



State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **9B**

Blended learning Module **3**

U1		2
U2		8
U3		14

Blended Learning

Module Three Outcomes

1. To use conditional sentences types 0,1,2 .
2. To use phrasal verbs with look.
3. To use direct and indirect object.
4. To use defining relative clauses .
5. To use the present and the past continuous passive .
6. To complete the sentences with new words .

1 Listen and repeat.



a bit close duty fridge grow up in trouble
look after piece simple though

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

- | | | |
|------------------------|---------------------------|------------------------|
| 1 Aunt Nada and Hadeel | on each side of | on the table. |
| 2 They are standing | is saying something about | in the kitchen. |
| 3 There is | are standing | the food on the table. |
| 4 Aunt Nada | some food | the kitchen table. |

3 Listen and answer the questions.



- | | |
|--|---|
| 1 What would Hadeel like to do with Aunt Nada? | 2 Why do the Masri family have a big problem? |
| 3 Who is trying to look after everyone? | 4 How are Aunt Nada and Hadeel going to help? |

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



Hadeel and Aunt Nada were talking in the kitchen.

Aunt Nada Tell me, do you ever cook back home?

Hadeel When I'm at home, I sometimes help a bit. But I'm often out because I do various sports and other activities after school. So I don't know very much about cooking. I should though.

Aunt Nada Yes, if you learn to cook, it'll be very useful later, when you grow up.

Hadeel You're right. I need to learn. Nidal knows much more than me! And if I don't learn, it won't be easy to live away from home in future.

Aunt Nada I'll teach you some simple dishes if you like.

Hadeel Great!

Aunt Nada Let's make lunch for our neighbours, the Masri family. Mrs Masri is sick.

Hadeel Are they the family opposite?

Aunt Nada Yes. How did you guess?

Hadeel The daughter always looks busy. She goes shopping every day, and I often think maybe her mum isn't well.

Aunt Nada You're right. Her father is in hospital, too, so poor young Sameera is looking after them and the four little ones, too. She's only fourteen, like you.

Hadeel That's very hard. How does she do everything?

Aunt Nada Well, the friends and neighbours are helping, and today it's my turn.

Hadeel If something like that happens back home, neighbours don't usually help as much. You seem to have a closer community here.

Aunt Nada Perhaps you're right. If someone is in trouble here, we always feel it's our duty to help. Now, ... there are some chicken pieces in the fridge. Let's cook them and make some salad.



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

- 1 **A** What do you have to do to help at home?
B I sometimes _____ Grandma when Mum has to go shopping.
- 2 **A** I'd like a _____ of cheese to put on my bread.
B No problem. Go to the _____, and you'll find some on the top shelf.
- 3 **A** It's freezing now, and I think those people on the mountain are _____.
B Yes, and I'm a mountain guide, so it's my _____ to go and find them.
- 4 **A** Tell me, are you and your brothers and sisters _____?
B Yes, we did everything together while we were _____, and we're still great friends now, too.
- 5 **A** In my new job, I do the housework, and I also cook _____.
B You always say that you can't cook _____!
A Oh, well, I can make a few _____ dishes. That's all I have to do.

2 Listen and check. Then practise in pairs.

3 Read again and answer the questions.

- 1 Why doesn't Hadeel know much about cooking?
- 2 If Hadeel learns to cook now, when will this help her?
- 3 What does Aunt Nada offer to do?
- 4 How many people is Sameera looking after?
- 5 How old is she?
- 6 What does Hadeel think about Sameera's situation?
- 7 Who is Sameera getting help from?
- 8 Why are these people happy to do that?

1 Read the examples.

- 1 If someone **is** in trouble here, we always **feel** it's our duty to help.
- 2 If something like that **happens** back home, neighbours **don't** usually **help** as much.
- 3 If you **learn** to cook, it **will be** very useful later.
- 4 If I **don't learn**, it **won't be** easy to live away from home in future.
- 5 I **will teach** you some simple dishes if you **like**.

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

- 1 Examples 1 and 2 talk about something that **a)** is happening in the present. ☐
b) may happen at any time. ☐ We call this a *Type 0* (zero) conditional.
- 2 Both verbs in these examples are in the present **a)** continuous. ☐ **b)** simple. ☐
- 3 Examples 3–5 talk about something that **a)** may / may not be happening now. ☐
b) may / may not happen in the future. ☐ We call this a *Type 1* conditional.
- 4 The *if* part of the sentence uses a verb in **a)** the present. ☐ **b)** the future. ☐
- 5 The other part of the sentence uses a verb in **a)** the present. ☐ **b)** the future. ☐

2 Match sentence parts 1–7 and a–g to make *Type 0* conditional statements.

Describe Sameera's busy mornings.

