



State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **7**

Learning Modules
2024

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Units	Outcomes
Unit 1	<ol style="list-style-type: none"> 1. The student should be able to use the new words in a context. 2. The student should be able to answer questions after listening to a certain text . 3. The student should be able to answer questions after reading a text . 4. The student should be able to make sentences using the adverbs of frequency. 5. The student should be able to express continuity using the present continuous tense. 6. The student should be able to express opinion using stative verbs. 7. The student should be able to make a class message board. 8. The student should be able to respond for a telephone call .
Unit 2	<ol style="list-style-type: none"> 1. The student should be able to use the new words in a context. 2. The student should be able to answer questions after listening to a certain text . 3. The student should be able to answer questions after reading a text . 4. The student should be able to present radio sport news. 5. The student should be able to form sentences using present perfect tense. 6. The student should be able to write an informal letter . 7. The student should be able to give instructions and advice. 8. The student should be able to make a tourist information poster.
Unit 3	<ol style="list-style-type: none"> 1. The student should be able to use the new words in a context. 2. The student should be able to answer questions after listening to a certain text . 3. The student should be able to answer questions after reading a text . 4. The student should be able to report statements. 5. The student should be able to write a report. 6. The student should be able to form tag questions. 7. The student should be able to prepare a brochure. 8. The student should be able to ask for, give and follow directions. 9. The student should be able to write about a Palestinian craft. 10. The student should be able to write a short conversation .
Unit 4	<ol style="list-style-type: none"> 1. The student should be able to use the new words in a context. 2. The student should be able to answer questions after listening to a certain text . 3. The student should be able to answer questions after reading a text . 4. The students should be able to express intentions. 5. The students should be able to express possibility or certainty using modal verbs. 6. The students should be able to plan for a picnic. 7. The student should be able to write an advert.

Oh, hello!

1 Listen and circle the words you hear. 

ages hug kiss often perhaps pleased smile surprised

Which word didn't you hear?

2 Read and circle the correct words.

- 1 Some people always *kiss* / *smile* their friends.
- 2 Anne says her friend looks *perhaps* / *great*.
- 3 Jane is *hug* / *surprised* to see her friend Anne.
- 4 You can say *pleased* / *surprised* or *good* to meet you.
- 5 People usually *smile* / *perhaps* when they meet someone new.

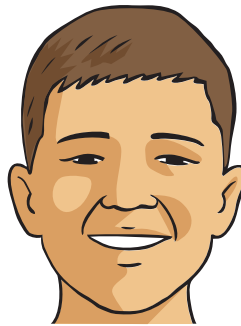
3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

- 1 I'm really _____ to see you here!
- 2 When I meet my best friend I always give her a _____.
- 3 Hassan is a happy person. He always has a big _____.
- 4 I like it when my little girl gives me a _____.

a



b



c



d



1 Listen and repeat the words and expressions.



bored bow fold arms important nod shake hands upset way

2 Work in pairs and answer the questions.

- 1 Name some countries you know in English.
- 2 How do they say 'Hello' in those countries?
- 3 How can you say 'Hello' without words?

Word formation:
man – men
woman – women

3 Listen and read. Then choose the best title for the passage.



- 1 The best way to say hello.
- 2 Don't touch!
- 3 Shake hands and smile.

Men often shake hands and women sometimes do too. In the UK, men don't often shake hands when they meet friends but they always do when they meet new people. Do you sometimes shake hands with new people?

In some countries, they never shake hands. They don't usually touch and they can be upset if you touch them. In those countries, people often bow or nod when they meet new people.



Mr. Lee: Mr. Angchuang! Nice to see you again! How are you?
Mr. Angchuang: It's great to see you again too. I'm not too bad. How are you?
Mr. Lee: Very well, thank you. You must come and visit some time.
Mr. Angchuang: I'd like that, thank you.



Body language is important when you meet someone. Folding your arms or not smiling will make you look bored. Not looking at the other person can make you look bored too. A smile is always very important. It's the best way to say hello in any language!

4 Read and tick (✓) the true sentences. Then correct the false sentences.

- 1 Some men and women always shake hands.
- 2 In the UK, men always shake hands when they meet friends.
- 3 In some countries, people don't like shaking hands.

5 Read and answer the questions.

- 1 When do people fold their arms?
- 2 What is the best way to say hello in any language?

1 Read and think. Then choose the correct words to complete the rules.

In some countries people **always** kiss and hug their friends.

I **always** look down at my feet.

I **usually** smile when I meet new people.

What do you **usually** do when you meet a friend?

Young people don't **often** shake hands.

I am **often** quiet when I meet new people.

She **sometimes** hugs her friends.

Do you **sometimes** shake hands with new people?

I **never** smile.

They aren't **usually** happy to meet new people.

- 1 We use *always, usually, often, sometimes* and *never* to tell us *when / how often* something happens.
- 2 We put *always, usually, often, sometimes* and *never* *before / after* *am, are, is, 'm not, aren't, isn't* but you put them *before / after* other verbs.

2 Put the words in brackets in the correct place.

1 I smile when I meet a new classmate. (always)

2 He meets Amir near the market. (sometimes)

3 He doesn't win at football. (often)

4 He is bored. (never)

5 We aren't surprised. (usually)

3 Put the words in the correct order to make questions and answers. Then match the questions and answers.

1 go to / often / the beach / you / Do ? a Yes, / with him / I / in the summer / stay / always.

2 your cousin / you / Do / see / often ? b go / usually / by bus / I.

3 How / go to / you / do / school / usually ? c No, / never / I / go / there.

1 Read the email.

To: (your name)
From: Pat
Date: 12 September
Hi, My name is Pat, I'm a pupil at Cheney School in Oxford. It's good to meet you. It would be really interesting if you could tell me more about you and your family. Do you have any brothers and sisters, or cousins? Where do you go to school? Do you speak English in class? What do you usually do after school? How often do you see your grandparents or cousins? Please write soon! Pat

2 Write a reply to Pat's email in activity 2. Use Pat's email.

Writing skills: punctuation in questions and sentences

Remember that questions end with a question mark ? and sentences end with a full stop.

Revision Worksheet on Unit 1

1-Fill in the spaces:

upset- important- shake hands – bored – way

1-The best..... to say hello is smiling.

2-English is ansubject.

3-Ali is crying, he must be.....

4-We often When we meet new people.

5- I'm, the film is very long.

2- Write using the words in brackets :

a-Soha doesn't go to school on Fridays. (usually)

.....

b- we are bored . (never)

.....

1 Listen and circle the words you hear.



Chinese communicate different hard learn number
prepare standard United Nations

Which word didn't you hear?

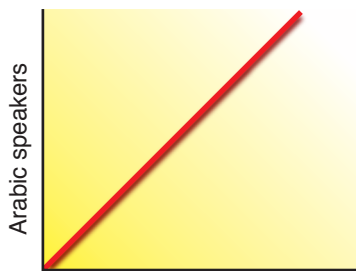
2 Read and circle the correct words.

- I think learning Chinese is really **hard** / **different**.
- People in Palestine speak **different** / **standard** Arabic from people in Egypt.
- Jake is studying **world** / **standard** Arabic.
- Jake is learning Arabic to **prepare** / **communicate** with lots of people.

3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

- The _____ uses six different languages.
- We can _____ in Arabic and in English.
- The _____ of Arabic speakers is rising all over the world.
- Learning Arabic will _____ me for the future!
- You can speak _____ Arabic when you want to communicate in other Arab countries.

a



b



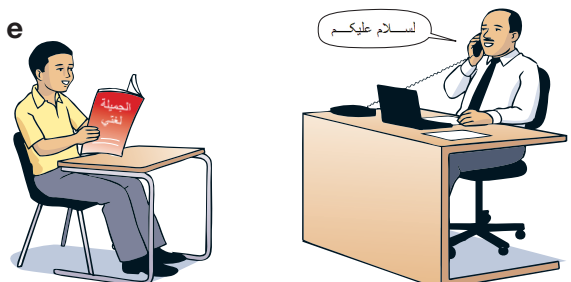
c



d



e



Now

Future

1 Listen and repeat the words and expressions. 

artist billion businessman Holy Qur'an leader
 Middle East Russian technology

2 Work in pairs and answer the questions.

- 1 Do you like languages?
- 2 Why is it useful to speak languages?
- 3 Which countries speak English?

3 Listen and read. Then choose the best title for the passage. 

- a Arabic and English in the world b The world's languages c A language for the world

Arabic is a world language. About 400 million people speak Arabic in the countries of the Middle East and North Africa. Many millions more around the world understand some Arabic because it is the language of the Holy Qur'an.

The number of speakers of a world language is always changing because the world is changing. The number of Arabic speakers is rising every year. But the number of Russian speakers is falling. English is like Arabic: the number is rising.



More and more people are communicating in English every day. Why? Because people from different countries often speak English when they meet. Palestinian leaders speak English when they meet to talk about our country. It is the language of science and technology – the language scientists, doctors, businessmen and artists use.

About two billion people speak English in countries like Britain, the United States, Australia and India. Many more are learning it in schools all over the world.

4 Read and tick the true sentences. Then correct the false sentences.

- 1 About 280 million people speak English in the Middle East and North Africa.
- 2 The number of Russian speakers is rising.
- 3 The language of technology is Arabic.

5 Read and answer the questions.

- 1 What is the language of the Holy Qur'an?
- 2 How many people speak English?

1 Read and think. Look at the verbs. Then choose the correct words to complete the rules.

I'm learning standard Arabic these days.

Are you learning Palestinian Arabic?

The number of English speakers **is increasing** all over the world.

We're preparing our future!

The world **is changing** very quickly.

We're speaking more languages.

Is he visiting more countries?

- 1 We use the present continuous to talk about an action happening **now / in the past**.
- 2 We also use the present continuous to talk about **things which are changing / habits**.
- 3 We use **has and have / am, is and are** when making the present continuous.

2 Complete the answers with **am, is or are**.

- 1 What languages are you learning?

We _____ learning English and Arabic.

- 2 Is the number of people in the world going up?

Yes it is. It _____ growing. There are about seven billion people.

- 3 Are you using your English outside of school?

Yes, I am. I _____ listening to more and more songs in English.

- 4 Hi! How's your family?

Fine, thank you. My sister _____ growing up quickly!

- 5 Is your school football team playing well?

No, it isn't. And the number of players _____ going down.

Grammar: present continuous

We use the present continuous tense to talk about an action or process happening now. We also use the present continuous to talk about change. We form the present continuous with the verb *to be*.

1 Put the words in alphabetical order.

- 1 like learn language
-
- 2 smile shirt surprised standard
-
- 3 everything England early Egypt
-

Using a dictionary: alphabetical order
 The words in a dictionary are in alphabetical order. When the first letters are the same, look at the second letter.

Writing skills: contracted forms in present continuous

Remember that we use contractions with pronouns such as *I'm, you're, he's, she's, we're* and *they're* when we speak or when we write something which someone is speaking.

3 Write correct sentences.

- 1 the number of students is going down
- 2 more and more people in the world are communicating in english
- 3 are you reading more books in english
- 4 good idea you can even study english in bed
- 5 were learning about english artists at school i love it

4 Think about changes in your life and write sentences

I'm listening to different kinds of music.

