



State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **7B**

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Blended Learning module 3

Third Quarter Outcomes

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 .

1 Listen and repeat the words and expressions.



ancient civilization example find out history machine pump radio think back

2 Work in pairs. Look at the pictures. Can you name them?



3 Listen and answer the questions.



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



The children are having a lesson about technology.

Teacher: People have used technology to change the world. Can you give me any examples?

Hiba: Mobile phones – they have made communication much easier.

Teacher: That's a good example, thank you, Hiba. Now let's think about our history. What has happened to change what we do?

Firas: Radio and TV are important for communication.

Teacher: Well done, Firas! But let's think back to ancient civilization. Any ideas?

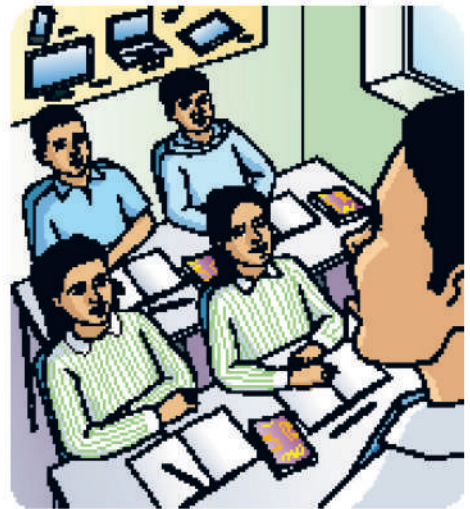
Huda: I saw a TV programme about ancient Egypt. They moved water from the river to their farms.

Teacher: That's right. They had a very simple machine to move water. It was a pump. That was more than four thousand years ago. Today we still use a pump to do the same job.

Teacher: Now let's think about the future. What will technology do to change the future? What can you tell us, Salim?

Salim: My father is a scientist. He says we will find out there are people on other planets.

Teacher: Really? Who agrees with Salim's father?



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

1 Listen and repeat the words.



century children decade hang
large life program

Word formation:

life (singular noun)

my life

lives (plural noun)

our lives

live (verb)

We are living in Palestine.

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.

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5 Read and answer the questions.

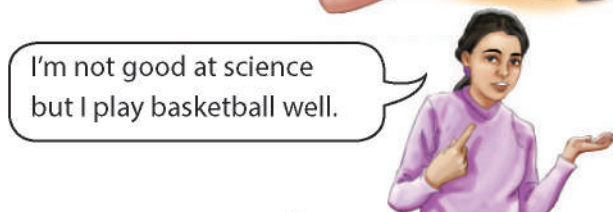
- 1 How will children learn when there are no schools?
- 2 What will teachers do when there are no schools?

6 Work in pairs. Read the passage aloud.

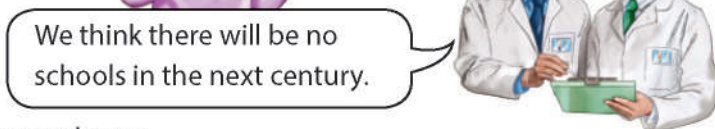
1 Read and think. Then circle the correct words to show the rules.



Hani says he has a new computer.



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

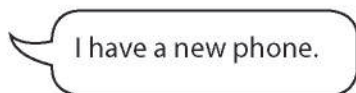


Some scientists say they think there will be no schools in the next century.

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 ...

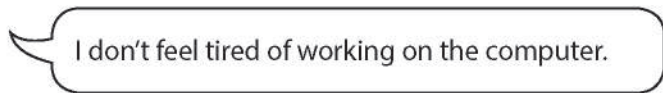
2 Complete the sentences.



1 My uncle says _____



2 The science teacher _____



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

1 Work in groups.

- Talk about what changes you think there will be in the future.
- Will the changes make life better or worse?

2 Listen and complete the sentences. Check your spelling.

- 1 In the next _____, people _____ on the moon.
- 2 In the next _____, there will be a _____ in every _____.
- 3 Our _____ will be _____.
- 4 Children _____.
- 5 There will be _____.

3 Listen and say the sentences.

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

5 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 ...

6 Present your report to the class.



UNIT TEN WORKSHEET

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 ...
That's not a problem.

Yes, but ...

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.

a



b



c



d



e



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?

Question – tag questions

- 1 We use these kinds of questions when we think we know the answer. We think the other person will **agree / not agree** with us.
- 2 When we think the answer is yes, we use a positive sentence and a **positive / negative** tag.
- 3 When we think the answer is no, we use a negative sentence and a **positive / negative** tag.
- 4 When the main sentence has is, are, was, were we **use / don't use** it again in the tag.
- 5 When the main sentence has a word like can, will, must we **use / don't use** it again in the tag.

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 Listen and check. Then repeat the sentences.

