



PUPIL'S BOOK 10A

Blended Learning Module 1

U1	4
U2	 10
U3	 14

# Blended Learning Module One Outcomes

After studying this part of the course, students will be able to:

- 1- talk about plans and schedules
- 2- narrate events
- 3- write an email
- 4- talk about journeys
- 5- narrate a story
- 6- talk about interests
- 7- express possibility, ability, necessity, requesting, offering



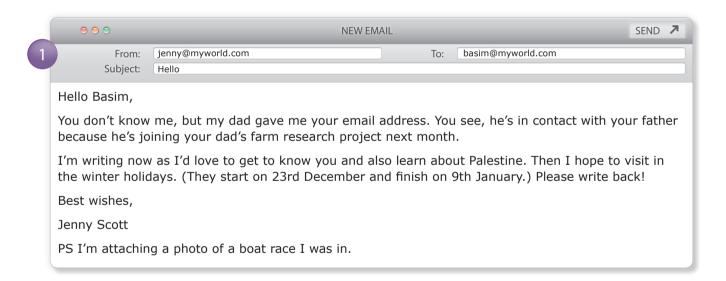
### Making contact

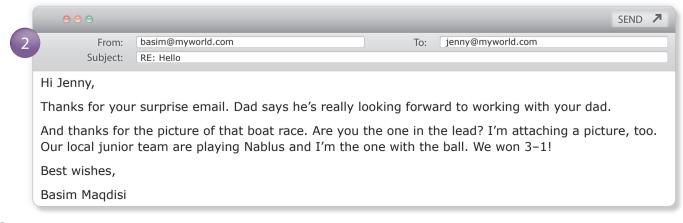
1 Listen and repeat.

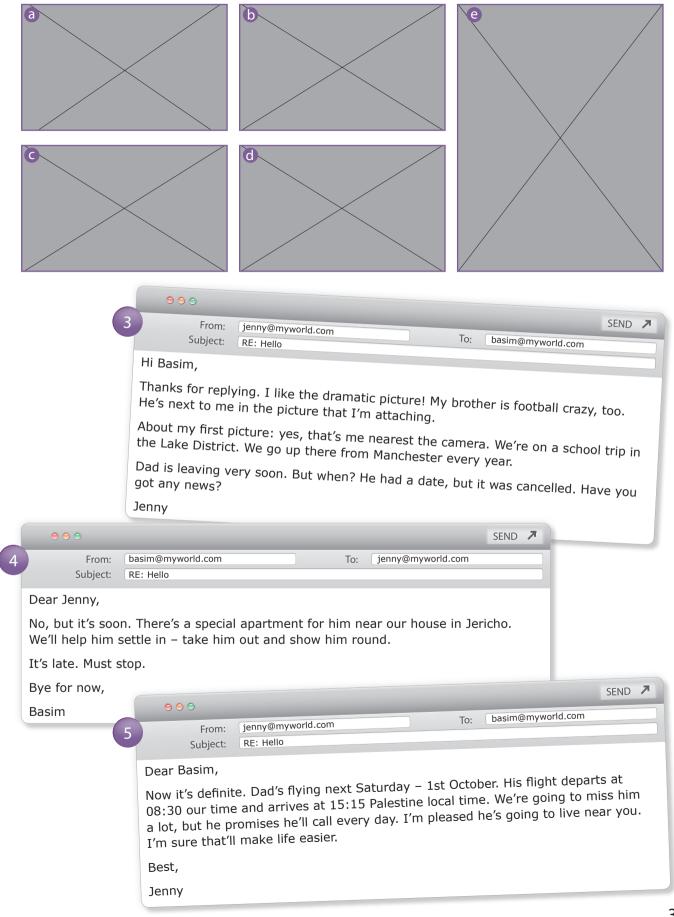


apartment attach cancel definite depart district junior PS (postscript) research (n) reply settle in show (someone) round take (someone) out Word formation contact (n) in contact (phrase) lead (v) in the lead (phrase)

- 2 Look at pictures c and d on the next page. Do the tasks.
- 1 Describe the pictures.
- 2 Look at the names of the email writers.
  Who might the people in the pictures be?
- 3 Read the emails and do the tasks.
- 1 Match pictures a-e to the correct emails.
- 2 Read out the words that help you match them.







