



State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **10B**

Blended Learning Module **3**

U1	2
U2	5
U3	10

Blended Learning Module

Three Outcomes

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

- 1- narrate past events
- 2- request and give directions
- 3- plan a visit and write a letter to explain the plan
- 5- report what others say and said
- 6- give and write down phone messages
- 7- express what might have happened differently
- 8- describe alternative courses of action now
- 9- complete a personal statement

Palestine: Holy Land to the world

1 Read the examples.

- | | |
|------------------------------------------------------|----------------------------------------------------|
| 1 Here you will find ancient remains . | 2 Palestine lies at the crossroads. |
| 3 People find remains everywhere. | 4 Remains are found everywhere. |
| 5 The Caliph built this holy place . | 6 This holy place was built by the Caliph . |

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

- Most verbs are transitive: they **a)** have ☐ **b)** do not have ☐ a direct object – like *remains* in Example 1.
- Some verbs are intransitive: they **a)** have ☐ **b)** do not have ☐ a direct object – as in Example 2.
- Only **a)** transitive ☐ **b)** intransitive ☐ verbs can change to the passive. As **a)** transitives ☐ **b)** intransitives ☐ do not have direct objects, they cannot change.
- Example 4 is the present simple **a)** active ☐ **b)** passive ☐ form of Example 3.
- Example 6 is the past simple **a)** active ☐ **b)** passive ☐ form of Example 5.
- The subject of Example 3 **a)** gives ☐ **b)** does not give ☐ useful information, so it is **a)** kept ☐ **b)** not kept ☐ in the passive in Example 4.
- The subject of Example 5 **a)** gives ☐ **b)** does not give ☐ useful information, so it is **a)** kept ☐ **b)** not kept ☐ as *by* + agent in Example 6.

2 Tick (✓) transitive sentences. Put an x after intransitive sentences.

- Jerusalem lies at the crossroads of three continents. ☐
- Many thousands of people visit this city every year. ☐
- High walls protect the Old City. ☐
- Al-Aqsa Mosque stands at the heart of the Old City. ☐
- The golden Dome looks beautiful. ☐
- Muslims see Jerusalem as a holy city. ☐

3 Turn these active sentences into the passive. Decide whether they need *by* + agent.

- Egypt's rulers built the Great Pyramids 4,500 years ago.
The Great Pyramids were built by Egypt's rulers 4,500 years ago.
- The engineers needed thousands of people to construct them.
- They brought people from all over Egypt to do the work.
- They finished the biggest Pyramid in about 20 years.
- Alexander the Great defeated Egypt about 2,300 years ago.
- Then the great Greek leader made Ptolemy the new ruler.



The Great Pyramids /ðə greɪt pɪrəˈmɪdz/

1 Read the examples.

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 Since then, various enemies have attacked the city 52 times.</p> <p>3 People have altered five gates.</p> <p>5 Mamluks had ruled it for years.</p> <p>7 They had not looked after it well.</p> | <p>2 Since then, the city has been attacked by various enemies 52 times.</p> <p>4 Five gates have been altered.</p> <p>6 It had been ruled by Mamluks for years.</p> <p>8 It had not been looked after well.</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

- 1 We use **a) was / were** ☐ **b) has / have been** ☐ + past participle to form the present perfect passive, as in Examples 2 and 4.
- 2 We use **a) has / have been** ☐ **b) had been** ☐ + past participle to form the past perfect passive, as in Examples 6 and 8.
- 3 When we change to the passive, we can **a) keep the subject as by + agent** ☐ **b) not keep the subject** ☐, as in Examples 1–2 and 5–6.
- 4 If the subject is not important or not known, as in Example 3, then it is usually **a) kept** ☐ **b) not kept** ☐, as in Example 4.
- 5 If the subject is understood, as in Example 7, then it is usually **a) kept** ☐ **b) not kept** ☐, as in Example 8.

2 Read and mark transitive (✓) and intransitive (X) sentences.

- 1 The famous city of Gaza lies on the Mediterranean coast. ☒
- 2 Traditionally, people have known this ancient city for its beautiful beaches, fine food and archaeological treasures. ☐
- 3 But after the Romans had taken large parts of Palestine, they turned Gaza into an even richer centre of trade than before. ☐
- 4 Islam came to Gaza in 637 AD and has stayed almost ever since then. ☐
- 5 However, the Crusaders held the city for nearly 90 years from 1100. ☐
- 6 In recent years, people have found many ancient remains. ☐

3 Write a paragraph for a guide to Egypt. Put the sentences in the passive. Use by + agent where necessary.

- 1 By the end of Ptolemy's life, he had turned Alexandria into a great city.
- 2 His architects had also started building Alexandria's famous library – the first in the world.
- 3 Ptolemy's son, Ptolemy II, continued the building of Alexandria.
- 4 In the following years, his engineers built the Pharos tower as a guide to ships at sea.
- 5 An earthquake completely destroyed the Pharos tower 700 years ago.
- 6 But people still remember it as one of the 'Seven Wonders of the Ancient World'.
- 7 We have recently discovered the remains of the Pharos tower underwater.
- 8 Near there, we have also found other remains from the time of the Ptolemies.

Ancient Alexandria

By the end of Ptolemy's life, Alexandria had been ...

1 Copy and complete Jenny's personal letter to her grandma. Do the tasks.

Choose from the following to start the letter.

PS I'll have lots of photos to show you when I get home.

Palestine

Jenny

The Palestine Hotel

Love and Best Wishes

Dear Grandma

Dad and I have been invited to an evening of Palestinian music. Hebron

28th December, 20..

25, Salah Al-Din Street

I must stop now.

← (Your address)

← (The date)

← (Dear ...)

How are you? I hope you're well, and that the weather isn't too cold. Dad and I are both fine, and we're busy travelling around Palestine for a few days.

