

State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **10A**

Blended Learning Module 1

U1		4
U2		10
U3		14

Blended Learning Module

One Outcomes

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

- 1- talk about plans and schedules
- 2- narrate events
- 3- write an email
- 4- talk about journeys
- 5- narrate a story
- 6- talk about interests
- 7- express possibility, ability, necessity, requesting, offering

1 Listen and repeat.



apartment attach cancel definite
depart district junior PS (postscript)
research (n) reply settle in
show (someone) round take (someone) out

Word formation
contact (n) in contact (phrase)
lead (v) in the lead (phrase)

2 Look at pictures c and d on the next page. Do the tasks.

- 1 Describe the pictures.
- 2 Look at the names of the email writers.
Who might the people in the pictures be?

3 Read the emails and do the tasks.

- 1 Match pictures a–e to the correct emails.
- 2 Read out the words that help you match them.

1

NEW EMAIL

From: jenny@myworld.com To: basim@myworld.com

Subject: Hello

SEND ↗

Hello Basim,

You don't know me, but my dad gave me your email address. You see, he's in contact with your father because he's joining your dad's farm research project next month.

I'm writing now as I'd love to get to know you and also learn about Palestine. Then I hope to visit in the winter holidays. (They start on 23rd December and finish on 9th January.) Please write back!

Best wishes,

Jenny Scott

PS I'm attaching a photo of a boat race I was in.

2

From: basim@myworld.com To: jenny@myworld.com

Subject: RE: Hello

SEND ↗

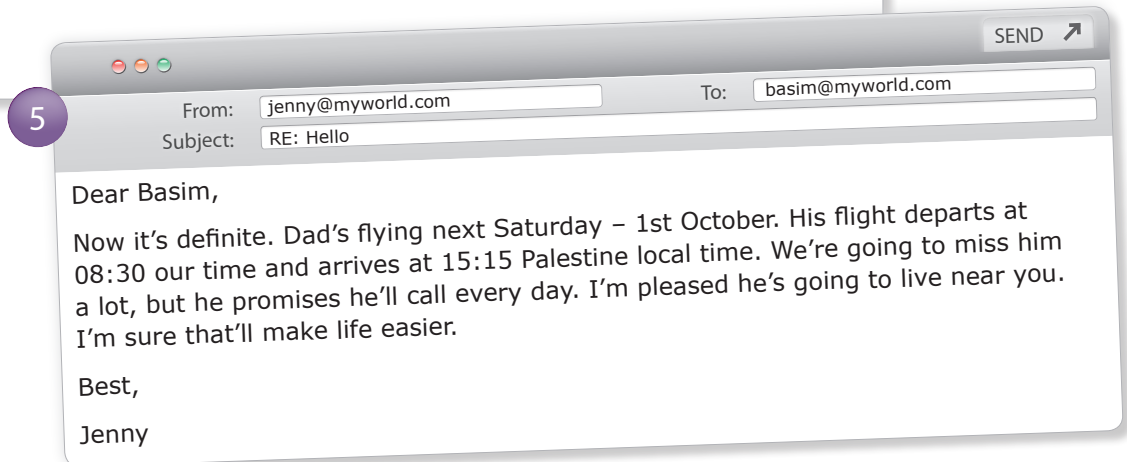
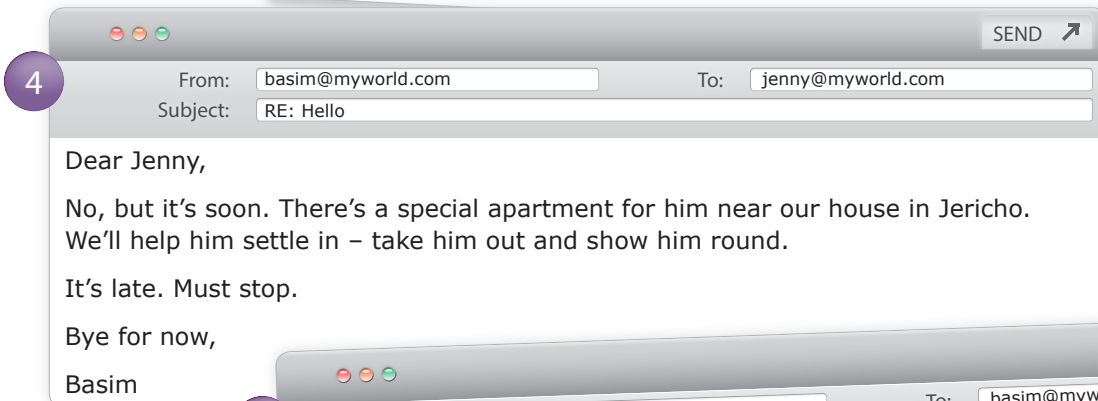
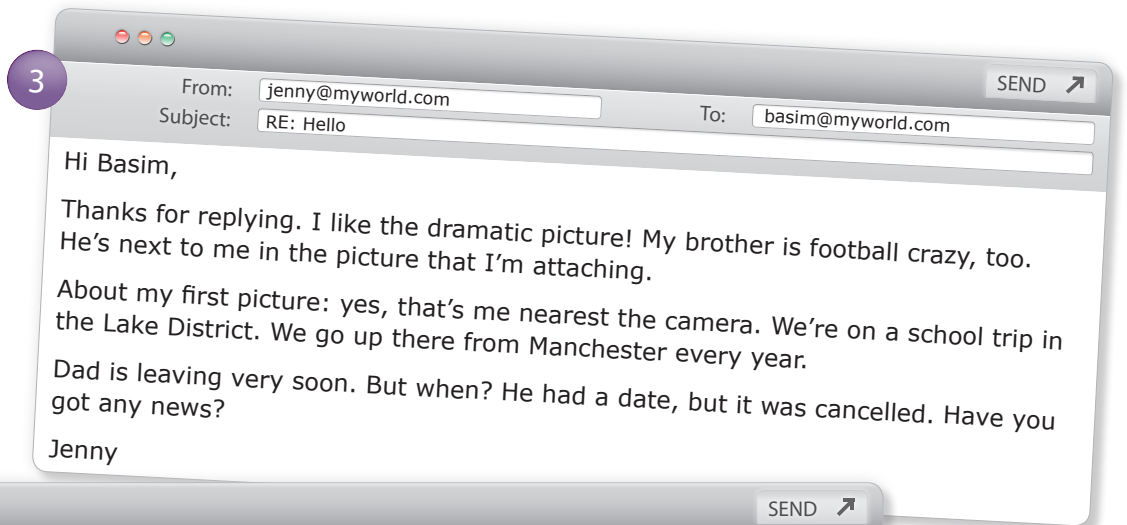
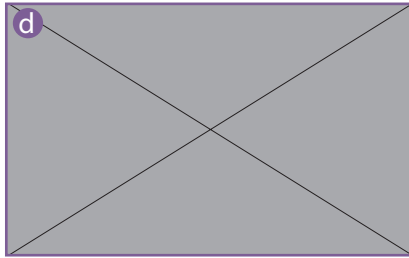
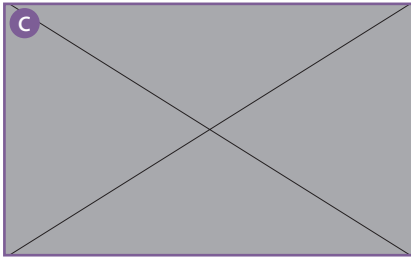
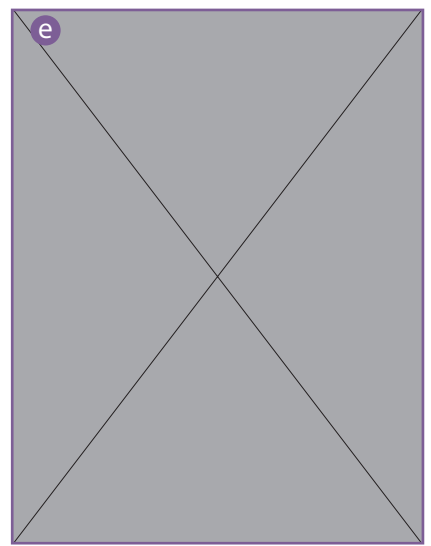
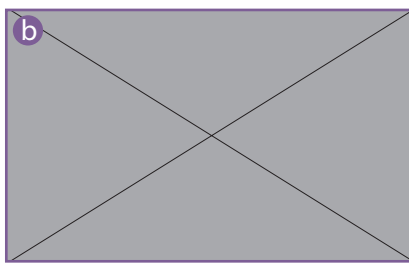
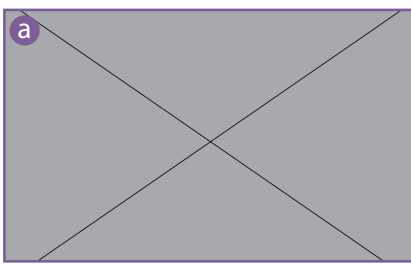
Hi Jenny,

