



State of Palestine
Ministry of Education
& Higher Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **8A**

8th

Blended learning

Module 2

(Units 1 - 2 - 3)

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*Package Two Outcomes**Units (four, five, six)**At the end of this phase, eighth graders should be able to:*

- 1- Use since and for in present perfect continuous tense.*
- 2- Learn about some nouns and verbs having similar forms.*
- 3- Punctuate using commas and full stops.*
- 4- Practice using possessive pronouns and possessive adjectives.*
- 5- Write number dates and their written forms.*
- 6- Use either/too/ something and everything in sentences.*
- 7- Use If and When in conditional sentences.*
- 8- Describe nouns and actions using adjectives and adverbs.*
- 9- Make suggestions using What about.*

How to get healthy

1 Listen and repeat.



| | | | | |
|------|--------|------------|-----------|---------------|
| fit | get on | had better | junk food | just (= only) |
| miss | real | Really? | recently | wake up |

2 Listen and answer the questions.



- 1 Is Sami sick, or has he hurt himself in an accident?
- 2 What does the doctor give Sami?
- 3 A month later, does he seem to be better or worse than before?

3 Listen and read. Find the words from activity 1.



Sami is at the doctor's.

Doctor What's wrong, Sami? You don't look very well.

Sami You're right. I've been feeling quite sick for several weeks. And I've been getting tired quickly.

Doctor Have you been sleeping badly for a long time, too?

Sami Yes, I have. And I haven't been playing well for my football team recently.

Doctor Have you been eating normally?

Sami Well, no. I've been waking up late, and missing breakfast.

Doctor So you've been going to school tired and hungry. And what have you been eating for lunch?

Sami Just fries.

Doctor Sami, fries are junk food! You need to start eating real food!

Doctor And that includes fruit and vegetables.

Sami Really?

Doctor Yes. And you'd better read this book – *Get fit and healthy*. Do what it says, and then come back next month.

Sami Thanks. I'll do that. I mustn't lose my place in the team!

A month later ...

Doctor How have you been getting on since our talk last month?

Sami Really well. I read the book, and I've been doing what it says since then. I've been sleeping much better.

Doctor I can see that. You don't look tired today. Have you been eating better, too?

Sami Yes, and I feel much healthier now. Thanks for all your help.

**Everyday
English**

Really?
Really well.

1 Read sentences 1 and 2.

- 1 I have been getting tired quickly. 2 I have not been playing well.

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

- 1 These sentences both talk about actions that
a) started and finished in the past. ☐
b) started in the past and have gone on happening until now. ☐
- 2 We express actions like these with the
a) present continuous. ☐ b) present perfect. ☐ c) present perfect continuous. ☐

2 Complete the sentences about Sami and Nadia.

Write about things that have been happening since they moved to London.

- 1 They _____ to school not far from their new home. (they ... go)
2 _____ a lot of new friends. (they ... make)
3 _____ a lot of English. (they ... learn)
4 _____ a project with her friend Tina. (she ... do)
5 _____ a different project with his friend Mike. (he ... work on)
6 _____ for the Under-14 school football team. (he ... play)

3 Read sentences 1 and 2.

- 1 I have been feeling quite sick **for several weeks**.
2 How have you been getting on **since last month**?

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

- 1 We use the present perfect continuous + *since* and *for* to talk about how long something
a) was going on happening. ☐ b) has been going on happening. ☐
- 2 We use a) *for* ☐ b) *since* ☐ + the starting time to show how long.
- 3 We use a) *for* ☐ b) *since* ☐ + the time from the start until now.

4 Write what Sami said in conversation 2.

Use the present perfect continuous.
Use time phrases from the boxes.

for ...

the past month
the last four weeks

since ...

my last time here
our last conversation

- 1 I _____ early in the morning for _____. (wake up)
2 I _____ breakfast since _____. (not miss)
3 So I _____ to school hungry for _____. (not go)
4 And _____ football much better since _____. (play)

5 Write about yourself. Use the present perfect continuous + *for* and *since*.

- 1 a I have been learning English for ... b I have been ...

