



State of Palestine  
Ministry of Education

**NEW**  
EDITION

# English for Palestine

PUPIL'S BOOK **11**

## Blended Learning /Module 4

## BLENDING LEARNING MODULE (4) \ LEARNING OUTCOMES

| Unit                                       | Learning outcomes                                                                                                                                                                                                                                                                                 | Page |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1 Once upon a time                         | <b>Learning about :</b> <ul style="list-style-type: none"> <li>▶ folk tales and fairy stories</li> <li>▶ using defining and non-defining relative pronouns</li> <li>▶ using relative pronouns to add extra information to sentences</li> <li>▶ telling and giving summaries of stories</li> </ul> | 3    |
| 2 Political System                         | <ul style="list-style-type: none"> <li>▶ describing systems of government</li> <li>▶ different tenses in the passive form.</li> <li>▶ Passive forms without tenses.</li> <li>▶ Describing the stages of a process</li> </ul>                                                                      | 13   |
| <b>Reading Plus (خاص للفرع الأدبي فقط)</b> |                                                                                                                                                                                                                                                                                                   |      |
| Unit                                       | Learning outcomes                                                                                                                                                                                                                                                                                 | Page |
| 3 Taking the Lead                          | <ul style="list-style-type: none"> <li>• One successful business leader by reading his profile.</li> <li>• Being an entrepreneur, and related vocabulary.</li> <li>• How to develop a business plan.</li> </ul>                                                                                   | 23   |

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



- 1 Do you know any of the stories shown in the pictures? What can you say or guess about them?
- 2 Where do you think these stories came from? How old do you think they are?

2 Read the introduction to a collection of stories. Then complete the tasks below and on page 89.

## Global tales

One definition of 'folk tales' is: stories that are traditional among a group of people. Like folk songs, they are passed down from generation to generation and it is impossible to say who first told or wrote them. 'Fairy stories' are similar, but they are mainly for children and often feature animals that talk, giants and other imaginary things.

- 5 We can learn a lot about different countries from their folk tales, but the similarities between them are interesting too. Take, for example, the 'trickster' stories that are told in many parts of the world, including Africa, the Caribbean and Scandinavia, where they are very popular. In these, the hero gets what he wants by being clever and telling lies. Many societies have 'heroic' stories, where the main character goes on a long and difficult journey to find something important. There are also
- 10 'romantic' tales, love stories in which a man and a woman have to solve many problems before they can be together.

1 Find words in the text that have these meanings. (The words are in the same order as in the text.)

- |                                              |       |
|----------------------------------------------|-------|
| 1 meaning of a word                          | _____ |
| 2 stories                                    | _____ |
| 3 contain (as an important part)             | _____ |
| 4 main (male) person in a story              | _____ |
| 5 groups of people                           | _____ |
| 6 any person in a story (or film, play, etc) | _____ |

2 Complete the table with other words from the text.

| ADJECTIVE | NOUN        |
|-----------|-------------|
| 1         | imagination |
| similar   | 2           |
| 3         | popularity  |
| heroic    | 4           |

3 Use words from the text on page 88 and from the table above to fill the gaps in these stories.

The Palestinian tale of *Ataba and Zariief e-Ttool* is mainly a (1) r story of how love finally wins. Zariief and the beautiful Ataba fall in love, but Ataba's father refuses to accept Zariief because he is poor. He sends Zariief all over the country to bring back different things, thinking he will fail. This is also a (2) h story, because Zariief succeeds every time. However, the father always asks for something else. Finally, Zariief gets help from an Egyptian Mukhtar, a friend of Ataba's father. He persuades the father that Zariief will be a good husband for Ataba, and the couple can at last get married.

The (3) p Anansi stories from West Africa (4) f a spider called Anansi. In one tale, Anansi takes over from Lion as the 'owner of all stories'. Lion says he first has to bring him Giant Blacksnake, tied to a piece of wood. Anansi uses his cleverness to catch the huge snake and take him to Lion. Lion doesn't want to give Anansi ownership of all the stories, but he has no choice. These Anansi folk tales about the (5) i spider are probably the most famous examples of (6) t stories.

The (7) h of *Jack the Giant Killer* is a young boy who lives with his mother. They are very poor, so when Jack sells their cow for a few 'special' beans, his mother is angry and throws them out of the window. The bean plant grows very high and very fast, and Jack climbs up it. At the top, he meets a giant who owns a lot of gold and a chicken that lays gold eggs. Jack steals the chicken but it makes a noise and the giant wakes up. He follows Jack but when Jack gets to the bottom he cuts the plant down, killing the giant. This old English (8) f story combines two types of tale: heroic and trickster.

4 Complete the sentences with words from the three story descriptions. (The words are in the same order as in the text.)

- 1 It's no use asking to borrow money from him. He always \_\_\_\_\_.
- 2 He's such a good speaker that he always \_\_\_\_\_ people that his opinion is right.
- 3 The story is about a married \_\_\_\_\_ and their three children.
- 4 They \_\_\_\_\_ the thief to a chair so that he couldn't escape.
- 5 They have a duck in their garden that \_\_\_\_\_ large eggs.
- 6 I like lots of different \_\_\_\_\_ of music, from folk music to classical.

1 Look at the picture and the quotation.  
Then discuss the questions below.

- 1 What do you know about dragons?
- 2 How can a fairy story be 'more than true'?
- 3 What do you think children can learn from hearing and reading stories?



**'Fairy tales are more than true: not because they tell us that dragons exist, but because they tell us that dragons can be beaten.'**

G. K. Chesterton

2 Read the text quickly. Then answer the question below.

Is this text

- A a news story?
- B an interview?
- C an academic essay?

## Highly intelligent stories

Some people worry that folk tales and fairy stories encourage children to believe things that can't happen in the real world. The highly praised children's writer Gillian Poulson couldn't disagree more. Stories, she says, help to develop a child's imagination. 'One of the main points of these stories,' she explains, 'is that **they** don't happen in the real world. Once children have visited the other worlds stories describe, they are never quite the same. They learn to question the world they see around them, and perhaps to change **it**.'

She's not alone in this opinion. The great scientist Albert Einstein once said: 'If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.' Research has shown that children who grow up hearing, and later reading, stories are much more likely to get good exam results, not just in language but also in maths and science.

Gillian Poulson thinks the reason why children love fairy tales is quite simple. **They** just want to know what happens next. Folk tales or fairy stories are especially good for this because they don't normally have anything extra to get in the way. You don't need to know what the character is feeling or thinking, just what they do next. So you can start your story with something like "Once upon a time there was a poor old woman who lived in a forest with her son", and that's it. You don't need to say where the forest was or why they were poor. They don't even need to have names. What did they do? That's the only important part.'

Stories, then, are good for children. First by hearing **them**, and later by reading them independently, we learn that language is for sharing ideas and having fun. But Gillian has a warning for parents and teachers. 'Don't tell them that it's good for them, and certainly don't encourage them to read books that you think they should. There's no quicker way to make them not want to read.'

3 Read the text again. Then decide if the statements below are TRUE or FALSE.  
Write the sentence (or part of a sentence) from the text that helped you decide.

1 Gillian Poulson shares people's concerns that folk tales are not realistic.

TRUE FALSE

---

2 She thinks stories only have a small effect on children.

TRUE FALSE

---

3 Stories teach children to enjoy language.

TRUE FALSE

---

4 In these stories, actions and events are more important than ideas and events.

TRUE FALSE

---

5 Children learn correct grammar from reading stories.

TRUE FALSE

---

6 Parents should recommend good books for their children to read.

TRUE FALSE

---

4 What do these words, highlighted in the text, refer to?

1 *they* (line 4)

---

2 *it* (line 6)

---

3 *They* (line 11)

---

4 *them* (line 18)

---

5 Discuss the statement below in pairs or small groups.

**'Folk tales and fairy stories are just for old people and children.'**



I couldn't agree more.  
There are much more  
important things to read.

You can't expect adults to believe  
in things like talking animals.



