



State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **10B**

Blended Learning Module **4**

U1	2
U2	7
U3	12

Blended Learning Module Four Outcomes

After studying this part of the course, students will be able to:

- 1- talk about healthier life choices
- 2- express preferences
- 3- introduce a Palestinian dish to a visitor
- 4- describe possible actions in imaginary situations
- 5- note and check details on the phone
- 6- predict the future
- 7- state plans, make reports about the future
- 8- Present an important problem

1 Listen and repeat.



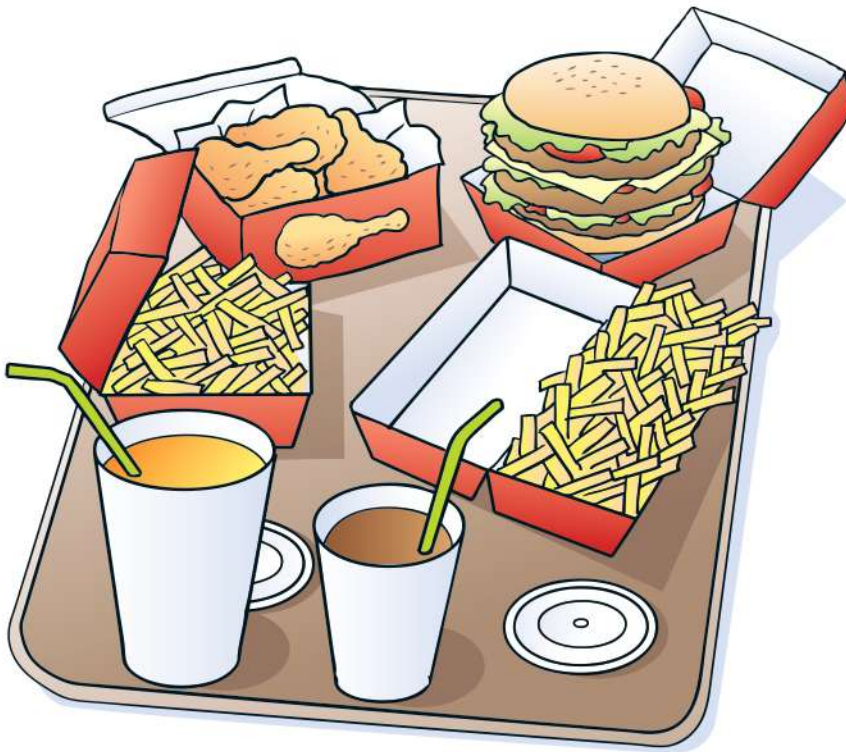
balanced	calorie	contain	diet	fuel
likely	make up for	nutrient	on the other hand	
overweight	pie	portion	teenager (teen)	

Word formation

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

2 Look at the picture and do the tasks.

- 1 Look at the menu and at the food. Say what two people have ordered.
- 2 Tick (✓) the items on the menu. Work out how much everything will cost.
- 3 The picture shows lunch at an American fast-food restaurant. Say what kind of restaurant young Palestinians might visit for lunch, and what they might order.



Menu

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

3 Read and answer the questions.



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

How to be healthier (1) By Ellen Grant

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

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

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

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

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

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



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

- 1 **A** What did you have for dinner?
B I had a delicious spinach _____ and vegetables.
- 2 **A** When do children become _____?
B From thirteen and they remain in their _____ until they are 20.
- 3 **A** My _____ isn't very healthy. I think I eat too much meat.
B Well, perhaps you just need to eat smaller _____ of meat.
- 4 **A** Do you miss some important _____ if you don't eat enough fruit and vegetables?
B That's correct. They're very important to a _____ diet.
- 5 **A** In many countries, people get a lot of the _____ they need from bread.
B But they don't eat much bread in East Asia, so they _____ that by eating lots of rice.
- 6 **A** If you don't have much energy in the morning, it's _____ you haven't eaten breakfast.
B Yes, it's very important to eat something that _____ lots of calories. That's what will give you the _____ that you need for the day ahead.

5 Read the passage again and say what these numbers refer to.

- 1 15 2 7:15 3 20% 4 17%

Period 2

1 Read the examples.

- 1 I'm hungry. I'd like **some food**. 2 I'd like **a burger** and **some fries**.
 3 American teens' bad health is **a problem**. 4 Junk food is part of **the problem**.
 5 **Cars** need **fuel**. 6 **Food** gives **nutrients**.