← (Leave a line.)

← (Paragraph 2) ...

← (final paragraph)

← (close)

← (your name)

← (Add anything you forgot before.)

2 Order the sentences to write paragraph 2. Then finish the letter with items from task 1.

- ___ Today, we (be) in Hebron all day.
- ___ And tomorrow, we (go) to Jerusalem.
- ___ Yesterday, we went to Bethlehem and we visited the Church of the Nativity.
- ___ We (see) the ancient mosque here and we (buy) some of the lovely glass that they (make) here.
- ___ I (look forward) to seeing the Old City very much!
- ___ Let me tell you a bit about the places that we're visiting.

Good news from the doctors

1 Read the examples.

- | | |
|----------------------------------------------------------------------|-----------------------------------------------------------------------|
| 1 'Aunt Jenan has come to play with you ,' Samar tells Deema. | 2 Samar tells Deema that I have come to play with her . |
| 3 'Could you look after Deema?' she asks me. | 4 Samar wants me to look after Deema. |
| 5 'Are you free?' Samar asks me. | 6 Samar asks if/whether I am free. |
| 7 'When does the hospital want you to go?' I wonder. | 8 I wonder when the hospital wants them to go. |
| 9 'How did it go ?' I ask. | 10 I ask how it went . |

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

- When we report statements, requests and questions, we often change words. For example, *you* in Example 1 changes to **a) Deema** ☐ **b) her** ☐ in Example 2.
- In reported requests like Example 4, polite request forms like *Can you ...?* **a)** disappear. ☐
b) are kept. ☐
- Instead, we use reporting forms like *want / ask / tell / would like someone + a)* infinitive. ☐
b) *-ing* form. ☐
- In reported Yes / No questions, we **a)** add ☐ **b)** do not add ☐ *if* or *whether* after the reporting verb.
- The word order also changes. *Are you free?* in Example 5 changes to the **a)** question ☐
b) statement ☐ form ... *asks if I am free*.
- In *Wh* questions, the word order usually changes to the **a)** question ☐ **b)** statement ☐ form and so verb *do / does / did* is **a)** kept ☐ **b)** not kept ☐ as in Examples 7–8 and 9–10.
- All questions and question-form requests like *Could you ...?* **a)** lose ☐ **b)** keep ☐ their question marks when they are reported.

2 Give the reported speech forms of the following.

- 'Aunt Jenan has come to play with you, Deema,' Samar says.
Samar says that I ...
- 'Could you please come immediately?' the hospital asks Samar.
- 'How did the operation go?' I ask.
- 'Is everything all right at the hospital?' I am wondering.

Look at activity 1 to check your work.

3 Put these statements, requests and questions into reported speech.

- 'Could you get to my apartment as soon as possible?' Samar asks Jenan.
Samar asks Jenan to get to her apartment as soon as possible.
- 'I can't send you my latest story today,' Jenan tells her editor, Serena North.
- 'Are you all ready to go?' Jenan asks Anas and Samar when she arrives.
- 'What do I need to do about lunch for Deema?' Jenan asks Samar.
- 'I really won't know for sure until we start,' Doctor Anwar replies.

1 Listen and repeat.

basic	bend	bionic	brain	care (n)
college	connect	high-tech	point out	
ramp	wheelchair	whereas		

Word formation

develop (v)	development (n)
discover (v)	discovery (n)
invent (v)	invention (n)

2 Look at the first picture in the passage and do the tasks.

- 1 Say who the woman in the picture is.
- 2 Say what you think she is doing.

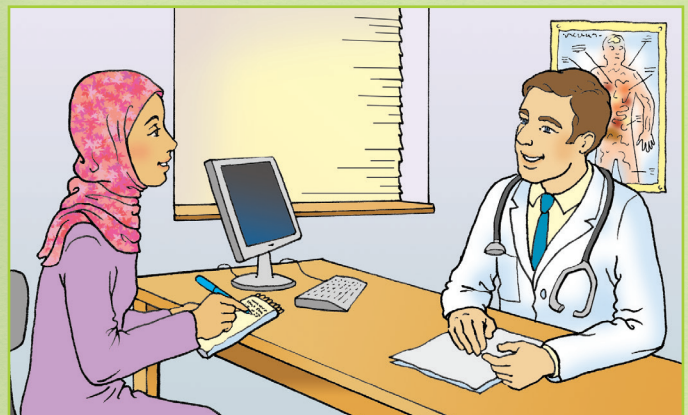
3 Read and answer the questions.

- 1 Why did Jenan Rashidi contact Dr Way?
- 2 What was Dr Way's general point about new developments in medicine?
- 3 What was his general point about modern care for people with disabilities?
- 4 Which area of help for disabled people did he seem to be most interested in?

The wonders of modern medicine by Jenan Rashidi

1 When I reported Waleed's operation, lots of you said that you wanted to read more about medicine. So I met Dr Mark Way of the London Medical College.

5 We talked about various new inventions and discoveries. 'The speed of development is huge,' he said, and he added that it would continue in every area, including new medical operations and powerful new medicines. 'And,' he pointed out, 'it isn't just high-tech developments: there's also much better basic health care around the world.' That meant, he said, that people were living longer, healthier lives than their parents and grandparents had lived.



15 Then we talked about disabled people. Dr Way said that they had accepted their disabilities in the past, whereas some could now recover. For example, medical science was helping people to hear and see again.



'But can doctors do the same for all disabled people?' I asked.

'Sadly, no – at least not yet,' he replied. 'But here's another important point: disabled people today are being helped to live like everyone else. For example, many modern buildings have special ramps
20 for people in wheelchairs.'

We discussed the new artificial legs that some disabled athletes had recently started using and we agreed that they were fantastic. 'But,' he said, 'at our Centre, we're more interested in new 'body parts' that connect with our brains.'