- **Show your sentence to another student.**

He / She writes a question.

What kinds of music are you listening to?

- **Read and write an answer to the question.**

I'm listening to new Palestinian music.

- **Show your sentences to another student.**

He / She writes a question.

Are you listening to English music?

- **Continue until you have answered three questions and written three or four sentences.**

Writing skills: punctuation in questions and sentences
 Remember that questions end with a question mark ? and sentences end with a full stop.

Revision Worksheet on unit 2

1. Circle the odd one out:

1. leader - artist – science – businessman
2. Arabic – Russian – Chinese – speakers
3. Palestine – Britain – Syria – Egypt

2. Correct:

- a. They are learn standard Arabic these days. ()
- b. The boys is getting better these days. ()
- c. The world are growing. ()
- d. Is you learning Palestinian Arabic? ()

3. Put the words in alphabetical order:

1. billion – businessman – boat – bag
-

2. study – standard – speaker – school
-

4. Write correctly

- a. theyre learning English at school
-

- b. is the number of people in your class growing
-

5. Put the words in alphabetical order:

1. billion – businessman – boat – bag
-

2. study – standard – speaker – school
-

1 Listen and circle the words you hear. 

afraid bark common may be neck rub tail warning

Which word didn't you hear?

2 Read and circle the correct words.

- 1 **Afraid / Maybe** the dog is barking because it's happy to see Karama.
- 2 Dogs often bark as a **warning / tail**.
- 3 The cat is **barking / rubbing** Alice's leg.
- 4 Singing isn't **afraid / common** in the animal world.
- 5 Giraffes have very long **necks / tails**.

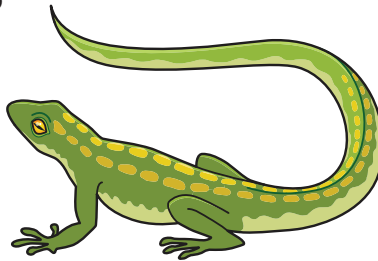
3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

- 1 Julia is _____ of dogs. She doesn't like them.
- 2 Cool! It's got a very long _____.
- 3 He's _____ them to stop.
- 4 He likes it when you _____ his head.
- 5 Those dogs _____ every night! It's terrible!

a



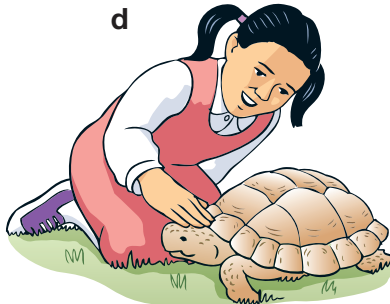
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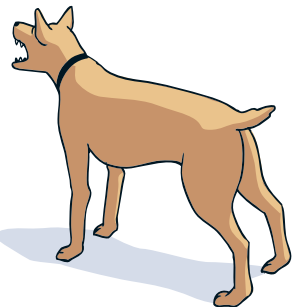
c



d



e



1 Listen and repeat the words. 

distance gorilla intelligent kilometre
know popular story

Word formation:
story – stories

2 Work in pairs and answer the questions.

- 1 Do you know the names of the animals on this page?
- 2 Do you know how they communicate?

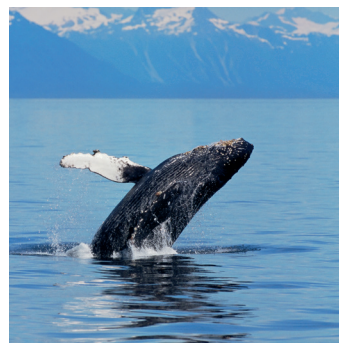
3 Listen and read. Check your answers to the questions in activity 2. 



Animals talk to people in different ways and some people learn to understand. Koko is a very intelligent gorilla. She lives with some scientists in the United States. She knows about one thousand signs and she understands about two thousand words in English.



Many animals, like dogs, cats and elephants, make a noise to communicate and some animals communicate over a long distance. Whales make a sound like singing and the noise travels hundreds of kilometres under the sea to other whales.



Some animals communicate in other ways. Bees dance when they find food. Then other bees know what direction to go in.

Stories about people talking to and understanding animals are popular in English. Three famous stories are *Tarzan*, *The Jungle Book* and the Doctor Dolittle books. Doctor Dolittle is a scientist with many animal friends. He talks to them in their languages.

4 Read and tick the true sentences. Then correct the false sentences.

- 1 Koko can understand one thousand English words.
- 2 Elephants can make a noise.
- 3 The noise that whales make travels thousands of kilometres.

5 Read and answer the questions.

- 1 Why do bees dance?
- 2 What can Doctor Dolittle do?

6 Work in pairs. Read the passage aloud.

1 Read and think. What is the tense of the verbs? Then choose the correct words to complete the rules.

I **think** it's angry!
 Do you **understand** dogs?
 We don't always **know** what they're saying.
 It **wants** food.
 I don't **like** dogs very much ...
 She **loves** cats.
 What do you **mean**?
 Do you **hear** that noise?

- 1 Many verbs of thinking and liking (see the examples above) are **not used** in the present **continuous / simple** tense.
- 2 We use the present **continuous / simple** even when the action is happening now.
- 3 Because many of these verbs are verbs of thinking, feeling and liking, we often use them to express **actions / opinions**.

2 Choose the correct words to complete the sentences.

- 1 We're watching a film and we **enjoy / 're enjoying** it. It's good.
- 2 We're watching a film and we **love / 're loving** it. It's good.
- 3 I **hear / 'm hearing** a noise in the kitchen. Is it a cat?
- 4 He **reads / 's reading** a book in English but he **doesn't understand / isn't understanding** much.

3 Put the words in the correct order to make the answers.

- | | |
|--|--|
| 1 What do you think of this? | it / I like / think / it's / I / interesting |
| <hr/> | |
| 2 How do you understand this song? | some English / know / I / and / to practise / I / want |
| <hr/> | |
| 3 Do you want some tea? | Sorry, / like / I / tea / don't / juice / I prefer |
| <hr/> | |
| 4 Do you know Paul? | Yes! / hear / And / I / going to / he's / a new school |
| <hr/> | |
| 5 Do you think the dog likes the ball? | I / he / it / know / likes / Look / his / tail / at |
| <hr/> | |

Revision Worksheet on Unit 3

Complete the sentences:

- 1- A giraffe is a tall animal with a long -----.
- 2- Heba is an ----- student . She is the first in her class.
- 3- The baby is crying , ----- he is hungry.
- 4- Singing isn't ----- in the animal world.
- 5- Yesterday, I read an interesting -----.

Choose the correct answer:

- 1- I (**like** – **liking** – **likes**) animals .
- 2- He (**read** – **is reading** – **reads**) the story now.
- 2- We (**loves** – **love** – **are loving**) our country.
- 4- My father was ill (**and** – **so** – **because**) he didn't go to his work.
- 5- The dog is barking (**because** – **but** – **so**) it is hungry.

Re arrange

1- think- don't – so- I .

2- do – **What** – mean – you ?

neck – **common** – **intelligent** – **story** – **maybe**



1 Listen and circle the words and expressions you hear.

chat come over double half message moment postcard wrong

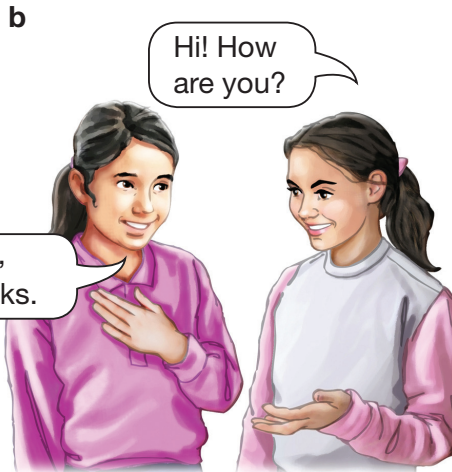
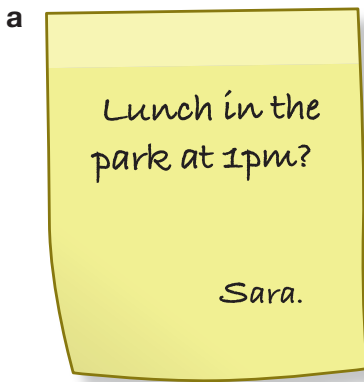
Which word didn't you hear?

2 Read and circle the correct words.

- 1 The woman says Rania has the *wrong* / *double* number.
- 2 Huda gives Aunt Alia a *postcard* / *message*.
- 3 Iqbal sent Huda a *moment* / *postcard*.
- 4 Huda's phone number is *double* / *half* two, six, oh, one, five.
- 5 Huda tells Rania to *come over* / *chat*.

3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

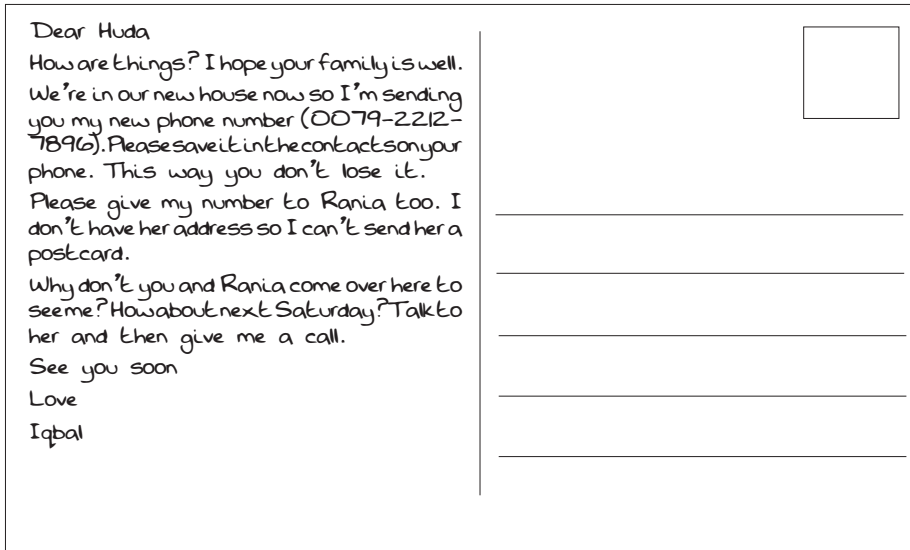
- 1 She's sending me a _____ from France!
- 2 Please _____ to see me on my birthday.
- 3 There's a _____ for you from Sara.
- 4 She loves to _____ with her friends.
- 5 I'll be there in _____ an hour.



d 1/2



Rania is visiting Huda at her home. They are reading a postcard from their friend Iqbal to Huda. Rania wants to know why Iqbal didn't send her a postcard.



Now Rania understands – Iqbal didn't have her address!

Both girls save Iqbal's number in the contacts on their mobile phones. When Rania gets home she will send her address to Iqbal in a text message. Now they are going to phone Iqbal together so they can talk about next Saturday.

