

State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **9A**

Blended learning Module **1**

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Blended Learning

Module One Outcomes

- 1- To use the present continuous for future arrangements or events in the near future.
- 2- To use the present simple for future schedules.
- 3- To plan a day trip.
- 4- To use the present perfect simple and the present perfect continuous.
- 5- To use the past simple and the present perfect simple.
- 6- To complete a progress report .
- 7- To use the comparative and superlative forms of adjectives and adverbs.

1 Listen and repeat.



airport attendant captain complete (v) land (v) landing
card passport right now take off

Word formation
fly (v) flight (n)

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



The Yafawi family usually have their summer holidays in America, but this year Hadeel and Nidal are having a summer holiday with a very big difference. It is 10:30 in the morning on Saturday, July 10th, and they are taking off on a long flight – Flight PF124 to Gaza. Soon after that, they hear the captain.

Captain We're now flying at 11,500 metres, and the weather ahead is excellent.

Nidal This is exciting!

Hadeel Palestine, here we come!

Later, during the long flight:

Attendant Are you from Palestine?

Hadeel Well, we're Palestinian-American. We're staying with our cousin's family when we get there. We're staying with them for four weeks.

Nidal We're going home in early August.

Attendant So you each need to complete a visitor landing card. They'll take it after you arrive, when you show them your passport. Here you are.

At Gaza Airport next morning:

Rami I can't wait to see them again.

Uncle Basim Well, they're arriving at 9:30.

Aunt Nada And it's almost 9:30 now, so they're coming very soon.

Rami No, they're landing right now. That's their plane!

Finally, 45 minutes later:

Rami Nidal! Hadeel! Hi!

Nidal Hi, Rami!

Hadeel It's great to see you again!

Uncle Basim Hello, Hadeel. Hello, Nidal. Welcome home to Palestine.

Aunt Nada It's lovely to have you here.

Hadeel Thank you, Uncle Basim, Aunt Nada. It's lovely to be here.

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

1 A I'm thirsty! I haven't drunk anything since we left the _____ building.

B Well, call the _____, and she'll bring you something to drink.
_____, you can see the Great Lakes very clearly below us.

2 A We _____ from Chicago three hours ago.

B Yes, so we're going to _____ in London in another four hours.

3 A Do I just need to show my _____ when we get there?

B No, you'll have to give them your _____. They'll need to keep that.

4 A How do I _____ the landing card?

B You write your name and other details – like the plane's _____ number.

1 Read the examples.

- 1 We are now flying at 11,500 metres.
- 2 They are arriving very soon.
- 3 This year Hadeel and Nidal are doing something different.
- 4 We are staying with our cousin's family when we get there.

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

- | | |
|--|---|
| 1 The action in sentence 1 is a) at this moment. ☐ | b) a plan for the near future. ☐ |
| 2 The action in sentence 2 is a) in the near future. ☐ | b) now. ☐ |
| 3 The action in sentence 3 is a) at this moment. ☐ | b) a plan for the future. ☐ |
| 4 The action in sentence 4 is a) a plan for the future. ☐ | b) around now. ☐ |

2 Complete the sentences. Use the present continuous for things happening now or around now.

- 1 It's now 10.30 in the morning and Nidal and Hadeel _____ but Mr and Mrs Yafawi _____ in America. (take off, stay)
- 2 Nidal and Hadeel _____ in their places on the plane now, and they _____ to Gaza. (sit, travel)
- 3 Their plane _____ at 11,500 metres at the moment, and they _____ their flight very much. (fly, enjoy)

3 Complete the sentences. Use the present continuous for future plans.

- 1 Hadeel and Nidal _____ in Gaza tomorrow morning, and they _____ their cousins at the airport. (arrive, meet)
- 2 Then their uncle _____ everyone home, and their aunt _____ a big 'Welcome to Palestine' meal for them. (drive, cook)
- 3 They _____ a tour of Palestine next week, and they _____ to Jerusalem and several other cities. (do, go)
- 4 They _____ Palestine for four weeks, and then they _____ to America. (visit, return)

1 Listen and repeat.

community gate guide local museum
mini-bus schedule site through
village Damascus Gate religious cooking

Word formation
religion (n) religious (adj)
cook (v/n) cooking (n)

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

- 1 A Let's visit the _____ and see the things they found in the ancient city.
B Well, we've got a busy _____, but we can go for an hour tomorrow.
- 2 A Mona's Palestinian _____ is delicious! I'd like to learn from her.
B Well, you can because she teaches at the _____ centre in town.
- 3 A Do you think it's all right to open this _____ and go into the garden?
B Yes, please do, and you can go straight _____ the garden to the house.
- 4 A There's the _____ of an ancient palace near here, but where is it?
B We have to drive along this road through the next _____ to get to it.
- 5 A We're going to go to the ancient site by _____ - _____, aren't we?
B Yes, and there'll be a _____ to show us round when we get there.
- 6 A I'm looking for a _____ mosque. Is there one near here?
B There are several. People here are very _____.

3 Complete the sentences. Use the prepositions of time in the box.

at during for from ... to in on

- 1 Rami's family invited Hadeel and Nidal to visit them _____ July.
- 2 They are staying _____ four weeks, _____ July 10th _____ August 7th.
- 3 They watched some films _____ the very long flight to Palestine.
- 4 They finally arrived next morning, _____ 9:30 _____ the 11th.

