

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



PALESTINE

Ministry of Education & Higher Education

Directorate General of General Education

ENGLISH LANGUAGE PARALLEL SYLLABUS

PART TWO

PREPARED BY

MU'TAZ AHMAD ASFOUR

SUPERVISOR

JERUSALEM SUBURBS DIRECTORATE

BASIMA TAMMAM AROUQI

TEACHER

DIR DEBWAN GIRLS' SEC. SCHOOL

HAYAT HAFEZ REMAWI

TEACHER

ABU QASH BOYS' BASIC SCHOOL

REVISED BY

OTHMAN DIAB AMER

DIRECTOR

PALESTINIAN CURRICULUM DEVELOPMENT CENTRE

RAPPOTEUR

MU'TAZ ASFOUR

SUPERVISOR

JERUSALEM SUBURBS DIRECTORATE

اللجنة المشرفة على التعليم الموازي /مبحث اللغة الانجليزية

د. جهاد فوزي زكارنة

أ. سعاد القدومي

أ. علي أبو زيد

أ. غدير فنون أبو غربية

الطبعة الأولى التجريبية

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جميع حقوق الطبع محفوظة لوزارة التربية والتعليم العالي

مقدمة:

وضعت وزارة التربية والتعليم العالي منذ نشأتها رفع كفاءة أبناء الوطن في مختلف مواقعهم ، لتحقيق غاية « أن التعليم حق للجميع» ولتنفيذ ذلك قدمت الوزارة في العام ٢٠٠٢ برنامج التعليم الموازي لتوسيع معارف المواطن ثقافياً وعلمياً ومهنياً أينما كان موقعه، وبخاصة خارج أسوار المدارس وفي سوق العمل، إيماناً منها أنه لدفع عجلة التنمية في المجتمع الفلسطيني يجب الاهتمام بالسرعة الممكنة بإعادة تأهيل الراغبين في الميدان العملي من العودة إلى مقاعد التعليم الأكاديمي أو المهني.

تقدم وزارة التربية والتعليم العالي هذا البرنامج كتجربة لمدة سنتين للدراسة من خلال نظام متكامل للمواد الأكاديمية والمهنية، ويحتوي البرنامج على مواد تربية إسلامية، ولغة عربية، ورياضيات، وعلوم عامة، إضافة إلى مواد مهنية كالتيكنولوجيا، والعلوم الصناعية والزراعية والتجارية، ويختلف هذا البرنامج عن البرامج المدرسية كونه يفتح آفاقاً جديدة للمعلم لاختيار الطرائق المناسبة لمستوى الطلبة في التدريس، وإثراء المواد بأنشطة تتناسب ومستواهم، والوزارة على ثقة بأعزائنا المعلمين لإرسال ملاحظاتهم لإجراء التعديل والتطوير في النسخ القادمة.

إن تضافر الجهود بين جميع الأطراف المشتركة لإنجاح هذا البرنامج مع وزارة التربية والتعليم العالي والمجتمع المحلي هو السبيل لتحقيق أهداف البرنامج وتقديم الفائدة المرجوة منه.

وأخيراً نتقدم وزارة التربية والتعليم العالي بجزيل الشكر والعرفان إلى المنظمة العربية للتربية والثقافة والعلوم لدعمها المادي للبرنامج، وتشكر الوزارة أيضاً كل من ساهم في إنجاح المشروع وعمل على إخراجه إلى النور.

وزارة التربية والتعليم العالي

SYLLABUS GENERAL PLAN – THE SCOPE AND SEQUENCE OF THE VOCABULARY, GRAMMAR, AND FUNCTIONS

The Program Outline – The four skills-reading, listening, writing and speaking - in all the units focus on some particular vocabulary, structures and language functions.

UNIT	READING COMPREHENSION	VOCABULARY	LANGUAGE STRUCTURE	FUNCTION	LISTENING & SPEAKING	WRITING
1	In The Zoo	General Vocabulary Animals	Present Continuous Stative Verbs	Greeting Asking About Well-Being Discussing	Dialogue Sounds / i / + / e / Discussion of Animals	Punctuation Marks (. , ?) and Capitalization Dictation
2	Email From Turkey	Places Favorites Daily Routines Telecommunication Means	Present Prefect (Recycling) Regular & Irregular Verbs	Narrating Describing Requesting Politely Clarifying Asking and Giving Directions and Responding to Telephone Call	A Poem: The Book of Life Rhythm Sounds / f / + / v / / b / + / p / Word Stress (2 Syllable Word V & N Discussion Expressing Likes and Dislikes Expressing Talking About Oneself and Your Family	Developing A Very Short Paragraph Developing Texts: Practice on Guided Emails or Letters to A Friend (Mainly Informal) E.G. Email Completion Punctuation: Focus On The Use Of Comma, Full Stop, Apostrophe, Question Mark. Dictionary Work Dictation Ordering Jumbled Sentence Writing Emails And Replying
3	The Ant And The Grasshopper	General	Past Simple Past Continuous	Narrating Past Events Identifying Describing Happenings Giving Reasons Sequencing Events	Dialogue Role Paly	Developing Sentences Using Connectors: Conjunctions) Developing Paragraph (Guided Writing: Students Complete A Text by Joining Sentences
4	Save The World	General Pollution Word Building: Prefixes & Suffixes	Passive Voice: Present Giving Advice Expressing Intention Proposing Solutions	Describing Expressing Opinion Agreeing and Disagreeing Anticipating Problems Proposing Solutions	Description Through Role Play Three Syllable Word Stress Sound : Bridge & Vision Reading Aloud Discussion About Raising Awareness About the Importance of Controlling Pollution Focus on The Sounds of Regular Past Verb Endings -ed (t, d, id)	Developing Sentences : Use of Which And That Word Building (Affixation : Prefixes & Suffixes) Developing Paragraph: Topic Sentence. Developing Paragraph \Use of Cohesive Devices Use of Transitional Words (However, Nevertheless) Rearranging Jumbled Paragraph

5	See You Old Machines Technology Makes Life Easier	General Synonyms Antonyms Technologies(Inventions)	Comparatives And Superlatives Use of Must , Have to, Should And Can (And Their Negation) Revision of Modals	Talking About My Favorite Technological Means Comparing And Contrasting	Connected Speech: Contracted Form of Is or Has And Th Sound 3- Consonant Clusters Sound sp, pr, pl , & spr Reading Aloud Role Play Sound Thin and Then Reading Aloud Simulation of Real Life Situation – Role Play (Semi-Controlled Practice)	Developing Paragraph: Consolidating the Topic Sentence Filling Forms Developing Texts: Making Notes Dictation
6	What's Global Warming?	Plants Animals Geological Features Word Collocations	Conditionals: If.. (Con.Type Zero , One, Two)	Describing Expressing Views Agreeing and disagreeing	Sound ch & sh Reading Aloud Discussing Environmental Issues	Consolidating Topic Sentences Further Developing Paragraph Introducing Supportive Sentence (Guided) Use of Transitions Dictation
7	At the Restaurant	General Food	Simple Imperative Would You Like ...? Can I Help...? Present Tense Using The Copula Verbs (Look, Sound , Taste)	Ordering Food at a Restaurant Inviting Requesting Politely	Role Play Listening for Information Speech-Rhythm Intonation: Yes/No Questions & Wh-Questions	Consolidating The Topic Sentence and Supportive Sentences Developing Paragraph
8	Friends	General Vocabulary Opposites Synonyms	Reported Speech: Statements, Request and Commands, and Questions	Agreeing and Disagreeing With So and Nor/Neither Giving Permission Expressing Necessity	Poem About Friends Rhythm & Rhyme Sentence Stress Role Play	Guided Writing : Use of Sequence Markers Concluding Sentence

A PLAN TO TEACH THE BOOK ENGLISH PARALLEL SYLLABUS PART TWO.

- The book consists of 8 units .
- The school years consists of 32 weeks.
- A unit is to be taught in 4 weeks .
- There are 3 periods per week .

This means that a unit is to be taught L covered in 12 teaching periods .

Going through the syllabus outline , the unit has the following components : reading comprehension, vocabulary, language(structure), functions, listening & speaking and writing.

The following breakdown of periods could be used to cover these components .

Reading comprehension	2 periods
vocabulary development	2 periods
Language (structure)	3 periods
Functions	1 period
Listening & speaking	1 period
Writing	2 periods
Unit Revision	1 period
Unit Testing	1 period

The teacher has the freedom to distribute the periods in a similar way as this is governed by other time constraints and classroom environment, especially the level of the students and their number in the class.

THE TEAM

1

IN THE ZOO

Unit

READING & VOCABULARY

Before you read

1. What is this picture about? Where was it taken?
2. Have you ever visited a zoo?
3. Did you enjoy it?
4. What did you see? Did you take some pictures?



1. Listen then read silently.

Ali is calling Ahmad.

Ali: Hello, Ahmad.

Ahmad: Hello, Ali! How are you?

A: I'm fine, thanks. What about you? I haven't heard from you for ages.

B: I'm very well, thank you.

A: I barely hear you. There is a lot of noise around you. What are you doing?

B: I'm taking some photos of my favourite animals.

A: Are you in the zoo?

B: Yes, I am.

A: Which animals are you watching right now?

B: At the moment I'm getting closer to two **monkeys**.

They are sitting on a tree nearby.

A: That's great!

B: Listen, can you hear this? The lions are **roaring**.

A: Yes, that's really **frightening**.

B: Now I can see a **bear**. It is **lying** in a cave.

A: This will be a great shoot.

B: Wait to see the **Giraffes** while they are eating some tree leaves. That's another **great shoot**, too.



2. Answer the following questions:

1. What are Ali and Ahmad doing right now?
2. Which animals are roaring?
3. Who's taking the photos?

4. What animals did Ahmad watch ?
5. Are the following statements True (T) or False (F):
 - a. Ali is taking some photos. ()
 - b. Ahmad isn't interested in animals. ()

3. Match and Write the statements in your notebook .

The lions
The giraffes
The monkeys
Ali
Ali and Ahmad

is
are

talking on the phone.
roaring .
taking some photos.
jumping .
eating some leaves

LANGUAGE



1. Look at the picture below then answer the questions .



1. What is the boy doing? (*play basketball*)
He's playing basketball.
2. What is the boy sitting on the desk doing? (*read a book*)
3. What is the girl doing ? (*jump over the box*)
4. What is the girl sitting on the desk doing? (*play with a toy car*)
5. What is the parrot doing? (*look at the can*)

Language Focus

PRESENT CONTINUOUS

The present continuous tense is about an action or condition taking place at the present moment. We use the present continuous tense to talk about something that is happening at this moment ,i.e., while we are speaking.

I am reading this box right now.

To make a question, we begin with **am ,is** or **are**, then we put the personal pronoun **I, you, he, she, we** or **they**. The main verb with the suffix **-ing** stays in the same place. We put a question mark at the end.

Are you reading? Are they wearing green hats?

To make the negative, we put **not** after **am, is** or **are**. The main verb with the suffix **-ing** stays in the same place. These short forms are **I'm not, we're not, you're not, they're not, he's not** and **she's not**.

We are not sleeping.

We're not sleeping.

We are reading.

We're reading.

They are not singing.

They're not singing.

He is not talking

He's not talking

In short answers we do not repeat the main verb with the suffix **-ing** .

Are they cooking?

No, they aren't.

Are you sleeping?

No, I'm not.

Is she studying?

No, she isn't.

2. Complete the sentences below with verbs from the box. Change the verb tense.

roar, rain, sleep, call

1. Ali's phone is busy at the moment because he's **calling** Ahmad .

2. I need an umbrella. It is



3. Be quiet! The baby is



4. I 'm scared . The lions are



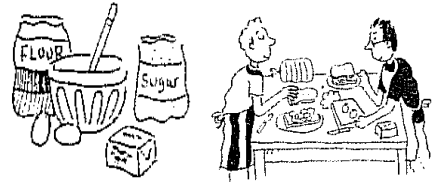
3. Write the suitable verb to be (am , is , are) + (verb + ing) in the brackets .

1. Rawan can't answer the phone because she the dishes . (wash)

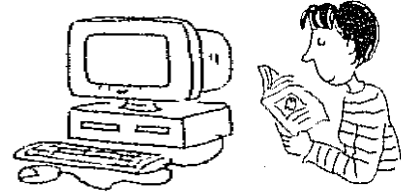
2. After three days of rain ,I'm glad the sun..... again . (shine)

3. Ali and his friends..... football . (play)
 4.it..... outside right now? (snow)
 5. My teachers to each other about our exam results. (talk)
4. Study the example then write questions and answers.

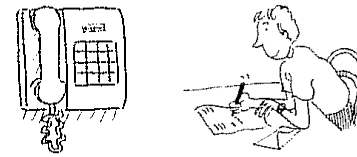
1. (they/ make/ cake)
Are they making cake?
No, they aren't. They are eating their breakfast.



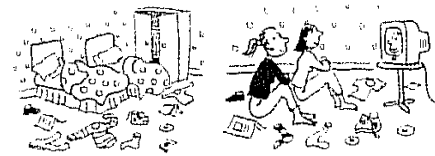
2. (the man / use / computer)
Is the man using his computer?



3. (the boy /use / the phone)
Is the boy using the phone?



4. (the two girls / tidy / the room)
Are the two girls tidying the room?



5. Study the table below. Learn how to form the -ing verbs and complete the verbs in the cells below.

Verbs that end in a vowel before the last letter	Verbs that end in - y.	Verbs that end in - ie	Verbs that end in - e
stop stop ing	enjoy enjoy ing	die dying	hope hop ing
beg _____	study _____	lie _____	drive _____
rob _____	buy _____	tie _____	injure _____
begin _____	try _____	vie _____	examine _____
prefer _____	cry _____		write _____

NONCONTINUOUS VERBS

Some verbs are **stative**. They are not used in present continuous tense because they describe states.

I think Sami is right	NOT	I am thinking Sami is right.
I love my country	NOT	I am loving my country.
The cake tastes very delicious	NOT	The cake is tasting delicious.