This was news to me, so I asked Dr Way to tell me more. He explained that if someone lost an arm
25 in an accident, they were now able to provide a new bionic arm. It looked, bent and turned like a normal arm, he said. And it could understand messages from the brain that made it move.

'So the big point is this,' he said. 'In the past, disabled people couldn't live normal lives, whereas today more and more can and do.'

4 Read the passage again and do the tasks. Say what the underlined words refer to.1 Line 18: 'Sadly, no – ...'**Now say what these phrases mean.**2 Line 25: ..., they were now able to provide ...1 Line 24: This was news to me, ...2 Line 27: 'So the big point is this,' he said.**5 Write N (noun), V (verb) or A (adjective) after the correct word.**

operation	<u>N</u>	healthy	___	disabled	___	develop	___
medical	___	discover	___	invention	___	disability	___
health	___	operate	___	development	___	wonder	___
discovery	___	medicine	___	wonderful	___	invent	___

6 Use pairs from activity 1 to complete the following. Make any changes needed.

- Modern _____ is helping people to live longer and _____ science is bringing us new discoveries all the time.
- Majeda is quite _____ because she can't walk very well, so she's going to see Dr Badawi. He helps children with all kinds of different _____.
- It's very important for children to grow up fit and _____, and at school the _____ of every child is checked each year.
- The Curies _____ radium and it was a _____ that saves many lives.

1 Read the examples.

- | | |
|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| 1 'They are fantastic,' we agreed . | 2 We agreed that they were fantastic. |
| 3 'Science is helping people,' he said . | 4 He said that science was helping people. |
| 5 'It looks like a normal arm,' he said . | 6 He said that it looked like a normal arm. |
| 7 'They accepted their disabilities in the past,' he said . | 8 He said that they had accepted their disabilities in the past. |
| 9 'It will continue ,' he said . | 10 He said that it would continue . |
| 11 'It can understand ,' he said . | 12 He said that it could understand . |
| 13 'Disabled athletes have recently started using artificial legs,' we said . | 14 We said that disabled athletes had recently started using artificial legs. |

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

- In reported speech, the reporting verb is **a)** always in the present. ☐ **b)** often in the past. ☐
- If the reporting verb is in the past, the verb tense of the reported speech usually **a)** changes. ☐ **b)** stays the same. ☐
- When it changes, it moves one tense into the **a)** future. ☐ **b)** past. ☐ For example, *are* changes to *were* in Examples 1–2.

Now complete the following rules from Examples 1–14.

- | | | |
|------------------------|---|---------------------|
| 1 am / is / are | > | _____ / _____ |
| 2 am / is / are living | > | _____ / _____ _____ |
| 3 look / looks | > | _____ |
| 4 accepted | > | _____ _____ |
| 5 will continue | > | _____ _____ |
| 6 can understand | > | _____ _____ |
| 7 have started | > | _____ _____ |

2 Work in pairs. Give the reported speech forms of the following.

- 'We want to read more about medicine,' you said.
You said that you wanted to read more about medicine.
- 'Some people can recover,' he said.
- 'Medical science is helping people to hear and see again,' he said.
- 'If someone loses an arm, we are now able to provide a new one,' he explained.
- 'That means people are living longer, healthier lives than their parents and grandparents lived,' he said.

Look at activity 1 to check your work.

3 Put these statements into reported speech.

- 'I write for the magazine *Young World*,' Jenan told Dr Way.
- 'I recently wrote about a dramatic operation,' she explained.
- 'Now our readers are asking for more on medicine,' she went on.
- 'If you can talk to me, I will happily come to your office at any time,' she said.

Which way at 16?

1 Listen and repeat.



academic	apply	career	carpenter
determined		literary	practical
qualification		stream	such as
technical	vocational		whatever

Word formation

able (adj)	ability (n)
compete (v)	competitive (adj)
organization (n)	organize (v)
science (n)	scientific (adj)
special (adj)	specialize (in) (v)

2 Look at the pictures and the passage heading. Answer the questions.

- 1 What do the pictures around the passage show?
- 2 Think about the pictures and the passage heading. What might the passage be about?
- 3 What jobs do the things in the pictures make you think of?

Which way now?

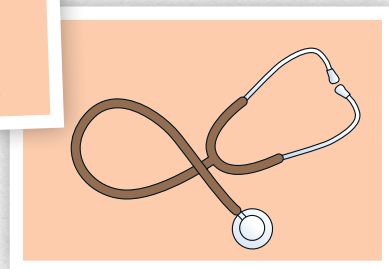
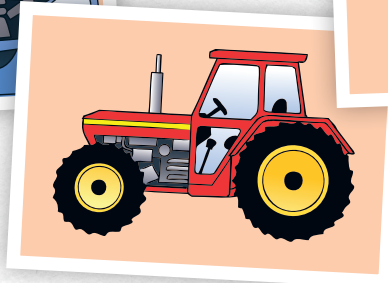
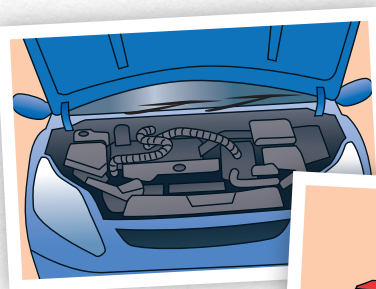
- 1 So you're in Grade 10, a year of hard work and important choices. Should you take the academic route? Or should you follow the vocational route to become a carpenter or a nurse perhaps?

If you lived in Germany or France, things would be organized differently. There, you would
5 continue with most of your subjects until you graduated.

However, the Palestinian system offers choices, and these must match your interests and abilities. If you choose the right group of subjects, they'll carry you towards the right career. Choose badly, and you'll become bored and do badly.