4 Complete the sentences. Use the prepositions of place in the box.

at at in near next to on outside

- 1 In picture 1 on page 5, Hadeel and Nidal are _____ the plane to Palestine.
- 2 They are sitting _____ each other _____ the back of the plane.
- 3 The flight attendant is standing _____ them, and she is holding some landing cards _____ her hand.
- 4 In picture 2, Rami and his family are waiting for them _____ Gaza Airport, and their plane is landing _____ the airport building.

1 Read the examples.

- 1 These tours start from Jerusalem every week and go round the Old City.
- 2 Tomorrow 9:30 am: We travel by mini-bus to the beautiful Damascus Gate.
- 3 We begin our walking tour at 10:00.

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

- 1 The action in sentence 1 a) happens many times. ☐ b) is a future schedule. ☐
- 2 The actions in sentences 2 and 3 a) happen many times. ☐ b) are parts of a future schedule. ☐

2 Complete the sentences. Use the present simple for things that happen regularly and things that always stay the same.

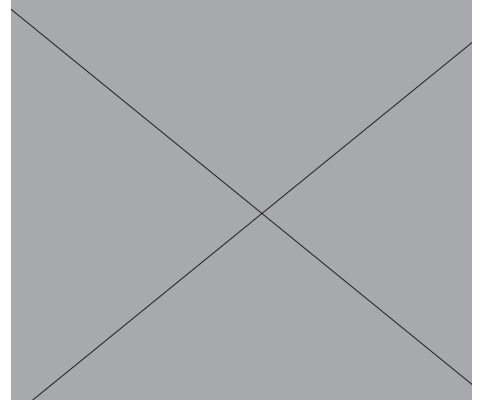
- 1 Hassan Salem is the captain of Hadeel's and Nidal's flight to Palestine.

He _____ in Palestine, but he usually _____ a lot. (live, travel)

- 2 He _____ flying, and he _____ many hours in the air every week. (love, spend)

- 3 He _____ some of the very long flights to and from America, but he _____ the shorter flights to Europe. (do, prefer)

- 4 This is because he _____ staying away from his family at night, and he _____ to do this on European flights. (He can fly from Gaza in the morning and return in the evening.) (not like, not need)



3 Complete the sentences. Use the present simple for future travel times.

- 1 At 8:10 tomorrow morning, he _____ for London on Flight PF156, and they _____ at 10:20, local time. (take off, land)
- 2 Then he and his team _____ to return to Gaza in the afternoon, and Flight PF157 _____ London at 1:45. (prepare, leave)
- 3 Their flight _____ back to Gaza early in the evening, and it _____ at 7:05. (get, arrive)
- 4 At 2:45 on Wednesday afternoon, Hisham _____ to Los Angeles on Flight PF123, and he _____ until 9:30 on Sunday morning. (fly, not return)

1 Work in pairs. Discuss the questions.
Write notes.

Unit task: Planning a future day trip for the class.

- Where do you plan to go?
- When do you plan to go?
- How do you plan to travel?
- What do you plan to do about lunch?
- What time do you plan to leave in the morning, and where from?
- When do you plan to arrive?
- What time do you plan to come home at the end of the day?

Our school trip

Where: To ...

When: On ...

How: By ...

Lunch: Take ...

Leave: At ... from ...

Arrive: ...

Come home: ...

2 Work in different pairs. Use your notes to help explain your plans to each other.

3 Write a notice to put on the class notice board.

- Write the heading: SCHOOL TRIP.
- Write where you are going and when you are going (day and date). Use the present continuous.
- Write how you are travelling and what you are doing about lunch. Use the present continuous.
- Write about your travel times at the start of the day. Use the present simple.
- Write about your travel times at the end of the day. Use the present simple.

4 Put your notice on the class notice board for everyone to read.

SCHOOL TRIP

We are going to ... for our school trip, and we are going on We are travelling by ..., and we are taking ...

The ... leaves at ... from ..., and ...

** Aim: to use the simple present Vs the present continuous .***I. Complete the sentences with the correct form of the verbs in brackets. Use the present simple or the present continuous :**

1. My mother this CD very much. (like)
2. He Shanghai on Sunday at 16:00 pm . (reach)
3. Weto have lunch now. Would you like to join us ? (go)
4. We always grandma on Sundays . (visit)
5. The bus at 7:00 am tomorrow morning . (leave)
6. My father to go to Canada soon . (plan)
7. The teacher usually the lazy students . (not / reward)
8. Old peopleEnglish easily . (not / learn)
9. you anything special this evening ? (do)
10. The students any attention at the moment . Let them have a break .
(not / pay)

Good Luck

1 Listen and repeat.



carpet curtain dining room hall
in time put up wardrobe

Word formation

by the bed by car by next Saturday
over the bridge over a year (= more than)

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

- 1 A Where would you like me to _____ this picture?
B Over there, please, between the window and the new _____.
- 2 A These _____ are just the right size for the window.
B And the colour goes well with the new _____.
- 3 A Let's put some flowers in the _____, near the front door.
B Good idea. And we need another chair for Grandma when we eat in the _____.
- 4 A We need to get to the airport _____ 3:00.
B Yes, we must be there _____ to meet Grandma. We mustn't be late.
- 5 A It's amazing that we can go almost anywhere in the world by plane today.
B Yes, I've heard that _____ a million people are in the air at any time, day or night.

3 Read the examples.

- 1 I have already seen a nice wardrobe.
- 2 We still haven't done the flowers.
- 3 We have been talking about it for ages.
- 4 The Qadiri family have been working hard for the past week.