Look at the table of noncontinuous verbs then complete the sentences below:

NONCONTINUOUS VERBS

Mental State	Emotional State	Senses Verbs	Perception Verbs
know	love	see	look
believe	hate	hear	seem
recognize	like / dislike	taste	sound
think	feel	smell	appear

1. Circle the correct form.

- A : I (think / am thinking) this grammar is a bit hard .
 B : At the moment, I (think / am thinking) about tomorrow’s picnic .
- A: My children (are seeing / see) their friends at the weekend .
 B: Turn the light on. I can’t (see / seeing).
- A: The teacher (looks / is looking) very angry . Don’t interrupt her.
 B: She (looks / is looking) at me. Stop talking.

2. Did you spot any difference in meaning between each pair of sentences(A and B)?

3. Complete the following table with A or B from the previous exercise .The first sentence is done for you .

Think Think	Consider; have an opinion or idea Reason; using a brain to solve problem, plan something ,ect.	A _____
See See	Use eyes Meet	_____
Look Look	See; direct your eyes in order to see Seem or appear	_____

Note: All group A verbs are called **stative** or **noncontinuous** whereas all group B verbs are called **continuous** verbs .

PRONUNCIATION PRACTICE .

1. Listen to the difference between [i] and [e].

sit and set

pin and pen



2. Listen to your teacher and list the following words under the correct column whether [ɪ] or [e].

pet tin led big bit ten pit set beg sit bet lid

/ɪ/	/e/

SPEAKING



1. Read this dialogue.

A: Many people think of spiders as insects. But they're not.

A: The main difference is the number of legs. All insects have six legs, but spiders have eight.

B: That's really interesting. What's the difference between an insect and a spider?

B: That's great.

2. Talk about the following animals with your partner. Use the ideas next to each picture.

<p>1. Spiders / insects</p> <div style="display: flex; justify-content: space-around;"> </div>	<p>the number of legs: insects have six legs/ spiders have eight legs.</p>
<p>2. whales / fish</p> <div style="display: flex; justify-content: space-around;"> </div>	<p>family: whales are mammals</p>
<p>3. dolphins as smart as / elephants</p> <div style="display: flex; justify-content: space-around;"> </div>	<p>brain size: elephants have the largest brains of any land mammal. They can learn tricks.</p>

WRITING



Punctuate the following sentences using the capital letters, full stops(.), commas (,) or question marks (?).

1. well I feel worried
2. this car is new isn't it
3. are you happy
4. yes I am

Look at the paragraph below. Punctuate the sentences correctly using capital letters, full stops, commas and question marks .

*have you ever seen an elephant * elephants are huge * but they are lovely at the same time* they live for about 70 years * it takes about 22 months for an elephant to be born * are elephants smart * the answer is yes * when two elephants greet each other * they may twist their trunks together as a greeting

**There are some stars where you should put the punctuation marks.*

Unit 2

EMAIL FROM TURKEY

READING & VOCABULARY



Blue Mosque



Topkapi Palace

Before you read.

- Have you ever seen this picture before?
- What is it about?
- Have you ever been to Turkey?
- What did you visit there?

1. Listen to your teacher then read the text silently.

To :Safi@yahoo.com
From: Halla2010@palnet.com
Subject: A wonderful journey

Dear Sofia,

Hello, how are you? I miss you a lot, I've been so busy recently. I am in holiday in Turkey with my family. It is very exciting to see Istanbul city for the first time .It is the only city in the world that stands on two **continents**. We have been here for a week .We have visited Istanbul, the historical capital city of Ottomans. It is really a wonderful city. We have visited most of its **historical landmarks** (the Blue Mosque, Aya Sofya and Topkapi Palace). I think the blue mosque is one of the most wonderful Islamic buildings in the world. We have taken photos of its six tall minarets. Then we have visited Aya Sofya, which is more than 1500 years old. After that we have walked in the lovely gardens and the beautiful rooms of the huge museum of the Topkapi Palace. This **museum** contains **fantastic** collection of pictures, maps and **jewelry**.

We have been to Ankara, the new capital city of Turkey, since last Monday .But we haven't seen Azmeer, although we heard that it's a very beautiful city. We have eaten a lot of Turkish food. It is very **delicious** and I like it.

Looking forward to meeting you in Palestine very soon.

Wishes,

Hala

After you read

2. Read and answer.

1. Who wrote this email ?
2. Who did he write it to ?
3. Where is Hala ?
4. How long have Hala and her family been in Turkey ?
5. Have they seen the Topkapi museum?
6. Does Hala like the Turkish food ?

3. Write True (T) or False (F) next to each statement.

1. Sofia's family have been in Turkey for a month. _____
2. The Blue Mosque is one of Istanbul's historical landmarks. _____
3. The Blue Mosque was named after its Blue Dome. _____
4. Halla has been to Azmeer. _____
5. Ankra is the historical capital city of Turkey. _____

4. What about you?

Would you like to visit Turkey? Why? Why not?

- I'd love to, but I have been so busy lately that I have no time to do anything .
- I'd like to. I am thinking of going there next summer.
- _____

5. What do you like most about Turkey? Why?



Blue Mosque



Istanbul Bridge



Topkapi Palace



Aya Sofia

- I like Topkapi Palace most. I can see the collection of its maps and jewelry.
- I think Aya Sofya is the best. It is 1500 years old.
- _____
- _____
- _____

LISTENING



1. Look at the title of the poem. What does it mean?

- The diaries in which people write about their lives.
- The stages of our lives that we travel through from the past, present, and the future.

2. Listen to the poem and check your answers.

The Book of Life



Life is a book in chapters three
The Past, the Present, and the Yet to Be
The Past has gone, it could not stay,
It's in your dreams of yesterday,
Remembered sometimes for its sadness,
But also for its joy and gladness,
Live for the Present, live for today,
So quickly does it pass away.
Help one another along life's path,
Cheer them up, and make them laugh,
For the Past it soon will be,
So live it now, it's yours you see,
But what about the Yet to Be?
It's locked away. ... God holds the key.

By: Margaret Curtis



3. Listen to your teacher's explanation. Work out the meaning of these words:

- | | | |
|---------|--------------------|---|
| Line 2 | Yet to Be | a. things that have been happening recently
b. things that are going to happen |
| Line 5 | sadness | a. unhappy feeling
b. happy feeling |
| Line 6 | gladness | a. unhappy feeling
b. happy feeling |
| Line 12 | it's yours you see | a. it's yours if you can find it
b. please understand that it's yours |

4. Answer these questions.

- a. Where has the Past gone?
- b. What does the writer want us to do for ourselves in the Present?
- c. What will soon happen to the Present?
- d. What does only God know about?

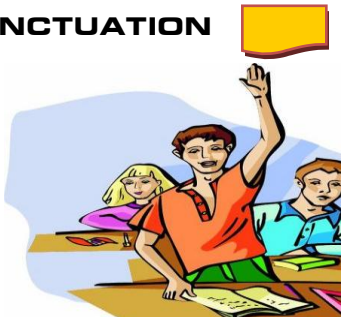
5. Mark the words that rhyme aa, bb, cc, dd. Find one that is only a half-rhyme. Give examples.

6. Listen to your teacher, and read the poem aloud.

7. What do you think ?

- a. Do you agree we should live for the Present or live just for today?
- b. If you could , would you like to know the future? Why? Why not?

PUNCTUATION



1. Match each punctuation mark with its use.

Punctuation Mark	Use
a. A comma	<u> b </u> is used at the end of the sentence.
b. A full stop	___ is used to separate a list of items in a sentence.
c. A capital letter	___ is used to show where letters are missing and also with s to show Possession.
d. An apostrophe	___ is used at the beginning of the sentence , names of people ,places, countries and names of languages.
e. A question mark	___ is used to end a question.

2. Punctuate the following sentences using commas ,full stops, capital letters an apostrophes:

EXAMPLE : My name's Ali Odeh. I'm from Palestine. I now live in New York. Arabic is my first language, but I speak English, French and Spanish.

- a. we bought apples oranges bananas and grapes
- b. you need to be fit strong and brave to sky-dive
- c. my friend lives in france and speaks french spanish and english
- d. how long has ali lived in palestine
- e. is this rianas doll

DICTATION



1. Listen , write and read: (Your teacher will dictate something from the reading passage to you. Write down what the teacher reads for you.)

It is the only We have been here We have of the Ottomans. It is really We have visited most (the Blue Mosque,.....)

LANGUAGE



The Simple Past Tense: Positive

Use: We use the simple past tense to talk about things that happened in the past (a completed action or state in the past).

1. I **watched** an exciting movie **last night**. (*the action (watching) happened at a specific time in the past ,last night*).
2. I **lived** in Nablus for two years. (*the action began and ended in the past*)

Form: The **simple past tense of regular verbs** is usually made by adding - **ed** to the verb.

Positive (Affirmative)	Negative	Question
I, you, he, she, it, we, you, they worked	I didn't work I did not work	Did you work?
He tried	He didn't try	Did he try?
They had a car	They didn't have a car	Did they have a car?

► For both regular and irregular verbs.

SPELLING OF PAST SIMPLE OF REGULAR VERBS.

Add - ed to regular verbs.

- a. **ed** to verbs ending in consonants. (e.g. **walk** → **walked** , **start** → **started**)
- b. **d** to verbs ending in **e**. (e.g. **move** → **moved**, **like** → **liked**)
- c. **ied** to verbs ending in a **consonant + y**. Change **y** into **ied**. (e.g. **try** → **tried**, **carry** → **carried**)
- d. Double the **consonant** and add **ed** to verbs ending in a **vowel + a consonant**
(e.g. **stop** → **stopped** , **shop** → **shopped**, **rob** → **robbed**)
- e. **ed** to verbs ending in a **vowel + y or w**. (e.g. **play** → **played**, **pray** → **prayed**)
(**view** → **viewed**, **mew** → **mewed**)

Note: Don't add - **ed** to **irregular verbs**. (e.g. **put**, **give**, **read**, **write**, **see**, **run**,...ect)

put → put NOT ~~putted~~

1. Write the past simple of these verbs.

<i>Infinitive</i>	<i>Past Simple</i>	<i>Infinitive</i>	<i>Past Simple</i>	<i>Infinitive</i>	<i>Past Simple</i>
stay	<i>stayed</i>	stop	<i>stopped</i>	walk	<i>walked</i>
welcome		play		cry	
help		look		live	
answer		ask		watch	
reply		open		dance	
carry		wash		end	
try		drop		study	
want		study		skate	

2. Complete the following sentences in the past simple.

- I *stayed* at home yesterday. I did not go out. (stay)
- It *rained* heavily last night. (rain)
- The supermarket _____ at 10:00 p.m last night. (close)
- I _____ football with my friend this morning. (play)
- Sami _____ Ali an hour ago. (phone)
- My little brother _____ a vase of flower this afternoon. (drop)
- Jane _____ (try) a new recipe for making cake. She _____ it. (enjoy)

3. Put the verbs in brackets into the correct form of the past simple.

- A: What *did you do* last weekend ? (you\do)
B: I *visited* my grandparents on their farm . (visit)
- A:(you\enjoy)yourself?
B: Oh, yes .
- A: What (you\do) last Friday?
B: Well, I.....(go) swimming ,and I(help) my grandfather milk the cows .
It(be) really fun .

For the irregular verbs, study this table.

<i>Infinitive</i>	<i>Past Simple</i>	<i>Infinitive</i>	<i>Past Simple</i>	<i>Infinitive</i>	<i>Past Simple</i>
bring	brought	fly	flew	leave	left
buy	bought	forget	forgot	think	thought
lose	lost	get up	got up	make	made
do	did	give	gave	meet	met
drink	drank	go	went	come	came
drive	drove	have	had	read	read
eat	ate	say	said	speak	spoke

find	found	see	saw	run	ran
write	wrote	grow	grew	ride	rode
teach	taught	tell	told	put	put
know	knew	take	took	shut	shut
hear	heard	stand	stood	win	won
pay	paid	sing	sang	wear	wore
keep	kept	hear	heard	stand	stood
break	broke	sit	sat	choose	chose
take	took	fall	fell	cost	cost

4. Write these sentences in the past simple.

- I meet my friends every Friday . (yesterday)
I met my friends yesterday.
- Ali sometimes drink milk before he goes to school. (this morning)
Ali drank milk this morning.
- We go to the beach in the summer. (last summer)

- She eat a lot of popcorn every evening. (last night)

- Our school starts at 8:00 everyday. (this morning\ today)

- I love climbing mountains at the weekend. (when I was a child)

5. Complete the sentences ,using the simple past form of the verbs in the box.

Add cook enjoy lift mix pour sprinkle turn



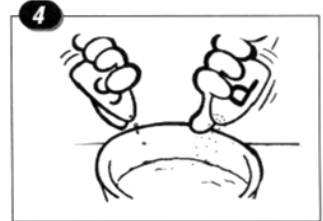
She poured some milk into the bowl with the eggs.



She _____ the egg and the eggs together.



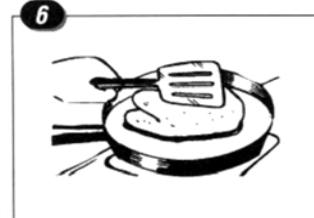
Then she _____ some grated cheese to the mixture.



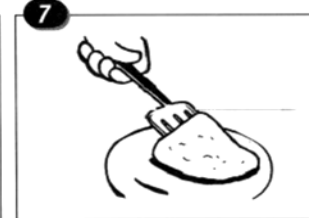
Finally, she _____ salt and pepper into the mixture.



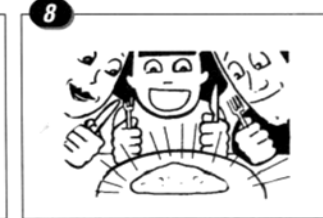
She _____ the mixture in the frying pan.



When it was cooked, she _____ one half over the other



She _____ it onto the plate carefully.



Everyone _____ their breakfast.