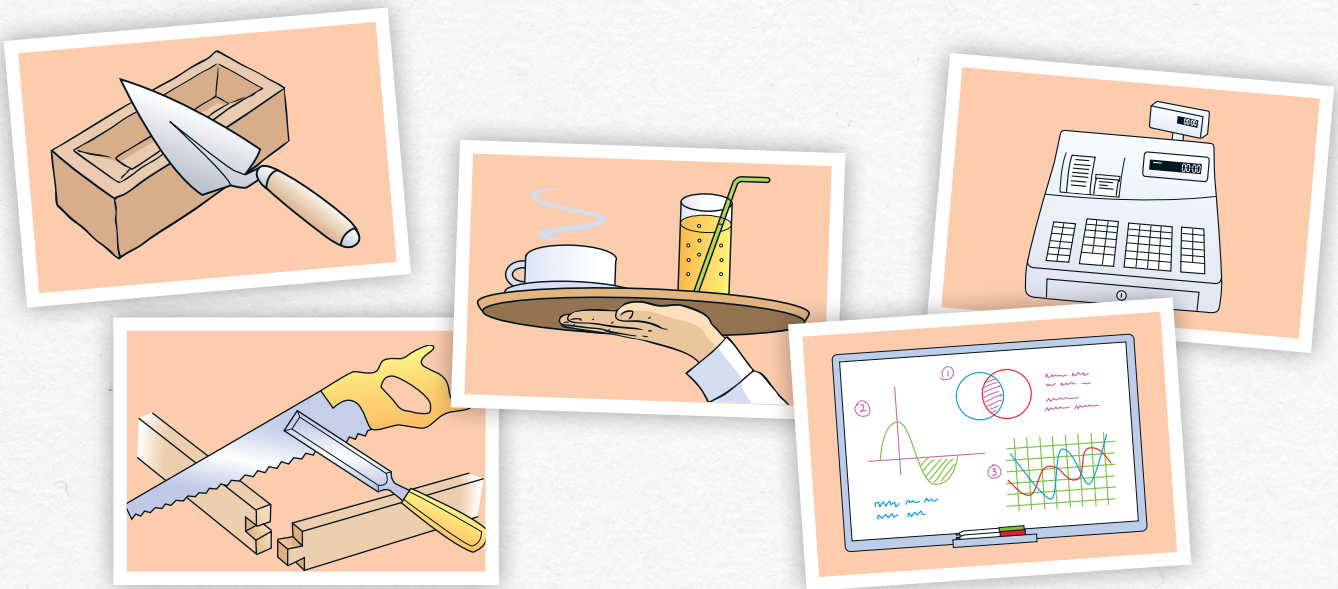
With careful thinking, that shouldn't happen. If it did, you might leave school with weak
10 qualifications and a future in a 'dead-end' job. It would be a disaster! So start thinking now.

Some people may say you should become a doctor or an engineer because they are 'good' jobs. Don't listen. A job will only be good if it is right for you! And remember this: people are respected if they do their work well – whatever their jobs.



3 Read and complete the statements.

- 1 The passage tries to help students to _____.
- 2 The basic choices schools offer students in Grade 11 are the a) _____ or the b) _____.
- 3 Students should think about what a) _____ and what b) _____ when they choose their route of study.
- 4 The writer's final advice to Grade 10 students is to _____.



Think carefully: what do you like and what are you good at? Sciences perhaps? If so, the
 15 academic route may be right, and you could become a scientist. Or you may enjoy working
 with your hands outdoors. If so, you might become a builder or a farmer and you will need the
 vocational route.

If you take the academic route, you'll enter either the scientific or literary streams. In one, you'll
 mostly do maths and sciences, and in the other, you'll study subjects such as history, Arabic and
 20 English. Then you'll be able to apply to university or college and specialize in just one or two
 subjects.

With the vocational route, you may go on to vocational college. There, you'll specialize in
 practical subjects like office or technical skills.

Whatever route you choose, be determined to be the best you can. In today's competitive
 25 world, you'll need to be!

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

- 1 **A** Ali is only 13, but I think he has the natural _____ to be a great athlete.
B Yes, and he's also very _____. He always wants to win!
- 2 **A** Has Mazen _____ for any jobs yet?
B Yes, lots, but there's a problem: he hasn't got any _____.
- 3 **A** Which _____ will Mona join in Grade 11? Does she want to do sciences?
B No, she's much more interested in history, so she'll take the _____ route.
- 4 **A** Zina is really _____ to build her own computer.
B But look at all these _____ instructions! Will she understand them?
- 5 **A** Tariq isn't interested in anything _____ like sciences or languages. He's going to take the _____ route instead.
B Yes, he wants to do something _____. I think he could be a good builder.

5 Read the passage again and answer the questions.

- 1 How is school in Germany and France different from the Palestinian system?
- 2 Give examples of careers that the two different routes take students towards.
- 3 What can happen if a student makes the wrong choice in Grade 10?
- 4 Why may the job of doctor or engineer not be a good job?

6 Read the passage again and do the tasks.

Say what the underlined words refer to.

- 1 Line 9: With careful thinking, that shouldn't happen.
- 2 Line 19: ..., and in the other, you'll study subjects such as history, ...
- 3 Lines 24–25: In today's competitive world, you'll need to be!

Now say what the underlined phrases mean.

- 1 Line 10: ... a future in a 'dead-end' job.
- 2 Line 11–12: ... become a doctor or an engineer because they are 'good' jobs.

1 Read the examples.

- 1 People **are respected if they do** their work well.
- 2 **If you choose** the right subjects, **they will carry** you towards the right career.
- 3 **Choose** badly, **and you will become** bored and do badly.
- 4 **If you lived** in Germany or France, **it would be** different.
- 5 **If you chose** badly, **you might leave** school with weak qualifications.

