



State of Palestine  
Ministry of Education  
& Higher Education

**NEW**  
EDITION

# English for Palestine

PUPIL'S BOOK **8B**

# **Blended learning**

## **Module 1**

### **(Units 1 - 2 - 3)**

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### Package One Outcomes

Units (one, two, three)

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

- 1- *Use present perfect, present simple and stative verbs in real contexts.*
- 2- *Talk about ability using can, can't, could and couldn't.*
- 3- *Talk about actions in the past using used to.*
- 4- *Form compounds and learn some opposites.*
- 5- *Practice present perfect tense with yet and already.*
- 6- *Describe website photo and talk about personal feelings.*

## 1 Listen and repeat.



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

### Word formation

Mr      Mrs

## 2 Describe the pictures on page 5.

- 1 The girl is watching a computer.
- 2 The boy is using a landline phone.
- 3 Their father is chatting on a mobile phone.
- 4 Their mother is speaking on TV.

## 3 Listen and answer the questions.



- 1 What do you know about Nadia and her family?
- 2 Who's Tina?
- 3 Is Nadia using her mobile or the family landline?
- 4 What is Nadia's mother doing in the kitchen?

## 4 Listen and read. Find the words and phrases from activity 1.



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

**Nadia** Hello. Nadia speaking.

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

**Nadia** Fine, thanks. And you?

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

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

**Tina** I tried your landline, but it was busy.

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

**Tina** Well, let's email each other.

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

**Tina** Oh, no!

**Nadia** Sami always goes online in the evening.

**Tina** So let's carry on with your mobile.

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

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

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

**Tina** So we can change to the landline. Great!

**Everyday  
English**

Listen, ...  
Guess what!



## 1 Read. Add new words from period 1. Make any changes needed.

- 1 **A** What's your history \_\_\_\_\_ about?  
**B** It's about our town 100 years ago.
- 2 **A** What's Ali doing at the computer?  
**B** He's \_\_\_\_\_ to send an email.
- 3 **A** This is a photo of \_\_\_\_\_.  
**B** Is she your mother's mum or your father's?
- 4 **A** Could you quickly email a family photo to me, please?  
**B** Well, Huda is using the computer, \_\_\_\_\_ I can't. I'll send one later.
- 5 **A** I'll call Majeda on her mobile.  
**B** She's at home, so you can call her on the \_\_\_\_\_ phone.
- 6 **A** How big is the Kamal \_\_\_\_\_?  
**B** There are four of them. Mr and \_\_\_\_\_ Kamal, Sami and Nadia.
- 7 **A** Is Tariq watching TV \_\_\_\_\_?  
**B** No, not now. He's \_\_\_\_\_ with one of his friends.

## 2 Listen and check. Then practise in pairs.

## 3 Read again and answer the questions.

- 1 What is Tina calling Nadia about?
- 2 How often does Nadia's mother call Grandma?
- 3 What is Sami doing?
- 4 When does he always do this?
- 5 Why does Nadia need to move to the next room?
- 6 Why does Tina say, 'Great!'?
- 7 Why can they speak on the landline now?
- 8 What is going to happen next?

## 1 Read sentences 1–6.

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

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

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

## 2 Complete the sentences. Use the present simple or present continuous.

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

## 3 Work in pairs. Talk about people you know. Ask and answer questions.

- A** Does your (dad) always (watch the sport) on TV?  
**B** Yes, (he) (often) ... / No, (he) doesn't ... (very often).  
**A** When does (he) do that?  
**B** (He) (usually) ... in (the evening) on (Friday).  
**A** Is (he) ... at the moment?  
**B** Yes, I think (he) is. / No, (he) isn't. I think (he's working) now.



## 1 Read again and find the opposites in the text.

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

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

- 1 **A** This documentary is good but it's very \_\_\_\_\_. I'm bored!  
**B** We can change and watch some cartoons. They'll be \_\_\_\_\_.
- 2 **A** What time do you \_\_\_\_\_ home to go to school?  
**B** At about 7:20, and I always \_\_\_\_\_ at school at about 7:45.
- 3 **A** Rania wasn't very well yesterday. I hope she's feeling \_\_\_\_\_ today.  
**B** No, she's getting \_\_\_\_\_, I'm sorry to say. She's very sick.
- 4 **A** Your little brother isn't very \_\_\_\_\_, is he?  
**B** No, he's only five. He's still very \_\_\_\_\_.
- 5 **A** I'd like to buy those shoes, but they're very \_\_\_\_\_.  
**B** But look at these ones. They're \_\_\_\_\_ – and they're nice. Buy them!
- 6 **A** Can I \_\_\_\_\_ a question about computers, please?  
**B** Well, I'll try to \_\_\_\_\_ it, but I don't know much about computers.
- 7 **A** News travels round the world very fast in the \_\_\_\_\_ world.  
**B** But in \_\_\_\_\_ times, news took months to travel a long way.
- 8 **A** I hate wearing lots of things, so I \_\_\_\_\_ wear a coat.  
**B** That's strange. I \_\_\_\_\_ wear a coat in winter. I hate being cold!