PAST SIMPLE VERBS: NEGATIVE

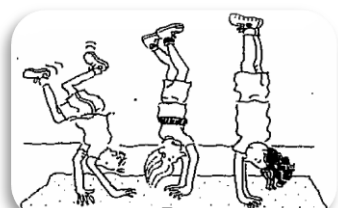
Add **did not / didn't** to the infinitive verb for all persons and all verbs, regular and irregular.

Study these examples.

1. Ali **did not / didn't** get up early in the morning.
2. Ali **did not / didn't** walk fast.

1. Complete the sentences by choosing the suitable verb from the box and putting it in the negative form of the past simple.

answer, eat, post, like, arrive, succeed, watch



1. I tried to do a handstand, but I didn't *succeed*.
2. The teacher asked her a question, but she _____ her.
3. I tried hard to get to work early, but I _____ in time.
4. We listened to the news on the radio, but we _____ it on T.V.
5. Ali remembered to buy his sister a card, but he _____ it.
6. The burger looked delicious, but I _____ it.

PAST SIMPLE VERBS: QUESTION

The past simple question form is the same for all persons (**I, you, he, she, it, you, we, they**) and all verbs. (**Did + Subject + infinitive...?**)

Question	Short answer
Did he get up early?	Yes, he did. No, he didn't.
Did he walk fast?	Yes, he did. No, he didn't.

2. Write a question and an answer. The first one is done for you.

1. A: I went to the market yesterday.
B: (*with your father?*) Did you go with your father?
A: (✓) Yes, I did.
2. B: We didn't eat at home last night
A: (*Where?*) Where did you eat?
B: At Almanara Restaurant.

3. A: Ali felt ill this morning.
B: (*yesterday*) Did _____ ?
A: (X) No, I didn't.
4. A: She is very sad.
B: (*upset/ last night*) Was _____ ?
A: (✓) Yes, she was.
5. A: Her friends brought her a valuable gift.
B: (*What*) What did _____ .
A: (*A nice watch*) _____ .

PRESENT PERFECT TENSE

Form: To make the present perfect tense, use present tense of **have** (has / have)+ a **past participle**.

Positive (Affirmative)	Negative	Question
I/you/we/they have washed the dishes. OR I/you/we/they've washed the dishes.	I/you/we/they haven't washed the dishes.	have I/you/we/they washed the dishes?
He/she/it has washed the dishes. OR He/she/it's washed the dishes.	he/she/it hasn't washed the dishes.	has he/she/it washed the dishes?

REMEMBER

Past participles could be regular or irregular.

Regular past participles end in - **ed**, e.g. **washed, landed, finished**.

We've **washed** the dishes.

The aircraft **has landed** safely.

The students **haven't finished** their exams.

Some participles are irregular. They don't end in - **ed**.

I've **made** a shopping list.

We've **sold** our car.

She hasn't **drunk** her coffee.

Use : (When is it used?)

- We use the present perfect tense to talk about an action , situation or condition which occurred at some indefinite time in the past. (*The past is indefinite because the time it happened is not important, or because we do not know when it happened*).

e.g. She **has heard** this song. (indefinite past action)

I've **been** to Paris.(It happened at some point in the past)

- We use the present perfect tense to talk about action or situation which started in the past and continue to the present .
e.g. They **have lived** in Ramallah for three days. (action began in past, continues into present)
- We use present perfect tense to talk about action or situation which have started in the past and have a present result (effect).
e.g. I am really tired. I've walked 10 kilometers
The aircraft **has landed** safely. I'm really happy. (the plane is now on ground)
- We use present perfect tense to talk about an action or situation which happened before now.
e.g. I've **already called** him. Don't worry.
Maram's **just finished** her exam.
- We use the present perfect tense to talk about personal experience.
e.g. **Have you ever been** to China? (ever = in your life) Yes, I **have been** there.
Have you ever been to India? No, I **have never been** to India.

REMEMBER

1. The present perfect is **NOT** used with past time words (*last night, yesterday, in 1999, etc*).
Don't say I've seen him yesterday ,but **say** I saw him yesterday.
2. See the difference between **gone** and **been**:
She's gone to Amman. (= and she's there now)
She's been to Amman. (= but she isn't there now)
She's been in Amman. (= but she is there now)
3. Ever and never go before the past participle.
Have you ever been to London? I have never been to London
4. We can use the present perfect with **for** and **since**.
We've lived in Ramallah since 2000. (we use **since** to say when the period began -since 2000)
We've lived in Ramallah for 10 years. We use **for** to say how long this period is (**for 10 days**).
5. We use **how long** in questions about **since** and **for** .
How long have they lived in Ramallah? For seven years.

1. Draw a circle around the correct past participle in each sentence below.

1. Your child has (broke/ **broken**) my window!
2. Have you (eaten/ate) all your dinner?

3. I have (known/knew) Sameera since we were in kindergarten.
4. Muhammad has (drew/drawn) a picture for his grandfather.
5. The new student seems nice, but I haven't (spoke/spoken) to her yet.
6. We've (drank/drunk) all the milk.
7. The ball has (went/gone) over the garden fence.
8. Has Sami (did/done) all his homework?
9. You have (been/was) late for school every day this week.
10. Help! I've (fell/fallen) in a hole!

2. In pairs ,use the following prompts words to ask and answer questions. Example:

1. A: you /be/ America Have you ever been to America?
B: Yes, I've gone to America. No, I haven't gone to America.
2. A: ride/ a bicycle _____
B: _____
3. A: cook/ a breakfast _____
B: _____
4. A: be / Egypt _____
B: _____
5. A: Play / chess _____
B: _____

3. Write sentences about Fatima using the present perfect tense. Use *for* or *since*.

Example: *be / at his computer / six hours* *He's been at his computer for six hours.*

1. not / have / any fun / a long time
2. have / a cold / a week.
3. not / see / his friends / ages. *He hasn't seen his friends for ages*
4. not / do / any sport / last year
5. be / busy with her studies / months

4. Complete the sentences. The first example is done for you.

1. You ought to wash the car. You haven't *washed it for ages.*
2. I think I'll ring my friend. I haven't the weekend.
3. We're going to see some old friends. We haven't..... five years.
4. Let's watch a video, shall we? We haven't..... quite a while.
5. We could have a barbecue. We haven't last summer.
6. Shall we play tennis? We haven't..... our holiday.

LISTENING



1. Listen to the conversation and answer the questions .

Nadia's mother: Hello, can I help you ?

Sally : Good morning .It's Sally here .Can I speak to Nadia, please ?

Nadia's mother: I'm sorry, Sally. She's just gone out with her uncle. Can I give her a message?

Sally: Yes, please. Could you ask her to phone me when she gets home?

Nadia's mother: Of course.

Sally: Thank you. Goodbye.

Nadia's mother: Goodbye.

QUESTIONS.

- Who is the caller?
- Who is the person being called?
- Who does the caller want?
- What message does the caller leave for Sally?

2. Now listen again and complete the following sentences:

- Good morning. It's Sally _____. Can I _____ , please?
- I'm sorry, Sally. She's _____. Can I _____ ?

3. Complete the following sentences with words from the list below:

here, in, mobile, moment, see, speaking

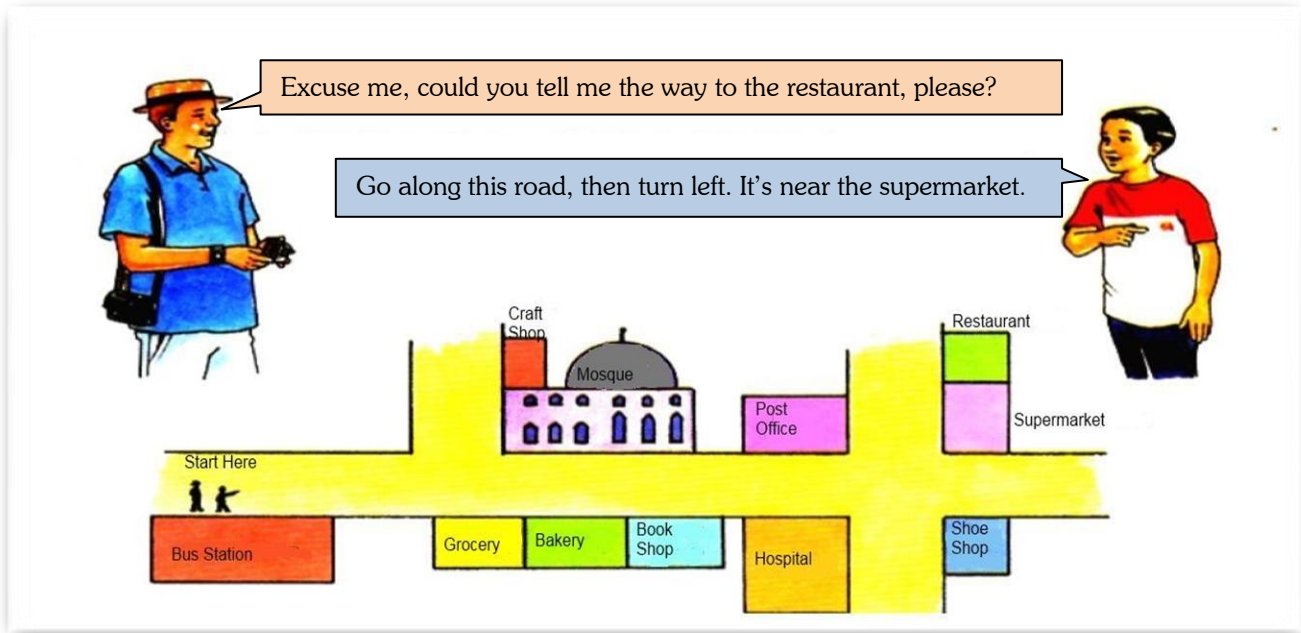
- Hello, is that Dr. Ali _____.
- Just a _____ , please.
- Wait a minute. I'll _____ if he is here.
- Try calling back _____ an hour's time.
- Sorry, he's not _____ at the moment.
- You can reach him on his _____ .

SPEAKING



Giving Directions.

1. Work in pairs to act out the previous dialogue (Page 25, exercise 1).
2. Work in pairs. Ask about the directions to the following: craft shop, shoe shop, and bookshop. Take turns as a tourist and as passerby.



Go along this way
Go straight ahead

turn	right
	left

It's on the	right
	left
	corner

It's	next to the ...
	near to the ...
	opposite the

3. Work in pairs. Talk about yourself and your family .Exchange roles.

Use the following

your name ,your age ,nationality, name of place where you live, your hobbies ,what you learn, who you live with, your brothers and sisters, and your parent's work .

A: What 's your mane?
What's your nationality?
How old are you?
Where do you live?
Who do you live with?
Do you have brothers and sisters?
What is your father's job?
What is your hobby?
What do you like most?

B: My name's Ali.
I'm Palestinian? What about you?

PRONUNCIATION



1. Listen then distinguish between /f/ as in *few* and /v/ as in *view*

/f/	/v/
fan	van
file	vile
sofa	over
define	divide
life	live

2. Practice saying these words and expression

Very fast I feel fine four fans four vans a good view
all over the world the farmer's field first flight alive dove

4. Now listen to these words and write number (1) for / f / sound and (2) for / v / sound.

few _____ alive _____ love _____ off _____ have _____
view _____ life _____ dove _____ of _____ half _____

5. Listen then distinguish between /p/ as in *pit* and /b/ as in *bit*.

/p/	/b/
pit	bit
pray	bray
pure	beauty
pack	back
pin	bin

6. Listen and repeat.

page paper plan project April spring slip lap cap
bad bag black bring able about job tribe cab

7. Listen and write (1) for /p/ sound and (2) for /b/ sound.

pair _____ bear _____ part _____ bark _____ appear _____ about _____
speak _____ break _____ clip _____ rib _____ stop _____ rob _____

8. Now practice saying these sentences.

1. I like playing basketball but my brother prefers baseball.
2. Some people have problem looking at the blackboard .
3. I have a cap on my lap.

WRITING



1. Order the following broken sentences:

1. watched/ a great show/ We/ last night.

2. went/ I / yesterday/ to the gym.

3. send/ Did/ Paul / an email ?

2. Now write a short paragraph introducing yourself to a pen friend from England.

Dear Judie ,

I am writing to introduce myself to you. I hope we form a lasting friendship by exchanging emails.

My name is _____. I am _____ years old.

I am _____ (nationality). I live in _____. I have got two younger _____. Their names _____. I like _____, but I enjoy _____ more.

Here is my email: Ali2010@yahoo.com

Looking forward to receiving your reply.

Wishes,

Ali

From: Judiejason@yahoo.com.uk
To: Ali2010@yahoo.com
Subject: Re your letter

Dear Ali,

I am very happy to be your new pen friend. I have read your email and I think we will make good friends.

My name is Judie and I'm from Bristol, England. I'm _____. We are a big family. I have _____. They are _____, and I also have two younger brothers they are _____. They are fourteen and ten. I like _____, and I enjoy chatting on the internet, too. I now learn a course in computer called _____. Can you tell me more about yourself, your brothers, sisters and friends?

My Regards,

Judie

16 years old, Jason and Ben, two younger sisters, Jane and Rebecca,
International Computer Driving License (ICDL), playing football

The Return Home from Turkey

- 4. You and your family have just got back from your holidays in Turkey. Write five things about what you did on your holiday, using the phrases in the box.**

Useful phrases to use

go cycling go hiking pitch a tent take photos speak a foreign language
go sightseeing go on a guided tour send a post card sunbathe

1. We visited Istanbul. We took photos of the most important sights, such as Topkapi Palace and the Blue Mosque.
2. _____
3. _____
4. _____
5. _____
6. _____

Unit 3

THE ANT AND THE GRASSHOPPER

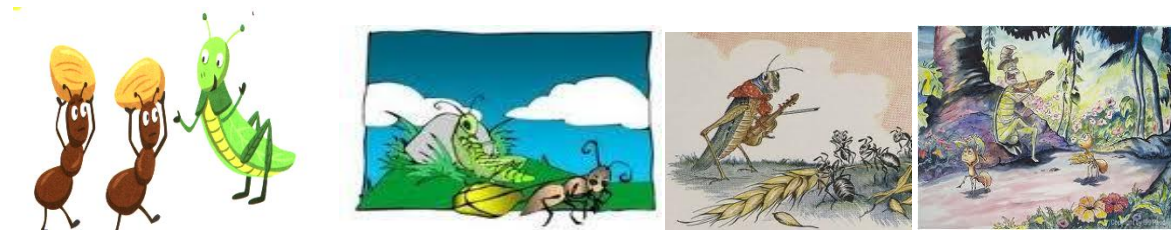
READING AND VOCABULARY

Before you read.