1 Look at the verbs and nouns. Complete the sentences with them. Make any changes needed.

| | | | | | | |
|-------------|--------|-------|------|-------|-------|------|
| Verb | answer | drink | help | sleep | start | walk |
| Noun | answer | drink | help | sleep | start | walk |

- 1 **A** Ali hasn't been sleeping very well at night.
B I think that's because he always has a sleep in the afternoon!
- 2 **A** Did Muneera _____ all the questions in her test last week?
B Yes, and all her _____ were right!
- 3 **A** I _____ for hours by the river, all the way to the waterfall.
B Ah, yes, that was a beautiful _____, wasn't it?
- 4 **A** Thank you for all your _____ on Monday.
B Oh, that's OK. I didn't really _____ very much.
- 5 **A** Have you _____ cleaning the kitchen yet?
B Yes, I made a _____ 20 minutes ago, but I'll need an hour to finish.
- 6 **A** We're _____ orange juice. Would you like some, too?
B Thanks, but I'd really just like a _____ of cold water, please.

2 Listen and check. Now practise in pairs.



3 Find and write the names of the fruit and vegetables.

- | | |
|-----------------|-------------------------|
| 1 sated _____ | 7 sorgane _____ |
| 2 sanaban _____ | 8 toestopa _____ |
| 3 selpap _____ | 9 silveo _____ |
| 4 gifs _____ | 10 sametoot _____ |
| 5 seprag _____ | 11 sonmel _____ / _____ |
| 6 noison _____ | 12 molsen _____ / _____ |



4 List five kinds of fruit and vegetables that you really like. Choose from 1–12 in activity 3.

Use commas like this: *I like apples, dates, lemons, figs and grapes.*

I like _____.

List any of the fruit and vegetables 1–12 that you really dislike.

I _____.

5 Work in pairs. Talk about your likes and dislikes.

- | | | |
|-------------------------------|-----------------|-----------------------|
| A I really like ... | What about you? | B I do, too. |
| really don't like/dislike ... | | I don't. I really ... |
| They're OK, but I prefer ... | | |

1 Read sentences 1–4.

- 1 You **had better do** our quiz. 3 You **could start** a new sport
2 You **had better not do** this. 4 **What about walking** for an hour?

Look at the sentences again. Choose the best way to complete statements 1–4.

- 1 The speaker thinks it will be good for the listener to do / not do) something _____
(in 1–2, but not in 3–4.) (in 1–2 and in 3–4.)
- 2 In 3–4, the speaker is giving _____ (an idea)(some advice), but in 1–2 the speaker is
giving _____ (an idea) (some advice).
- 3 In sentences 3–4 the words in **bold** mean about the same. They are ways of
_____ (giving advice / making a suggestion).
- 4 We can change from *You could start a new sport?* to *What about ...?* like this:
_____ a new sport?

2 Add You had (You'd) better ... or You had (You'd) better not ...



3 Add suggestions. Choose from these forms, and use the words in brackets.

You could ... – or you could ...? What about ... – or what about ...?

1 Food shopping

Deema What should we have for dinner?

You (some chicken / some burgers) What about having some chicken – or what ...

Deema And I want some fruit, but what kind should I get?

You (some apples / a melon)

2 Getting fit and healthy

Fuad The doctor says I should do more exercise, but how?

You (go swimming / go running)

Fuad I need to find out more about healthy living, but how?

You (read this book / go on the internet)

1 Work alone. Think about an activity in your life and make notes.

Unit task: Sharing problems, suggestions and advice

- 1 Think about something that you have been trying to do for some time – for days, weeks, months or even years. Here are some ideas.



Find a nice present for your (little brother)



Get into the school (basketball) team



Get (more fit)



Learn to (cook)

- 2 Think about these things.

- a) What are you happy about?
- b) What problem or problems do you have?

- 3 Make notes like this.

I have been trying to learn to cook.

What I am happy about:

I can make easy things like kebabs.

Problem:

I often add the wrong things at the wrong time.

- 4 Think about these things.

- a) How can you ask for suggestions and advice? You can use these forms.

I need to (stop doing that), but how?

What do you think I should do about (my mistakes)?

- b) How can you give suggestions and advice? You can use these forms.

You could (ask your mum).

You should (ask your mum).

What about (using a cook book)?

You'd better (use a cook book).

2 Work in pairs. Share problems, suggestions.

A What have you been doing recently?

B I've been trying to ...

A And how have you been getting on?

B Well, I'm happy about one thing: ...

But I've got a problem: ...

(Ask for suggestions.)

A (Give suggestions.)

Unit One ---Worksheet

1- Complete the sentences with words from the list below?

{junk food – missed – fit – wake up – recently}

1- Hello Saleh, where have you been? I reallyyou.