- | | |
|--|---|
| 1 ☐ If the children wake up late, | a she often comes to the dining room to eat. |
| 2 ☐ If it is a summer camp day, | b she plans a shopping trip. |
| 3 ☐ If her mum feels weak, | c she puts everything away tidily. |
| 4 ☐ If her mum feels strong enough, | d she always visits her dad in hospital. |
| 5 ☐ If the children's rooms are untidy, | e she usually has her breakfast in bed. |
| 6 ☐ If she needs to buy some food, | f she goes to their rooms and calls them. |
| 7 ☐ If she has time after shopping, | g she always takes them all there. |

3 Read out Sameera's questions about her trip to town today. Then make her *Type 1* statements.

Student A Does Mum need more medicine today?

Student B If she needs more medicine today, I'll have to go to the doctor's.

- | | |
|---------------------------------------|------------------------------|
| 1 Does Mum need more medicine? | > have to go to the doctor's |
| 2 Do we need more money? | > visit the bank |
| 3 Do we need more fruit? | > need to go to the market |
| 4 Do I have to get more vegetables? | > stop at the greengrocer's |
| 5 Does Dad want another book to read? | > get one at the library |
| 6 Do we need more bread? | > have to go to the baker's |
| 7 Do I have to get more meat? | > go to the butcher's |

Now make negative *Type 1* statements.

If she *doesn't* need more medicine today, I *won't* have to go to the doctor's.

1 Listen and repeat.

burn	chemical	get rid of
imagine	material	necessary
pan	pour	stain (v/n)

Word formation

accident (n) accidental(ly) (adj/adv)
clean (v/adj) cleaner (n)
cook (v) cooker (n)

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

- 1 **A** I don't like using very powerful _____ round the house.
B I agree. They can damage things, and it isn't usually _____ to use them.
- 2 **A** Oh, no! You've _____ your new sweater. Is it coffee?
B Yes, it happened _____. I was drinking a cup, and I dropped it.
- 3 **A** Have you tried to _____ the stain in your dress with soap and water?
B Yes, but it hasn't worked. I'm going to try a very gentle chemical _____.
A Well, be very careful. You don't want to damage that beautiful _____.
- 4 **A** I can't _____ cooking over an open fire all the time.
B Well, that's what they did long ago. They didn't have modern _____ then!
- 5 **A** Is the soup in that _____ ready yet?
B Yes, it's nice and hot, so should I _____ it into the soup bowls now?
A OK, but be careful when you do that. Don't _____ yourself!

3 Match opposites 1-4 and a-d.

1 __ enemy	2 __ safe
3 __ turn on	4 __ wrong

a turn off	b right
c friend	d dangerous

4 Now add pairs of opposites from activity 1. Make any changes needed.

- 1 It was dark when I arrived. I stopped the car, _____ the engine, went to the house, opened the door and _____ the lights inside.
- 2 Why are you always angry with Deema? She isn't your _____, you know, and she wants to be your _____.
- 3 Mariam got 95% in the test. She got almost everything _____ and just one thing _____.
- 4 It's too _____ for the children to go out on the road. They must stay in the garden: it's _____ there.

1 Read the examples.

- 1 If the oil **started** burning, I **would turn off** the cooker.
- 2 If you **used** a powerful chemical cleaner, this **would remove** the stain.
- 3 If that **did not work**, you **could use** a gentle chemical cleaner.
- 4 You **might not remove** the stain completely if **you did** that.

