



State of Palestine
Ministry of Education
& Higher Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **8B**

Blended learning

Module 3

(Units 1 - 2 - 3)

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Package Three Outcomes

Units (8, 9, 10)

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

- 1- Make comparisons with Adjectives and Adverbs.*
- 2- Write a "Lost" public announcement.*
- 3- Talk about quantities using How much, How many, Some and Any.*
- 4- Distinguish between Countable and Uncountable nouns.*
- 5- Use Noun Person/ Noun Thing and Noun action in real contexts.*
- 6- Join two parts of a sentence using Who, Which and That.*
- 7- Replace Nouns with Pronouns.*

1 Listen and repeat.



assistant	centimetre (cm)	crazy about	dollar
grade	just (= exactly)	smart	size

Word formation

sports + shop = sports shop
 coffee + shop = coffee shop
 shoe + shop = shoe shop
 clothes + shop = clothes shop

2 Listen and answer the questions.



- 1 Who does Mrs Haifawi want to buy a gift for?
- 2 What kind of thing do they decide to buy?
- 3 What size do they have to get?
- 4 How much is the gift?

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



Mrs Haifawi is looking for a gift for Ahmad, Omar's younger brother.

Mrs Haifawi Omar, what would Ahmad like?

Omar A T-shirt perhaps.

Mrs Haifawi No, let's find something better than that. Something more exciting.

Adnan Ahmad is crazy about basketball, isn't he?

Omar Yes, everyone says he's the best player in Grade 6.

Yasmeen So what about some trainers?

Omar He'd love that! He's growing fast, and his old ones are getting small.

Mrs Haifawi Let's go into this sports shop.

Adnan Look, here are the trainers.

Yasmeen These red ones look smart.

Mrs Haifawi But they don't seem as strong as these green ones.

Omar Yes, they're great, but they're only size 32 and Ahmad is almost a 36.

Mrs Haifawi Are his feet really as big as that? He's going to be very tall!

Omar You're right. I'm 165 centimetres, and he's almost as tall as me already.

Mrs Haifawi Let's ask the assistant ... Excuse me.

Assistant How can I help you?

Mrs Haifawi These are nice, but we need them in a larger size. Size 36.

Assistant Here you are.

Omar Ah, yes, these are just right.

Mrs Haifawi Good. How much are they, please?

Assistant They're ninety-nine dollars ninety-nine.

Mrs Haifawi Good. We'll take them.

**Everyday
English**

These are just right.
 They're ninety-nine dollars
 ninety-nine.

1 Read the explanation.

2 Complete the statements. Use the adjectives in brackets.



Remember that we compare things in these different ways.

The white trainers are **the cheapest** of all the trainers.

The red ones are **more expensive than** the white ones, but they are **cheaper than** the green ones.

The green ones are **the most expensive** of them all.



Remember that we compare things in these different ways.

! good, better, best bad, worse, worst

- 1 The green jacket is _____ the grey one, but it is _____ the brown one. (large, small)
- 2 The green jacket is _____ the brown one, but it is _____ the grey one. (cheap, expensive)
- 3 The grey jacket is _____ of the three jackets, and it is also _____ of them all. (small, cheap)

3 Read sentences 1–4.

- 1 He is almost **as tall as** me.
- 2 Are his feet really **as big as** that?
- 3 The red trainers do **not seem as good as** these green ones.
- 4 These green ones seem **better than** them.

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

- 1 We use *as* + adjective + *as* to say that two things are
a) the same ☐ b) different ☐ in the meaning of the adjective.
- 2 We use *not as* + adjective + *as* to say that two things are
a) the same ☐ b) different ☐ in the meaning of the adjective.
- 3 We often use *not as* + adjective + *as* instead of a comparative form.
Omar is a) older ☐ b) younger ☐ than Ahmad.
Ahmad is not as a) old ☐ b) young ☐ as Omar.

4 Rewrite the statements with *as ... as* or *not as ... as*.

Ameera is not as good at English as Maha.

- 1 Omar is good at basketball, and Ahmad is good, too.
- 2 The red trainers and the green ones are smart.
- 3 Ahmad is better than the other players in Grade 6.
- 4 Ahmad is going to be taller than Omar.