I think fairy stories can be  
enjoyed by people of all ages.



It's important to have a  
good imagination and not  
take things just as they are.

- 1 Look at the examples. Then complete the grammar rules by adding a tick to each row.

### Examples

| Defining relative clauses                                    | Non-defining relative clauses                                       |
|--------------------------------------------------------------|---------------------------------------------------------------------|
| Fairy stories often feature <u>animals which/that talk</u> . | Jack has a bean plant, <u>which grows very fast and very high</u> . |
| Jack is <u>a young boy who/that lives with his mother</u> .  | He has two strong sons, <u>who live with him</u> .                  |
| The woman <u>who/that phoned me</u> was very polite.         | <u>Anansi, who is a clever spider</u> , is the hero of the tale.    |

### Complete the grammar rules

| Rule                                                                 | Defining | Non-defining | Both |
|----------------------------------------------------------------------|----------|--------------|------|
| 1 The relative clause is used to make it clear which one(s) we mean. |          |              |      |
| 2 The relative clause is used to add extra information.              |          |              |      |
| 3 We use commas to separate the information in the relative clauses. |          |              |      |
| 4 The relative clause should follow the noun it describes.           |          |              |      |
| 5 We often use <i>that</i> instead of <i>which</i> or <i>who</i> .   |          |              |      |
| 6 We can't use <i>that</i> instead of <i>which</i> or <i>who</i> .   |          |              |      |

- 2 Join the two short sentences to make one longer sentence, replacing the underlined parts with relative pronouns. Use *that* where possible.

Some children grow up reading stories. They have better exam results.

Children who grow up reading stories have better exam results.

- 1 The story happens in Jaffa. Jaffa is a city in Palestine.

- 2 Have you seen the letter? It came yesterday.

- 3 The main character is very poor. He has three sons.

- 3 Look at the examples of defining relative clauses. Then circle the correct words to complete the grammar rules.

### Examples

Children visit the other worlds (that) stories describe.

They learn to question the world (that) they see around them.

That's the woman (that) I phoned.

### Complete the grammar rules

- In the examples, *other worlds*, *the world* and *the woman* are the **subjects / objects** of the verbs *describe*, *see* and *phone*.
- When the pronoun *that* refers to the **subject / object**, we can leave it out.

- 4 Join the two short sentences together to make one longer sentence. Use **that** where it is needed, but leave it out if it isn't needed.

That's the car I want to buy when I'm rich.



- 1 This is the book. I was reading it yesterday.  
\_\_\_\_\_
- 2 That's the same film. I saw it at the cinema last week.  
\_\_\_\_\_
- 3 This is a folk tale. I remember it from my childhood.  
\_\_\_\_\_
- 4 She's the new student. She arrived last week.  
\_\_\_\_\_
- 5 Zariel brings back gifts. They are from different parts of the country.  
\_\_\_\_\_

## Period 4 / Language and vocabulary study

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

### Examples

*This is the house. I grew up **here**.*

➔ *This is the house **where** I grew up.*

*He returned to his home. He lived happily **there** for the rest of his life.*

➔ *He returned to his home, **where** he lived happily for the rest of his life.*

*The hero goes on a journey. **The hero's** son lives in another country.*

➔ *The hero, **whose** son lives in another country, goes on a journey.*

*I apologised to the man. I'd stepped on **his** foot.*

➔ *I apologised to the man **whose** foot I'd stepped on.*

### Complete the grammar rules

- 1 \_\_\_\_\_ and \_\_\_\_\_ are both relative pronouns.
- 2 We use them in both \_\_\_\_\_ and \_\_\_\_\_ relative clauses.

- 2 Add the correct relative pronoun, **which**, **who**, **where** or **whose**, to complete the sentences.

- 1 Thank you for the book, \_\_\_\_\_ I enjoyed reading.
- 2 The hero, \_\_\_\_\_ name is Jack, lives with his mother.
- 3 He lived in Cairo, \_\_\_\_\_ is the capital city of Egypt.
- 4 They went to the next town, \_\_\_\_\_ they met an old man.
- 5 The old man, \_\_\_\_\_ clothes looked old and dirty, was really the king.

6 Her father, \_\_\_\_\_ had traditional opinions, refused to let her marry.

3 **Correct the sentences. (There is one mistake in each sentence.)**

1 That isn't the woman, who gave me the money.

\_\_\_\_\_

2 She lives with her parents who are quite old.

\_\_\_\_\_

3 Once there was a dragon, which tail was very long.

\_\_\_\_\_

4 He now lives in Jenin, where is a town in the north.

\_\_\_\_\_

5 Is that the place which you found the letter?

\_\_\_\_\_

6 I like to meet people whose their interests are similar to mine.

\_\_\_\_\_

4 **Join the two short sentences to make one longer sentence, replacing the underlined parts with relative pronouns. Remember to use the correct punctuation.**

1 That's the house. I was born there.

\_\_\_\_\_

2 She's the woman. I borrowed her books.

\_\_\_\_\_

3 I'm going to Ramallah. It isn't very far from here.

\_\_\_\_\_

4 The main character is a young man. The man's wife is always angry with him.

\_\_\_\_\_

5 My brother is good at basketball. He is very tall for his age.

\_\_\_\_\_

5 **Complete the sentences in your sentences with a partner.**

I want to study a subject that I'm interested in.

I sometimes go out with my friends, who \_\_\_\_\_

I prefer reading stories that \_\_\_\_\_

I want to study a subject that \_\_\_\_\_

I live with my parents, who \_\_\_\_\_

I live in \_\_\_\_\_, which \_\_\_\_\_

My best friend, whose \_\_\_\_\_

The place where \_\_\_\_\_

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

**Examples**

A long time ago, a king called Midas **lived** in a palace with his daughter.

In the story, Midas **wishes** that everything he **touches turns** to gold.

**Complete the rules**

- 1 We use the \_\_\_\_\_ tense to tell a story.
- 2 We use the \_\_\_\_\_ tense to describe or give a summary of a story.