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

- 1 Examples 1 and 2 use *a* and *some* to talk about **a)** something new. ☐ **b)** something that has been talked about before. ☐
- 2 In Example 1 there is no plural form. It is **a)** countable. ☐ **b)** uncountable. ☐
- 3 The things in Example 2 have singular and plural forms. They are **a)** countable. ☐ **b)** uncountable. ☐
- 4 Example 3 **a)** introduces a new idea. ☐ **b)** talks about an idea for a second time. ☐ In this situation, we use *a* (or *some*). These are indefinite articles.
- 5 Example 4 **a)** introduces a new idea. ☐ **b)** talks about an idea for a second time. ☐ In this situation, we change from *a* (or *some*) to *the*. This is the definite article.
- 6 Examples 5 and 6 mean **a)** some cars and some food. ☐ **b)** types of things. ☐ These are generic statements.
- 7 Generic statements like Examples 5 and 6 **a)** use ☐ **b)** don't use ☐ articles.

2 Say what Tim and Sarah are going to buy. Use *a/an* or *some*.

Tim is going to buy a melon, some butter, some ... and a kitchen knife.

Tim's list

melon (1) olives (1 jar)
 butter (2 packets) kitchen knife (1)
 soup (3 cans)

Sarah's list

milk (1 carton) bowl (1)
 tea bags (1 box) new plates (4)
 pan (1)

1 Complete the table with nouns and adjectives from the Unit 10 passages.

Noun	base		day	energy		health
Adjective		active			strong	

2 Complete the following. Use pairs of words from activity 1. Make any changes needed.

- 1 **A** I hope you're feeling _____. We've got a lot of work to do!
B Sorry, but I'm not well. I just haven't got any _____ to do anything.
- 2 **A** Do I have to take this medicine every _____?
B Yes, take it three times _____.
- 3 **A** Why are the fruit, vegetable and bread groups at the _____ of the food pyramid?
B Because those groups give us a lot of the _____ nutrients that we need.
- 4 **A** Jack isn't in very good _____. He's away from school again today.
B The poor boy has never been very _____, has he?
- 5 **A** Eat lots of spinach. They say it gives you _____!
B No, no, you have to do lots of training. That's what makes you _____!
- 6 **A** Mariam is a very _____ person. She never stops!
B You're right. She works hard all day and then she does all kinds of _____ in the evening – sport and voluntary work, for example.

1 Read the examples.

- 1 Add some cheese **to include** the milk group.
- 2 Your body needs vitamins **in order to work** well.
- 3 Your body needs carbohydrates **so as to produce** quick energy.
- 4 Add some chicken **so that you have** something from the meat group.
- 5 Your stomach needs fibre **so that it can work** well.

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

- 1 Each of these sentences expresses **a)** a result. ☐ **b)** a purpose. ☐
- 2 Example 1 shows purpose with *to* + **a)** subject + main verb. ☐ **b)** infinitive. ☐
- 3 Example 2 shows purpose with *in order to* + **a)** subject + main verb. ☐ **b)** infinitive. ☐ This is more formal than Example 1 and we often use this form in writing.
- 4 Example 3 shows purpose with *so as to* + **a)** subject + main verb. ☐ **b)** infinitive. ☐
- 5 Example 4 shows purpose with *so that* + **a)** subject + main verb. ☐ **b)** infinitive. ☐
- 6 Example 5 shows purpose with *so that* + **a)** subject + main verb. ☐ **b)** subject + modal verb + infinitive. ☐

2 Match purposes a–e to actions 1–5. Make statements with *to*, *in order to* and *so as to*.

- | | | |
|-------------------------------|-----|----------------------------|
| 1 Yesterday, I went into town | ___ | a ... get some bread. |
| 2 I went straight to the bank | ___ | b ... take out some money. |
| 3 I went over to the baker's | ___ | c ... do some shopping. |

3 Match purposes a–g to needs 1–7. Make statements with *so that*.

- | | | |
|---------------------------------|-----|---|
| 1 You need carbohydrates | ___ | a ... you can produce quick energy. |
| 2 Your body has to have protein | ___ | b ... it can grow and develop strength. |

4 Write U (uncountable) or C (countable) after the correct word.

apple <u>C</u>	bread ___
egg ___	hummus ___
onion ___	orange ___
potato ___	rice ___
tomato juice ___	yogurt ___

5 Make positive and negative statements about the list. Use *some* and *any*.

There are some oranges, but there isn't any orange juice.
There is some olive oil, but ...