1 Listen and repeat.

coat comfortably
during gloves
hard hat safety
thick uniform Canada
Kuwait Mexico

Word formation

Adjectives tidy untidy comfortable uncomfortable
Adverbs tidily untidily comfortably uncomfortably

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



- 1 **A** Did you do anything interesting _____ the holidays?
B Yes, we went to stay with our cousins in Jenin.
- 2 **A** Why do the engineers on the new bridge wear _____ on their heads?
B Because there's always a danger of things falling on them. They also wear _____ boots to protect their feet and gloves to protect their hands, too.
- 3 **A** It's very cold outdoors this evening. You'd better wear your winter _____.
B Yes, and I'm going to wear a _____ sweater, too.
- 4 **A** Why does he always dress so _____? He looks a real mess!
B Yes, I've told him he must try to look more _____, but he doesn't listen.
- 5 **A** These winter clothes are heavy and _____, but we need them outdoors in this cold weather.
B Well, I prefer to stay indoors and keep warm. Then I can dress _____.
- 6 **A** Here's a photo of Ali in his new police _____. He looks very smart.
B Yes, you can see that he's very proud of it, can't you?

3 Look at the picture. Answer the questions.

- 1 What do you think these people are waiting for?
- 2 What do you think they are talking about?
- 3 What are they wearing?



4 Listen and number the clothes as you hear them.



5 Talk about the clothes that you wear.

- A** What do you like wearing in the spring / summer / autumn / ...?
when it's hot / warm / cool / ...?

- B** In the (spring), I (sometimes) wear a (light / heavy) ...
 (often) some (thin / thick) ...
 (usually) (warm / cool) ...

1 Read Maria's words in the table. Add the adjectives to the table.

I'm dressing in my beautiful,
long, green dress.

Now add this woman's adjectives to the table.

Adjectives			Noun
Speaker's feeling	General description	Colour	
beautiful,	long,	green	dress
			sweater
			gloves



Hello, Tom, I've just bought
our presents for the children.
I've got a _____
_____ for Jean.

And I've found some

_____.

Now write what she is saying.

2 Add adverbs to the table. Then think of more adjectives and adverbs to complete the table.

Regular		y + ily		-ble + y		Irregular	
Adj	Adv	Adj	Adv	Adj	Adv	Adj	Adv
<u>proud</u>	_____	<u>tidy</u>	_____	<u>comfortable</u>	_____	<u>hard</u>	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____

3 Complete the sentences. Use the correct forms of the words in brackets.

- A** I can't work _____ in these heavy boots. I don't want to wear them.

B But you must. It's more important to be safe than _____. (comfortable)
- A** We have to be _____!

B I know. If we don't go _____, we'll miss the bus. (fast)
- A** Khalid paints very _____.

B And he's _____ at drawing, too. (good)
- A** Our teacher is very _____.

B Yes, and after school, she always puts everything away _____. (tidy)
- A** I've got a very _____ backache.

B I've got something wrong, too. My shoulder hurts _____. (bad)

1 Read the information.

When we write quick notes, we often use short forms like these.
Find more examples in the notes below.

- Leave out words.
Ben is wearing a green T-shirt, ... changes to: *Ben: green T-shirt, ...*
- Use signs instead of words.
and changes to: *&*
- Use numbers and abbreviations instead of words.
one metre twenty / ninety-five centimetres changes to: *1.2m / 95cm*

2 Read the police officer's notes. Then write her public announcement.



Paragraph 1: (Start like this.)

We are looking for two lost children somewhere in or near the shops. Their mother last saw them twenty minutes ago. Have you seen them more recently? If you have, please tell us.

Paragraph 2: (Give the children's names and ages.)

Their names are ...

Paragraph 3: (Describe Ben – what he looks like and what he is wearing.)

Paragraph 4: (Describe Ann – what she looks like and what she is wearing.)

Paragraph 5: (Use these notes to help you finish.)

If you see B & A, please take them > Info. Desk – next to the bank.

What they look like:

Ben: 1.2m tall; short, dark brown hair

Ann: not as tall as Ben – 1.1m tall; long, light brown hair

Names: Ben & Ann Wood

How old: Ben – 10, Ann – 8

What they are wearing:

Ben: green T-shirt, dark blue jeans, red trainers

Ann: long, pink dress, white socks, black shoes

3 Work in pairs. Use the description to find the children.

- 1 Take turns to read out the description, paragraph by paragraph.
- 2 Look at the picture of the shops on page 13 to find the children.
- 3 Say where the children are and what they are doing.

