



State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **11**

Blended Learning /Module 3

BLENDED LEARNING MODULE (3) \ LEARNING OUTCOMES

Unit	Learning outcomes	Page
1 The food on your table	Learning about : • The slow food movement • Genetically modified crops. • Future continuous tense. • Future perfect tense. • Writing recipes	3
2 Amazing animals	• Animal habits. • Endangered species. • participle (ing) phrases • Prefixes and suffixes with <i>en</i>	13
READING PLUS (خاص للفرع الأدبي فقط)		
Unit	Learning outcomes	Page
3 The web of life (For Literary stream only)	• Biodiversity and its related vocabulary. • The web of life and its related vocabulary. • Writing a simple case study	23

1 Look at the pictures. Then answer the questions below.

- 1 Which food do you think would taste better?
- 2 Which is more healthy? Why?
- 3 Which type of food is similar to what you normally eat, at home or in a restaurant?



2 Read the four texts (A to D) quickly. Then answer these questions.

- 1 Which text is from a magazine article? _____
- 2 Which text is from a health information sheet? _____
- 3 Which text is from a notice in a restaurant? _____
- 4 Which text is from a food label? _____
- 5 Which two texts explain what something means? _____ and _____
- 6 Which two texts give reasons why you want to eat particular food? _____ and _____

TEXT A

- ☒ Low fat
- ☒ Low sugar
- ☒ No chemical additives
- ☒ No artificial flavours or colours
- ☐ GM-free
- ☐ 100% natural

TEXT B

Slow food

We've all heard about fast food. Burgers and chips or pizza have become the standard meal for many young people around the world. Have you heard of slow food though? The Slow Food Movement started in Italy in the 1980s and now has about 100,000 members in more than 120 countries.

'It's called slow food because it was a reaction to the global spread of fast food, like burgers, which many people thought was bad for people's health and for the environment,' explains Bruno Rosario, owner of a 'slow food restaurant' in London. 'What we're trying to do is fight against the globalisation and standardisation of food, where people eat the same kind of food all over the world.' People like Bruno think it is important to use fresh food from the local area and cook it using traditional methods. 'It's getting more and more popular,' says Bruno. 'By next year our restaurant will have been in business for 20 years, so we must be doing something right.'

TEXT C

Understanding the 'traffic light' system of food labelling



These foods are high in salt, sugar and/or fat. Only eat a little, and not too often.



An OK choice, neither high nor low in unhealthy ingredients.



Good choice, eat as much as you like, as often as you can.

TEXT D

All our food is homemade and fresh-
ly-cooked,
using locally-grown ingredients
as far as possible.

3 Read the four texts on page 68 again to get a general idea of what they are about.

Which is the best title for each one?

Text

- 1 Good things take time _____
- 2 This food is safe _____
- 3 The dos and don'ts of healthy eating _____
- 4 Why you will enjoy eating here _____

4 Match the words from the texts with their meanings.

WORDS FROM THE TEXTS	MEANINGS
1 additives	a something done in answer to something else
2 flavours	b all over the world
3 standard	c extra things (e.g. added to food)
4 reaction	d things you need to make a meal
5 global	e tastes
6 fresh	f not from a factory
7 ingredients	g not preserved, e.g. in a packet or a tin
8 homemade	h normal, always the same

5 Complete the table, which shows how words from the texts change (the words all change in the same way). Use some of the verbs and nouns to complete the sentences below.

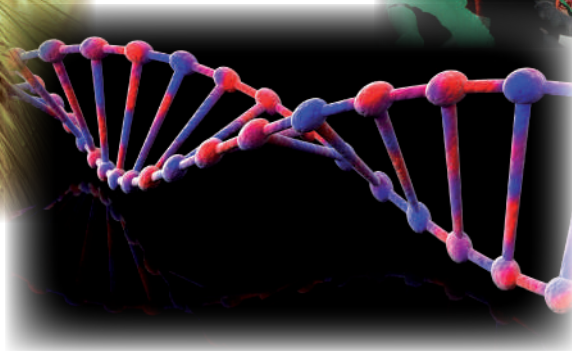
ADJECTIVE	VERB	NOUN
1 standard	<i>standardise</i>	<i>standardisation</i>
2 global	<i>globalise</i>	<i>globalisation</i>
3 modern	_____	_____
4 general	_____	_____
5 industrial	_____	_____
6 social*	_____	_____

* the adjective *social* describes how people meet and interact with each other

- 1 As a company, we can't live in the past. We have to _____.
- 2 Having lunch together after the meeting will help people to meet each other and _____.
- 3 What he said about women was a _____. Of course there are some women who aren't like that.
- 4 Many new factories were built during this period of _____.
- 5 This is just one example and we can't _____ from it to describe the whole population.
- 6 The _____ of the old house made it look like a new one.
- 7 One result of _____ is that many companies now operate all over the world.
- 8 Why can't companies _____ computers so that you can use the same programmes on all of them?

1 Look at the pictures. Then discuss the questions below in pairs or small groups.

- 1 What does each picture show?
- 2 What do you think might be the connection between the three pictures?



2 Read the text. Then complete the tasks on page 71.

Genetically modified world

Genes are like a set of instructions for making a living thing. Flower or elephant, fish or human: they are all what they are because of their genes. When scientists found that they could change (or modify)

- 5 things by taking out or adding genes, many new things became possible, including genetically-modified (GM) foods and other crops.