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

- 1 We often use already with the present perfect in a) positive statements. ☐ b) negative statements. ☐
- 2 We often use still with the present perfect in a) positive statements. ☐ b) negative statements. ☐
- 3 We often use already for emphasis, to show that an action is a) sooner ☐ b) later ☐ than everyone thought.
- 4 We often use still for emphasis, to show that an action is a) sooner ☐ b) later ☐ than everyone thought.
- 5 We often use the present perfect continuous for emphasis, to show that something has been going on a) and never stopping. ☐ b) but has now stopped. ☐

1 Ask and answer questions about Waleed's list on Day 5 (Thursday).

- 1 Talk about what the Qadiri family have already done.

Student A When is Mrs Qadiri going to choose a new carpet?

Student B She's already chosen one.

- 2 Talk about what they still haven't done.

Student A Have Mrs Qadiri and Lana made some new curtains yet?

Student B No, they still haven't made any.

Choose a new carpet.	☒ (Mum)
Buy a new wardrobe.	☒ (Dad)
Put up some pictures.	☒ (Lana and me)
Get another chair for the dining room.	☒ (Dad)
Make some new curtains.	☒ (Mum and Lana)
Make Grandma's bed.	☒ (Lana and me)
Put up the curtains.	☒ (Mum and me)
Put some flowers by the bed.	☒ (Mum)

2 Form statements. Use the present perfect continuous and the present perfect with still ... not.

- 1 Waleed / paint that room / ages, but / still / not finish it

Waleed has been painting that room for ages, but he still hasn't finished it.

- 2 Mrs Qadiri / look for / new carpet / days, but / still / not find / right design

- 3 Lana / tidy up her room / hours, but / still / not put everything away

- 4 Mr Qadiri / look at new laptops / weeks, but / still / not decide / best one to buy

3 Use the present perfect with already and the present perfect continuous.

- 1 Look! Little Tariq (already start) / run // Wow! / (only walk) / a week

A Look! Little Tariq has already started to run. B Wow! He's only been walking for a week.

- 2 Listen! Muneera (already pass) / driving test // Amazing! / (only learn) / ten weeks

- 3 Guess what! Fuad (already finish) his house // No! / (only build) it / six months

- 4 Mona (already get) into / national volleyball team // Fantastic! / (only play) the game / two years

1 Listen and repeat.



away continue dry keep out
relax special wall wet

Word formation
say (v) saying (n)
hot (adj) heat (n)

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



- 1 A Does anyone live in that old house? Let's climb over the _____ and find out.
B We'd better not. That big sign there says, '_____ '!
- 2 A I hate all this _____ weather, with rain all day every day!
B Yes, it's horrible! And it's going to _____ like this for ten days!
- 3 A I love getting home and _____ with my family.
B I do, too. It makes me think of that old _____: 'Home sweet home'.
- 4 A My shirt has fallen in the water! How am I going to get it _____?
B Just hang it outside in the _____ of the sun for half an hour.
- 5 A I hear you're going _____ for two weeks. Are you going anywhere nice?
B Yes, we're going on a very _____ trip to see the ancient cities of Mexico.

3 Find words in the passage to form pairs of nouns and adjectives.

Nouns	danger		nature		safety		
Adjectives		hot		rainy		sunny	windy

4 Use pairs of words from activity 3 to complete the sentences. Take turns to read them out.

- 1 The sun is very _____ today. You'd better wear a hat to protect yourself from the _____.
- 2 The weather forecast says there may be _____ today, and the weather looks quite _____ at the moment, so I think you should take an umbrella.
- 3 It's _____ to go swimming from some beaches. There's a _____ that the sea will carry you away.
- 4 It's been very _____ today, and the _____ has damaged a lot of the flowers in our garden.
- 5 _____ is very important when you go climbing. Everything you do must be _____ because just one mistake can kill you.
- 6 The _____ is warm today, so let's go out. I love going to the park on a nice, _____ day like this.
- 7 In _____, there are many dangers, so it is _____ for animals to try to keep their young ones safe.

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

- 1 At first, our ancient ancestors used to live in caves, not houses. ☐
- 2 The Masai brought their animals inside their houses to keep them safe at night. ☐
- 3 In cold, wet places, the windows of traditional houses were often on the opposite side from most of the wind and rain. ☐
- 4 Like our ancestors, we still need a safe, comfortable place to live, away from the outside world. ☐
- 5 Today, most people still live in traditional houses like the ones in the pictures. ☐

Home is a special place

¹ Human beings have always needed somewhere safe and comfortable to live – somewhere away from the world outside. Our ancient ancestors often used caves. Later, they learned to build
⁵ houses and they designed them to keep out wild animals and bad weather.