2 Read the famous folk tale. Then complete the summary on page 97.

## Ali Baba and the 40 Thieves\*

\* thieves = people who steal from others

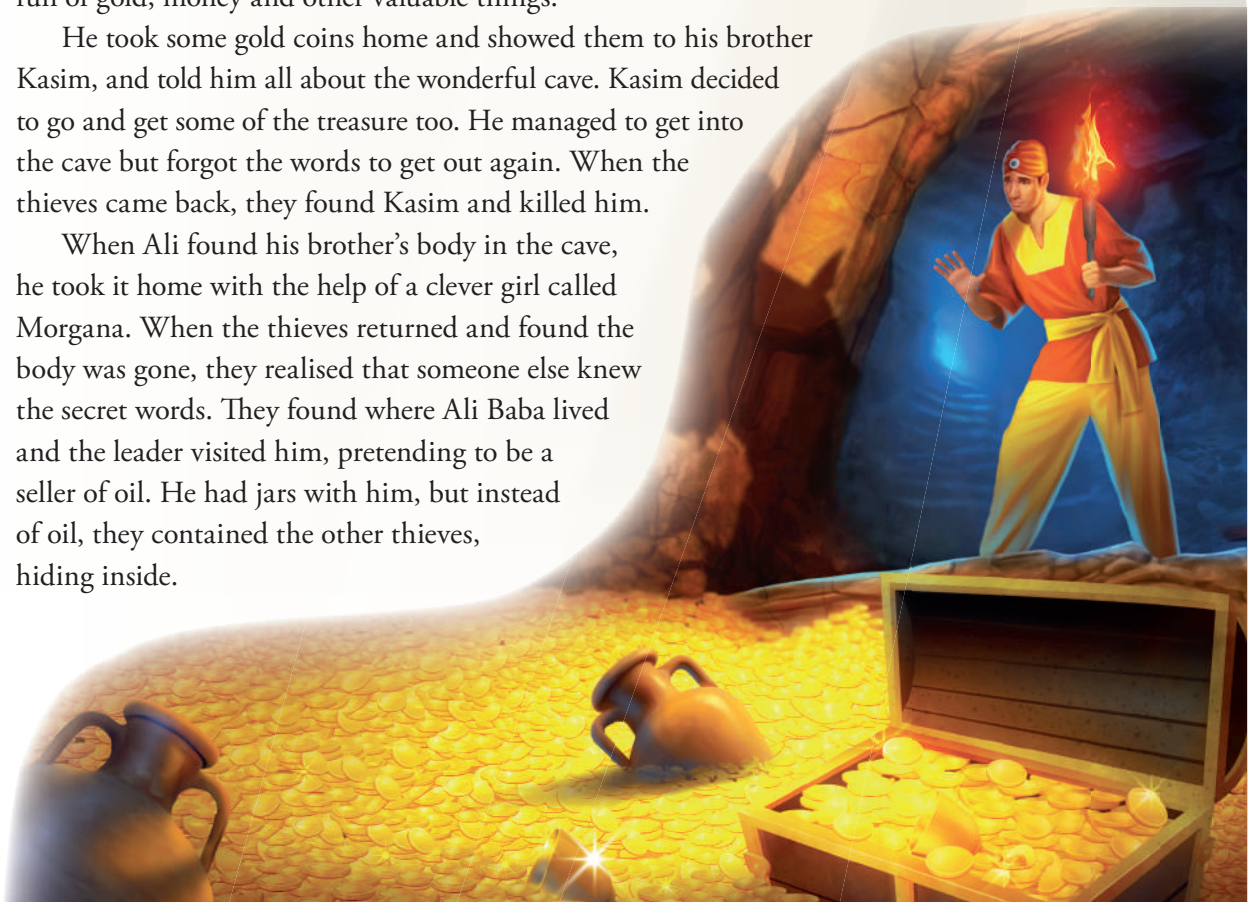
Ali Baba was a poor woodcutter. One day, while he was working in the forest, he saw 40 thieves arrive in front of a cave. He hid behind a tree and watched what they were doing.

He heard the leader of the thieves shout 'Open Sesame!' and was amazed to see the door of the cave open. The men went inside, and then some time later came out again. The leader  
5 said 'Close Sesame,' and the cave entrance closed.

Ali Baba realised that this was where the thieves kept their stolen treasure. After the thieves had left, he used the same words to open the cave and was excited to find that it was full of gold, money and other valuable things.

He took some gold coins home and showed them to his brother  
10 Kasim, and told him all about the wonderful cave. Kasim decided to go and get some of the treasure too. He managed to get into the cave but forgot the words to get out again. When the thieves came back, they found Kasim and killed him.

When Ali found his brother's body in the cave,  
15 he took it home with the help of a clever girl called Morgana. When the thieves returned and found the body was gone, they realised that someone else knew the secret words. They found where Ali Baba lived and the leader visited him, pretending to be a  
20 seller of oil. He had jars with him, but instead of oil, they contained the other thieves, hiding inside.



Luckily, Morgana knew who the oil seller really was. She poured boiling oil into the jars, killing the thieves, then later killed the leader too while she was dancing  
25 for him. In return for her help, Ali Baba said she could marry his son. He told his son the secret words, and later the son passed the secret to his children. So Ali Baba, his children and his grandchildren were rich for the rest of their lives.

### ✂ Spelling reminder

thief — thieves    life — lives

leaf — leaves    loaf — loaves

At the beginning of this story, Ali Baba sees \_\_\_\_\_. The leader \_\_\_\_\_ by saying \_\_\_\_\_. After they \_\_\_\_\_, Ali \_\_\_\_\_, where he \_\_\_\_\_.

He tells \_\_\_\_\_. But when \_\_\_\_\_, he forgets \_\_\_\_\_. The thieves \_\_\_\_\_. Ali Baba takes \_\_\_\_\_, but the thieves \_\_\_\_\_.

They find \_\_\_\_\_, but a girl called Morgana helps him by \_\_\_\_\_. In return, Ali Baba \_\_\_\_\_, and he and all his family \_\_\_\_\_.

### 3 Work in pairs. Tell your partner a story you know, either telling the story in the past tense or giving a summary in the present tense.

Once, a long time ago, there was a ...

This is a story about a man who lives ...

# REVISION WORKSHEET (UNIT ONE)

**1- Add the information in brackets to the sentences, using commas and the correct relative pronoun (who, which, where or whose).**

1 I live in the capital city. (it is in the south of the country)

.....

2 He is talking to the office manager. (we met her last week)

.....

3 At school, he was a friend of Hazem. (Hazem later became a politician)

.....

4 The whole family moved to Jordan. (they lived there for 15 years)

.....

5 The woman in the photo is Fatima. (her son went to school with me)

.....

**2- Complete the definitions below, using defining relative clauses. Leave out the relative pronoun where possible.**

1 A pen is something .....with.

2 A biologist is someone .....living things.

3 A bee is an insect..... honey.

4 A folk tale is a story..... from generation to generation.

5 Your homeland is the country .....

**2. Make one sentence from the two that are given. Use who or which with the underlined words.**

a. Mont Blanc is between France and Italy. It is the highest mountain in the Alps.

b. Alfred Hitchcock was born in Britain. He worked for many years in Hollywood.

**GOOD LUCK**

## 1 Work through the quiz about the UK.

# QUIZ

How much do you know about the UK?

Do our quick quiz to find out.

1 How many different parts make up the United Kingdom?

- A three
- B four
- C five

2 Which is the largest?

- A the British Isles
- B the UK
- C Great Britain

3 What is the area of the UK?

- A less than 140,000 sq. km
- B 140,000–240,000 sq. km
- C over 240,000 sq. km

4 What is the population of the UK?

- A about 30, 900,000
- B about 64,100,000
- C over 70,000,000

5 How old do you have to be to vote\*?

- A 16
- B 18
- C 21

\* vote = make a choice to decide who is in the government

Northern Ireland

Scotland

Wales

England

## 2 Read the text to check your answers.

**Name:** United Kingdom (UK)

The full name is 'the United Kingdom of Great Britain and Northern Ireland' (Southern Ireland is an independent country called the Republic of Ireland). Great Britain is the geographical name for the island that contains England, Scotland and Wales. The UK has been described as 'four countries within a country'.

**Capital city:** London

London is the largest city, and one of the world's most important financial centres.

**Population:** approximately 64,100,000

**Area:** 243,610 sq. km (94,060 square miles)

**Official language:** English

**System of government:** parliamentary democracy, monarchy

The UK has a parliament, where laws are made. Elections to choose Members of Parliament (MPs) take place every five years, and anyone of 18 or over can vote. The head of government is the Prime Minister but the head of state is the king or queen, because the UK is also a monarchy. The monarch, however, has little real power. A small number of people think the UK should become a republic. Scotland, Wales and Northern Ireland all have their own parliaments, with limited powers.

3 Find words in the United Kingdom text that have these meanings.

- 1 connected with money and business \_\_\_\_\_
- 2 more or less, not exactly \_\_\_\_\_
- 3 country that has a king or queen \_\_\_\_\_
- 4 used by governments and in formal situations \_\_\_\_\_
- 5 place of government \_\_\_\_\_
- 6 times when people can vote \_\_\_\_\_
- 7 political system without a king or queen \_\_\_\_\_

4 Now use the words in Activity 3 to complete the sentences below.

- 1 There is a part of the \_\_\_\_\_ building where people can go and watch the discussions.
- 2 The country was a \_\_\_\_\_ from 1923 to 1946, when the king returned and it became a \_\_\_\_\_ again.
- 3 I think there were \_\_\_\_\_ 50 people at the meeting, but I didn't count them.
- 4 This isn't an \_\_\_\_\_ rule. It's just something that nearly everyone does.
- 5 People under 18 can't vote in \_\_\_\_\_.
- 6 I often lose money by making the wrong \_\_\_\_\_ choices.