4 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. |

5 Work in pairs. Ask and answer the questions in activity 4.

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

1 Look at the dictionary entry and answer the questions.

letter noun

- 1 a piece of paper you write a message on and send to someone I get letters from my friend every week.
- 2 one of the signs we use to write a word, part of the alphabet What is the first letter of the alphabet?

- 1 How many meanings does the word letter have?
- 2 Look at the letter in activity 4 below. Which meaning is that an example of?
- 3 What example sentence does the dictionary give for that meaning?
- 4 Write another example sentence for that meaning of the word letter.

2 Write correct sentences.

you're not a taxi driver are you

- 1 he's not coming back is he
- 2 we can't start yet can we
- 3 she'll help us won't she

You're not a taxi driver, are you?

Writing skills:
punctuation with
question tags

3 Look and match.

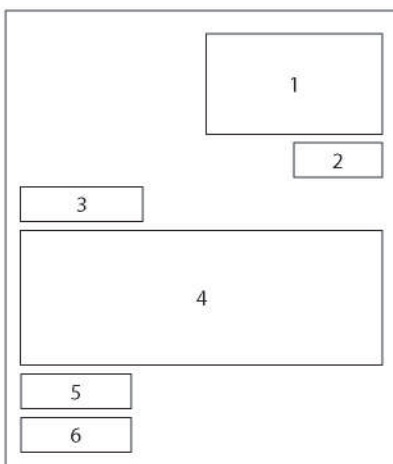
a What number is the date? ____



b The paragraphs of the letter are number ____.



c The address of the writer is number ____.



d We put Dear ... in number ____.



e What number is the name of the writer? ____



f Number ____ is the closing of the letter.

Writing skills:
layout of a letter

4 Read and order.

This is a short letter to say I am well and I'm having a good time. I'm visiting Cairo at the moment and it's amazing. There are some beautiful buildings—both ancient and modern. A taxi driver took me to see an amazing bridge today. The problem is that there's a lot of traffic so it is slow to travel. And there's quite a lot of pollution. I'll write again to tell you when I am coming home.

Peter

Dear Mum and Dad

Love from your son.

Hotel Giza
Cairo
Egypt

12th November

5 Now write the letter.

UNIT 2 WORKSHEET

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,?

The arts and crafts of Palestine

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

You've been a great help.
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?

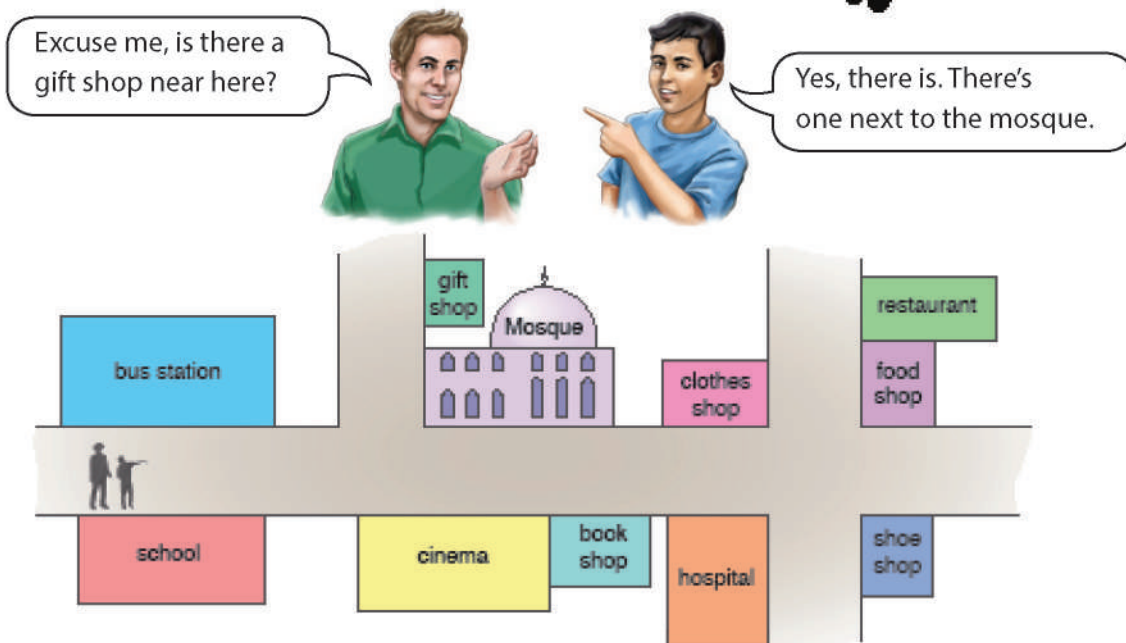


4 Listen and check your sentences.

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 Listen and look at the map. Then repeat the question and answer.



2 Work in pairs. Ask and answer about places:

- 1 on the map.
- 2 in your town.

Excuse me, is there a ...?

Yes, there is. There's one ...