Revision Worksheet on Unit 4

Rewrite the sentence with the correct punctuation

1- good morning mrs kamal can I speak to aliplease

.....

2- great idea we will go to ahmeds house

.....

Re- arrange

Sent – this postcard – her – **Huda** – to – friend

Match the phone numbers with the written forms

1. Oh oh - double six nine two four

2. Two two six five zero nine four

- 3. Nine double oh three four five three

2265094

9003453

0066924

Model test 1

Listening and reading (20 points)

Listen and read. Then choose the best title for the passage.

a Arabic and English in the world **b** The world's languages **c** A language for the world

Arabic is a world language. About 280 million people speak Arabic in the countries of the Middle East and North Africa. Many millions more around

the world understand some Arabic because it is the language of the Holy Qur'an.

The number of speakers of a world language is always changing because the world is changing. The number of Arabic speakers is rising every year. But the number of Russian speakers is falling. English is like Arabic: the number is rising.

More and more people are communicating in English

every day. Why? Because people from different countries often speak English when they meet.

Palestinian leaders speak English when they meet to

talk about our country. It is the language of science and technology – the language scientists, doctors, businessmen and artists use.

About two billion people speak English in countries like Britain, the United States, Australia and India. Many more are learning it in schools all over the world.

Are these sentences (True or False):

1 About 280 million people speak English in the Middle East and North Africa.()

2 The number of Russian speakers is rising.()

3 The language of technology is Arabic.()

Answer the questions.

1 . What is the language of the Holy Qur'an?

.....

2 . Why is the number of speakers of a world language always changing?

.....

3 . How many people speak English?

.....

VOCABULARY (10 POINTS)

Complete the sentences with words from the table:

fold	communicate	surprised	bow	standard
-------------	--------------------	------------------	------------	-----------------

- 1. I'm really to see you here.
- 2. If you your arms, you look angry.
- 3. In some countries, people to older people.
- 4. Jake is studying Arabic.
- 5. Mike is learning Arabic with lots of people.

LANGUAGE (10 POINTS)

Put the words in brackets in the correct place:

1. He meets Amir near the market. (sometimes)

.....

2. He doesn't win at football. (often)

.....

3. He is bored. (never)

.....

4. We aren't surprised. (usually)

.....

Complete the sentences with the correct verbs:

1. I standard Arabic these days. (**learn**)
2. We Sandwiches now. (**eat**)
3. Listen! Someone At the door now. (**knock**)
4. Look! This blind man the street

WRITING

Write correct sentences and answers:

A. i have two brothers and a little sister

.....

B. do you speak english fluently

.....

C. helloahmad how are you

.....

D . youre a clever boy

.....

Write an email to someone in your family who is in an exciting place.

• Start your letter and write a first sentence.

Dear Uncle Karim,

I hope you're well. How's life in London?

GOOD LUCK

1 Listen and repeat the words. 

already goal just match
score team win yet

Word formation:
Egypt – Egyptian

win – winning – won
Jordan – Jordanian

2 Work in pairs. Look at the pictures. What do you know about football?

3 Listen and answer the questions. 4 Listen and read. Underline the words from activity 1. 

Kamal: What are you watching?

Basem: Football. The second half has just started. It's really good!

Kamal: Really good? I don't think so! Football's boring. Lots of people and a ball ...

Basem: It's two teams and a ball. You know that.

Kamal: Sorry, two teams. Is it a good match?

Basem: Yes, sit here and watch. The Egyptian team are winning. They have already scored three goals. They're the team with red shirts.

Kamal: Who's the other team? The team in white. Have they scored?

Basem: It's the Jordanian team. No, they haven't scored yet. But number seven is great. He's my favourite player.

Kamal: Oh! He's fallen over!

Kamal: GOAL!! Wow! What a great goal!

Basem: A really good goal! The Jordanian team have scored but they haven't won. The match has just finished.

Kamal: Never mind. Are there any other matches today?

Basem: Yes, the Russian team are playing the United States team at eight o'clock. But you don't like football!

Kamal: I've changed my mind.



1 Listen and circle the words you hear.



already goal just match score team win yet

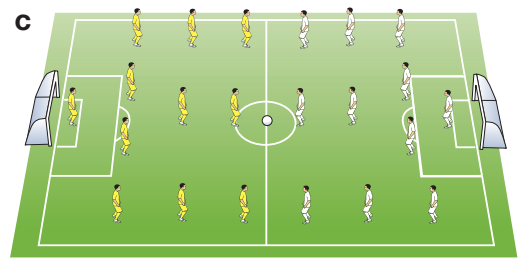
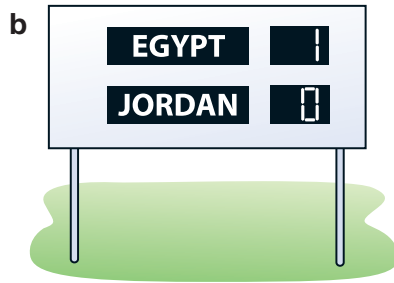
Which word didn't you hear?

2 Read and circle the correct words.

- 1 The football match has **yet / just** started.
- 2 The **score / match** is 3:0.
- 3 The Egyptian **team / win** have scored three goals.
- 4 The Jordanian team haven't scored **yet / already**.
- 5 The red team played hard to **win / score** the match.

3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

- 1 The _____ was 1:0.
- 2 The red _____ haven't scored yet.
- 3 My team are going to _____! The score is 3 : 1.
- 4 When does the _____ start?
- 5 Look! The white team have just scored a _____!



1 Read and think. Look at the verbs and the use of the words *just*, *already* and *yet*.

The Brazilian team **have won** five times.
 They **have entered** all the competitions.
 I've **changed** my mind.
 He's **fallen** over!

The other team **haven't arrived!**
 They **have just finished** the match.
 He **has already scored** three goals.
They haven't scored yet.

2 Choose the correct words from the box to complete the rules.

enter fall finish has / have past present start win

- 1 We form the present perfect with _____ / _____ and the past participle.
- 2 When we form the past participle, we add *-ed* to regular verbs, such as _____, _____ and _____.
- 3 Some verbs are irregular, such as _____ and _____ and we need to learn the past participle.
- 4 We use the present perfect to talk about a _____ action with an effect on the _____.

3 Match the verbs and past participles.

- | | | | |
|----------|-------|----------|-------|
| 1 start | _____ | 6 win | _____ |
| 2 score | _____ | 7 change | _____ |
| 3 become | _____ | 8 see | _____ |
| 4 fall | _____ | 9 have | _____ |
| 5 finish | _____ | 10 do | _____ |



4 Complete the sentences with the correct forms of the words in brackets.

- 1 My best friend _____ (have) lunch at my house this week.
- 2 I _____ (learn) a lot today.
- 3 My favourite team _____ (win) a lot of matches this year.
- 4 I _____ already _____ (visit) Jerusalem.
- 5 We _____ just _____ (finish) this book.

3 Listen and repeat the sentences.

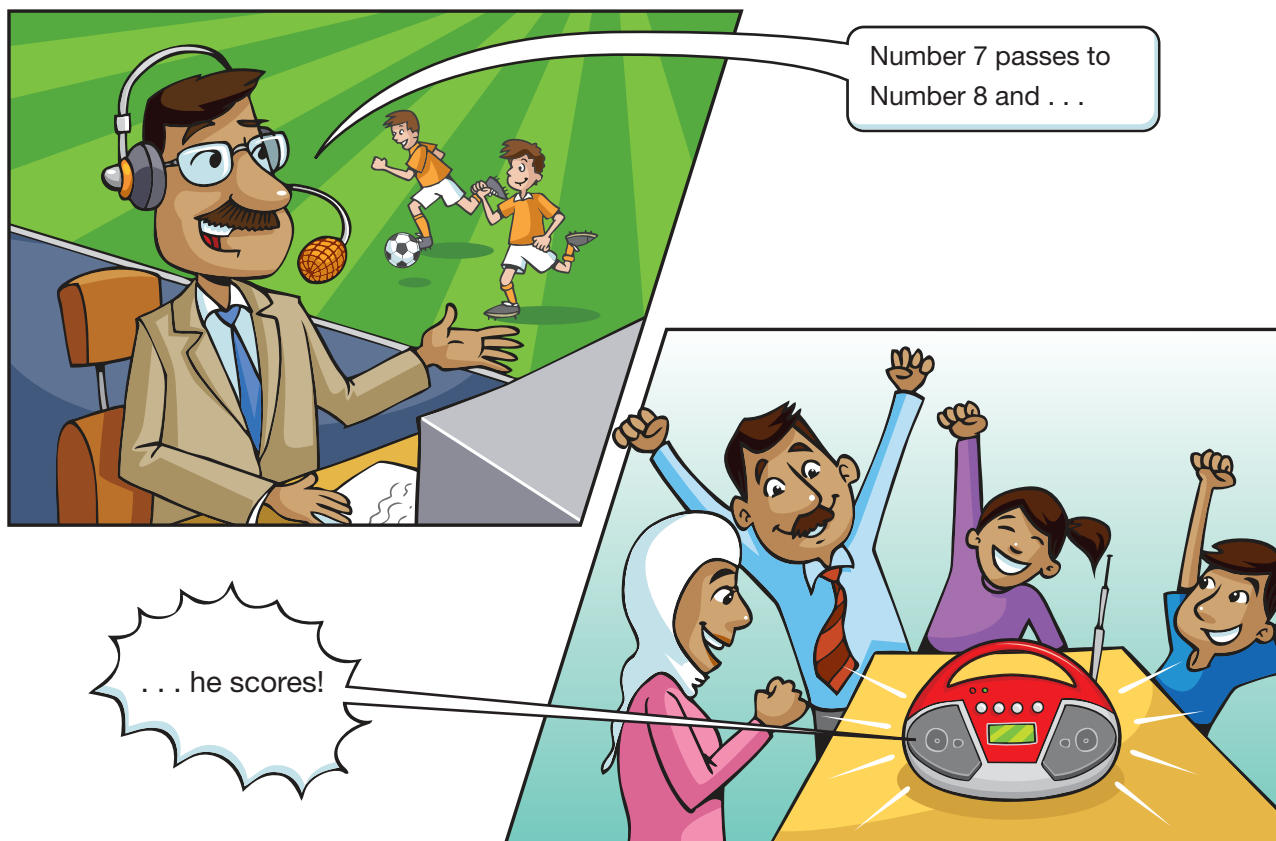


Unit task: presenting the radio sports news

4 Write two or three short sports reports.

- Help each other with your reports. Make sure each is no more than two or three sentences.
- Make sure you can read it aloud.
- Include details about what you can see.
- Include a sentence about what you can see as it's happening.

5 Present your sports news to the rest of the class.



WORKSHEET UNIT 5

READING

Read the following passage then answer the questions.

Football is the world's favourite sport with more than 250 million players in more than 200 countries. You only need a ball, people and a place to play. Every four years players from all over the world meet for the greatest football competition of all – the World Cup.