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

- 1 Examples 1–2 are about things that **a)** are happening. ☐ **b)** we only imagine happening. ☐
We call this a *Type 2* conditional.
- 2 The ‘unreal’ situation is in the part of the sentence that **a)** has *if*. ☐ **b)** does not have *if*. ☐
- 3 The verb in the *if* part is in **a)** the past simple. ☐ **b)** the present simple. ☐
- 4 The verb in the other part is in the form **a)** *had* + infinitive. ☐ **b)** *would* + infinitive. ☐
- 5 Examples 3–4 show that the verbs in a *Type 2* conditional **a)** can only be positive. ☐
b) can be positive or negative. ☐
- 6 Example 4 shows that the *if* part **a)** can only come first in the sentence. ☐
b) can also come in second position. ☐

2 Work in pairs. Say what you would do if you were in these situations. Choose answers from the box.

give first aid and call a doctor	give him / her some of mine
go back and look for it	hold it under cold running water
look up the answer on the internet	look after him / her and look for the mother

Situations:

- 1 You burn your hand just a little (for example, by touching a hot pan).
If I burned my hand just a little, I would hold it under cold running water.
- 2 Your friend forgets to bring a picnic lunch (for example, on a school trip).
- 3 You lose your purse somewhere in town.
- 4 A neighbour suddenly becomes sick and collapses.
- 5 You see a small child on a busy road.
- 6 Someone asks you a difficult question about Palestine.

3 Look at the pictures and rules in period 4, activity 4. Make statements.

Student A: Use the rules to make statements like this.
If those were my children, I wouldn't let them play with knives.

Student B: Use the rules to make answers like this.
I agree. If those children were mine, I would put the knife away.

Unit 1

*Aims :- To use the if clauses (types 0 , 1 and 2) correctly.***I- Correct the verbs in brackets using if clause type 0 , 1 , and 2 :**1-If I time to do the housework , I usually ask my sister to help me
(not / have)

2-They an ambulance if there was an accidents . (call)

3-She shopping if she has enough time . (go)

4-When the weather is hot, they often in the pool . (swim)

5-If I had a million dollar , I would a big university . (build)

6- If it tomorrow, they may at home . (rain / stay)

II- Make statements . Use the type in brackets :

1- spring (come) / the flowers (look) lovely . (type 0)

If

2- my friend (need) money / I (lend) her some . (type 1)

If

3- Salam (win) the prize / she (buy) a big ship . (type 2)

If

Thanks

1 Listen and repeat.



chance expect fetch get to know
knock midday pity suggest tray

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

- 1 **A** I hear the new summer camp is nearly full. Everyone wants to go!
B Let's ask our parents to get places for us while there's still a _____.
- 2 **A** What time do you _____ the guests to arrive?
B At _____, so they should be here very soon. It's 11:45 now.
- 3 **A** We should do something to _____ our new neighbours.
B Yes, well, I _____ we invite them here for lunch at the weekend.
- 4 **A** Could you go and _____ all the knives and forks from the kitchen?
B Yes, I'll bring everything on a _____.
- 5 **A** We've _____ three times, but Tariq doesn't seem to be at home.
B That's a _____! I was really hoping to meet him again.

3 Listen and check. Then practise in pairs.



4 Read the examples.

- 1 I'd love **some Arab-style tea**, please. 2 I'm enjoying **our chat**.
3 Aunt Nada made **lunch for the Masri family**. 4 She made **the Masri family lunch**.
5 Hadeel took **the tray to the Masri family**. 6 She took **the Masri family the tray**.

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

- 1 Examples 1 and 2 have **a)** one object. ☐ **b)** two objects. ☐
- 2 Examples 3–6 all have **a)** one object. ☐ **b)** two objects. ☐
- 3 In examples 3 and 5, the first object (direct object) comes **a)** just after ☐
b) just before ☐ the verb.
- 4 In 3, the second object (indirect object) follows the word **a)** to. ☐ **b)** for. ☐
- 5 In 5, the second object (indirect object) follows the word **a)** to. ☐ **b)** for. ☐
- 6 In 4 and 6, the indirect object comes **a)** before ☐ **b)** after ☐ the direct object.
- 7 When the indirect object comes first, we **a)** keep ☐ **b)** cut ☐ the words *for* and *to*.
- 8 The direct object is usually **a)** a thing, ☐ a person, ☐ and the indirect object is usually
b) a person. ☐ a thing. ☐

1 Make statements. Say what Rania did on holiday with her cousins.

- 1 Say what she did for the first time. Use these words: **boat horse mountain zoo**
She climbed a mountain for the first time.

climb



visit



sail



ride



- 2 Say how she communicated. Use these words: **call letter message postcard**
She wrote a postcard to her grandmother.

write



+ grandmother

text



+ sister

send



+ parents

make



+ brother

- 3 Say what she did for people. Use these words: **cakes chocolates flowers vase**
She bought some chocolates for her grandmother.

