’s: it can mean is or has.*
- We also use apostrophes when we shorten *not*.
There aren’t (are not) any tomatoes.
I don’t (do not) agree.
- We also use apostrophes as possessive forms with nouns.
We would like to watch our cousin’s wedding DVD.
- We use an apostrophe with *let’s*.
Let’s (Let us) get some ice cream.

4 Work in pairs. Discuss and then write out the following. Add 12 apostrophes.

Mike Look, Ive found these two DVDs. Theyre yours or Yasmeeens, arent they?

Sami Lets have a look ... Well, this ones mine, but the other one isnt, and I dont think its hers, either.

Mike So perhaps its Tinas. Id better ask her.

Unit Eleven---Worksheet

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

1- A: Would you a cup of coffee Fatema?

B: No, thanks. I a glass of tea.

2- A: What about you Ahmed, what you.... to drink?

B: I'd a cup of coffee, please.

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

1- Different types oflive in the jungle. (monkey)

2- Mom cut the big melon into two (half)

3- I keep my oldin three big (dress), (box)

4- Several and..... work in this office. (man), (woman)

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

1- There isnt any oil in the jar

2- Tala is the girl with long yellow hair

3- This book was great but its very expensive

4- Ahmeds family is lovely isnt it

5- Lets go shopping Dana. Ive got enough money to buy many things

The End

1 Listen and repeat.



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

Word formation
study student

2 Listen and answer the questions.



- 1 What does Rose Hill need to check?
- 2 Is there another reason for her call? What is it?
- 3 What is the same about Rose's and Yasmeen's names?

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



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

Dad Hello. Khalid Haifawi speaking.

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

Dad Is there a problem?

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

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

* * * * *

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

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

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

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

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

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

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

Yasmeen It's the name of a flower.

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

**Everyday
English**

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

1 Read the sentences.

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

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

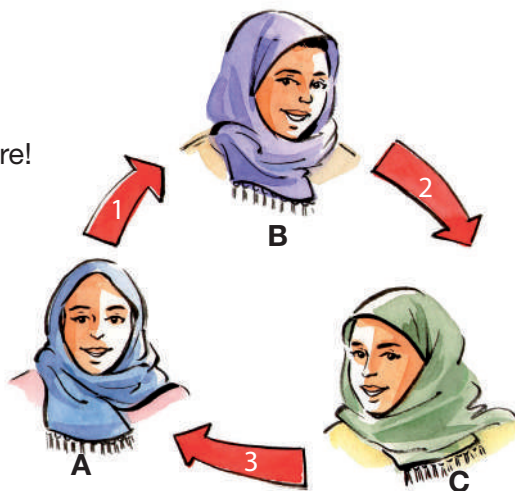
- 1 See 1 and 2: When we report, we often use a reporting verb like **a) she is.** ☐ **b) she says.** ☐
- 2 See 2 and 4: When we report someone else's words to others, we often use a reporting verb in **a) the present simple.** ☐ **b) the future.** ☐
- 3 See 3 and 4: When we report a 2-clause sentence,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

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

- 1 **Rose** I'm sorry to call Yasmeen in the evening like this.
Dad She says she's sorry to ...
Yasmeen I see.
 - 2 I'm working late to check all my computer details of our students.
 ...
 - 3 We may have Yasmeen's name wrong, and her other details may be wrong, too.
 ...
- Change round.

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

- 1 (Name) left (her) book at my home yesterday. // Here you are!
A (C) left her book at my home yesterday.
B I'll tell (C). ... Hello, (C). (A) says you left your book at (her) home yesterday.
C Oh, thanks, (B). ... Hi, (A). (B) says I left my book at your home yesterday.
A That's right. Here you are!
C Thank you very much.
A You're very welcome.
- 2 I'm going to invite (Name) to my party next week. // Please come!
- 3 I've got some photos of (Name) to give (her/him). // Here they are!



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

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

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

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

Romano Hello, everyone.

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

Emma How did our ancestors get their family names?

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

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

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

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

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

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

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

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

Lucy How do parents choose given names?

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

2 Listen and read aloud.



1 Read sentences 1–8.

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

Look at the sentences again. Tick (✓) the best way to complete statements 1–4.