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

- 1 Example 1 talks about something that **a)** may happen at any time. ☐ **b)** may happen in the future. ☐ We call this a *Type 0* conditional. Both clauses are in the present.
- 2 Example 2 talks about something that **a)** may happen at any time ☐ **b)** may happen in the future ☐. We call this a *Type 1* conditional.
- 3 In *Type 1* the *if* or *may* clause uses a verb in **a)** the present. ☐ **b)** the future. ☐ The other clause uses a verb in **a)** the present. ☐ **b)** the future. ☐
- 4 The start of Example 3 means: **a)** *You must choose badly, and then you will ...* ☐ **b)** *If you choose badly, you will ...* ☐ It means the same as a *Type 1* conditional.
- 5 Examples 4 and 5 are about things that **a)** may easily happen. ☐ **b)** we only imagine happening. ☐ We call these *Type 2* conditionals. They are 'unreal'.
- 6 A *Type 2 if*-clause verb goes into the **a)** past. ☐ **b)** future. ☐ In the other clause, *will* becomes *would* (Example 4), *may* becomes *might* (Example 5). (Similar changes: *can* > *could*; *have to* > *had to*.)
- 7 In conditionals, the *if* clause **a)** always comes before ☐ **b)** can come before or after ☐ the other clause.

2 Form *Type 0, 1* and *2* statements. Put the verbs in the correct tenses.

- 1 Type 0: my favourite song / dancing / I (hear) / I always (feel) like / if
- 2 Type 1: you / I (get) / if / immediately / any more news / I (call)
- 3 Type 2: in the USA / American football / I (live) / I (probably watch) / if

3 Work in pairs. Form *Type 0, 1* and *2* conditional questions and answers.

- 1 **Q** what you (do) / the weather (be) bad / Friday
A it (rain), I (stay at home) / tidy up my room
Q *What will you do if the weather is bad on Friday?*
A *If it rains ...*
- 2 **Q** where (you go) / someone (give) you the money to go anywhere in / world
A that (happen), I (visit) China / also Japan
- 3 **Q** people at home (want) / watch different TV programmes, how (you decide)
A we (not agree) about TV programmes, / Mum (usually choose)

1 Listen and repeat.



beyond education exist general(ly) (speaking)
 generation goods limited manager
 opportunity responsible(ly) stressful

Word formation

decide (v) decision (n)
 possible (adj) possibility (n)
 program (n) programmer (n)
 technical (adj) technician (n)

2 Look at the first picture in the passage. Answer the questions.

- Where do these people seem to be? How do you know?
- Which of the man and the woman seems to be a visitor?
- What do you think the man is doing?
- What are the students doing?
- Look at the heading of the passage. What might the woman be there to do?

3 Read the passage again and complete the notes.

Date	Education	Choices
1700	People usually had no education.	Very _____
_____	_____	More _____
Today	At least ten years.	_____

Now work in pairs. Ask and answer questions about life in the past and now.

Student A *What kind of (education) did people have in (1700)?*

Student B *They didn't usually ...*

4 Add new words from activity 4. Make any changes needed.

- A** Hanan is good at organizing things, isn't she?

B Yes, I'm sure she'll do well in her career and become a top _____.
- A** What kind of job do you want? You have to make a _____.

B Well, I enjoy anything technical, so that probably means I should be a _____.
- A** I've written several programs for my computer, so I'd like to train as a computer _____.

B Well, the local college teaches programming skills, so there's a _____ that you could train there.

5 Read the passage again and do the tasks.

Say what the underlined words refer to.

- Lines 5–6: Why? Because there have never been so many choices to make before.
- Lines 10–11: ... your lives would simply have followed your parents'.
- Line 22: Yes, it's harder to choose than ever before, ...
- Lines 22–23: ... but it's wonderful that you have the chance.

Now say what the underlined phrases mean.

- Line 12: What if you had been born in 1900 instead?
- Line 14: ... cars were for the rich and planes were for the very brave.
- Line 22: And so back to today.

Your life, your choice



Dr Bell Now, I know that all of you in Year 10 are thinking beyond this year to the future. And so we've invited an expert here today to talk about career decisions. Everyone, please welcome Dr Kate Rossi.

Dr Rossi Thank you, and hello. Well, deciding the right way ahead can be very difficult and stressful – especially for your generation. Why? Because there have never been so many choices to make before.

But let's start with the opposite – a world without choices. Think back 300 years. If you had all been born in 1700, very few of you would have had any education. At 16, nearly all of you would have been hard at work at home or on the land. You would probably have had very few choices: your lives would simply have followed your parents'.



What if you had been born in 1900 instead? Generally speaking, you would have had more choices and chances by then. You would have been able to travel – though only by train: cars were for the rich and planes were for the very brave. Several years of school would have given you more possibilities – although you would probably have left at 13. There would have been more goods to buy in the shops, but not a TV or a computer: these and many other things did not exist.

Life would have been limited in another way, too: there would have been far fewer career opportunities. Could you have become a TV technician or a computer programmer or a shopping centre manager? No, because these and thousands of other jobs had not yet been invented.

And so back to today. Yes, it's harder to choose than ever before, but it's wonderful that you have the chance. So think carefully and choose responsibly. You only have one life: use it well.

