



State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **10A**

Blended Learning Module **2**

U1		2
U2		10
U3		14

Blended Learning Module

Two Outcomes

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

- 1- describe work routines
- 2- ask about past events
- 3- narrate a story
- 4- describe weather conditions
- 5- forecast the weather
- 6- tell a life story
- 7- greet an old friend

1 Listen and repeat.



cost	deal with	emergency	exhausted
faulty	fire engine	fire station	flame
	paramedic	partner	service
			smoke

Word formation

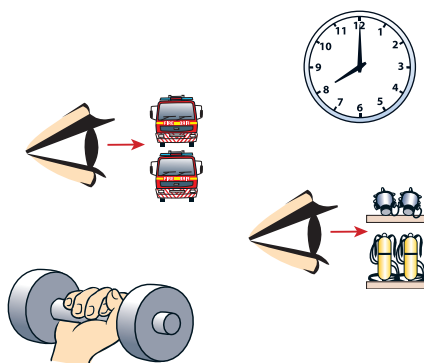
fire + fighter (n)	firefighter (n)
protect (v)	protection (n)

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

- 1 What kind of job do you think the people do?
- 2 Say what kind of work they seem to be doing in pictures a and b on the next page.

3 Read and do the tasks.

- 1 Work out the time of day.
 - 1 Say what time of day it is in picture a. Explain.
 - 2 Say what time it is in picture b. Explain.
- 2 Write Dan Fellini's work schedule.



	<u>Start work.</u>
8:15	_____
9:00	_____
9:45	_____

REAL LIFE JOBS – Firefighter



Dan Fellini,
Ontario Fire Service

Many people think firefighters just relax
5 between emergencies. But it isn't like that. We have a full schedule from the minute we start work at 8:00 am.

First, we check the fire engines and
10 all our equipment. We must be sure that everything is in working condition: faulty equipment costs lives. Our own 'working condition' is just as important. We train to keep fit, of course, but we also learn new
15 skills all the time – things like first aid, fire protection systems and IT. Then there's the training we do together. We train to become an efficient, flexible team that can do the job and keep each other safe
20 in different, often dangerous situations. We have to be ready for anything.

Then, of course, 'anything' happens. We stop all our practising and preparing and race to deal with the real thing – the next
25 emergency call.



Carol Roper,
London Fire Service

We do many different things in this amazing
30 job. Here's just one twelve-hour day.



1:30 pm. The police call us to a road accident. There's no fire, but a driver is caught inside her car. We free her with
35 our special cutting equipment. Then the paramedics take over.

3:30 pm. There's training back at the fire station. Today it's 'How to deal with dangerous chemicals'. Even the older
40 officers are there. In this job, training never ends!

7:00 pm. We're giving a talk to the local scouts. Part of our job is to teach people about fire safety – to stop future fires
45 from happening.

10:30 pm. We go to a house fire. The firefighters already there need help. My partner and I put on our safety equipment and move into the thick, black smoke to
50 attack the flames.

12:00 am. Finally, we win. We're dirty and exhausted – but very, very pleased.



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

- 1 **A** Do firefighters and _____ ever work together?
B Yes, they work closely as _____ when people need medical help.
- 2 **A** All the equipment that firefighters use _____ thousands of dollars.
B Well, they need it to do their job – and to give them _____ from the fire.
- 3 **A** How bad is the fire? I can only see some black _____.
B It's growing. Look, that wood is burning now. Look at those _____.
- 4 **A** I expect it's hard work in the fire _____ – especially when you go out to a big fire.
B Yes, by the end, we're always dirty and _____ – but happy that we've done a good job.

5 Read the passage again and do the tasks.

Say what the underlined words refer to.

- 1 Lines 12–13: Our own 'working condition' is just as important.
2 Lines 39–40: Even the older officers are there.
3 Lines 40–41: In this job, training never ends!

Now say what the underlined phrases mean.

- 1 Lines 5–6: But it isn't like that.
2 Lines 11–12: ... : faulty equipment costs lives.
3 Lines 22–23: We stop all our practising and preparing ...
4 Lines 35–36: Then the paramedics take over.
5 Line 51: Finally, we win.

1 Read the examples.

- | | |
|--|---|
| 1 We have a full schedule . | 2 We move into the thick, black smoke . |
| 3 We are dirty . | 4 We are dirty and exhausted . |
| 5 We do many things in this amazing job . | 6 We are exhausted – but very, very pleased . |

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

- 1 Adjectives tell us more about **a)** verbs. ☐ **b)** nouns. ☐
- 2 They usually come **a)** before ☐ **b)** after ☐ the noun – as in Examples 1 and 2.
- 3 We can put two or more adjectives together before the noun, often with commas between them – as in **a)** Example 1. ☐ **b)** Example 2. ☐
- 4 Adjectives sometimes come after verbs like *be, feel, seem, look* – as in **a)** Examples 1 and 2. ☐ **b)** Examples 3 and 4. ☐
- 5 We can put two or more adjectives together after the verb, always with a connecting word like *and* between them – as in **a)** Example 3. ☐ **b)** Example 4. ☐
- 6 We sometimes form adjectives from the present (*-ing*) participles of verbs – as in **a)** Example 5. ☐ **b)** Example 6. ☐ These often describe how things seem to us.
- 7 We sometimes form adjectives from the past (*-ed*) participles of verbs – as in **a)** Example 5. ☐ **b)** Example 6. ☐ These often describe how we feel.