Most countries enter , but only the 32 best teams go to the finals , the only team that has played in all the finals is Brazil , they have also won the competition more times than any other team, Everyone wants to have the World Cup in their country – there is a competition for this also. The winning country needs to have good places for the matches and it also needs to have good transport for all the people who travel to watch the

matches , and lots of safe places for them to eat and sleep.

A) Read and mark the sentences true (✓) or false.(X)

1. Football is the world's favourite sport. ()
2. Every five years players from all over the world meet for the greatest football competition. ()
3. German is the only team that has played in all the finals. ()

(B) Read again and find the following in the text.

Dangerous × ----- many = -----

Bad × ----- too = -----

(C) The underlined pronoun (**they**) refers to :

(D) The best title for this passage is :

VOCABULARY

Finish the following sentences with one of the words from the list:

- 1- A football time is 90 minutes.
- 2- The match hasn't finished
- 3- Our school football the last match 2-0 .
- 4- We've started the English lesson.
- 5- The white team two goals at least every game.
- 6- Kareem scored a wonderful last match.

Yet match goal already score won team

LANGUAGE

Correct the following:

- 1- Omar (haven't) cleaned his dad's car yet. (.....)
- 2- Mum has just (cook) the soup. (.....)
- 3- The team (has) scored any goal yet. (.....)
- 4- I've never (climb) a palm tree. (.....)
- 5- Dad has (buy) a new house near the sea. (.....)

1 Listen and circle the words you hear. 

crafts cut up excited put away sweep up throw away tidy up traditional

Which word didn't you hear?

2 Read and circle the correct words.

- 1 Noor has already *cut* / *tidied* up a cardboard box.
- 2 The class have made traditional *crafts* / *boxes*.
- 3 Ghada is going to *sweep* / *cut* the classroom.
- 4 Ghada tells Noor to *cut up* / *throw away* the box.
- 5 I like making *excited* / *traditional* crafts.

3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

- 1 I think I need to _____ my bedroom.
- 2 We're going to Cairo tomorrow! I'm so _____!
- 3 Mum! Please, no, don't _____ my T-shirt! It's my favourite!
- 4 'Could you _____ the plates, please?' 'It's alright. I've already done it.'
- 5 What about the dirt? I'm going to _____ now.



1 Listen and repeat the words and expressions. 

amazing ceramic clay fascinating loads of report shape sure

2 Work in pairs and answer the questions.

- 1 What crafts do you like?
- 2 What crafts can you make or do?

3 Listen and read. Answer the questions. 

- 1 Who wrote the report?
- 2 Did the crafts show go well?
- 3 Who made the best ceramics?

The Class 7A Traditional Crafts show
A report by Noor and Ghada

The traditional craft show has just finished. It was amazing!

All of the pupils in 7A worked hard over the last few weeks and we all made something. We also had loads of fun doing it! We got everything ready last night. We made a sign and tidied up.

Many parents came to the school today to see the crafts. We are sure they all went home very pleased with what they saw.

We all think that Amani made the best ceramics. She made some amazing bowls from clay. They had lovely shapes and she painted loads of little flowers on the bowls. She used beautiful colours. They were fascinating to look at and all the parents wanted to buy one.

We all think Amani is going to be a great artist. She has been to Jerusalem to look at the ceramics they make there. One of the artists is going to teach her more.

4 Read and tick the true sentences. Then correct the false sentences.

- | | |
|--|--------------------------|
| 1 The pupils in 7B have worked hard. | <input type="checkbox"/> |
| 2 Many parents came to see the crafts. | <input type="checkbox"/> |
| 3 Noor made the best ceramics. | <input type="checkbox"/> |

5 Read and answer the questions.

- 1 Who wrote the report?
- 2 Where has Amani been?

1 Read and think. Then underline these words: just, already, yet.

I've just made it.
 Noor has just thrown away Ghada's bag.
 We've just finished studying.
 I've already thrown away the things from that table.
 They've already done it.
 Noor has already cut up the cardboard box.
 I haven't seen them yet.
 Noor hasn't been to Jerusalem yet.
 Have you finished yet?
 Has he tidied up the kitchen yet?

2 Put the words in the correct order.

- 1 my / yet / I / new / haven't / book / read / . _____
- 2 car / the / washed / Have / yet / you / ? _____
- 3 cake / cut / She's / up / already / the / . _____
- 4 some / just / I've / had / juice / . _____
- 5 seen / He's / her / ceramics / beautiful / already / . _____

3 Write complete questions.

- 1 Have you _____ (see) _____ yet?
- 2 Have you _____ (be) to _____ yet?
- 3 Have you _____ (put) away _____ yet?
- 4 Have you _____ (visit) _____ yet?

Using a dictionary: more than one meaning

Dictionaries tell you the meaning of a word. Some words have more than one meaning. The definition and example sentence will help you understand the different meanings.

1 Read and complete the letter. Use words from the box.

clay fantastic shape sure teach throw ... away

27, Bath Street
Lords Green,
Maidenhead
12th August, 2013

Dear Mum and Dad,

Here I am at the Summer School, and it's fantastic! This week, we're learning about crafts. We've got two teachers, and they're 1 _____. They 2 _____ ceramics at a school in the USA. I haven't made anything yet but I've played with some 3 _____. It's very cold in your hands. My new English friend Jade has just made a very strange 4 _____ - I'm not 5 _____ what it is. A cat, maybe? She says it's terrible and she wants to 6 _____ it _____.

I love this school! The people are friendly and the food is good. Can I come here every summer, please?

Give my love to Grandma,

Love,
Fatima

2 Work in pairs. Write a letter.

- **Write your address and the date in the correct place.**

40 Hebron Street, Nablus. 16th April 2013

- **Choose a person to write to. Start the letter.**

Dear Mohammad

- **Show your letter to your partner. Continue until you have written a letter together then end it correctly.**

Give my regards to Uncle Farouk,

Love,

Hassan

Writing skills: writing a letter

1 Work in groups of two or three. You're going to make a comic strip.

Unit task: making a comic strip

- Look at the comic strip and talk about what's happening.



- Talk about what happens next.

WORKSHEET UNIT 6

VOCABULARY

Finish the following sentences with words from the list:

amazing- ceramic- clay- fascinating -loads of- report-shapes-sure

- 1-My mother is an woman.
- 2-Ramallah is a..... city.
- 3-We can see the moon in different.....
- 4-Jerusalem is famous for making.....
- 5-Some bottles are made from
- 6-I wrote a good about the show.
- 7-My father bought..... sweets for the party.
- 8-I'm..... Reem will win competition, she is the best player.

LANGUAGE

Correct the mistake:-

- 1-I have already[**finish**]my homework. (-----)
- 2-Soha [**have**] cut the cake up. (-----)
- 3-Has the child [**be**]to school yet? (-----)
- 4-She's already[**see**] a beautiful house for her family. (-----)
- 5-Have you [**sweep**] the kitchen yet? (-----)

1 Listen and circle the words you hear. 

differences group instructions part put on remember shade strange

Which word didn't you hear?

2 Read and circle the correct words.

- 1 Mr Carter needs to give the boys some **instructions / shade**.
- 2 Mr Carter says 'Try not to hurt **group / yourself**.'
- 3 Mr Carter can't **put on / remember** who the group leader is.
- 4 Some **parts / instructions** of the hike have lots of rocks.
- 5 'There are some big **differences / shade** on the hike.'

3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

- 1 I think you should _____ clean shoes.
- 2 Dad, dad! _____ to take your book!
- 3 I think we need to read the _____ first.
- 4 Don't look now, but there's a _____ man behind us!
- 5 We should sit in the _____. It's too hot.



1 Listen and repeat the words and expressions.



carry on dark each other excellent
go on kilometre plan return soon

2 Work in pairs and answer the question.

- Do you like going on hikes? Say why or why not.

3 Listen and read. Then answer the questions.



- 1 What did the boys do on the hike?
- 2 What do they want to do soon?

The boys haven't returned from their hike yet. It is late and it will be sunset soon. It is getting dark. Mr Carter is waiting with some parents. They don't know where the boys are. Mr Carter has tried to phone them but there is no answer. The parents plan to start looking for the boys soon.

Just then the boys run in smiling and laughing. They are very tired and dirty but also very happy. Omar tells their story:

“It was an excellent hike. We walked many kilometres in the morning then we rested in the shade for lunch. After lunch we hiked up into the mountains. We were soon hot and tired but we carried on. Then we found a great place to swim. We all learnt to dive. It was fantastic! It was cool in the water so we stayed a long time. That's why we are late.

Now we're all friends so we plan to see each other to go on a hike together again.”

4 Read and tick the true sentences. Then correct the false sentences.

- 1 It will soon be sunrise.
- 2 The boys finish the hike at night.
- 3 They had lunch in the shade.

5 Read and answer the questions.

- 1 What did the boys do after lunch?
- 2 Why are the boys late?

6 Work in pairs. Read the passage aloud.

1 Read the sentences. Write the instructions and advice in the table.

Put on a hat.
 You should take water with you.
 Read the instructions first.
 You should take water and something to eat.
 Don't be late!
 You should return before sunset.
 Take your boots, don't hurt your feet.

Instructions	Advice
Put on a hat.	

2 Write the words in the correct order.

- put / boots / You / on / for / should / the / hike.
- phone / mobile / You / a / take / should.
- other / Help / each.
- for / We / look / should / a / hospital.

3 Read and think. Then choose the correct words to complete the rules.

I hurt myself .	We are helping ourselves .
Enjoy yourself .	Enjoy yourselves !
He cut himself . She hit herself . The dog/It hurt itself .	They are teaching themselves .

4 Read and circle the correct word.

- Who gave **you / yourself** that hat?
- We looked at **us / ourselves** in the photo.
- She taught **herself / each other** to dance.
- We talked to **ourselves / each other** on the phone.
- Tell the group leader if someone hurts **himself / yourself**.

Grammar: giving instructions and advice

To give instructions, we can use **the verb**. We form negative instructions with *don't + verb*.

To express advice, we can use *should*.

Grammar: -self and each other

We add *-self* to *my, your, his, her, it* and *-selves* to *our, them*.

We use words ending in *-self / -selves* when someone does something to *himself / herself*. We use *each other* when someone does something to *someone else*.

1 Read the dictionary page and answer the questions.

- 1 What is the guide word at the top of the page?
- 2 What is the definition for *hike*?
- 3 What are the example sentences for *him*?

Using a dictionary: revision

hike	144
hike <i>noun</i> a long walk in the countryside <i>They went for a hike at Al Ibrahim mosque.</i>	
hill <i>noun</i> piece of high ground <i>We climbed slowly to the top of the hill.</i>	
him <i>pronoun</i> a man or boy <i>Give him the water. I went swimming with him.</i>	

2 Read and complete the messages to friends.

Writing skills: messages to friends

Hi,
 I'd like to go **1** _____ in Palestine. Where should I go? What **2** _____ I wear? When **3** _____ I go?
 Thanks for your help!
 Tim

Hi Tim,
4 _____ to my town, Hebron. You can hike along Al Ibrahim mosque. Wear strong shoes, **5** _____ a hat and bring lots of water. You **6** _____ come in the spring or the autumn.
 Best wishes,
 Sami

3 Write a message to a friend. Use the messages in activity 2 to help you.

WORKSHEET UNIT 7

VOCABULARY

Fill in the blanks with the words in the list:

Groups shade thirsty differences excellent

- 1-It's too hot .We should sit in the
- 2-What are the..... between English and Arabic
- 3-The Teacher asks us to work in
- 4-I'mI need a drink.