buy



+ grandmother

get



+ aunt and uncle

choose



+ parents

make



+ cousins

2 Listen and repeat.



belong

disabled

disaster

earthquake

equipment

extra

flood

international

organization

victim

Word formation

volunteer (n) volunteer (v)

voluntary (adj)

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



- 1 **A** I hear that you _____ to Oxfam. But what does it do?
B It's a big _____ that helps people in trouble round the world.
- 2 **A** There seem to be a lot of natural _____ round the world.
B Yes, for example that _____ in China after weeks of heavy rain.
A I remember. There were thousands of _____ who lost everything.
- 3 **A** Do you remember when thousands of buildings collapsed in that big _____ last year?
B Yes, there was a big _____ call for help from round the world.
- 4 **A** Tony does _____ work at a school for children with special needs. There are a lot of _____ like him who go to help the teachers.
B Do the children need _____ help with studying, and learning how to do things?
A Yes, because they're all _____ in various ways. The school has lots of special _____ to help the children, too.

1 Talk about the pictures on the next page.

- 1 Who are the people in the pictures?
- 2 What countries are they from?
- 3 Where is the girl in picture **a)** and what is she doing?
- 4 What do the boys in picture **b)** belong to? What are he and the others doing?
- 5 Where are the volunteers in picture **c)**, and what have they done?

2 Read and write the names of speakers 1–3.

3 Read and mark the statements true (✓) or false (X).

- 1 Tom recently helped build a playground at his school. ☐
- 2 The library gives Rosa CDs and DVDs for her work there. ☐
- 3 Hassan's organization helps save the lives of victims of natural disasters. ☐
- 4 Tom, Rosa and Hassan all do voluntary work for their local community. ☐
- 5 All three of them feel good about their voluntary work. ☐

Reaching out to others

- 1 **1** _____ 'At the end of the school week, we have a choice. We can do extra work in the library or sports or, like me, we can do voluntary work. We do projects which help the local community, and we recently finished one at a school for young children. It's a new playground which we helped to build. We set up the new play equipment, and the children love it. That feels good, and we had lots of fun, too.'
- 2 **2** _____ 'On Saturday mornings, I volunteer at the local library. There are various jobs which you can do there. For example, you can take books to the homes of disabled people who can't get to the library. But my favourite is my little reading group. I read stories to young children that I meet every week. They love it, and I really enjoy that. They don't pay me, but I'm allowed to borrow books instead, and that's very nice.'
- 3 **3** _____ 'There's always a big natural disaster somewhere in the world. If it isn't an earthquake, it's a flood or a hurricane. I can't go and help, but there's something else that I can do. I belong to an international organization which sends help to people who are in danger. It collects money for things that disaster victims badly need – things like food and medicine. Then we volunteers put everything into boxes ready to send. At Eid, we also sent toys for children in Africa, and that was nice. It's good to give to people who have very little.'

4 Listen and read aloud.



1 Work with parts of speech.

1 Find these words in the passage in period 5.

choice ____ voluntary ____ help ____ feel ____
natural ____ danger ____ collect ____ medicine ____

2 Add the correct parts of speech to the words in the box. Use these abbreviations: v (for verb) n (for noun) adj (for adjective).

2 Add the words from activity 1 to the tables.

Verb	Noun	Noun	Adjective	Verb	Adjective
choose	_____	_____	dangerous	_____	helpful
_____	collection	_____	medical	volunteer	_____
_____	feeling	nature	_____		

3 Add pairs of words from activity 2.

1 **A** I've heard that a lot of Palestinians _____ to work for the community.

B That's right. For example, older students all do _____ work.

2 **A** My little brother Fuad loves wildlife and _____.

B Yes, it's _____ for young children to find animals very interesting.

3 **A** Do we have a _____ for our next project?

B We can help in the park, or we can _____ to build a new playground.

4 **A** You've got a huge _____ of old clocks here!

B Yes, well, you see I _____ all kinds of clocks.

5 **A** I get a really good _____ when I can help someone to do something.

B Yes, I always _____ the same way. It's nice to give a helping hand.

6 **A** Can I _____ you carry these heavy bags, Aunt Muneera?

B Oh, thank you, Adnan! If you could, that would be very _____.

7 **A** Is it _____ to go walking in the woods at night?