2 Write the sentences. Put the words in the correct order.

- 1 A You seem very happy! (very / You / happy! / seem)
B That's because _____ (had / news. / good / some / I've)
- 2 A _____ (well / don't / I / today. / feel)
B Then you'd better _____ (day / a / in bed. / have / quiet)

3 Form *-ing* participle adjectives from these verbs to complete the sentences.

- 1 I don't know who's going to win this race. It's very _____!
- 2 This is an _____ piece of equipment. It's saved many lives.
- 3 Yesterday was very _____. I didn't have anything to do all day!

amaze
bore
excite

4 Form *-ed* participle adjectives from these verbs to complete the sentences.

- 1 I'm _____ about Mona. She seems very unhappy.
- 2 I'm _____ to open the letter. I'm afraid it's going to be bad news.
- 3 I always feel _____ when I have to speak in front of everyone.

embarrass
scare
worry

1 Listen and repeat.



alive	ambulance	cheer	desperate(ly)	
examine	floor	ladder	lean	ledge
nowhere	rush	shoot out	smash	

Word formation

explode (v) explosion (n)
fire (n) on fire (phrase)
hurt (v) unhurt (adj)
low (adj) lower (v)
thank (v) thanks to (phrase)

2 Look at the picture in the passage in period 4 and do the tasks.

- 1 Describe what you can see.
- 2 Read the newspaper headline and the line above it. Explain the new information that they give.

3 Read and answer the questions.

- 1 Why did Helen climb out of the window?
- 2 What did the firefighters try to do first?
- 3 What did they then do instead?
- 4 What stopped her from jumping at first?
- 5 What finally made her jump?

4 Read and complete the fire officer's notes.

OFFICER'S NOTES	
Fire victim's name:	Age: Job:
Type of home:	Floor Number:
Place where the fire began:	Cause: Known: ☐ Unknown: ☐
Time when the fire was discovered:	
Actions by the victim: 1	
2	
Fire service arrived at:	Other rescue services there: 1
	2
The problem with the rescue:	
Officers who rescued the victim: 1	
2	
Rescue route:	Any injuries: Yes: ☐ No: ☐

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

- 1 **A** I've heard that Helen lived on the top _____ of the building.
B That's right, and the firefighters' _____ wasn't big enough to reach it.
- 2 **A** That _____ is going very fast.
B I expect the paramedics are _____ to get to an emergency fast.
- 3 **A** Be careful with that ladder, Will. It's _____ towards the window!
B Yes, Will. If you aren't careful, you'll _____ the glass.
- 4 **A** Everyone is _____! Does that mean they've found the boy _____?
B Yes, they've rescued the boy and he's completely _____.
- 5 **A** Was anyone hurt in the _____ at the factory?

B No, thank God. But people were very scared and _____ to get out.

6 Read the passage again and do the tasks.

Say what the underlined word and phrase refer to.

- 1 Lines 16–17: There was only the bedroom window ...
2 Lines 30–31: ... and then, too, the police and an ambulance.

Say what the underlined words and phrases mean.

- 1 Lines 19–20: ... – and 30 metres up.
2 Lines 20–21: '... , there was nowhere else to go.' ...
3 Lines 33–34: There was only one thing to do.

Young nurse is saved from 10th floor fire

Young nurse Helen West, 19, had a lucky escape last night when her tenth-floor apartment caught fire and two brave fire officers saved her life.

At 11 pm, she suddenly smelt fire from the direction of the kitchen. When she opened the door, everything was on fire.

She closed the door quickly, but thick, black smoke started coming under it. The outside door was in the kitchen, so Helen desperately needed another way out. There was only the bedroom window and outside that there was just a narrow ledge, 15 centimetres wide – and 30 metres up. 'I was really scared, but there was nowhere else to go,' Helen said later. Smoke was coming into the bedroom fast.

She climbed out and lowered her feet to the ledge. 'And then I shouted for help!' Luckily, some neighbours heard her and immediately called the fire service. A fire engine arrived ten minutes later and then, too, the police and an ambulance.

However, the ladder was ten metres short! There was only one



Nurse Helen West heroically rescued yesterday

thing to do. Officers Dave Yates and Ken Winterton rushed up to the tenth floor, smashed the door of the empty flat next to Helen's and raced to the window. Dave leaned out and Ken held him.

Dave reached for Helen and shouted, 'Jump!'

'I tried,' she said later, 'but I couldn't. I was so scared!' Far below, firefighters, police, paramedics and neighbours watched and waited.

An explosion suddenly smashed Helen's window and flames shot out. Finally, she

jumped and Dave caught her arms. He almost fell, but Ken managed to hold him. Slowly, they pulled Helen to safety.

When Dave and Ken brought her down, everyone cheered wildly. The paramedics examined her, but she was unhurt. Later, she said, 'I'm lucky to be alive and it's all thanks to Dave and Ken!'

1 Form participle adjectives to complete the table.

Period 4

	(1)	(2)	(3)	(4)	(5)	(6)
-ing	amazing	boring		exciting		interesting
-ed	amazed		depressed		exhausted	

Now complete each sentence with either the **-ing** or the **-ed** adjective from the table.

- I'm (2) bored with this programme. Let's change channels.
- Let's try the film on Channel 4. That'll be more (6) _____.
- There's more bad news about earthquakes again. It's very (3) _____.

2 Complete the dialogues with pairs of opposites.

Make any changes needed.

- 1 **A** This road is too _____ for our fire engine.
B We'll have to go back and find one that's _____ enough.
- 2 **A** What time does our plane _____ London?
B At 9:00 am and it _____ in Paris 45 minutes later.
- 3 **A** I need some oil, but this bottle is _____.
B Right, well, there's a _____ one in the cupboard, so use that.

wide empty arrive

leave full narrow

Period 5

1 Read the examples.

- 1 Paramedics and neighbours **watched silently**.
- 2 She **shut the door quickly**.
- 3 Helen **desperately needed** another way out.
- 4 **Luckily**, some neighbours heard her.
- 5 I was **really scared**.
- 6 Smoke **was coming** into the bedroom **fast**.