We can now artificially create plants that produce more food than natural ones, crops that can resist attacks by pests, rice that can grow in salty water, plants that work like medicines, and many other amazing things. To some people, this makes the future look very exciting. In 20 years' time, they say, we will all be eating GM food and the global problem of starvation will be solved.

However, not everybody is so sure that this is a good thing. There are concerns that GM crops could have a disastrous effect on agriculture and the environment in general. They might, for example, kill

- 20 natural plants and take over from them. Also, people say that we do not know enough about the effects of GM food on the human body.

More generally, some people see GM crops as just one part of the growing use of technology in agriculture and the increasing power of a few huge globalised 'agri-businesses'. For example, farmers in a poor country may buy GM seeds from one of these companies because they seem cheaper and produce better crops. What they don't realise is that they won't be able to save the seeds from their crop for the next year. Instead, they will have to buy more seeds from the company.

So, while some see the industrialisation of farming as the solution to many global problems, others believe that 'factory farming' has already gone too far, and that we need to return to a more natural way of feeding people.

- 1 Replace the underlined parts of the sentences below with words or phrases from the text. (The words and phrases are in the same order as in the text.)
 - 1 We need to fight back against what some large companies are doing to the environment.

 - 2 Farmers lose a lot of money because of insects and other animals that harm crops.

 - 3 In some countries, there is a problem of people not having enough food. _____
 - 4 One of our main worries is that we don't know what the effects will be. _____
 - 5 The country had no rain for two months, which was very bad for farmers. _____
 - 6 I bought a packet of small things from the fruit of a plant to see if I could grow vegetables in my garden. _____
- 2 Complete the notes below with words and phrases from the text.

Are genetically-modified crops good or bad?

For

Can protect _____
pests.
Plants _____
medicines.
Can create rice _____ salt
water.
Could _____ world
starvation.

Against

Could be a disaster for _____
Could destroy and replace _____

- 3 In pairs or small groups, discuss what you think about GM crops and food, and the industrialisation of agriculture generally.



I don't really know all the facts but I'm a bit worried that playing with nature could go wrong.

I think science has improved human life in many ways, so the future is exciting.



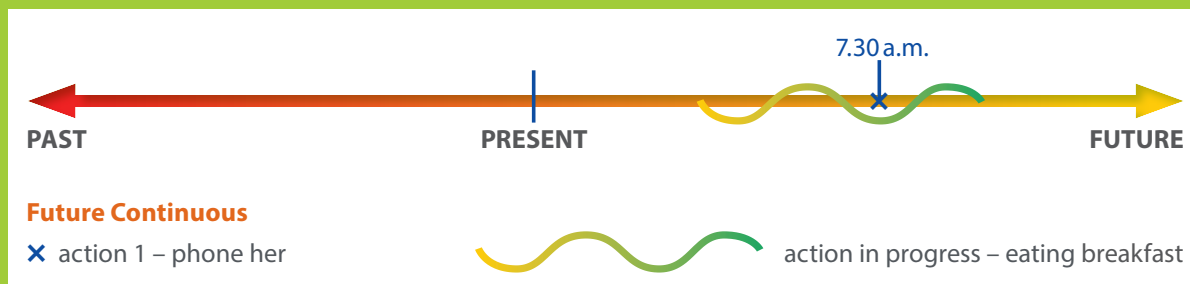
Big business has too much power in the world already. They're only interested in profits.

1 Look at the examples. Then complete the grammar rules.

Examples

In 20 years' time, they say, everyone **will be eating** GM food.

If you phone at 7.30 tomorrow, she **'ll be eating** breakfast.



Complete the grammar rules

- 1 We use *will be* + the _____ form to make the future continuous tense. We use this tense to talk about actions that will be in progress at a certain time in the future.
- 2 In phrases like *in two minutes'/days'/years' time*, we put an _____ after the time words.

2 Complete the sentences using the future continuous tense of the verb in brackets.

- 1 We hope the company _____ a profit before the end of the year. (make)
- 2 Don't call at 8.00. I _____ dinner. (have)
- 3 If he doesn't answer the door, he _____ outside in the garden. (work)
- 4 She hopes that next year she _____ at university. (study)
- 5 I hope your interview goes well tomorrow.
I _____ of you. (think)

3 Circle the correct tense (future simple or continuous).

- 1 We won't **go** / **be going** if you don't want to.
- 2 Australian time is ten hours ahead of us, so he'll just **get** / **be getting up** when we phone.
- 3 The driver will **wait** / **be waiting** for you when you arrive.
- 4 If she isn't at home when I get there, I'll **wait** / **be waiting** till she arrives.
- 5 What do you think you'll **do** / **be doing** this time next year?



4 Look at the examples. Then complete the tasks below.

Examples

They're very **well educated**. (Unit 4)

The book is **beautifully written**. (Unit 5)

All our food is **freshly cooked**. (Period 1, this unit)

ADVERB	PAST PARTICIPLE
1 highly	a qualified
2 widely	b written
3 well	c injured
4 brightly	d coloured
5 badly	e known
6 fully	f praised

1 Match each adverb to the past participle of a verb to make adjective phrases.

2 Use the adjective phrases to complete these sentences.

- The book was _____ by all the reviewers.
- It may sound strange to you but it's a _____ name in my country.
- She always wears _____ clothes, so you'll recognise her easily.
- He's studying to be a doctor but it will be another year before he's _____.
- The story is _____ but it isn't very exciting.