Unit Eight---Worksheet

1-Complete the statements. Use the adjectives in brackets into either comparative or superlative forms.

- 1- I'd like to buy the blue jacket, it's the grey one. (beautiful).
- 2- Ahmed is.....student in the class, he always gets full marks in his examinations. (good)
- 3- My school building isthan yours', it is 100 years. (old)
- 4- Wow, 200\$! it is bag I have ever seen. (expensive)

2- Rewrite the followings with as...as OR not as...as?

- 1- The red car and the white one are amazing.
.....
- 2- Sami is smarter than Omar.
.....

3-Complete the sentence by reordering the given adjectives.

- 1-Ahmed is dressing in his (green-nice-thick) jacket.
.....

4-Complete the sentences by using the correct forms of the words in brackets Either adjective or adverb.

- 1- I've got a headache, my stomach hurts.....too. (bad)
- 2- We are of Ali; the best player in the team. The trainer usually talks about him. (proud)

5-Complete the statements using the words below?

{smart – crazy about- assistant – dollars}

- 1- Omar is really football, but Nick likes chess more.
- 2- Policemen should always lookin their uniforms.
- 3- These trainers are 85, they look very good.

The End

1 Listen and repeat.



can	carton	each	ground meat	jar
list	litre	regular	tomato paste	tub

2 Listen and answer the questions.

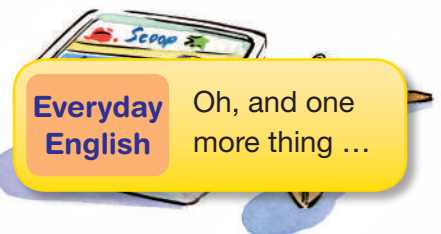
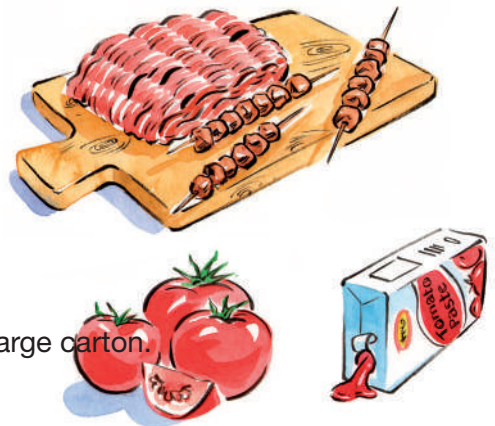


- 1 What are Adnan and Yasmeen going to do for their mother?
- 2 How many things to buy can you remember?
- 3 Why are Adnan and Yasmeen happy at the end?

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



- Mrs Haifawi** Could you do some shopping for me?
- Adnan** Fine. I'll make a list.
- Mrs Haifawi** Right. I want to make some kebabs, but we don't have any ground meat.
- Yasmeen** How much should we get?
- Mrs Haifawi** A kilo, please.
- Adnan** Ground meat ... one kilo.
- Yasmeen** There aren't any tomatoes either. How many should we get?
- Mrs Haifawi** About two kilos.
- Yasmeen** And is there any tomato paste?
- Mrs Haifawi** No, there isn't. So get a large carton.
- Adnan** Tomatoes ... two kilos ... Tomato paste ... a large carton.
- Yasmeen** Are there any olives?
- Mrs Haifawi** There are some, but not many.
- Yasmeen** How many would you like?
- Mrs Haifawi** Get a small jar.
- Yasmeen** And there isn't much olive oil.
- Mrs Haifawi** So please get a large can – two litres.
- Adnan** Olives ... one small jar ... Olive oil ... one two-litre can.
- Mrs Haifawi** And let's get some ice cream for everyone.
- Yasmeen** Oh, good! But how much? A large tub?
- Mrs Haifawi** No, just the regular size, please.
- Adnan** Right. Ice cream ... one regular tub.
- Mrs Haifawi** Oh, and one more thing ... Buy yourselves an ice cream each.
- Yasmeen** Thanks!



1 Read the questions and answers.

A Are there any tomatoes?

B Yes, there are some tomatoes. Or: **B** No, there are not any tomatoes.