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

- 1 The usual job of *-ly* adverbs is to tell us more about **a)** verbs. ☐ **b)** nouns. ☐
- 2 These adverbs can come just **a)** before ☐ **b)** after ☐ the verb, as in Example 1.
- 3 If there is an object, it goes **a)** before ☐ **b)** after ☐ the adverb, as in Example 2.
- 4 To emphasize an adverb, we put it **a)** before ☐ **b)** after ☐ the verb, as in Example 3.
- 5 To emphasize an adverb even more, we can put it at the **a)** start ☐ **b)** end ☐ of a sentence. Here, with a comma, the adverb gives its meaning to the whole sentence, as in Example 4.
- 6 We sometimes use adverbs to make **a)** adjectives ☐ **b)** nouns ☐ stronger, as in Example 5.
- 7 To form the adverbs in Examples 1–5, we add *-ly* to **a)** nouns. ☐ **b)** adjectives. ☐
- 8 There are **a)** a few ☐ **b)** a lot of ☐ irregular adverbs, as in Example 6 and these do not add *-ly*. The **a)** most ☐ **b)** least ☐ common ones are *hard, early, fast, well*.

2 Complete the table. Form adverbs from these adjectives.

beautiful	early	easy	efficient	final	gentle	good	happy
hard	healthy	possible	safe	sensible	silent	special	

Regulars				Irregulars
quick + ly > quickly	lucky + ily > luckily	real + ly > really	flexible + ly > flexibly	fast + 0 > fast
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	good >

3 Add pairs of adjectives and adverbs from activity 2.

- 1 **A** Hisham looks very fit and _____ these days.
B Yes, it's partly because he eats _____ now. He used to live on junk food.
- 2 **A** What time does the _____ bus leave tomorrow morning?
B At 6:00, so we'll have to leave the house very _____!
- 3 **A** Majeda sings that song so _____, doesn't she?
B Yes, it's a _____ song and she sings it better than anyone else.
- 4 **A** Be very _____ when you hold your new baby brother.
B I'll hold him very _____. I promise!
- 5 **A** The weather was bad, but we got home _____.
B Good, because it's much worse now and it isn't _____ to go out.

1 Listen again and complete the police officer's notes.



Time of accident: (1) 7:05pm **Victim's name:** Peter (2) _____

The victim was on his bike on London Road and turned left into (3) _____ Street. His lights were (4) _____.

He moved into the middle of the road to pass a red (5) _____. Then a car suddenly turned out of Bank Road and hit the boy. The car was (6) _____ and

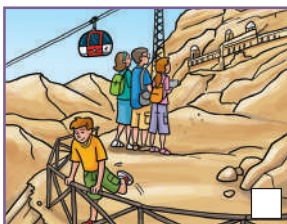
it drove away very fast along East Street. The paramedics arrived quite quickly, at (7) _____, and they found that the victim had a broken (8) _____.

They gave him first aid and then they took him to hospital. Mrs Ben did not see the driver clearly, but the car was probably a (9) _____ and the number was (10) _____.

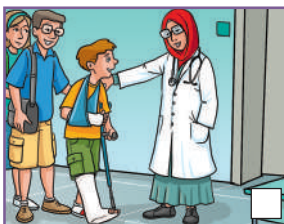
2 Do the tasks to develop a story.

- Number the pictures in order 1–6.
- Make simple statements 1–6 from the picture captions. Use the past simple.
- Add a–f to the correct statements 1–6. Use the past simple.
 - When the Bell family (be) on holiday in Jericho, ...
 - When they (be) at the top an hour after that, ...
 - But then the rock under him suddenly (collapse) and ...
 - When Tim's dad (find) and (rescue) him, ...
 - Help (arrive) 30 minutes later and ...
 - When Tom (be) ready to leave hospital next day, ...
- Write the heading and then the story. Write a paragraph that starts like this.
When the Bell family were on holiday in Jericho, they took an exciting ...

An emergency in Jericho



Tom quietly (climb) over the safety fence



the doctor (say), 'I don't think you're going to do any more climbing for a few weeks.'



he (fall) to a ledge below and (hurt) himself quite badly



the cable car workers (give) him first aid and (call) the ambulance



they (take) an exciting cable-car ride up to Deir Quruntel



the paramedics (put) him in an ambulance and (take) him to the hospital

1 Read the examples.

- 1 It has been **busier than** usual.
- 2 These are **the highest** mountains.
- 3 It has been **more exciting than** usual.
- 4 These are **the most dramatic** mountains.
- 5 Temperatures have been **rising more quickly than** normal.
- 6 The snow and ice are **melting earlier and faster than** usual.
- 7 The systems **are better than / work better than** in the past.
- 8 Wind speeds **are as high as** 120 kph.
- 9 The storm is **not behaving as violently as** some other storms.

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

- 1 We usually use *-er / -est* forms to compare **a)** shorter ☐ **b)** longer ☐ adjectives.
- 2 We usually use *more / most* forms to compare **a)** shorter ☐ **b)** longer ☐ adjectives.
- 3 We use *more / most* forms to compare **a)** longer ☐ **b)** all ☐ adverbs. ☐
- 4 Some adverbs like *fast, long, hard* compare like **a)** shorter ☐ **b)** longer ☐ adjectives.
- 5 With *good* and *well*, we use **a)** different ☐ **b)** the same ☐ forms – *better / best*.
- 6 We can use *not as ... as* to say that something is **a)** less ☐ **b)** more ☐ than something else.
We can use this form with **c)** adverbs as well as adjectives. ☐ **d)** with adjectives only. ☐

2 Add comparative and superlative adjectives. Use the words in brackets.

Bangladesh is the victim of some of (1) _____ (*dangerous*) disasters in the world.
Sea floods in the south sometimes cause (2) _____ (*great*) damage of all, but huge
river floods (3) _____ (*far*) north are also a very big problem. And these are now
(4) _____ (*bad*) than they used to be. This is because the rising populations of the steep
Himalayan valleys are cutting down trees in (5) _____ (*large*) numbers than ever before.

3 Add comparative adverbs. Use the words in brackets.

When the rivers are full of earth and rocks, they move even (1) _____ (*slowly*)
towards the sea. Floods then happen (2) _____ (*often*) than before, they spread
(3) _____ (*widely*) across the land and and it becomes (4) _____ (*hard*) to
stop them.