4	Add other new words from period 1. Make any changes needed.	
1	A If you'd like my new report on lions, I'll it to my next email.	
	B Thanks! It'll help with the for my project on wildlife in Africa.	
2	A If you're to Freya's letter, please say hello from me.	
	B I'll add that as a because I've just finished my letter back to her.	
3	A We should make our visitors welcome and them town.	
4	B Yes, let's offer to them this weekend.	
4	A Peter's been in Cairo for a month now, so I hope he's well. I hear he's found a nice in the centre of the city.	
	B We should get and find out how he's getting on.	
	and find out flow he's getting on.	
5	Now answer the questions.	
1	How does Jenny know about Basim?	
2	What was cancelled for Jenny's Dad?	
3	What do both Jenny and Basim not know until the last email?	
4	How are Jenny, her mother and brother going to feel when Dad goes?	
1	Read the examples.  Periode in the initial years and post month and a start on 33rd December.	, d
1	He is joining your dad next month.  Dad is leaving very soon.  Dad is flying next Saturday.  2 They start on 23rd December.  They finish on 9th January.  6 His flight departs at 8:30 am.	pu 2
3 5	Dad is leaving very soon.  4 They finish on 9th January.  6 His flight departs at 8:30 am.	
•	Look at the examples again. Tick ( ) the best way to complete the statements.	
1	Examples 1, 3 and 5 are in the present continuous, a) and they are talking about the present.	
•	b) but they are talking about the future.	
2	Examples 2, 4 and 6 are in the present simple, a) and they are talking about regular actions. $\Box$ b) but each is talking about a fixed action in the future. $\Box$	
3	Examples 1, 3 and 5 show that we often use the present continuous to talk about	
	a) future personal plans.   b) future schedules that are decided for everyone.	
4	Examples 2, 4 and 6 show that we often use the present simple to talk about	
5	a) future personal plans.	
J	a) 30 He of b) All of the examples have a future time reference.	
2	Explain Jenny's plans. Use the	
	present continuous for plans.	
	She's going sailing with her dad and	
	Jack next Sunday.  Sunday Go sailing with Dad and Jack.	
	Now explain your plans for this  Monday Prepare for my IT test on Tuesday.	
	weekend. Give the day and time of day.	
3	Explain Captain Omar's schedule. Use the present simple for future schedules.	
	Captain Omar departs from Arafat International at 08:30 on Sunday. At 11:15, he	
	Sunday 08:30 Depart from Arafat International.	

11:15

Reach Istanbul.

1	Match the phrasal verbs to the
	definitions.

put up put down put on put away take out take off take over

	Phrasal verbs with put	take out take	on take over
	to put something in the place where y to put something on a place like a tab to cover a part of your body with cloth to attach something to a wall	le or the ground	
	Phrasal verbs with take to take clothes from your body, for example to take something from a place where to begin to do something that someo	you usually keep it	hot
2	Complete the conversation. Choose from the phra	asal verbs in activity	1.
	Nisma Have a rest, Aunt Maha. I'll (1)  Aunt Thanks very much, Nisma. You're very kind.  Nisma I'll (2) them	_ with the children for a	
	Aunt Fine, but it's cold today, so they need to (3) the see any hats.		
	Aunt Oh, yes, I (5) them  Nisma I'm looking, but I can't see them.  Aunt I remember that I (6) my shoes are they are!	a new shelf at the to	p. Look up there.
3	Complete the table with these words.	Verb	Noun
	feed success weight produce succeed weigh product food		
4	Use pairs of words from the table to complete the following. Make any changes neede	d.	
1	A Little Amer is getting big! How much does he  B I haven't checked his recently, so I'm		
2	A We haven't got much in the house.  B There's enough to the children. We come	an huy more later	
3	A What do you in this factory?	an bay more later.	
	B Everything for the home. And all our	are designed to go toge	ether.
4	A Have you had much with all your exp	periments, Dr Maqdisi?	
	B Yes, we've in producing several bette	er kinds of vegetables.	

ı	Read the examples.
1	I am going to interview him.  2 I can see this is going to be a busy day.  We're certain now that many regions 4 'Let's stop and I will show you something,' he suddenly says.
5	If you like, I will take you for lunch in our canteen.
	Look at the examples again. Tick ( ) the best way to complete the statements.
1	We use a) only will  b) only going to c) both will and going to for talking about the future in different ways.
2	We often use a) going to b) will for plans and intentions (Example 1).
3	We often use a) going to b) will for what we feel must happen (Example 2).
4	We often use a) going to b) will to state or predict future facts – which we often introduce with words like certain, sure, expect (Example 3).
5	We often use a) going to 🗌 b) will 🔲 to say what we have just decided to do (Example 4).
6	We often use a) going to b) will to offer or promise to do something (Example 5).
2	Complete Jenny's diary at summer camp. Use going to.
	Tomorrow, Jack and his friends (1) three mountains in one day! (climb) There's a guide
	who (2) the group.
3	It is 8:30 am. Complete what Jenny feels is going to happen.
1	Look at the clouds over the mountains. It all day. (rain)
2	It's 40 kilometres! You very tired by the end! (feel)
	Now say what you feel is going to happen in your favourite TV programmes. I think (name) is going to find out about (name) and there's going to be trouble!
4	It is 8:30 pm. Complete the conversation in the mountains. Use will.
	Rob I'm cold and wet and tired! I (1) if we don't stop soon. (collapse)
	Guide We shouldn't stop now because it (2) to get dark soon. (begin)
	But I (3) your backpack for you if you like. (carry)
	Now say what you predict will happen at home later today.  I will get home at about 3:00 and then my (sister) will get home at