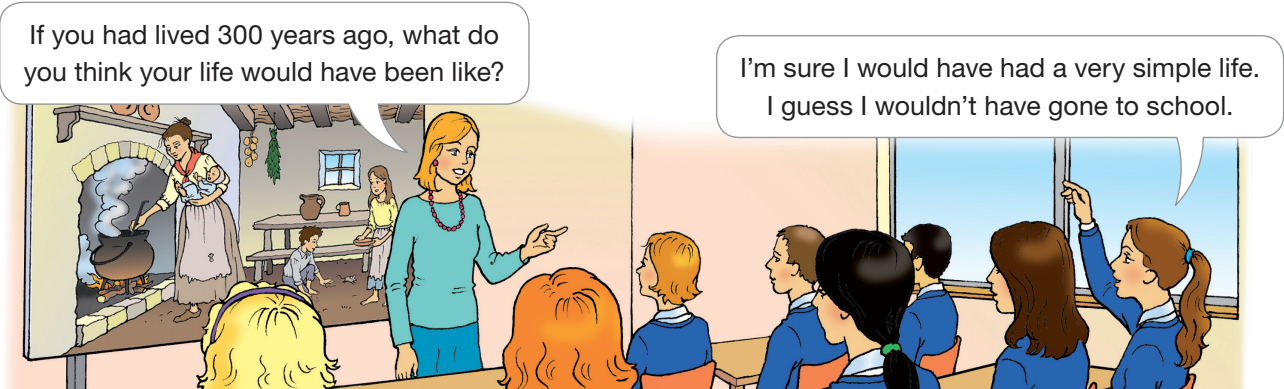
1 Read the examples.

- 1 If you **were born** again now, you **would have to start** your life again.
- 2 If you **had been born** in 1700, you **would not have had** any education.
- 3 What if **you had been born** in 1900? You **would have had** more choices.
- 4 (If you **had been born** in 1900,) you **would have been** able to travel by train.

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

- 1 Example 1 is **a)** real ☐ **b)** unreal ☐ because you cannot be born again now (or in the future). This is a *Type 2* conditional.
- 2 Example 2 is **a)** real ☐ **b)** unreal ☐ because you cannot be born again in the past. This is a *Type 3* conditional. It expresses a past event that did not happen.
- 3 Changing from *Type 2* conditional forms, the *Type 3 if*-clause verb goes one tense farther into the **a)** past. ☐ **b)** future. ☐ The other clause does the same: *would* changes to *would have*.
- 4 Example 3 shows that the conditional idea **a)** must be in one sentence. ☐ **b)** can break into two sentences. ☐
- 5 Example 4 shows that the *if* idea **a)** is always stated. ☐ **b)** may be understood and not stated. ☐ In this case, the *if* idea is in the question at the start of the paragraph. All the other (*would have*) sentences in the paragraph are replies to the question.

2 Give the students' short answers. Choose from the blue and purple blocks.



I (be born) If I (be alive) we (live)	300 years ago, three centuries ago, in the early 1700s, in the early 18th century,	I'm sure I I guess we	(have) a very simple life (be) very poor (work) very long hours (often go) to bed very early (not go) to school (not learn) to read or write (not make) much money (not get) much health care
---------------------------------------------	------------------------------------------------------------------------------------------------	--------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

1 Form two-word nouns from this unit. Match words a–g to words 1–7.

- 1 newspaper f 2 computer ____ 3 language ____ 4 business ____
 5 science ____ 6 shopping ____ 7 TV ____

a teacher b teacher c programmer d centre
 e technician f reporter g leader

Now use two-word nouns to complete the following.

- 1 Mona studied English and German at university and then she became a _____.
 2 The factory needs a new program to control the speed that we make our products. Let's ask a group of _____ in IT to create one.
 3 When Dad became famous, _____ and people with TV cameras followed him everywhere!
 4 I've always been interested in television and technology and how they work, so I'm hoping to train as a _____.
 5 The government are asking several top _____ to find ways of creating new jobs.
 6 We can buy everything we need in one place at the new _____.
 7 I thought about becoming a research scientist, but I prefer to be a _____.

2 Complete the chart with these words.

academic college / university literary scientific vocational vocational college

End of Grade 10	> (a) _____ route	> (c) _____ stream > (d) _____ stream	> (f) _____ / _____
	> (b) _____ route	> (e) _____ > work	

Now complete the description of the chart.

In Grade 11, some students take the academic route, and others follow the (1) _____ route. Some people who take the (2) _____ route enter the (3) _____ stream and study subjects such as history and Arabic, whereas others enter the (4) _____ stream and study mostly maths and sciences. They can then apply to (5) _____ or some other kind of (6) _____. Students who choose the vocational route often go to (7) _____, or else they go out to work.



1 Listen for Jenny's abilities, interests and possible careers. Do the tasks.

1 Label things that Jenny says J.

1 Interests / Abilities	2 Possible leisure activities	3 Possible careers
Maths ____	Working with numbers ____ Doing anything technical ____	Engineer, Technician ____ Computer programmer ____
Art ____	Painting ____ Doing photography ____	Designer ____ Photographer ____
Language J	Writing poems or reports ____ Learning other languages ____	Newspaper reporter ____ Language teacher ____
Organizing people ____	Organizing school activities ____ Leading sports teams ____	Manager ____ Business leader ____
Helping people ____	Looking after children ____ Doing voluntary work ____	Doctor ____ Nurse ____
Finding out how things work ____	Studying wildlife ____ Doing experiments ____	Scientist ____ Science teacher ____
Making things ____	Making models ____ Making clothes ____	Builder, Carpenter ____ Dressmaker ____

2 Look at the chart on the next page. Read Jenny's personal statement,

Personal statement

1 Interests and possible career

My most important area of interest is helping people. For example, I love looking after children, and I also do voluntary work. I help at a school for children with special needs. Because of these interests, I am thinking about a career as a nurse.

paragraph 1.

3 Prepare to write your personal statement. Do the tasks.

- 1 Read chart 1 and note how Jenny has scored herself. (5 = always; 1 = never, or almost never)

Chart 1

Statements	Scores				
1 I'm happy to work with other people.	5	4	3	2	1
2 I go on trying even when things get difficult.	5	4	3	2	1
3 If things go wrong, I feel I should try to put them right.	5	4	3	2	1
4 I make sure I finish work at the right time.	5	4	3	2	1
5 I'm happy to be the leader in a group.	5	4	3	2	1
6 If something doesn't work, I look for a better way.	5	4	3	2	1

- 2 Read chart 2 and note how Jenny has scored herself. Do the same for yourself. (She has added together her scores for statements 1–6 in chart 1.)