oranges ✓	orange juice ✗
olive oil ✓	olives ✗
milk ✗	yogurt ✓
apples ✓	pears ✗

1 Read the examples.

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

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

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

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

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

1 Listen and repeat.

carry out	echo	fan
gather	genuine	meanwhile
record (v)	shark	steady/ily
surface	thorough(ly)	

Word formation

create (v) creature (n)
 mysterious (adj) mystery (n)
 under (prep) + water (n) underwater (adj)

2 Look at the photos in the passage and the heading. Do the tasks.

- 1 Describe what the first photo appears to show.
- 2 Describe what you can see in the second photo.
- 3 Suggest a connection between the two photos.
- 4 Guess why the 'mystery' continues.

3 Read and answer the questions.

- 1 What soon started to happen after the 1960 film?
- 2 What new kind of information did the Oxford and Cambridge team get?
- 3 How do we know that there was international interest in the monster?
- 4 What was the problem with Operation Deepscan?
- 5 What was the main purpose of Project Urquhart?
- 6 Which was the information that interested Nessie fans the most?
- 7 What did young visitors Chris and Melissa manage to do by mistake?

The mystery continues

- 1 Tim Dinsdale's 1960 film was studied closely by many experts and was accepted as genuine. Scientists and money were soon being brought together to study Nessie more thoroughly.
- 5 That summer, some research was carried out by students from Oxford and Cambridge, who recorded a number of underwater echoes. These suggested a large creature in the lake.

In 1976, the American scientist Dr Robert Rines led the
10 next team, who he brought with him from Chicago. They managed to take this photo of a creature that appeared below the water surface. It shows an animal with a long neck, a wide body and legs or flippers.



Then came Operation Deepscan in 1987. This required a line of 19 boats across the lake, which
15 each carried powerful equipment to record echoes of everything below. The boats had to keep an exact distance between each other as they moved steadily along the lake. Sadly, the system could only cover the deep centre of the loch – just 60% of the whole. However, three



- 20 Next, in 1992–1993, came Project Urquhart, which the team designed to study all the life in the lake. It gathered much important scientific information, but for Nessie fans the most important new facts were four more contacts with a large creature in the depths of the lake.

Meanwhile, ordinary visitors, who continue to visit in large numbers, see the mysterious creature quite regularly. Take the recent story of young visitors Chris and Melissa Rivett.

- 25 'We'd stopped by the road to take a normal holiday picture. But we were amazed when we looked at it.' Experts later agreed with them that it showed a large animal with two clear humps, out in the middle of the lake.

1 Write N (noun), V (verb) or A (adjective) after the correct word.

depth N mysterious ____ suggest ____ operation ____ interest ____ creature ____
 deep ____ mystery ____ suggestion ____ operate ____ interesting ____ create ____

2 Use pairs from activity 1 to complete the following. Make any changes needed.

- 1 Nessie is still a big _____. Is there really a _____ animal in the lake?
- 2 Some people have _____ that it's just a dead tree. There have been other similar _____, too – that it was just a group of birds, for example.
- 3 There's a lot of _____ in Nessie and many reports are very _____.
- 4 In _____ Deepscan, the boats had to _____ in a very straight line.
- 5 The lake is very _____. Its greatest _____ is nearly 300 metres.
- 6 Even if there is no _____ in the lake, the story has _____ a big local tourist industry for the thousands of visitors who come to see Nessie every year.

3 Match the words to the abbreviations.

metre	south	Wednesday	kilometres per hour	August	and	north-east
	after midday	September	south-west	before midday		Saturday

- | | | |
|--------------|-------------|--------------|
| 1 & _____ | 2 am _____ | 3 pm _____ |
| 4 Wed _____ | 5 Sat _____ | 6 Aug _____ |
| 7 Sept _____ | 8 S _____ | 9 NE _____ |
| 10 SW _____ | 11 m _____ | 12 kph _____ |

1 Read the examples.

- 1 Some research was done by students from Oxford. **They recorded some echoes.**
 ➤ Some research was done by students from Oxford, **who recorded some echoes.**
- 2 This required a line of 19 boats. **They each carried powerful equipment.**
 ➤ This required a line of 19 boats, **which each carried powerful equipment.**
- 3 Dr Robert Rines led the next team. **He brought them from Chicago.**
 ➤ Dr Robert Rines led the next team, **who he brought from Chicago.**
- 4 Next was Project Urquhart. **The team designed it to study the whole lake.**
 ➤ Next was Project Urquhart, **which the team designed to study the whole lake.**