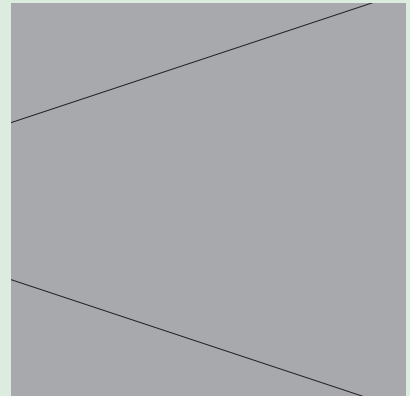
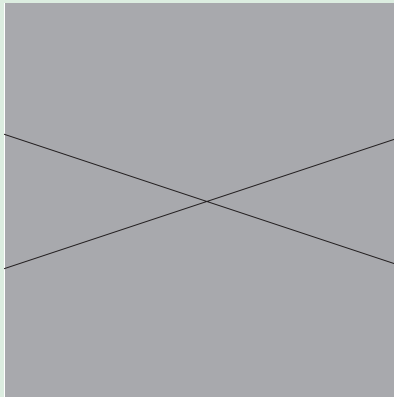
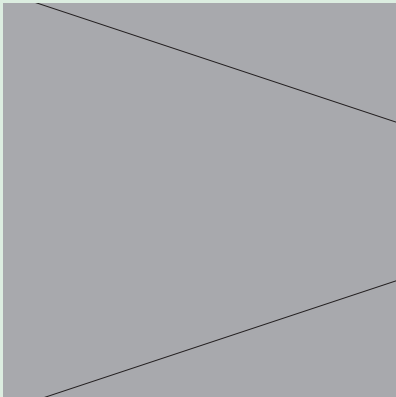
Think of the Masai people of East Africa. Long ago, they began building their houses together in circles. They were very simple, but each joined
¹⁰ the next, and together they became a strong wall. At night, they brought their cows and goats into the centre, safe from dangerous animals. Some Masai have continued living in communities like this until today.

¹⁵ In the past, people also found natural ways to protect themselves from difficult climates. In cold, wet places, traditional houses were often

low with thick walls and small windows that faced away from the wind and rain. In the hot, dry
²⁰ Middle East, the thick, white walls of traditional houses protected people from the sun's heat.

Today, most people have moved to live in modern buildings, but one thing has not changed. We still need somewhere away from
²⁵ the outside world, a place to relax with family and friends. We want our house to be a home – a safe, happy, comfortable place at the centre of our lives.

When we have known a happy family home,
³⁰ we never forget it. Even if life takes us far away, we always remember that special place. In the words of the old saying: 'East or west, home is best'.



2 Read and create a summary.

1 Match these ideas to paragraphs 1–5.

- ☐ Our need for a house that is a real home
- ☐ How people built to protect themselves from hot, cold and wet weather
- ☐ People's need for somewhere safe from danger and bad weather since ancient times
- ☐ How important a good home remains to all of us all our lives
- ☐ How they learned to build to protect themselves from dangerous animals

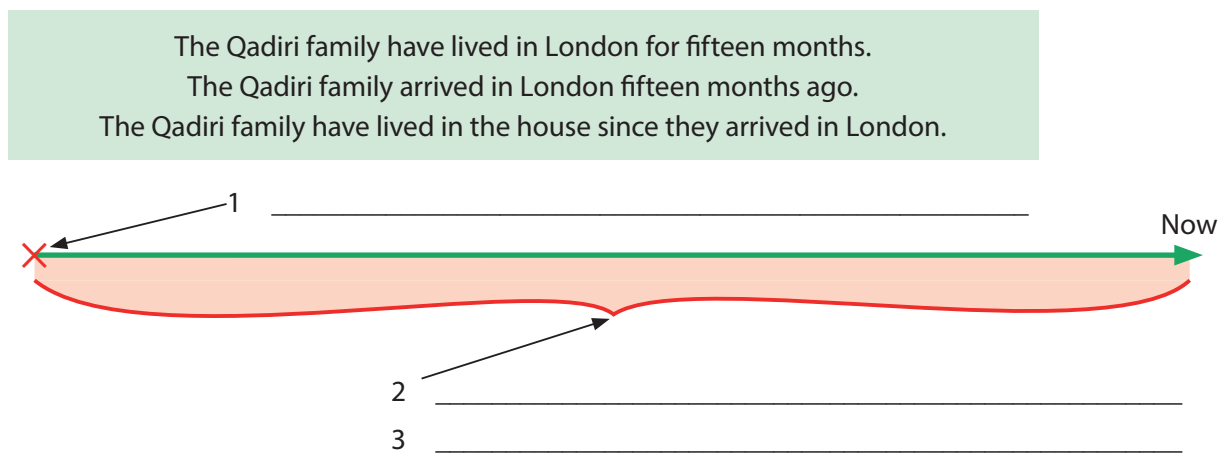
1 Read the examples.

- 1 Long ago, the Masai began building their houses in circles.
- 2 In the past, people also found natural ways to protect themselves.
- 3 Most people have moved to live in modern buildings. (And we still live there now.)
- 4 One thing has not changed. (And it is still the same now.)

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

- 1 The verbs in sentences 1–2 are both in a) the present perfect. ☐ b) the past simple. ☐
- 2 The verbs express actions that a) happened completely in the past. ☐
b) join the past to the present. ☐
- 3 Sentences 1–2 also use 'signal words' like Long ago, which often go together with a) the present perfect. ☐ b) the past simple. ☐
- 4 The verbs in sentences 3–4 are both in a) the present perfect. ☐ b) the past simple. ☐
- 5 The verbs express actions that a) happened completely in the past. ☐
b) join the past to the present. ☐

2 Complete the diagram. Add the sentences in the box.



3 Ask and answer a new friend's questions.

Put the verbs in brackets in the present perfect or past simple.

- 1 Friend How long have you been at school? (start at school, be)
You I started at school in ... (past time – year or grade), so I've been at school for ... (length of time – years)
- 2 Friend How long have you had your English teacher? (join his / her class, have)
You I joined ...
- 3 Friend How long have you known your best friend? (meet him / her, know)
- 4 Friend How long have your family lived here? (move here / live)

4 Talk about actions. Use the past simple and present perfect.

- 1 Say what you did in your last English lesson. Use the past simple.
Last lesson, we (did some vocabulary exercises).
- 2 Say what you have done during this lesson. Use the present perfect.
This lesson, we (have studied the past simple and the present perfect).