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

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

## 4 Work in pairs. Ask and answer the questions.

- 1 What kinds of programmes do you like? Can you give some examples?
- 2 What kinds of programmes don't you like? Can you give some examples?

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



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

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

**Grandma** What is he doing at the moment?

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

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

**Mum** Yes, he (6) \_\_\_\_\_, too, (do) but he (7) \_\_\_\_\_ that now. (not do)

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

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

**2 Work in pairs. Act out the conversation in activity 1.**

**3 Write the conversation. Use the correct tense of the verbs.**

**Grandma** Nadia (often email) / friends, too?

(1) Does Nadia often email her friends, too?

**Mum** No, she (do not). / (prefer) to call them.

(2) \_\_\_\_\_

She (talk to) / a friend on / mobile in / living room now.

(3) \_\_\_\_\_

**Grandma** She / always (phone) people / her mobile even / home?

(4) \_\_\_\_\_

**Mum** No, / she / usually (talk) on this phone / home.

(5) \_\_\_\_\_

But she can't do that now because I (use) it!

(6) \_\_\_\_\_

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

project – goes online – landline – grandma - so

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

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

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

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

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

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

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

**The End**

## 1 Listen and repeat.



age      culture      develop      feel like      guitar      pizza  
quite      seem      sound

Word formation

taste      tasty

## 2 Listen and answer the questions.



- 1 Who are the people at the restaurant?
- 2 What kind of restaurant is it?
- 3 Who is asking most of the questions?
- 4 What could Mr Kamal do when he was young?

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



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

**Tina** This looks good. It looks like a pizza.

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

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

**Mike** They smell delicious.

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

**Tina** Can you cook Arab food, Nadia?

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

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

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

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

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

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

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

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

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

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

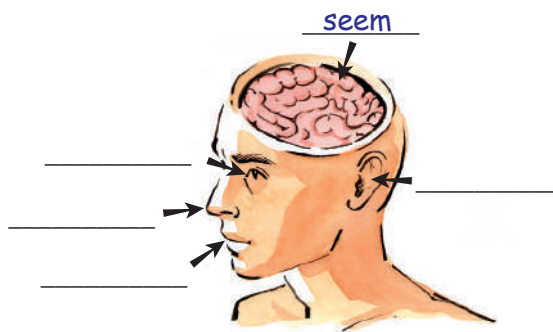
It is a happy evening, and Mike and Tina are enjoying their first taste of Arab culture.

Everyday  
English

I feel like dancing!  
You're the best!

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

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



Look at the sentences again. Answer the questions.

- 1 Do they use **a)** the present simple, or **b)** the present continuous?
- 2 What do these verbs express: ways of **a)** doing things, **b)** feeling about things, **c)** understanding things? (Choose two answers.)

## 2 Write what these people are saying.

feel look seem smell sound taste



- a They look beautiful  
(beautiful)



- b I  
(hot)



- c She  
(sad)



- d That  
(delicious)



- e This  
(fantastic)



- f It  
(terrible)

## 3 Read the sentences.

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

Look at the sentences. Add **past** or **present**.

- 1 Sentence 1 is in the \_\_\_\_\_ and uses *can / cannot* + infinitive.
- 2 Sentences 2 and 3 are in the \_\_\_\_\_ and use *could / could not* + infinitive

## 4 Say what Ahmad **could** and **couldn't** do.

- a When he was two, he could walk, but he couldn't ...

|   | Age   | (✓)                | (X)                       |
|---|-------|--------------------|---------------------------|
| 1 | two   | walk               | run                       |
| 2 | six   | write his name     | write a paragraph         |
| 3 | eight | read a short story | read a long book          |
| 4 | ten   | sing lots of songs | play the <i>shibbabah</i> |

## 1 Listen and repeat.

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

### Word formation

feel      feeling  
music      musical      musician  
sing      singer      song