Chart 2

Personal qualities	Statement numbers	Score	
		Jenny	You
Determined	2 4	9	—
Flexible	1 6	—	—
Responsible	3 5	—	—

4 2 Personal qualities

I feel I have several personal qualities which will be very important in the future.

Most importantly, I believe that I am very responsible. For example, if things go wrong,

I feel that I should try to put them right. I am also very determined, and so I go on trying even when things get difficult.

Revision Worksheet Unit 1

Reading

Read the following passage then answer the questions that follow.

Palestine: This beautiful land lies **at the crossroads** of Asia and Africa and it has therefore always been an important meeting point for different cultures. Archaeological remains are mostly from Canaanite, Roman, Byzantine and Islamic times and they are found across the country – often in its ancient cities.

Jerusalem, Palestine's capital and its greatest wonder, is holy to the three great monotheistic religions – Islam, Christianity and Judaism. At the heart of the Old City is Al-Aqsa Mosque with the Dome of the Rock at its center. This was built where Prophet Mohammad (pbuh) ascended to Heaven at night (Al-Isra' and Al-Mi'raj). The great golden dome was built by the Umayyad Caliph Abdul Malik Ibn Marwan in AD **692**. It rises 35 meters above the Noble Rock and all around it are inscriptions from the Holy Quran. As one of the world's oldest and most beautiful architectural treasures, this holy place is visited by thousands. Then, not far away, there is the Church of the Holy Sepulchre, one of Christianity's holiest places.

1. Why is Palestine important to the world?

2. Where was the Dome of the Rock built?

3. The Church of the Holy Sepulcher was built in AD 692. (True/False)

4. **692** line 5 refers to

5. '**at the crossroads**' line 1 means.

6. Complete the following: Christians visit Jerusalem in order to see.

Vocabulary

A: Complete the following sentences with words from the list below:

introduction

surprising

architectural

destination

1. It's not very _____ that the Ottomans spent so much money on Jerusalem.
2. Jericho is an important Palestinian tourist _____
3. What does the _____ at the start of the book say about Palestine?
4. The Dome of the Rock is one of the world's most important _____ treasures.

Language

A: Read and decide whether the following sentences are **transitive** and **intransitive** sentences

1. Islam came to Gaza in 637 AD and has stayed almost ever since then. (.....) (.....)
2. The Muslims developed Gaza into an important center of Islam. (.....)

B: Choose adverbs or adjectives from those in brackets.

1. For example, they have discovered some beautiful Byzantine floors.
.....
2. High walls protect the Old City.
.....
3. Alexander the Great defeated Egypt about 2,300 years ago.
.....

Revision Worksheet Unit 2

Reading

Read the following passage carefully, then answer the questions that follow:

'The speed of development is huge,' he said, and he added that it would continue in every area, including new medical operations and powerful new medicines. 'And,' he pointed out, 'it isn't just high-tech developments: there's also much better basic health care around the world.' That meant, he said, that people were living longer, healthier lives than their parents and grandparents had lived.

Then we talked about disabled people. Dr Way said that they had accepted their disabilities in the past, whereas some could now recover. For example, medical science was helping people to hear and see again. 'But can doctors do the same for all disabled people?' I asked. 'Sadly, no – at least not yet,' he replied. 'But here's another important point: disabled people today are being helped to live like everyone else. For example, many modern buildings have special ramps for people in wheelchairs.'

We discussed the new artificial legs that some disabled athletes had recently started using and we agreed that they were fantastic. 'But,' he said, 'at our Centre, we're more interested in new 'body parts' that connect with our brains.' *This was news to me*, so I asked Dr Way to tell me more. He explained that if someone lost an arm in an accident, they were now able to provide a new bionic arm. It looked, bent and turned like a normal arm, he said. And it could understand messages from the brain that made it move.

1- What is the result of having health care?

2- How does modern care help people with disabilities?

3- Say what these words and numbers refer to.

a. 'no' line 9: b. it line 13 refers to.....

4- Complete: bionic arm could understand

5- True or False:

-Medical science is helping all disabled people similarly. ()

-Dr. Way is interested in using bionic body parts. ()

Vocabulary

1. Fill in the spaces with a suitable word from the list below:

put off rapidly ramps recovered diary

1. The patient has already after a successful operation.

2. The cost of living is increasing these days.

3. We the trip three days ago because of the heavy rain.

4. Easy are designed to help disabled people in walking.

2. Complete the following sentences with the correct form of the words in brackets:

a. The new discovery is.....(wonder)

b. she wants to study.....at the university. (medical)

Language

Change the following into delayed reported speech:

1. "How many students were there in the classroom?"

Sami asked

2. "Don't make so much noise!"

My dad told me

3. "I don't drink coffee anymore."

She said

4. "Did the teacher give you your exam?"

She asked me.....

Revision Worksheet Unit 3

Read the following passage then answer the questions below.

Dr Rossi Thank you, and hello. Well, deciding the right way ahead can be very difficult and stressful – especially for your generation. Why? Because there have never been so many choices to make before. But let's start with the opposite – a world without choices. Think back 300 years. If you had all been born in 1700, very few of you would have had any education. At 16, nearly all of you would have been hard at work at home or on the land. You would probably have had very few choices: your lives would simply have followed your parents'. What if you had been born in 1900 instead? Generally speaking, you would have had more choices and chances by then. You would have been able to travel – though only by train: cars were for the rich and planes were for the very brave. Several years of school would have given you more possibilities – although you would probably have left at 13. There would have been more goods to buy in the shops, but not a TV or a computer: these and many other things did not exist. Life would have been limited in another way, too: there would have been far fewer career opportunities. Could you have become a TV technician or a computer programmer or a shopping centre manager? No, because these and thousands of other jobs had not yet been invented.