4 Add (not) as ... as comparative forms. Use the words in brackets.

Without trees, the steep valley sides cannot hold together (1) _____ (*well*) before and so
large quantities of earth and rocks are carried away by the melt-water. But farther south, the land
is (2) _____ (*not steep*) it is closer to the mountains. This means that the water does not
move (3) _____ (*fast*) it does in the high valleys. Because of this, the water cannot carry
the earth and rocks (4) _____ (*easily*) before. These then fall to the bottom of the rivers.

1 Listen and repeat.

accurate(ly) approach breathe
combine escape force heat
hit moreover poor proper(ly)
(as a) result storm surge

Word formation

destroy (v) destruction (n) destructive (adj)
help (v) helpless(adj) helplessly (adv)

2 Look at the picture in the passage in period 2 and do the tasks.

- 1 Describe what the people seem to be doing.
- 2 Read the heading. Say why these people's work may be very important.

3 Read and answer the questions.

- 1 The passage talks about two important hurricanes. What were the especially terrible results of each?
- 2 What happened before Hurricane Andrew that had not happened before the 1970 hurricane – and what was the result?
- 3 How do modern technology and transport help in many countries that face natural disasters?
- 4 People in rich countries are better protected now, but what more does the world still need to do?

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

- 1 **A** The _____ is terrible in this little room. It's far too hot for me!
B For me, too! We need to _____ and find somewhere cooler.
- 2 **A** Did the _____ do much damage when it reached land?
B Yes, it caused a lot of _____. It smashed boats and flooded buildings.
- 3 **A** Ancient Crete had an amazing culture. _____, its people were very rich.
B Yes, their culture developed partly _____ of growing rich from trade.
- 4 **A** Peter's fallen into the sea and he can't swim. He's completely _____.
B Quick! Let's get him and then let's make sure that he's _____ all right.
- 5 **A** When Hurricane Katrina _____ the city, it did terrible damage. It was very _____.
B It just shows that hurricanes are one of nature's most powerful _____.

5 Read the passage again and do the tasks.

Say what the underlined words and phrases refer to.

- 1 Lines 7–8: The largest and most destructive results of this ...
- 2 Lines 22–23: ... showed how important this work was.
- 3 Line 46: ... before the next arrives?

Now say what the underlined phrases mean.

- 1 Lines 2–3: ... but these givers of life can also become dangerous killers.
- 2 Lines 25–26: ... became the world's most expensive hurricane.

Now say what these numbers mean.

- 1 118kph 2 800km 3 222kph 4 10m

Hurricane watching: **saving lives**



We cannot live without the sun's heat or the air that we breathe, but these givers of life can also become dangerous killers. Moreover, they can behave even more dangerously
5 when they are combined with another great natural force: water.

The largest and most destructive results of this are hurricanes. These huge storms can hit land so powerfully that they destroy
10 everything in their path. Wind speeds are 118 kph or more and they really are huge – as much as 800 kilometres across.

Hurricanes are so dangerous that everything possible is done to work out their speed and
15 direction. A big hurricane can cause such great destruction that early warnings may save many lives. Information is therefore collected from space satellites, weather balloons and weather stations on land and
20 at sea and forecasts have become very accurate.

Hurricane Andrew first showed how important this work was. When it hit Florida

in 1992, it did such enormous damage
25 that it became the world's most expensive hurricane. However, only a few people died: most had escaped by car.

In 1970, however, things were far worse in East Pakistan (now Bangladesh) because
30 there was almost no warning. Moreover, the transport system was so bad and people were so poor that they could not escape. As a result, they could only wait helplessly as the most destructive storm in history approached
35 with a 10-metre storm surge and winds as fast as 222 kph. It was such a disaster that 500,000 people died.

We are not strong enough to stop the forces of nature, but Andrew showed that
40 technology and transport can help. In many places, we can now predict and deal with disasters better than before. However, countries like Bangladesh are still too poor to protect their populations properly from similar
45 huge disasters. So will the world give them the help that they need before the next arrives?

1 Read the examples.

- 1 Bangladesh is still **too poor to protect** its population.
- 2 We are **not strong enough to stop** the forces of nature.
- 3 Transport **was so bad that** people could not escape.
- 4 They can hit land **so powerfully that** they destroy everything.
- 5 They can hit land with **such power that** they destroy everything.
- 6 The country **had such bad transport that** people could not escape.

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

- 1 We use *too* ... if something is **a)** less ☐ **b)** more ☐ than is needed.
- 2 We use *not ... enough* if something is **a)** less ☐ **b)** more ☐ than is needed.
- 3 We use *so* ... before **a)** adjectives and adverbs ☐ **b)** nouns ☐ to express something big or important, as in Examples 3 and 4.
- 4 We use *such* ... before **a)** adjectives and adverbs ☐ **b)** nouns ☐ to express something big or important, as in Examples 5 and 6.
- 5 After both *so* ... and *such* ... clauses, we use *that* + clause to express **a)** the cause. ☐ **b)** the result. ☐

2 Change the sentences using the words in brackets. Choose between *too ... to* and *not ... enough*.

- 1 Bangladesh is still too poor to protect its population. (rich)
Bangladesh is not rich enough to protect its population.
- 2 The old walls were too weak to stand against that wind. (strong)
- 3 Stop! It's not safe enough to go outside in this storm. (dangerous)

3 Match the sentence parts to make statements.

She paints		strong		it damaged lots of houses.
You've done	so	a nice meal	that	we never forgot it.
She cooked	such	beautifully		everyone wants to buy her pictures.
The wind was		a good job		we're all really pleased.

1 Listen and repeat.



abroad dream give up graduate
laboratory law radiation treat
university war X-ray

Word formation

discover (v) discovery (of) (n)

2 Look at the pictures on the next page. Do the tasks.

- 1 Say which person appears in both pictures a and b.
- 2 Say what kind of work all these people seem to do.
- 3 Say what the machine seems to do in picture c.
- 4 Read the title of the passage. Say who this might refer to.
- 5 Say what you think the title may mean.