Period 4 / Language and vocabulary study

1 Look at the examples. Then complete the grammar rules.

6 The accident looked serious but no-one was _____.

Example

By next year our restaurant **will have been** in business for 20 years.



Example

I'll **have finished** the work by 10.00 a.m. tomorrow morning.



Complete the grammar rules

- We use _____ + the past participle to make the future perfect tense. This tense is used to talk about actions that will be completed before a certain time in the future.
- The time phrase can come either _____ or _____ the main clause.
- We use the preposition _____ with definite times, meaning 'at or before this time'.

2 Complete the sentences using the future perfect tense of the verbs in the box.

write finish repair save be

- 1 By next year they _____ married for 40 years.
- 2 I can't go out at 7.30 because I _____ my work by then.
- 3 If he keeps going at this speed, he _____ 20 pages today.
- 4 I won't be able to go on holiday this summer because I _____ enough money.
- 5 You can collect the computer on Tuesday. We _____ it by then.

By next week, I'll have finished my exams.



3 Circle the correct options to complete the sentences.

- 1 I don't think **I'll have finished** / **I'll be finishing** this report in time for the meeting.
- 2 Scientists think that in ten years' time nearly everyone **will have used** / **will be using** mobile phones.
- 3 By the end of the journey, they **will have driven** / **will be driving** over 200 miles.
- 4 If we get there too early, they **won't have woken up** / **won't be waking up**.
- 5 Don't call me on my mobile. **I'll be driving** / **I'll have driven**.

4 Discuss the questions below in small groups.

What do think or hope you will have done and will be doing

- ▶ by next week?
- ▶ by next year?
- ▶ in five years' time?

By next week I'll have finished reading this book.



In five years' time I hope I'll be working as a doctor.





1 Discuss these questions in small groups.

- ▶ How good are you at cooking?
- ▶ What dishes do you know how to make?
- ▶ Do you think it is important for young people to know about food and cooking? Why? / Why not?

2 Look at these words connected with food and cooking. Match them with their meanings.

COOKERY WORDS	MEANINGS
1 recipe	a a dish made with pastry on the bottom, with different things inside and an open top
2 pastry	b a mixture of flour, fat and water, cooked in the oven
3 tart	c the yellow part of an egg
4 yolk	d instructions for cooking something
5 stir	e mix together with a spoon

3 Read the recipe below. Fill the spaces with time or ordering words from the box below.

meanwhile finally when by while first then until

PIES & TARTS

This is a recipe for an onion tart, which is very tasty.

Ingredients

100 grams of very cold butter (or other fat)	2 medium onions
225 grams of flour	a little olive oil
yolk of 1 egg	3 eggs
a little salt	$\frac{1}{4}$ litre of yogurt
a little cold water	salt and pepper



(1) _____, make the pastry for the base. Mix the flour and salt together in a large bowl. (2) _____ add the butter and rub it between your fingers into very small pieces. (3) _____, add the egg yolk and stir quickly. Put it in the fridge for about half an hour. (4) _____, heat the oven to 250° C.

(5) _____ the pastry is cold, press it into a 20 cm wide tin, make small holes in it with a fork, and put it in the oven for about 10 minutes. (6) _____ the base is cooking, fry the onions in the oil (7) _____ they are soft. Put the eggs in another bowl, add yogurt and salt and pepper and mix well. Add the fried onions.

Take the base out of the oven and turn it down to 150. Pour the egg mixture into the base, and return it to the oven for another 15–20 minutes. (8) _____ this time, it will have become a little brown on top. Leave it to cool for about 10 minutes and serve it with a green salad.

4 Work in small groups. Choose a dish at least one person knows how to cook and explain it to the others. Then write a recipe, using the onion tart recipe as a model.

1. Circle the correct option to complete the sentences.

1. By the end of this week, she **will have completed** / **will be completing** her assignment.
2. Don't phone me this evening I **will have studied** / **will be studying** for my English exam.
3. By 2100, the world's population **will have increased** / **will be increasing** to around 30.000 million.
4. You **will have finished** / **will be finishing** your report by this time next week.

2- Complete the sentences with the correct tense of the verbs in brackets: future continuous (will be doing) or future perfect (will have done)

- 1-If medical science continues to develop the way it is now, most illnesses..... before 2030. (**disappear**)
- 2- This time next year she..... in another country. (**study**)
- 3- In 20 years' time there will be one world economic system, and computers..... it. (**manage**)
- 4- Don't call before 8.30. Hehis breakfast. (**not finish**)
- 5- Some people think within the next 50 years welife on other planets, or even that people..... on other planets. (**find / live**)

2. Match each adverb to the past participle of a verb to form adjective phrases then use them to complete the sentences.

highly , well, brightly, badly , fully

coloured , qualified, known, injured, praised

1. They all give standout, _____ performances.
2. I think she's _____ for the job and we are lucky that she is serving.
3. She ran her eye over the rolls of _____ cloth displayed on the wall.
4. He is _____ in his community for his work in preserving historic buildings.
5. She had a car accident and her lungs were _____.