1	Listen to part 1 and answer the questions.	
1	Who are these people and where are they? 2 What is the problem?	
3	What is going to happen because of that?  4 What does he want her to do?	
2	Listen to part 2 and complete the notes.	
1	Flight number: 2 Departing at: 3 Arriving at:	
3	Write an email.	
1	Look at your activity 1 & 2 notes, listen to Jenny and her father again and do the tasks. Copy and complete the first paragraph of Jenny's email to Basim.	
	● ● ● NEW EMAIL	SEND 7
	Plane flight  NEW EMAIL  Subject: Plane flight	SEND 7
		SEND 7
	From: jenny@myworld.com Subject: Plane flight	
	From: jenny@myworld.com Subject: Plane flight Hi Basim,	
2	From: jenny@myworld.com  Subject: Plane flight  Hi Basim,  I've just had a from and there's a  to is and he's catching a	
2	From: jenny@myworld.com  Subject: Plane flight  Hi Basim,  I've just had a from and there's a  to is and he's catching a  Number the paragraph 2 sentences in order, starting with the topic sentence. Then copy and	

3 Complete the email. Ask Basim to tell his father about the change of plan. Finish in the normal way.

local time.

Here are the new details.

# UNIT 2

## From here to there

1	Read the examples.
1	The girls have just set off. 2 We have not found another clue so far.
3	We still have not found that wall.  4 We have been going the wrong way.
5	We have been running and running.  6 We have been running for ages.
	Look at the examples again. Tick ( ) the best way to complete the statements.
1	Examples 1–3 are in the a) present perfect.  b) present perfect continuous.
2	We often use the present perfect for past actions that a) affect  b) do not affect the present. (Example 1: The girls have set off – so now they are running.)
3	We can use the present perfect for past non-actions that a) affect  b) do not affect the present. (Example 2: We haven't found another clue so far – so we are still looking.)
4	We often use just, already, not yet, still not and (not) so far with the a) present simple.  b) present perfect. (Examples 1–3)
5	We often use the present perfect continuous for actions that started in the past and a) finished in the past.   b) continue up to the present.   (Example 4: We started going the wrong way and we are still going the wrong way.)
6	With the present perfect continuous, we often repeat the verb or use time phrases like for ages to emphasize a) how short  b) how long the action has been. (Examples 5 and 6)
2	Rearrange the words to make positive and negative statements in the present perfect.
1	(not start) / but / the boys / the girls / so far / (set off) / already The girls have already set off, but
2	(not reach) / yet / the girls (pass) / the lake / the sign / but they
3	the final clue / they (see) / instead of east / but they / west / (just turn)
3	Ask and answer questions in the present perfect continuous. Use since or for.
	Lana is six today and she is a very clever child. Talk about the time chart.
	1 play the piano – a year
	2 write – the age of four
	3 walk – the age of nine months >
	Student A How long has Lana been playing the piano?
	Student B She has been doing that for
	Now say how long you have been doing various things. Use these ideas.
	play (volleyball) use (a computer) learn (English) learn (to cook)

#### 1 Listen and repeat.



exact(ly) GPS (Global Positioning System)
kph (kilometres per hour) life raft measure
orbit point position row (v)
satnav (satellite navigation system) storm wave

Word formation near (adj / prep) nearly (adv) satellite + phone satellite phone

#### 2 Look at the pictures in the passage and do the tasks.

- 1 Describe what you can see.
- 2 Use the title of the passage to suggest a connection between the pictures.

#### 3 Read and answer the questions.

- 1 When and where was the photo of the boat probably taken?
- 2 What happened to the weather one night and what happened to the boat?
- 3 What three things saved their lives and how did each one help?
- 4 Why does GPS equipment need to 'see' at least three satellites in order to work?
- 5 What does a satnav show a car driver?
- 6 What other questions can it answer for the driver?
- 7 Why does the writer describe GPS as 'modern technology at its best'?

#### 4 Add other new words from activity 1. Make any changes needed.

1	Α	During the	, the wind did a lot of damage.		
	В	Yes, I heard it reached speed	s of up to 100		
2	Α	I need to know the	size of the glass that you want.		
	В	All right, I'll go and	the window now.		
3	Α	We have to get through the	to get to the beach and they're huge!		
	В	We'll just have to	through them as well as we can.		
4	Α	Are you calling us by	Please give us your exact		
	В	Yes, I'm 60	0 kilometres out at sea, so ordinary phones don't work.		