1. Answer the following questions.

1. How do you pass your time?
2. Do you usually plan for future? Why?

The Ant and the Grasshopper



One fine summer day, while the **silly** grasshopper was playing and relaxing in the field, he saw some ants. The **grasshopper** noticed that the ants were all **hauling** seeds on their backs." What are you doing?" he asked them.

"We're collecting food for winter, "said one of the ants.

"You should do the same .Did you gather any food for winter? " asked another ant.

The grasshopper laughed."No, I didn't gather any .It's the middle of summer! I still have plenty of time to collect food," said the grasshopper and jumped high away.

So all summer long the grasshopper didn't do anything, but playing in the fields, jumping from a tree to another and singing his songs.

Soon fall came, but the grasshopper was still wasting his time playing and hopping across grassy fields .Once winter came, he was near **starving** .Then he went to the ants to **beg** for food, but they laughed and drove him away.

2. Read and answer.

1. What kind of creatures are those in the picture?
2. Which season is the picture about? How do you know?
3. What is the **moral** of story? It is ...
 - a. plan ahead and be prepared for tomorrow.
 - b. everything comes to those who wait.

3. Tick (✓) for TRUE or (X) for FALSE.

1. The grasshopper stopped the ants to help them.
2. The ants were all working together.
3. The grasshopper wasted two seasons, spring and summer.
4. The ants helped the grasshopper when he needed them.

4. Read the text again and find the words that complete the table below.

Seasons	Insects	Past actions
1.	1.	1.
2.	2.	2.
3.		3.
		4.
		5.
		6.

5. Circle the suitable meanings for the following words.

1. Which word in paragraph one means **carrying** ?
 - a. working
 - b. collecting
 - c. hauling .
2. Which word in paragraph five has the closest meaning to **hungry** ?
 - a. starving
 - b. sent
 - c. wasting .
3. The word **beg** means :
 - a. ask for
 - b. Write
 - c. noticed .
4. The word **moral** means :
 - a. tale
 - b. lesson
 - c. advice .

6. Use the table above to complete the following Summary.

The worked all summer and days to collect food for..... . But thewas relaxing. Hehis time. Then when winter....., he to the ants to beg some food, but they andhim away .



PAST CONTINUOUS TENSE

Form: Use **was** or **were** + **ing form of the verb** to form the past continuous tense.

Positive		Negative		Question		
I He She It	was working	I He She It	was not working (wasn't working)	Was	I He She It	working?
You We They	were working	You We They	were not working weren't	Were	You We They	working?

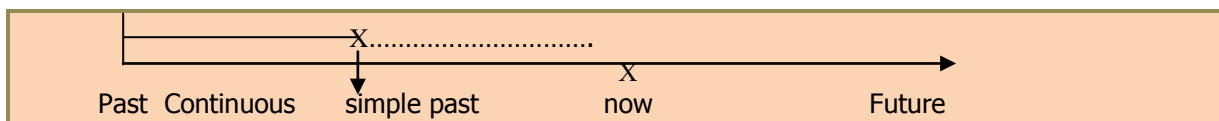
Use: a. To describe an action that was in progress at specific time in the past.
 b. To talk about an action that was interrupted by another action. The past continuous is often interrupted by a simple past.

Study the following examples:

- While** I was having a bath, the phone rang.
- I was eating **when** John arrived.
- As** Ali was standing at the bus stop, he saw a car accident.

Note: The time order for 1 is having a bath, during which the telephone rang.
 The time order for 2 is eating, during which John arrived.
 The time order for 3 is standing at the bus stop, during which he saw an accident

TIMELINE



Remember

We often use **while** and **as** with the past continuous and **when** with the past simple.
 When the **while**, **when** or **as** clause comes first, it is followed by a comma.
 e.g. *While I was eating the lunch, the mobile phone rang.*

1. Look at these sentences and answer the questions by circling A or B.

- When I saw them, they were playing football.
 Which happened first? a. I saw them b. they were playing football
- She telephoned, while I was having a bath.
 Which happened first? a. the telephone call b. the bath
- They were watching television when I visited them.
 Which happened first? a. They were watching television b. I visited them
- I was walking into the house when I heard the noise.

Which happened first? a. I was walking into the house b. I heard the noise

5. While she was making the beds, her daughters got here.
Which happened first? a. She was making the beds b. her daughters got here

2. Complete the following sentences by putting the verb in the past continuous or past simple.

1. What were you doing when the teacher *asked* you a question? (ask)
2. I found JD 50 note while I (clean) my closet.
3. While we (have) a long walk around, we ran into an old friend.
4. What were you wearing when I first (meet) you?
5. Fortunately, he (not/ drive) very fast when the wheel came off?
6. What he (do) when his little brother fell off the table?

3. Write did, was, or were to complete these sentences.

1. I **didn't** like it.
2. They **were** enjoying themselves.
3. you have a good time?
4. he staying in a hotel?
5. What they doing?
6. What you say?
7. Why he working late last night?
8. They n't playing cards.
9. She n't understand.
10. I n't having a bath.

SPEAKING



1. Read **The Ant and the Grasshopper** again. In pairs, Ask and answer questions about summer from the grasshopper's diary .

Note: Give imaginative answers.

VERY ENJOYABLE SUMMER TIME

- ☺ There was a plenty of food
- ☺ The weather was warm .
- ☺ Days were long .
- ☺ fields were green .
- ☺ enjoyed jumping and hopping across the grass.
- ☺ hope next summer the same.

A: Was there any food in summer?

B: Yes, there was a lot .

A: Was the weather cold?

B: No, it was lovely.

A: _____

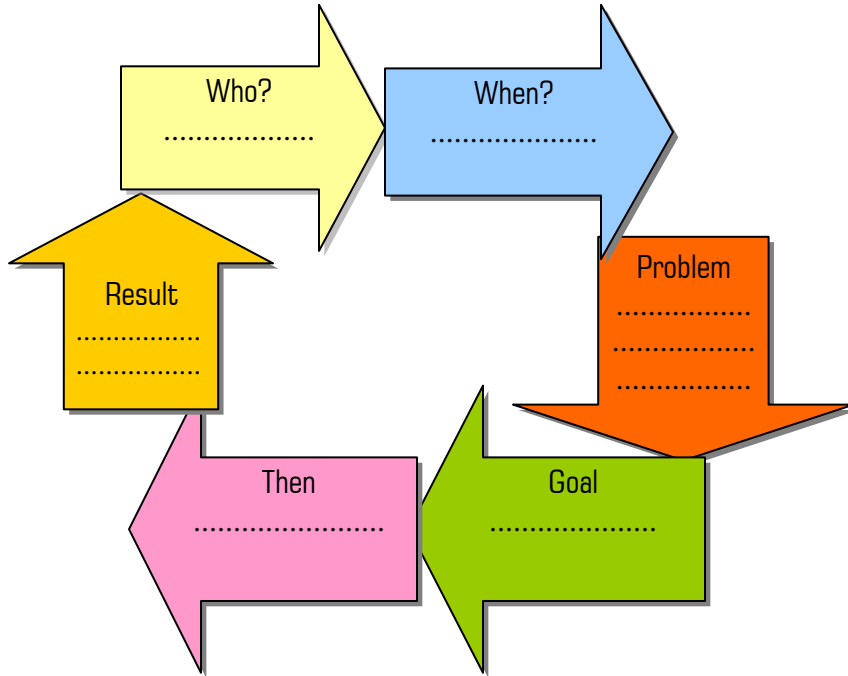
B: _____

A: _____

B: _____

WRITING

1. Read **The Ant and the Grasshopper** again then complete the story map below.



A	B	C
1. All the summer days the ants were working hard	because	a. collect as much food as possible.
2. They told the hopper to work	,but	b. he thought it is too early to start .
3. They kept working in Autumn	so	c. winter comes soon .
4. The grasshopper kept singing and playing	and	d. the summer fruits and seeds have gone from the plants.
5. He thought that the ants will help him	although	e. he went to beg for food .
6. The ants laughed at him	in order to	f. sent him on his way .

2. Now write the sentences you have joined like in the example .

1. All the summer days the ants were working hard in order to collect as much food as possible.
2.
3.
4.
5.
6.

3. Write a summary for the story by using the sentences above. Start like this :

All the summer days the ants were

.....

.....

.....

.....

Unit 4

SAVE THE WORLD!

READING & VOCABULARY



Mother Earth coughs



Factories Smoke



Bears under threat

Before you read

1. What are these pictures about?
2. What is pollution?
3. What causes pollution?
4. Why is pollution bad for environment?

1. Listen and read.

Pollution is **man-made**. Nature doesn't produce pollution. It **recycles** everything. Dead bodies decay and make soil **fertile** and rich. However, people produce things which can't be recycled. They cause pollution twice when they produce things and when they throw them away.

Pollution is divided into three types. Land, air and water pollution.

Water pollution

Most countries don't have enough water. Even this water is mixed up and polluted with chemicals from factories or from farms and this is unhealthy and **dangerous** and causes death for a lot of people every day.

Land pollution

We keep rubbish in special places. These places are ugly and dirty. Moreover they cause serious illnesses.

Air pollution

Air pollution is caused by gases of cars, taxis, buses and factories. The gases **go up** into the atmosphere where they **form a layer** of pollution around the world. As a result, heat can't escape and our world is **getting warmer**. This is called global warming.

2. Read and answer

1. What causes pollution?

2. How many types of pollution are there ?
3. Is pollution dangerous for humans?

3. Tick (✓) for TRUE or (X) for FALSE.

- a. Nature causes pollution. _____
- b. People cause pollution . _____
- c. Pollution causes global warming. _____
- d. Global warming causes pollution. _____

4. Read the text and complete the following sentence.

The water pollution most countries have is _____ from factories. This brings about _____ for so many people every day because the water is unhealthy and _____.

5. Use the words from the box below to complete the following sentences.

nature recycle rubbish layers pollutes

1. The gas station went up in smoke. This _____ the air.
2. There are many _____ of gases around the Earth .
3. When we walk in the mountains and hills ,we see the beauty of _____.
4. All of our ----- is full of paper, so we can easily ----- it.

6. Match each word in column A with its opposite in B.

A	B
a. cause	_____ 1. unhealthy
b. ugly	_____ 2. dangerous
c. healthy	_____ 3. effect
d. safe	_____ 4. beautiful
e. go up	_____ 5. Not to use again
f. recycle	_____ 6. fall

7. Choose the word from the box that best goes with its partner in the box below.

warm disease layer warming soil pollution

A. global _____.	d. form a _____.
B. get _____.	e. air _____.
C. cause _____.	f. fertile _____.



1. PREFIXES: UN & DIS.



We can add groups of letters at the beginning of some words to change their meaning. We call this a **prefix**. When we add **un-** or **dis-** at the beginning of some words, we have the opposite meaning of the word. For example, **happy** becomes **unhappy** when **un** is added at the beginning.

1. Study the following examples and find out when is **un** and **dis** are used.

Clean	unclean
Happy	unhappy
Important	unimportant
agree	disagree
appear	disappear
continue	discontinue

2. Make opposites of these words by adding a suitable prefix (**-un** or **-dis**).

1. Healthy _____
2. Agree _____
3. sure _____
4. tidy _____
5. usual _____
6. obey _____
7. cover _____
8. common _____

2. SUFFIX: -Y



We can add a letter or groups of letters to the end of a word to change the part of speech. These letters are called **suffix**.

1. Study these examples.

- a. The **wind** is getting stronger. It's **windy** today. wind (noun) + y = windy (adj)
- b. Shall we sit out in the **sun**? It's **sunny** today. sun (noun)+ y = sunny (adj)

Just remember !

Sometimes the suffix adds a new meaning. When we add **full** to a word, it means it has the stated quality to a high degree, but when we add **less** it means without that quality, e.g. hopeful and hopeless. **Hopeful** means having hope, but **hopeless** means without hope.

2. Change the following nouns into adjectives by adding -ful & -less.

Nouns	Adjectives
Pain	Painful or Painless
help	_____ or _____
colour	_____ or _____
thought	_____ or _____
care	_____ or _____

3. Complete the following sentences with the suitable adjective from the table above.

1. The cut in his hand was very _____.
2. We went to the _____ beaches of Akko.
3. Samia was really angry because she made _____ mistake in the exam.
4. He felt _____. He doesn't know what to do or where to go.

LANGUAGE



PASSIVE VOICE

The Passive : Present Simple, Past Simple, Present Perfect



Look ! Do these sentences have the same information?

Scientists divide pollution into three types .
Pollution is divided into three types.

Study the following sentences:

Tense	Active	Passive
Present Simple	They grow tea in China. Samira cleans our classes every day.	Tea is grown in China. Our classes are cleaned every day.
Past Simple	The government built 3 schools in 2000. The mechanic repaired the car.	Three schools were built in 2000. The car was repaired .
Present Perfect	The workers have painted the house. The mechanic has repaired the cars.	The house has been painted . The cars have been repaired .

Form: These are the forms of the passive voice for the present, past and present perfect.

Present	is/ are + past participle	(is grown)
Past	was/were + past participle	(were built)
Present Perfect	Has/have been + past participle	(have been repaired)

Use (Meaning)

- ✓ Passive sentences describe what happened to people or things as a result of an action by other people or thing.
- ✓ Passive sentences generally indicate what happens is more important than who does it. That is, the focus is on the result of the action, not on the doer of the action.
- ✓ Use passive with **by** if you mention the agent.