Thanks for your surprise email. Dad says he's really looking forward to working with your dad.

And thanks for the picture of that boat race. Are you the one in the lead? I'm attaching a picture, too. Our local junior team are playing Nablus and I'm the one with the ball. We won 3–1!

Best wishes,

Basim Maqdisi



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

- 1 A If you'd like my new report on lions, I'll _____ it to my next email.
B Thanks! It'll help with the _____ for my project on wildlife in Africa.
- 2 A If you're _____ to Freya's letter, please say hello from me.
B I'll add that as a _____ because I've just finished my letter back to her.
- 3 A We should make our visitors welcome and _____ them _____ town.
B Yes, let's offer to _____ them _____ this weekend.
- 4 A Peter's been in Cairo for a month now, so I hope he's _____ well. I hear he's found a nice _____ in the centre of the city.
B We should get _____ and find out how he's getting on.

5 Now answer the questions.

- How does Jenny know about Basim?
- What was cancelled for Jenny's Dad?
- What do both Jenny and Basim not know until the last email?
- How are Jenny, her mother and brother going to feel when Dad goes?

1 Read the examples.

- | | |
|--------------------------------------|----------------------------------|
| 1 He is joining your dad next month. | 2 They start on 23rd December. |
| 3 Dad is leaving very soon. | 4 They finish on 9th January. |
| 5 Dad is flying next Saturday. | 6 His flight departs at 8:30 am. |

Period 2

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

- Examples 1, 3 and 5 are in the present continuous, a) and they are talking about the present. ☐
b) but they are talking about the future. ☐
- Examples 2, 4 and 6 are in the present simple, a) and they are talking about regular actions. ☐
b) but each is talking about a fixed action in the future. ☐
- Examples 1, 3 and 5 show that we often use the present continuous to talk about
a) future personal plans. ☐ b) future schedules that are decided for everyone. ☐
- Examples 2, 4 and 6 show that we often use the present simple to talk about
a) future personal plans. ☐ b) future schedules that are decided for everyone. ☐
- a) Some of ☐ b) All of ☐ the examples have a future time reference.

2 Explain Jenny's plans. Use the present continuous for plans.

She's going sailing with her dad and Jack next Sunday.

Now explain your plans for this weekend. Give the day and time of day.

DIARY	
Sunday	Go sailing with Dad and Jack.
Monday	Prepare for my IT test on Tuesday.

3 Explain Captain Omar's schedule. Use the present simple for future schedules.

Captain Omar departs from Arafat International at 08:30 on Sunday. At 11:15, he ...

Sunday	08:30	Depart from Arafat International.
	11:15	Reach Istanbul.