Maria Skłodowska was born in Warsaw in 1867. She was an excellent student at school, but it was against the law for women to go on to university. The only way was to study abroad, but her family could not afford this. She therefore worked for several years to save enough and in 1891, at the age of 24, she finally started studying at the Sorbonne in Paris.

- 5 While she was studying, she was always poor and hungry. However, she worked hard and she graduated successfully three years later.

When she was looking for a laboratory to continue her work that year, she met another scientist, Pierre Curie, and he invited her to use his. They soon found that they had the same dream – to make the world a better place through science.

- 10 They married in 1895 and had their first child, Irène, in 1897. This happened while Maria – now Marie – was exploring the exciting new science of radiation. Pierre stopped his own research to work with her and, just a year later, they reported some important new discoveries. Then they began using radiation to treat various diseases and soon this was saving lives. In 1903, they received the Nobel Prize.

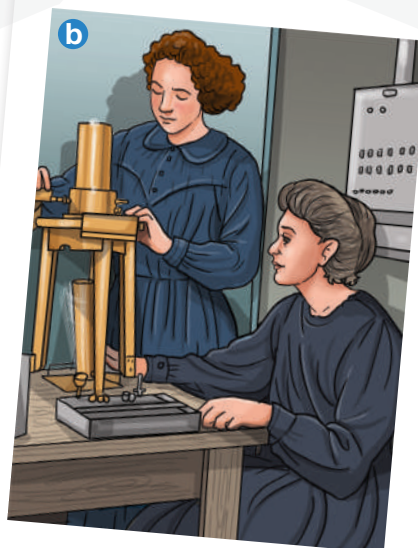
- 15 However, disaster followed in 1906 when Pierre died in a terrible road accident. Marie was left to continue their work alone. She was often depressed and sick, but she did not give up. In 1911, she even received another Nobel Prize.

When the First World War started in 1914, Marie, with her young scientist daughter Irène, supplied over 200 X-ray machines and trained many doctors to use them to examine people's injuries.

- 20 By the 1920s, she was famous, but she was also becoming very sick, almost certainly because of her dangerous work. Sadly, she died in 1934 and did not live to see Irène and husband Frédéric Joliot-Curie win their own Nobel Prize in 1935.



1914 – EARLY X-RAY MACHINE



3 Add new words from activity 1. Make any changes needed.

- 1 **A** I hear you've been studying _____ at university.
B Yes, I have – for five years. I'm hoping that I'll finally _____ next year.
- 2 **A** It's dangerous to have a lot of _____, isn't it?
B Yes, because the _____ damages your body.
- 3 **A** As medical research scientists, do you have any special _____?
B Yes, we do. We really hope that we'll find new ways to _____ the terrible diseases that kill so many people.
- 4 **A** Is this a photo of the _____ that Marie and Pierre Curie used?
B Yes, they made some of their most important _____ there.

Now work in pairs. Check your work and then practise.

4 Read and answer the questions.

- 1 Why was the young Marie Curie not able to become a scientist in Warsaw?
- 2 When and how did she meet her husband?
- 3 How did she help large numbers of people in the First World War?
- 4 Why is it true to say that she lived and died for her work?



5 Read the passage again and do the tasks.

Say what the underlined words and phrase refer to.

- 1 Line 2: The only way was to study abroad, ...
- 2 Lines 2–3: ..., but her family could not afford this.
- 3 Line 8: ..., and he invited her to use his.

Now say what the underlined phrases mean.

- 1 Line 3: She therefore worked for several years to save enough ...
- 2 Line 13: ... and soon this was saving lives.

6 Complete the dialogues with pairs of opposites. Make any changes needed.

- 1 **A** The Curies _____ their Nobel Prize in 1903, didn't they?
B Yes, and as part of it, they _____ money to help their research.
- 2 **A** I haven't got any more money. I've _____ it all.
B That's no good. You have to learn to _____ some every month.
- 3 **A** When did Joe first _____ the local team?
B Three years ago, but he _____ last year when he moved to London.
- 4 **A** We nearly _____ our lives when our plane crashed into the sea.
B Yes, it was the life rafts that _____ us. They were fantastic!

spend	receive
(money)	leave
give	lose
join	(lives)
save	save

1 Read the examples.

- 1 In 1903, they **received** the Nobel Prize.
- 2 By the 1920s, she **was becoming** very sick.
- 3 When the war **started**, Marie **supplied** over 200 X-ray machines.
- 4 Marie **supplied** over 200 X-ray machines **when** the war **started**.
- 5 This **happened while (as)** Marie **was exploring** the science of radiation.
- 6 **When (As)** she **was looking** for a laboratory, she **met** another scientist.

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

- 1 We use the a) past simple ☐ b) past continuous ☐ for an action that happened completely at a past point in time, as in Example 1.
- 2 We often use the a) past simple ☐ b) past continuous ☐ for an action that was continuing at a past point in time, as in Example 2.
- 3 If two short past actions happened one after the other, we usually put both in the a) past simple, ☐ b) past continuous, ☐ as in Example 3.
- 4 To show that these actions were connected, we usually use a) *when* ☐ b) *while* ☐ before the earlier action, as in Examples 3 and 4.
- 5 If a short action happened during a longer action, we usually put a) both in the past continuous, ☐ b) one in the past simple and the other in the past continuous, ☐ as in Examples 5 and 6.
- 6 To show that these actions were connected, we often use *while* or *when* (or *as*) before the a) short action, ☐ b) continuing action, ☐ as in Examples 5 and 6.