5 Read the information about another country, and then try to fill in the blanks with correct information. Finally, compare your answers with a partner.

**Name:** \_\_\_\_\_

The full name is the People's Democratic Republic of \_\_\_\_\_

**Capital city:** \_\_\_\_\_

\_\_\_\_\_ is the largest city, four times larger than the second city, Oran.

**Population:** approximately 37.9 million

**Area:** 2,381,741 sq. km (919,595 square miles) 90% of the land is desert

**Official language:** \_\_\_\_\_

\_\_\_\_\_ is also widely used, especially in government, media and education.

**System of government:** democracy

The head of state is the President, who is elected for a five-year term. The position used to be limited to two five-year terms, but this limitation was removed in 2008. Anyone over the age of 18 can \_\_\_\_\_. The President is the head of the army and also chooses the Prime Minister, who is the head of government.



6 Discuss the question below in pairs or small groups.

The voting age in both countries is 18. Do you think this is the right age, or should it be higher or lower? Why?

I think 18 is about right because that's when people become adults.

Young people understand more than adults think, so they should be able to vote at 16.

1 Look at the examples of sentences in the passive. Then answer the questions below.

Examples

The UK has a parliament, where laws **are made**.

Some steps **are being taken**.

The UK **has been described** as 'four countries within a country'.

This limitation **was removed** in 2008.

Politicians **will be made** aware of people's feelings.

1 What is important in these sentences: the actions themselves or the people who did them?

2 Are the subjects (laws, steps, UK, limitation, politicians) the ones who do the actions?

3 Which verb changes its tense in these examples? \_\_\_\_\_

4 What is the tense in each sentence? \_\_\_\_\_

2 Circle the correct verb form, active or passive, in these sentences.

1 In 1948, the country **became** / **was become** a republic.

2 A lot of money **has spent** / **has been spent** on improving this service.

3 Some new ideas **are discussing** / **are being discussed** at the moment.

4 Elections **take** / **are taken** place every five years.

5 Several changes **will need** / **will be needed** before the system works well.

6 In Algeria, the Prime Minister **chooses** / **is chosen** by the President.

7 The number of people who vote **has fallen** / **has been fallen** since the last election.

8 He **elected** / **was elected** by 78% of voters.

3 Complete the passive sentences by adding the past participle of a verb from the box.

|         |       |        |      |
|---------|-------|--------|------|
| destroy | make  | choose | take |
| answer  | speak | repair | send |

1 I hope all your questions have now been \_\_\_\_\_.

2 In a democracy, leaders are \_\_\_\_\_ by the people.

3 French is widely \_\_\_\_\_ in Algeria.

4 The parliament building was partly \_\_\_\_\_ by fire two years ago.

5 These photos were \_\_\_\_\_ during my last holiday.

6 Thanks to technology, voting will be \_\_\_\_\_ easier in future.

7 We couldn't get through because the road was being \_\_\_\_\_.

8 The letter will be \_\_\_\_\_ early tomorrow morning.

4 Complete the sentences using the passive form of the verbs in brackets in the correct tense.

- 1 My car \_\_\_\_\_ at the moment, so I have to go to work by bus. (repair)
- 2 I promise the report \_\_\_\_\_ before tomorrow afternoon. (finish)
- 3 Voting \_\_\_\_\_ compulsory in Australia over 40 years ago. (make)
- 4 This book looks almost new. I don't think it \_\_\_\_\_ very often. (read)
- 5 The result of the election \_\_\_\_\_ next Tuesday. (announce)
- 6 A lot of books \_\_\_\_\_ about this subject recently. (write)
- 7 The President's house \_\_\_\_\_ in 1905. (build)
- 8 The rubbish \_\_\_\_\_ every Monday morning. (collect)

Period 3

1 Look at the examples of further passive forms. Then complete the grammar rules.

Examples

The voting age **should be lowered**.

The app **can be downloaded** onto a phone.

If young people **want to be heard**, they have to vote.

He **hopes to be** chosen as the next MP for the town.

Complete the grammar rules

- 1 After modal verbs like \_\_\_\_\_ and \_\_\_\_\_, we use the infinitive form of the verb *be* (without *to*) + the past participle.
- 2 After some verbs, like \_\_\_\_\_ and \_\_\_\_\_, we use the infinitive form of the verb *be* (with *to*) + the past participle.

2 Complete the sentences with (to) be plus the past participle of a verb from the box.

criticise    make    choose    leave    write    repair    interview    accept

- 1 I hope \_\_\_\_\_ on the university course I applied for.
- 2 He didn't expect \_\_\_\_\_ so strongly for his opinion.
- 3 She wants \_\_\_\_\_ as the team captain.
- 4 We've done nearly everything but the report still needs \_\_\_\_\_.
- 5 She doesn't want any help. She'd prefer \_\_\_\_\_ alone.
- 6 He's nervous because he's going \_\_\_\_\_ on TV.
- 7 They told me that the car would \_\_\_\_\_ before 3.00 in the afternoon.
- 8 The dress could \_\_\_\_\_ longer if you prefer.

3 Complete the notices and labels using the verbs in brackets.



**This great-looking portable speaker has long-life batteries, which means it \_\_\_\_\_ (can / carry) anywhere you want to go.**

**ADMITS 1**

Please keep this ticket. You \_\_\_\_\_ (may / ask) to show it at any time.

Email

Password

**Sign In**

Do not write down your password anywhere that it \_\_\_\_\_ (might / see) by someone else.



**Warning:**  
**Dangerous Area**

Safety helmets

\_\_\_\_\_ (must / wear) at all times.

This shirt

\_\_\_\_\_ (should not / wash) in very hot water.



4 Work in pairs. You are arranging a meeting. Look at the list on the right and take turns to say what needs to be done. For example:

The room needs to be arranged.

5 Look at the example. Then answer the questions using words from the box with the prefix **non-**.

**Example**

The number of **non-voters** has gone up.

existent    stick    stop    smoking    fiction\*

\*fiction = stories that are not true

- 1 What kind of hotel room might people prefer if they have given up cigarettes? \_\_\_\_\_
- 2 What word can describe dragons and talking animals? \_\_\_\_\_
- 3 Which section of a library has books about political systems of different countries? \_\_\_\_\_
- 4 What kind of cooking pan is easy to clean? \_\_\_\_\_
- 5 What long journey might be especially tiring? \_\_\_\_\_

**Meeting**

- Arrange room
- Send emails
- Write invitations
- Design advert
- Move furniture
- Buy tea and coffee
- Check everything!

- 1 Look back at the information about the UK and Algeria in Period 1. Add similar information about Palestine below.

**Name:** Palestine

---

---

---

**Capital city:** \_\_\_\_\_

---

---

**Population:** approximately \_\_\_\_\_

**Area:** \_\_\_\_\_

**Official language:** \_\_\_\_\_

**System of government:** \_\_\_\_\_

---

---

- 3 Read the summary of the Law-making process. Then use write a similar short paragraph about Palestine.

First, the government suggests an idea for a new law. If the suggestion has enough support from MPs, it may become part of the government's programme. At this stage, it is called a Bill.

The Bill is introduced to the House of Commons. This is followed by a Second Reading when the Bill is discussed, then a Third Reading when MPs can vote on whether it should be made into law.

The Bill is then passed to the upper house, called the House of Lords, for more discussion. Finally, it is sent to the monarch, who gives it her or his agreement. When it has this agreement, it becomes a law.

---

---

---

---

---

---

---

---

# REVISION WORKSHEET (UNIT TWO)

UNIT TWO

WORKSHEET

## 1. Rewrite the following sentences into the passive form.

1. The construction workers are making street repairs all month long.

2. The boy broke the antique vase as he walked through the store.

3. They had to postpone the meeting because of illness.

4. Global warming will affect specific regions in different ways.

5. People eat a lot of junk food nowadays.

## 2- Put the verbs in brackets in the correct tense, active or passive.

1- The country was a monarchy until 1972, when the king (**send**) ..... away and a republic (**establish**) .....