GOOD LUCK

1 Discuss these questions in pairs or small groups.

- 1 Do you have a favourite animal? Tell your partner(s) about it.
- 2 What surprising abilities do some animals have?

2 Read the text about amazing animals. Then complete the tasks on page 79.

[HOME](#)[ANIMALS](#)[HABITATS](#)[LOCAL](#)[GLOBAL](#)[ABOUT US](#)[CONTACT US](#)

There are thousands of amazing animals in the world, so choosing just five is quite random. But you're sure to find something interesting in our list, either a new fact about a common animal or one that you never knew existed. Scientists have named about 1,367,555 different species, not including insects, so it's not surprising that most people have never heard of some of them.



1 Mudskipper

Being fish, mudskippers use gills to breathe underwater, but their gills can hold water, which enables them to live on land too. They can even 'walk', using their front fins like legs. All this makes them especially interesting to biologists.



2 Leaf-cutter Ant

All ants are very interesting, especially the ways they live and work together. But leaf-cutter ants are particularly clever. They build a complex network that allows cool air into their homes and takes warm air out, making an efficient air-conditioning system.



3 Opossum

These North American animals are quite famous for pretending to be dead when they are attacked, but they have another defence too. Their bodies produce a protein that protects them from the poison of snakes and other animals. Surprisingly, this defence also works against snakes from other continents, which opossums have no contact with.



4 Mimic Octopus

All octopuses are intelligent, and can change their colour and shape. But the Mimic Octopus takes this further: it can actually pretend to be other animals, according to what is attacking it. It has been seen making itself look like various fish, sea snakes and jellyfish, as well as at least ten other species.

AMAZING PLANET

HOME

ANIMALS

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5 Honey Bee

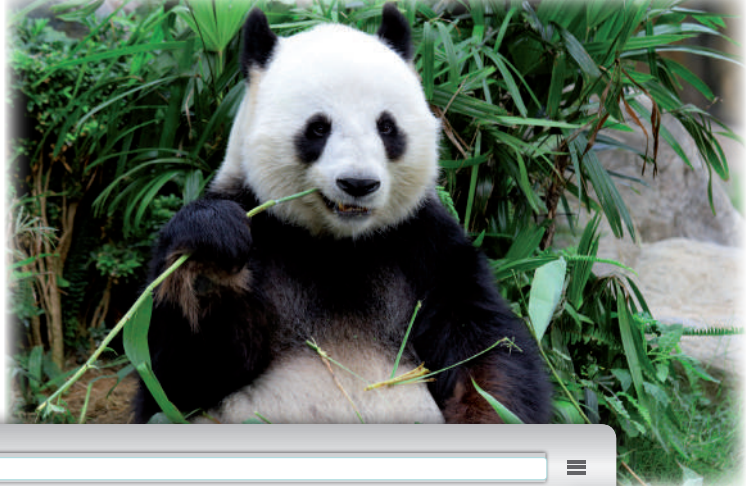
Although many people take them for granted, bees are some of the most amazing animals of all, as well as being useful (or even vital) for humans. They are the only insects in the world that make food that people can eat. Honey itself is an amazing food, containing everything necessary for life. More importantly, a third of all the plants we eat wouldn't exist without the help of bees.

- Replace the underlined parts of the sentences with words or phrases from the text. (The words and phrases are in the same order as in the text.)
 - The choice of people to answer the survey was unplanned. _____
 - The animal's colour makes it possible for it to hide in the forest. _____
 - Scientists who study living things are worried about the effects of climate change. _____
 - This problem is not at all simple, so it will be hard to solve. _____
 - The thief entered people's houses by seeming falsely to be from the electricity company. _____
 - They took him to hospital after he accidentally drank some liquid that can kill people. _____
 - The students were put in different classes in connection with their abilities. _____
 - If you are bitten by this snake, it's very important to get medical help quickly. _____
- Decide whether the statements are TRUE or FALSE. If there is not enough information to decide, choose DOESN'T SAY.
 - The website says these are the five most interesting animals in the world.
TRUE FALSE DOESN'T SAY
 - There are more insects in the world than other animals.
TRUE FALSE DOESN'T SAY
 - Leaf-cutter ants do something that other ants don't do.
TRUE FALSE DOESN'T SAY
 - Opossums have two different ways of defending themselves from attack.
TRUE FALSE DOESN'T SAY
 - Sea snakes are the biggest danger to the mimic octopus.
TRUE FALSE DOESN'T SAY
 - Most people realise how important bees are for humans.
TRUE FALSE DOESN'T SAY
- Complete this sentence with your own ideas. Then compare and discuss your sentence with a partner.

I think _____ are the most amazing animals because _____

1 **Discuss the questions below in pairs.**

- 1 Do you know what this animal is called?
- 2 What do you know about this animal (where it lives, problems it may have, etc)?



2 **Read the blog* about pandas.**

Then complete the tasks on page 81.