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

- 1 The first clauses in Examples 1–4 are complete statements in themselves. They **a)** require ☐ **b)** do not require ☐ relative clauses to complete their meanings.
- 2 The second clauses in Examples 1–4 add **a)** necessary ☐ **b)** unnecessary ☐ information. They are non-defining relative clauses.
- 3 **a)** Like ☐ **b)** Unlike ☐ defining relative clauses, non-defining relative clauses have commas to keep them outside the main part of their sentences.
- 4 We use **a)** *who* ☐ **b)** *which* ☐ for clauses about people. We never use *that*.
- 5 We use **a)** *who* ☐ **b)** *which* ☐ for clauses about things. We never use *that*.
- 6 In Examples 1 and 2, *who* and *which* are **a)** the subject ☐ **b)** the object ☐ of their relative clauses.
- 7 In Examples 3 and 4, *who* and *which* are **a)** the subject ☐ **b)** the object ☐ of their relative clauses.

2 Match 1–5 to a–e and turn a–e into non-defining relative clauses. Add commas and *who* or *which* as subject.

- | | |
|---------------------------------------|--|
| 1 The film was taken by Tim Dinsdale. | a It was used to record echoes. |
| 5 Each had some powerful equipment. | b He was a determined researcher. |

3 Match 1–5 to a–e and turn a–e into non-defining relative clauses. Add commas and *who* or *which* as object.

- 1 Tim Dinsdale went on many trips to Loch Ness.
 - 2 He showed his film to some friends in the TV world.
- a** He had known ~~them~~ for a long time.
b He spent ~~them~~ looking for the monster.

4 Complete the answers. Add *who* or *which*.

- 1 **A** What do you know about Carrie Choi?
B She's the girl _____ never eats breakfast.
- 2 **A** Can you remember the Jericho Farm Research Centre?
B Yes, that's the place _____ develops new crops.
- 3 **A** Can you say anything about Dave Yates and Ken Winterton?
B I think they were the ones _____ rescued Helen West from the fire.
- 4 **A** What was important about these things: a GPS, a satellite phone and a life raft?
B They were the things _____ saved Mark Stubbs and his team when their boat was destroyed.

Now work in pairs. Ask and answer the questions about Grade 10.

Talking about tomorrow's world

1 Listen and repeat.



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

Word formation

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

2 Look at the next page. Answer the questions.

- 1 Where do you think you could find this page? (Read the first line of the heading.)
- 2 What do the pictures at the top show and how do they look different?
- 3 Look at the third line of the heading, too. What is the page going to be about?
- 4 Look at the second line of the heading and the people down the left side of the passage. What is this website for and how have these people helped to create it?
- 5 What countries do all these people come from? (You can find the city names on the map at the front of the book.)

3 Read and do the task.

Tick (✓) the speakers who seem to be:

	Rosa	Liam	Hisako	Simu	Basim
a completely negative	☐	☐	☐	☐	☐
b partly positive, partly negative	☐	☐	☐	☐	☐
c partly positive, partly unsure	☐	☐	☐	☐	☐

Say it how you see it.com

This week's discussion:



Future good – or future terrible?

**Rosa** (Sydney)

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

Liam (Dublin)

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

Hisako (Tokyo)

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

Simu (Nairobi)

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

Basim (Jericho)

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

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

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

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

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

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

2 Read the passage again and answer the questions.

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

1 Read the examples.

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

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

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

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

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

3 Change to future passive forms. Add *by* + agent if necessary.



Let's predict changes in the coming years from things that are happening now.

- Food scientists are going to develop many new kinds of crops. They are going to design them to grow in hotter, drier conditions than today.



- One day, the world will turn the United Nations into a much stronger organization. This new world government will then stop all wars from starting.



1 Listen and repeat.

achieve	atmosphere	available	coal
despite	form	fossil fuel	gas
manage (= direct)	pressure	resource	

Word formation

effect (n)	effective (adj)
grow (v)	growth (n)
pollution (n)	pollute (v)
use (v)	use (n)

2 Look at the chart, the pictures and the passage title. Then do the tasks.

- 1 Read out the title of the chart. Describe the change that the chart shows.
- 2 Look at the pictures. Describe what you can see in each picture.
- 3 Explain the danger to the farm and the farmer.
- 4 Use the chart to explain why they may be facing this danger.
- 5 From the chart and from other things that you know, try to explain the title.