2- The man (**find**) ..... wandering in the street last week. He still can't remember anything about himself because he (**lose**) ..... his memory.

3- The building (**repair**) ..... at the moment and the owners don't think the work (**finish**) ..... before next month.

4- He (**live**) ..... most of his life in Paris, which he says is the most beautiful city he (**ever see**) .....

5- Although it is not the official language, English (**speak**) ..... by many Indians because it (**enable**) ..... people from different areas to communicate.

6 The journey to work (**not take**) as long since the road (**widen**) .....

## 3- Complete the sentences using the passive form of the verbs in brackets in the correct form.

1. The customer \_\_\_\_\_ by the salesman when the thief came into the store. (**help**)

2. The work \_\_\_\_\_ by 5:00 PM. ( **finish** )

3. Right now, the letter \_\_\_\_\_ by Sarah. ( **write** )

4. The newspaper \_\_\_\_\_ by a local boy every day. ( **deliver** )

5. Spanish \_\_\_\_\_ by more than 300 million people worldwide. ( **speak** )

**GOOD LUCK**

**Reading Comprehension.****( 5 points)****1- Read the text and do the tasks below:**

1. ....

A folktale is a traditional story passed down verbally long before it was written down. Folktales include animal stories, tricksters, fairy tales, legends and myths . Folktales can sometimes be retold in different versions in different cultures. The original storyteller is unknown and we will never come to know the original author. The characters are ordinary humans and personified animals.

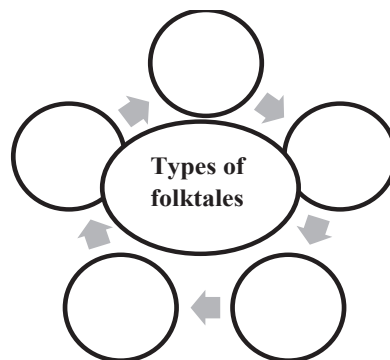
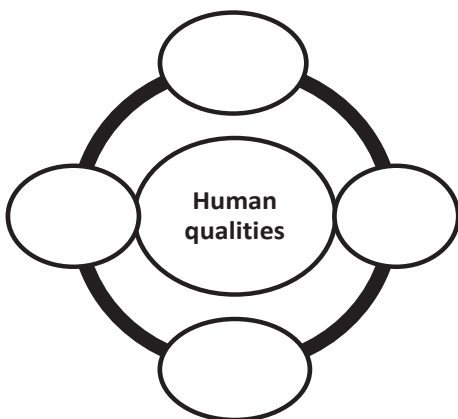
2. ....

Folktales are universal and enhance globalization of cultural knowledge. From these stories children not only can learn about their own culture but they can also get a glimpse about traditions and customs of other cultures.

Characters in folktales encounter conflicts that require them to make difficult decisions and take action to resolve a conflict. People like to tell them to children in order to grow their power of imagination, and encourage creative thinking . After all, Folktales are told in order to educate children into cultural values of the society as well as give them motivation and a sense of well-being. Each character represents one human trait like greed, curiosity, kindness or even evil. Not surprisingly, working with folktales can also help children develop the critical reading skills of phonics, fluency, vocabulary and comprehension.

3. ....

Children are very curious to listen to these folktales from the elderly for many reasons. They always love to hear interesting and entertaining stories during leisure times , so they are not taken as truthful or factual by their audience. Most of the children like to imagine and visualize the stories while listening to the folktales, especially the fairy tales and frightening stories. The themes are also very simple in folktales and they are told in a very simple way. As a result, folktales make it easier for children to differentiate characters, follow a plotline or recall a sequence of events.

**A. Match the titles (a-c) to the paragraphs (1-3)****a. Children's interest in folktales.****b. Definition of folktales****c. Benefits of reading folktales****B. Complete the following diagrams with notes from the above passage**

**VOCABULARY:****(5 POINTS)****A: Match the words in the box with their definitions below.****societies, tale, parliament, monarchy, financial, character**

1. a place of government: .....
2. groups of people: .....
3. country that has a king or a queen: .....
4. a person in a story: .....
5. Stories: .....
6. connected with money: .....

**B: Complete the following sentences with words from the box.****popularity, refuse, election, official, approximately, hero**

1. He became a national ..... for his part in the revolution.
2. They invited me to dinner and I thought it would be churlish to.....
3. The .....for the leadership of the council will take place on Tuesday.
4. The job will take ..... three weeks, and cost approximately £1,000.
5. Her ..... has declined since her return from exile two years ago.
6. The Queen will attend the .....opening of the theatre in June.

**LANGUAGE:****( 5 POINTS)****A: Complete the following sentences using suitable relative pronouns.****( whose which where who )**

- 1: This is the town . I was born there.  
.....
- 2: I have watched the movie . It won many Oscars.  
.....
- 3: The man was taken to hospital. He was injured in the accident .  
.....
- 4: I met the lady. Her son got first in the competition.  
.....

**B: Change the following sentences from active to passive:**

1. Leonardo DiCaprio listed several environmental issues in his Earth Day speech.  
.....
2. People are using too much freshwater nowadays.  
.....
3. Officials have announced that the victim will leave hospital next week.  
.....
4. They teach three languages at school.  
.....

## WRITING:

( 5 POINTS)

1- Write a short story you know for your partner. ( it could be a real or a made – up one)

2- Write a short essay about the ways of spending time for children now and then.

**Paragraph (1):** Write about things or activities children used to enjoy.

**Paragraph(2):** Write about things children enjoy doing these days.

**Paragraph (3) :** Give suggestions and recommendations for parents.

.....

.....

.....

.....

.....

.....

.....

**GOOD LUCK**

## 1 Discuss these questions in pairs.

- ▶ Do you know Pixar and Apple?
- ▶ What do the companies do?
- ▶ Do you know what links the two companies? (If not, you can read the text below to find out.)

## 2 Read the text below to find out about one successful business leader.

### Profile of a business leader: Steve Jobs

Steve Jobs was the American businessman who introduced good quality computer technology to the world. As head of Apple Inc., his name will always be linked with Apple products such as the iMac, iPod, iPhone, iTunes and iPad. He also played an important role in the development of digital film making, as CEO of Pixar.

**CEO** = Chief Executive Officer, the most senior manager in a company

- 5 Jobs was born on 24 February 1955 in California, USA. He did not get on well at school. All the tests showed that he was clever but he didn't settle down to work. However, at home his father introduced him to electronics and he learnt how to take apart and rebuild radios and TV from a very young age. After school he went to college but left after a few months and travelled to India.

- 10 In 1976 an old school friend, Steve Wozniak, invented the Apple 1 computer. Jobs joined him and they started the Apple company from the garage of Jobs' home. Together they developed the AppleMac computer, which was the first small computer that was easy to use for ordinary people. Jobs had a passion not only to make things work well, but also to look good. Quality with style became the unique feature of Apple products.



Steve Jobs with an early Apple computer

- 15 In the 1980s, the company went through a bad time and in 1985 Jobs was pushed out of Apple. He started a new computer company, and then, in 1986, he bought Pixar Animation Studios. In 1995, they produced the first film made completely on a computer, *Toy Story*. That film and those that followed it (including the other *Toy Story* films, *A Bug's Life*, *Monsters Inc.* and *Finding Nemo*) were hugely successful around the world and made enormous amounts of money.

- 20 Jobs was asked to return to Apple at the end of 1996. Over the next 15 years, he led the company to be one of the most successful and well-known companies in the world. In 2011 Apple was the wealthiest company in the USA. Jobs resigned as CEO that same year and died on 5 October 2011. He was 56 years old.