1 Do the tasks to write Waleed's progress report.

1 Number the sentences in the right order to form part of paragraph 1.

- ☐ _____, I began to make a list of the various jobs.
- ☐ _____, we decided who should do which job.
- ☐ _____, everyone started talking about all the jobs to do.

2 Add the sequence markers in the box to the sentences in 1.

Finally, First, Next,

3 Choose the correct topic sentence for paragraph 1 of the report. Write the paragraph.

- However, we have not done the other four things on the list yet.
- Last Saturday, we finally started preparing for Grandma's visit.
- Today is Thursday, and we have done four of the things on the list.

4 Read Waleed's list to find information for paragraphs 2 and 3 of the progress report.

Choose a new carpet.	☒ (Mum)	(last Saturday)
Buy a new wardrobe.	☒ (Dad)	(last Saturday)
Put up some pictures.	☒ (Lana and me)	(on Monday)
Get another chair for the dining room.	☒ (Dad)	(yesterday)
Make some new curtains.	☒ (Mum and Lana)	(tomorrow)
Make Grandma's bed.	☒ (Lana and me)	(tomorrow)
Put up the curtains.	☒ (Mum and me)	(on Saturday)
Put some flowers by the bed.	☒ (Mum)	(on Saturday)

(Topic sentence) We (already choose) a new carpet, (buy) a new _____. We (put up) _____, and we (get) _____. Last Saturday, Mum (choose) the new carpet and Dad (buy) _____. Then Lana and I (put up) _____ on _____, and Dad (get) _____.

(Topic sentence) We (still not make) any new _____, we (not make) _____, we (not put up) the _____, and we (not put) any _____. Tomorrow, Mum and Lana (make) the new curtains, and Lana and I (make) _____. Then on Saturday, _____ (put up) _____, and _____ (put) _____.

2 Write paragraphs 2 and 3 of the report.

Choose the correct topic sentences from 3 in activity 2. Put the verbs in the correct tenses – present perfect, past simple and present continuous for future plans.

* *Aim: to use the present perfect and the present perfect continuous correctly.***I. Correct the verbs in brackets . Use the present perfect or the present perfect continuous**

1. Aseel just her lunch . (eat)
2. The baby and crying . (cry)
3. We already the picture . (paint)
4. Samar for a long time. We should help her . (work)
5. she ever in the Dead Sea ? (swim)

**II. Circle the correct answer:**

1. My father.....a new car yet .

a- has bought b-have bought c-has not bought d-have not bought

2. The scouts caught a lion .

a- has never b- have never c- never have d-never has

3. Ahmad and Amer dinner yet .

a- still hasn't prepared b- still haven't prepared
c- still have prepared d- have prepared still

4. It since 2 o'clock . It is still raining .

a- has rained b- have rained c- has been raining d- have been raining

III. Can you make statements using the present perfect and the present perfect continuous ?

1. Laila / already see / Mount Everest .

.....

2. my mother / sweep the hall / hours . Why don't you help her ?

.....

Good Luck

1 Listen and repeat.



calm down collapse cover first aid kit ground lie
pulse right sweat (thermal) blanket

2 Look at the picture on the next page. Describe it.

- | | | | |
|---|--------------------|----------------------------|--------------------------|
| 1 | These three people | is on his back, | and they look worried. |
| 2 | One of them | wants the second boy | on a football pitch. |
| 3 | The other two | seem to be | to go and get something. |
| 4 | The adult | are with him on the grass, | and he may be sick. |

3 Listen and answer the questions.



- | | | | |
|---|---------------------------------|---|--|
| 1 | Why was Jamie away from school? | 3 | Why is the coach surprised that Jamie has collapsed? |
| 2 | How does Jamie look to Waleed? | 4 | What does the coach decide to do to help him? |

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



Waleed and his friend Jamie are at football training. Jamie is a very good player, but it is his first day back at school after a week in bed with flu – and something is not right.

Waleed Jamie, you don't look good.

Jamie I'm much better than I was.

Waleed But perhaps you should take things more slowly.

Jamie The most important match of the year is on Saturday, and I want to be ready for it.

Waleed But you're not as strong as you think you are.

Jamie I'm fine!

Coach Listen, everyone. You're doing better than you were last week, but you're still not doing the best you can. And you're still not as fit as you need to be. So next, please run round the pitch as fast as you can. Go!

Waleed Jamie, stop! You look terrible!

Jamie You're right ... It's getting worse ... [He falls to the ground, and he lies there, not moving.]

Waleed Coach! Jamie has collapsed!

Coach Really? He's usually the fittest boy in the team.

Waleed Yes, but he's just had flu.

Coach What! Well, he was wrong to start training so soon.

Waleed I told him! I told him!