3 Read and number the paragraph 'headings' in order.

- | | |
|---|---|
| ___ The need for food and health for all | change |
| ___ The need to cut the causes of climate | ___ The biggest problems that face us now |

The most dangerous century by Dr Harry Honda

- 1 Despite all our mistakes, we humans believe we are by far the most intelligent form of life on Earth. Well, we are now in the century which will decide whether we really are intelligent. If we continue making mistakes, our future will be terrible.

But let's be positive. Although humans have never had to deal with so many problems before,

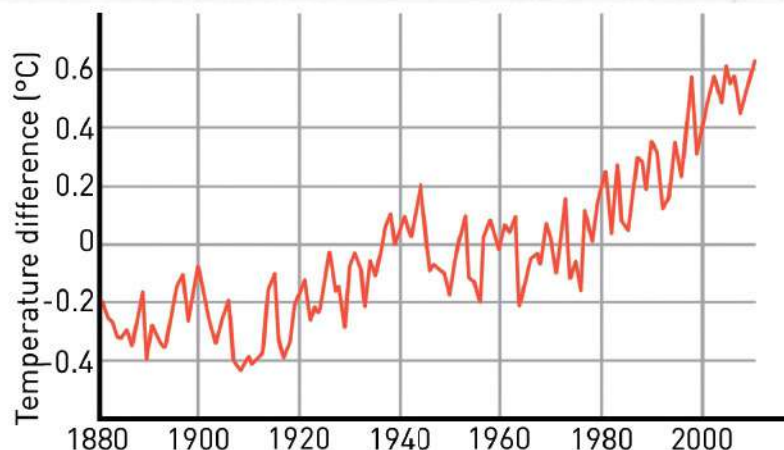
- 5 we've never had so much technology to help us. And I believe that answers to our problems can and will be found. Let's look at some of them.

Let's start with war and peace. To deal with our problems together, we first have to work together. So humans have to stop killing and oppressing other humans. We have to make peace, not war. If the UN can be made more effective, I believe that this can be achieved. It has to be achieved.

- 10 Then what? Proper health care must be made available to all. So must a healthy diet. Scientists and farmers must work harder than ever to produce more and better food.
- 15

And all these things have to be done in the middle of two huge events – an explosion in human population growth and climate change.

- 20



World average surface temperatures 1880–2010

___ We can get through this century safely!

___ The need to work with each other, not against

___ Getting through the time of highest population

___ Why we humans have to start using our brains

4 Read and answer the questions.

- 1 Why is it so important for human beings to start being more intelligent?
- 2 What makes the writer feel positive about the future?
- 3 Why is it so important 'to make peace, not war'?
- 4 What must be provided for everyone in the world?
- 5 What two things make it very hard to achieve these things?
- 6 How is the 22nd century likely to be easier for humans than the 21st?
- 7 How does the last paragraph explain the change that the chart shows?



The Nile, Egypt



Farmers fight the desert for their land, Mauritania, Africa

The world population is likely to reach nine billion by 2050 and ten by 2100, but after that numbers are expected to decrease steadily. Therefore, during this century, there will be huge pressures on resources – food and everything else – before things get easier again in the next. Our use of all resources will have to be managed very carefully.

- 25 Climate change is our biggest problem. For many years, people have been burning fossil fuels – coal, oil and natural gas – to provide energy. That has polluted Earth's atmosphere with various gases that are now causing climate change. Temperatures are rising and a change to clean forms of energy is now urgent. Without this, many areas will get too hot and dry for food production – just when population numbers are at their greatest.

1 Read and complete the summary. Add other new words from period 4. Make any changes needed.

Human beings are much more intelligent than other forms of life. (1) _____ this, though, it will be hard to deal with all the problems that we face today.

For example, we have to stop fighting and killing each other, but to do that we have to make the United Nations much more (2) _____ than it has been. We must also find ways of providing enough food and good health care for all people.

These things are being made far more difficult because of the huge (3) _____ in the human population that is happening now. This is going to put a lot of (4) _____ on food and all the other (5) _____ that people need. So our (6) _____ of food, energy, water and many other things will have to be (7) _____ very carefully in the coming years.

Our biggest problem of all is climate change. For a long time, people have been burning dirty (8) _____, including the dirtiest of all – (9) _____. And this has been producing (10) _____ that have been (11) _____ the Earth's atmosphere and causing the climate to change.