## 3 Match the five paragraphs of the text with their topic.

| PARA-GRAPHS | TOPICS                                         |
|-------------|------------------------------------------------|
| 1           | a Early life                                   |
| 2           | b Success at Apple                             |
| 3           | c Work outside of Apple: Pixar                 |
| 4           | d Introduction to the man and his achievements |
| 5           | e The start of Apple                           |

4 Find words in the text to complete these dictionary entries. (The words are in the same order as in the text.)

1 \_\_\_\_\_ noun the part played by a person in a particular situation

2 \_\_\_\_\_ adjective storing sound or pictures as numbers (as in computers)

3 \_\_\_\_\_ verb (two words) put something that is complete into all its parts

4 \_\_\_\_\_ noun a building to keep a car in

5 \_\_\_\_\_ noun a powerful feeling such as love or anger

6 \_\_\_\_\_ noun a quantity of something

7 \_\_\_\_\_ noun leave a job

5 Complete these sentences with words from Activity 4. (You may need to change the form of some words.)

- 1 We only need a small \_\_\_\_\_ of money to be able to finish building the house.
- 2 My father is in the \_\_\_\_\_. He is \_\_\_\_\_ the car to see what is wrong with it.
- 3 He spoke with great \_\_\_\_\_ about his invention.
- 4 My mother \_\_\_\_\_ as a school teacher because she wanted to spend more time at home.
- 5 All modern technology is now \_\_\_\_\_. All the information is stored as a 0 or 1.
- 6 The \_\_\_\_\_ of the teacher is very important in education.

Period 2 / Vocabulary and reading skills

1 Read the text in Period 2 again and decide if these sentences about Steve Jobs are TRUE (T) or FALSE (F). If there is not enough information to decide, choose DOESN'T SAY (DS).

- |                                                                           |            |
|---------------------------------------------------------------------------|------------|
| 1 Jobs was a successful school and college student.                       | T / F / DS |
| 2 Jobs worked with an old friend in the early days of Apple Inc.          | T / F / DS |
| 3 The Apple 1 was the first computer to have both quality and style.      | T / F / DS |
| 4 Jobs left Apple in 1985 because he was bored with developing computers. | T / F / DS |
| 5 Jobs started Pixar Animation Studios in 1986.                           | T / F / DS |
| 6 Jobs left Apple in 2011 because he was ill.                             | T / F / DS |

2 **Work in pairs. Compare sentence 1 from the text with sentence 2, and then choose the correct answer. Circle A, B or C.**

- 1 Jobs had a passion *not only* to make things work well, *but also* to look good.  
2 Jobs had a passion to make things work well *and* to look good.
- A Sentences 1 and 2 are exactly the same.  
B Sentences 1 and 2 have the same meaning but 'not only ... but also' is stronger than 'and'. Sentence 1 makes the point in a more interesting way.  
C Sentences 1 and 2 have a different meaning. Sentence 1 tells us that Jobs wanted things to look good more than he wanted them to work well.

3 **Complete the form below to make a summary of Steve Jobs' life.**

Name: Steve Jobs Nationality: \_\_\_\_\_  
Born: \_\_\_\_\_ Died: \_\_\_\_\_  
Early life: \_\_\_\_\_  
Key events:  
1976 \_\_\_\_\_  
1985 \_\_\_\_\_  
1986 \_\_\_\_\_  
1995 \_\_\_\_\_  
1996 \_\_\_\_\_  
2011 \_\_\_\_\_  
Achievements: \_\_\_\_\_

A summary like this should include only the main points and use notes (not full sentences).

4 **Work in pairs or small groups. Read some of the things that Steve Jobs said. Then discuss these questions.**

- ▶ Which of them are talking about products?
- ▶ Which of them are talking about his ideas?
- ▶ Which is your favourite quotation? Why?

Design is not just what it looks like and feels like. Design is how it works.

Things don't have to change the world to be important.

Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do.

Let's go invent tomorrow instead of worrying about what happened yesterday.

Being the richest man in the cemetery doesn't matter to me. Going to bed at night saying we've done something wonderful, that's what matters to me.

**cemetery** = a place where dead people are put in the ground

1 Discuss these questions in groups.

- ▶ Apart from Steve Jobs, what business leaders do you know?
- ▶ What makes a successful leader in business?

2 Before you read the text about business entrepreneurs, look at these sub-headings. What sort of information do you think you will find under each sub-heading?

**Sub-headings**

What makes a successful entrepreneur?  
What do entrepreneurs do?  
What is an entrepreneur?  
Who are the entrepreneurs?



Bill Gates



Steve Jobs



Talal Abu-Ghazaleh

3 Now read the text. Write the sub-headings in the correct place.

Entrepreneur X  
www.howtobeanentrepreneur.com/advice

## So you want to be an entrepreneur ...

1

You can work in business, or you can start and run your own business. The people who have the ideas and then set up a business to market those ideas are called entrepreneurs.

2

If you do a web search for *entrepreneur*, you will immediately come up with the computer giants Bill Gates of Microsoft and Steve Jobs of Apple, or maybe the Palestinian international businessman Talal Abu-Ghazaleh. In fact, there are hundreds of thousands of entrepreneurs running businesses of all sizes around the world.

3

Entrepreneurs bring a new product, service or idea to the market. In a village, an entrepreneur might identify a shortage of transport so buy a few bikes and then rent them out. In the city, an entrepreneur might invent a new computer game and look for ways to market it to the world. Whatever the idea, whatever the business, the right sort of person is required to make it work.

4

There seem to be a few qualities that successful entrepreneurs share (in no particular order):

**1. Creativity**  
You have to have ideas and the vision to see how to put the ideas into practice.

**2. Organisation**  
Success does not depend only on brilliant ideas and great leadership. You must also have a plan to get your idea to the market. Someone once said, 'If you fail to plan, then you plan to fail.'

**3. Passion**  
You can only succeed if you really love what you are doing. There will be many difficulties along the way so if you are not passionate about your business, then you will probably give up.

**4. Self-belief**  
You must believe in yourself because others will not believe in you. They will tell you that what you are doing can't be done. You have to be able to say 'Yes, it can. I will show you,' even when things are not going well.

**5. Strength of character**  
Things will go wrong. You may lose money. Almost every successful entrepreneur has failed at some time. Do you have the determination to start again?

# Exercises on 'The Norwood Builder' by Sir Arthur Conan Doyle

These questions are about Chapters 3 and 4 of 'The Norwood Builder'.

## 1 Discuss the answers to these questions in pairs or small groups.

- 1 Why did Holmes go to Blackheath before he went to Norwood?

---

---

- 2 After his visit to Blackheath, why did Holmes think that perhaps Lestrade was correct about McFarlane?

---

---

- 3 What did Holmes find out on his first visit to Norwood?

---

---

- 4 Why did Holmes go to Norwood a second time?

---

---

## 2 Put the events after Holmes arrives at Norwood for the second time in the correct order. Number them from 1 to 8.

- \_\_\_\_\_ They all shouted 'Fire!'
- \_\_\_\_\_ Holmes went upstairs and walked up and down the corridor.
- \_\_\_\_\_ Lestrade arrested Oldacre.
- \_\_\_\_\_ Watson lit a fire with the straw.
- \_\_\_\_\_ Holmes walked up and down in the garden with Watson.
- \_\_\_\_\_ Lestrade showed Holmes and Watson a fingerprint.
- \_\_\_\_\_ A door in the wall opened and Oldacre ran out.
- \_\_\_\_\_ Holmes asked for some straw and water.

## 3 Work in pairs. Discuss the questions and then write answers of a few sentences.

- 1 Why did Oldacre do what he did?

---

---

- 2 How did Holmes work out what had happened?

---

---

- 3 From this story, what have you learnt about

- 1 Sherlock Holmes?

---

---

2 Dr Watson?

---

---

3 Inspector Lestrade?

---

---

4 Write three questions you would like to ask Sherlock Holmes about the case.

---

---

---

---

---

5 Discuss in a group and write your notes.

1 Did the ending surprise you? How did you think it would end?

---

---

---

---

---

2 Did you like the story? Why? / Why not?

---

---

---

---

---

3 What other stories do you know like this (on TV and film as well as in books)?

---

---

---

---

---



something like drafting a will – when he was sitting on a moving train? We have to ask ourselves that question. Why wasn't Oldacre more careful about drafting his will? Is it because he didn't expect Mr McFarlane ever to get his money? It's a puzzle, isn't it?