* a **blog** (short for **weblog**) is a page on a website which a person uses to record regular thoughts and ideas

A screenshot of a web browser displaying a blog post. The browser window has a title bar with standard OS controls and a navigation bar with links: Home, Wildlife, Links, Alan's Blog, and Contact Alan. The blog post is titled "Everyone likes pandas, don't they? And of course, that includes me. Recently, though, I've reached an opinion that might upset some people reading this blog." The author is Alan Finn, and the post is dated April 19th, 10.35 a.m. Below the post, there are 14 comments. The first comment is from Maria Collins, dated April 21st, 6.33 p.m., where she expresses shock at the author's suggestion to leave pandas to die. The second comment is from Alan Finn, dated April 22nd, 9.45 a.m., where he responds by stating his position as a professional biologist and his concern for all endangered species, not just pandas.

Alan Finn

Home Wildlife Links Alan's Blog Contact Alan

Everyone likes pandas, don't they? And of course, that includes me. Recently, though, I've reached an opinion that might upset some people reading this blog.

We all know that giant pandas are an endangered species, facing many threats. They struggle to survive in areas of land that are getting smaller every year. But, quite honestly, they don't really help themselves, do they? They only eat one thing, a plant that doesn't have many nutrients, and they seem to find it very difficult to produce baby pandas.

Are they really worth it? Organisations like the World Wildlife Fund, which uses the panda on all its publicity, spend millions of pounds trying to preserve this one animal, while there are many other species (animals and plants) that are threatened with extinction. They aren't as pretty as pandas (in fact, some of them are definitely rather ugly), but they all play an important part in the complex network of life on earth.

Extinction is part of the Earth's history. Obviously we can't preserve every species, so we need to make some hard economic choices. Maybe it's time to stop wasting all this money on one animal. The biggest problem for all endangered species, including pandas, is loss of habitat. Instead of saying 'Save the Whale (or Tiger or Panda)', we should be saying 'Save the Rainforest (or Desert or Rivers)'.

Posted April 19th, 10.35 a.m.

14 comments

Maria Collins Are you really suggesting that we should just leave pandas to die out? I'm shocked to read this from someone who calls himself an animal lover.

April 21st, 6.33 p.m.

Alan Finn Of course I'm an animal lover, and of course I don't want pandas to disappear. But speaking as a professional biologist, I think that there are lots of things like insects and plants that are just as important, even if they're less lovable to us humans.

April 22nd, 9.45 a.m.

- 1 Look at these words from the text and decide which meaning makes the best sense in the sentence.
- | | | | |
|--------------|----------------------------|---------------|---|
| 1 opinion: | A what someone thinks | 6 extinction: | A showing something to people |
| | B destination | | B death of a whole species |
| 2 giant: | A dangerous | 7 habitat: | A something you do very often |
| | B very large | | B area where particular species live |
| 3 threats: | A dangers or risks | 8 publicity: | A way of making something known to people |
| | B special things | | B book and magazine production |
| 4 struggle: | A not succeed | | |
| | B find something difficult | | |
| 5 obviously: | A sadly | | |
| | B clearly | | |

2 Now use words from Part 1 above to complete these sentences.

- 1 These plants will only grow in one type of _____.
- 2 Numbers of tigers are so low that they are in danger of _____.
- 3 We need better _____ so that people know about the company and its products.
- 4 People in low-paid jobs often _____ to feed their families.

3 Choose the best way to continue each sentence. Circle A, B or C.

- 1 Alan Finn says his opinion is _____
 A rather an unusual one. B likely to make some people angry. C the only possible solution.
- 2 He thinks that pandas _____
 A should not be treated differently from other species. B should do more to help themselves. C are in less danger than many other animals.
- 3 In his opinion, the biggest problem for many species is _____
 A being killed by people. B losing their living space. C global climate changes.
- 4 In her comment, Maria Collins says she is _____
 A sad. B angry. C surprised.

4 In pairs or small groups, discuss what comments you might leave on Alan Finn's blog.



I agree with what he says. We can't decide to save a species just because it looks nice.

It's obvious that people will want to give money to save an animal they like.



1 Look at the examples. Then answer the questions below.

Examples

- A** Many animals are threatened with extinction after they have lost their natural habitat.
Many animals are threatened with extinction **after losing** their natural habitat.
- B** Opossums can protect themselves. They use a special protein to do this.
Opossums can protect themselves **by using** a special protein.
- C** Sometimes we need to look at very small things. A microscope is used for this.
A microscope is used **for looking** at very small things.



- 1 Which example uses a time word? _____
- 2 Which examples use prepositions? _____
- 3 What verb form do we use after these words? _____
- 4 Which preposition describes *how* something is done? _____
- 5 Which preposition describes the *use or purpose* of something? _____

2 Rewrite the sentences using the **-ing** form of the underlined verb.

- 1 The biologist studied these animals and discovered something amazing.
The biologist discovered something amazing while _____.
- 2 If you work with bees, you need to wear special clothes.
When _____.
- 3 To protect themselves, octopuses change their body shape.
Octopuses protect themselves by _____.
- 4 To help them walk, mudskippers use their fins.
Mudskippers use their fins for _____.

3 Look at the examples of verb/adjective + preposition + **-ing**. Then match the verbs or adjectives in the table below with the correct prepositions.

Examples

- Opossums are **famous for pretending** to be dead
- Many biologists **dream of finding** a completely new species.

