



State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **7A**

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Blended Learning module 2

Second 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 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.

1 Listen and repeat the words.



already goal just match
score team win yet

Word formation: win – winning – won
Egypt – Egyptian 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.



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

Everyday
English

I don't think so! Never mind. I've changed my mind.

1 Listen and circle the words you hear.



already goal just match score team win yet

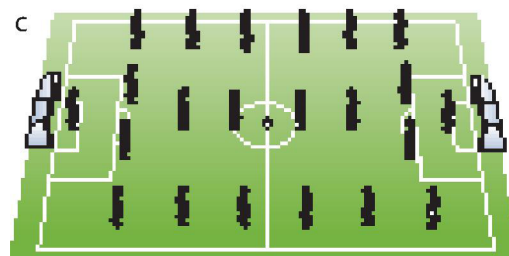
Which word didn't you hear?

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 _____!



4 Listen and check your sentences.



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

- We form the present perfect with _____ / _____ and the past participle.
- When we form the past participle, we add -ed to regular verbs, such as _____, _____ and _____.
- Some verbs are irregular, such as _____ and _____ and we need to learn the past participle.
- 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.

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

Grammar: present perfect

We form the present perfect with has / have and the past participle. When we form the past participle, we add -ed to regular verbs, such as start, enjoy and learn. Some verbs are irregular, such as be, come and do and we need to learn the past participle. We use the present perfect to talk about a past action with an effect on the present.

5 Write questions and answers. Then listen and check.



- | | |
|---------------------------------------------|-------------------------------------------------|
| 1 have / scored / our team / any goals? | Yes / have. / they / have / scored / they / two |
| 2 the match / has / finished? | No / hasn't / it / finished. |
| 3 You / have / done / your homework? | Yes / have. / I |
| 4 have you / done / what / today? | have / I / had / an amazing breakfast. |
| 5 what / visited / have you / in Palestine? | I / seen / have / many places. |

1 Work in groups of four or five. You're going to present the sports news on the radio.

- Make a list of important sports matches at the moment.
- Choose four or five to write a description about.

Unit task: presenting the radio sports news

2 Listen and complete the passage. Check your spelling. 

Good evening and welcome to Sports Today. I'm _____ to you from the football _____ between Egypt and Jordan here in Cairo. It's very exciting and the _____ is _____.! We have a few minutes before the match starts, so there's time to hear some news from the others in our radio _____ home.

3 Listen and repeat the sentences. 

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.



UNIT 1 WORKSHEET

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.

4 Listen and check your sentences. 

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.
- 2 Many parents came to see the crafts.
- 3 Noor made the best ceramics.

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

5 Read and answer the questions.

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

6 Work in pairs. Read the passage aloud.

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 Now choose the correct words to complete the rules.

- 1 We put just before / in the middle of / after the verb. When we use just, the verb is affirmative / negative / a question.
- 2 We put already before / in the middle of / after the verb. When we use already, the verb is affirmative / negative / a question.
- 3 We place the word yet before the verb / in the middle of the verb / at the end of the sentence. When we use yet, the verb is affirmative / negative or a question.

3 Match the sentences to the correct picture.

- 1 She's already tidied up.
- 2 She's just tidied up.
- 3 She hasn't tidied up yet.

a



b



c



4 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 / . _____

5 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?

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

Grammar: already, just, yet

We put already in the middle of the verb. When we use already, the verb is affirmative.

We put just in the middle of the verb. When we use just, the verb is affirmative.

We put yet at the end of the sentence. When we use yet, the verb is negative or a question.

1 Match the definitions with the example sentences.

cut

- 1 to break something with a knife or scissors:
- 2 to make something shorter:
- 3 to take a piece from something:
- a I'll cut you a piece of cake
- b We cut the water melon. I cut my leg.
- c She cut her hair.

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.

2 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

3 Look at the letter and choose the correct answers.

- 1 In the top right corner, you write
 - a your address
 - b the date
 - c your address and then the date.
- 2 You start your letter
 - a on the left
 - b on the right
 - c in the middle.
- 3 You end your letter
 - a on the left
 - b on the right
 - c in the middle.
- 4 You write 'Love' or 'Best wishes'
 - a on the same line as the sentence before
 - b on a new line
 - c after your name.

4 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

5 Write a letter to your parents.

- Imagine you're away from home. Tell your parents where you are and what you're doing.

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.



- Think about what happens next.

2 Listen and complete the sentences. Check your spelling



- Happy birthday Mum! We've _____.
- It's Mum's birthday. _____ her a birthday cake yet?
- Yes, I've _____ in the cupboard.
- Oh, I haven't _____. I wonder what's in the cupboard.
- But where is it? _____?
- Thank you everyone! I've had _____.