3 Listen and look at the map. Then repeat the question and answer.

A visitor is at the bus station.

Can you tell me the way to the gift shop, please?



Yes, of course. Go along this road and then turn left. It's on the right. It's next to the mosque.

4 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.

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

1 Work in groups.

- Choose the craft you are going to write about.
- Think of what you know about it.

Unit task: Writing about one Palestinian craft

2 Listen and complete the sentences. Check your spelling.



- 1 _____ made from wicker _____ Gaza.
- 2 Soap _____ comes from Nablus.
- 3 You can buy blue _____ from Hebron.
- 4 In Bethlehem they make _____.
- 5 Artists _____ in Jerusalem.

3 Listen and say the sentences.



4 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.

5 Read and check.

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

6 Present your work to the class.

UNIT 3 WORKSHEET

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 :

a. In ----- visitors can watch artists paint beautiful patterns on plates, bowls and jugs.

b. Hebron is famous for----- .

c. In Bethlehem craftsmen make and sell things made from -----.

True or False :

1. There isn't a good choice of gifts in Palestine.

2. In Jerusalem, visitors can paint patterns on plates, bowls and jugs.

3. 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.

1 . There is a good pattern / choice of gifts to buy in Jerusalem.

2 . Look at the fantastic pattern / gift on this bowl!

3 . This small camel is made from wicker / wood.

4. We could use this jug / plate for water or juice.

5. 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.

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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.

1 Work in pairs. Look at the pictures of people talking about food. What do you think they are saying?



2 Listen and put the conversation in the correct order. 

Mira: Yes, please. It looks good.
Layla: I'm sorry but I don't like it.
Aunt Alia: Would you like to try this?
Mira: I like it. It's delicious.
Salim: No, thank you. It doesn't look nice.
Layla: Thank you. I'll try some.

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3 Work in groups of four. Act out the conversation in activity 2.

4 Read and match.

- | | |
|--------------------------|---|
| 1 You offer food: | a It doesn't look nice / good. |
| 2 You want to try: | b It looks good / nice / interesting. |
| 3 You don't want to try: | c It's awful / terrible. or It doesn't taste good / nice. |
| 4 You like it: | d Would you like / Do you want to try this? |
| 5 You don't like it: | e It's delicious / tasty / excellent / amazing. |

5 Complete the conversations. Use words from activity 4.

- 1 A: Would you like to try this?
B: Yes, please. _____.
A: Do you like it?
B: Yes, _____.
- 2 A: _____ to try this?
B: No, thank you. _____.
- 3 A: _____?
B&C: Yes, please. _____.
A: Do you like it?
B: I like it. _____.
C: I don't like it. _____.

6 Work in groups of three. Read your conversations aloud.

Using a dictionary: finding meaning

1 Read the dictionary entries. Then find the two sentences which are true.

but conjunction
a word we use to introduce a different idea
The food is tasty but I don't want more.
I like rice but I prefer potatoes.

however conjunction
a word we use to add something different
The food is tasty, however, I don't want more.
I like rice and potatoes. However, I prefer bread.

- 1 Both but and however can introduce a different idea.
- 2 We usually use but at the beginning of a sentence.
- 3 We can use however at the beginning of a sentence or in the middle.

Writing skills: joining ideas with however

2 Put sentences from A and B together. Join them with however.

A

- 1 Most people leave their plate or bowl on the table when they eat.
- 2 I want to go to a Chinese restaurant.
- 3 We ordered fish and rice.
- 4 I always drink tea with my breakfast.

B

My mother prefers coffee.

My mother doesn't like Chinese food.
In China it is normal to raise bowls to mouths.
You gave us fish with potatoes.

3 Listen and check your sentences.

Writing skills: using a comma after However

4 Now write the sentences. Use However.

- 1 Most people leave their plate or bowl on the table when they eat. However, in China it is normal to raise bowls to mouths.

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.



1 Work in groups of three.

- Think of what sort of food the restaurant sells.
- Think of a name for the restaurant.

Unit task: Writing a short conversation 'In a restaurant'

2 Listen and complete the sentences. Check your spelling.



- 1 Welcome to _____.
- 2 This is _____ and I'll come back soon _____.
- 3 I'll have _____, please.
- 4 Can I _____?
- 5 _____.

3 Listen and say the sentences.



4 Work in the same groups of three. Write your conversation.

- The waiter welcomes the people.
Waiter: Welcome to the ... Restaurant.
- The people reply.
A: Thank you. We want a table for two people, please.
- The waiter gives the menu.
Waiter: This is the menu and I'll come back soon to take your order.
- The customers look at the menu.
- Continue the conversation.

5 Work in the same groups of three. Prepare to perform your conversation.

- Read the conversation together. Practise your pronunciation.

6 Perform your conversation for the class.



UNIT 4 WORKSHEET

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

(POINTS 10) VOCABULARY

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
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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