Odd one out

- 1- hiking walking swimming running
- 2- go on stop carry on continue
- 3- town city country mountain
- 4- good bad excellent fine

Choose the correct answer:

- 1- If you look at the mirror you will see (myself- herself- yourself)
- 2-We talked to (themselves- each other- himself)
- 3-Who gave (you- yourself- yourselves) that bag ?
- 4-It's cold .You should (put on go on –carry on) a jacket.
- 5-When the sun goes down , this means (sunset- sunrise- sunshine)

Model test 2

LISTENING AND READING (20 POINTS)

Listen and answer the questions.

1 What is the weather in the US?

.....

2 Where is Uncle Bilal?

.....

Dear Amir and Rania,

I'm in Washington with some friends! I've found a computer games competition. I've already played – and won – loads of matches. I usually play on the Internet but at this competition we play in a team and meet the other players – that's interesting! I'm doing well so I'm really excited!

It's freezing here in the US now so it is excellent that I have something interesting to do. I have already made some visits to other cities and places in the US. Last week I went to a strange but fascinating city (I can't remember its name!). I saw some old streets and I went to the Chinese part of the city. See my photos.

When the weather is warm again, I'm planning to go on a hike to see some famous trees. They're enormous! I'll send a photo I've found so you can see how big they are.

Be good both of you. You should help your mother in the home so she has time to have a rest.

Bye for now,

Uncle Bilal

Read and answer the questions.

1 What is Bilal doing in Washington?

.....

2 **How** is Bilal doing in the competition?

.....

3 Describe the weather in the US ?

.....

4 Where did Bilal go last week?

.....

5 Why is he planning to go on a hike he is planning?

.....

6 . The pronoun “they” line refers to

7 . Give a word from the text that means “very big” .

.....

VOCABULARY (10 POINTS)

Complete the conversation with words from the box.

Amazing competition just planning soon

Team tidy up yet yourself

A: Leila! I’ve won the _____ with my _____.

B: Well done! Are you _____ to go home now?

A: We’re going back tomorrow. We are going to _____ here tonight.

B: Have you visited the city _____?

A: Yes, we’ve _____ got back from visiting it. It’s _____!

B: Well. Carry on enjoying _____. And call again _____.

Language (10 points)

- Choose the correct word . _____ (

- 1. I usually (**smile – smiles – smiling**) when I meet new people.
- 2. She sometimes (**hugs – hug – is hugging**) her friends.
- 3. The girls (**listen - are listening – listens**) to music now.
- 4. We (**believes - are believing – believe**) in Allah.
- 5. We (**love - ’re loving – loves**) Palestine
- 6. Lisa did the homework(**yourself herself himself**)

10. Re-write the sentences using the words in brackets:

1. They watch TV in the afternoon. (never)

.....

2. "I / make / my bed." (already)

.....

WRITING (10 POINTS)

Use "because or but" to join the sentences:

1. I don't normally like animals. I love this dog.

.....

2. I know you very well. You were in my class when we were small.

.....

Write a letter.

• Write your address and the date in the correct place.

40 Hebron Street, Nablus. 16th April 2013

• Choose a person to write to. Start the letter.

Dear Mohammad

.End it correctly.

Give my regards to Uncle Farouk,

Love,

Hassan

GOOD LUCK

1 Listen and repeat the words. 

century children decade hang
large life program

Word formation:

life (singular noun)	<i>my life</i>
lives (plural noun)	<i>our lives</i>
live (verb)	<i>We are living in Palestine.</i>

2 Work in pairs. Talk about how life will change in the future.

3 Listen and read. Then choose the best title for the passage. 

- 1 Technology: yesterday and today
- 2 Technology: today and tomorrow
- 3 Schools of the future

Word formation:
teach – teacher



Technology has changed how we live. Today large thin TVs hang on walls. Computers sit on desks at home, school and work and in many other places. In cars, a box can speak to the driver to tell him where to go. We can use our mobile phones to listen to music, take photos, watch TV or films, use the internet and to send text messages to each other – oh, yes, and talk to people!

So what about the future? How will technology change the life of children?

- One thing we can be sure about – there will be many more computers. Schools use computers now but in the next decades they will use them more and more. Some people say all children will have one on their desk. Or perhaps they will take a small laptop with them all day.
- And what about next century? Some scientists say there will be no schools. Children will stay at home and have their lessons on computers. Teachers will not teach – they will only program the computers.

4 Read and tick the true sentences. Then correct the false sentences.

- 1 We can find computers in many different places.
- 2 Today people only use their mobile phones to talk to each other.
- 3 In the next decades there will be more computers in schools.

5 Read and answer the questions.

- 1 How will children learn when there are no schools?
- 2 What will teachers do when there are no schools?

6 Work in pairs. Read the passage aloud.

1 Read and think. Then circle the correct words to show the rules.

I **have** a new computer.



Hani says he **has** a new computer.

I'm **not** good at science but I play basketball well.



Jana says she isn't good at science but she plays basketball well.

We think there **will be** no schools in the next century.



Some scientists say they think there **will be** no schools in the next century.

When we report what people say:

- *I* changes to *NAME says he/she ... or NAME (People, Scientists, etc.) say they ...*
- *We* changes to *NAME says he/she ... or NAME (People, Scientists, etc.) say they ...*

2 Complete the sentences.

I have a new phone.

1 My uncle says _____

Pumps are simple machines.

2 The science teacher _____

I don't feel tired of working on the computer.

3 My sister _____

3 Work in pairs. Ask the questions and write short answers.

Name of friend: _____	Answers
Do you have a mobile phone?	<u>Yes, I do. / No, I don't.</u>
Are you good at science?	_____
Do you listen to music on your mobile phone?	_____

4 Tell the class your friend's answers.

5 Write sentences to report your friend's answers.

Grammar
 To report what people say, use *Name say/says* + their words:
 Samir says ... Scientists say ... Some people say ...

Unit task: writing a report about what you think will happen in the future

2 Listen and say the sentences.



3 Work alone. Write down three things that you think will happen in the future.

4 Work in groups.

- Share your ideas about the future.
- Write a report. Start:

We all say ...

(for example, We all say there will be more computers.)

Most of us say ...

Some of us say ...

One of us says ...

No-one says ...

WORKSHEET UNIT 8

READING

Read the following passage then answer the questions:-

Technology has changed how we live. Today large thin TVs hang on walls. Computers sit on desks at home, school and work and in many other places. In cars, a box can speak to the driver to tell **him** where to go. We can use our mobile phones to listen to music, take photos, watch TV or films, use the Internet and to send text messages to each other – oh, yes, and talk to people!

So what about the future? How will technology change the life of children?

- One thing we can be sure about – there will be many more computers. Schools use computers now but in the next decades they will use them more and more. Some people say all children will have one on **their** desk. Or perhaps they will take a small laptop with them all day.
- And what about next century? Some scientists say there will be no schools. Children will stay at home and have their lessons on computers. Teachers will not teach – **they** will only program the computers.

Tick the true sentences. Then correct the false sentences.

1. We can find computers in many different places. ()
2. Today people only use their mobile phones to talk to each other.()
3. In the next decades there will be more computers in schools.()

Answer the following questions.

1. How will children learn when there are no schools?

2. What will teachers do when there are no schools?

What do the following pronouns refer to ?

1. him –line 3 _____
2. their – line 8 _____

VOCABULARY

Circle the correct words.

1. We used a (**pump** / radio) to move water.
2. The teacher wants the children to (**find out** / think back) to what they knew about ancient civilizations.
3. We use this (**machine** / pump) to make ice cream.
4. This (**decade** / century) will end in the year 2099.
5. You can (**hang** / pump) this picture on the classroom wall.

LANGUAGE

Report the following sentences :-

1. Huda “ I have a new laptop.”

Huda says _____

2. Omar “I don’t feel tired of working on the computer.”

Omar says _____

1 Listen and repeat the words.



bridge centre modern spend stop traffic ugly untidy visitor

Word formation:
tidy – untidy

2 Work in pairs. Look at the picture and answer the questions.

- 1 Where are the men?
- 2 What are they doing?
- 3 Are they going fast? Why/Why not?
- 4 What do you think they are talking about?

3 Listen and answer the questions.



4 Listen and read. Underline the words from activity 1.



Peter is visiting a big city. He wants to see the city and find out more about it. He is in a taxi. It is going very slowly. Then it stops.

Peter: I don't think we're moving at all. We can't go any faster, can we?

Taxi driver: I'm sorry but we can't. There's a lot of traffic today.

Peter: Why is it busy today? It's not always like this, is it?

Taxi driver: It is in summer. There are a lot of visitors to this city.

Peter: That's the problem with many modern cities. They are beautiful and interesting. They have beautiful buildings, nice restaurants, modern buildings and interesting shopping centres, but there are lots of visitors.

Taxi driver: For us, that's not a problem. We like to have visitors. We want people to enjoy our city.

Peter: Yes, but when visitors spend time in a city there is always a lot of traffic. And the traffic makes the air dirty and the streets untidy.

Taxi driver: I think this city is amazing. For example, look at this beautiful bridge over the river in front of us. That isn't ugly, is it?



5 Work in pairs. Act out the conversation in activity 4.

Everyday English

That's the problem with ... Yes, but ...
That's not a problem.

1 Listen and circle the words you hear. 

bridge centre modern spend stop traffic ugly untidy visitor

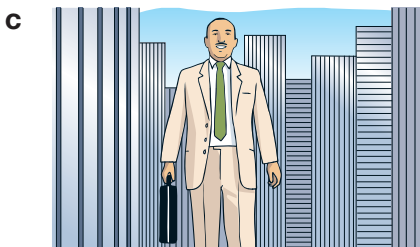
Which word didn't you hear?

2 Read and circle the correct words.

- 1 We'll be late – there is a lot of **traffic** / **taxis** in the streets.
- 2 Visitors like to **buy** / **spend** time in big cities.
- 3 When a city is dirty it can look **ugly** / **beautiful**.
- 4 Some people like old cities and some people like **ugly** / **modern** cities.
- 5 What's the name of the **bridge** / **visitor** over this river?

3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

- 1 We should welcome _____ to our city when they come as friends.
- 2 We all want to use the road but it can be a problem when there is a lot of _____.
- 3 That old building is not beautiful – it is very _____.
- 4 This classroom is _____. Please tidy it up now.
- 5 My father _____ a lot of time visiting big cities in other countries.



4 Listen and check your sentences. 

5 Read the passage on page 12 again and answer the questions.

- 1 Why has the taxi stopped?
- 2 What does Peter like about modern cities?
- 3 What doesn't he like about modern cities?
- 4 What does traffic do to a city?
- 5 Do you like old or modern cities? Why?