2 Complete the statements with the verbs in brackets. Choose the past simple or past continuous.

- 1 In 1893, Marie _____ hard in Paris all year. (study)
- 2 Marie and Pierre _____ in 1895. (marry)
- 3 Marie _____ the science of radiation during 1897. (explore)
- 4 Marie and Pierre _____ some important discoveries in 1898. (report)

3 Put the sentence parts together. Add *when*, commas and the verbs in the correct forms.

- 1 Marie (leave) school ... she (get) a job
- 2 she (join) the university ... she (reach) Paris

4 Put the sentence parts together. Add *while* or *when*, commas and the verbs in the correct forms.

- 1 Marie (study) at university ... she (often have) almost nothing to eat
- 2 she (have) her first child ... she (explore) the science of radiation

1 Read the examples.

- 1 When the Israelis **attacked** in 1948, his family **were forced** to leave.
- 2 **By then (2008)**, he **had published** over 30 books.
- 3 They **returned a year later**, but their village **had disappeared**.
- 4 **After** he **had been** there for just a year, he **published** his first book.
- 5 He **published** his first book **after** he **had been** there for just a year.

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

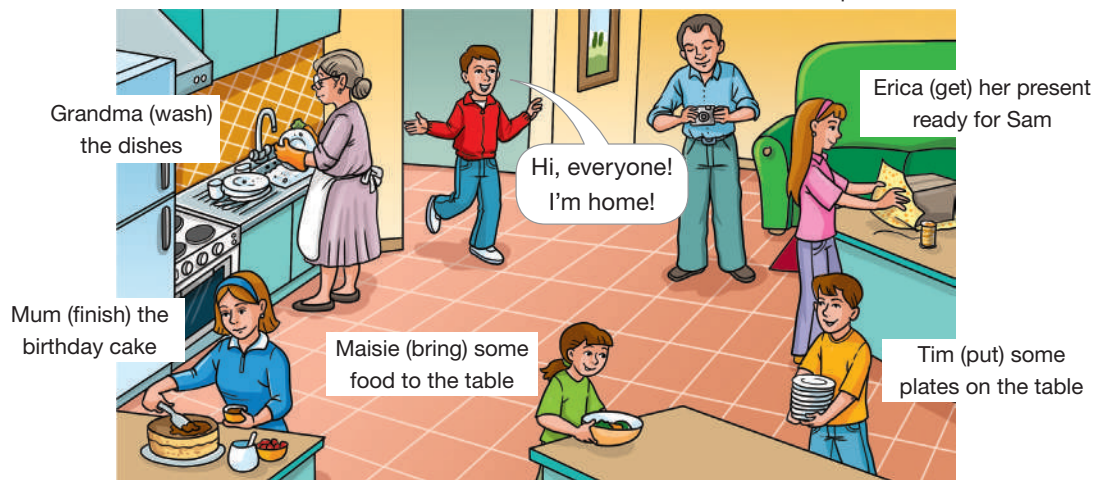
- 1 If two past actions happened one after the other, we usually put both in the **a)** past simple, ☐ **b)** past perfect, ☐ as in Example 1.
- 2 When we emphasize that something happened before a past point in time, we usually put it in the **a)** past simple, ☐ **b)** past perfect, ☐ as in Example 2.
- 3 When we emphasize that something happened before something else happened, we usually put it in the **a)** past simple, ☐ **b)** past perfect, ☐ as in Examples 3–5.
- 4 We **a)** can ☐ **b)** must ☐ put the earlier action in first position, as in Example 4.
- 5 We **a)** can ☐ **b)** must ☐ put the earlier action in second position, as in Example 5.
- 6 To help show that two actions happened **a)** one before the other, ☐ **b)** at the same time, ☐ we use time words and phrases like *after*, as in Examples 4 and 5. (Others include *as soon as*, *before*, *by the time*, *once*, *until*, *when*.)

2 Work in pairs. Describe what was happening when Sam arrived home.

(Use *When* + past simple + past continuous.) or (Use *When* + past simple + past simple)

When Sam (arrive) home on his birthday, ...

Dad (check) his camera to
take some photos



3 Join the pairs of sentences. Use the past simple and past perfect.

- 1 Jamila (leave) school. She (write) lots of poetry.
By the time Jamila left school, she had written lots of poetry.
- 2 She (start) her busy university life. She (have) no time for writing. (once)
- 3 She (not start) again. She (finish) college. (until long after)
- 4 She (become) a book editor. She (graduate). (soon after)
- 5 She (prepare) several books by other writers. She (begin) to think about her own writing again. (before)
- 6 She (finish) her first book of poetry. She (spend) two long years on the project. (by the time)

1 Study the 'proper nouns' – nouns that need capital letters. Find more examples on pages 74 and 79. Think of more examples.

- 1 City and other place names: Jerusalem, the Dead Sea, the Sinai Desert
- 2 Names of places, e.g. in a town: the Al-Aqsa Mosque, Ramallah Police Station
- 3 Countries and nationalities: Spain, Jordan, Spanish, Jordanian
- 4 People's names and titles: Adnan Maqdisi, Mr Smith, Dr Frost, Grandad
- 5 Names of institutions, important events and businesses: the United Nations, the Palestine Liberation Organization, the Olympic™ Games, the Arab Bank, PalNet, the Second World War
- 6 Titles of books, magazines, newspapers, films, poems: *Shou'n Falastiniya Magazine*, *Al Quda Daily*, *Ana Min Hunak*
- 7 Abbreviations of proper nouns: the UN, the PLO, the USA, the UK

2 Do the tasks to tell a life story.

- 1 Look at the picture. Say where you met this person earlier in this book.
- 2 Read the notes about her and then expand them.
 - Give the proper nouns capital letters.
 - Add words as necessary.
 - Put the verbs in the past simple, past continuous or past perfect.



hannan hussein, a very special doctor

Paragraph 1

- a) be born / 1970 / small village near jericho in / dead sea valley
- b) while / (grow up) / little brother (become) sick / (love) helping / look after /
- c) nearly (die) one day while / (take) him / hospital, / she (give) / first aid / (save) /
- d) by the time she (be) 12, she (already decide) that / (want) to be / children's doctor

Paragraph 2

- e) after / (graduate) from school / (go) abroad / cairo university / study medicine
- f) while / (study) in egypt, she (do) volunteer work for / un / in west africa
- g) once / (complete) her training as / children's doctor / (return) / palestine and (work) for unrwa in gaza / ten years