A Is there any tomato paste?

B Yes, there is some tomato paste. Or: **B** No, there is not any tomato paste.

Look at the sentences again. Then add the words **some** and **any**.

- 1 We use _____ in affirmative 'Yes' statements with uncountable nouns and also with plural countable nouns.
- 2 We use _____ in negative 'No' statements with uncountable nouns and also with plural countable nouns.
- 3 We usually use _____ in open 'Yes/No' questions with uncountable nouns and also with plural countable nouns.

Note: With singular countable nouns, we use a/an.

2 Read the questions and answers.

A How many olives are there? **B** There aren't many.

A How much olive oil is there? **B** There isn't much.

Now add the words **much** and **many**.

- 1 We use _____ and _____ to talk about the quantity of something.
- 2 We use _____ with countable nouns and _____ with uncountables.
- 3 We can ask: *How _____ are there?* or: *How _____ is there?*
- 4 We often use **many** and **much** in negative statements:
We haven't got _____ kebabs, and we haven't got _____ ground meat.

3 Work in pairs. Ask and answer questions about Mariam's shopping list.

A How many apples/much apple juice does she want?

B She doesn't want many/much. She just needs a kilo/a carton.

apples	1 kilo
apple juice	1 carton
lemons	half a kilo
lemon juice	1 small bottle

4 Work in pairs. Write and dictate shopping lists.

Write a shopping list like Mariam's. Do not show it to your partner. Then speak and write.

Student A: *We need some (orange juice), but we haven't got any.*

Student B: *How (much) do we need?*

Write: *Orange juice – 4 cartons.*

Now compare your shopping lists and notes. They should be the same!

1 Complete the two tables. Add these words from Unit 9.

bread burger can carton coffee kebab litre
olive spaghetti tea vegetable oil wheat

Countable nouns		Uncountable nouns	
1 apple	5	1 apple juice	5
2 lemon	6	2 lemon juice	6
3	7	3	7
4	8	4	8

2 Complete the sentences. Use words from activity 1. Make any changes needed.

- 1 Can we have two _____ with fries, please?
- 2 There are four of us, so we'd better open four _____ of fizzy drinks.
- 3 We'll need some _____ and butter with our soup.
- 4 Do you use much _____ in your cooking?
- 5 We drink a lot of milk, so could you get two _____? Get a large bottle.
- 6 I'd like to eat something Italian, so let's have some _____.

3 Find words from Unit 9 that go together.

ground ice olive olive tomato

cream paste meat oil tree

4 Complete the sentences. Use words from activity 3. Make any changes needed.

- 1 Let's finish dinner with some beautiful, cold, chocolate _____.
- 2 _____ is the most important part of dishes like *kebabs* and *kuftha*.
- 3 On our farm we grow thousands of _____.
- 4 We use about fifteen tomatoes to make every jar of _____.
- 5 Some people cook with other kinds of oil, but I think _____ is best.

5 Complete the sentences with these words that often go together.

burgers and fries knives and forks oranges and lemons tea and coffee

- 1 We keep the _____ in two big jars in the kitchen.
- 2 It's not very healthy, but my favourite kind of meal is _____.
- 3 Help yourself to food from the table here, and the _____ are over there.
- 4 We produce two kinds of fruit on our farm – _____.

1 Read sentences 1–6.

- 1 Kuwait is **a desert country**.
- 2 **The climate** there is hot and dry.
- 3 The climate there is bad **for olive trees**.
- 4 Perhaps you had **some bread**.
- 5 **The wheat** was probably American.
- 6 People use **wheat** to make **bread**.

Look at the sentences again. Choose the best way to complete the statements.

- 1 In sentences 1 and 4, we use _____ (a/an / the) or _____ (some / the).
We do this when we start talking about something new.
- 2 In sentences 2 and 5, we change to _____ (a/an / some / the) because our listener knows about the thing – (the climate in Kuwait and the wheat in the bread).
- 3 In sentences 3 and 6 we are talking about all things in a group – olive trees, wheat – and we _____. (add a/an/ some / add the / do not add anything)

2 Work in pairs. Look, remember and describe the fruit and vegetables.

**Look at the picture for a short time.
Then close your books and take turns
to say what you saw.**

- A** There was (an orange).
B Yes, and there were (some carrots).
A Right, and we saw ...