The article was written **by the teacher**. (by + agent: the doer of the action)
(Either because you want to give the teacher the credit or you just mention necessary information about the agent.)

1. Now make sentences from the table.

This olive tree	was built	In 1990
Arabic	was planted	to make clothes
Cotton	is used	about 1000 thousand years ago
Our school	is spoken	in many countries

2. Complete the sentences putting verbs in the brackets in the passive form.

1. Football -----(play) all over the world .
2. Global warming -----(cause) by air pollution .
3. This book -----(write) by my uncle .

3. Change these sentences into passive beginning with the underlined word.

Example: Thieves robbed a woman. A woman was robbed.

1. They banned the film.
2. We always correct their mistakes.

3. Someone painted our classroom yesterday.
4. They tested the new drug.
5. We haven't used this machine for ages.
6. We clean the floor every day.
7. My parents have given him a lot of money.
8. When did they decorate your kitchen?

4. Write sentences using the present simple passive.

Example: our school / clean / every day our school is cleaned every day.

1. Tea / grow / in India
2. Cars / not / repair / here
3. How / ice cream / make / ?
4. When / dinner / serve / ?
5. Newspapers / deliver / every morning.
6. English / speak / everywhere / in Palestine.

5. Use these jumbled words to make past simple active and passive sentences :

Example : The table \the carpenter\ made
 A. The carpenter made the table.
 B. The table was made by the carpenter.

1. The lesson \the teacher\explained
 A.
 B.
2. Marie Curie \radium\ discovered
 A.
 B.
3. The secretary \ letters \ typed
 A.
 B.

6. Look at these pictures then write the correct caption under them .

a. A car was hit by a tree.



b. A car hit a tree .



7. Read the text then rewrite it using the present simple passive.

- The farmers grow vegetables in the north of the country. They grow oranges in Jericho. They grow grapes in Hebron. They produce some very good raisins. They eat them in winter.

Vegetables are grown in the north of the country.

PRONUNCIATION



- Listen to your teacher then repeat these words.

/dʒ /	/ ʒ /
Jar	pleasure
Jug	garage
Journey	measure
Enjoy	usual
Imagine	vision

- Listen to you teacher reading of these sentences.

- Read the following sentences carefully.

- You can't **imagine** how much we **enjoy** our **journey** to **Jericho** .
- The tape **measure** is in the **garage** as *usual* .

Pronunciation of regular past verb endings / t / , / d / and / ɪd /

- Listen to your teacher then repeat.

/t /	/ d /	/ ɪd /
passed	Cleaned	greeted
walked	moved	included
washed	climbed	decided

- Now listen to the verb endings. Write for **1** for /t/ , **2** for /d/ and **3** for /ɪd/.

1 /t/

Passed

Wanted _____

Listened _____

Worked _____

Loved _____

2 /d/

Cleaned

Finished __1__

Laughed _____

Watched _____

Helped _____

3 /ɪd/

Greeted

Opened _____

Completed _____

Received _____

Matched _____

- Go back to the table of regular form of past simple verbs you have completed on page 18, exercise one. Practice saying them again.

SPEAKING

1. Work with your partner to ask and answer questions about the items below.

A: What is *the hand mirror* made of?

B: It's made of *glass*.

Use these words in your answer: **plastic wood metal glass cotton gold**



Hand mirror



pencils



dress



chair



ring

2. Make a list of things that cause pollution in Palestine, then propose solutions. Use the expressions in the box to express your opinion.

<i>I think</i>	<i>I am sorry, I disagree with you.....</i>
<i>What about.....?</i>	<i>I partly agree with that ,but</i>

List of pollutants: cars, factories, settlements, garbage dump,,
,.....,.....,.....,.....

- A: I think cars pollute the air, and this causes a lot of diseases.
 B: That's right. I agree with you, but what is the solution?
 A: Perhaps we have to decrease the number of cars.
- A: In my opinion, dump burning causes pollution. It emits more carbon dioxide than cars.
 B: I partly agree with that, but what about factories?
 A: **factories emits CO₂, too.**

WRITING

Linking words : however, nevertheless.

We use **however** or **nevertheless** when we join different ideas in two sentences. That is, we use them to introduce statements contrasting with the previous ones.

1. Study these examples:

- Hala worked more than nine hours .**However**, she wasn't tired.
- It was cold and rainy day. **Nevertheless**, more people came than we had expected.

Topic sentences.

It is the main idea of the paragraph. It is usually found in the first sentence.

2. Read the following sentence.

Books are my father's hobby. He collects books that were written over a hundred years ago. However, he is also interested in the best sellers of today. If I ever need to get him a present, I know I can always please him by buying him a book.

Note: The topic sentence is written in **bold**. Every other sentence in the paragraph supports or explains the idea expressed in the topic sentence

3. Which topic sentence is the best one for the following paragraph?

1. Don't you just love spring?
2. The rose is the most loved flower over the world.
3. There are many lovely flowers to consider for your garden.

_____ .The most beautiful flower is the rose because it comes in so many different colors. Another beautiful flower is the daisy which sometimes grows wild. Spring flowers like tulips, daffodils, and crocuses are also very pretty.

4. Reorder these sentences to form paragraph. Upon finishing ,then circle the topic sentence:



1. Tigers live in the forests of Africa
2. Tigers are from the cat family.
3. Also they are found in Bangladesh, , Cambodia, China and India.
4. There are now very few tigers living in the wild and the numbers have been falling.
5. In fact , they live in the zoos

Unit 5

SEE YOU, OLD MACHINES

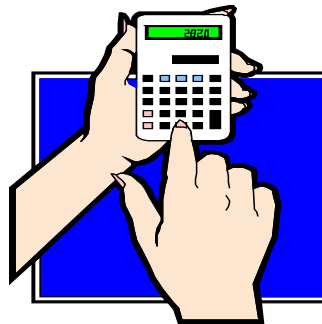
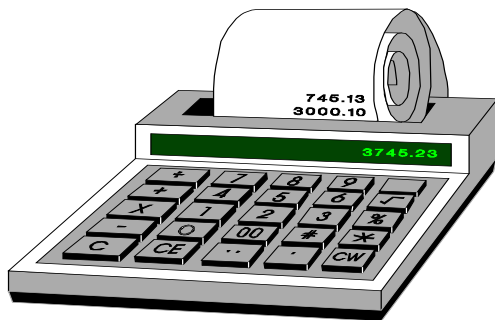
READING & VOCABULARY

Before you Read.

1. Answer the following questions.

1. Which calculator uses the solar power?
2. Is life easier than it used to be in the past ?
3. Can you name two or more inventions that made life easier?

See You Later , Old Calculator.



Today we can buy a small but **powerful** simple calculator for just a few dollars. Moreover ,many people have **cell phones**, calculators or laptops that they carry with them wherever they go. However, all these machines used to be larger, more expensive and less **efficient** in the past. For example, the first calculators, which were invented in the 1960s, were larger, heavier and less efficient. Some weighed more than 30 pounds.

However, technology has changed since then .Today, most calculators run on batteries or **solar power** .They can even be found inside tiny cell phones ,computers and many other machines.

Now , modern calculators are cheaper, easier and more powerful . Because of their efficiency and **relatively** low price , they are found everywhere. Students use them, teachers use them, grocers use them, **bank tellers** use them. In a word, this modern invention has made life easier. It has changed the way people used to do their job.

2. Read and answer.

1. How much does a calculator cost today ?
4. Were old calculators as efficient as modern calculators ?
5. When were first calculators invented?
6. Describe the calculators now?

3. Tick (✓) for TRUE statements and (X) FALSE ones.

1. Cell phones and laptops are new machines .
2. People could carry their calculators everywhere in 1960s.
3. Calculators are run now only by batteries.
4. Pocket calculators are more efficient than old ones.

4. Circle the correct answer.

1. Which word in paragraph 1 means **a lot** ?
a) a few b) many c) not only
2. Which word in paragraph 2 means the opposite of **big**?
a) tiny b) simple c) expensive
3. The word **simple** means :
a) easy . b) hard . c) large
4. Find a word in paragraph 4 that means **work**?
a) change b) run on c) found

5. Fill in the spaces with **invent(ed) / weigh(ed)**

- a. Thomas Edisonthe electric light bulb .
- b. Old calculators30 pounds.
- c. A: Were people able to call each other when they were out ?
B: No, because cell phones weren't then .
- d. I want only two kilos .Can youthese tomatoes for me , please ?



6. Find in the text words that mean the opposite of the words in list (A), then write them in (B).

A
1. difficult
2. sell
3. the last
4. small
5. cheap

B
1. <u>buy.....</u>
2. _____
3. _____
4. _____
5. _____

LISTENING AND SPEAKING

PRONUNCIATION : /p/ in pairs of letters .

1. Listen and repeat .

speak project plastic

2. Now Listen and practice saying these words.

space prayer plastic
speed price play
spoon problem please
sport programme plus

3. Listen and say this three times as fast as you can.

What's the *price* of *plastic spoons*, *please*?

4. Listen then distinguish between / ð / as in *that* and / θ / as in *thirsty*.

/ θ /	/ ð /	/ θ /	/ ð /	/ θ /	/ ð /
thirst	that	author	other	tooth	smooth
thin	they	nothing	brother	both	clothe
thrill	these	earthy	worthy	faith	bathe
three	than	Arthur	rather	mouth(n)	mouth (v)
thought	their	Martha	mother	wreath	breathe

5. Practice saying these expressions.

A nice thing	Jack's thin	yes, thanks	let's think	pass through	he's thirsty
These three	who's this?	Use that	Ali's there	it's theirs	breathe softly

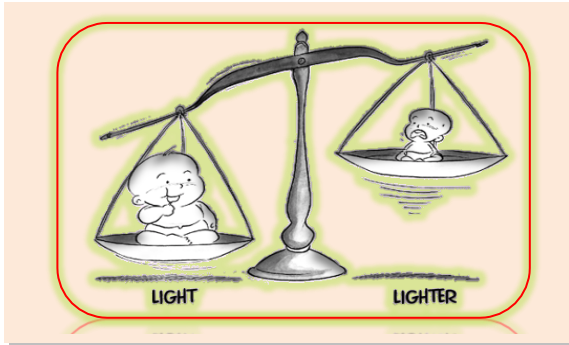
6. Now listen to these words and write number (1) for /θ / sound and (2) for /ð / sound.

father ___ faith ___ though ___ neither ___ worth ___ clothes ___ fourth ___
 thigh ___ weather ___ mouth ___ either ___ path ___ leather ___ thumb ___

LANGUAGE



COMPARISON of ADJECTIVES.
Comparative & Superlative Form of Adjectives.



1. Compare the following inventions in different ways.



Laptop \$1000



iphone \$300



cell phone \$100



calculator \$ 10

2. Study the following sentences:

The calculator is cheap.
 The calculator is cheaper than the cell phone.
 The cell phone is cheaper than the laptop.
 The calculator is the cheapest of all .

The cell phone is expensive.
 The iphone is more expensive than the cell phone.
 The laptop is the most expensive of all the four machines.

Note: Less is used to compare between two things or persons if one of them exists in smaller amount or to a smaller degree.
 The cell phone is less expensive than the iphone.

LANGUAGE FOCUS

When you compare two people or things, use the **comparative** form of the adjective. With one - syllable adjectives such as cheap, clear, new, old, or rich, use **adjective+ er than**.

Ali is **taller than** Sami.

The cell phone is **cheaper than** the laptop.

With adjectives that have more than one syllable such as expensive, beautiful, active or cheerful, use more + adjective than.

Ali is **more active than** Sami.

The iphone is **more expensive than** the cell phone.

We use the superlative form of an adjective to compare three or more nouns.

Use the adjective+est with the short adjective (one - syllable adjective like big, mad, short or loud)

Ahmad is **the tallest** boy in the class.

Mount Everest is **the highest** mountain in the world.

Use the most + adjective with the long adjective (two-syllable adjective or more like ex-pen-sive, beau-ti-ful or fa-mous)

Samia is **the most intelligent** girl I have ever seen.

The laptop is **the most expensive** machine of all.

Remember :

1. Add **the** before the superlative form of adjective (the tallest, the most beautiful)
2. Don't add **-er** or **more** to form the comparative, or **-est** or **most** to form the superlative of these adjectives: **good** and **bad**

1. Fill in the blanks with the correct comparative and superlative forms of the following adjectives.

Adjective	Comparative	Superlative
1. big	1. <u>bigger</u>	1. <u>biggest</u>
2. short	2. _____	2. _____
3. wonderful	3. <u>more wonderful</u>	3. <u>most wonderful</u>
4. interesting	4. _____	4. _____
5. exciting	5. _____	5. _____
6. easy	6. _____	6. _____
7. delicious	7. _____	7. _____
8. good	8. _____	8. _____
9. bad	9. _____	9. _____
10. dirty	10. _____	10. _____
11. busy	11. _____	11. _____
12. foolish	12. _____	12. _____

2. Complete the following sentences with the comparative form of adjectives in brackets.

1. Now, cell phones are lighter than (light) old phones .
2. Life in the country _____ (easy) life in the city.
3. New cars are _____ (efficient) old ones .
4. Space journeys are the _____ (expensive) .
5. Emailing friends is _____ (good) than calling them .
6. Egypt is _____ (hot) France.
7. Ramallah is _____ (beautiful) Jericho.

3. Complete the following sentences with the superlative form of adjectives in brackets .

1. The Nile is the longest (long) river in the world.
2. Adel Imam is _____ (interesting) actor in the Arab World.
3. Watching T.V. is _____ (easy) way to spend your free time .
4. Who is _____ (funny) student in the class?
5. Is December 21st _____ (short) day of the year?
6. I think Messi is _____ (good) footballer in the world.
7. I want to buy _____ (beautiful) flower in the shop.