#### 5 Read the passage again and do the tasks.

Say what the underlined phrases refer to.

- 1 Lines 15–16: Soon, the men were climbing the side to safety.
- 2 Lines 19–20: ... GPS equipment on the ground can always 'see' three or more.

Say what the underlined words and phrases mean.

- 1 Lines 19–20: ... GPS equipment on the ground can always 'see' three or more.
- 2 Line 44: This is modern technology at its best!

## Finding the way

Mark Stubbs and his team wanted to be the fastest to row across the Atlantic from Canada to Britain. By 6:00 pm on 8th August 2004, after 40 days and 3,000 kilometres, they had nearly done it: their GPS showed they were just 450 kilometres from land.

But that night, there was a terrible storm and at 2:30 am, a huge wave destroyed their boat and threw them into the sea.

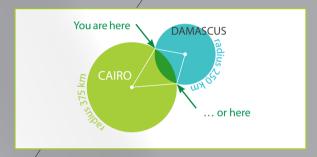
Luckily, they managed to save a small life raft, a satellite phone and their GPS. They climbed into the raft and they used the GPS to find their position. Then they called for help.

With the GPS information, a ship found them at 6:30 am. Soon, the men were climbing the side to safety. GPS technology had saved their lives.

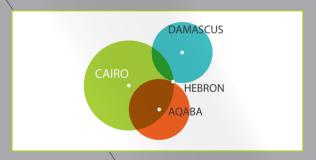
GPS uses a network of satellites. These orbit Earth at 19,300 kph and the GPS equipment on the ground can always 'see' three or more. It measures its distance from each and from this works out its exact position.

The system is quite simple. Imagine you are lost. You ask someone your position and this person says, 'You're 250 kilometres from Damascus.'

This alone is not very useful. But then imagine that someone else says, 'You're 375 kilometres from Cairo.' You now know that you are at one of two points.



Finally, someone else says, 'You're 220 kilometres from Aqaba.' Well, now you know exactly: you are in Hebron.



Car satnavs have become a very popular use of GPS in recent years. A satnav shows the car's position on a map and it answers questions like these:

- When and where did \start?
- How far have I travelled so far?
- How long have I been on the road?
- How fast am I going?

GPS saves time, has saved many lives and, at around \$200, is also not so expensive for many. This is modern technology at its best!

6 Complete the statements with pairs of opposites.

	ques	sister stion	into along	worst to the left			answer across		to the right brother	
1	I understand	d the		that you're as	king	, but I dor				1
	sorry.									
2				ght was the				•	was the	
3	This is a pho	to of m	у	er important way: i and she's oungest in our fami	a ye				hoto of my your	nger
4	I've just seer	n your n	num. She d	ame		the bank	and went sti	raight	tl	ne
	-	-		opping in there no						
5	_			need to go				ft and the	n take the first r	ight.
6				d for 200 metres ar	•			tha c	un was gaing de	
6			-	ne while we were f _, the land was alre				, the s	un was going do	own
				_, tile lalla was alle	auy	getting a	ai K.			
1	Read the e	exampl	es.							
1	When and w						have I travel			
3	A ship found			•	4				in recent years.	
5	By 8th Augu 450 kilometr	res from	n land.				saved many			
		-	_	ick ( ) the best way						
1	-			he a) present perfe	_			_		
2	-			the a) present perfe		-	-			
3				1, 6 are about						
4				1, 6 are about			_	_	present.	
5	_			5 relate to a) the pa			_			
6	The time exp	oressior	ns in 2 and	4 relate to a) the pa	ast.	b) th	e present. L			
2	Ask and ar	nswer	question	S.						
	It is late on 7	th Aug	ust. A repo	orter is calling with	some	e questior	s for Mark S	tubbs.		
	Student A:			rter. Ask these que	stion	ıs.				
				et off from?						
			date did yo	ou leave? feel when you start	od2					
				u travelled so far?	eu:					
				have you been at s	ea?					
				eel everything has						
	Student B:	You ar	e Mark. Giv	e information from	the	map. Ima	gine and exp	olain every	one's feelings.	
					><					