B I think the biggest _____ is that you could fall and hurt yourself.

8 **A** The flood victims badly need food, clean water and _____ help.

B What kinds of food and _____ should we send?

4 Work in pairs. Practise the dialogues in activity 3.



1 Read the examples.

- 1 It feels right to give to people. **They** have very little.
> It feels right to give to people **who** have very little.
- 2 We do projects. **They** help the local community.
> We do projects **which** help the local community.
- 3 I read stories to young children. **I** meet **them** every week.
> I read stories to different groups of children **who/that** I meet every week.
- 4 There is something else. **I** can do **it**.
> There is something else **which/that** I can do.

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

- 1 The relative clauses in examples 1–4 add **a)** important ☐ **b)** unimportant ☐ information to the first part of their sentences.
- 2 Examples 1 and 3 show that we can use **a)** *who* or *that* ☐ **b)** *which* or *that* ☐ in relative clauses about people.
- 3 Examples 2 and 4 show that we can use **a)** *who* or *that* ☐ **b)** *which* or *that* ☐ in relative clauses about things.
- 4 In examples 1 and 2, *who* and *which* are **a)** the subject ☐ **b)** the object ☐ of their relative clauses.
- 5 In examples 3 and 4, *who/that* and *which/that* are **a)** the subject ☐ **b)** the object ☐ of their relative clauses.

2 Form sentences with relative clauses. Join the sentences on the left and right.

The subject pronouns change to relative pronouns.

- | | | |
|-------------------------------|-------|--|
| 1 Tom is the volunteer. | | He helped to build a playground. |
| 2 He does various projects. | who | They all help the local community. |
| 3 Rosa is the person. | which | She reads to a group of children. |
| 4 She does this at a library. | | It has various jobs for volunteers. |

1 *Tom is the volunteer who ...*

3 Form sentences with relative clauses. Join the sentences on the left and right.

The object pronouns change to relative pronouns.

- | | | |
|----------------------------------|-------|---|
| 1 Tom talks about a project. | | His group recently finished it . |
| 2 They built a playground. | who | Everyone loves it . |
| 3 Rosa is one of the volunteers. | which | The local library uses them . |
| 4 Rosa has a group of children. | | She helps them to read. |

1 *Tom talks about a project which ...*

Unit 2

*Aims : - To use who and which to make statements .**- To write statements using direct and indirect objects .***I. Join the following sentences . Use who / which :**

1. I met the woman . She can speak six languages .

.....

2. What's the name of the man? He lives next door .

.....

3 . She always asks questions . They are difficult to answer .

.....

4. Don't forget the books. I bought them last week .

.....

5. John is the doctor. We met him in the party .

.....

**II. Make statements:**

1. my father / choose / vase / my sister .

.....

2. Salma / text / message / her brother .

.....

3 . the teacher / send / letter / the student's parents

.....

4. they / get / flowers / their friends

.....

Thanks

1 Listen and repeat.



come down	go up	joke (v)	keep (= go on)
population	pound (£)	price	section
		supermarket	tuna

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

- 1 **A** (On the phone) Where are you in the _____? I'll come and find you.
B I'm in the magazine and newspaper _____. See you soon!
- 2 **A** I'm going to buy some _____ for dinner. It's my favourite fish!
B Are you _____? It's far too expensive!
- 3 **A** What's the normal kind of _____ that you have to pay for fish in Britain?
B It's about eight _____. That's about twelve dollars.
- 4 **A** What's the _____ of America at the moment?
B It's about 320 million, and it's _____: it'll be over 400 million by 2050.
- 5 **A** The team _____ climbing the mountain for a week.
B Yes, they got to the top yesterday and now they're _____.

3 Read the examples.

- | | |
|---|--|
| 1 They are teaching me all this at school. | 2 I am being taught all this at school. |
| 3 Someone is doing something . | 4 Something is being done . |
| 5 People are catching the adult fish . | 6 The adult fish are being caught . |
| 7 Adults are not producing young ones . | 8 Young ones are not being produced . |

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

- 1 Examples 1, 3, 5 and 7 are in the present continuous **a)** active. ☐ **b)** passive. ☐
- 2 Examples 2, 4, 6 and 8 are in the present continuous **a)** active. ☐ **b)** passive. ☐
- 3 We form the present continuous passive from **a)** *am / is / are + being + past participle*. ☐
b) *am / is / are + doing + past participle*. ☐
- 4 We form negatives from **a)** *not + am / is / are + being + past participle*. ☐
b) *am / is / are + not + being + past participle*. ☐

4 Describe the activities in the present continuous passive.

It is 7:00 in the morning. The fishing boat *Jenny* is home from a long fishing trip.