4. Compare between Mohammad's , Hisham's and Rania's marks in the following school subjects .

	Mohammad	Hisham	Rania
Math	93	90	97
Science	98	92	95
English	90	99	92

- a. Mohammad is better than Hisham in Math ,but Rania is the best .
- b. Rania is better than _____ in Science , but _____ .
- c. _____ .

COMPARISON OF ADVERBS .

Comparative and superlative forms of adverbs

1. The comparative form of adverbs ending **-ly** is **more + adverb** .
Carefully → more carefully than
wonderfully → more wonderfully than
2. The comparative form of the adverbs that have the same form as the adjective is the adverb + **-er**.
Fast → faster than
Hard → harder than
3. The superlative form of the adverbs ending in **-ly** is the **most + adverb**.
Carefully → the most carefully
wonderfully → the most wonderfully
4. The comparative form of the adverbs that have the same form as the adjective is the the adverb + **-est**.
Fast → the fastest
Hard → the hardest

Note:

We cannot form the comparative or the superlative form according to the above rules for some words.

Example: Good gooder ~~goodest~~ (X), **but** good worse worst (✓)

Adjective	Adverb	Comparative Form	Superlative Form
good	well	better	best
bad	badly	worse	worst
far	far	farther\farther	farthest\farthest

1. Rewrite the sentences using the given words.

1. My bike isn't as expensive as yours. (more)
Your bike is more expensive than my bike.
2. Ali and Adam are both the same age. (as old as)
Ali is as as
3. You don't speak English as well as I do. (better than)
I _____

4. Your bag weighs 10 kg , but mine weighs 13 kg. (heavy)
My bag_____

2. Make comparisons with comparative adverb. Use the present tense of the verb. The first two are done for you.

1. Today (30 C°) / Yesterday (26 Co) . (be / hot)
Today is hotter than yesterday
2. Ali's motorbike (200 kph) / my motorbike (170 kph). (go / fast)
Ali's motorbike goes faster than my motorbike.
3. Samia (9 p.m.) / Sameera (11 p.m.). (go to bed / early)

4. Basem (10 pauses/ minute) / Adel (3 pauses/ minute). (speak English/ fluent)

5. Fadi (8 a.m.) / Sali (7 a.m.) . (get up / late)

MODAL VERBS: MUST, HAVE TO, and CAN

Have to and **must** are used to express obligation and necessity.

You **must** study . (we feel studying is necessary)

You **have to** go to the post office.

He **has to** be there on time.

Note: **Must** can only be used in the present tense .

Have to can be used to form all the other tenses .

Mustn't expresses prohibition (e.g. You **mustn't** make noise in the class)

Don't have means not necessary (e.g. You **don't have to** hurry up. You have enough time)

Can is used to express ability or possibility

I **can** swim.

I **can't** help you. I am sorry.

Note:

Can be used with all persons (I, she, he, they, you, we)

1. Study the following dialogue about Ali multilingualism to learn how modals are negated and used in questions.

Samia: I heard you're a multilingual. You can speak three languages. Is this true?

Ali: Yes, I **can** speak Arabic and English fluently, but I **can't** speak French very well.

Samia: What about Spanish? **Can** you speak Spanish?

Ali: Yes, I **can**.

Modals	Negative	Question
should	shouldn't to	Should you...?
have to	don't have to	Do you have to ...?
must	mustn't	Must you ...?
can	can't	Can you ...?

2. Choose a suitable modal from the table above to fill in the gaps below.

- You _____ do the shopping . I have gone to the supermarket this morning.
- John _____ do his homework first . Then he can watch TV .
- I _____ clean my room every Friday .
- Susan is ill today . She _____ go to school .
- Sally _____ catch the bus to work . She has a car .
- They _____ work on Fridays . The shop is closed .

3. Choose the correct item .

- That be Muhammad's leather jacket . His is brown .
A can't B must C can
- That be Ahmad's twin brother . They look exactly the same .
A must B mustn't C can't
- Waiters know all the dishes on the menu.
A can't B don't have to C have to
- It is midnight . You Play loud music .
A must B can't C can
- You keep the medicine away from the reach of children .
A must B can C don't have to

4. Rewrite the following rules using must or mustn't.

- Don't play loud music in my room.
You mustn't play loud music in my room.
- Empty the rubbish bin every morning.
You must empty the rubbish bin every morning.
- Switch off your mobile phones when you come to school.

4. Don't eat in your bedroom.
5. Clean the table after use.
6. Don't turn off light before 7:00 am

5. Make sentences like the example using must , mustn't or don't have to .

1. You / keep / quiet / in the library .
You must keep quiet in the library.
2. You / call / the fire service . Helen's kitchen is on fire .

3. We / go to bed / early. It is Friday tomorrow.

3. They / drink / water in the class. It is not allowed.

SPEAKING 

1. Discuss with your partner the new inventions that make life easier.

The first example is done for you.

[Old telephone mobile phone] [typewriter computer] [washing machine washing by hands]

2. Work in pairs. Ask your partner these questions. Make a note of his/ her answers. Change roles.

QUESTION	PARTNER'S ANSWER
Which mobile phone do you like most?	
Do you have one like it? If no, what kind of mobile phone do you have?	

What do you use it for?	
What features do you like most in it?	
Why do you consider it the most important?	
Which is better laptop or desktop? Why?	
What's your favorite laptop / computer?	
What do you use it for ?	
What a word or phrase do you most use?	

DISCUSSION

3. Which, in your opinion, is a more important invention, the mobile phone or computer?
Why?

Take note of other students ideas

WRITING

1. Compare the animals in the photos using different forms of comparison.
Use the following adjectives and adverbs:

fast, huge, strong, dangerous, intelligent, friendly, slowly



The dolphin is less dangerous than the shark.
 The dolphin is more intelligent than the shark.
 The shark may swim faster than the dolphin.
 The tiger runs _____ the elephant.
 The elephant _____ the tiger.
 The dolphin is _____ friendly _____

2. Adel is talking to his grandson about his life when he was young. Study the following table. Then ask and answer questions about Adel's grandfather past activities :

ADEL'S PAST ACTIVITIES.	Used to	Didn't use to	Had to	Didn't have to
Wake up early to milk the cows.			X	
Get our water from a well.	X		X	
Buy eggs .We had our hens.				X
Travel a lot. We didn't have car.		X		
Send only letters to communicate with each other.	X			

G. : Did you have to wake up early to milk the cows ?

Adel: Yes we did . We had to wake up early to milk the cows .

G. :

Adel:

G. :

Adel:

3. Use your answers in the exercise above to write a paragraph about life then. Use **first**, **secondly**, **thirdly** and **finally** to join your sentences. Start like this:

Life now is easier than it used to be in the past.. First , people had to wake up early to milk the cows, but now they can buy it from the supermarkets.

.....

.....

.....

.....

.....

.....

Finally, people now can communicate with each other by mobile phones, telephones or internet , whereas then we used to contact each other by sending letters.

6

Unit

WHAT'S GLOBAL WARMING?

READING & VOCABULARY



Before you read

- What do you see in the picture?
- What do we need trees for?

1. Read the dialogue and find.

- What do we call the person whose job is to cut down trees in the woods?
- How many times do O₂ and CO₂ appear in the text?
- Which cities will be flooded if sea water rises to high levels?

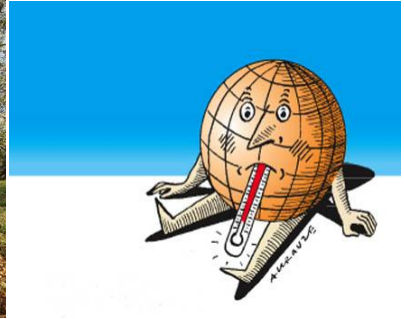
OUR FRIENDS , THE FORESTS !



A forest near Jerusalem



An old olive tree



Mother Earth has got a severe fever

On a fine summer day, Rahma and her friends went camping in a forest near their village in Jerusalem District. They saw a strong logger trying to cut down a big tree.

The children : (*shouting*) Don't cut the tree down, please.

The man: What's the matter, kids? I'm a logger. I'm doing my job.

Rahma: Stop, please. Trees are our friends .We can't live without them.

The man: We can't live without the trees ! It's funny.

Rahma: Yes, we can't. They produce oxygen which we breathe.

The man: But millions of trees have been cut yearly, and nothing has happened .

Rahma: If we don't stop now, we will destroy our life .

The man: How, Naughty Kids?

The kids: Our teacher has told us that cutting down trees causes global warming.

The man: What does this mean?

Rahma: Unless we keep the balance between oxygen (O₂) and carbon dioxide (CO₂) or what we call the **carbon-cycle**, temperatures will soon rise, many animals die, and some plants will disappear.

The man: What will happen if the temperature rises?

Rahma: Ice will melt, sea will rise and sea water will flood big cities like Tokyo and Alexandria.

The man: What should we do to keep this balance?

Rahma: We should stop logging and plant more trees. We breathe in oxygen (O₂) and breathe out carbon dioxide (CO₂), but trees take in CO₂ and give out O₂.

The man: Now, I see. Trees are our best friends.

The kids: Yes, they are.

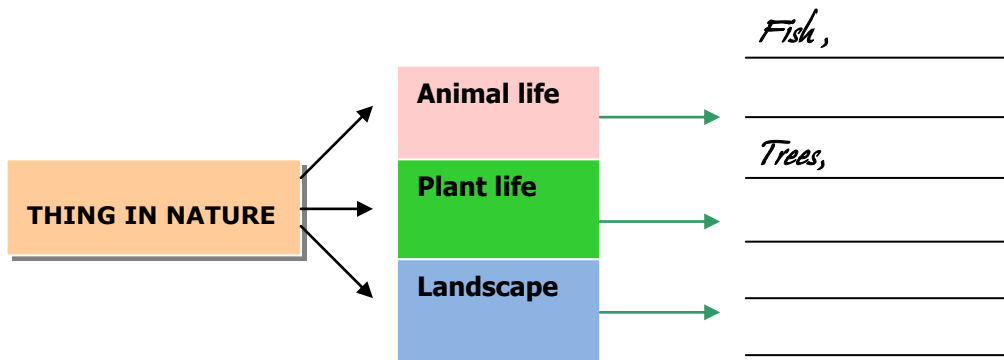
Note : Unless = If not

2. Decide whether the following statements are true (✓) or false (X).

1. Rahma went camping in the forest alone. _____
2. The man was about to cut down a big tree. _____
3. The balance between O₂ and CO₂ is called the carbon-cycle . _____
4. Trees take in oxygen like us. _____

4. Group the following words.

<i>flowers</i>	<i>mountains</i>	<i>trees</i>	<i>birds</i>	<i>grass</i>
<i>insects</i>	<i>seas</i>	<i>fish</i>	<i>land ice</i>	<i>rivers</i>



5. Choose the best answer to complete the following statements .

1. We can't live without trees and other plant life because _____
 - a. they are beautiful .
 - b. we use them to make furniture and papers .
 - c. they produce the oxygen that we need to live .

2. **Sea level will rise , and so _____**
- ice will melt .
 - global warming will get worse .
 - cities by the sea will flood .

3. **The forests mean _____**
- homes for animals and plants .
 - more papers to write on .
 - money for loggers .

6. Match the words in list (A) with their partners in list (B) .

A		B
1. carbon	3. <i>global</i>	a. warming
2. carbon		b. level
3. global		c. dioxide
4. sea		d. cycle

7. Read the text again quickly and complete the following sentences.

- Trees _____ and gives out O₂.
- All the animals breathe in O₂ and _____ CO₂ .
- Global warming happens when the level of _____ is more than O .
- Plants and animals are partners in Earth's great _____ .

LANGUAGE ONE



CONDITIONALS: Type Zero & Type One

Type 0

We use type 0 for general truths (and things that always happen) and scientific facts .

Study these examples:

If clause , Result clause

If you *heat* water at 100 C° , it *boils*.

If air *expands*, it *becomes* lighter.

When trees *take in* CO₂, they *give out* O₂

When spring *arrives*, plants *flower*.

Rule : *When / if + present simple , present simple .*

Note: *Use the simple present tense in both clauses*

Type 1

We use type 1 to express something that may happen in the future. That is, what might happen under certain conditions. The **If clause** states the condition and the **result clause** states the results.

Study these examples:

If clause**Result clause**

If we *don't stop* cutting down trees , we will destroy the environment.

If we *disturb* the balance between O₂ and CO₂, temperatures *will rise* .

Rule: *If + present simple , will + infinitive.*

Note : *We can start with the main clause before the if clause.*

Temperatures will rise if we disturb the balance between O₂ and CO₂.

REMEMBER!

1. Even though the if clause refers to future, use the simple present tense.
2. Use the comma between clauses only if the if clause comes first.

1. Write about things that always happen. Use when . The first example is done for you.

1. winter (end) / the temperature (begin) to rise

When winter ends , the temperature begins to rise .

2. water (reach) 100 °c / it (boil)
3. autumn (come) / trees (lose) their leaves
4. animals (produce) CO₂ / they (breathe) out
5. Blood (come)out / you (cut) your finger

2. Write about things that may happen. Use If .

1. we (cut) more and more trees , the CO₂ level (increase)

If we cut more and more trees , the CO₂ level will increase.

2. you (help) us , we (finish)the work soon .
-

3. forests (disappear) if we (continue)cutting down trees.
-

4. many animals (lose) their only home / we (clear) the forests
-

3. Match if-clauses in column A with result clauses in column B.

A	B
1. If you mix yellow and blue ,	a. it burns.
2. When it rains ,	b. he takes an aspirin .
3. If you leave meat in the oven for a long time ,	c. people carry umbrellas .
4. When Ali has a headache ,	d. you get a green colour.

4. Circle the correct choice a, b, or c .

1. If Mark the boat , we will go fishing .
 a. repair b. repairs c. repaired
2. If she calls me ,I her the news .
 a. tell b. tells c. will tell
3. If mum dinner, we will order a pizza.
 a. don't cook b. doesn't cook c. cooks
4. You will burn yourself if you..... careful.
 a. are b. aren't c. be
5. If Rawan doesn't come early , she dinner with us .
 a. will have b. won't have c. has.