VERB OR ADJECTIVE	PREPOSITION
1 sorry (adj)	a in
2 think (v)	b against
3 succeed (v)	c to
4 look forward (v)	d for
5 decide (v)	e at
6 good (adj)	f of

forget get solve do spend write

- 1 After years of trying, he's finally succeeded _____ the problem.
- 2 They have decided _____ so much money on saving one animal.
- 3 I'm sorry _____ to phone you yesterday.
- 4 This is a much better way. Why didn't I think _____ it like this before?
- 5 After such a long time away, they were looking forward _____ home.
- 6 At school, he was always good _____ essays.

5 Discuss the questions below in pairs or small groups.

- ▶ What do you use your mobile phone for?
- ▶ How do you try to stay healthy?
- ▶ What are you looking forward to doing?
- ▶ What subjects are you interested in reading about?
- ▶ What are you good at doing?
- ▶ What are you bad at doing?

I try to stay healthy by eating the right food.

I'm really bad at remembering people's names.

I'm hungry, so I'm looking forward to having my lunch.

6 Look at the examples of *en* used as a prefix and a suffix.

Then

Examples

Pandas are an **endangered** species.

Many other species are **threatened** with extinction.

<i>en</i> prefix	<i>en</i> suffix
1 <i>endanger</i>	6 <i>threaten</i>
2	7
3	8
4	9
5	10



5 Complete the sentences with words from the table above.

- 1 He's thinner than he was, so he's had to _____ his trousers.
- 2 The sky began to _____ and they knew it would rain soon.
- 3 In reply to your request for payment, I _____ a cheque with this letter.
- 4 He was worried about starting a new school but his parents tried to _____ him.
- 5 We need to _____ the curtains. They're too short.
- 6 Please _____ that you have completed all parts of the form.
- 7 I agree with the idea of the new law but I think it will be difficult to _____.
- 8 They plan to _____ the road because it's too narrow.

18 Unit 2

1: Put the words in brackets in the correct form to complete the sentences:

1. This match is very _____ We need big efforts to win. (**challenge**)
2. In this cold weather, the _____ for a bottle of water has decreased. (**demand**)
3. The _____ of this story is missing you have to write it yourself. (**conclude**)
4. He gave a rather _____ answer. (**surprise**)
5. I don't want to argue about it. This is my final _____ (**decide**)

2. Complete using prepositions from the box and the -ing form of the verbs in brackets.

for, against, at, to, in, of

1. Paul is sorry _____ (break) this plate.
2. They have decided _____ (**move**) to Spain.
3. Muna looks forward _____ (**have**) a seat at the university.
4. He succeeded _____ (**win**) the race.
5. I have been thinking _____ (**look**) for a new job.

3- Complete the sentences with a preposition from the first column and the -ing form of a verb from the second column.

PREPOSITION	VERB
in	refuse
For(x2)	read
to	send
by	forget
	meet

- 1 I'm looking forward your brother. He sounds nice.
- 2 Most young people communicate messages on their phones.
- 3 I'm really sorry..... your birthday last week.
- 4 I don't understand his reason to do what we are asking.
- 5 I'm interested..... about how people lived in the past.

GOOD LUCK

Reading Comprehension.

(5 points)

1-Read the text carefully then do the activities below.

There are thousands of amazing animals in the world, so choosing just five is quite random. But you're sure to find something interesting in our list, either a new fact about a common animal or one that you never knew existed. Scientists have named about 1,367,555 different species, not including insects, so it's not surprising that most people have never heard of some of them.

A:.....

Being fish, they use gills to breathe underwater, but their gills can hold water, which enables them to live on land too. They can even 'walk', using their front fins like legs. All this makes them especially interesting to biologists.

B:.....

These North American animals are quite famous for pretending to be dead when they are attacked, but they have another defense too. Their bodies produce a protein that protects them from the poison of snakes and other animals. Surprisingly, this defense also works against snakes from other continents, which they have no contact with.

C:.....

Although many people take them for granted, they are some of the most amazing animals of all, as well as being useful (or even vital) for humans. They are the only insects in the world that make food that people can eat. Honey itself is amazing food, containing everything necessary for life. More importantly, a third of all the plants we eat wouldn't exist without the help of them.

A. Write the names of the amazing animals in the correct places.

Opossum

Honey Bee

Mudskipper

B. Complete the following table with missing information from the above passage.

Animals	Why they are so special
Opossum	1. The original habitat for these animals is 2. Two different ways of defending themselves are: a) bywhen they are attacked . b) by
Honey Bees	They are amazing animals because 1)..... 2).....
Mudskipper	

Vocabulary:

(5 points)

A. Complete the following sentences with words from the box.

Global ingredients standard reactions

1. The of care at our local hospital is excellent.
2. I love to watch parents' when their sons pass exams.
3. Changes like this will impact on theeconomy.
4. He created a wonderful meal from very few

B. Complete the sentences with the correct adjective phrases.

Fully qualified , badly injured, brightly coloured,

1. Clowns often wear clothing., so they can attract children easily.
2. He's still conscious after the accident but he's fairly
3. The company is looking for employees to hire in the c marketing department.

C. Complete the following sentences with words from the box using (en) as a prefix and a suffix

length dark courage

1. He needs to the curtains. They're too short.
2. The new teaching methodschildren to think for themselves.
3. The sky began to and they knew it would rain soon.