1 Match the phrasal verbs to the definitions.

put up put down put on put away
take out take off take over

Phrasal verbs with put

_____ to put something in the place where you usually keep it
_____ to put something on a place like a table or the ground
_____ to cover a part of your body with clothes or jewellery
_____ to attach something to a wall

Phrasal verbs with take

_____ to take clothes from your body, for example when you are too hot
_____ to take something from a place where you usually keep it
_____ to begin to do something that someone else was doing

2 Complete the conversation. Choose from the phrasal verbs in activity 1.

Nisma Have a rest, Aunt Maha. I'll (1) _____ with the children for a while.
Aunt Thanks very much, Nisma. You're very kind.
Nisma I'll (2) _____ them _____ to play in the park.
Aunt Fine, but it's cold today, so they need to (3) _____ their hats and coats.
Nisma Their coats are here. I'll (4) _____ them _____ on the table. I can't see any hats.
Aunt Oh, yes, I (5) _____ them _____ in that cupboard last spring.
Nisma I'm looking, but I can't see them.
Aunt I remember that I (6) _____ a new shelf at the top. Look up there.
Nisma I'll (7) _____ my shoes and stand on a chair to look. ... Yes, here they are!

3 Complete the table with these words.

feed success weight produce
succeed weigh product food

Verb	Noun

4 Use pairs of words from the table to complete the following. Make any changes needed.

- A Little Amer is getting big! How much does he _____ now?
B I haven't checked his _____ recently, so I'm not sure.
- A We haven't got much _____ in the house.
B There's enough to _____ the children. We can buy more later.
- A What do you _____ in this factory?
B Everything for the home. And all our _____ are designed to go together.
- A Have you had much _____ with all your experiments, Dr Maqdisi?
B Yes, we've _____ in producing several better kinds of vegetables.

1 Read the examples.

- | | |
|--|---|
| 1 I am going to interview him. | 2 I can see this is going to be a busy day. |
| 3 We're certain now that many regions will become too dry. | 4 'Let's stop and I will show you something,' he suddenly says. |
| 5 If you like, I will take you for lunch in our canteen. | |

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

- | |
|---|
| 1 We use a) only will ☐ b) only going to ☐ c) both will and going to ☐ for talking about the future in different ways. |
| 2 We often use a) going to ☐ b) will ☐ for plans and intentions (Example 1). |
| 3 We often use a) going to ☐ b) will ☐ for what we feel must happen (Example 2). |
| 4 We often use a) going to ☐ b) will ☐ to state or predict future facts – which we often introduce with words like certain, sure, expect (Example 3). |
| 5 We often use a) going to ☐ b) will ☐ to say what we have just decided to do (Example 4). |
| 6 We often use a) going to ☐ b) will ☐ to offer or promise to do something (Example 5). |

2 Complete Jenny's diary at summer camp. Use going to.

Tomorrow, Jack and his friends (1) _____ three mountains in one day! (climb) There's a guide who (2) _____ the group.

3 It is 8:30 am. Complete what Jenny feels is going to happen.

- | |
|---|
| 1 Look at the clouds over the mountains. It _____ all day. (rain) |
| 2 It's 40 kilometres! You _____ very tired by the end! (feel) |

Now say what you feel is going to happen in your favourite TV programmes.
I think (name) is going to find out about (name) and there's going to be trouble!

4 It is 8:30 pm. Complete the conversation in the mountains. Use will.

Rob I'm cold and wet and tired! I (1) _____ if we don't stop soon. (collapse)
Guide We shouldn't stop now because it (2) _____ to get dark soon. (begin)
But I (3) _____ your backpack for you if you like. (carry)

Now say what you predict will happen at home later today.
I will get home at about 3:00 and then my (sister) will get home at ...

1 Listen to part 1 and answer the questions.



- | | |
|--|--------------------------------|
| 1 Who are these people and where are they? | 2 What is the problem? |
| 3 What is going to happen because of that? | 4 What does he want her to do? |

2 Listen to part 2 and complete the notes.



- 1 Flight number: _____ 2 Departing at: _____ 3 Arriving at: _____

3 Write an email.

Look at your activity 1 & 2 notes, listen to Jenny and her father again and do the tasks.

- 1 Copy and complete the first paragraph of Jenny's email to Basim.

NEW EMAIL

SEND ↗

From: jenny@myworld.com Subject: Plane flight

Hi Basim,
I've just had a _____ from _____ and there's a _____. His flight to _____ is _____ and he's catching a _____.

- 2 Number the paragraph 2 sentences in order, starting with the topic sentence. Then copy and complete the second paragraph.

- ☐ That means he will not reach _____ until _____.
- ☐ The new flight number is _____. It departs at _____ and it arrives at _____ local time.
- ☐ Here are the new details.

- 3 Complete the email. Ask Basim to tell his father about the change of plan. Finish in the normal way.

1 Read the examples.

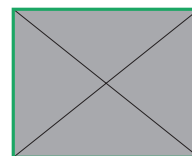
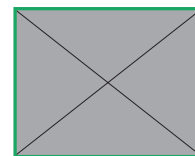
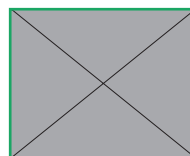
- 1 The girls have just set off.
- 2 We have not found another clue so far.
- 3 We still have not found that wall.
- 4 We have been going the wrong way.
- 5 We have been running and running.
- 6 We have been running for ages.

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

- 1 Examples 1–3 are in the a) present perfect. ☐ b) present perfect continuous. ☐
- 2 We often use the present perfect for past actions that a) affect ☐ b) do not affect ☐ the present. (Example 1: The girls have set off – so now they are running.)
- 3 We can use the present perfect for past non-actions that a) affect ☐ b) do not affect ☐ the present. (Example 2: We haven't found another clue so far – so we are still looking.)
- 4 We often use just, already, not ... yet, still ... not and (not) ... so far with the a) present simple. ☐ b) present perfect. ☐ (Examples 1–3)
- 5 We often use the present perfect continuous for actions that started in the past and a) finished in the past. ☐ b) continue up to the present. ☐ (Example 4: We started going the wrong way and we are still going the wrong way.)
- 6 With the present perfect continuous, we often repeat the verb or use time phrases like for ages to emphasize a) how short ☐ b) how long ☐ the action has been. (Examples 5 and 6)

2 Rearrange the words to make positive and negative statements in the present perfect.

- 1 (not start) / but / the boys / the girls / so far / (set off) / already
The girls have already set off, but ...
- 2 (not reach) / yet / the girls (pass) / the lake / the sign / but they
- 3 the final clue / they (see) / instead of east / but they / west / (just turn)



3 Ask and answer questions in the present perfect continuous. Use since or for.

Lana is six today and she is a very clever child. Talk about the time chart.