Note: The short form of will not is won't .

PRONUNCIATION



1. Practice your pronunciation: /tʃ/ as in watch and /ʃ/ as in wash.



a. He is being given a **wash** .



b. He is being given a **watch** .

A	B
sheep	cheap
sheet	cheat
shop	chop
wash	Watch
dish	ditch
cash	catch

2. Listen then read aloud.

The **ch**ildren were having a football **ma**tch on the **be**ach. **Ch**arles scored a goal and everybody **ch**eered.

Charles was not so lucky with his next ball. John managed to **ca**tch the ball and that was the end of the **ma**tch. **Ch**arles sat on a **ch**air when everybody was leaving the **be**ach .

LANGUAGE TWO



Unreal Conditionals: Type 2

We use type 2 to express an imaginary or improbable situation which is unlikely to happen in the present or future. That is, we use it to talk about unreal, untrue, imaginary or impossible conditions and their results.

Study these examples:

If clause , Result clause

If I *had* money, I *would buy* a car

If we *knew* the importance of trees , we *would never cut* them .

If Ali *knew* the answer, he *would answer* the teacher.

If I *were* rich, I *would travel* to Paris

Rule: *If + past simple , would + infinitive.*

Note: Use the *simple past tense* in the if clause and *would + infinitive* in the result clause.

REMEMBER!

1. The *if clause* use *simple past tense*, but the meaning is not past.
If I had money, I would buy a car means *I don't have money now.*
2. Don't use **would** in the if clause in the present unreal conditional sentences.
NOT ~~*If we would know the importance of trees, we would never cut them.*~~
3. Use **were** for *all subjects* when the verb in the if clause is a **form of be**.
If I were rich, I would travel to Paris NOT ~~*If I was rich,.....*~~
4. Use a **comma** between the two clause if the if clause comes first.
If Ali knew the answer, he would answer the teacher.
OR
Ali would answer the teacher if he knew the answer.
5. The shortened form of **would** is 'd.
I 'd leave early if she called me.

1. Put the verbs in brackets into the correct tense, as in the example.

1. If someone played (play) loud music late at night, I'd complain .
2. If I _____ (buy)this jacket for you, would you wear it ?
3. If we moved from our house, I _____ (miss) my friends .
4. If Layan _____ (have)time , she would learn how to type .
5. If she studied harder, she _____ (not ,fail) her tests .
6. If Rania were rich , she _____ (travel) around the world .

2. Use the prompts to make sentences, as in the example below.

1. (repair my bicycle → ride it)
If I repaired my bicycle ,I could ride it.

2. (get lost → ask for help)

_____.

3. (exercise more often → be fit)

_____.

4. (win a million dollar → stop working)

_____.

3. Look at the pictures and the prompts and ask questions ,as in the example below.

1. (send my mother red tulips/ yellow tulips.)

A: *Shall I send my mother red tulips ?*

B : *If I were you ,I'd send her yellow tulips .*



2. (eat/burger/an apple.)

A: *Shall I a burger?* _____.

B : _____.



3. (visit UK/Canada.)

A: _____.

B : _____.



4. Complete the sentences below about yourself.

1. If I lived near the sea , _____.

2. If I went to Paris , _____.

3. If my favourite team won the match , _____.

4. If I spoke Spanish fluently _____.

5. Use the prompts below to complete the following sentences.

- 1. buy pizza, 2. send an email to his friend
- 3. go to the park, 4. go skiing

1. We are not hungry.
If we were hungry , we would buy a pizza .

2. Hisham is at school .
If he weren't at school ,

3. Basil does not have a computer.
If he had a computer, _____.



4. It doesn't snow where Jawad lives.
If it snowed where Jawad lives, _____.



SPEAKING



1. Read the following discussion on a radio program called **Save the World** with Dr, Hussein, an environmentalist, and Ms. Kate from Green Peace.

The Radio Presenter: What should we do to save the world?

Dr. Hussein: I think people around the world should act immediately to save the planet. If we do not stop **dumping the poisonous wastes from factories into rivers and seas, the environment will be destroyed soon.**

Ms. Kate: I completely agree. And we cannot also ignore **the hunting of wild animals and the destruction of their natural habitats.** Unless something is done, they will disappear soon.

Discuss the following topics with your partners. Use the model above.

Note: Use the ideas written in *italics* and your own ideas, too.

- dumping poisonous wastes from factories into rivers and seas / *environment will be destroyed*
- cutting down trees to have more lands for crops / *this will cause deforestation*
- hunting wild animals like deer, rabbits or birds and destroying their habitat / *a large number of animals will become extinct*
- throwing away plastic water bottles / *this will pollute the land*
- burning city dumps / *this will pollute the air and harm our health*

REMEMBER.

Use the following phrases: *I agree with you* *I completely / partly agree*
It's true, but... *You're right*

WRITING



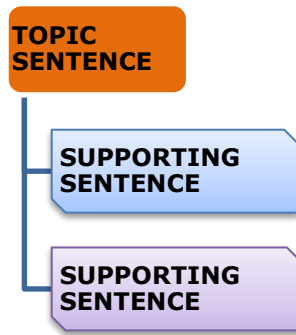
TOPIC SENTENCE & SUPPORTING SENTENCES

The topic sentence is the main idea of the paragraph. That is, what is the paragraph about.

The supporting sentences develop the topic sentence by giving specific details about the topic. *You can do that by asking questions about the topic sentence a. (See exercise 1)*

In order to support your topic sentence, you can explain, describe, or give examples.

Look at this organization chart for the topic sentence.



1. Underline the topic sentence (that tells you about the main idea). Then write ONE supporting sentence for the topic sentence. The first one is done for you.

A. Long ago, the life was different from today. Most people were farmers . They used to grew their own food . They made almost everything they needed. Nobody used to eat canned food or drink bottled water .*The garbage was less and there were no dumps.*

Note: The writer here explains his topic sentence. He tells us how the life long ago was different from today's life.

B. Schools were different then ,too. Children of all ages learned together in the same room. They shared books and slates . No trees were cut to make books or pencils

_____.

C. The land and the air were clean .There were only a few cars so the smoke was less and fuel use was limited. Only several factories were there, so no waste products were produced _____.

2. Choose the best topic sentence that connects with this title **SAVE THIS BEAUTIFUL ANIMAL**

Topic sentences:

- a. Giant pandas are beautiful animals
- b. Giant pandas come from china .
- c. Giant Pandas are a species in great danger.



3. Read the sentence parts a-e and 1-5 ,then match them . Use them to write a paragraph supporting the topic sentence above.

<ul style="list-style-type: none">a. They have always been in china’s forests , b. This happened because c. However, many have survived because d. Because of this, e. The first one went back in 2006,	<ul style="list-style-type: none">1. zoos in china and other countries were trying hard to increase their numbers. 2. and there are now about 1,600 in the wild 3. but recently they have nearly disappeared there. 4. people had cut down a lot of Pandas’ forest environment . 5. they can now put some pandas back into safe areas of forest.
--	--

Begin like this:

Pandas are beautiful animals. They have always been in China’s forests, but recently they have disappeared.
.....
.....
.....
.....
.....
.....
.....
.....
.....
..... The first one went back in 2006, and there are now about 1,600 in the wild.

Unit 7

AT THE RESTAURANT

READING & VOCABULARY

Before you read.

1. Look at the picture then answer the question.

- Where was this picture taken?
- What are the men and women doing?
- Who are they?



2. Listen to this dialogue, then answer the questions that follow :

Waiter : Can I help you, Sir?

Ali : Yes, I'd like to have some lunch.

Waiter: Would you like a starter?

Ali: Yes, I'd like a bowl of chicken soup, please.

Waiter: And what would you like for the main course?

Ali: I'd like a grilled cheese sandwich.

Waiter: Would you like anything to drink?

Ali: Yes, I'd like a glass of Coke, please.

Waiter: (After Ali had his lunch) Can I bring you anything else?

Ali: No, thank you. Just the bill.

Waiter: Certainly, sir.

Ali: I don't have my glasses. How much is the lunch?

Waiter: That's \$6.75.

Ali: Here you are. Thank you very much.

Waiter: You're welcome. Have a good day.

Ali: Thank you.



3. Read the dialogue silently, then answer the questions.

- What kind of starters did Ali order at the restaurant?

- b. What did he order for the main course?
- c. How much did the meal cost him?

4. Decide if these statements are True or False.

- a. Ali went to the restaurant in the morning. ()
- b. Ali ordered for a drink a glass of apple juice. ()
- c. Ali couldn't read the sum he had to pay. ()

Remember

Notice how the waiter asks, 'What would you like...?' And how Ali responds, 'I 'd like ...'
We use **would like** for requesting and asking for things politely.

DIALOGUE RECONSTRUCTION

5. Have a quick look at the dialouge then fill in the blanks. Reread the text to check out your answers.

Waiter: Hello, Can I _____ you?

Ahmad : Yes, _____ to have some lunch.

Waiter: _____ a starter?

Ali: Yes, I'd like a bowl of chicken soup _____.

Waiter: And what _____ for the main course?

Ali: I'd like a grilled cheese sandwich.

Waiter: Would you like _____ to drink?

Ali : Yes, I'd like a glass of Coke, please.

Waiter... After Ali has his lunch.: Can I bring you anything else?

Ali: No thank you. Just the _____ waiter :Certainly .

Ali :I don't have my glasses. _____ is the lunch ?

Waiter :That's 6.75 dollar.

Ali: _____ Thank you very much .

Waiter _____ .Have a good day.

6. Match the waiter's questions with the customer's responses. Then write them in a form of a dialogue

A. Ordering a Meal at Restaurant

WAITER	CUSTOMER
1. Can I help you?	a. Yes, could I see the menu, please?
2. Would you like a starter?	b. A cup of coffee, please.
3. What would you like for the main course?	c. No, thank you.
4. Would you like anything to drink?	d. I'll have steak and chicken breast.
5. Would you like anything else?	e. Certainly.
6. Could I have the bill, please?	f. I'd like some salad, please.

B. The Dialogue

Waiter: Can I help you?
Customer: Yes, Could I see the menu, please?
Waiter: _____
Customer: _____
Waiter: _____
Customer: _____
Waiter: _____
Customer: _____
Waiter: _____
Customer: _____
Waiter: _____
Customer: _____

LANGUAGE USED DURING A MEAL

Remember

If you'd like to get the waiter's attention, the most polite way is simply to say:
Excuse me!

These are some other phrases you may hear or wish to use during your meal.
Enjoy your meal! , Bon appétit!

If you have a problem during the meal, you could say :

This isn't what I ordered.

This food's cold.

This is too salty.

This doesn't taste right.

If you want to pay the bill, you can say:

The bill, please.

Could I have the bill, please?

SPEAKING



1. Work in pairs .Order food from the menu. Change roles.

Can I help you?

Anything else with that?

What would you like to drink?

I'd like ..., please.

Give me ..., please.

I'll have ..., please.

Beef burger
 Cheese burger
 ¼ fried chicken
 ½ fried chicken
 Pizza – cheese and tomato
 – seafood
 Fries – small/large
 Salad
 Ice cream
 Juice – orange/lemon
 Cola
 Lemonade
 Tea/Coffee

2. Work in groups . Act out the dialogue below.

Would you like some biscuits?

That looks nice.

It looks good

That looks tasty

It tastes delicious. It's wonderful.

It's awful. It doesn't taste good.

Mother : (offering you some biscuits) **Would you like some biscuits?**

Girl: (wanting to try) **that looks good /nice / interesting .**

Boy: (*wanting to try*)its tasty /lovely/excellent/wonderful.)

You don't like it: it's awful /terrible .it doesn't taste good /nice

You like it: it's delicious/ It tastes good/nice.

LISTENING



Before you listen.

1. Look at the menu. What would you like to eat?



Waiter: Good evening , sir. What can I get you tonight?

Salem: I'll have fish ,please .

Waiter: What about a starter ,sir ? Hummus will be very good .

Salem :No, thank you.

Waiter: Will you have a dessert ,sir ?

Salem: Oh, yes . I'll have a fruit salad ,please .

Waiter: What would you like to drink ,Sir?

Salem :Give me an orange juice ,please .

Waiter :Very good, that's fish followed by fruit salad and an orange juice.

Salem :Thank you

2. Listen and fill in the gaps in the box below :

Starters: _____

Main Course: _____

Drink: _____

Dessert: _____

WRITING  **(Main Idea)**

Remember

A **main idea** tells the **topic of the paragraph** and what the paragraph says about the topic .

**Read each of the following paragraphs .Underline the sentence that tells us the main idea .
Then write two sentences that give details about the main idea .**

The Palestinians have a very healthy traditional diet . They eat a lot of olive oil and vegetables , and these are very good for the body . Things like tomatoes and onions appear in hundreds of dishes .

1. MI. The Palestinians have a very healthy traditional diet
2. D They eat a lot of olive oil and vegetables , and these are very good for the body.

Let's look at some of the ingredients that are used in making the most famous traditional dish in Palestine - Musakhan . To make Musakhan, we need some onions and also some olive oil. Then we need some loaves of traditional Palestinian bread which is called Taboon .

1. _____
2. _____

And now let's cook this great Palestinian dish . First , Cut the onions into small pieces . Then heat 5-6 cups of olive oil and start cooking the onions . Add all the spices with salt to the onions .

1. _____
2. _____

Now write about another traditional Palestinian dish (Mansaf, Makloubah, or Mujaderah) using the same paragraph organization.

The Palestinians have a very healthy traditional diet . They eat a lot of olive oil and vegetables , and these are very good for the body . Things like tomatoes and onions appear in hundreds of dishes .
Let's look at some of the ingredients that are used in making the famous traditional dish -

Unit 8

A FRIEND IN NEED IS A FRIEND INDEED

READING & VOCABULARY

Before you read .

Answer these questions.