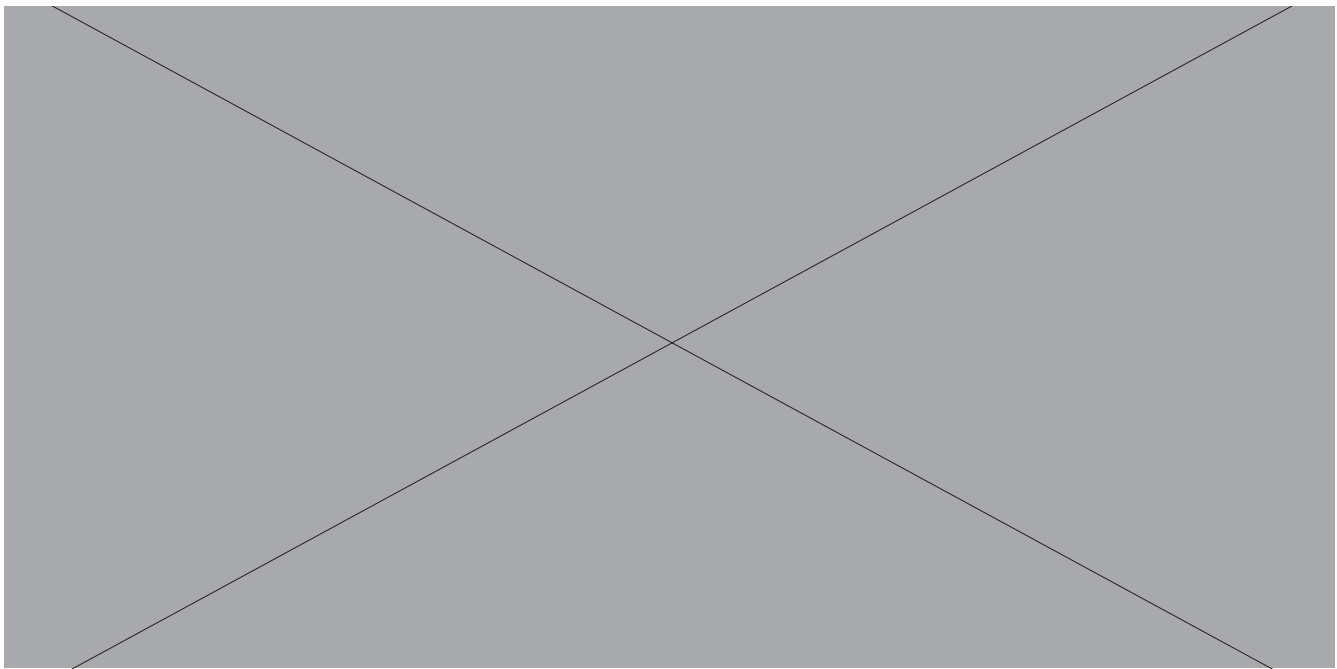
Coach OK, Waleed, calm down. Now let's check his pulse ...

Hm, it's racing. He's cold, too, and he's sweating.

Waleed Do we need a doctor?

Coach Perhaps, but first let's cover him. Run and get the thermal blanket and the first aid kit.

Waleed I'll be as quick as I can.



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

- 1 A You don't look well. Something isn't _____ .
B I know. I'm _____ , but I'm not hot. I feel cold. I feel ...
- 2 A Help! Help! My friend has _____. Call a doctor!
B I don't think she's as bad as that, so _____ , and let's try to help her.
- 3 A I'll go and get the school's _____ .
B Good idea. And we need to _____ her to keep her warm.
- 4 A I'll bring a _____ .
B Good. And now I need to check her _____ to see if it's strong or weak.
- 5 A Should we leave her on the _____ like this, or should we move her?
B No, let her _____ here quietly at the moment.

2 Listen and check. Then practise in pairs.



3 Read again and answer the questions.

- 1 How does Jamie feel today?
- 2 Why does he want to go training so much?
- 3 What does Waleed think?
- 4 Who is right, and how do we soon know this?
- 5 What important information does Waleed give the coach?
- 6 When the coach checks Jamie, what does he soon find out?
- 7 What does he want to do first to help Jamie?
- 8 How is Waleed going to help?

1 Read the examples.

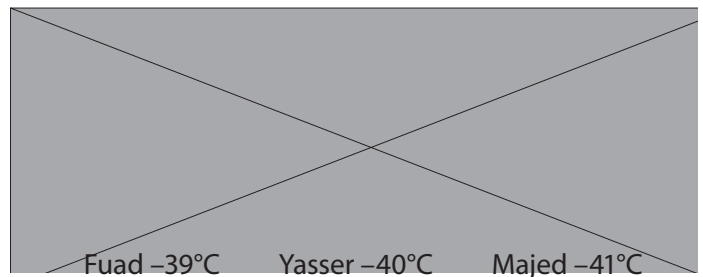
- 1 He's usually the fittest boy in the team.
- 2 The most important match of the year is on Saturday.
- 3 You should take things more slowly.
- 4 I am much better than I was.
- 5 You are not doing the best you can.
- 6 You are not as strong as you think you are.
- 7 Please run round the pitch as fast as you can.

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

- 1 When we compare things with short adjectives, we usually use
a) -er / -est forms. ☐ b) more / most forms. ☐
- 2 When we compare things with longer adjectives, we usually use
a) -er / -est forms. ☐ b) more / most forms. ☐
- 3 When we compare actions with regular adverbs (short or long), we usually use
a) -er / -est forms. ☐ b) more / most forms. ☐
- 4 We use the irregular forms better and best for
a) just the adjective good. ☐ b) both the adjective good and the adverb well. ☐
- 5 We can use the form (not) as ... as
a) with both adjectives and adverbs. ☐ b) ☐ only with adjectives. ☐

2 Compare Fuad, Yasser and Majed.

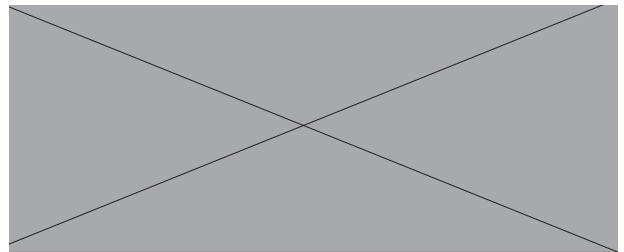
- 1 They all feel sick, but Fuad doesn't feel as sick as Yasser or Majed. Yasser feels sicker than Fuad, and Majed feels the sickest of them all.