Student A How long has Lana been playing the piano?

Student B She has been doing that for ...

Now say how long you have been doing various things. Use these ideas.

play (volleyball) use (a computer) learn (English) learn (to cook)

1 Listen and repeat.

exact(ly) GPS (Global Positioning System)
kph (kilometres per hour) life raft measure
orbit point position row (v)
satnav (satellite navigation system) storm wave

Word formation

near (adj / prep) nearly (adv)
satellite + phone satellite phone

2 Look at the pictures in the passage and do the tasks.

- 1 Describe what you can see.
- 2 Use the title of the passage to suggest a connection between the pictures.

3 Read and answer the questions.

- 1 When and where was the photo of the boat probably taken?
- 2 What happened to the weather one night and what happened to the boat?
- 3 What three things saved their lives and how did each one help?
- 4 Why does GPS equipment need to 'see' at least three satellites in order to work?
- 5 What does a satnav show a car driver?
- 6 What other questions can it answer for the driver?
- 7 Why does the writer describe GPS as 'modern technology at its best'?

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

- 1 A During the _____, the wind did a lot of damage.
B Yes, I heard it reached speeds of up to 100 _____.
- 2 A I need to know the _____ size of the glass that you want.
B All right, I'll go and _____ the window now.
- 3 A We have to get through the _____ to get to the beach and they're huge!
B We'll just have to _____ through them as well as we can.
- 4 A Are you calling us by _____? Please give us your exact _____.
B Yes, I'm _____ 600 kilometres out at sea, so ordinary phones don't work.

5 Read the passage again and do the tasks.

Say what the underlined phrases refer to.

- 1 Lines 15–16: Soon, the men were climbing the side to safety.
- 2 Lines 19–20: ... GPS equipment on the ground can always 'see' three or more.

Say what the underlined words and phrases mean.

- 1 Lines 19–20: ... GPS equipment on the ground can always 'see' three or more.
- 2 Line 44: This is modern technology at its best!

Finding the way

Mark Stubbs and his team wanted to be the fastest to row across the Atlantic from Canada to Britain. By 6:00 pm on 8th August 2004, after 40 days and 3,000 kilometres, they had nearly done it: their GPS showed they were just 450 kilometres from land.

But that night, there was a terrible storm and at 2:30 am, a huge wave destroyed their boat and threw them into the sea.

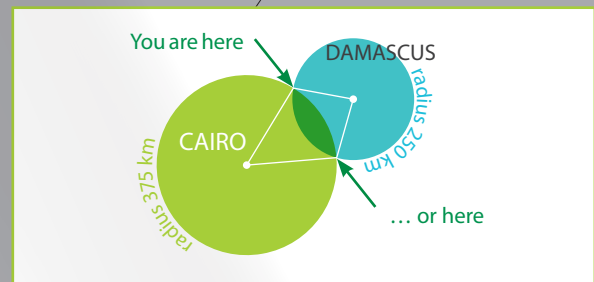
Luckily, they managed to save a small life raft, a satellite phone and their GPS. They climbed into the raft and they used the GPS to find their position. Then they called for help.

With the GPS information, a ship found them at 6:30 am. Soon, the men were climbing the side to safety. GPS technology had saved their lives.

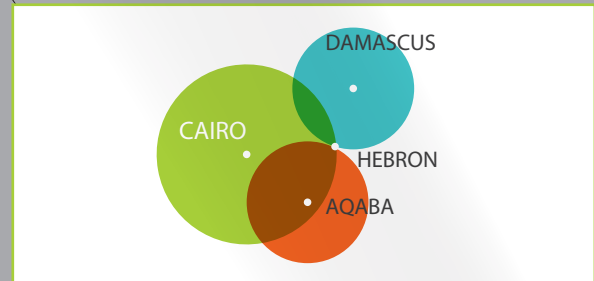
GPS uses a network of satellites. These orbit Earth at 19,300 kph and the GPS equipment on the ground can always 'see' three or more. It measures its distance from each and from this works out its exact position.

The system is quite simple. Imagine you are lost. You ask someone your position and this person says, 'You're 250 kilometres from Damascus.'

This alone is not very useful. But then imagine that someone else says, 'You're 375 kilometres from Cairo.' You now know that you are at one of two points.



Finally, someone else says, 'You're 220 kilometres from Aqaba.' Well, now you know exactly: you are in Hebron.



Car satnavs have become a very popular use of GPS in recent years. A satnav shows the car's position on a map and it answers questions like these:

- When and where did I start?
- How far have I travelled so far?
- How long have I been on the road?
- How fast am I going?

GPS saves time, has saved many lives and, at around \$200, is also not so expensive for many. This is modern technology at its best!

6 Complete the statements with pairs of opposites.

sister into worst
question along to the left

answer best to the right
across out of brother

- 1 I understand the _____ that you're asking, but I don't know the _____ to it. I'm sorry.
- 2 We tested 18 cars and the Hilight was the _____ (*****) for safety, but it was the _____ (*) in another important way: it was the least comfortable.
- 3 This is a photo of my _____ and she's a year older than me. And this is a photo of my younger _____. He's the youngest in our family.
- 4 I've just seen your mum. She came _____ the bank and went straight _____ the supermarket. I expect she's shopping in there now.
- 5 To get to the shoe shop, you need to go _____ this road, turn left and then take the first right. Go _____ that road for 200 metres and you'll see it.
- 6 We looked out of our little plane while we were flying north. _____, the sun was going down over the sea. _____, the land was already getting dark.