2 Read the passage again and do the tasks.

Say what the underlined words refer to.

Line 9: It has to be achieved.

Line 12: So must a healthy diet.

Line 23: ... before things get easier again in the next.

Now say what the underlined words and phrase mean.

Line 9: It has to be achieved.

Line 10: Then what?

Lines 21–22: ... numbers are expected to decrease steadily.



Climate change? Forget it!
Whatever's going to happen is going to happen. I can't change anything, so why worry about it?

3 Complete the statements with pairs of opposites. Make any changes needed.

increase succeed war
safe allow negative

positive prevent dangerous
fail decrease peace

- 1 No sport is completely _____, but mountain climbing is more _____ than most and there are often accidents.
- 2 When _____ start, the UN tries to stop the fighting and bring _____.
- 3 Jack _____ to pass his test the first time, but he _____ the next time – and now he can drive!
- 4 A police officer _____ us from going in. 'No one is _____ in,' he said.
- 5 Eleanor's very _____ and depressed at the moment. She needs to cheer up and be more _____.
- 6 With this new type of plant, the size of the tomatoes has _____, but the quantity of water that it needs has _____.

1 Read the examples.

- | | |
|---|-------------------------------------|
| 1 People will find solutions. | 2 Solutions will be found . |
| 3 People can achieve this. | 4 This can be achieved . |
| 5 People have to achieve it. | 6 It has to be achieved . |
| 7 People must make it available. | 8 It must be made available. |

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

- 1 We can use **a) be** ☐ **b) will + be** ☐ + past participle to form a future passive, as in Examples 1–2.
- 2 *Will* is **a) a main verb like *find* and *achieve*.** ☐ **b) a modal verb like *can*, *have to* and *must*.** ☐
- 3 We use various **a) modal verbs + past participles** ☐ **b) modal verbs + *be* + past participles** ☐ to form different modal passives, as in Examples 3–4 (*can*), 5–6 (*have to*) and 7–8 (*must*).

2 Change the underlined sections. Use modal passive forms.

- 1 They've broken the machine and we can't repair it.
They've broken the machine and it can't be repaired.
- 2 We don't want to carry so much because it might damage the vehicle.
- 3 They shouldn't allow people to work in that old building. It's dangerous!
- 4 Please hurry up! You have to finish the whole job by 5:00.
- 5 You mustn't use the equipment until you've checked it carefully.
- 6 If you took that factory job, they would teach you all about health and safety.

1 Listen and do the tasks.

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

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

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

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

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

(your address)

(today's date)

(the UN address)

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

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

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

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

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

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

 (your signatures)
 (your names)

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

Tenth Grade

Worksheet

Unit Ten

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

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

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

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

Noun	day	
Adjective		energetic

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

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

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

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

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

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

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

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

Revision Worksheet Unit 1

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

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

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

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

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

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

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

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

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

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

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

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

Revision Worksheet Unit 2

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

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

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

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

safe	negative	war	allow	peace	prevent	dangerous	positive
------	----------	-----	-------	-------	---------	-----------	----------

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

C: Change the following active sentences into passive.

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

- 2- One of the students broke the window yesterday.

- 3- The company will deliver my computer on Monday.

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

- 5- We use this room only on special occasions.

- 6- She is telling the children a story.

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

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

Revision Worksheet Unit 3

Reading Comprehension

Read the following passage then answer the questions that follow:

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

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

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

.....

2. Why should we eat proper breakfast?

.....

3. Decide whether the following statements are True or False

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

4. Complete the following statements:

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

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

- a. 'it' line 5: b. '**17%**' line 6:
- c. 'they' line 10:

Vocabulary

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

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

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

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

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

C. Complete the statements with pairs of opposites.

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

Language

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

- The film was taken by Tim Dinsdale. He was a determined researcher.
.....
- These shirts belong to my brother. My mother bought them this morning.
.....

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

- He works hard. He wants to get high marks. (so that)
.....
- Ameen travelled to America so that he could join a good university. (so as to)
.....

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

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

3. Change the following sentences into passive:

- Edison invented the electric lamp.
.....
- Muslim see Jerusalem as a holy city.
.....
- They haven't built the new hospital yet.
.....

4. Change the following into reported speech:

- "Are you going to have a party?" Ann asked me.
Ann wanted to know
- "I was too excited to work that day," he said.
He said
- "Where will you spend the holiday?" he asked me.
She asked me