- 1 People are doing several things at the same time.
Several things are being done at the same time.
- 2 Some people are taking fish off the boat.
- 3 Other people are putting fish in boxes.
- 4 Someone is checking the weight of the boxes of fish.
- 5 Someone else is picking up the fish, and he is carrying the boxes to the fish market.
- 6 A man is selling the fish, and people from shops and restaurants are buying them.

1 Listen and repeat.

cause (v/n) coast destroy disappear discover man-made
made net require risk species

Word formation

act (v) action (n)
die (v) death (n)

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



- 1 **A** Scientists are still _____ more new kinds of life in the deep oceans.
B It's amazing! There are millions of different _____.
- 2 **A** Pollution is _____ a lot of damage to life in the oceans.
B Yes, we _____ losing many different species. It's becoming a huge _____ disaster.
- 3 **A** We have to do something! The whole world needs to take _____!
B Well, some countries now _____ fishing boats to catch fewer fish.
- 4 **A** Some people use very large _____ to help catch the fish that they want.
B But they also cause the _____ of other kinds of sea life, too.
- 5 **A** I love the old path along the _____ above the sea. Let's go that way.
B I'm sorry, but we can't. Parts of it were _____ by the sea last winter. They fell into the sea and _____ during some very bad weather.

3 Read and mark the statements true (✓) or false (X).

- 1 Many forms of life in the oceans are in danger. ☐
- 2 Fishing is the only cause of the problem. ☐
- 3 Only a few countries agreed to stop catching whales. ☐
- 4 Whale numbers are now rising, but quantities of fish are still falling. ☐
- 5 The writer thinks that fish farms will soon cover the land near the coasts. ☐

Will the oceans live or die?

- 1 Fish and many other kinds of life, like coral, are disappearing from the oceans fast. There are sad changes everywhere. Near the coast, they are often caused by pollution. Farther out, the cause is often over-fishing. Fishing boats with huge nets catch and kill everything. We risk a terrible man-made disaster – the death of the oceans.
- 5 But could our recent action to save the whales give us hope? Two centuries ago, whales were already being caught for their oil and meat. By the 1940s, the job was being made easier by modern technology. From the 1950s to the 1980s, they were being caught everywhere and numbers were collapsing. Whole species of whales were quickly being destroyed, and they were not being protected anywhere.
- 10 Finally, the world took action. In 1985, almost every country agreed to stop catching whales. This means that whale populations are slowly rising again.
- Could the same thing happen with fish and fishing? Sadly, almost certainly not. In Europe, people are required to catch smaller quantities now, but almost everywhere else they go on fishing freely – though it is getting harder. They cannot stop: too many hungry people need to eat.
- 15 Perhaps the only way to save the oceans is the one that our ancestors discovered long ago: farming. There are already many fish farms, and perhaps there will soon be many more along the world's coasts. People say the fish do not taste as good as wild fish. However, that is still much better than losing all the fish in the world.

1 Read and complete the notes.

Two big causes of damage to sea life are: 1 _____ 2 _____

Whales were caught for their: 1 _____ 2 _____

The worst time for whales was: _____

In 1985, most governments agreed: _____

Fishermen in Europe now have to: _____

Fishermen outside Europe keep on: _____

To save the oceans, we could have: _____

2 Write the words correctly. Then add to the clouds.

odlof

raincheru

rove-singhif

thakequare

toilpunol

man-made disasters

natural disasters

3 Match the words with meanings that are almost the same.

enormous

close to

go up

find

number

difficult

discover

hard

huge

near

quantity

rise

4 Add pairs of words from activity 2. Make any changes needed.

(When we express the same meaning again, we often use a different word.)

- 1 We made large _____ of burgers for the party, and we also cooked huge _____ of fries.
- 2 Tokyo is an _____ city, and the population is _____, too.
- 3 From the sound of the sea, we knew that we were _____ the beach, but our boat was also very _____ some dangerous rocks.
- 4 It's _____ to learn any language, but I think Chinese is really _____!
- 5 Last night, we _____ a box in the cupboard, and in the box we _____ a beautiful vase.
- 6 The price of bread has _____ a lot, and the price of vegetables has _____ too.