And soon after that, he went out.

It was evening when Holmes returned. I could see at once that he was not happy.

'Perhaps Lestrade is right after all, Watson,' he said. 'I went to Blackheath and I talked to McFarlane's mother. She told me that she'd known Jonas Oldacre long ago. "He was a terrible man and I'm pleased that he's dead," she said. She told me that Oldacre had wanted to marry her when she was a young woman. She didn't know him well, but he was a rich man and she agreed to marry him – they became engaged. But then she found out that he was wicked. She broke off the engagement and told him that she never wanted to see him again. "After that, I married John's father. He was a poorer man but he was a better man," she told me. She showed me a photograph of herself which she'd given Oldacre when they were engaged. It had knife-cuts all over it. Oldacre had sent it back to her on the day she married Mr McFarlane's father. He'd told her that he'd hate her forever.

'Mrs McFarlane is quite sure that her son is not guilty of the murder,' said Holmes. 'But she certainly hated Mr Oldacre. Perhaps her son hated him too.'

'So you think that Mr McFarlane killed Oldacre because he'd behaved badly to his mother,' I said. 'Is that the truth of the case, Holmes?'

'I'm sure that Lestrade will decide that it's the truth when he's talked to Mrs McFarlane,' Holmes replied. 'The evidence says that it might be the truth, but I can't believe it. I feel sure that someone else must have killed Oldacre. At the moment, I can't prove it. And Lestrade wants that young man to be executed.

'But I have discovered something strange,' he went on. 'I went to Norwood after I'd been to Blackheath. I saw McFarlane's walking stick with the blood on it, and the blood in the bedroom. I saw the marks which led to the timber store. It was all as the newspaper article said. But I also saw Oldacre's bank records in the house. For the last year he's been paying a large amount of money every month to someone called Mr Cornelius. I wonder who he is? I also talked to Oldacre's housekeeper. I'm sure that she knows more about the case than she has told the police. And I'm sure that she lied to me.'

Holmes played his violin for hours that evening. It helped him to think. He was trying to find answers to all the questions that he had about the case. But I could see that he was worried and unhappy. And he was even more worried the next morning when a telegram arrived:

DON'T WASTE ANY MORE TIME ON THE MCFARLANE CASE.  
NEW EVIDENCE SHOWS THAT HE MUST BE GUILTY. LESTRADE.

'We must go to Norwood at once, Watson,' said Holmes.

<sup>27</sup>**bloodstain** a stain is a mark left accidentally on clothes or surfaces. A bloodstain is a mark made accidentally by blood.

<sup>28</sup>**fingerprint** a mark that you leave on something when you touch it, showing the pattern of lines on the skin of your fingers

<sup>29</sup>**paced** to pace (up and down). To walk with regular steps, because you are measuring something or because you are worried or impatient

When we arrived at Norwood, Lestrade was there with two other policemen. He was obviously feeling pleased with himself. 'I told you that you were wasting your time on this case, Mr Holmes,' he said. 'Now I can prove it. Come with me.'

He took us to a corridor which led from the sitting room to the kitchen. There, high on the wall, he showed us a red mark – a bloodstain<sup>27</sup>. It was a fingerprint<sup>28</sup>, a very clear fingerprint.

'Well, Mr Holmes, you can't always be right,' Lestrade said. 'This time I was right and you were wrong. You know all about fingerprints and you know that every person has different fingerprints. I will prove that that is McFarlane's fingerprint.'

'I'm sure that you will,' Holmes replied calmly.

For a moment, Lestrade looked surprised. 'Well, McFarlane had Mr Oldacre's blood on his hand when he left this print,' he continued. 'The case is finished, Mr Holmes.'

'Is it? I wonder why your men didn't find the fingerprint yesterday, Lestrade,' Holmes said.

'They didn't search this corridor,' Lestrade replied. 'It didn't seem important then.'

Holmes, who had looked serious and unhappy all morning, laughed suddenly. 'It's certainly important now,' he said. 'Watson and I are going to walk in the garden for a few minutes. And then we'll look carefully at the upper floor of the house. We'll see you later, Inspector.'

When we were walking in the garden I asked why Holmes was suddenly feeling happier.

'Lestrade's men didn't search that corridor yesterday,' he told me as he paced<sup>29</sup> up and down. 'But I searched it. I searched it very carefully. The fingerprint wasn't there yesterday. It arrived during the night, while Mr McFarlane was in prison! I think that I understand what has happened now. Poor Lestrade will be angry.'

## 4

### A Wicked Crime

We left the garden and we went into the house. We went upstairs, where Holmes again paced up and down. But he was still looking cheerful.

'Well it's time to finish this case, Watson,' he said after a few minutes. Holmes called down to Lestrade. 'There is some straw<sup>30</sup> in a shed<sup>31</sup> in the garden,' he told him. 'I want one of your policemen to bring some of it up here, and ask the other one to bring a bucket<sup>32</sup> of water up here too. And please come up yourself.'

A few moments later, the five of us were standing in the upstairs corridor. There was a pile of straw on the floor. Next to it was a bucket of water.

'What are you going to do?' Lestrade asked. He was obviously puzzled.

'Is this your idea of a joke, Mr Holmes?' the inspector said angrily.

'This is not a joke, Lestrade, this is very serious,' Holmes replied. 'There has been a wicked crime and a man could be executed for murder. Now, when I tell you to shout, you must all shout "Fire!" Do you understand?'

I took some matches from my pocket and lit one, then I threw the burning match into the pile of straw. A few moments later it was alight and the smell of burning straw was everywhere.

'Now!' said Holmes.

'Fire!' we all shouted.

'Again!' said Holmes.

'Fire!' we all shouted again.

'Once again!' said Holmes.

'Fire!' we all shouted once more.



<sup>30</sup> **straw** the yellow stems of dried crops such as wheat

<sup>31</sup> **shed** a small building, usually made of wood, in which you store things

<sup>32</sup> **bucket** a round open container with a handle, used for carrying liquid and substances such as sand or soil

<sup>33</sup> **clue** an object or fact that someone discovers that helps them solve a crime or mystery

At first nothing at all happened. But then, something very surprising happened. A door opened in the wall at the end of the corridor. No one could have guessed that there was a door there. It had no handle or lock on the outside and just looked like part of the wall. A moment later, a frightened old man ran out of the door towards us. He looked like a rabbit running from its hole. Holmes caught him as he tried to run past us.

‘Throw the water on the straw now, Watson,’ Holmes said. ‘Inspector Lestrade, this is Mr Jonas Oldacre. I think that you want to talk to him. He’s been hiding in the little room behind that door all the time that you’ve been in the house.’

The old man had an unpleasant face, grey eyes and white hair. He looked worried, but he tried to laugh. ‘It was a joke,’ he said. ‘It was just a joke. Don’t be so serious about it.’

‘An innocent man was almost executed because of your joke,’ Lestrade replied. He told the two policemen to take the old man downstairs. ‘I’ll talk to him later,’ the inspector said.

‘Well, Mr Holmes,’ Lestrade said, when they had gone. ‘You’ve saved the life of an innocent man. It’s the best thing you’ve done yet! What was the clue<sup>33</sup> that told you that the old builder was still alive? And where did the blood-stains come from?’

‘I searched the downstairs corridor yesterday,’ Holmes said. ‘The fingerprint wasn’t there then. Someone put it there in the night. I guessed that Oldacre himself had done it. Obviously, the housekeeper was part of Oldacre’s plan. She must have helped him. The small amount of blood in the bedroom is Oldacre’s own blood, I think. He must have cut his finger. The housekeeper must have hidden Mr McFarlane’s walking stick when he came here, so that he had to leave without it. Later, they put some blood on that too.’

‘Do you remember that Mr McFarlane told us he helped Oldacre to seal some envelopes?’ Holmes went on.