1 Read the examples.

- | | |
|---|--|
| 1 When and where did I start? | 2 How far have I travelled so far? |
| 3 A ship found them at 6:30 am. | 4 Satnavs have become popular in recent years. |
| 5 By 8th August, they were just 450 kilometres from land. | 6 GPS has saved many lives. |

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

- | |
|--|
| 1 Examples 1, 3 and 5 are all in the a) present perfect. ☐ b) past simple. ☐ |
| 2 Examples 2, 4 and 6 are all in the a) present perfect. ☐ b) past simple. ☐ |
| 3 Examples a) 1, 3, 5 ☐ b) 2, 4, 6 ☐ are about actions that were completed in the past. |
| 4 Examples a) 1, 3, 5 ☐ b) 2, 4, 6 ☐ are about actions that connect the past to the present. |
| 5 The time expressions in 3 and 5 relate to a) the past. ☐ b) the present. ☐ |
| 6 The time expressions in 2 and 4 relate to a) the past. ☐ b) the present. ☐ |

2 Ask and answer questions.

It is late on 7th August. A reporter is calling with some questions for Mark Stubbs.

Student A: You are the reporter. Ask these questions.

Where did you set off from?

What date did you leave?

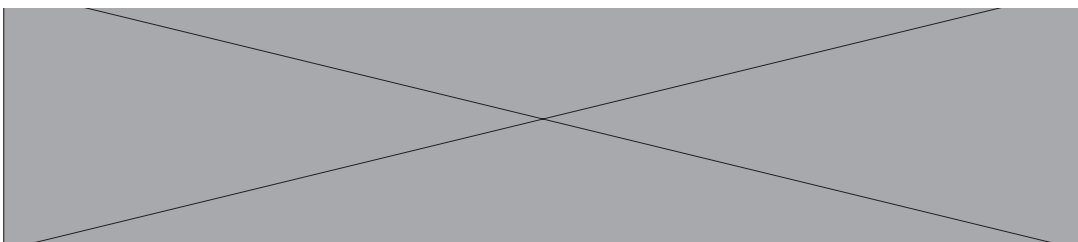
How did you all feel when you started?

How far have you travelled so far?

How many days have you been at sea?

How do you all feel everything has gone so far?

Student B: You are Mark. Give information from the map. Imagine and explain everyone's feelings.



1 Read the examples.

- | | |
|------------------------------------|-----------------------------------|
| 1 We may hurt ourselves. | 2 You might not know about rugby. |
| 3 You can carry the ball in rugby. | 4 We can't easily leave the city. |
| 5 I could email you some photos. | 6 Could you send me some photos? |
| 7 Shall I email you some photos? | |

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

- | |
|--|
| 1 Examples 1 and 2 say that something is a) certain. ☐ b) possible. ☐ |
| 2 Example 3 means that people a) have to ☐ b) are allowed to ☐ do something. |
| 3 Example 4 means that people a) are not able to ☐ b) must not ☐ do something. |
| 4 Example 5 uses could a) to ask for something. ☐ b) for an offer or suggestion. ☐ |
| 5 Example 6 uses could a) to ask for something. ☐ b) for an offer or suggestion. ☐ |
| 6 Example 7 uses shall a) to mean will. ☐ b) for an offer or suggestion. ☐ |

2 Work in pairs. Add the correct modal verbs.

- A Oh, no! I've forgotten my key, so I _____ (can't / could) open the car door.
It _____ (will / might) be in the living room.
- B _____ (Shall I / Could you) go back to the house and get it for you?
- A Or we _____ (could / shall) just walk to the shops. It's only 300 metres.
- B Yes, let's do that. It's crazy to drive a short distance like that.

3 Read the examples.

- | | |
|-----------------------------------|--------------------------------------|
| 1 You should see it. | 2 Mum says we should not do it. |
| 3 It is late now and I must stop. | 4 We tell her she must not worry. |
| 5 We have to do homework. | 6 You do not have to kick the ball. |
| 7 I need to get things ready. | 8 I do not need to get things ready. |

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

- | |
|---|
| 1 Examples 1 and 2 mean it is a) a good idea ☐ b) necessary ☐ to do / not to do something. |
| 2 Example 3 means something is necessary because a) you feel it is. ☐ b) someone else says it is. ☐ |
| 3 Example 4 means it is a) necessary not to do ☐ b) unnecessary to do ☐ something. |
| 4 Examples 5 and 7 mean that it is a) necessary ☐ b) unnecessary ☐ to do something. |
| 5 Examples 6 and 8 mean it is a) necessary not to do ☐ b) unnecessary to do ☐ something. |

4 Work in pairs. Add the correct modal verbs.

- 1 A You _____ (must / mustn't) try to use that path. It's collapsing into the sea.
B Thanks. But then they _____ (should / shouldn't) close it. It's dangerous!
- 2 A Tomorrow's a holiday, so I _____ (must / don't need to) get up early!
B Oh, yes, you do! We _____ (have to / don't have to) help Mum with the housework before our guests arrive. Remember: she asked us last night.

1 Listen and repeat.

afford business castle decorate frame
(for) free (= no money) on (my/his/her/their/our) own
recycle similar supply think of turn into

Word formation
acceptable (adj) accept (v)
colour (n) colourful (adj)
miss (v) missing (adj)

2 Look at the pictures in the passage and do the tasks.

- 1 Describe what you can see.
- 2 Read the title of the passage and the titles of the two parts. Say what Joe's and Ann's stories are probably about.

3 Read and answer the questions.

- 1 Why did Joe have to start doing what he does now?
- 2 Who helped him to start and how?
- 3 How do we know that his products are popular?
- 4 Who helped Ann to start doing what she does now?
- 5 How did a lot of people find out about her skills?
- 6 How do we know that her products are popular?
- 7 Who is nearer to having a real business – Joe or Ann?