## Free-time activities

ı	Read the examples.	
1	We may hurt ourselves.	2 You might not know about rugby.
3	You can carry the ball in rugby.	4 We can't easily leave the city.
5	I could email you some photos.	6 Could you send me some photos?
7	Shall I email you some photos?	
	Look at the examples again. Tick ( ) the best way	y to complete the statements.
1	Examples 1 and 2 say that something is a) certain	b) possible.
2	Example 3 means that people a) have to b)	are allowed to $\square$ do something.
3	Example 4 means that people a) are not able to	b) must not do something.
4	Example 5 uses could a) to ask for something.	b) for an offer or suggestion.
5	Example 6 uses could a) to ask for something.	b) for an offer or suggestion.
6	Example 7 uses shall a) to mean will.  b) for a	an offer or suggestion.
	·	
2	Work in pairs. Add the correct modal verb	S.
	A Oh, no! I've forgotten my key, so I	
	It (will / might) be in the live	ing room.
	B(Shall I / Could you) go bac	_ ,
	A Or we(could / shall) just w	alk to the shops. It's only 300 metres.
	B Yes, let's do that. It's crazy to drive a short dist	tance like that.
3	Read the examples.	
	You should see it.	2. Mum says we should not do it
1	It is late now and I must stop.	<ul><li>2 Mum says we should not do it.</li><li>4 We tell her she must not worry.</li></ul>
5	We have to do homework.	6 You do not have to kick the ball.
7	I need to get things ready.	8 I do not need to get things ready.
	Look at the examples again. Tick ( ) the best way	
1		b) necessary to do / not to do something.
2		se a) you feel it is.  b) someone else says it is.
3	Example 4 means it is a) necessary not to do	
	,	,
4	Examples 5 and 7 mean that it is a) necessary	
5	Examples 6 and 8 mean it is a) necessary not to d	o b) unnecessary to do something.
4	Work in pairs. Add the correct modal verb	S.
1	A You (must / mustn't) try to	use that path. It's collapsing into the sea.
	B Thanks. But then they(shot	
2	A Tomorrow's a holiday, so I(	
		o / don't have to) help Mum with the housework
	before our guests arrive. Remember: she aske	·

#### 1 Listen and repeat.



afford business castle decorate frame (for) free (= no money) on (my/his/her/their/our) own recycle similar supply think of turn into

Word formation acceptable (adj) accept (v) colour (n) colourful (adj) miss (v) missing (adj)

#### 2 Look at the pictures in the passage and do the tasks.

- 1 Describe what you can see.
- 2 Read the title of the passage and the titles of the two parts. Say what Joe's and Ann's stories are probably about.

#### 3 Read and answer the questions.

- 1 Why did Joe have to start doing what he does now?
- 2 Who helped him to start and how?
- 3 How do we know that his products are popular?
- 4 Who helped Ann to start doing what she does now?
- 5 How did a lot of people find out about her skills?
- 6 How do we know that her products are popular?
- 7 Who is nearer to having a real business Joe or Ann?

4	Add other new	words from activ	ity 1. Make an	y changes need	ded.
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1	Α	Did they really use to make the	of planes from wood?
	В	Yes, but when planes got bigger, they had to	something else
2	Α	Is Tariq's new internet doing v	vell?
	В	Yes, very well, so they can now	_to move into bigger offices.
3	Α	Where did they get all the stone to build that hu	ge?
	В	That was from a local quarry.	
4	Α	Are you going to their job offe	er?
	В	I'm not sure. It may be too much for me to do	·
		It needs two people.	

#### 5 Read the passage again and do the tasks.

Say what the underlined words and phrases refer to.

- 1 Line 33: ... and <u>he</u> loved <u>it</u>!
- 2 Lines 34–35: So did the other children and their mothers.
- 3 Lines 35–36: ... Soon, one of them asked for another one.
- 4 Lines 38–39: Then a cake shop asked her to supply them.

Now say what the underlined words mean.

- 1 Lines 2–3: At 14, he <u>badly</u> needed to get a bigger bike, ...
- 2 Line 3: ... his dad had <u>lost</u> his job, ...
- 3 Lines 15–16: ..., he was able to build his new bike ...
- 4 Lines 39–40: Ann was worried about time, ...

## Turning a hobby into a business

#### Joe's story

Joe loves bikes – especially looking after them. At 14, he badly needed to get a bigger bike, but his dad had lost his job, so the family could not afford to buy him one. He had to think of something else.

One day, a neighbour was throwing away an old bike. The frame was damaged and it needed a new wheel, but everything else was fine. When Joe asked, Mr Wilson said, 'Take it. If you can repair or recycle it, I'll be happy.'

Joe then found a similar old bike on the internet – for free. Several parts were missing, but the frame and wheels were 15 good. So that weekend, he was able to build his new bike – and he did not have to pay anything for it!

Since then, he has constructed similar cheap bikes for several friends. He is now thinking this could become a real business when he leaves school.

#### Ann's story

Ann started helping her mum make biscuits when she was five. Of course, she could not do everything on her own at 25 that age, but she soon became especially good at decorating biscuits. She could make colourful designs that everyone loved.

Then her mum helped her to start 30 making cakes – like her brother's birthday cake in the shape of a car. She managed to add lots of details like the windows and wheels and he loved it!