1 Read and think. Find the rules to make question tags. Then choose the correct tag to complete the rules.

1 Look at the verbs in the main sentence and in the tags at the end. What do you see?

Some people **are** awful, **aren't** they?

That **isn't** ugly, **is** it?

2 Now look at the whole tags. How do we make them?

It's the most important thing, **isn't it**?

You can wait for me, **can't you**?

It wasn't always like this, **was it**?

She won't be long, **will she**?

They were here yesterday, **weren't they**?

I must come back tomorrow, **mustn't I**?

2 Match the sentences and tags.

1 You're not well,

a is it?

2 They aren't here yet,

b isn't she?

3 That's not your chair,

c won't you?

4 She's your mother,

d are you?

5 She isn't your sister,

e are they?

6 You will help me,

f is she?

3 Complete the questions with tags.

1 There are too many plastic bags, _____

Yes, there are.

2 Lina isn't very kind, _____

No, she isn't.

3 You will find a bank for me, _____

Yes, I will.

4 Sawsan can't find the bridge, _____

No, she can't.

5 We must take a taxi, _____

Yes, of course we must.

Grammar: question tags

- We use question tags at the end of sentences. They have a question mark but they are not really a question. We use them when we think we know the answer.
- When we think the answer to the question is *yes*, we use a positive sentence and a negative tag.
- When we think the answer to the question is *no*, we use a negative sentence and a positive tag.
- When the main sentence has any part of the verb *be* (*am, is, are, was, were*), then we use it in the tag.
- When the main sentence has an auxiliary or modal verb (*have, do, can, must, will, etc.*), then we use it in the tag.

Using a dictionary: words with more than one meaning

Writing skills:
punctuation with
question tags

Writing skills:
layout of a letter

3 Look and match.

a What number is the date? ___

b The paragraphs of the letter are number ___.

c The address of the writer is number 1.

d We put *Dear ...* in number ___.

e What number is the name of the writer? ___

f Number ___ is the closing of the letter.

WORKSHEET UNIT 9

VOCABULARY

Read and circle the correct words:-

1. Many things are made of **pollution** / **plastic** these days.
2. I'll be late – there is a lot of **traffic** / **taxis** in the streets
3. I will buy you some food – I have lots of **money** / **time**.
4. What's the name of the **bridge** / **visitor** over this river?

Complete the sentences with the suitable word from the list:-

Untidy almost spends wait pollution

1. Let's _____ here for a taxi.
2. This classroom is _____. Please tidy it up now.
3. My father _____ a lot of time visiting big cities in other countries.
4. When you are in a city you can _____ always find a kind man to help you.

LANGUAGE

Complete the sentences with tag questions.

1. We must take a taxi, ?
2. He's not a taxi driver,?
3. There are too many plastic bags,?
4. Lina isn't very kind,?

1 Listen and repeat the words and expressions.

along corner finally gift sell straight ahead turn way

2 Work in pairs. Look at the pictures and answer the questions.

- 1 Where are the people?
- 2 What are they doing?
- 3 What do you think they are saying?

3 Listen and answer the questions.

4 Listen and read. Underline the words from activity 1.

Jade: Excuse me, is there a shop or market near here?

Nisreen: Yes, there's a market straight ahead on this road. But what do you want to buy?

Jade: I want a gift to take home to my family.



Nisreen: Oh! There's a very good gift shop near the mosque.

Jade: That sounds good but where is the mosque? I'm a visitor here.

Nisreen: I'd like to show you the way but I'm going to school now. Do you have a map?

Jade: Yes, I do.



Nisreen: Then I can show you the way on the map. Let me have a look at it. OK. We're here. Go along this road and then turn left. The mosque is on the corner.

Jade: I'm sure I'll see that.

Nisreen: You will. You should stop and take a look at it. It's very beautiful.

Jade: That's a great idea. I'll do that.



Nisreen: OK. Turn left at the mosque. Finally, you'll find the gift shop on the right. They sell nice things there. You'll find what you want.

Jade: Thank you very much. You've been a great help.

Nisreen: You're welcome. Goodbye.

Jade: Goodbye.



5 Work in pairs. Act out the conversation in activity 4.

Everyday English

I'm sure I'll see that.

You've been a great help.

That's a great idea. I'll do that.

You're welcome. Goodbye.

1 Listen and circle the words and expressions you hear.



along corner finally gift sell straight ahead turn way

Which word didn't you hear?

2 Read and circle the correct words.

- 1 Who are you buying that **gift / corner** for?
- 2 Can you tell me the **turn / way** to the market, please?
- 3 You go **finally / straight ahead** to the end of the road.
- 4 Do I go right or left at the **along / corner**?
- 5 What do they **sell / turn** in this shop?

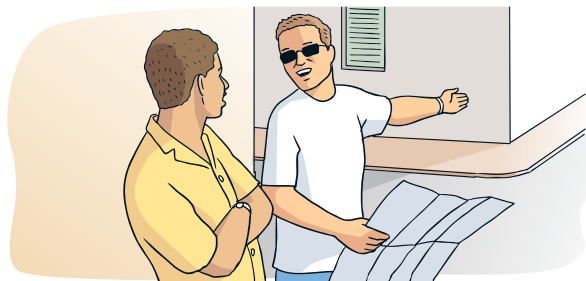
3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

- 1 Excuse me, where can I buy _____ near here?
- 2 The market is on the _____ near the bridge.
- 3 The craftsmen _____ their beautiful ceramics in the old city.
- 4 Where do I _____ left?

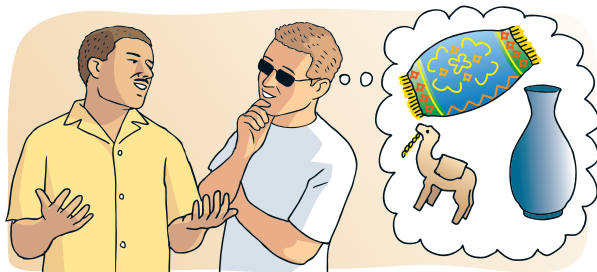
a



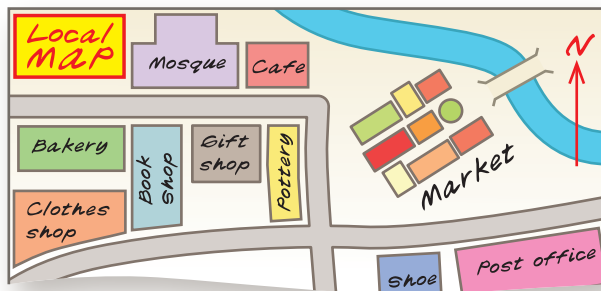
b



c



d



4 Listen and check your sentences.



5 Read the conversation on page 20 again and answer the questions.

- 1 Where is the market?
- 2 What does Nisreen ask Jade?
- 3 Where does Nisreen send Jade to buy her gifts?
- 4 Why doesn't Jade know where the mosque is?
- 5 What does Nisreen want Jade to look at?

1 Read the sentences. Match the questions and answers.**Ask for directions**

- 1 Can you tell me the way to the book shop, please?**
- 2 Can you tell me the way to the clothes shop, please?**
- 3 Can you tell me the way to the shoe shop, please?**
- 4 Can you tell me the way to the food shop, please?**

Give directions

- a Yes, of course. Go along this road. It's after the hospital. It's on the right. It's on a corner.**
- b Yes, of course. Go along this road. It's after the mosque and the clothes shop. It's on the left. It's on a corner.**
- c Yes, of course. Go along this road. It's on the right. It's next to the cinema.**
- d Yes, of course. Go along this road. It's on the left. It's next to the mosque. It's opposite the hospital.**

2 Work in pairs. Ask for and give the directions in activity 4.

Unit task: Writing about one Palestinian craft

1 Work in the same groups. Prepare to write about one Palestinian craft.



- Your first sentence should name the craft and say where it is from.
Soap made from olive oil comes from Nablus.
You can see men make lovely things from wood in Bethlehem.
- Write a few sentences to describe the craft and what the craftsmen do.
They use wood from the olive tree.
This craft has a history of 1500 years.
- Find or draw some pictures of the crafts you wrote about.

2 Read and check.

- Read carefully what you have written. Check for spelling and other mistakes.
- Rewrite your work neatly.

3 Present your work to the class.

WORKSHEET UNIT 10

READING

Read the text on page (22) then answer the questions that follow :

what do visitors like to take with them home ?

.....
.....

why does every craft have different history ?

.....
.....

What do the craftsmen in Gaza make furniture from?

.....
.....

Complete :

- In ----- visitors can watch artists paint beautiful patterns on plates, bowls and jugs.
- Hebron is famous for----- .
- In Bethlehem craftsmen make and sell things made from -----.

True or False :

- There isn't a good choice of gifts in Palestine.
- In Jerusalem, visitors can paint patterns on plates, bowls and jugs.
- Craftsmen in Hebron make things made from blue glass.

Find from the text :

Singular :-----

Plural :-----

Adjective :-----

Adverb :-----

simple past :-----

a word that means (person /persons who visit ,place ---):-----

VOCABULARY

Read and circle the correct words.

- There is a good pattern / choice of gifts to buy in Jerusalem.
- Look at the fantastic pattern / gift on this bowl!
- This small camel is made from wicker / wood.
- We could use this jug / plate for water or juice.
- This wicker vase / furniture is from Egypt.

Use these words in complete sentences :

1.vase :-----.

2.plate :-----.

3.wicker :-----

1 Listen and repeat the words. 

acceptable consider empty
 however impolite
 normal raise remain

Word formation:
 accept – acceptable
 polite – impolite

2 Work in pairs. Talk about these questions.

- 1 How important are table manners?
- 2 What are the most important table manners in Palestine?

3 Listen and read. Answer the questions about the passage. 

- 1 This passage talks about a country. Look quickly – which country?
- 2 How many times is the name of the country in the passage?
- 3 What helps you to find the word in the passage?

If you think food is only about eating – think again! **What** we eat is interesting and important but so is **how** we eat it.

Table manners are different in different places – but most different in China! Here are a number of examples:

- In most parts of the world, plates and bowls should remain on the table. People raise the food from their plate to their mouth. However, in China they raise rice bowls to the mouth.
- In some countries people think it is impolite to make a noise when you are eating. However, in China people consider it acceptable to make a noise when you drink soup.
- In most countries it is normal to finish all the food on your plate to show you like it. However, in China it is polite to leave some food on your plate. This shows you are full. If you empty your plate, people will think you are still hungry and they will give you more.



Chinese people raise bowls to their mouths when eating rice.

4 Read and tick the true sentences. Then correct the false sentences.

- 1 Table manners are not the same in all parts of the world.
- 2 In China, it is normal for rice bowls to remain on the table when eating.
- 3 It is acceptable to make noise when you eat in many countries.

5 Read and answer the questions.

- 1 What does it mean if you finish your food in most countries?
- 2 What does it mean if you finish your food in China?

6 Work in pairs. Read the passage aloud.

5 Work in groups. Think and write sentences about table manners in Palestine.

- Make a list of what you think are the important table manners in Palestine.
- Think of a good sentence to start your passage.

Table manners are important when you eat.

- Write more sentences together.
First, make sure you wash your hands before you eat.