‘I think that the old man made sure that McFarlane pressed his finger into the hot wax. Then Oldacre made an impression of the impression with more wax, if you understand me. Last night, he used that impression and his own blood to make that fingerprint on the wall. It was a perfect copy of one of McFarlane’s fingerprints. Mr Jonas Oldacre is a very clever and very wicked old man, Lestrade.’

‘And how did you know about the hidden room?’ Lestrade asked quietly.

‘I knew that Jonas Oldacre must be hiding in the house,’ Holmes replied. ‘So first, I measured<sup>34</sup> the outside of the house. I measured it when I was pacing in the garden with Watson. Then I measured the upstairs corridor in the same way. It was shorter than it should have been, so I guessed that there was a hidden room at the end of it. It was an easy thing for a builder like Oldacre to make.’

A few minutes later we were all downstairs again. Oldacre was still trying to tell us that he had only wanted to play a joke on young Mr McFarlane.

<sup>34</sup> **measured** to measure something. To find the exact size, amount, speed, etc of something, usually using a special tool or special equipment but here with your footsteps

‘Oh no, it wasn’t a joke, Mr Oldacre,’ Holmes said to him. ‘Your building firm has done badly in the last few years. You owe money to a lot of people – your creditors. You wanted to disappear and escape from them. This year, you’ve paid a lot of money to someone called Cornelius. I’m sure that you are really Cornelius yourself. You planned to disappear and start your life again as Mr Cornelius, in a different part of England. Your housekeeper was planning to go with you. And, of course, you’ve hated Mrs McFarlane for thirty years, because she refused to marry you. So you decided to take revenge on her. You wanted her son to be executed. That is a serious crime, not a joke.’

‘I’ll take revenge on you for this, Sherlock Holmes,’ Oldacre shouted.

‘That will be difficult when you’re in prison,’ Holmes replied. ‘I’m glad to have helped you, Lestrade,’ he added, turning to the inspector. ‘Come on, Watson. We must leave now.’

As we left the house, I asked Holmes about the remains in the burnt timber store – the pieces of burnt flesh.

‘I expect they were rabbits, Watson,’ Holmes said. ‘We can never prove it. But when you write about this case, you can say that they were rabbits!’

## خاص للفرع الأدبي

## Section 1: Reading Comprehension

( 10 points)

Passage 1: Read the text and complete the tasks below:

(5 points)

1:.....

Steve Jobs was the American businessman who introduced good quality computer technology to the world. As head of Apple Inc., his name will always be linked with Apple products such as the iMac, iPod, iPhone, iTunes and iPad. He also played an important role in the development of digital film making, as CEO of Pixar.

2:.....

Jobs was born on 24 February 1955 in California, USA. He did not get on well at school. All the tests showed that he was clever but he didn't settle down to work. However, at home his father introduced him to electronics and he learnt how to take apart and rebuild radios and TV from a very young age. After school he went to college but left after a few months and travelled to India.

3:.....

In 1976 an old school friend, Steve Wozniak, invented the Apple 1 computer. Jobs joined him and they started the Apple company from the garage of Jobs' home. Together they developed the AppleMac computer, which was the first small computer that was easy to use for ordinary people. Jobs had a passion not only to make things work well, but also to look good. Quality with style became the unique feature of Apple products.

4:.....

In the 1980s, the company went through a bad time and in 1985 Jobs was pushed out of Apple. He started a new computer company, and then, in 1986, he bought Pixar Animation Studios. In 1995, they produced the first film made completely on a computer, Toy Story. That film and those that followed it (including the other Toy Story films, A Bug's Life, Monsters Inc. and Finding Nemo) were hugely successful around the world and made enormous amounts of money.

5:.....

Jobs was asked to return to Apple at the end of 1996. Over the next 15 years, he led the company to be one of the most successful and well-known companies in the world. In 2011 Apple was the wealthiest company in the USA. Jobs resigned as CEO that same year and died on 5 October 2011. He was 56 years old.

A: Match the paragraphs( 1-5) with the topics ( a-e) below.

( 2.5 points)

a- Early life

b. success at Apple

c. Work outside Apple

d. Introduction to the man and his achievements

e. The start of Apple.

B: Complete the following statements.

( 2.5 points)

1: The two main achievements for Steve Jobs were:

A: ..... B:.....

2: Jobs' father has played a vital role in his life since he :

A: .....

B: .....

3: ..... and ..... are the main advantages of Apple products

## Question Number Two : Read the text and complete the tasks below. (5 points)

Reading is probably one of the most useful activities that a man can do. Some people even describe reading as a journey that starts as the opening of a page, and finishes as the last page is turned.

Reading a book provides relaxation to our mind and soul. Stress is a major concern for a lot of people because of the day to day labor. Even if we have a stressful day, a book can easily distract us from our own problems. Reading has ability to calm us down, and distribute peace.

Reading is a way for children to reach out to the world. It should be encouraged among children at an early age because it reports knowledge and information to their brains. It is no secret that reading increases children's vocabulary and spelling more than talking or direct teaching. Reading forces us to look at words that we might not have seen or heard in our lives. In fact, languages in children's books are likely to be more complicated than their average conversation.

Reading books require readers to think and imagine about different details in the book such as characters and plot; this provides us to improve our thinking process. Repeating a habit of reading and persuading the brain to absorb more information will force readers to focus on what they are reading for long periods. Unlike magazines, internet posts or e-mails that might contain small pieces of information and people may be distracted while reading, books tell the whole story. Since the readers must concentrate while reading them.

### A: Select the correct answers (2 points)

1: Many people have stressful lives because of .....

- A) the journeys they do B) too much work routines.

2: Children should be encouraged to read because .....

A: reading provides children with easy language and vocabularies.

B: reading enriches their knowledge about the unknown world to them.

3: The pronoun " they" paragraph four refers to .....

- A) Readers b) details in the book.

4: The pronoun " them " paragraph four refers to .....

- a) Books b) people.

### B: Compare between reading books and reading internet posts? (3 points)

| Reading books | Reading internet posts |
|---------------|------------------------|
| 1:.....       | 1:.....                |
| 2:.....       | 2:.....                |
| 3:.....       | 3:.....                |

## Section 2: Literature.

(5 points)

### Question Number Three:

#### A: Select the correct answers.

( 1 point )

1: When did Holmes know that Oldacre wasn't dead?

a) When he met McFarlane's mother.

B) When he saw the fingerprint.

**2: No one could guess that there was a door because .....**

a) it had no handle or lock on the outside.

b) no one had visited Oldacre's house before.

**B. Put the following events in the correct order.**

**( 4 points)**

(.....)They all shouted 'Fire!'

(.....)Holmes went upstairs and walked up and down the corridor.

(.....)Lestrade arrested Oldacre.

(.....)Watson lit a fire with the straw.

(.....)Holmes walked up and down in the garden with Watson.

(.....)Lestrade showed Holmes and Watson a fingerprint.

(.....)A door in the wall opened and Oldacre ran out.

(.....)Holmes asked for some straw and water.

**Section 3:Writing.**

**(5 points)**

**Question number Four:**

**Write an essay giving your opinion on one of the of the following topics**

**1: Imagine it is 200 years from now. There will be noticeable developments and changes in the fields of education, transport , health and telecommunications. Write an essay to compare life in the future and how life was before . Do the following :**

Paragraph (1): Discuss the main reasons that underlie these developments and changes.

Paragraph (2): Compare life in the past and how it might change in the future in some of the above fields.

Paragraph (3): Give your opinion by saying: Was it more fun then, or now? ,Was life easier then, or now?, Was life more interesting then, or now?

**2: Some people believe zoos, where wild animals are kept in a man- made environment, should no longer exist in the twenty century.**

**Think about these questions:**

- Why do some people enjoy going to zoos?
- What are the purposes of constructing zoos?
- What are the disadvantages of moving animals from their natural habitats?
- What are the recommendations to protect endangered species?

**GOOD LUCK**