Language :

(5 points)

A. Complete the sentences using the future continuous or future perfect tense of the verbs between brackets.

- 1: She hopes that next year she at university. (**study**)
2. Try to call before 8 o'clock. After that, we.....the match. (**watch**)
3. The guests are coming at 8 p.m. Icooking by then.. (**finish**)
- 4 . In three years' time, I from university. (**graduate**)

B. Complete the following sentences with the correct prepositions from the box below.

Against in at for

1. The campaign has certainly succeeded raising public awareness of the issue.
2. I feel sorry the kids, too - they've had a hard time.
3. She was looking forward seeing the grandchildren again.
4. At school , he was always good writing essays.

C. Join the pairs of sentences to make one longer sentence, using an – ing phrase.

- 1: I am a student. I think exams cause a lot of stress.

.....

- 2: Because they don't have enough food. They can't survive for long.

.....

Choose one of the following topics to write about:

1- Write a short recipe for a dish.

- Write the name of the dish . * The ingredients.
- How we make it. * Why did you choose it

2- Write a short essay about the importance of getting well- balanced meals.

Paragraph (1): Write about the importance of getting healthy food.

Paragraph (2): Write about the reasons that have led to fast food and their risks.

Paragraph(3): Give recommendations and suggestions.

.....

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GOOD LUCK

1 Work in pairs. Read the information. Then answer the question below.

- A **prefix** adds meaning to a word. The prefix *tele-* means 'over a distance': you use a *telephone* to talk over a distance, a *telescope* to see over a distance, a *television* to see pictures over a distance.
- The prefix *bio-* means 'to do with life or living things'. *Biology* is the study of living things. A *biography* is a book about someone's life.
- *Diversity* means 'many and different'.

► What do you think *biodiversity* means?

2 Read the text to find out about biodiversity.

► What are the sub-headings in the text? What is interesting about them?

biodiversity X
www.curious-scientist.com/biointro

BIODIVERSITY: an introduction

- Biodiversity: the meaning**
When you have many different plants and animals in one place, you have *biodiversity*. It is the variety of life.
- Biodiversity: the facts**
Take a walk in the countryside. Find yourself a small piece of ground to look at carefully. Sit down and count all the different kinds of plants you can see. Then count all the different insects that walk across. Now stand up quietly and look around. What else can you see and hear? Grass? Trees? Birds? Animals? How many different kinds of living things (called species) did you count?
Does it surprise you how much variety there is in one small area? How many different species must there be in the whole of Palestine? In the whole of the world?
The answer to that is that nobody knows! Scientists have found and named 1.7 million different species but they estimate that there are between 3 and 30 million.
- Biodiversity: its importance**
 - It provides us with many different foods. Without a variety of animals and plants, our supermarkets would have a lot less produce.
 - Most medicines were made following research into plant and animal biology.
 - Biodiversity helps to service the Earth. For example, wetland areas clean the water and plants provide the oxygen for the air we need to breathe.
 - It makes the world beautiful and interesting!
- Biodiversity: the threats**
 - The human population of the world is increasing. We are using more land and resources. We destroy as we build.
 - This leads to a loss of areas where plants, insects, birds and animals can live and feed.
 - When we overuse the land or sea, they become exhausted. In some places there are few fish left; in some areas the land has turned to desert.
 - People cause pollution, which endangers nature and wildlife.
 - Pollution also contributes to climate change. As the world gets warmer, the environment changes and some plants and animals will die out.

All these threats to biodiversity are a serious challenge to life on Earth.



3 Find words in the text which mean the same as the following.

- 1 consists of many different things _____
- 2 a plant or animal group _____
- 3 guess (using the information you have) _____
- 4 be one of the causes of something _____
- 5 someone or something that could cause harm _____
- 6 puts someone or something in danger _____

4 Complete the sentences with words from Activity 3. (You may have to change the form.)

- 1 Over 470 _____ of birds have been recorded in Palestine.
- 2 It is _____ that this number will increase.
- 3 Scientists study animals for a _____ of reasons.
- 4 We can all _____ to making this world a better place to live.
- 5 There are many _____ to the future of the Earth.
- 6 Some animals have become _____ by pollution.

5 Look closely at the text. Then answer the questions. Circle A, B or C where required.

- 1 Where do you think this text is from?
A a newspaper B a biology textbook C the internet
- 2 Who is it written for? A scientists B students C teachers
- 3 What is the purpose of the text?
A to introduce readers to important but difficult ideas B to entertain readers with new ideas
C to encourage readers to do more to help the environment
- 4 The last two sections use bullet points. Why do you think the writer used them?

6 Find the sentences in the text in Period 2. Then circle the best answer.

'It provides **us** with many different foods.' (Section 3)

- 1 What does *It* refer to? A species B biodiversity C different foods
- 2 Who does *us* refer to? A the writer and the reader B the people of the world

'**This** leads to a loss of areas where plants, insects, birds and animals can live and feed.' (Section 4)

- 3 What does *This* refer to?
A the information in the bullet point before B the information in the next bullet point

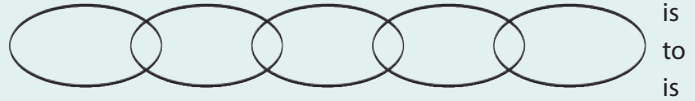
'People cause pollution, **which** endangers nature and wildlife.' (Section 4)