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

- 1 **A** Is music important to Arab people?  
**B** Very. It's at \_\_\_\_\_ their culture.
- 2 **A** Do you know anything about \_\_\_\_\_ Arab music?  
**B** It grew out of ancient poems and the traditional music of different cultures.
- 3 **A** What's Tariq going to do when he leaves school?  
**B** He loves music, so he wants to be a \_\_\_\_\_.
- 4 **A** How many \_\_\_\_\_ does he play?  
**B** He plays the *'oud* and *tablah*, and he's a good \_\_\_\_\_, too.  
**A** Great! Perhaps he'll sing some \_\_\_\_\_ at my brother's wedding!
- 5 **A** I love listening to traditional \_\_\_\_\_.  
**B** Me, too. The old songs show how people \_\_\_\_\_ live long ago.
- 6 **A** Can you learn to play a \_\_\_\_\_ instrument at your school?  
**B** Yes, I can. For example, I can learn the piano or the guitar.
- 7 **A** I love the \_\_\_\_\_ of Mahmoud Darwish.  
**B** Me, too. His \_\_\_\_\_ of love for Palestine are very clear in his words.
- 8 **A** Tell me about \_\_\_\_\_. It developed in America.  
**B** Yes, it developed there in \_\_\_\_\_. But young people quickly started playing the new kind of music round the world.

## 3 Listen and check. Then practise in pairs.

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

**1** These sentences are about    **a)** actions now. ☐  
                                               **b)** actions a long time ago. ☐

**2** In each sentence, the action happened    **a)** only one time. ☐  
                                                                **b)** many times. ☐

These positive sentences take the form

a) *use* + *to*-infinitive. ☐

b) *used* + *to*-infinitive. ☐

## 2 Read the questions and answers.

- 1** The questions take the form
- a)** *did ... use + to-infinitive.* ☐
- b)** *did ... used + to-infinitive.* ☐
- 2** The negative sentences take the form
- a)** *did not use + to-infinitive.* ☐
- b)** *did not used + to-infinitive.* ☐

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

- Mona usually texts people now, but she didn't use to do that before. She ...

- Ali always goes to school by bus now, but he didn't use to do that before. ...

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

## 1 Listen and write down what you hear.



- 1 At the restaurant, the food \_\_\_\_\_ delicious and the music \_\_\_\_\_ great.
- 2 To learn an \_\_\_\_\_ like the \_\_\_\_\_, you need to play every day.
- 3 \_\_\_\_\_ used to play a simple kind of 'oud in \_\_\_\_\_ times, but Arab \_\_\_\_\_ developed the modern 'oud about a thousand years ago.

## 2 Read about the young Mr Kamal and do the task.

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

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

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

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

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

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

sounds – seems- smell – look – feel like

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

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

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

### 3-Do as the example using used to.

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

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

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

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

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

**The end**

## 1 Listen and repeat.



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

Yosemite

## 2 Listen and answer the questions.



- 1 Who are the people in the picture?
- 2 What are they planning?
- 3 Who is ready, who is almost ready, and who is not ready?
- 4 Where are they at the end of the last conversation?

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



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

- Uncle** Where would you like to go, everyone?  
**Aunt** We could go camping in the mountains.  
**Yasmeen** Yes, let's find a beautiful lake and stay there.  
**Adnan** And let's go hiking.  
**Uncle** Mountains ... lakes ... hiking ... This means Yosemite!  
**Omar** I'm sorry, but I've never heard of Yosemite.  
**Adnan** It's a beautiful national park. Have you ever seen pictures of it?  
**Omar** No, I haven't. It sounds fantastic. Have you ever been there?  
**Yasmeen** Yes, we have. We went on a school trip last year.  
**Uncle** And I often used to go hiking there.  
**Aunt** Has everyone put their things in the car yet?  
**Yasmeen** Yes, I've just done that.  
**Omar** And I'm taking my things out now.  
**Adnan** I'll come soon, but I haven't found my trainers yet.  
**Yasmeen** You're so slow, Adnan! Omar, let's help him. Then we can leave.  
**Yasmeen** We're getting hungry, Dad! Is it still very far?  
**Uncle** No, we've already passed the sign for Yosemite.  
**Aunt** You can eat the sandwiches in the bag next to your feet.  
**Adnan** No, we can't. We've already eaten them!  
**Uncle** Look! We're here! There are the mountains!

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

Everyday  
English

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

## 1 Read sentences 1-4.

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

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

- 1 We use the **present perfect** for things that:  
a) started and finished in the past. ☐      b) started in the past and are still true now. ☐  
2 We use a) *just* ☐      b) *yet* ☐ for things that have happened very recently.  
3 We use a) *just* ☐      b) *yet* ☐ for questions and negative statements.

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

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



### Things to do on the morning of our trip

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

## 3 Read the sentences.

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

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

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

We use *already* + present perfect for things that have happened. We usually use it when other people think they a) have happened. ☐      b) have not happened. ☐

## 4 Write replies with *already*.

- 1 **Omar** Let's find a football to take with us.  
**Adnan** I've already found one to take with us.  
2 **Aunt** Can Yasmeen take the picnic things to the car?  
**Uncle** She \_\_\_\_\_  
3 **Aunt** You and Adnan need to clean the car before the trip.  
**Uncle** We \_\_\_\_\_  
4 **Aunt** You should write to your parents before we go, Omar.  
**Omar** I \_\_\_\_\_

**1 Work in pairs. Look at the photos on the website pages. Do these tasks.**

- 1 Look at the first photo. Say which places in the photo you would like to go to.
- 2 Talk about each place. Say what you think it is like there.
- 3 Look at the second photo. Imagine you are on the raft. Tell your partner how you feel and what you want to say – or shout!