- 2 They all have dangerous fevers, but Fuad's fever isn't ...
- 3 They are all sweating heavily, but Fuad isn't ...

3 Compare Reema, Sameera and Lana.

These girls played well in their last match.
Use the table to talk about them.



Actions	Reema	Sameera	Lana
1 How fast did they run?	***	****	*****
2 How well did they jump?	*****	***	****
3 How quickly did they pass the ball?	****	*****	***

Have more conversations like this one.

- 1 How fast did they run?
Student A Reema ran really fast.
Student B Yes, but she didn't run as fast as Sameera.
Student A You're right, and Lana ran even faster than Sameera.
Student B Yes, Lana ran the fastest out of everyone in the team that day.

1 Listen and repeat.

beat (n/v) chart gentle heart injury out of
breath rate sensible warm up

Word formation

act (v/n) active (adj) activity (n)
healthy (adj) health (n)

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

- 1 A Why do you use so many _____ in your teaching?
B Well, they're often easier to understand than words, so it's just a _____ thing to do.
- 2 A Can you explain the _____ that you feel when you check your pulse?
B Yes, you see, your _____ produces that.
- 3 A Do you get _____ quickly when you run?
B Yes, I do, and my heart _____ rises.
- 4 A I want to become more _____. Perhaps I should start a new sport.
B Well, you can go to the sports centre. They have various _____ that you can choose from.
A Good idea. And I'm sure it'll be good for my _____ if I can get fitter.
- 5 A When you go training, always _____ carefully first.
B I know. I always start with some _____ exercises.
A That's good because it helps to stop sports _____.

3 Match the letters in brackets to the words in the box. Use them to complete the paragraph.

bug cold coughing earache fever flu medicine sick sneezing sore throat

Majed has got a terrible (1) _____ at the moment, and he's really very (2) _____. (gub, kics) He's hot all the time, and he has a (3) _____ of 40°C. (freve) He also has a (4) _____ and an (5) _____. (rose torath, hareeac) He's (6) _____ and (7) _____ a lot, too. (gigohunc, ninezegs) It's worse than a bad (8) _____: it's (9) _____. (dolc, luf) The best (10) _____ for him is paracetamol, and then he needs several quiet days in bed. (dicemine)

4 Complete the table with nouns and adjectives from the passage in period 5.

Nouns	1		2	safety	3		4	danger
Adjectives		healthy				active		

Now use pairs of words from the table to complete the sentences.

- 1 It isn't _____ to eat just fries and sweets. For good _____ you need to eat real food, not just junk food!
- 2 You can hurt yourself in any sport, so there is always some _____. But rock climbing is more _____ than a lot of other sports.
- 3 Dr Blake wants everyone to be _____ when they do sport, and not hurt themselves, so he always tells people some important and sensible _____ rules.
- 4 He says that it is important to be _____ every day, but he also says that the _____ does not have to be very long or very hard.

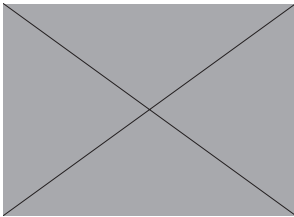
1 Read the examples.

- | | |
|--|--|
| 1 Don't push yourself too hard. | 4 I have not been active enough. |
| 2 Climbing is too dangerous for you. | 5 You did not wait long enough for that. |
| 3 Your body was too weak to do sports. | 6 I was not fit enough to train. |

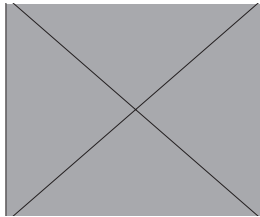
Look at the examples again. Tick (☒) the best way to complete the statements.

- 1 We use too ... and (not) ... enough when we compare things with the right quantity or standard.
- 2 We use too + adjective or adverb when something is a) more ☐ b) less ☐ than the right quantity or standard.
- 3 We use not + adjective or adverb + enough when something is a) more ☐ b) less ☐ than the right quantity or standard.
- 4 We a) sometimes ☐ b) always ☐ add for + noun or pronoun – like for you.
- 5 We a) sometimes ☐ b) always ☐ add an infinitive like to do (sports) or to train.

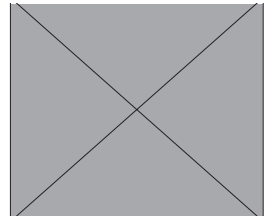
2 Talk about the people.



- 1 shoes / large;
shoes / small



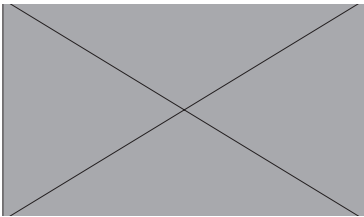
- 2 trousers / short;
trousers / long



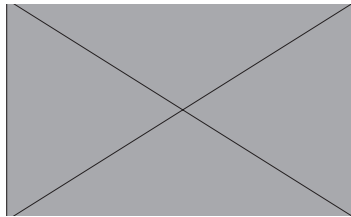
- 3 shirt colour / light;
shirt colour / dark

Her shoes are too large. Her shoes aren't small enough.