Now talk about everything again.

- A** (The orange) was on the (left).
B Yes, and (the carrots) were on the (right).



3 Work in pairs. Use the words from the boxes to make statements.

ground meat ground meat milk
milk wheat wheat

bread burgers butter cheese
kebabs spaghetti

- A** We use ground meat to make burgers.
B We also use ground meat to ...

4 Work in pairs. Talk about things you like and things you do not like so much.

- A** I really like (burgers). You, too?
B Yes, I do, too. And I also love (kebabs).
Or:
Well, they're all right, but I prefer (kebabs).
Or:
No, not much. I really prefer (kebabs).



1 Read the information.

Nouns can be countable or uncountable.
The dictionary shows them as [C] or [U].

Some nouns are both countable and uncountable – with meanings that are different.

packet noun [C] something to put things in, e.g. food: *Could you get a packet of butter, please?*

ice noun [U] what water becomes when it freezes and becomes hard: *I'd like a cold drink with some ice, please.*

ice cream noun 1 [U] a sweet food that we make by freezing milk, often adding fruit or chocolate: *Let's get some ice cream for everyone.* 2 [C] a quantity of ice cream for one person: *Could I have two ice creams, please?*

2 Complete a text about Italian food.

1 Add the topic sentences to the correct paragraphs.

- And now let's start cooking this fantastic Italian meal.
- Traditional Italian food is very healthy.
- Let's look at things you need for a great spaghetti dish.

2 Change the forms of the nouns in brackets where you need to.

(Think: are they uncountable or countable, and are the countables singular or plural?)

3 Decide what words go with them: **a) a/an** or **some** **b) the** **c) nothing (x)**



Italian people eat a lot of (1) _____
and also lots of (2) _____, and
these are excellent. They use things like
(3) _____ and (4) _____
in hundreds of traditional (5) _____

To do this in the Italian way, we will need (6) _____ of (7) _____
_____ and we will also want (8) _____ and (9) _____
– three of each will be fine for six people. Then we want (10) _____
– two large spoons – and (11) _____, too. And, of course, most
important of all, we also need (12) _____ – about half a kilo.

First, clean (13) _____ and cut them up. Then cut up (14) _____,
too. After that, you are ready to start cooking. When (15) _____ is
hot, you should add (16) _____, (17) _____ and, a little later,
(18) _____. When this has cooked, it is time to add (19) _____.

(fruit)

(vegetable)

(tomato) (lemon)

dish

(carton) (tomato paste)

(green pepper) (onion)

(olive oil)

(ground meat)

(spaghetti)

(green pepper) (onion)

(olive oil)

(onion) (green pepper)

(meat) (tomato paste)

1- Join the words that go together in the two lists?

A: { tomato - ground -orange- olive- tea- Knives-Italian}

B: oil- spaghetti- paste - and coffee- meat - and forks- juice}

2- Complete the questions using either How much OR How many?

1-money have you spent on your party?

2-cans of cola do we still need?

3-jars of olive oil did you buy?

4-ground meat should I use for sfeiha?

3- Add a/an/the/× to complete the statements below?

1- ---Palestine is --- beautiful country in ----- Asia.

2- -----climate of ----Suadi Arabia is hot and dry.

3- We make ----bread at home.

4-Olive Tree of Palestine is very popular.

4- Fill in the blanks with some OR any where necessary?

1- Are therecakes left? No, there aren't

2- There arekebabs on the table, but there aren't Pizza.

3- I wish I could find beautiful to buy for Sama in her birthday party.

The End

1 Listen and repeat.



backpack beard centre curly glasses moustache
side straight wife/wives

2 Listen and answer the questions.



- 1 What has Omar received?
- 2 Where are Omar's mother and father?
- 3 Whose brothers are the men on the left and the right?
- 4 Who are the parents of the three boys?

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



- Omar** Look. My brother Ahmad has emailed me a family photo.
Yasmeen Oh, let's have a look!
Omar It's a picnic with my mum's side of the family. They're at a beautiful place near Jericho.
Adnan Ah! She's the one in the centre, and your dad's standing behind her.
Omar That's right.
Yasmeen Are those her brothers next to her? They look like brothers and sister.
Omar Yes, the one on the left is her older brother, our Uncle Nazmi.
Adnan You mean the one with a moustache.
Omar Right, and his wife, Aunt Rania, is the one next to him in a red jacket.
Yasmeen And the brother with glasses and a beard? He looks quite young.
Omar Yes, Uncle Ameer is the youngest of the three. And his wife, Aunt Deema, is the one in a green dress. They haven't got any children yet.
Adnan So are the children all Uncle Nazmi's?
Omar That's right. Ali, Hazem and Sameer.
Yasmeen Who's the one with long, straight hair?
Omar That's Ali, and he's the oldest. He's finished school.
Adnan And who's the boy with a backpack?
Omar That's Hazem. Then there's Sameer with short, curly hair.
Yasmeen But where's your brother Ahmad with the big feet?
Omar He's the one behind the camera!

Everyday
English

Oh, let's have a look!

1 Read sentences 1–6.

- 1 They're at a beautiful place **near Jericho**.
- 2 Are those her brothers **next to her**?
- 3 The one **on the left** is her older brother.
- 4 Aunt Rania is the one **in a red jacket**.
- 5 The brother **with glasses and a beard** looks quite young.
- 6 And who's the boy **with a backpack**?

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

- 1 The words in **bold** say which **a) action** ☐ **b) thing or person** ☐ we are talking about.
- 2 These words are phrases which always start with words like **a) and** or **so** ☐ **b) in** or **near** ☐.
- 3 Phrases which start with words like **a) near** ☐ **b) with** ☐ say where something or someone is.
- 4 If the first word is **a) in** or **with** ☐ **b) near** or **next to** ☐ the phrase is often about a person's hair, clothes or other things.
- 5 If the first word is **a) in** ☐ **b) with** ☐ the phrase is often about a person's clothes.
- 6 If the first word is **a) in** ☐ **b) with** ☐ the phrase is often about things that a person has – glasses, a beard or a backpack, for example.

2 Work in pairs. Complete the sentences using words from the box

in a dark green T-shirt in a long, light blue dress
under the tree up in the hills
with a sandwich in his hand with short, grey hair

- 1 This place up in the hills is an old family favourite for picnics.
- 2 They always put their picnic things on that big rock _____.
- 3 Omar's mother is the person _____.
- 4 Omar's father is the man _____.
- 5 The boy _____ is Hazem.
- 6 Sameer is the boy _____.

1 Complete the table.

noun (thing)	noun (person)	noun (thing) or verb	noun (person)
science	scientist	travel	traveller
tour	_____	farm	_____
art	_____	camp	_____
guitar	_____	work	_____

2 Complete the sentences with pairs of words from activity 1. Make any changes needed.

- 1 **A** It's going to be a huge building, but there's a lot of _____ still to do.
B Yes, so we have 500 _____ here, and they're working day and night!
- 2 **A** In the old days, it was dangerous to _____ in the centre of Africa.
B Yes, and _____ were often away from home for months or even years.
- 3 **A** How many _____ come to see Jericho every year?
B Oh, thousands! Lots of them use _____ buses that visit several places.
- 4 **A** Fareeda is very good at maths and _____ at school.
B Yes, she wants to train to be a _____ when she leaves school.
- 5 **A** Is it true that Fuad is a _____?
B Yes, he has a _____ near Jericho, and he produces fruit and vegetables.
- 6 **A** I've heard that the _____ is your favourite musical instrument.
B Yes, I want to be a _____ more than anything else in the world!

3 Complete the table.

noun (person)	noun (activity)	noun (person)	noun (activity)
farmer	_____	_____	singing
_____	camping	_____	swimming
_____	dancing	teacher	_____
driver	_____	_____	training

4 Complete the sentences with pairs of words from activity 3. Make any changes needed.

- 1 **A** Let's go _____ in the lake.
B Well, only if the water isn't very deep because I'm not a very good _____.
- 2 **A** Do we really have to go and do more football _____ this evening?
B Yes, the _____ says we really do – or we won't win our big match.
- 3 **A** Look at all those different crops. _____ seems very important here.
B It is, and lots of the people in this area are _____.
- 4 **A** I want to train to be a _____ when I leave school.
B Good! _____ means helping people to learn, and that's important work.
- 5 **A** In Arab culture, _____ is very important.
B Yes, and great _____ like Oum Kalthoum can become very famous.
- 6 **A** I like _____ up here in the hills. It's good to sleep under the stars!
B Well, lots of other people feel the same. There are _____ everywhere!

1 Read the sentences.

- 1 Jericho is a small city **which stands in a deep valley**.
- 2 This is a famous salt lake **that is 400 metres below sea level**.
- 3 There are a lot of people **who** work in tourism in Jericho.
- 4 These were also the people **that built the first city**.

Look at the sentences again. Tick (✓) the best way to complete statements 1– 6.

- 1 Sentences 1–4 all have two parts, **a)** and each has a verb. ☐ **b)** but only one has a verb. ☐
- 2 Because both parts have a verb, they are both **a)** phrases. ☐ **b)** clauses. ☐
- 3 The clause in **bold** adds important information about the
a) 'subject' noun ☐ **b)** verb ☐ in the other clause.
- 4 The first word in bold joins the clauses and may be **a)** *who* or *which*. ☐ **b)** *who*, *which* or *that*. ☐
- 5 When this focus is a thing, the joining word may be **a)** *who* or *that*. ☐ **b)** *which* or *that*. ☐
- 6 When the focus is a person or people, the joining word may be
a) *who* or *that*. ☐ **b)** *which* or *that*. ☐

2 Work in pairs. Find more sentences with *who*, *which*, *that* clauses.

- 1 Find a sentence in the text with a *who* clause. Read the sentence out. Change it to a sentence with a *that* clause, and read that out, too.
- 2 Find a sentence in the text with a *which* clause. Read it out. Change it to a sentence with a *that* clause, and read that out, too.

3 Work in pairs. Remember and make statements. Put the clauses together.

- | | | |
|-----------------------------------|-------|-------------------------------------|
| 1 Jake and Tina are the people | | went swimming in the Dead Sea. |
| 2 Jericho is the green city | who | grow well in this area. |
| 3 Dates are one of the many crops | which | is a short way south of Jericho. |
| 4 The Dead Sea is the salty lake | that | took a photo of him in the water. |
| 5 Jake was the one | | stands between Jerusalem and Amman. |
| 6 Tina was the one | | visited Jericho on their bikes. |

1 Read the information.

- We often use pronouns instead of nouns. We use them when the speaker and listener both know who or what they are talking about.
- You have learned about different kinds of pronoun, including subject, object and possessive pronouns.

Subject: Look. There's Fareeda. She's talking to Sameera.
Object: Look. There's Fareeda. You met her at the party yesterday.
Possessive: Look. There's Fareeda's coat. I know it's hers because it's red.

Now change from nouns to pronouns when you can.

- 1 I'm looking for Fareeda and Mahmoud. Fareeda's in a blue She dress, and Mahmoud's wearing a grey sweater. _____
- 2 I've just seen Tariq and Sameera. I saw Tariq in the garden, and I saw Sameera in the kitchen. _____
- 3 These books could be Fareeda's or Mahmoud's, but I think they're probably Fareeda's, not Mahmoud's. _____

2 Read the information.

- *One* and *ones* are like other pronouns: we use them instead of nouns.
- However, they are different from other pronouns, too. They refer to particular people or things in a larger group. We often use *one* and *ones* with *the*.

Do you see the group of girls in this picture? Well, the one on the left is Mona, and the ones on the right are Fatima and Rania.

Now change from nouns to pronouns when you can.

- 1 There's a green apple and a red apple. Have the red apple. _____
- 2 I haven't met all the people in the new houses yet. I've met the people in Number 7, but not the other people. _____

3 Write this again. Change twelve nouns to different kinds of pronoun.



I'm Tariq and these are my friends Khalid, Sajed and Fuad. Khalid is the boy in a green T-shirt and blue jeans. And next to Khalid are Sajed and Fuad with their bikes. Sajed and Fuad ride the bikes everywhere! Khalid, Sameer, Fuad and I all live in this street. My house is the house with a blue door. Khalid's house is the house with a green car in front of the house. Sajed's and Fuad's homes are the homes between Khalid's and my home. Sajed's and Fuad's houses are the houses with red doors.

1-Complete the statements using expressions from the list below?

{on the left- up in – under – with- near}

- 1- My uncle lives in a small town Nablus.
- 2- The girl standing is my friend Nada.
- 3- We usually shade A tree when it is sunny.
- 4- Look therethe hill, I can see a big eagle.
- 5- Who's that boy long hair? He's Sameer.

2- Complete the sentences with noun thing, noun person or noun activity. Nouns are in brackets.

- 1- Ten thousands ofvisit Bethlehem every year.(tour)
- 2- Let's go in the mountains next Friday? (hike)
- 3- Palestinian face many difficulties. (farm)
- 4- My little brother dreams to be ain the future.(guitar)

3- Fill in the blanks with who, which or that.

- 1- Tina was the girl.....dresses the smartest in the school.
- 2- The Dead Sea is the lowest pointhas the saltiest water.
- 3- I am thinking of a person.....could go shopping with me.
- 4- Dad is thinking of somethingkeeps us away from mobile phones.

4-Replace the underlined nouns with the suitable pronouns.

- 1- Look at Ahmed. ...'s playing football beautifully.
- 2- Samia is very good at Languages..... speaks French fluently.
- 3- The books on the shelf are mine. are very expensive.
- 4- There's an amazing painting on the wall. I think is old.

The End

Phase Three - Units 1-2-3
Evaluation Model Test

Dear 8th graders, Answer the questions below.

1- A- Complete the statements. Use the adjectives in brackets into either comparative or superlative forms.

1-I believe Mercedes iscar in the world. (beautiful)

2- Omar isthan Sami, but Ahmed isof all. (tall)

3- I prefer the dark blue jacket, it looks(smart) of the three.

4- Ameer isin Arabic than Science. (good)

B- Rewrite the followings with as...as OR not as...as?

1- Ahmad is taller than Omar.

.....

2- English is easy. Arabic is easy, too.

.....

2-A- Reorder the adjectives in brackets into their correct place.

1- Look! Mona looks smart in her (black –long- beautiful) dress.

.....

**B- Complete the sentences by using the correct forms of the words in brackets?
Either adjective or adverb forms.**

1- Dad is a..... man, he always dresses(tidy)

2- I feelon my sofa, I sit.....for long hours too. (comfortable)

C-Join the words that go together in the two lists?

A: { ground - vegetables- tea- Knives }

B: {fruits- and coffee- meat - and forks }

3-A-Complete the statements using either much OR many?

- 1- How cups of wheat do we need to make a cake?
- 2- Howsugar do we still have? There isn't
- 3- I need to buy tomato paste; we don't have
- 4- He had made mistakes in his English test.

B-Fill in the blanks with some OR any ?

- 1- Is there one in the class? Yes there are.....
- 2- There arebiscuits, but there isn't Chocolate.

4 -Add a/an/the/× to complete the statements below?

- 1- I visited ----Jerusalem last week.
- 2- -----Kuwait is dry country.
- 3- ---pizza and Spaghetti are Italian Food.
- 4-Dead Sea is very salty.

5 -Complete the statements using expressions from the list below?

{ up in – under – on the right- with }

- 1- The painting hanged of you is mine.
- 2- We usually shade a tree when it is sunny.
- 3- Look therethe hills, dark clouds seem very close.
- 4- Who's that boy a green t-shirt? He's Omar.

6- Complete the sentences with noun thing, noun person or noun activity. Nouns are in brackets.

- 1-is very important in Jericho. (farm)
- 2- are trying to find medicine for Covid 19.(science)
- 3- It's a very good even very hard. (work)
- 4- Manyprefer to walk for short distances. (travel)

7-A- Fill in the blanks with who, which or that.

- 1- Mr. Jamal is the teachertaught me English.
- 2- The question.....I failed to answer was very difficult.
- 3- The reasonmade me agree, is very personal.

B-Replace the underlined nouns with the suitable pronouns.

- 1- Look at the red car!'s mine.
- 2- Omar and Ali are friends,are always together.
- 3- Leila is a good girl at school.reads many books very year.

8- Write A “Lost” Public Announcement in five paragraphs benefiting from the given information.

Name: Rania

Age: 5 years old

Appearance: 85 cm tall, blue eyes, short yellow hair.

Clothes: a blue short dress, pink trainers.

Last seen: in the supermarket next to the park.

Start like this:

We are looking for a lost child, her name's.....

She is

.....
.....
.....
.....

If you see Rania, take her to the nearest police station, please.

The End