1. Why is it difficult and stressful to decide the right way?

2. Did people have a lot of choices in 1700?

3. How had things got better by 1900?

4. Complete the following statement:

- No one had become computer programmer in 1900 because.....

Vocabulary

A: Complete the sentences with words from the box.

determined	routes	vocational	qualifications	flexible
------------	--------	------------	----------------	----------

1. Both the academic and the vocational are important for future life.

2. If you like farming, the..... route may be the right choice.

3. He did not get the job despite his high.....

4. I am very....., I go on trying even when things get difficult.

B: Complete the sentences. Use words from the same word family of those in brackets:

1. They annual events for helping the poor. (organization)

2- His.....makes it difficult for him to live a normal life. (disable)

Language

Choose the correct answer.

2. If we boil water , itinto vapor. (a. turn b. turns c. will turn)

3. What you do if the weather is bad on Friday. (a. will b. would c. have)

4. You would succeed if youhard . (a. studied b. had studied c. study)

5. If somebody gave you a free airline ticket, whereyou go? (a. would b. will c. may)

6. If I had taken my medicine, I would much better. (a. have felt b. had felt c. feel)

English for Palestine 10

Model Test

Blended Learning Module 3

Reading

Read the following passage then answer the questions that follow:

So you're in Grade 10, a year of hard work and important choices. Should you take the academic route? Or should you follow the vocational route to become a carpenter or a nurse perhaps?

If you lived in Germany or France, things would be organized differently. There, you would continue with most of your subjects until you graduated.

However, the Palestinian system offers choices, and these must match your interests and abilities. If you choose the right group of subjects, they'll carry you towards the right career. Choose badly, and you'll become bored and do badly.

With careful thinking, that shouldn't happen. If it did, you might leave school with weak qualifications and a future in a 'dead-end' job. It would be a disaster! So start thinking now.

Some people may say you should become a doctor or an engineer because they are 'good' jobs. Don't listen. A job will only be good if it is right for you! And remember this: people are respected if they do their work well – whatever their jobs.

Think carefully: what do you like and what are you good at? Sciences perhaps? If so, the academic route may be right, and you could become a scientist. Or you may enjoy working with your hands outdoors. If so, you might become a builder or a farmer and you will need the vocational route.

If you take the academic route, you'll enter either the scientific or literary streams. In one, you'll mostly do maths and sciences, and in the other, you'll study subjects such as history, Arabic and English. Then you'll be able to apply to university or college and specialize in just one or two subjects.

With the vocational route, you may go on to vocational college. There, you'll specialize in practical subjects like office or technical skills. Whatever route you choose, be determined to be the best you can. In today's competitive world, you'll need to be!

1- What will happen if you choose the right group of subjects?

2- Why do some people advise students to become doctors or engineers?

3- Which subjects do vocational colleges teach?

4- Complete the following statements from the text.

According to the Palestinian system, the basic choices schools offer students after grade 10 are the -----
----- and the----- . The case in Germany and France is different
because there a student has ----- till graduation.

5- Say what the underlined words and phrases refer to.

- a- Line 8: ... If it did, you might leave school with weak qualifications..... -----
b- Line 17: ..., and in the other, you'll study subjects... -----

5- Say what the underlined phrases mean.

- a- Line 9: ... a future in a 'dead-end' job. -----
b- Lines 11: ... if it is right for you! -----

Vocabulary

A- Complete each sentence with a suitable word from the box.

qualification	whereas	shocked	possibility	architectural	defend
---------------	---------	---------	-------------	---------------	--------

- 1- This is a temple of rare ----- beauty.
- 2- The forecast said that there is a ----- of snow tonight.
- 3- We were ----- to hear the news of our teacher's death.
- 4- I am going to karate lessons to learn how to ----- myself.
- 5- You will never get a good job if you don't have any -----.
- 6- He works slowly and precisely ----- I tend to rush things and make mistakes.

B- Complete each sentence with the correct form of the word in brackets (noun, verb or adjective).

- 1- She refuses to let her ----- prevent her from doing what she wants to. (disabled)
- 2- At school the ----- of every child checked each year. (healthy)
- 3- She has been studying ----- at An-Najah University for six years. (medical)
- 4- The ----- of oil brought many benefits to the town. (discover)

Language

A- Turn the following active sentences into passive.

- 1- The teacher answered all the students' questions.

- 2- The School Chorus sang a beautiful song.

- 3- They have recently discovered the remains of the Pharos tower underwater.

- 4- After we had bought the tickets, we were able to enter the stadium.

B- Give the reported speech forms of the following.

- 1- 'I have a headache. I can't go,' Jihad told the teacher.

- 2- 'Our students are having their final exams,' the head teacher explained.

- 3- 'What do I need to do about lunch for Deema,' Jenan asks Samar.

- 4- 'Could you bring another bottle of water,' Anwar asked the waiter.

5- 'I recently wrote about the school trip to the Dead Sea,' she said.

C- Complete the following conditional sentences with the correct forms of the verbs in brackets.

- 1- If it ----- (be) fine tomorrow, we will go to the coast.
- 2- Why didn't you tell me? If you had told me, I ----- (help) you.
- 3- If they ----- (have) enough money, they would buy a car.
- 4- If I ----- (see) the film, I wouldn't have bought the video.
- 5- If you mix yellow and blue, you----- (get) green.

Writing

Write on the following topic.

The weather in Palestine: different types of weather in each season and in different parts of Palestine; the type of weather that you like and why; what you often do in that type of weather.

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Good Luck