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

- 1 A Did they really use to make the _____ of planes from wood?
B Yes, but when planes got bigger, they had to _____ something else.
- 2 A Is Tariq's new internet _____ doing well?
B Yes, very well, so they can now _____ to move into bigger offices.
- 3 A Where did they get all the stone to build that huge _____?
B That was _____ from a local quarry.
- 4 A Are you going to _____ their job offer?
B I'm not sure. It may be too much for me to do _____ .
It needs two people.

5 Read the passage again and do the tasks.

Say what the underlined words and phrases refer to.

- 1 Line 33: ... and he loved it!
- 2 Lines 34–35: So did the other children – and their mothers.
- 3 Lines 35–36: ... Soon, one of them asked for another one.
- 4 Lines 38–39: Then a cake shop asked her to supply them.

Now say what the underlined words mean.

- 1 Lines 2–3: At 14, he badly needed to get a bigger bike, ...
- 2 Line 3: ... his dad had lost his job, ...
- 3 Lines 15–16: ..., he was able to build his new bike – ...
- 4 Lines 39–40: Ann was worried about time, ...

Turning a hobby into a business

Joe's story

Joe loves bikes – especially looking after them. At 14, he badly needed to get a bigger bike, but his dad had lost his job, so the family could not afford to buy him
5 one. He had to think of something else.

One day, a neighbour was throwing away an old bike. The frame was damaged and it needed a new wheel, but everything else was fine. When Joe
10 asked, Mr Wilson said, 'Take it. If you can repair or recycle it, I'll be happy.'

Joe then found a similar old bike on the internet – for free. Several parts were missing, but the frame and wheels were
15 good. So that weekend, he was able to build his new bike – and he did not have to pay anything for it!

Since then, he has constructed similar cheap bikes for several friends. He is now
20 thinking this could become a real business when he leaves school.

Ann's story

Ann started helping her mum make biscuits when she was five. Of course, she could not do everything on her own at
25 that age, but she soon became especially good at decorating biscuits. She could make colourful designs that everyone loved.

Then her mum helped her to start
30 making cakes – like her brother's birthday cake in the shape of a car. She managed to add lots of details like the windows and wheels and he loved it!

So did the other children – and their
35 mothers. Soon, one of them asked for another one. She had to make this in the shape of a princess's castle!

More orders followed. Then a cake shop asked her to supply them. Ann was
40 worried about time, but they offered a special arrangement: Ann did not have to accept all their orders – only the ones that she could manage.

This week's project is a wedding cake
45 for 100 people!

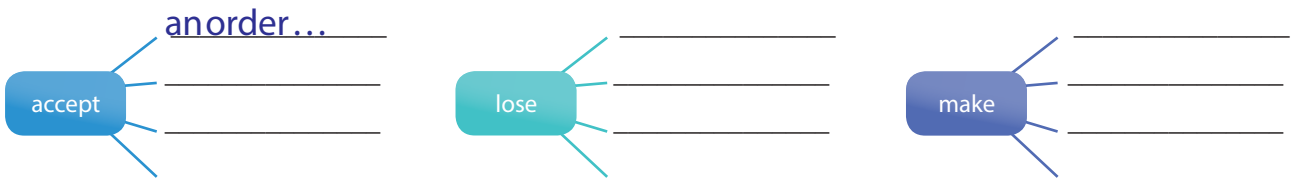
1 Add these activities to the table below.

camping flower arranging photography
rugby tennis white water rafting

Verbs	Activities in the emails	Other activities
do	cooking, _____	_____
go	swimming, _____	_____
play	volleyball, _____	_____

2 Add these words to verbs from the passage on page 37.

a design a job an order



Period 4

1 Read the examples.

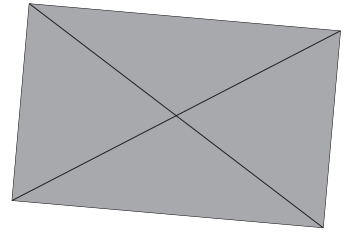
- At five, Ann could make biscuits.
- Now, she can make a wedding cake.
- She could not do everything on her own.
- She cannot accept every order.
- Joe was able to look after bikes.
- These days, he is able to build bikes.
- At 14, Joe had to build his own bike.
- Ann has to make orders she accepts.
- Ann did not have to make cakes for her friends, she did.
- Joe does not have to build bikes for but his friends, but he does.

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

- Example 1 says what Ann a) is able to do now. ☐ b) was able to do in the past. ☐
- Example 2 says what she a) is able to do now. ☐ b) was able to do in the past. ☐
- Example 3 says what she a) is not able to do now. ☐ b) was not able to do in the past. ☐
- Example 4 says what she a) is not able to do now. ☐ b) was not able to do in the past. ☐
- Examples 5 and 6 use was able to / is able to as a different way of saying a) could / can. ☐
b) had to / has to. ☐
- Examples 7 and 8 say that it was / is a) necessary ☐ b) possible ☐ to do something.
- Examples 9 and 10 say that it was / is not a) possible ☐ b) necessary ☐ to do something.

2 Complete the story. Use past forms (positive or negative) of the verbs in brackets.

Last year, I was once late for basketball practice at the Sports and Leisure Centre, so I (1) _____ (have to) run and I forgot my door key! When I got home, of course, I (2) _____ (can) get in. It was very cold and I didn't want to spend the night outside, so I (3) _____ (have to) find another way into the house. Luckily, I (4) _____ (have to) look very far because a small kitchen window was open. However, I (5) _____ (can) climb through it because it was not big enough. Instead, though, I (6) _____ (be able to) reach inside and open the big window next to it. I started climbing in. But then the police arrived. At first, I just (7) _____ (can) make them understand that I lived there. I (8) _____ (have to) explain three times and show them the address on my Sports and Leisure Centre card before I (9) _____ (be able to) make them believe me!