So did the other children – and their mothers. Soon, one of them asked for another one. She had to make this in the shape of a princess's castle!

More orders followed. Then a cake shop asked her to supply them. Ann was worried about time, but they offered a special arrangement: Ann did not have to accept all their orders – only the ones that she could manage.

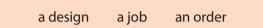
This week's project is a wedding cake for 100 people!

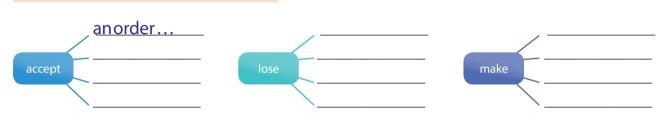
		4.1		4.0	4 1 1 1	400
1	bbA	these	activities	to the	table	helow

camping	flower arr	anging	photography
rugby	tennis	white w	ater rafting

Verbs	Activities in the emails	Other activities
do	cooking,	
go	swimming,	
play	volleyball,	

#### 2 Add these words to verbs from the passage on page 37.





#### Period 4

#### 1 Read the examples.

- 1 At five, Ann could make biscuits.
- 3 She could not do everything on her own.
- 5 Joe was able to look after bikes.
- 7 At 14, Joe had to build his own bike.
- 9 Ann did not have to make cakes for her friends, she did.

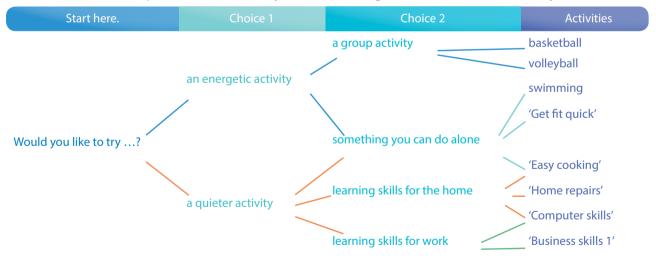
- 2 Now, she can make a wedding cake.
- 4 She cannot accept every order.
- 6 These days, he is able to build bikes.
- 8 Ann has to make orders she accepts.
- 10 Joe does not have to build bikes for but his friends, but he does.

 2 Complete the story. Use past forms (positive or negative) of the verbs in brackets.

Last year, I was once late for basketball practice at the Sports and Leisure Centre, so I (1) \_\_\_\_\_ (have to) run and I forgot my door key! When I got home, of course, I (2) (can) get in. It was very cold and I didn't want to spend the night outside, so I (3) \_\_\_\_\_ (have to) find another way into the house. Luckily, I (4) (have to) look very far because a small kitchen window was open. However, I (5) (can) climb through it because it was not big enough. Instead, though, I (6) \_\_\_\_\_ (be able to) reach inside and open the big window next to it. I started climbing in. But then the police arrived. At first, I just (7) \_\_\_\_\_\_(can) make them understand that I lived there. I (8) \_\_\_\_\_ (have to) explain three times and show them the address on my Sports and Leisure Centre card before I (9) (be able to) make them believe me!

#### Period 6

- Listen to part 1 and answer the questions.
- What was the problem a year ago?
- What happened soon after that? 3
- What did the doctor advise him to do?
- What has happened recently?
- Look at the chart. Listen to part 2 and do the task.
- Listen and answer the question. What activity does the manager advise in the end and why? 1



3	Write the short forms. (They a	re	all in the emails on pag	ges 32–33.)		
1	it is	2	should not	3	we are	
4	you would	5	l am	. 6	cannot	
4	Write the full form of the und	erli	ned words.			
1	Mark's running with the ball.					
2	Mark's just scored.		_			
3	<u>I'd</u> never tried a quad before I rode	La	ry's.			
4	I'd love to buy one, but they're exp	ens	ive			
5	Correct the sentences. Put the			s at the end		
1	This is Michiko flower arrangement	t				
2	Our children quads are outside					
3	Lucy brother name is Mark					
4	Larry parents names are John and	Sus	an		-	

## Questionnaire: YOUNG PEOPLE TODAY

Answer the questionnaire about yourself. Write a paragraph. Use connecting words – like but to join answers 1 and 2, for example.

Please take a few minutes to answer our questions. This will help us to get a better idea of young people's regular daily lives.

- 1 What time do you have to get up to go to school?
- 2 What about the weekend? Do you still have to get up so early?
- 3 How much homework do you usually do?
- 4 How much more or less do you think you should do?
- 5 Did you have to do much to help at home ten years ago?
- 6 What do you have to do to help at home now?
- 7 What do you usually do with your free time at the weekend?
- 8 What can't you do and why? (For example, because there's notime or you're not allowed to.)

## **Revision Worksheet Unit 1**

A: Complete each sentence with the suitable word from the list below.