1 Read the examples.

- | | |
|---|--|
| 1 Modern technology was making the job easier. | 2 The job was being made easier by modern technology. |
| 3 People were catching them everywhere. | 4 They were being caught everywhere. |
| 5 People were not protecting them anywhere. | 6 They were not being protected anywhere. |

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

- 1 Examples 1, 3 and 5 are in the past continuous a) active. ☐ b) passive. ☐
- 2 Examples 2, 4 and 6 are in the past continuous a) active. ☐ b) passive. ☐
- 3 We form the past continuous passive from a) **was / were + being + past participle.** ☐
b) **was / were + doing + past participle.** ☐
- 4 We form negatives from a) **not + was / were + being + past participle.** ☐ b) **was / were + not + being + past participle.** ☐

2 Work in pairs. Describe the activities in the past continuous passive.

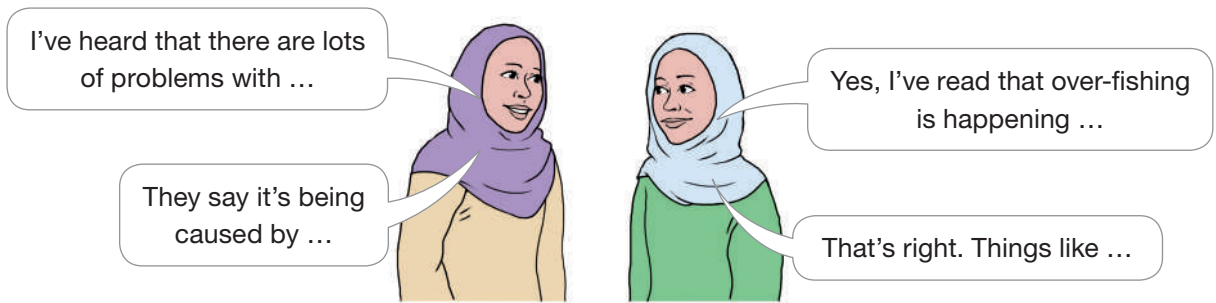
It was 10:00 in the morning yesterday. The fish market was finishing.



- 1 Someone was driving a van full of fish out of the market.
A van full of fish was being driven out of the market.
- 2 People were putting more fish into other vans.
- 3 More people were still paying for fish.
- 4 People were cleaning the market hall.
- 5 Someone was washing the big plastic boxes.
- 6 Someone was sailing the *Jenny* out to sea again.

1 Listen and write down what you hear.

2 Work in pairs. Discuss the idea of new fish farms on the Gaza coast.



Think about:

a) The problems with traditional fishing:

- 1 Over-fishing is happening all round the world. ... caused by all the modern technology that fishermen have – things like ...
- 2 Everything in the sea is being killed by ...
- 3 Fish populations everywhere are ...
- 4 The price of fish in the shops is ...

b) The advantages of fish farms:

- 1 If some new fish farms are ... on the Gaza coast, they will produce food for ...
- 2 There will be more fish in the shops, so prices ...
- 3 There will be more jobs for ...
- 4 This will also save wild fish populations just as ... are being saved.

3 Complete Waleed's school essay.

- 1 Copy and complete paragraph 1. Put the verbs and adverbs in brackets together.

Fishing: The problems and the answer that Gaza can help provide

Thirty years ago, experts (1) ... (were reporting) (already) that fish in the oceans (2) ... (were being caught) (often) in huge numbers. This has continued, and fish populations (3) ... (are being destroyed) (now) everywhere. It (4) ... (has become) (therefore) very important to take action quickly.

- 2 Write paragraph 2. Use ideas about problems in activity 2a). Use these sequence markers.

First (of all), Secondly, Thirdly, Finally,

There are a lot of problems with ... First of all, ...

- 3 Write paragraph 3. Use ideas about advantages in activity 2b). Use sequence markers again.

Because there are so many problems with ..., we should think about the advantages of ... on the Gaza coast. First, ...

Unit 3

Aim : - To use the continuous passive correctly.

I - Change to passive. Use the present continuous and the past continuous :

a. The player was kicking the ball .

.....

b. The hostess was bringing the tea when she fell down .