- 1 When we report a direct *Wh* question, the verb
a) stays the same. ☐ b) changes to statement form. ☐
- 2 If there is a 'helping' verb in the direct question, we a) keep it ☐ b) cut it ☐ in the reported question.
- 3 After the reporting verb, the word order changes to a) *Wh* question word + main verb + subject ☐ b) question word + subject + main verb. ☐
- 4 Reported questions end with a) a full stop (.). ☐ b) a question mark (?). ☐

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

- 1 Emma asks, 'How did our ancestors get their family names?'
- Emma asks how ...*

- 2 Lucy wants to know, 'How do parents choose given names?'

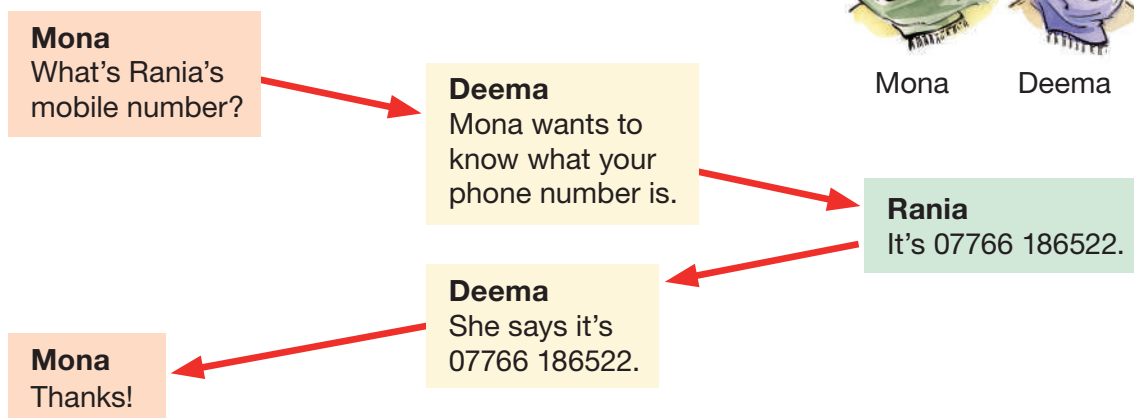
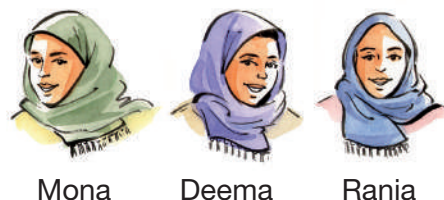
Go on with questions by the Head Teacher, Dr Cook, about another Grade 8 girl. Use the reporting verbs in brackets.

- 3 'How does Helen spell her family name?' (Dr Cook asks ...)
- 4 'What's her home telephone number?' (He also wants to know ...)
- 5 'Where does she live?' (Then he needs to check ...)



3 Work in groups. Take turns to ask, report and answer questions.

Write down questions to ask about your partners. Then take turns to ask, report and answer. Use your own names.



Unit Twelve---Worksheet

1-Report the following statements.

1- I am Rose Hill and I want to ask you some questions Amal

She says.....

2- Where does your name come from Mr. Masri?

Rose wants to know.....

3- I'm trying to finish my work tonight.

Omar says

2 – Report the following questions.

1- What's your home telephone number, Ali?

The counselor wants to know.....

2- When did people start using money?

The teacher asks.....

3- What does your name mean Yasmeen?

Rose asks.....

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

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

The End

1 Listen and repeat.



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

Word formation
Islam Islamic

2 Listen and answer the questions.



- 1 Before Sami called, why was he worried about his friend Mike?
- 2 Why does Mike have to finish everything today?
- 3 What is he working on now?
- 4 How does Sami help him?

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



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

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

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

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

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

Sami But why?

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

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

Mike My project about Islamic Spain.

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

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

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

Mike Oh, thanks!

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

Mike Well done!

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

Mike Thanks, Sami!

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

Everyday
English

Is anything wrong?
Poor you!

1 Read aloud.

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

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



- 1 **A** I hear that Muneer has made a lot of money recently.
B Yes, he's a _____ man now.
- 2 **A** What are you going to do when you leave school?
B I want to study _____ and learn how to design beautiful buildings!
- 3 **A** In the past, different _____ killed millions of people every year.
B Yes, but things have got better. Doctors have _____ how to save many more people than before.
- 4 **A** My dad says your granddad has gone into hospital for an _____.
B Yes, he has several _____ problems. But the doctors say he'll be fine.
- 5 **A** I hear you're going to _____ a new farm.
B Yes, I've bought some _____ near the river, and I'm going to start soon.