Writing skills: using a comma after *However*

WORKSHEET UNIT 11

Reading Comprehension

Read the text and answer the questions:-

If you think food is only about eating – think again! What we eat is interesting and important but so is how we eat it. Table manners are different in different places – but most different in China! Here are a number of examples: # In most parts of the world, plates and bowls should remain on the table. People raise the food from their plate to their mouth. However, in China they raise rice bowls to the mouth. # In some countries people think it is impolite to make a noise when you are eating. However in China people consider it acceptable to make a noise when drink soup. In most countries it is normal to finish all the food on your plate to show you like it. However, in China it is polite to leave some food on your plate. This shows you are full. If you empty your plate, people will think you are still hungry and they will give you more.

1. How do Chinese people eat rice?

.....

2. In China what does it mean to leave some food on your plate?

.....

3. Are the sentences True/ False (T / F)

a. Almost every country has its special table manners ()

b. In every country people raise rice bowls to the mouth . ()

4. What do the underlined pronouns refer to:

their :..... this:.....

Vocabulary

Choose the correct answer :-

1. I like this food – it’s really (delicious / dangerous)

2. I love to read the (magazine / tasty)

3. What do you (order / consider) to be good manners?

B. Complete the sentences with words from the box:

Delicious stick meal tasty

1. This meal is we really enjoy it.

2. My grandfather uses ato help him walk.

3. Would you like to come for a at our house?

Language

Choose the correct conjunction either (but / however) to complete the sentences

1. I like rice..... I prefer potatoes.

2. I like rice and potatoes., I prefer bread.

Model Test 3

(points 20) READING & LISTENING

Listen and answer the questions.(TB page 105)

1 Which two places do James and Helen want to find?

.....

2 Are they enjoying their visit?

.....

James and Helen are visiting Ramallah.

James: Excuse me, is there a restaurant near here?

Othman: Of course. The Olive Tree Restaurant is excellent.

Go straight along this road. Then turn right at the bank. Go along that road for a bit and you'll see the restaurant on the left.

James: Thank you.

Othman: You're welcome.

Waiter: What would you like?

Helen: I'll have fish and rice, please.

James: And I'll have chicken and potatoes.

Waiter: What would you like to drink?

James: A lemonade and an orange juice, please.

James: You're enjoying that fish, aren't you?

Helen: It's delicious! They used lots of garlic and olive oil

which I like.

James: My chicken was very tasty too.

Helen: It was an excellent meal!

James: Where can we go now?

Helen: I want to find a gift shop. Everyone says there is a good choice of gifts to buy here.

James: I saw a good one this morning. It's near the mosque. It won't take long to walk there.

Read and answer the questions.

1 Is the restaurant near the bank or the mosque?

.....

2 What does Helen eat?

.....

3 What do they drink?

.....

4 How do you know they enjoyed the meal?

.....

5 Which is the best title for the passage.

a A good meal **b** Visiting Ramallah **c** Where shall we go now?

VOCABULARY (10 POINTS)

A. Choose the correct words:(5 points)

- 1- There is a goodof gifts to buy in Jerusalem.(pattern - wood - choice)
- 2- This wicker is from Gaza.(vase - gift - furniture)
- 3- This classroom is(traffic - untidy - visitors) Please tidy it up now.
- 4- I want tohow this machine works.(think back - find out - civilization)
- 5- The first mobile phones wereand expensive. (computer - large - decade)

B- Fill in the spaces from the list :(5 points)

bridge	wait	lives	modern	decade
--------	------	-------	--------	--------

- 1- Some people like old cities and some people like..... cities.
- 2- What's the name of theover this river?
- 3- The next will start in the year 2020.
- 4- I think mobile phones have changed our.....a lot.
- 5- Let's here for a taxi.

(POINTS 10) LANGUAGE

Complete the sentences.

1. I have a new phone.

My uncle says _____(report)

2 .Pumps are simple machines.

The science teacher says _____(report)

3 . There are too many plastic bags, _____?(tag question)

4. Lina isn't very kind, _____ ?(tag question)

5. **A** : Can you tell me the way to the bookshop, please?

B:..... (give directions)

Writing (10 points)

- Choose the city / town / village you are going to introduce.
- Make a list of some interesting places for visitors.
- Write a paragraph about these places

GOOD LUCK

1 Listen and repeat the words and expressions.



introduce make up meaning pregnant
start up strengthen style therefore

Word formation:

strong – strength – strengthen

2 Work in pairs. What do you know about traditional embroidery in Palestine?

3 Listen and read. Then answer the questions.



- 1 How many paragraphs does the passage have?
- 2 Each paragraph is about something different (a different topic). Read the passage and write the number of the paragraph.
 - _____ village designs
 - _____ recent changes
 - _____ different dresses for different times of life
 - _____ history
 - _____ patterns and colours



Embroidery in Palestine has a history of more than 4000 years. For many centuries, women met to talk and embroider dresses after work.

Each village had its own design. Therefore, people knew where a woman came from by looking at her dress. Mothers passed on their skills to their daughters.

Women had different dresses for different times of life. For example, there were different dresses for a young wife, a pregnant woman and a mother.

The embroidery at the front of a traditional dress has patterns of fruit, trees, flowers or birds. The colours also have a meaning. Green shows things growing, yellow shows the harvest and brown shows the earth.

Recently, Palestinian women have strengthened their traditional embroidery. New places of work have started up. The women here use the old designs but they make up new ones too. They have introduced a modern style. They sell their beautiful embroidered dresses all over the world.

4 Read and tick the true sentences. Then correct the false sentences.

- 1 Women had different dresses for different times of the day.
- 2 The colours in the dresses have a meaning.
- 3 Women don't embroider dresses today.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

5 Read and answer the questions.

- 1 How did girls learn to embroider in the past?
- 2 What is the difference between traditional dresses and the embroidered dresses made today?

6 Work in pairs. Read the passage aloud.

3 Complete the sentences with *therefore* or *however*.

- 1 Many Palestinian women embroidered well in the past. Therefore, Palestinian embroidery was famous. However, not so many women embroider today.
- 2 I haven't eaten today, _____ I'm hungry.
- 3 I haven't eaten today, _____, I'm not hungry yet.
- 4 My father is ill, _____ he didn't go to work today.
- 5 My mother is also ill. _____, she went to work.

4 Read what Khalid wrote. What does he intend and promise to do?

With a million dollars I intend to build my family a new house. I also intend to buy my father a car. We are going to have a great family holiday.
 I promise to help the poor. I will give a lot of the money to others. I promise I won't keep the money for myself.

4 Work in pairs. Write a letter to Sophie's mother.

- Look at page 18 to help you to write the letter.
- Include
 - The address (*20 Almanara Street, Ramallah*)
 - Today's date
 - *Dear Mum*
 - Paragraph 1: tell her that you are well
 - Paragraph 2: tell her about the dress
 - Paragraph 3: tell her you can't wait to see her
 - An end to the letter and your name (*Sophie*)

5 Show your letter to other pairs. Look at the letters they have written.

- Can you see any mistakes?
- Can you see how you could make your letter better?

6 Work on your own. Rewrite your letter neatly.

Worksheet UNIT 12

READING

Read the passage and answer the questions:

Embroidery in Palestine has a history of more than 4000 years. For many centuries, women met to talk and embroider dresses after work. Each village had its own design. Therefore, people knew where a woman came from by looking at her dress. Mothers passed on their skills to their daughters. Women had different dresses for different times of life. For example, there were different dresses for a young wife, a pregnant woman and a mother. The embroidery at the front of a traditional dress has patterns of fruit, trees, flowers or birds. The colours also have a meaning. Green shows things growing, yellow shows the harvest and brown shows the earth. Recently, Palestinian women have strengthened their traditional embroidery. New places of work have started up. The women here use the old designs but they make up new ones too. They have introduced a modern style. They sell their beautiful embroidered dresses all over the world .

1. How old is the history of the embroidery in Palestine?
2. How did girls learn to embroider in the past?
- 3 . Read and tick () the true sentences.
 - a. Women had different dresses for different times of the day. ()
 - b. The women here didn't use the old designs but they make up new ones too.
- 4 .Find from the passage:
 - a. The pronoun "her" refers to
 - b. The opposite of death is

VOCABULARY

Circle the correct words.

1. When I have some money, I pass on / intend to buy a traditional dress.
 2. We have to make up / start up a story for homework today.
 3. I don't understand the meaning / therefore of this word.
- . Complete the sentences with the suitable word from the list.

Embroidery strengthened design

1. I like the _____ of that modern building – it looks good.
2. I want to learn a lot about _____ so I intend to do a lot of work.
3. That building was dangerous – they have _____ it.

LANGUAGE

Read and Circle.

1. I haven't eaten today,, I'm not hungry yet. (**however** / **therefore**)
2. My father is ill,, he didn't go to work today. (**however** / **therefore**)
3. I don't like meat,, I eat some kebabs. (**however** / **therefore**)

1 Listen and circle the words and expressions you hear.



although camera inside microphone mistake outside video call worry

Which word didn't you hear?

2 Read and circle the correct words.

- 1 There is no need to **mistake** / **worry** about me because I'm fine.
- 2 Alena is ill **although** / **outside** she is now getting better.
- 3 Buying this phone was a **video call** / **mistake** – it doesn't work very well.
- 4 It's raining **outside** / **inside** so let's play video games.
- 5 I can't hear you! Will you turn the **microphone** / **camera** on, please?

3 Complete the sentences with words from activity 1. Then match the sentences with pictures.

- 1 I made a _____ – I called the wrong number.
- 2 The dog is _____ the house – in the kitchen.
- 3 To make a video call you need a _____ for the picture and a microphone for the words.
- 4 My friends are already _____ – can I go, please?

a



b



c



d



1 Listen and repeat the words. 

allow another keep network receive revolution satellite several

2 Work in pairs. Look at the pictures and answer the questions.

- 1 Can you name them?
- 2 What do you use them for?

3 Listen and read. Make a list of the ways to communicate in the passage. 

Palestinian people live all over the world. However, modern communications allow us to keep in contact.



A hundred and fifty years ago, there were no phones and no email. It took weeks to send a letter to another country. And then it took several weeks to receive an answer. The telephone changed that.

The mobile phone allowed a second revolution in communications. Millions of people are now on the world's telephone network. With a modern mobile phone they can talk, send text messages, send or receive emails or use the internet.



However, the mobile phone network does not work at the top of mountains or out at sea. Sometimes it won't work outside of towns and cities. Satellite phones use satellites in outer space so they will work anywhere.

Video calls bring people's faces into our home. These use the internet so all we need to do is put a small camera and a microphone on a computer.



4 Read and tick the true sentences. Then correct the false sentences.

- 1 The first revolution in communications was the mobile phone.
- 2 Mobile phones will work anywhere.
- 3 Satellite phones do not use the mobile phone network.

5 Read and answer the questions.

- 1 What do people use their mobile phones for?
- 2 What do you need to make a video call?

6 Work in pairs. Read the passage aloud.

1 Read and think. Then complete the activities.

I **must** make a video call to my father.

I **have to** do my homework.