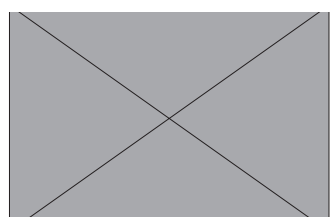
3 Talk about the people.



- 1 it / high for him;
he / good / jump as high as that
It's too high for him. He isn't good
enough to jump as high as that.



- 3 the weights / heavy for him;
he / strong / hold them above his head



- 2 the ball / fast for her;
she / quick / stop the ball

Unit 3

Aims: - To compare adjectives and adverbs.**- To use (not) as as , too and not ... enough correctly .*****I- Complete with the comparative or superlative form of the adjectives and adverbs in brackets :***

- 1- Elephants are than horses . (**big**)
- 2- A motorbike is than a bike . (**dangerous**)
- 3- My grandfather is my father . (**old**)
- 4- A cow is than a cat . (**heavy**)
- 5- These books are ones in the library . (**important**)
- 6- John drives in the race . (**fast**)
- 7- The weather today is yesterday . (**good**)
- 8- Your friend acted than a child . (**foolishly**)
- 9- I think your sister behaved in the group . (**politely**)

II- Rewrite the following sentences . Use the words in brackets :

- 1.This bag is not small enough for him . (**too**)
.....
2. I was too weak to run in the race . (**not ... enough**)
.....
3. The bluse shirt is more expensive than the white one . (**not as as**)
.....



Well Done

Sample Test

Total Mark (40)

Part1

A- Reading

(10 marks)

Read the following text and do the tasks below :

Dr. Blake is at Waleed's school, and he has been using charts to talk about health, sport and getting fit .He answered some questions .

Julie Nixon started rock climbing last year, but she fell and broke her leg. Since then, she hasn't been active enough, but she wants to try something safer .

Dr Blake feels that rock climbing is too dangerous for her and it is more dangerous than most sports. The safest activity is swimming, and that's also good for old injuries like hers . He adds, with all sports , always remember to warm up first. Do gentle exercises for the various parts of your body. This helps stop injuries .

1. Answer the following questions: (2 marks)

- a- Why has Dr Blake been using charts ?
- b- What happened to Julie Nixon ?
- c- Is rock climbing a safe sport ?
- d- What did Dr Blake advise Julie to do ?

2. Decide whether the following sentences are True (ⓧ) or False (ⓧ): (3 marks)

- a- Julie has done a lot of rock climbing in her life . ()
- b- Swimming is less dangerous than other sports activities . ()
- c- When people start doing any sport activity, they should feel warm . ()

3. Find from the text : (3 marks)

- a. A word that means : 1." different " 2.good for.....
- b. The opposite of : 1. "more dangerous" 2. " violent "

4. Say what do the underlined words and pronouns refer to:

- a. Line (3): (then) refers tob.Line (5) : (her)..... (2 marks)
- c. Line (6) : (He) meansd. line (7) : (This) refers to.....

1- Complete the following sentences with the correct word form : (4 marks)

- a. It's too to let the children play near the cooker . (danger)
 - b. Our is full of animal species as well as plant species. (nature)
 - c. We should choose some students for the competition . (activity)
 - d. The , the sun and the rain are very necessary for the forest to grow well . (hot)
-

2- Choose the suitable preposition to complete the following sentences : (4 marks)

- a. My father is staying (for - from - during - at) seven weeks .
- b. The plane arrived the next morning (on - in - at - for) 7:30 .
- c. The students are playing (on - at - from - in) the garden .
- d. Look ! It's too crowded. Let's wait (outside - on - during - to) the supermarket .

Part 3 Language (8 marks)

A. Correct the verbs in brackets . Use the present simple, present continuous, present perfect, present perfect continuous or the simple past : (4 marks)

- 1. The parents (visit) Palestine next month .
 - 2. Look ! Little Tariq already running . (start)
 - 3. Muna and Waleed (play) volleyball for five years .
 - 4. Ages ago, people (use) stones to make fire .
-

B. Choose the correct answer: (4 marks)

- 1. The Montana is the Road Runner .
 - a. bigger than
 - b. bigger
 - c. bigger than
 - d. the biggest
- 2. The Skyline is the in the list .
 - a. expensivest
 - b. expensive than
 - c. more expensive
 - d. most expensive
- 3. My brother runs than me .
 - a. most quickly
 - b. more quick
 - c. more quickly
 - d. the most quickly
- 4. We can't go through this road it's
 - a. wide enough
 - b. not wide enough
 - c. too wide
 - d. widest enough

Part 4:**Speaking****(6 marks)**

B- Complete the following conversations . Use the expressions from the box : (6 marks)

Ok, calm down You should take things more slowly

They're my favorites It's lovely to be here

Ok, calm down You should take things more slowly

They're my favorites It's lovely to be here

1. A: I am trying to finish everything today . So, I am going to work until very late .

B: You'll do the job better if you give yourself more time .

2. A: We have brought some chocolates for you .

B: Oh, thank you !

3. A: Oh, no ! I've lost my money ! My purse has gone ! Help !

B: Think. When did you last have it ?

Part 5**Writing****(8 marks)**

Use the following notes to write about your School Trip :

- Where : to Jerusalem
- When : on Tuesday
- How : by bus
- Lunch : take some sandwiches and orange juice .
- Leave : at 8:00 am from school
- Arrive : at 11:30 am
- Coming home : 7:00 pm

Start like this :

We are going to for our school trip and we are

.....

.....

.....

Good Luck