3 Listen and do the tasks.



First, copy the table. Then listen and go on with the notes for Mike.

The story of Islamic Spain		
	Areas to write about:	Examples:
1	History	The most important _____
2		
3		
4		

4 Work in pairs. Talk about the information in activity 4.

Mike's mum wants to hear about his project. Start their conversation like this.

Mum Are you working on your new project now?

Mike Yes, I'm going to call it The story ...

Mum That sounds interesting. What are you going to write about it?

Mike First, I want to talk about the history of ...

For example, I'm going to say something about the most ...

Mum And what are you going to write about after that?

Mike After that, I want to talk about ... in Islamic Spain.

For example, I'm going to ...

Go on with the other information in the table.

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

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

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

The Muslims in Al-Andalus

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

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

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

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

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

2 Listen and read aloud.



Did you know?

- Lots of things that we use every day come from Islamic Spain – glass mirrors, for example.
- Scientists in Al-Andalus introduced the number 0. This opened the way to modern maths.

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

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

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

Islamic Spain: the early years

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

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

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

Farming in Al-Andalus

Before Islam arrived, farming in Spain was at a very low level. (1) _____ (For example, / However,) the new culture soon brought new ways of doing things. The Muslims knew a lot about farming, (2) _____ (so / or) of course they introduced their ideas to their new country. (3) _____

(But / Because) Muslim farmers came from dry climates, they knew how to use water well.

(4) _____ (Although / For example,) they built channels (5) _____ (in order to / and) carry river water to large areas of dry land. (6) _____ (Therefore, / However,) they were soon growing crops in large quantities – (7) _____ (and / but) becoming rich.

These farmers also knew about crops that grew well in hot climates, (8) _____ (and so / or) they introduced a lot of new ones, including lemons, oranges, dates and rice.



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

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

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

Unit task: Describing a famous Palestinian building



2 Use the notes to write another paragraph for Mike's project. Do these tasks.

- 1 Read topic sentences a–c and the paragraph notes below. Add the best of a–c.
 - a There was one beautiful building in Al-Andalus.
 - b The Great Mosque of Cordoba is in the south of Spain.
 - c Al-Andalus was famous for its beautiful mosques.
- 2 Work in pairs. Use the paragraph notes to produce the rest of the paragraph. Add connecting words and other words that are necessary.

The architecture of mosques in Al-Andalus:

/ most famous one of all / Great Mosque of Cordoba. / This / heart of / ancient Muslim capital in / south of Spain. It / important because / largest and greatest example of early Islamic architecture / al-Andalus. It seems they started working on / new mosque / 785. – soon after / Muslims took over Spain / set up their new capital. Work / finally finished / 988. / has changed shape / size several times since then, and today / 128 metres long / 115 metres wide.



3 Work in pairs. Write a new paragraph. Do these tasks.

- 1 Share your notes about the Al-Aqsa Mosque that you discussed in activity 1.
- 2 Decide the most important thing to say about Al-Aqsa. Make this your topic sentence.
- 3 Make more simple statements from your notes.
- 4 Add connecting words.
- 5 Write your new paragraph.

Unit Thirteen---Worksheet

1-Complete the following sentences using the words below.

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

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

2 – Circle the correct linking word in each sentence?

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

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

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

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

The End

Phase Four- Units 1-2-3

Evaluation Model Test

Dear 8th graders, Answer all the questions below

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

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

1-Dad: Hello. Khalid Haifawi speaking.

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

Dad: Is there a problem?

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

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

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

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

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

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

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

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

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

Yasmeen: It's the name of a flower.

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

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

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

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

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

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

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

Well, whatto do first?

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

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

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

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

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

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

Q.4 Report the following statements?

1- your phone number is incorrect Ali.

The teacher says

2- I need to check your personal details.

The counsellor says.....

3- where's your book ?

Mom wants to know.....

4- When will you start your school project Ahmad?

The teacher asks Ahmad.....

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

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

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

3- Weve done the work Its very difficult.

4- The movie was fantastic isn't it?

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

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Finished