1- The nlan -	condition	depart	predict	cancel	region
. The plan -		at 6	a.m.		
2- Grapes fro	om this		are of good qualit	ty.	
3- They may		t	omorrow's footba	ll match becaus	e of bad weather
4- The car is	five years old	but is in almost	t good		
5- I usually -		a photo of r	mine to the emails	I send to my fr	iend.
6- I cannot		what v	will happen next y	ear.	
B: Complete	e each sentend	ce with the suit	able phrasal ver	b from the list	below.
put on	takes off	put down	taking over	puts away	took out
·			shoes before ente		
		-	onsibility as a mai		npany now.
		•	use the weather is	s cold.	
		sesin t	_		
			on the table.		
8. Our teache	er	import	ant notes on the b	oard.	
C: Use pairs	of words fro	m the table to	complete the sen	tences below:	_
	ood produ		ts success day as they can't	succeed stay alive witho	 out
				•	
2- If you war achieved eas	nt to	in your life,	you have to work	hard because	
achieved eas	nt toily.		you have to work		cannot l
achieved eas. 3- This factor	nt toily.  ry  e the followin	tomato pas		is export	ed to many coun
achieved eas: 3- This facto D: Complete in brackets.	nt to ily. ry e the followin	tomato pas	ste. The	is export  I and the corre	ed to many coun
achieved eas 3- This facto D: Complete in brackets. 1- Jamal	nt toily.  ry  e the followin	tomato passes g sentences. Us	ste. These going to or wil	is export and the corre (swim)	ed to many coun
achieved eas 3- This facto D: Complete in brackets. 1- Jamal 2- If you like	nt toily.  ry  e the followin  e, I	g sentences. Us	ste. These going to or wil	is export  I and the corre  (swim)  same train. (tra	ed to many coun

## **Revision Worksheet Unit 2**

#### A: Complete each sentence with the suitable word from the box below:

prize	measure	ri	ddle	storm		so far	life raft	
1- Our apple	e tree fell de	own in the	÷		·			
2- I have been	en in this ci	ty for a m	onth. I have	only vis	ited fev	w places		
3- There is a	ı		for the first	three rui	nners ii	n the race.		
4- The sailor	rs took a		a	fter a hu	ge wav	e destroyed	their ship.	
5- The polic	e have been	n unable to	o solve the			of	her disappeara	nce.
6- The metro	e is the stan	dard unit	used to			length.		
B: Comple	ete each se	ntence w	ith a pair o	of oppos	sites f	rom the bo	exes below:	
along	worst	into	to the	ou	t of	to the rig	ht across	best
1- We shou	ıld hope fo	r the		-, but pr	epare	for the		
2- In this ex	xercise twi	st your b	ody		, th	nen		
3- He walk river to the			the road	d till he	reache	ed the river	. He swam	
_			e kitchen, be a. He is havi			ldn't stand t	the heat, and v	vent im
C: Comple	ete each se	entence w	vith the cor	rect for	m of t	the verb in	brackets.	
1- My broth	er	(	our car a wee	ek ago.	(wash	1)		
2- He			for an hour	so far.	(wait	<u>(</u> )		
3- Sami and	d his friends	S		th	e last n	natch. (not/v	vatch)	
4- we		e	ach other for	ages. (n	ot/see)	)		
5- our new t	eacher		already		the s	chool. (arri	ve)	
6- In 2010, I	Khaled			a schola	ırship.	(get)		
C: Make a	full quest	tion						
1- When / th	ney / start /	their work	/ yesterday?	?				
2- How long	g / you / lea	rn English	n?					
3- When / w	ake up / th	is morning	g?					
4- How man	 ny tables / v	ou / make	· / so far?					

## **Revision Worksheet Unit 3**

#### A: Complete each sentence with the suitable word from the box below.

	castle	leisure	supply	against	recycle	senior
l - W	hat do vo	u do in vour		time?		
	•	•		all necessary	vitamins and	minerals.
	-			h		
		-		old glass into		
				volleyball		hool
	•					
- vv	e visited a	in ancient fu	meu	(	overlooking in	e sea.
<b>B:</b> C	omplete (	each sentenc	e with the sui	itable verb fron	n the box belo	w.
	do	go pl	lay acco	ept lose	make	
				eed to		eight.
	-			tion to the party	-	
3- I u	sually		swimming	g in the weekend	l.	
1- W	e all		mistakes.			
5- Jaı	nila knov	vs very well	how to		flower arrangii	ng.
5- Не	learned	by watching	an instructiona	al videotape on	how to	1
	omnlete (		ollowing sent	ences with the	annranriate n	nodal from
		each of the f				
co	uldn't	can't	was able to	shouldn't	have to n	nustn't d
co	uldn't	can't	was able to		have to n	nustn't d
co - Ru	uldn't ba was g	can't	was able to	shouldn't	have to n	nustn't d
- Ru	uldn't ba was g	can't	was able to	shouldn't	have to note gold medal in ms.	nustn't don the race.
- Ru	ba was g	can't	was able to	shouldn't win the	have to note gold medal in ms.  e. It is unhealth	nustn't don the race.
con 1 - Ru 2 - Do 3 - Yo 4 - Str	ba was g all stude	can't	was able to sheeat too	shouldn't  win the wear uniform o much chocolat	have to note gold medal in ms.  e. It is unhealthhools.	nustn't don the race.