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

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

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

The image shows two overlapping browser windows. The top window is titled 'Yosemite' and displays a page titled 'About Yosemite'. The text on this page describes the park's features, its history as a National Park since 1890, and the ongoing need for conservation. The bottom window is titled 'Yosemite' and shows the URL 'http://www.aboutyosemite.org'. It features a blue header with the title 'Young Friends of Yosemite' and navigation links. The main content area has a yellow background and contains a personal message from Tony Ross, a volunteer, and an illustration of a hiker. To the right, there is an illustration of people white-water rafting.

**About Yosemite**

EXPLORE | ENVIRONMENT | PLAN YOUR TRIP

Yosemite is an amazing place. It has mountains, valleys, lakes, rivers and the highest waterfalls in America. The wildlife is amazing, too – most of all the huge trees. Some are 90 metres tall.

When people started cutting down the trees and damaging this beautiful place, the United States decided to make Yosemite a National Park back in 1890. This has protected Yosemite since then, but people have become a problem again. For over a century, more and more visitors have arrived each year. They love the Park, but millions of cars and heavy feet badly damage it, too.

So Yosemite still needs help, and thousands of young volunteers join together to give it every summer.

**Young Friends of Yosemite**

• BECOME A FRIEND • LEARN ABOUT YOSEMITE • CONTACT US

Hi! I'm Tony Ross. I'm working for Young Friends of Yosemite, and my group have been here for three weeks now. We're staying at a campsite in the mountains, and we have several jobs. Visitors come and go every day, and we clean and tidy up before the next people arrive. We also work in the woods and keep the paths safe.

Since our group started working together, we've become great friends. We work hard together, and we also have fun together. Last Saturday, we went white water rafting, and I've never enjoyed myself so much in all my life!

### 1 Read again and find the opposites.

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

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

- 1 **A** The volunteers \_\_\_\_\_ work early yesterday morning.  
**B** And they only \_\_\_\_\_ for 30 minutes for lunch.
- 2 **A** How \_\_\_\_\_ is Tony Ross?  
**B** He's quite \_\_\_\_\_. He's only 16.
- 3 **A** The bus went under four bridges. The \_\_\_\_\_ was six metres – no problem.  
**B** But the \_\_\_\_\_ one was only four metres, and that was very difficult!
- 4 **A** After all this rain, some of the old buildings don't look very \_\_\_\_\_.  
**B** You're right. They're \_\_\_\_\_, and they may fall at any time.
- 5 **A** We planted these trees together, but this one is still very \_\_\_\_\_.  
**B** And that one is growing fast. It's quite \_\_\_\_\_ now.
- 6 **A** Did you arrive at the party \_\_\_\_\_ everyone else?  
**B** No, I didn't. I was very late. I arrived \_\_\_\_\_ all the others.
- 7 **A** My bag is very \_\_\_\_\_. I'm taking several big books.  
**B** Well, my bag is quite \_\_\_\_\_. I'm only taking some summer clothes.
- 8 **A** The country here used to be green and \_\_\_\_\_, but it's all gone.  
**B** Yes, and all we've got now is a town with lots of \_\_\_\_\_ grey buildings!

### 3 Join words from the two boxes to form compounds.

every ...    foot ...    home ...  
in ...    out ...    some ...  
water ...    wild ...



... ball    ... doors    ... doors  
... fall    ... life    ... one  
... times    ... work

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

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

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

## Write out a page of Omar's diary.

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

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

|          |         |       |          |
|----------|---------|-------|----------|
| campsite | Friends | lake  | mountain |
| rafting  | three   | woods | Yosemite |

Tuesday, July 5th (evening)

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

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

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



### 3 Work in pairs and check your writing. Take turns to read out sentences from your diaries.

## Unit Three ---Worksheet

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

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

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

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

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

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

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

### 4-Write about yourself using the words below?

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

**The End**

## Phase One- Units 1-2-3

### Evaluation Model Test

Dear 8<sup>th</sup> graders, Answer the questions below.

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

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

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

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

**3- Circle the correct answer?**

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

**rect the mistakes in each statement below?**

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

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

- 1- Thanks God. I .....just .....my work. **(finish)**
- 2- .....you .....your mom's message yet? **(receive)**
- 3- They .....already ..... for their seven- day holiday. **(plan)**
- 4- My teacher.....our test sheets yet. **(return)**

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

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**The end**