1 Listen to part 1 and answer the questions.

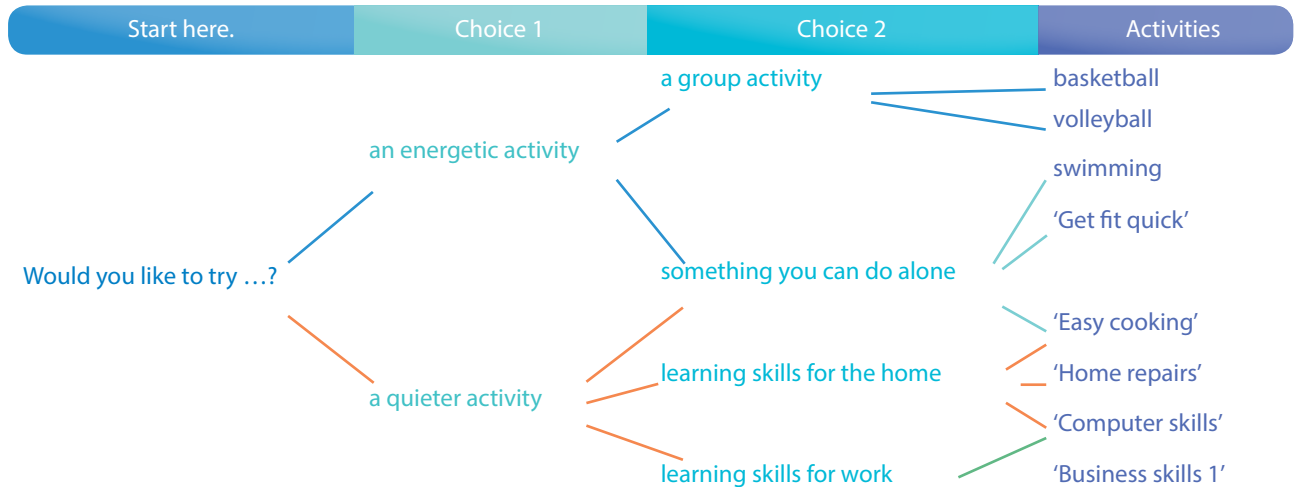


- 1 What was the problem a year ago?
- 2 What did the doctor advise him to do?
- 3 What happened soon after that?
- 4 What has happened recently?

2 Look at the chart. Listen to part 2 and do the task.



- 1 Listen and answer the question. What activity does the manager advise in the end and why?



3 Write the short forms. (They are all in the emails on pages 32–33.)

- | | | |
|-------------------|--------------------|----------------|
| 1 it is _____ | 2 should not _____ | 3 we are _____ |
| 4 you would _____ | 5 I am _____ | 6 cannot _____ |

4 Write the full form of the underlined words.

- 1 Mark's running with the ball. _____
- 2 Mark's just scored. _____
- 3 I'd never tried a quad before I rode Larry's. _____
- 4 I'd love to buy one, but they're expensive. _____

5 Correct the sentences. Put the correct possessive forms at the end.

NOTE: The boy's bike. The two boys' bikes. The two children's bikes.

- 1 This is Michiko flower arrangement. _____
- 2 Our children quads are outside. _____
- 3 Lucy brother name is Mark. _____
- 4 Larry parents names are John and Susan. _____

6 Answer the questionnaire about yourself. Write a paragraph.

Use connecting words – like but to join answers 1 and 2, for example.

Questionnaire: YOUNG PEOPLE TODAY

Please take a few minutes to answer our questions. This will help us to get a better idea of young people's regular daily lives.

- 1 What time do you have to get up to go to school?
- 2 What about the weekend? Do you still have to get up so early?
- 3 How much homework do you usually do?
- 4 How much more or less do you think you should do?
- 5 Did you have to do much to help at home ten years ago?
- 6 What do you have to do to help at home now?
- 7 What do you usually do with your free time at the weekend?
- 8 What can't you do and why? (For example, because there's no time or you're not allowed to.)

Revision Worksheet Unit 1

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

attach	condition	depart	predict	cancel	region
--------	-----------	--------	---------	--------	--------

- 1- The plan ----- at 6 a.m.
- 2- Grapes from this ----- are of good quality.
- 3- They may ----- tomorrow's football match because of bad weather.
- 4- The car is five years old but is in almost good -----.
- 5- I usually ----- a photo of mine to the emails I send to my friend.
- 6- I cannot ----- what will happen next year.

B: Complete each sentence with the suitable phrasal verb from the list below.

put on	takes off	put down	taking over	puts away	took out
--------	-----------	----------	-------------	-----------	----------

1. We alwaysour shoes before entering the house.
2. He is the responsibility as a manager of the company now.
3. I need to my coat because the weather is cold.
4. She her dressesin the cupboard
5. I the fruiton the table.
8. Our teacher important notes on the board.

C: Use pairs of words from the table to complete the sentences below:

feed	food	produce	products	success	succeed
------	------	---------	----------	---------	---------

- 1- Farmers ----- their animals every day as they can't stay alive without -----.
- 2- If you want to ----- in your life, you have to work hard because ----- cannot be achieved easily.
- 3- This factory ----- tomato paste. The ----- is exported to many countries.

D: Complete the following sentences. Use going to or will and the correct form of the verbs in brackets.

- 1- Jamal ----- with his family next Friday. (swim)
- 2- If you like, I ----- with you on the same train. (travel)
- 3- I think tomorrow----- a happy day. (not be)
- 4- I expect we ----- our trip to the Dead Sea. (enjoy)

Revision Worksheet Unit 2

A: Complete each sentence with the suitable word from the box below:

prize	measure	riddle	storm	so far	life raft
-------	---------	--------	-------	--------	-----------

- 1- Our apple tree fell down in the -----.
- 2- I have been in this city for a month. I have only visited few places -----.
- 3- There is a ----- for the first three runners in the race.
- 4- The sailors took a ----- after a huge wave destroyed their ship.
- 5- The police have been unable to solve the ----- of her disappearance.
- 6- The metre is the standard unit used to ----- length.

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

along	worst	into	to the	out of	to the right	across	best
-------	-------	------	--------	--------	--------------	--------	------

- 1- We should hope for the -----, but prepare for the-----.
- 2- In this exercise twist your body -----, then -----.
- 3- He walked ----- the road till he reached the river. He swam ----- the river to the other side.
- 4- He got ----- the kitchen, because he couldn't stand the heat, and went immediately the bathroom. He is having a shower.