Paragraph 3

- h) when dr hannan / (have) the chance of a job / the jericho government hospital / (decide) / take it in order / be near / family
- i) in / years since then, she has treated thousands / palestinian children and sometimes also young visitors like tom bell from / uk

Revision Worksheet Unit 1

Reading: Read the following text, and then answer the questions

She closed the door quickly, but thick, black smoke started coming under it. The outside door was in the kitchen, so Helen desperately needed another way out. There was only the bedroom window and outside that there was just a narrow ledge, 15 centimeters wide – and 30 meters up. ‘I was really scared, but there was nowhere else to go,’ Helen said later. Smoke was coming into the bedroom fast. She climbed out and lowered her feet to the ledge. ‘And then I shouted for help!’ Luckily, some neighbors heard her and immediately called the fire service. A fire engine arrived ten minutes later. However, the ladder was ten meters short! There was only one thing to do. Officers Dave Yates and Ken Winterton rushed up to the tenth floor; smashed the door of the empty flat next to Helen’s and raced to the window. Dave leaned out and Ken held him. Dave reached for Helen and shouted, ‘Jump!’ ‘I tried,’ she said later, ‘but I couldn’t. I was so scared!’ Far below, firefighters, police, paramedics and neighbors watched and waited. An explosion suddenly smashed Helen’s window and flames shot out. Finally, she jumped and Dave caught her arms. He almost fell, but Ken managed to hold him. Slowly, they pulled Helen to safety.

1. Why did Helen need another way out?

2. What made Helen jump at the end?

3. Helen was very strong and jumped from the beginning. (True/ False)

4. Helen was lucky because

5. The verb couldn’t (line 9) refers to

Vocabulary:

A: Fill in the blanks with words from the list

examine desperate ladder deal with cheered

1. In life, we have to with different types of people.
2. The doctor came to the patient.
3. People when the baby was saved from the accident.
4. She was sad and, and so she didn’t know what to do.

B: Choose the correct answer:

1. We heard a strong yesterday. (explode / explosion)
2. It is necessary to ourselves from danger. (protect/ protection)

Language:

A: Complete the sentences with the either the -ing or the -ed adjective from the words in brackets: I read an

1.book yesterday. (interest)
2. I was really when I saw her screaming. (shock)

B: Choose form the words in brackets.

1. He was happy when he finished school. (extreme/ extremely)
2. They are studying (hard/ hardly)
3. Vegetables are so for the body. (healthy/ healthily)
4. We are doing pretty (good/ well)

Revision Worksheet Unit 2

Reading

Read the following passage then answer the questions that follow.

We cannot live without the sun's heat or the air that we breathe, but these givers of life can also become dangerous killers. Moreover, they can behave even more dangerously when they are combined with another great natural force: water. The largest and most destructive results of this are hurricanes. These huge storms can hit land so powerfully that they destroy everything in their path. Wind speeds are 118 kph or more and they really are huge—as much as **800 km** across. Hurricanes are so dangerous that everything possible is done to work out their speed and direction.

Hurricane Andrew first showed how in 1992, it did such enormous damage that it became the **world's most expensive hurricane**. However, only a few people died: most had escaped by car. In 1970, however, things were far worse in East Pakistan (now Bangladesh) because there was almost no warning. Moreover, the transport system was so bad and people were so poor that they could not escape. As a result, they could only wait helplessly as the most destructive storm in history approached with a 10-metre storm surge and winds as fast as 222 kph. It was such a disaster that 500,000 people died.

1. When do the sun's heat, air and water become dangerous?

.....

2. Why couldn't the people in Bangladesh escape the hurricane in 1970?

.....

3. Decide whether the following statement is **True** or **False**

A few people died in the hurricane that hit Bangladesh in 1970. ()

4. Say what the underlined words refer to:

a. line 5 ... **800 km**

5. line 3... **world's most expensive hurricane** means

Vocabulary:

Complete the following sentences with words from the list below:

temperature

destruction

ambulance

helpless

flames

1. The storm caused a lot of _____. It smashed boats and flooded buildings.

2. Peter's fallen into the sea and he can't swim. He's completely _____.

3. The _____ has fallen to -10°C .

4. _____ are burning the forest?

Language:

A: Choose the correct answer

1. Rami worked his sister Nuha. (**harder/ more hardly/ hard**)

2. The boys sangof all (**good/ bad/ the best/ worst**)

3. The mountain is too to climb. (**lower/ height/ high/ higher**)

4. Ahmad is tall as his brother. (**so/ such/ as/ more**)

5. She writes than her sister. (**neater/ more neatly/ most neatly/ the neatest**)

B: Rewrite the following sentence using the words in brackets:

It was an easy exam. I did really well. (such.....that)

.....

Reading

Read the following passage and do the tasks.

Mahmoud Darwish was born in 1942 in Al-Birwah, near Acre. When the Israelis attacked in 1948, his family were forced to leave and become refugees in Lebanon. They returned a year later, but their **village** had disappeared: instead, a new Israeli settlement stood there. **They** were exiled to another village and Darwish grew up as a refugee in his own land. As a young man, he joined a Haifa newspaper in 1959. After he had been **there** for just a year, he published his first book of poetry. Ten years later, he became the newspaper's editor, but he continued his own writing, too. His poems about the Palestinian experience became internationally known. He used to travel – without a travel permit – to give readings of his poetry, but Israeli actions, including house arrest, made life very difficult. Finally, in 1970, Darwish left and went into exile in Beirut. During the following 26 years, he lived in Cairo, London, Paris and Tunis and continued writing. In 1996, thousands welcomed his return. He was delighted that people had not forgotten him. He then became active in the government and he also did important cultural work in Ramallah and Amman until he died tragically early in 2008.

A: Answer the questions:

1- When and where was Darwish born?

2- Why did Darwish's family leave to Lebanon?

3 -When did he publish his first book?

B: Choose the correct answer:

1- Darwish lived in many in many cities including (**Iraq– London– Berlin**).

2- Darwish was glad that people in Palestine.....

3- The underlined words and phrases refer to: **village****they** **there**.....

C: Decide whether the following statements are TRUE (T) or FALSE (F)

1. Mahmoud Darwish became a refugee at the age of 10. ()

2. A Jewish settlement stood in the place of Al-Birwa. ()

3. Darwish used to travel without a travel permit. ()

Vocabulary: Complete the following sentences with words from the box

Complete each sentence with the suitable word from the box.

settlements	delighted	refugees	published	abroad
-------------	-----------	----------	-----------	--------

1-Darwishover thirty books and most were about Palestine.

2- People incamps suffer from terrible conditions.

3-My nephew doesn't live here now. He's moved to live.....

4-The Israelis are establishing new..... everywhere in the West Bank.

Language

Choose the correct verbs to complete the sentences.

1- While I (**walk – walked– was walking**), it started raining.

3- They were watching TV when their house (**collapsed – collapse– was collapsed**)

4- When they returned home, their car (**disappear- disappeared – had disappeared**)

5- By the 1960, Darwish (**published– have published – had published**) the most infectious diseases .

6- By the time Jamila (**leave – left – was leaving**) school, she had published many poems .

7- Last year, I (**spend – spent – have spent**) my holiday working in a supermarket.

Reading

Read the following passage then answer the questions that follow:

We cannot live without the sun's heat or the air that we breathe, but these givers of life can also become dangerous killers. Moreover, they can behave even more dangerously when they are combined with another great natural force: water.

The largest and most destructive results of this are hurricanes. These huge storms can hit land so powerfully that they destroy everything in their path. Wind speeds are 118 kph or more and they really are huge – as much as 800 kilometres across.

Hurricanes are so dangerous that everything possible is done to work out their speed and direction. A big hurricane can cause such great destruction that early warnings may save many lives. Information is therefore collected from space satellites, weather balloons and weather stations on land and at sea and forecasts have become very accurate.

Hurricane Andrew first showed how important this work was. When it hit Florida in 1992, it did such enormous damage that it became the world's most expensive hurricane. However, only a few people died: most had escaped by car.

In 1970, however, things were far worse in East Pakistan (now Bangladesh) because there was almost no warning. Moreover, the transport system was so bad and people were so poor that they could not escape. As a result, they could only wait helplessly as the most destructive storm in history approached with a 10-metre storm surge and winds as fast as 222 kph. It was such a disaster that 500,000 people died.

We are not strong enough to stop the forces of nature, but Andrew showed that technology and transport can help. In many places, we can now predict and deal with disasters better than before. However, countries like Bangladesh are still too poor to protect their populations properly from similar huge disasters. So will the world give them the help that they need before the next arrives?

1- Why are hurricanes the most destructive among natural forces?

2- What made Hurricane Andrew the world's most expensive hurricane?

3- How did people in Bangladesh behave when the storm approached in 1970?

4- Decide whether each of the following is True or False.

- a- Getting information about the hurricane before it happens can save the lives of many people.
- b- We can completely stop the forces of nature with the help of technology and transport.

5- Say what the underlined words and phrases refer to.

- a- Lines 13: ... most had escaped by car. -----
- b- Line 22: ... before the next arrives? -----

5- Say what the underlined phrases mean.

- a- Line 1-2: ... but these givers of life can also become dangerous killers. -----
- b- Lines 7-8 ... everything possible is done to work out their speed and direction. -----

A- Complete each sentence with suitable word from the box.

rainfall flexible refugees give up moreover explosion

- 1- My schedule is quite ----- . I could arrange to meet with you any day next week.
- 2- Eight people, including two children, were injured in the ----- .
- 3- Don't ----- ! You still have another chance to succeed.
- 4- The average annual ----- in Palestine is 700 mm.
- 5- New camps are being built to cope with the increasing numbers of ----- .
- 6- The whole report is badly written. ----- , it isn't accurate.

B- Complete the following sentences with pairs of opposites.

alive receive spend leave

give save arrive dead

- 1- Lutfi is a rich man. He ----- many valuable presents from his friends. He usually ----- some of these presents to his family members.
- 2- Our flight will ----- the airport at 7 a.m. We expect to ----- in Cairo at 10 a.m.
- 3- Fuad has been lost for a month. His family do not know if he is ----- or ----- .
- 4- Her need to ----- money outweighs her desire to ----- it on fun.

Language

A- Complete each sentence with the –ing or –ed adjectives from the verbs in brackets.

- 1- It was a cold, wet day and the children were ----- . (bore)
- 2- With no hope of a holiday life's very ----- . (depress)
- 3- He was too ----- to admit that he had lied. (embarrass)
- 4- Rain forests are filled with ----- animals.

B- Complete the sentences with the correct forms of the words in brackets (adjectives or adverbs).

- 1- Max is a brilliant singer. He sings ----- . (good)
- 2- Helen felt ----- that she was not injured. (happy)
- 3- She plays the piano ----- . (beautiful)
- 4- This lake is ----- for swimmers. (dangerous)

C- Rewrite the following sentences so that they keep their same meanings, using the words in the brackets.

1. My brother is taller than me (as.....as)

2. Junk food is too unhealthy to children to eat. (healthy)

3. She paints beautifully. Everyone wants to buy her pictures. (so.....that)

4. My nephew was a helpful man. He went to the neighbors right away. (such.....that)

D- Complete the statements with the correct forms of the verbs in brackets.

1- My brother ----- his bike when he had an accident. (ride)

2- While I ----- football, I broke my leg. (play)

3- Hassan ----- the key which he ----- two days ago. (find / lose)

4- The doctor ----- that she had caught polio. (realize)

5- The teacher left the class after the bell ----- . (ring)

6- In 1999, Ahmed Zuwail ----- Nobel Prize. (receive)

Writing

Write about an accident that happened to you, a friend, or someone in your family. Use the following ideas:

(school, fall, ambulance, paramedics, first aid, hospital, broken arm, doctor, hurt,)

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Good Luck