- 4 What does *which* refer to? A people B nature and wildlife C pollution

1 What do you think the *web of life* is? Read the text below to find out.

The web of life

- 1 The species of the living world are connected, which means they cannot live alone. For example, if there are many plants in an area, there will be plenty for insects to eat. The insects will do well and increase in numbers. The birds will notice this and arrive to eat the insects. The birds will do well and get fat. Some of the birds will be caught and eaten by small animals. The small animals are then eaten by bigger animals.
- 2 This is called a 'food chain' because each species is linked to others, like a chain. However, it is more than a chain because even the largest animals will die at some time. Insects and other animals will then feed off their dead bodies. Eventually, what left will go into the soil and encourage plants to grow. It is more like a circle than a chain so sometimes called the 'circle of life'.
- 3 In fact, it is more complex than this because living things depend on each other in many ways. Insects, birds and animals live in plants or trees. Some insects live on the bodies of animals and birds. Plants need insects, birds and animals to spread their seeds so that they can make new plants. So species are connected in many ways, and that is why it is called the 'web of life'.
- 4 When the web is broken by humans, it has consequences that nobody can predict. The cane toads of Australia are a good example.



Case Study: Cane toads

Species: Cane toads are from South America. There they eat almost anything, dead or alive. They are eaten by snakes and caiman (small crocodiles).

Background: In Australia, sugar cane farmers had a problem with insects eating the cane. In 1935 they released 3000 toads to eat the insects.

Consequences:

- The toads did not eat many insects on the sugar cane because they did not like sugar cane fields. They chose to live elsewhere.
- No animals in Australia eat cane toads.
- Cane toads lay thousands of eggs at a time and produce many young.

Outcome: 200 million large, healthy cane toads eating the food which other animals need and spreading across the country. The future of other toads and small animals is at risk.



2 Discuss in pairs.

- ▶ What are the three expressions used in the text to explain connections between living things?
- ▶ Which one do you think is the best to describe connections in nature? Why?

3 Find words in the first part of the text on page 59 to complete the dictionary entries.

1 _____ noun a series of rings that are linked to each other

2 _____ adjective no longer alive

3 _____ noun what things grow in on the surface of the Earth (usually brown)

4 _____ adjective with lots of small parts and details, so difficult to understand

5 _____ phrasal verb need someone or something to be able to continue

6 _____ noun result of something (often negative)

4 Complete the sentences with words from Activity 3. (You may need to change the form of some words, e.g. *connect* – *connected*.)

- 1 The rules of this game are _____ so not many people can play it.
- 2 I'm afraid the old tree is _____ and needs to be cut down.
- 3 The prisoners were kept in _____.
- 4 The river dried up as a _____ of everyone taking so much water.
- 5 She pulled the old tomato plant out of the _____, and then planted a new one.
- 6 Children _____ their parents for help and support.

Period 3

1 Read and answer.

The first sentence of a paragraph often gives the main information, or topic, of the paragraph. We call it the *topic sentence*. The rest of the paragraph often gives supporting information.

Look at the four paragraphs in the first part of the text in Period 2.

- 1 Which two paragraphs start with a topic sentence and then give examples to support the topic sentence? (Look for the word *example* to help you.)

- 2 Which paragraph starts with a topic sentence but then gives more and different information to develop the idea in the topic sentence? (The word *however* shows you that some different information is going to be added.)

- 3 Which paragraph starts with a topic sentence and then explains in more detail what it means?

2 Match the topic sentences with the rest of the paragraph.

TOPIC SENTENCES	REST OF PARAGRAPH
1 Biodiversity refers to the variety of species of plants and animals on the Earth.	a ... For example, 44 different birds of prey (birds that kill to eat) have been seen. The largest group of species are the songbirds, of which 192 have been sighted. In total, 470 species are known to live in, or pass through Palestine.
2 The word <i>biodiversity</i> is made up of a prefix and a main word.	b ... The prefix <i>bio-</i> relates to the study of life. Diversity means <i>many</i> and <i>different</i> . So biodiversity is the study of the variety of life.
3 There are a huge number of bird species in Palestine.	c ... It is thought that there may be as many as 30 million of these different species. However, at the moment scientists have only identified fewer than two million.

3 Read the second part of the text in Period 4 again. Match these words with their meanings.

WORDS FROM THE TEXT	MEANINGS
1 case study	a information and details that let you understand a situation
2 background	b result of something (formal)
3 release	c to let something go from where it was held before
4 outcome	d a piece of research that looks at how a situation develops over time

4 Work in pairs. Read and answer.

The words *consequence* and *outcome* have a similar meaning to *result*. They are both used in the text in Period 4.

- Which one suggests a negative, or bad result?
- Which one is often used in formal texts?
- Which one is best used in these sentences?
 - One of the _____ of the over-use of the land is that the soil becomes exhausted.
 - Scientific study has shown that the protection of plant and animal species in an area has a positive _____. It improves food production.

5 Look again at the case study in Period 4. Then use the to write your own case study with the headings *Species*, *Background* and *Consequences*.

Starlings

- small birds that eat insects and seeds
- from Europe, Asia and North Africa
- named in the plays of William Shakespeare so Eugene Schieffelin wanted to have them in North America
- 100 birds released in New York in 1890
- starlings have many babies each year
- millions of starlings now found all over the USA
- cause harm to crops; carry some disease; often fly in large numbers near airports which is a danger for planes