#### **English for Palestine 10**

#### **Model Test**

#### **Blended Learning Module 1**

R	ea	d	in	g
_	~~	•		-

#### Read the following passage then answer the questions that follow:

Ann started helping her mum make biscuits when she was five. Of course, she could not do everything on her own at that age, but she soon became especially good at decorating biscuits. She could make colorful designs that everyone loved. Then her mum helped her to start making cakes – like her brother's birthday cake in the shape of a car. She managed to add lots of details like the windows and wheels and he loved it! **So did** the other children – and their mothers. Soon, one of them asked for another **one**. She had to make this in the shape of a princess's castle! More orders followed. Then a cake shop asked her to supply **them**. **Ann was worried about time**, but they offered a special arrangement: Ann did not have to accept all their orders – only the ones that she could manage. This week's project is a wedding cake for 100 people!

1.	Who helped Ann to	start doing	what she does	now?		
2.	How did a lot of pe	_				•••
3.	How do we know the			ar?		•••
5.	b. line 5 <b>one</b>	at Ann made n's cakes' de lined words	is a wedding ca corations. refer to:	ue of <u>False</u> ke for 100 peop		
6.	Say what the following					
	Line 6 Ann was v	vorried abou	ut time			•
Voca	bulary:					
	l in the blanks with	words that h	nave similar me	anings to those	e in brackets:	
			interests			
1.	The train		at 7:15 this ev	ening.		
2.	They need to		their hat	s and coats. It's	cold out there.	
3.	If the big boat sinks. Huda doesn't have a	we will esca	ape in our			
4.	Huda doesn't have a	ny		_ to give hersel	f a rest from work.	
	against	afford	riddles	recycle	take off	
1.	against In this factory, they			old glass into	new bottles.	
2.	I'11 m	y shoes and s	stand on a chair.	_ 0		
	Here's one of the ea			I know. Can yo	ou solve it?	
	TTT 1 . 1 . C	thall match		an Egy	ptian team this weekend.	
4.	We've got a big foo				_	

#### C: Choose the correct word between brackets:

- 1. Don't (cross/ across) the road here. There is too much traffic.
- 2. Everyone congratulated the students because they (success/ succeeded).
- 3. Waleed must have enough (practice/ practise) if he wants to win.
- 4. Why don't you take (off / over) your coat? It's warm inside.

I	a	n	σ	п	ล	σ	e	•
	a.	ш	~	u	а	ے	·	

Lang	guage:
A: Co	mplete the sentences with the <b>present perfect</b> , <b>present perfect continuous</b> , <b>past simple</b> ,
presei	nt continuous, present simple or the future tense of the verbs in brackets
	The train at 9 am. (arrive)
	Are you sure that she tomorrow. (leave)
3.	Sheme an email. (send)
4.	Iyou for hours now and you haven't showed up. (wait)
5.	My sisterborn in 2005.(not/ be)
6.	I expect everyone to get worried about us soon. (start)
7.	
<b>B:</b> Co	mplete the sentences with the most suitable modal verbs from those in brackets:
1.	(Shall I / Could you) go back to the house and get it for you?
2.	We (have to / don't have to) help Mum with the housework before our
	guests arrive.
3.	Joe (was able to/ shouldn't) look after bikes.
4.	I (should / didn't have to) wash the dishes because my sister did that.
C: Say	y how long you have been doing things. (learn English/ ten years)

#### Writing:

#### A: Write a short paragraph about "My Daily Life". Try to include the following ideas:

- the time you get up to go to school
- the weekend/ do you still have to get up so early?
- the homework you usually and you should do
- what you have to do to help at home now
- what you usually do with your free time at the weekend
- what you can't do and why? (For example, because there's no time or you're not allowed to.)

#### B: You are Jenny Scott. Write an email to Basim. Plan your email as follows:

Paragraph 1: Tell him that you had a call from your dad who had a problem and the flight was cancelled.

**Paragraph 2**: Tell him about the new flight details (Flight PR 253- depart: 18:45-arrive: 21:45)

Paragraph 3: Ask Basim to tell his father about the change of plan. Finish in the normal way.