.....

c. The teachers are opening the windows .

.....

d. The farmer is planting some trees .

.....

e. They were putting many flowers in the room .

.....

f. The scientists are discussing the new medicine .

.....

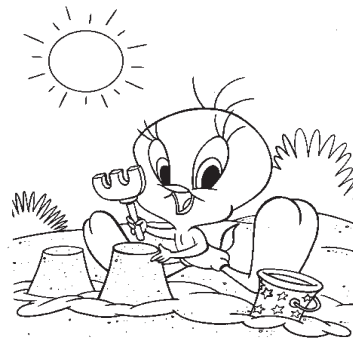
g. She is washing a plate.

.....

h. While the children were reading the stories , Malak was making some tea .

.....

Thank You



Sample Test

Total Mark (40)

Part 1

A- Reading

(10 marks)

Read the following text and do the tasks below :

Imagine that your little brother has accidentally poured some tomato juice down his shirt and stained it, what would you do ?

Someone might say I'd first try to get rid of the stain with cold water and soap. Then, if that did not work, I could use a gentle chemical cleaner . If you did that , you might not get rid of the stain completely the first time. However, you wouldn't damage the material, and so you could try again if necessary .

Other people might say, I would look for the most powerful chemical cleaner in the house and attack the stain with that. If you did that , this would probably get rid of it , but you would also probably damage the material .

1. Answer the following questions: (2 marks)

a- What would you use to remove the stain first? Why ?

.....

b- Why shouldn't we use strong chemical cleaners?

.....

2. Decide whether the following sentences are True (☒) or False (☐): (2 marks)

a- Stains make our clothes look better . ()

b- Using strong chemical cleaners would take more time than water and soap . ()

3. Find from the text : (4 marks)

a. The synonym of : 1. " remove " 2. " cloth "

b. The opposite of : 1. "powerless" 2. " hot "

3. " repair "

4. Say what do the underlined words mean or refer to: (2 marks)

a. Line (1) : (his) refers toc.Line (4) : (that) refers to.....

b. Lines (2) : (it) refers tod. Line (7): (it) refers to.....

1- Complete the following sentences with the correct word form :

(4 marks)

a. People everywhere needs food, clean water and help . (medicine)

b. We have many for our next project . (choose)

c. My brother all kinds of clocks . (collection)

d. Bad can affect our health badly . (feel)

2- Choose the suitable option to complete the following sentences :

(4 marks)

a. We have a (duty - close - chance - victim) towards our grandparents .

b. I don't think that Deema is your (right - wrong - enemy - safe). She is your friend .

c. That man looks (up - like - at - after) my old friend. His name was Tim Hall .

d. The price of bread has gone up a lot, and the price of vegetables has (found - discovered - risen - quantity) too .

Part 3

Language

(8 marks)

A. Use the correct form of the verbs in brackets :

(3 marks)

1. If Ahmad can't get to sleep, he usually (read) a story .

2. If I have a good job, I the poor . (help)

3. Eman would (visit) China if she..... (become) a famous film star .

B. Rewrite the following sentences . Use the given words :

(5 marks)

• Lana and Waleed were the ones. They live in London . (who)

.....

2. The market was one of the places . They visited it in Jerusalem . (which)

.....

3. Ehab got some flowers for his aunt and uncle . (Use them)

.....

4. The waiter is taking the meals to the dining room . (The meals..)

.....

5. The workers were cleaning the bottom of the boat. (The bottom of the boat)

.....

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

B- Complete the following conversations . Use the expressions from the box : (3 marks)

if you like Come on If you like You're joking

if you like Come on If you like You're joking

1. A: Are you serious ? Climb that mountain in two hours ?

B: No, I am not ! Let's go !

2. A: I'm getting hungry

B: , we can stop and get something to eat .

Part5 **Writing** (8 marks)

Write a paragraph to the newspaper against the new man-made lake which is now being constructed .

Use the following ideas :

* lots of jobs (destroy) * a beautiful little town (also lose) * lots of good farmlands (flood)

* eight thousand people (throw) out of their homes * two thousand new homes (need) for
these people , but they (not build)

* Use connectors like (first of all , secondly , thirdly , ...etc)

Start like this :

As everyone knows, a man-made lake is now being constructed in our area. There are clearly problems and also advantages with this project . However, I feel the problems are greater than the advantages . First of all ,

Good Luck