3 Listen and repeat the sentences.



4 Match sentences 1–4 in activity 2 with the pictures in the comic strip.

5 Complete your comic strip. Draw two more pictures and write the conversation.

- Think about what has happened to the cake.
- Decide what the children can do.
- Think why Mum has had a lovely birthday.

6 Show your comic strip to the whole class. Which is the best comic strip?

UNIT 2 WORKSHEET

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 repeat the words and expressions. 

differences group instructions part put on
remember shade strange

Word formation:
yourself – yourselves

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

- 1 Where do you think the boys are going?
- 2 Have you ever done this?

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

Mr. Carter: Before you start the hike,
I need to give you
some instructions.

Mr. Sands: Be quiet, please,
everyone! Listen to
Mr. Carter.

Mr. Carter: Right. Stay with your group. Try not to hurt yourself.
Tell your group leader about any problems.

Ameer: Who are our group leaders?

Mr. Carter: Let's see. That's strange, I
can't remember!

Mr. Sands: I think we said Soheil and
Omar.

Mr. Carter: Ah yes, thank you.

Mr. Carter: There are some big
differences on the hike –
some parts have lots of
trees and shade, other parts have lots of rocks and
no shade!

Mr. Sands: So remember to put on a hat.

Mr. Carter: Yes, yes. Be careful not to get thirsty too. You should
take water with you.

Mr. Carter: At the end of the hike, there's a fantastic place to swim, but ... be careful.

Fuad: Can we stay until sunset?

Mr. Carter: No, you should be here before sunset. And one last thing ... enjoy yourselves!



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

**Everyday
English**

Let's see. That's strange! Enjoy yourselves!

1 Listen and circle the words you hear.

differences group instructions part put on remember shade strange

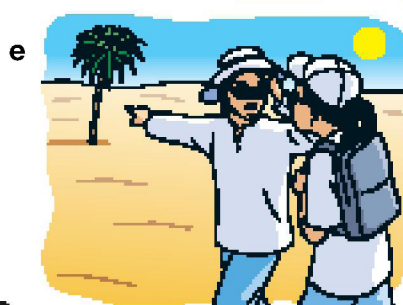
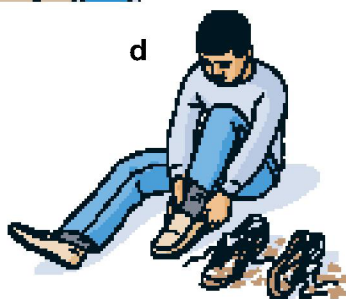
Which word didn't you hear?

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.



4 Listen and check your sentences.

5 Read the conversation on page 56 again and answer the questions.

- 1 What does Mr Carter need to do before the hike?
- 2 Who should the boys tell about any problems?
- 3 Who are the group leaders?
- 4 What must the boys put on?
- 5 What should the boys take with them?
- 6 Do you like hiking? Where do you like to hike?

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.

- What did the boys do on the hike?
- 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.

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

☐
☐
☐
5 Read and answer the questions.

- What did the boys do after lunch?
- 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 Read and choose the correct words to complete the rules.

- To express instructions, we can use **the verb / should**.
- To express advice, we can use **the verb / should**.
- We form negative instructions with **don't + verb / verb + not**.

3 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.

4 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 .

We can phone **each other**. We want to see **each other** again.

- We add **-self** to *I, you, he, she, it / my, your, him, her, it*. We add **-selves** to *we, they / our, them*.
- We use words like *himself* when someone does something to **himself / someone else**.
- We use *each other* when someone does something to **himself / someone else**.

5 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.

Using a dictionary: revision

- 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*?

hike

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hike *noun* a long walk in the countryside *They went for a **hike** at Al Ibrahimi mosque.*

hill *noun* piece of high ground *We climbed slowly to the top of the **hill**.*

him *pronoun* a man or boy *Give **him** the water. I went swimming with **him**.*

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 Ibrahimi 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 Think of a good place for a hike near your home.

- Write a sentence to give instructions or advice to a hiker.
You should go to the Blue Mountain.
- **Show your sentence to another student. He / She writes a second sentence giving instructions or advice.**
Remember to take good boots.
- **Read the sentence and write another.**
You should sit in the shade while you are eating lunch.
- **Show your sentences to another student. He / She writes a fourth sentence.**
Be careful not to touch strange plants.
- Continue until you have written three or four sentences each.

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

5 Work in pairs. Show each other the messages you wrote in activity 4. Write an answer to the message.

UNIT 3 WORKSHEET

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