He **must** get up now.

He **has to** go to school.

- 1 Do *must* and *have to* have **a** the same meaning, or **b** opposite meanings?
- 2 Complete the table with the correct forms of *have to*.

I / You / We / They	_____	go now.	He / She / It	_____	go now.
---------------------	-------	---------	---------------	-------	---------

2 Work in pairs. Write three school rules using *have to*.

- 1 You have to _____
- 2 _____
- 3 _____

3 Read and think. Then complete the sentence.

- 1 The opposite of *have to* is _____.

4 Read and complete. Use *don't have to* or *doesn't have to* + the verb from the question.

I **don't have to** call home. My mother won't worry.

He **doesn't have to** go home yet. It's not late.

- 1 Why are you waiting? You _____. You can go.
- 2 Why is he going to bed now? He _____ to bed now. It's not late.
- 3 Why are you doing your homework now? You _____ it now. You can do it tonight.
- 4 Why is she eating that? She doesn't like it. She _____ that.

5 Complete the sentences. Use *have to*, *has to*, *don't have to* or *doesn't have to*.

- 1 We _____ make the video call now. We can do it tomorrow.
- 2 Nawal _____ phone her father. He wants to speak to her.
- 3 You're going to be late. You _____ run.
- 4 She _____ play tennis with us. I know she doesn't like it.
- 5 It rained yesterday so we _____ water the garden.

Grammar: *have to* / *must*

- *have to* and *must* have the same meaning. We use them to talk about a rule or something that is very important.
- *don't / doesn't have to* is the opposite of *have to*. We use it when it is not necessary to do something.

WORKSHEET UNIT 13

READING

Read the conversation then answer the questions that follow:

Palestinian people live all over the world. However, modern communications allow us to keep in contact. A hundred and fifty years ago, there were no phones and no email. It took weeks to send a letter to another country. And then it took several weeks to receive an answer. The telephone changed that.

The mobile phone allowed a second revolution in communications. Millions of people are now on the world's telephone network. With a modern mobile phone they can talk, send text messages, send or receive emails or use the Internet. However, the mobile phone network does not work at the top of mountains or out at sea. Sometimes it won't work outside of towns and cities. Satellite phones use satellites in outer space so they will work anywhere. Video calls bring people's faces into our home. These use the Internet so all we need to do is put a small camera and a microphone on a computer.

1 . What are the three communication revaluations?

.....

2. Where can you use satellite phones ?

.....

Decide whether the following sentences are (T) or (F) :

1. The first revolution in communications was the mobile phone. ()

2. Mobile phones will work anywhere. ()

LANGUAGE

CHOOSE THE CORRECT ANSWER

1 . I didn't visit you yesterday _____
I was ill. (because / although)

2. I can't receive emails _____ my
computer is working. (because / although)

3. I want to get a new lap top _____ I
have to save my money . (because / so)

1 Listen and circle the words you hear. 

carry catch decide forget same sandwich suggestion weekend

Which words didn't you hear?

2 Read and circle the correct words.

- 1 We usually make a **sandwich** / **salad** with bread.
- 2 We call the days of the week when we don't go to school or work the **weekdays** / **weekend**.
- 3 Can you give me a **something** / **suggestion** for what we can do?
- 4 Majed's family always go to the **same** / **different** picnic place.
- 5 Please don't **remember** / **forget** your homework tomorrow.

3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

- 1 We have lots of bread so I will make some _____.
- 2 What do you want to do next lesson – who has a _____?
- 3 I can't _____ what I want to do this weekend.
- 4 It's a long distance to walk – we can go by taxi or _____ a bus.
- 5 This picnic bag is full of food and drink so it's very heavy – I can't _____ it.

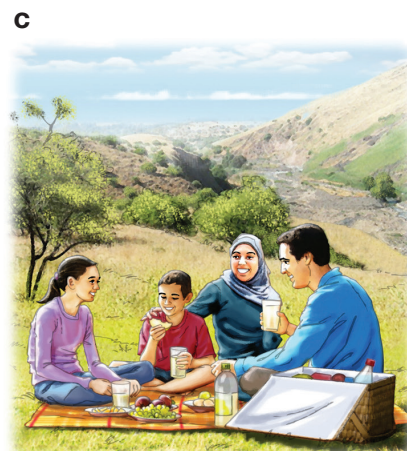


1 Listen and repeat the words. 

bring huge narrow nature path protect route woods

2 Work in pairs. Tell each other where you like to go for a picnic.

3 Look at the pictures. Then listen and read to find out which one is Majed's picnic place. 



People often ask me what I like to do at weekends. My answer is always the same: I like to go for a picnic with my family.

‘Oh, do you have a favourite place?’ they ask.

So I tell them about a beautiful quiet place we know. I tell them about the route that takes you between two mountains. You leave the car and walk along a small path. The narrow path takes you along a valley where there are always lots of flowers. At the end there are some woods with huge old trees. They protect you from the

wind and the sun. There you eat your picnic. You listen to the birds singing and smell the flowers. You enjoy nature with your family. It brings you great happiness.

‘Oh,’ they say. ‘It sounds wonderful. Where is it?’

But I don’t tell them. I don’t want it to be popular. It is my place.

So no, I won’t tell you where it is.

4 Read and tick the true sentences. Then correct the false sentences.

- 1 Majed likes to go for a picnic with his friends.
- 2 The picnic place is usually windy.
- 3 Majed likes nature.

Word formation:
happy – happiness

5 Read and answer the questions.

- 1 Where does the path from the car park take you?
- 2 Why doesn't Majed tell people about the picnic place?

6 Work in pairs. Read the passage aloud.

1 Read and answer the questions.



- 1 Are Majed and Imad sure it will rain? Are they sure it will not rain?
- 2 Which is the correct sentence?
 a It may be sunny tomorrow. b It be may sunny tomorrow.

2 Put the words in the correct order to make sentences.

- 1 might picnic we a have _____
- 2 tomorrow may windy be it _____
- 3 today they not arrive may _____
- 4 lesson might you the miss _____
- 5 I not eat tonight might want to _____
- 6 with come us may he not _____

3 Rewrite the sentences. Use the words in brackets.

- Maybe Fatima isn't feeling well. (may not) Fatima may not be feeling well.
- 1 Perhaps we will have a picnic tomorrow. (may) _____
 - 2 It's possible I won't go with you. (might not) _____
 - 3 Maybe I will come later. (might) _____
 - 4 Perhaps the weather will be bad tomorrow. (may) _____
 - 5 Perhaps she'll feel better later. (might) _____

Grammar: may / might

- We use *may* and *might* to say that things are possible.
- In this use *may* and *might* have the same meaning.
- We put *may / might* before the verb.

Using a dictionary: words with more than one meaning

Writing skills:
using *before*
and *after*

1 Complete the sentences using *before* or *after*.

- 1 Tomorrow is the day _____ today.
- 2 Yesterday is the day _____ today.
- 3 Father will take us to school _____ he starts work and then pick us up _____ he finishes.

2 Write a paragraph about what you may or might do in the next school holiday. Use the sentences you wrote in activity 5 to help you.

In the next holidays I might help my father in his shop. I may clean the shop or put things on the shelves. Or I may go to our village and work on the farm. I might ...

WORKSHEET UNIT 14

READING

Read then answer the following questions:-

People often ask me what I like to do at weekends. My answer is always the same: I like to go for a picnic with my family. “ Oh, do you have a favourite? they ask. So I tell them about a beautiful quiet place we know. I tell them about the route that takes you between two mountains. You leave the car and walk along a small path takes you along a valley where there are always lots of flowers. At the end, there are some woods with huge old trees. They protect you from the wind and the sun. There you eat your picnic. You listen to the birds singing and smell the flowers.

1. Where does the path from the car park take you?
2. What protects you from the sun and the wind?

Are these sentences true or false:

1. The picnic place is usually windy. ()
2. The picnic makes you happy. ()

VOCABULARY

Fill in blanks with words from the list:-

Suggestion carry forget sandwiches weekend narrow

1. This bag is too heavy, I can't it.
2. Can you give me for what we can do?
3. Majed's family always go to the picnic place.
4. Please don't your homework tomorrow.
5. We have lots of bread so I will make some

LANGUAGE

Rewrite the sentences using the words in brackets

1. Maybe Fatima isn't feeling well. (may not)
.....
2. Perhaps the weather will be bad tomorrow. (may)
.....

Reading and listening (20 points)

Listen and answer the questions. (TB Page 133)

1 What do the girls want to do?

.....

2 What does Mona's grandmother want to do?

.....

Mona and Sophie are visiting Mona's grandmother.

Mona: This is Sophie. She wants to see your embroidery.

Sophie: And I'd like to know about the designs and patterns.

Mona: And we both intend to learn how to embroider.

Grandmother: Well, I'm pleased that you both find it interesting. I promise to teach you what I know but first there is something you can do to help me.

Mona: Of course, what's that?

Grandmother: I want to talk to your father in England. He told me to use the internet but I don't know how.

Sophie: You have to make a video call. Do you have a camera and a microphone?

Grandmother: I don't know. I don't understand computers.

Mona: It doesn't matter. I'll call him for you and then you can talk to him.

Grandmother: First, let's sit down and have a chat. What would you like to drink?

Sophie: Do you have any lemonade?

Grandmother: Of course. And I may have some sandwiches and salad. Would you like some?

Mona: Yes, please.

Read and answer the questions.

1 What do the girls intend to do?

.....

2 What help does Mona's grandmother need?

.....

3 Why can't she do it herself?

.....

4 Name the things the girls want to eat and drink.

.....

5 Which is the best title for the passage?

- a** Learning to embroider **b** A chat **c** A visit to grandmother

Vocabulary (10 points)

Read and circle the correct words.

1. We usually make a **sandwich** / **salad** with bread.
2. There is no need to **mistake** / **worry** about me because I'm fine.
3. Alena is ill **although** / **outside** she is now getting better.
4. I don't understand the **meaning** / **therefore** of this word.
5. We have to **make up** / **start up** a story for homework to

(5points)

:A- Fill in blanks with words from the list

decade	ugly	hang	soap	plastic
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.Today large thin TVs _____ on walls-1

.2099 This _____ will end in the year-2

._____ When a city is dirty it can look -3

.The river in big cities are full of _____ bags-4

.made from olive oil comes from Nablus _____-5

LANGUAGE (10 POINTS)

Complete the sentences. Use *have to*, *has to*, *don't have to* or *doesn't have to*.

1 We _____ make the meeting now. We can do it tomorrow.

2 Nadia _____ phone her teacher. He wants to speak to her.

3 You're going to be late. You _____ run.

Choose the correct word :

1 I didn't phone you yesterday _____ I was ill. (because / although)

2 I can't receive emails _____ my computer is working. (because / although)

Rewrite the sentences. Use the words in brackets.

1 .Maybe Fatima isn't feeling well. (may not) _____

2 Perhaps we will have a picnic tomorrow. (may) _____

3 It's possible I won't go with you. (might not) _____

(points 10) Writing

Write an advert for your new phone telling people

.how good it is and why they should buy it

GOOD LUCK