C: Complete each sentence with the correct form of the verb in brackets.

- 1- My brother ----- our car a week ago. (wash)
- 2- He ----- for an hour so far. (wait)
- 3- Sami and his friends ----- the last match. (not/watch)
- 4- we ----- each other for ages. (not/see)
- 5- our new teacher ----- already ----- the school. (arrive)
- 6- In 2010, Khaled ----- a scholarship. (get)

C: Make a full question

- 1- When / they / start / their work / yesterday?

- 2- How long / you / learn English?

- 3- When / wake up / this morning?

- 4- How many tables / you / make / so far?

Revision Worksheet Unit 3

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

castle	leisure	supply	against	recycle	senior
--------	---------	--------	---------	---------	--------

- 1- What do you do in your ----- time?
- 2- A healthy diet should ----- all necessary vitamins and minerals.
- 3- Our National Team are playing a match ----- the Jordanian National Team tonight.
- 4- In this factory, they ----- old glass into new bottles.
- 5- Waleed plays for the ----- volleyball team in his school.
- 6- We visited an ancient ruined ----- overlooking the sea.

B: Complete each sentence with the suitable verb from the box below.

do	go	play	accept	lose	make
----	----	------	--------	------	------

- 1- I am ninety kilos too heavy. I really need to ----- weight.
- 2- Did you ----- the invitation to the party on Thursday?
- 3- I usually ----- swimming in the weekend.
- 4- We all ----- mistakes.
- 5- Jamila knows very well how to ----- flower arranging.
- 6- He learned by watching an instructional videotape on how to ----- the guitar.

C: Complete each of the following sentences with the appropriate modal from the box.

couldn't	can't	was able to	shouldn't	have to	mustn't	don't have to
----------	-------	-------------	-----------	---------	---------	---------------

- 1- Ruba was glad because she ----- win the gold medal in the race.
- 2- Do all students ----- wear uniforms.
- 3- You ----- eat too much chocolate. It is unhealthy.
- 4- Students ----- smoke inside their schools.
- 5- Tomorrow is a holiday so you get up early.
- 6- I ----- come to your party yesterday because I was busy.

Model Test

Blended Learning Module 1

Reading

Read the following passage then answer the questions that follow:

Ann started helping her mum make biscuits when she was five. Of course, she could not do everything on her own at that age, but she soon became especially good at decorating biscuits. She could make colorful designs that everyone loved. Then her mum helped her to start making cakes – like her brother's birthday cake in the shape of a car. She managed to add lots of details like the windows and wheels and he loved it! So did the other children – and their mothers. Soon, one of them asked for another one. She had to make this in the shape of a princess's castle! More orders followed. Then a cake shop asked her to supply them. Ann was worried about time, but they offered a special arrangement: Ann did not have to accept all their orders – only the ones that she could manage. This week's project is a wedding cake for 100 people!

1. Who helped Ann to start doing what she does now?

2. How did a lot of people find out about her skills?

3. How do we know that her products are popular?

4. Decide whether the following statements are True or False

- a. The first thing that Ann made is a wedding cake for 100 people. ()
b. People loved Ann's cakes' decorations. ()

5. Say what the underlined words refer to:

- a. Line 4: ... So did
b. line 5 ... one

6. Say what the following words mean.

Line 6... Ann was worried about time

Vocabulary:

A: Fill in the blanks with words that have similar meanings to those in brackets:

life raft forest interests leaves put on

- The train _____ at 7:15 this evening.
- They need to _____ their hats and coats. It's cold out there.
- If the big boat sinks, we will escape in our _____.
- Huda doesn't have any _____ to give herself a rest from work.

against afford riddles recycle take off

- In this factory, they _____ old glass into new bottles.
- I'll _____ my shoes and stand on a chair.
- Here's one of the easiest _____ that I know. Can you solve it?
- We've got a big football match _____ an Egyptian team this weekend.

B: Complete the sentences with a verb or a noun from the words in brackets

- We sell lots of (produce)
- In order to, you've got to work much harder. (successful)

C: Choose the correct word between brackets:

1. Don't (cross/ across) the road here. There is too much traffic.
2. Everyone congratulated the students because they (success/ succeeded).
3. Waleed must have enough (practice/ practise) if he wants to win.
4. Why don't you take (off/ over) your coat? It's warm inside.

Language:

A: Complete the sentences with the **present perfect**, **present perfect continuous**, **past simple**, **present continuous**, **present simple** or **the future tense** of the verbs in brackets

1. The train at 9 am. (arrive)
2. Are you sure that she tomorrow. (leave)
3. Shejust.....me an email. (send)
4. Iyou for hours now and you haven't showed up. (wait)
5. My sisterborn in 2005.(not/ be)
6. I expect everyone to get worried about us soon. (start)
- 7.

B: Complete the sentences with the most suitable modal verbs from those in brackets:

1. _____ (Shall I / Could you) go back to the house and get it for you?
2. We _____ (have to / don't have to) help Mum with the housework before our guests arrive.
3. Joe _____ (was able to/ shouldn't) look after bikes.
4. I _____ (should / didn't have to) wash the dishes because my sister did that.

C: Say how long you have been doing things. (learn English/ ten years)

.....

Writing:

A: Write a short paragraph about "My Daily Life". Try to include the following ideas:

- the time you get up to go to school
- the weekend/ do you still have to get up so early?
- the homework you usually and you should do
- what you have to do to help at home now
- what you usually do with your free time at the weekend
- what you can't do and why? (For example, because there's no time or you're not allowed to.)

B: You are Jenny Scott. Write an email to Basim. Plan your email as follows:

Paragraph 1: Tell him that you had a call from your dad who had a problem and the flight was cancelled.

Paragraph 2: Tell him about the new flight details (Flight PR 253- depart: 18:45-arrive: 21:45)

Paragraph 3: Ask Basim to tell his father about the change of plan. Finish in the normal way.