1. Do you have a friend ? Who is he\she?
2. Have you ever helped him \ her ? How ?
3. What does this proverb, “ A friend in need is a friend indeed” mean?

Friends

Lubna and Mariam are friends. Ali, Mariam's son, fell from a tree and broke his arm yesterday morning. Mariam asked for her friend's help.

Lubna came immediately. She rushed Ali to the hospital and stayed with him for several hours. Now, she is calling her friend, who has gone to hospital to stay with her son



Lubna: Hello, Mariam .What's the news from the hospital ?
How's Ali ? Hope he's well.

Mariam: Much better, thanks .He is sitting up in bed now.

Lubna: Great! You sound relaxed now. You were very upset and angry yesterday morning

Mariam: Yes, I thought he might have several broken bones. Luckily, he has some bruises, twisted ankle, and broken arm.

Lubna: That's why you looked really frightened.

Mariam: Well , now the doctor says he 'll be fine. He wants to discharge him tomorrow. But Listen, Lubna. I want to say sorry for yesterday.

Lubna: Oh, is it because you were angry? It's O.K .

Mariam: Thanks, Lubna. I was angry because I didn't know what to do.

Lubna: It's all right. Don't worry about it.
When people are friends , they should help each other .

Mariam: That makes me feel a lot better.

1. Read and find in the dialogue .

1. Who are the friends mentioned in the text ?
2. What is Lubna doing now ?
3. Why did Lubna call Mariam while she was in hospital ?

2. Read the text again then choose the best answer.

1) Ali went to hospital after falling off a tree,... .

- a. and he may die .
- b. and he is getting better .
- c. but he was out of hospital and in bed at home by last night .

2) Mariam called Lubna to... .

- a. invite her to Ali's birthday party.
- b. take Ali to the hospital by her car.
- c. help because she's a doctor.

3) Ali fell down and broke his arm while

- d. he was climbing a tree .
- e. he was playing football .
- f. he was riding his bike .

3. Read the text again. Find the opposites to the words in List (A) and write them in list (B).

A	B
1. rose	1. _____
2. after a while	2. _____
3. left	3. _____
4. worse	4. _____
5. after	5. _____

LANGUAGE



REPORTED SPEECH

Direct Speech states the exact words a speaker uses. In writing ,we use quotation marks (" ") in direct speech .

" I need your help, " Lubna said .

" Come early and bring your workbook," said the teacher.

Reported speech reports what a speaker said without using the exact words . There are no quotation marks. We use an introductory (reporting) verb such say or tell. They are usually in the simple past.

Lubna said (that) she needed her help .

The teacher told us to come early and bring our workbooks.

* When the introductory verb is in the **present tense** or when the sentence expresses **something which is always true** (general truth) ,there are no changes in the verb tenses in reported speech .

Direct Speech → she says , " Jerusalem is the capital city of Palestine . "

Reported → she said (that) Jerusalem is the capital city of Palestine.

REPORTED STATEMENTS.

* When you report statements, use the introductory verb in the **past tense** and change the verb tenses as follows:

Direct Speech	Reported Speech
Present Simple " I want to go out , " he said .	Past Simple He said (that) he wanted to go out.
Present continuous " She is playing music , " he said .	Past continuous He said (that) she was playing music.
Present Perfect " They have finished , " he said .	Past Perfect He said (that) they had finished.
Past simple " I went out , " he said .	Past Perfect He said (that) he had gone out.
Future simple " I will call , " he said .	Conditional (would) He said (that) he would call.

In direct speech, change time phrases and certain words as follows :

Direct Speech	Reported Speech
* Tonight , today , this week \month etc.	* that night ,that day ,that week\month etc .
* now	* then, at that time
* yesterday, last night \week etc.	* the day before ,the previous night\week etc.
* tomorrow, next week \month etc.	* the next day , following week \ month etc.
* two days\ months etc. ago	* two days \months etc. before
* this ,these	* that ,those

1. Fill in the gaps with the correct pronoun or possessive adjectives ,as in the example .

- a. **Ali said,“ I have lost my wallet . ”**
Ali said that he had lost his wallet .
- b. **Rania said ,“ My brother is going to take me to the station . ”**
Rania said that brother was going to take to the station .
- c. **Aziza said , “ I want you to have dinner with me tomorrow night . ”**
Aziza said that..... wantedto have dinner withthe following night.
- d. **Rawan said , “ I will buy a new sofa for my living room . ”**
Rawan said that would buy a new sofa for living room.
- e. **Adel and Rahma said, “ We're going to have a barbecue party at our backyard next weekend . ”**
Adel and Rahma said that..... were going to have a barbecue party at
backyard ,the following weekend .

2. Change the following direct statements into reported speech, as in the example .

- a. "I'll go to the dentist ," she said .
She said (that) she would go to the dentist .
- b. "We are leaving tomorrow ," mum and dad said .
.....
- c. "I forgot to call my friend ," said Laila.
.....
- d. "I've brought you some flowers," mum said .
.....



3. Change the following statements from direct speech into reported speech ,as in the example.

- 1. "The sun sets in the west ," the teacher said .
He said that the sun sets in the west .
Tenses do not change –General Truth.
- 2. "Penguins can't fly ," he said.
.....
.....
- 3. "I don't like milk," she said.
.....
.....
- 4. "They will go shopping tomorrow," she said .
.....
.....



Remember

In indirect speech, the verb tense change is optional when reporting:

- something someone has just said
A: "I'm tired," he just said. B: He said he is tired **OR** He said he was tired
- something that is still true
She said that she doesn't like milk. **OR** (*didn't*)
- a general truth or scientific law.
He said that the earth goes round the sun **OR** *went*

4. Complete each sentence and include the word in bold , as in the example.

- had** He said that he had graduated two years before .
2. "Mary will visit us next summer ," she said .
would
3. "Dolphins are very intelligent animals ," said the teacher .
were The teacher said that
4. "Hisham invited me to his wedding ," Adel said .
invited Adel said that

Remember

Change the *pronouns, time expressions, this and here* in indirect speech to keep the speakers original meaning.

REPORTED SPEECH: Request & Command

In order to convert **orders** and **commands** into reported speech, the imperative (*do*) that exists in direct speech is changed into infinitive (*to do*).

Direct speech	Reported speech
Ali said to me, "Open the window."	He told me <i>to open</i> the window.
"Don't use my mobile, Suha," Rania said.	She told her <i>not to use</i> her mobile.
The teacher said, "Come early."	He told them <i>to come</i> early.

In order to convert **request** into reported speech, the imperative that exists in direct speech is changed into **infinitive**.

Direct speech	Reported speech
" Please let me know when she comes," Ibrahim said to Ahmad.	Ibrahim asked Ahmad to let him know when she comes.
Samia said to Laila, " Would you lend me your pen , please?"	Samia asked Laila to lend her her pen.

Note: Use the reporting verb **tell or order** to report orders or commands.
Use the reporting verb **ask** to report requests.

1. Change these sentences into reported speech. Use the given word.

1. ' Give me the money!' the thief said to the boy. (order)
The thief ordered the boy to give him the money.
2. She said, ' Don't make noise, Sami.' (told)
She _____
3. Suha said to Fadi , 'Could you bring me a cup of tea, please?' (ask)
She _____
4. 'Please meet me at the library at 10:30.' Shadi said to him. (ask)
He _____
5. 'Stop talking!' The teacher said to the student. (order)
She _____



LISTENING



1. Discuss these questions.

- a. Which is more important in life: good friends or a lot of money ?
- b. What do friends do for each other ? or What are friends for?

2. Listen to the poem and say what it is about.

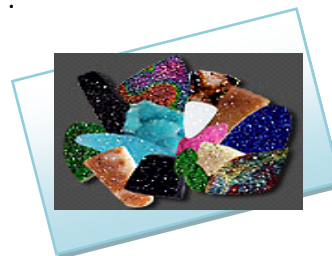
FRIENDSHIP

Friendship is a priceless gift
That can't be bought and sold.
But its value is far greater,
Than a mountain made of gold .

For gold is cold and lifeless.
It can neither see nor hear,
And in the time of trouble It is powerless to cheer.
It has no ears to listen nor heart to understand,
It cannot bring you comfort, or reach out a helping hand .

So when you ask God for a gift,
Be thankful if he sends
Not diamonds, pearls or riches,
But the love of real true friends .

Helen Steiner Rice



1. Make the pairs of words that rhyme aa, bb, cc etc.

2. Now listen to the poem again and answer the questions.

- a. What things does the writer compare friendship with in the poem?

- b. Why is friendship better than gold?
- c. If you received the gift of friendship, how would it be different from a gift of gold or riches?

3. Now listen to your teacher's explanation, then work out the meanings.

- | | |
|----------------|---|
| Lifeless | a. without life
b. with less life |
| neither....nor | a. not (one thing)and not (another thing)
b. perhaps (one thing) or (another thing) |
| riches | a. rich people
b. money , diamonds , etc |

REPORTED SPEECH: Reported Questions

We introduce reported questions with **ask** or **want to know** .

To report questions, begin with **question word (who, where, when, why, what etc)** and invert the **verb + subject** order.

Direct speech "where **do you** live ? " she asked me.

Reported speech she asked me **where** I lived.

Note: Change verb tenses, pronouns and possessive adjectives as in statements.

When the direct question is a **yes / no question** (which begins with an auxiliary verb (do, be, etc) or a modal verb (can, will etc), the reported question begins with **if** or **whether** .

Direct speech " Have you got a pet?" he asked me.

Reported speech He asked me **if /whether** I had got a pet .

1. Read what these people said and write each statement or question in reported speech.

1. " Have you forgotten the meeting? "asked the manager.
He asked him whether he had forgotten the meeting.

2. " Are you all right? "
They asked him

3. " I'm working late today . "
He told his wife that



2. Change these questions from direct into reported speech, as in the example.

- a. "Do you like playing volleyball?" Adel asked Hassan .
Adel asked Hassan if /whether he liked playing volleyball .
- b. "What do you want for lunch?" mother asked .
.....
- c. Hisham asked, "Have you ever seen a camel?"
.....
- d. "How old are you ?" Aziza asked me .
.....
- e. "Is Salem your best friend ?" she asked .
.....

LISTENING & SPEAKING 

SENTENCE STRESS

1. Listen to your teacher saying the following sentence in four different ways. Notice how the underlined words are pronounced.

- 1. Ali jumped out of the car.
- 2. Ali jumped out of the car.
- 3. Ali jumped out of the car.
- 4. Ali jumped out of the car.

2. Now listen and underline sounds that are stressed.

- 1. Lubna is my best friend.
- 2. Our English test will be tomorrow.
- 3. Mariam's son fell from a tree.
- 4. I visited my cousins three weeks ago.

3. Work with your partner .Do a short role play.

A:

Greet (an old friend) warmly.

Say how you are. Say how long it has been since you last met .

Give a short explanation about your job. Ask the same question back.

B:

Greet back. Ask how (he/she)is.

Say that you're fine, and ask your friend what (he/she) has been doing.

Talk about your job.

Suggest a way to keep in touch.
Finally, say goodbye.

Agree and tell him/ her that you will add him/ her in your email address or call him/ her every now and then.

You could use these phrases:

Hello, I'm so glad to meet you. So, what brings you here? How are you? I'm very well, thank you. And how are you? Pretty well, thanks. It's been ages since we last met. What are you doing nowadays? I'm an engineer. I work at a big company. See you. Goodbye. Could you give me your email or mobile phone number? Certainly.

4. Read the following sample dialogue and act it out.

Ahmad: Ali ! It's really great to see you again!

Ali: Yes, it really is ! How are you ?

Ahmad: Oh, fine . It's been nine years since we last met . How are you ?

Ali: I'm fine .The world really is a small place !So, Ahmad , what have you been doing?

Ahmad: I'm a food expert for the WFP. What about you?

Ali: That sounds like a good job . I'm an assistant Research Director at the Ministry of Education .

Ahmad: Well ,I 'm afraid I have to say goodbye, but please keep in touch .We should swap email addresses .

Ali: Yes, of course. Here's my card .

Ahmad: See you.

WRITING



CONCLUDING SENTENCE

The concluding sentence signals the end of the paragraph. It gives a final comment on the topic and leaves the reader with the most important idea to think about.



End of Paragraph Transitions

In short	Finally	In conclusion	In summary
In brief	Therefore	To conclude	To summarize

1. Choose the concluding sentence from a, b, or c.

The United Arab Emirates is a unique Arab country. First, It has a strong economy. Second, it has an excellent health care system. All Emiratis have access to medical services at a low price. Third, it has a high standard of living as well as a good standard of education.

- a. Finally, its cities are clean and efficiently managed
- b. Workers there get high salaries.
- c. Its doctors are well-educated.

Rats are said to be a strong enemy. They have managed to survive all our efforts to destroy them. People have poisoned them and trapped them. They have flooded and burned them. And they have tried germ warfare. Scientists say some rats even have survived atomic bomb tests after World War II

- a. To conclude, they have even killed them in large number.
- b. In short, these rodents continue to prove that they are the most powerful of all enemies.
- c. In spite of all this, they have used germ warfare again.

1. Underline the concluding sentence in this paragraph.

My hometown is famous for several amazing natural features. First, it is well-known for its river which is very wide and beautiful. Also, on the other side of the town there is a beautiful hill which is unusual because it is very steep. The third amazing feature is the Big Old Tree. This tree is about two hundred feet tall and is probably about six hundred years old. These three landmarks are truly amazing and make my hometown a famous place.

2. Read the following paragraph about the the Chinese medicine, then write the concluding sentence

In stead of focusing on a patient's health problems, Chinese medicine tries to make the patient's whole body well again. Doctors of chinese medicine believe that a human body has two types of energy: one is active, the other passive. When there is too much of passive enery, a person becomes ill. Chinese medicine doctors' treatment focuses on keeping a balance between the types of energy the body has. Therefore, they give a patient a mixture of herbs to achieve the balance once again. In other words, they don't give a paitient an ordinary medicine to fight the disease. In summary, when the human body is in balance, it works naturally.

Concluding sentence:
