



State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **9A**

Blended learning Module **2**

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Blended Learning

Module Two Outcomes

1. To use the past simple , the past continuous , and the past perfect
2. to tell a story
3. To use adverbs of quantity
4. To use article the definite and indefinite articles
5. To use the present simple and the past simple passive
6. To practice intensive reading
7. To describe a special building (written narrative)

1 Listen and repeat.



anyway as well as behave certainly enemy
fair get on (a bus) leader remind ruler

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

- 1 **A** I'm very sorry that we argued so badly yesterday.
B I'm sorry, too. We should be friends, not _____.
- 2 **A** I can't remember the way to the city centre. Can you _____ me?
B Just _____ the first bus that comes. They all go to the centre.
- 3 **A** Alexander the Great became the _____ of large parts of Asia.
B He was a great _____, too. His men followed him across Asia for years.
- 4 **A** Let's be _____ and give everyone the same number of biscuits.
B Yes, that's _____ the right thing to do. Then they'll all be happy.
- 5 **A** People in China _____ very differently from us. I was surprised!
B Yes, their table manners, _____ their other manners, can seem strange.
- 6 **A** Please remind me to stop and buy some tea on our way home.
B Yes, of course. But, _____, we have to go to the shop to get some bread.

3 Read the examples.

- 1 I **tried** to call you yesterday evening, but you **were** out.
2 In those days, people **were killing** each other all the time.
3 Waleed called **at 7:00**. At that time, Jamie **was getting** some books.
4 Yesterday morning, Jamie **was taking** the bus to school. Then Waleed **joined** him.
5 While I **was looking** at some books, I **noticed** one about Saladin.
6 Waleed **tried** to call while Jamie **was getting** some books.

Look at the examples again. Complete the statements with *past simple* or *past continuous*.

- 1 The _____ shows that something happened and finished in the past.
2 The _____ can show that something was going on for a long time in the past.
3 The _____ plus time shows that something was going on at that time in the past.
4 We often use the _____ and the _____ together. This can be in two sentences or it can be in just one sentence.
5 We can use the _____ for the 'long' action first, and then the _____ for the 'short' action second – or we can do it the other way round.
6 When the first part uses the _____, we add a comma. When the first part uses the _____, we do not add a comma.

1 Listen and repeat.

battle defeat die God
peace prophet respect

Word formation

crusade (n) crusader (n)
believe (v) believer (n)
free (v) free(ly) (adj/adv)

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

- 1 **A** We need a leader who will be honest and fair to everyone.
B Yes, all of us will _____ a leader like that and support him in every way.
- 2 **A** The _____ Mohammad (ﷺ) (pbuh) brought the world the message of Islam.
B All Muslims believe that there is just one _____.
- 3 **A** The _____ went on for about 200 years, but what were they about?
B The _____ wanted to take Jerusalem from the Muslims.
- 4 **A** They certainly fought a lot of terrible _____. What happened in the end?
B The Muslims _____ the crusaders, and the crusaders went home.
- 5 **A** Salah Al-Din was a great _____ in bringing the Muslim World together, wasn't he?
B Yes, and he also _____ that Jerusalem should not be in crusader hands.
- 6 **A** I've read that he defeated the crusaders in a battle and _____ the city.
B That's right, and Jerusalem remained _____ for a long time after that.
- 7 **A** So after that, was there _____ for a while in that part of the world?
B Yes, there was, but sadly, Salah Al-Din did not live for long. He _____ the next year.

3 Add the words to their definitions.

brave calm fair generous intelligent strong warm

- 1 _____ good at thinking, understanding and learning
- 2 _____ not afraid of danger
- 3 _____ giving others more of your time or money than most people do
- 4 _____ friendly in a way that makes others feel comfortable
- 5 _____ having clear feelings and ideas and keeping to them
- 6 _____ behaving well and in the same way to everyone
- 7 _____ not full of strong feelings

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

- 1 Until almost the end of Salah Al-Din's life, Jerusalem had remained under Muslim control. ☐
- 2 Salah Al-Din took Jerusalem soon after he and his men had defeated the crusaders at the Battle of Hittin. ☐
- 3 A new crusade began immediately after Jerusalem had fallen. ☐
- 4 Only 2,000 crusaders arrived in Palestine. ☐
- 5 In the end, the peace between Salah Al-Din and King Richard gave each side something important. ☐

Salah Al-Din (1138–1193): a leader ahead of his time

1 After Salah Al-Din had brought together large parts of the Muslim World, he turned to Jerusalem. The city had been in crusader hands all his life, and from 5 1182 he started preparing to free it from them. As a strong believer in God and the Prophet (ﷺ) (pbuh), he believed that he must do this.

He prepared well, and in summer 1187, 10 he defeated them at the Battle of Hittin. Weeks later, Jerusalem fell. For Muslims everywhere, this was a great moment.

It was the opposite in Europe, and a new crusade began in 1189. But things 15 went badly for the crusaders: by summer 1192, most had died or left Palestine.

Only 2,000 men under King Richard of England turned east from the Mediterranean to attack Jerusalem. Then Richard became sick, and this has given us a famous story. Salah Al-Din did not attack, and instead, he sent Richard fruit, snow to make cool water, and even his personal doctor.

20 Stories like this show a leader who behaved fairly and generously, as well as one who was brave and intelligent. They show us a leader who was ahead of his time.

Salah Al-Din and Richard never met, but they respected each other greatly, and they made peace in 1192. Jerusalem remained in Muslim hands, but people of both religions could travel there freely.

This was almost Salah Al-Din's last important act. He died in Damascus in 1193.

25 Today, in another dangerous age, we must hope that there will soon be peace again, and that Jerusalem will again be open to all.



1 Listen and read aloud. 🎧

2 Read again and complete the history notes. Add the dates.

- _____ Started preparing to free Jerusalem.
- _____ Salah Al-Din won the Battle of Hittin.
- _____ He took Jerusalem.
- _____ The next crusade began.
- _____ – _____ Most of the crusaders died or went home.
- _____ The crusaders turned east to attack Jerusalem, but King Richard became sick.
- _____ The two leaders made peace between them.
- _____ Salah Al-Din died in Damascus.

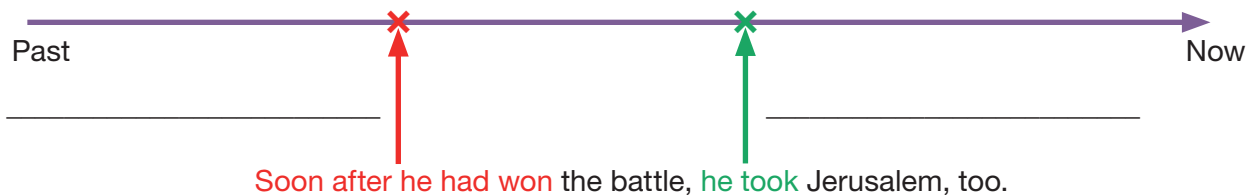
1 Read the examples.

- 1 He **defeated** them at the Battle of Hittin. After that, Jerusalem **fell**.
- 2 **By summer 1192**, most **had died** or left Palestine.
- 3 **After** Salah Al-Din **had brought** together large parts of the Muslim world, he **turned** to Jerusalem.
- 4 Salah Al-Din **had brought** together large parts of the Muslim world **before** he **turned** to Jerusalem.
- 5 Jerusalem **fell after** he **had defeated** them at the Battle of Hittin.

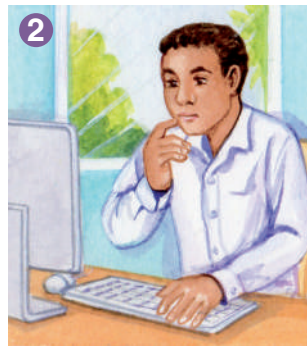
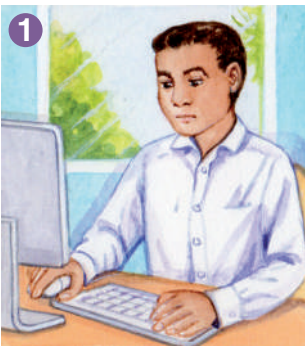
Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 When we talk about two actions in the past, we often just use
a) the past simple ☐ b) the present perfect ☐ for each action.
- 2 To emphasize that an action happened *before a time* in the past, we use
a) the past simple. ☐ b) the past perfect. ☐
- 3 To emphasize that an action happened *before another action* in the past, we use
a) the past perfect plus the past simple. ☐ b) the past perfect plus the past perfect. ☐
- 4 We can put the earlier action first or second in the sentence. We add a comma when we put the earlier action
a) first. ☐ b) second. ☐
- 5 We connect the two actions in one sentence with words like
a) *after* and *before*. ☐ b) *after that* and *before that*. ☐

Now complete the diagram. Add these words: **Earlier action**; **Later action**.



2 Add *while* and put the verbs in the past continuous or past simple.



- 1 / Waleed (try) choose a great leader for his project, he (decide) to go on the internet
While Waleed was trying to choose a great leader for his project, he ...
- 2 / (look) on the internet, he (find) several good websites about Yasser Arafat
- 3 / (explore) the websites, he (find out) a lot about the great leader
- 4 / (read) about the Palestinian leader, he (decide) to write about him

1 Work alone. Prepare to tell a story.

Unit task: Telling a story.

- Think of something that recently happened to you (or someone you know).
- Choose a story that you can tell easily and quickly (in no more than eight sentences).
- Note words and phrases that you need to tell the story. (You can look back through this unit for ideas.)
- Now tell your story to your partner.



2 Work in pairs. Tell your partner's story.

- Write notes about the story that your partner told you in activity 1.
- Note words and phrases that you need to tell the story. (You may need to ask your partner. You can also look back through this unit for ideas.)
- If you are not sure, check information for the story with your partner.
- Practise telling the story to your partner.
- Note any useful comments and changes that your partner suggests.

3 Work alone. Write your partner's story.

- Make up a title (like **Lost and found**).
- Start with a topic sentence that begins like this.
This is what happened when (name) ...
- Try to tell the story in no more than eight sentences.
- Read your first draft. Check and correct the language.
- Read your first draft again. Check and correct the spelling and punctuation.
- Write your second draft.

4 Read out your partner's story to the others.

Unit 1

* Aim: to use the past continuous, the simple past and the past perfect.

I. Put the verbs in brackets in the correct tense form . Use the past continuous , the past perfect or the past simple :

1. In the past, we go shopping everyday . (**use to**)
2. What you last night at 10:00 o'clock ? (**do**)
3. The cat milk before it fell into sleep . (**drink**)
4. After I home, the guests (**leave / arrive**)
5. I to the theatre since I was in Cairo . (**not / go**)
6. When the storm began , I on the internet . (**search**)
7. Mustafa felt sick because he five sandwiches last night . (**eat**)
8. My mother a mouse while she cook in the kitchen .
(**catch / cook**)

II. Circle the correct answer:

a-steal

b-stole

c-were stealing

d- stoled

2. While he , the cat on the table .

a-was eat / jump

b-was eating / jumped

c-were eating / jumped

d- ate / was jumping

3. They called the police after the thief

a-escaped

b-escape

c-was escaping

d-had escaped



Good Luck

1 Listen and repeat.



a few across coin crossroads
customer lira pay purse
take out Istanbul

Word formation

information + centre (tourist) information centre
change (v) change (n) Turkey (n) Turkish (adj)

2 Look at the pictures on the next page. Describe them.

- | | | | |
|---|-------------------------|------------------------|------------------------------|
| 1 | In picture 1, | about the small cakes | to leave the coffee shop. |
| 2 | They seem to be talking | some money | near the coffee shop window. |
| 3 | In picture 2, | Rami and his cousins | and is paying the bill. |
| 4 | Hadeel has taken out | they are getting ready | seem to be in a coffee shop. |

3 Listen and answer the questions.



- | | | | |
|---|---|---|--------------------------|
| 1 | Where and when did this conversation happen? | 3 | Who paid for everything? |
| 2 | What did they decide to have as well as their drinks? | | |

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



During the summer, the Yafawi cousins went to Turkey for a few days. One morning in Istanbul, they were on their way to the famous 'Blue Mosque'.

Hadeel I'm getting thirsty. I'd love some cold apple juice!

Nidal Me, too!

Rami And me. We're meeting Mum and Dad at the entrance at 12:00, and it's 11:15 now, so there's a little time. Let's stop at this coffee shop for a few minutes. There aren't many customers, so it'll be quick.

* * * * *

Hadeel Mm, it's nice and cool here. Let's look at the menu.

Nidal But wait. I only have a little money – just a few coins.

Rami I don't have much, either. How much do you have, Hadeel?

Hadeel Enough. I changed some dollars yesterday, so I can pay for the drinks.

Nidal/Rami Thanks, Hadeel!

Hadeel And let's order a few Turkish cakes.

Nidal No, let's order lots! They're delicious!

Hadeel Don't be so greedy!

Rami Anyway, we only have time for a few. Let's just have two each.

At 11:45, it was time to go. Hadeel took out her purse to pay the bill.

Hadeel Here you are. Two twenties.

Man And here's your change. Ten and five – fifteen lira.

Hadeel Thanks. And could you tell us the way to the Blue Mosque, please?

Man Go across the road and turn right. Then turn left at the crossroads. Go past the information centre and you'll see it on your right.

All Thanks!

Everyday English

Could you tell us the way?
You'll see it on your right.



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

- 1 **A** The weather is getting much warmer now that it's April.
B You're right. It's time to put away our winter clothes and _____ our summer things.
- 2 **A** We need to get a map to find our way round town.
B Let's go to the tourist _____ over there. They'll give us one.
- 3 **A** Let's not try to go _____ the road here. It's busy and it's dangerous!
B You're right. Let's go to the _____. The traffic stops at the lights there.
- 4 **A** Oh, no! I've left my _____ at home with all my money!
B It's all right. I have some, so I can _____ for everything.
- 5 **A** It's five _____ for the juice, and I've only got a fifty. Sorry!
B No problem. Here's your _____. Twenty ... forty ... forty-five.
- 6 **A** I need a _____ for this drinks machine. Have you got any?
B Yes, I've got _____. What do you need? A dollar?
- 7 **A** Let's stop at that coffee shop and have an ice cream and a cup of coffee.
B All right, but there are a lot of _____, so we'll have to wait for a while.

2 Listen and check. Then practise in pairs.



3 Read again and answer the questions.

- 1 That morning, what were the cousins on their way to do?
- 2 How much time did they still have until then?
- 3 What did they all feel like doing?
- 4 What problem did the boys have?
- 5 Why didn't Hadeel have that problem?
- 6 Why could they only have a few cakes?
- 7 At the end, what did Hadeel ask the man in the coffee shop?
- 8 Where did the cousins need to go to get there?

4 Listen again and practise the conversation.



1 Read the examples.

- 1 Let's order **a lot of cakes** and **lots of ice cream**!
- 2 How **many customers** are there?
- 3 There are **not many** customers.
- 4 There are **only a few** customers.

- 5 How **much money** do you have?
- 6 I do **not have much** money.
- 7 I **only** have **a little** money.

Look at the examples again. Complete the statements with **countable or uncountable**.

- 1 We use *a lot (of)* and *lots (of)* in positive statements with both _____ and _____ nouns.
- 2 We use *(not) many* in questions and negative statements with _____ nouns.
- 3 Instead of *not many*, we can say *(only) a few* with _____ nouns.
- 4 We use *(not) much* in questions and negative statements with _____ nouns.
- 5 Instead of *not much*, we can say *(only) a little* with _____ nouns.

2 Ask and answer questions.



Hadeel / a lot



Rami / not much / only a little

- 1 apple juice / Hadeel and Rami have
Student A: *How much apple juice do Hadeel and Rami have?*
Student B: *Hadeel has a lot, but Rami doesn't have much. He only has a little.*
- 2 cakes / Nidal and Hadeel want
Nidal / a lot / Hadeel / not many / only a few
- 3 money / Hadeel and Rami have
Hadeel / a lot / Rami / not much / only a little
- 4 sandwiches / Nidal and Rami want
Nidal / a lot / Rami / not many / only a few

- 3 Look at the picture for a short time, and then cover it. Ask and answer questions.

Student A: *(Is) there (much orange juice)?*

Student B: *Yes, there('s) a lot. Or: No, there (isn't) much. There('s) only (a little).*

- 2 If you do not agree, look quickly to see who is right. Then cover and carry on.



kebabs



olives



tomatoes



olive oil



orange juice



ground meat



oranges



tomato juice

1 Listen and repeat.

continent empire government jewellery
powerful reach sultan trade the Bosphorus
Byzantium Constantinople the Ottoman Empire

Word formation

collect (v)	collection (n)
east (n/adj/adv)	eastern (adj)
ruler (n)	rule (v)

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

- 1 **A** I have to _____ the airport by 3:30, and it's on the other side of town.
B You can go through the city centre, but it'll be quicker to go round.
- 2 **A** What did people call the rulers of the Ottoman _____?
B They used the word _____.
- 3 **A** Istanbul was the centre of _____ for the Ottomans.
B What parts of the world did they _____?
A Large parts of three _____ – Asia, Africa and Europe.
- 4 **A** Ancient Byzantium was very rich and _____, wasn't it? But why?
B Because it stood on very important _____ routes between East and West.
A And of course, it was also the capital of Rome's _____ empire.
- 5 **A** The museum has a fantastic _____ of ancient things that they've found.
B Including some beautiful _____ that Roman women used to wear.

3 Match words to form pairs of opposites.

modern boring remember
put away outside

take out inside
exciting ancient forget

4 Complete the conversations with opposites from activity 2.

- 1 **A** Istanbul is nearly 3,000 years old, so it's a very _____ city.
B Yes, but it's also an exciting _____ place.
- 2 **A** I must _____ to change some more money.
B Well, don't _____ to take your passport. You'll need that.
- 3 **A** When we reached the Blue Mosque and stood _____, it looked amazing.
B Then when we went _____ and saw the beautiful walls and windows all round us, it looked really beautiful.
- 4 **A** Would you like me to _____ the dishes?
B Yes, please, and could you _____ some glasses? We'll give everyone a glass of orange juice.
- 5 **A** This programme is _____. It's sending me to sleep!
B Yes, let's change channels. There's an _____ film on Channel 10.

1 Read the examples.

- 1 Istanbul is **a city** on two continents.
- 2 Trade routes passed through **the city**.
- 3 **The Topkapi Palace** was the centre of **the** government.
- 4 Here, thousands worked to rule **the Ottoman Empire**.

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

- 1 When we start talking about something new, we put **a) a/an** ☐ **b) the** ☐ before the noun (or *some* if the noun is plural).
- 2 When we refer to the same thing again, we put **a) a/an** ☐ **b) the** ☐ before the noun.
- 3 We often use **a) a/an** ☐ **b) the** ☐ before a place name: the name means that there is only one of that thing. Compare *a mosque* / *the Blue Mosque* and *a palace* / *the Topkapi Palace*.
- 4 We use **a) a/an** ☐ **b) the** ☐ before a noun when there is only one of that thing. In the same way, we talk about *the Ottoman Empire* / *the sun* and *the moon*.

2 Work in pairs. Have conversations in different tourist shops.

- Start talking about things with *a/an*.
- Talk about choices with *a/an*.
- State the one you choose with *the*.

1 **You** I'd like *a hat*, please.

hats large smaller

Assistant Would you like *a large hat* or *a smaller one*?

You Oh, I'd like *the ...*, please.

maps English-language Arabic-language

2 **You** Excuse me, but I'd like to buy ... of Istanbul.

bus tours two-hour four-hour

3 **You** I'd like to do ... of the city, please.

3 Work in pairs. Practise the conversations.

4 Complete the statements. Choose from each box and add *a* or *the*. Begin names with capital letters.

beautiful new mosque
huge new empire great new palace

blue mosque ottoman empire
topkapi palace

- 1 Sultan Osman the First became the father of _____ in about 1300. It later grew much larger, and people called it _____.
- 2 When the Ottomans took Constantinople in 1453, they built _____ for the sultan. This was _____, the new centre of government.
- 3 They also built _____ near Aya Sofya, and they called it _____.

Unit 2

- * **Aims:-** *to use countable and uncountable nouns with (some- any -many – much – a few - a little).*
- to use the definite an indefinite articles (a , an , the , some).

I. Complete the following sentences using (much – many – some – any – a few – a little):

1. How mistakes are there in this sheet?
2. I haven't got coffee.
3. There's only orange juice in the fridge.
4. We bought interesting stories yesterday.
5. How salt do you need?
6. There aren't many pictures. There are only

**II. Complete the following sentences with the suitable article : (a – an – the – some)**

- 1) While I was walking , I found bag, old book and pencils.
- 2) May I have orange , please ?
- 3) Ramallah is city in Palestine .
- 4) Great Wall of China is longest all over the world .
- 5) Opposite our house , there is fire station . In the station , there are firemen, ambulance and fire engine .
- 6) John has exciting game . We can play game tonight.

Good Luck

1 Listen and repeat.

expert geography identity
independent point (v) title
towards whole

Word formation

information + technology information technology / IT
cover (v) cover (n) special (adj) specially (adv)

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

- 1 **A** Tell me about these new TV programmes every Friday.
B They're designed _____ for young people who are learning English.
- 2 **A** How many _____ countries are there in the world today?
B There are about 200, but the number keeps changing.
- 3 **A** Who wrote your new school book for _____?
B A group of teachers and computer _____ did it together.
- 4 **A** What's the _____ of your other new book?
B It's called *The _____ of the Arab World*.
Here it is in Arabic on the front _____ of the book.
- 5 **A** Where does our national _____ come from?
B I think it comes from our _____ culture – from our language, food, customs, music, history – everything.
- 6 **A** Be careful. We're driving straight _____ a big hole in the road.
B Where? I can't see it.
A There! Look! I'm _____ straight at it!

1 Listen and repeat.

advantage by hand efficient(ly) factory industry
marble per cent (%) point (.) provide quarry

Word formation

architecture (n) architect (n)
produce (v/n) production (n)
holy + land the Holy Land

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

- 1 **A** I've heard that Palestinian building stone is excellent.
B Yes, and Palestine is also famous for its _____.
- 2 **A** Does the stone go straight from the _____ to the customers?
B No, first it is taken to a _____, and it is cut and prepared there.
- 3 **A** Is the stone _____ important to Palestine?
B It certainly is. It produces about five _____ of the country's money.
It also _____ work for many thousands of people.
- 4 **A** And how much of world _____ of building stone comes from here?
B A lot: about four _____ five per cent (4.5%).
- 5 **A** Is the stone still cut _____ in the ancient way?
B No, with modern technology, it's done much more _____ now.
- 6 **A** Why do many _____ like using Palestinian marble?
B It has several _____, including its high quality.
A And I guess that some architects like it just because it comes from the _____.

1 Read the examples.

- | | |
|---|---|
| 1 The government develop a programme. | 4 Books are written for every grade. |
| 2 A programme is developed . | 5 Teachers teach Spanish at my school. |
| 3 Experts write books for every grade. | 6 Spanish is taught at my school. |

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

- Sentences 1 and 2 have the same information **a)** and the same forms. ☐
b) but different forms. ☐
- Sentence 1 is active, it says *who does what*, and it puts the **a) who** ☐ **b) what** ☐ information first. This is the subject of the sentence.
- Sentence 2 is passive, and it puts the **a) who** ☐ **b) what** ☐ information first. This is the subject of the sentence.
- We form passive verbs from **a) do** ☐ **b) be** ☐ + past participle.

Now add these verbs to the correct sentences: **decide, is decided.**

Active: They _____ the design.

Passive: The design _____ by them.

2 Work in pairs. Change the sentences into the present simple passive.

- We send all children to school at the age of six.
All children are sent to school at the age of six.
- We give every child not less than ten years of school.
- We provide schools in every town and village.
- We produce enough books for every child.
- We help all our young people to develop their skills.
- We offer students different kinds of training at the end of school.

3 Now write the sentences in a paragraph. Join pairs of sentences with **and**.

All children are sent to school at the age of six, and ...



1 Work in pairs. Talk about the pictures on this and the next page.

- 1 What is happening in the first picture?
- 2 What is the person doing in the second picture?
- 3 Where in Palestine do you think these places probably are?
- 4 Where else could they be?
- 5 What was done between the second picture and the third?



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

- 1 Stone from another country was used for building in Palestine in ancient times. ☐
- 2 Technology has made stone production a little more efficient than it used to be. ☐
- 3 The Hebron and Bethlehem areas are the biggest centres of stone production. ☐
- 4 Over 22,000 people work in the quarries of Palestine. ☐
- 5 The writer believes that Palestinian stone production can grow faster than production in other parts of the world. ☐



STONE An ancient industry with a great future

1

Some of the world's oldest cities were built in Palestine, and they were constructed with excellent stone. This building stone and also marble were cut by our ancestors from the Holy Land itself.

Today, the stone industry remains very important: with its beautiful colours and excellent quality,

5 Palestinian stone is often preferred by architects round the world.

Stone was not always produced as efficiently as it is now. In ancient times, it was very difficult to cut stone. Everything was done by hand, and it was slow, hard work. Now, however, technology has come to the rescue, and finished stone is produced very efficiently.

Over 60% (sixty per cent) of the 262 quarries are near Hebron and Bethlehem. The stone is then
10 cut and finished by 15,000 workers in 618 factories, and many of these are also in the same area. However, quarries are found in other places, too, and there are factories everywhere. Together, they produce 4.5% (four point five per cent) of the world's building stone. They also make 450 million dollars a year for Palestine, and they provide over 22,000 jobs.

The world stone industry is growing at 9% a year. And with our natural advantages, we can
15 raise Palestinian production even faster. But to do this, we need to learn more about different needs round the world. The industry is therefore studying world markets carefully. If it can continue to grow, it will bring Palestine a lot more jobs and money.

1 Read and add numbers to complete the table.



The Palestinian stone industry: some important numbers

Number of quarries	_____
Number of factories	_____
Production (% of world production)	_____
Money for Palestine	_____ a year
Number of jobs	_____
Future rise in production	Over _____ a year

2 Read the passage again and do these tasks.

Say what the underlined words refer to.

- Line 7: Everything was done by hand, ...
- Line 10: ... and many of these are also in the same area.
- Line 12: They also make 450 million dollars ...
- Line 14: ... we can raise Palestinian production even faster.
- Line 16: If it can continue to grow, ...

Now say what the underlined words and phrases mean.

- Line 5: ..., Palestinian stone is often preferred by architects ...
- Line 7: ..., technology has come to the rescue, ...
- Line 8: ... finished stone is produced very efficiently.
- Line 11: ... quarries are found in other places, too, ...
- Line 16: The industry is therefore studying world markets carefully.

3 Think and discuss.

- What important industries are there in your area?
(Examples: farming, fishing, glass, information technology, stone, tourism)
- Do you think you will one day be part of one of these industries?

1 Read the examples.

- | | |
|--|--|
| 1 People built the cities with stone. | 3 Our ancestors cut this stone. |
| 2 The cities were built by people with stone. | 4 This stone was cut by our ancestors . |

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

- | |
|---|
| 1 Sentences 1–4 are in the a) present simple. ☐ b) past simple. ☐ |
| 2 Sentences 1 and 3 are in a) the active. ☐ b) the passive. ☐ |
| 3 Sentences 2 and 4 are in a) the active. ☐ b) the passive. ☐ |
| 4 The subject of 3 gives a) useful information. ☐ b) no useful information. ☐ |
| 5 We a) keep ☐ b) do not keep ☐ this information in 4 as 'by + agent'. |
| 6 The subject of 1 gives a) useful information. ☐ b) no useful information. |
| 7 We a) keep ☐ b) do not keep ☐ this information in 2 as 'by + agent'. |

2 Work in pairs. Change the sentences into the past simple passive. Do not use by + agent.

- | |
|---|
| 1 In ancient times, people needed <u>stone</u> to build towns.
<i>In ancient times, stone was needed to build towns.</i> |
| 2 They found <u>good building stone</u> in many parts of Palestine. |
| 3 Workers started <u>quarries</u> to get the stone. |
| 4 They cut <u>the stone</u> from the ground. |
| 5 Other workers took <u>the stone</u> to their local towns. |
| 6 They sold <u>the stone</u> to the people there. |
| 7 These people cut <u>the stone</u> to the right shapes. |
| 8 They used <u>the stone</u> to build houses and many other things. |

3 Now write the sentences in a paragraph. Join pairs of sentences with and.

4 Work in pairs. Change the sentences into the passive. Use by + agent.

- | |
|--|
| 1 For a very long time, our little town needed <u>a new school</u> .
<i>For a very long time, a new school was needed by our little town.</i> |
| 2 Finally, last year, the local community built <u>it</u> . |
| 3 Two years ago, a group of parents bought <u>some land</u> . |
| 4 The same group invited <u>a very good architect</u> to design the school. |
| 5 In the next few months, the architect drew <u>some excellent plans</u> . |
| 6 The government gave <u>enough money to pay for the project</u> . |
| 7 The architect chose <u>top-quality local stone</u> . |
| 8 The local group gave <u>the building work</u> to the best builders in the area. |
| 9 At the end, the school invited <u>all the new pupils and their parents</u> to a big party. |
| 10 The local newspaper reported <u>the party</u> on its front page the next day! |

Now write about the new school. Join every two sentences with and.

Our new school

For a very long time, a new school was needed by our little town and finally, last year, it ...



1 Discuss old buildings in your area.

- 1 Explain to a visitor the old and new parts of your (nearest) town or city.
 - Say where they are.
 - Say when they were built.
- 2 Suggest old buildings to see.
 - Say where each one is.
 - Say why each one is specially interesting and important.
 - Say when each was built.
 - Say how each was used in the past.
 - Say what it is used for today.
- 3 Work in pairs. Explain different buildings to each other.

Student A: Take the part of a visitor. Say that you would like to visit lots of old places, but you only have time to see one. Ask for some advice.

Then ask these questions.

- Why is it special?
- When was it built?
- How was it used in the past?
- What is it used for today?

Finally, say that you would like to go and see it, and ask for directions.

- How do I get there, please?

Student B: Take the part of a local person. Advise the visitor to see one of the places from 2. Say where it is.

Then answer the visitor's questions.

Finally, give directions.

2 Write about your special building.

Another visitor has emailed you for advice on a place to visit. Write two paragraphs in reply.

Paragraph 1: Advise a place to visit. Say where it is, and explain why it is special.

Paragraph 2: Give all the information that you gave to the other visitor.

Unit 3

** Aim :- To use the passive voice with the present simple and the past simple .***I. Change the following sentences from active to passive:**

1-The hostess brings the tea.

.....

2-The teacher opened the windows.

.....

3-My sister cleaned the house.

.....

4-The farmer plants some trees.

.....

5-The player kicked the ball.

.....

6- They put many flowers in the room.

.....

7-The scientists discovered a new planet.

.....

8- I planted a tree in the garden two weeks ago.

.....

9- Adel and Huda wash the dishes.

.....



Good Luck

Sample Test

Total Mark (40)

Part 1

A- Reading

(10 marks)

Read the following text and do the tasks below:

Istanbul is a city on two continents, with one foot in Asia and the other in Europe. It is not a capital city now: the capital of modern Turkey is Ankara. However, it used to be the capital of empires and is still a great world city today.

Its name was Byzantium for 1,000 years, and it grew rich and powerful because East-West trade routes passed through the city – along and across the Bosphorus. Then the Romans made it the capital of their eastern empire, and for the next 1,000 years people called it Constantinople.

Constantinople fell to the Muslim Ottomans. This time, the city's name changed to Istanbul, and it became the heart of a huge empire that reached across large parts of Europe, Asia and North Africa

1. Answer the following questions: (2 marks)

- a- Where does Istanbul stand ?
- b- What are the ancient and modern capitals of Turkey?
- c- Why did Istanbul grow rich and powerful ?
- d- Who made the city the eastern capital ?

2. Decide whether the following sentences are True or False:

(3 marks)

- a- During its long history the city has had four different names. ()
- b- The city became the capital of the Roman Empire. ()
- c- The Ottoman Empire reached across three continents. ()

3. Find from the text :

(3 marks)

- a. A word that means : " to buy and sell goods "
- b. The opposite of : 1. "ancient" 2. " rich "
- c. The synonym of : 1. "spread" 2. " strong "

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

(2 marks)

- a. Line (1):(the other) means..... c.Line (4): (1,000) means
- b. Line (5) : (their) refers tod.Line(6):(it) refers to.....

Part 2**B- Vocabulary
(8 marks)**

1- Complete the following sentences with words from the box: (4 marks)

intelligent quarry marble behave coin purse

- a. Some kids badly when their parents ignore them .
 - b. Yassir Araft was an and warm leader in his time .
 - c. I am thirsty, but I don't have a for this drinks machine .
 - d. Stones are taken from the to a factory to be cut and prepared there .
-

2- Complete the following sentences with pairs of words from the box : (4 marks)

boring / exciting - forget /remember - put away / take out - outside / inside

1. A: I must to change some money .
B. Don't to take your passport. You'll need it .
2. A: The mosque looked amazing when we stood
B: Then, when we went and saw the beautiful windows around us , it looked really beautiful .
3. A: This programme is really I feel sleepy !
B. Let's change the channel. There's an film on channel 10 .
4. My mother our winter clothes and our summer ones as the weather was getting too hot .

Part 3**Language
(8 marks)**

A. Rewrite the following sentences . Use the new beginnings: (4 marks)

1. My mother doesn't have much time.
She only
2. There aren't many ancient buildings in my city.
There are only
3. A famous film star opened the park 30 years ago .
The park

4. Each year, the Palestinians decide book number for the next year .

Each year, book number

B. Choose the correct answer:

(4 marks)

1. There is insect in the tea cup .

- a. a b. an c. the d. some

2. Yesterday morning, my mother breakfast in the garden .

- a. is having b. was having c. were having d. was haveing

3. The exam was too hard , but I my best .

- a. do b. did c. was doing d. am doing

4. After he the park, he remembered the book .

- a. left b. had left c. had leaved d. has left

Part 4

Speaking

(6 marks)

B- Complete the following conversations . Use the expressions from the box:

(6 marks)

Poor you You'll see it on your right

Fantastic! Could you tell me the way, please ?

1. A: I am looking for the 99 Coffee Shop

B: Sure. Go over the crossroads and turn left

2. A: I was sweating and exhausted last night .

B:..... ! So what did you do ?

A: My parents took me to the hospital .

Part 5

Writing

(8 marks)

Write about a special building in your country :

Write about :

- Where is it ? - When was it built ? - Why is it special ?

- How was it used in the past ? - What is it used for today ?

Good Luck