2- The doctor advised me not to eat..... because it is bad for my health.

3- If you want to be, keep training and sleep well.

4- Hana hasn't played today....., she seems sick.

2- Use either since OR for to complete the sentences below?

1- The team players have been training.....a week now.

2- Sally family has been living here.....ten years.

3- I have been learning English.....I was young.

4- Samia has been sleeping..... yesterday.

3- Decide whether the underlined words are verbs OR nouns?

1- Excellent Maha, your answer is correct. (.....)

2- Let's walk alongside the river! (.....)

3- Children always need help from their parents. (.....)

4- I'd like to drink a glass of orange juice please. (.....)

4-Punctuate the sentences using commas and full stops where needed.

1- Liza bought bread some kebabs a can of cola and ice-cream

.....

2- I'd like to watch cartoons action films and play PUBG

.....

The End

1 Listen and repeat.



| | | | | | |
|------|------------|----------|-------|----------|--------|
| club | coach | either | miss | practise | soccer |
| | sports bag | training | whose | | |

2 Listen and answer the questions.



- 1 What do Yasmeen and Adnan both plan to do this evening?
- 2 What are their teams both going to do tomorrow?
- 3 What language problem does Omar have with his cousins?
- 4 Which match is Omar going to watch tomorrow?

3 Listen and read. Find the words from activity 1.



Omar has seen a big sports bag. It isn't his, so he asks Adnan.

Omar Whose is that sports bag, Adnan? Is it yours, or is it Yasmeen's?

Adnan It's hers. Mine is over there by the stairs.

Yasmeen (Yasmeen arrives.) Yes, I've got training at the club today. Our coach says we really mustn't miss it. We have to practise more.

Adnan I mustn't miss my training, either. You see, Omar, our teams both have big matches tomorrow.

Omar What kind of sport do you mean? Basketball? Volleyball?

Yasmeen No, soccer.

Omar Soccer? What's that? I've never heard of it.

Adnan Oh, yes, it's soccer here in America, but everyone else calls it football.

Omar Ah, football! I love the game.

Yasmeen I do, too.

Omar But football isn't a game for girls, is it? Not like volleyball.

Yasmeen I don't agree.

Adnan I don't, either. Lots of girls play it here.

Yasmeen It's a game for everyone, and it's my favourite.

Omar Mine, too. I really miss football!

Adnan What about training with me this evening?

Omar Fantastic! And can I come and watch your match tomorrow?

Adnan Yes, it'll be good. Our team are going to win!

Yasmeen Ha! You should come and watch our game, Omar. Ours will be much better than theirs!

Everyday
English

I really miss football!

1 Read sentences 1–4.

- 1 It's a game for everyone, and it's **my favourite** game, too.
- 2 **Mine**, too.
- 3 You should come and watch **our game**.
- 4 **Ours** will be much better.

Complete the table with possessive pronouns from above and the conversation.

| | singular | | | | plural | | |
|------------------------------|----------|------|-----|-----|--------|------|-------|
| possessive adjectives | my | your | his | her | our | your | their |
| possessive pronouns | | | | | | | |

Look at the sentences again. Add *possessive adjective* or *possessive pronoun*.

- 1 In each of sentences 1 and 3 there is a _____ + noun.
- 2 In each of sentences 2 and 4 there is a _____. This gets its meaning from the _____ + noun in the sentence before.

2 Work in groups. Have conversations about these things.

boots shirt shorts socks sports bag tracksuit trainers

- A** (Are these) your (boots), (Ali)?
- B** No, (they aren't) mine. (Are they) yours, (Khalid)?
- C** No, (they aren't) my (boots), either.
- A** Well, whose (are they)?
- B** (They) may be (Ahmad's).
- A** Ah, yes, (they've) got (his) name on (them). (Ahmad), I think (these are) yours.
- D** Thanks very much. I've been looking for (them).



3 Work in groups of three or four. Have conversations about your things.

- Collect something from each student in your group – for example, a school bag, a ruler or some papers.
- Each thing needs the student's name on it. You may need to add this.
- Develop conversations like the ones in activity 2.

Start like this.

- A** (Is this) your (school bag), (Ali)?
- B** No, (it isn't) mine. (Is it) ...

1 Read sentences 1–5.

- 1 **A** Football **is** my favourite. **B** It **is** mine, **too**.
- 2 **A** I **love** the game **B** I **love** it, too. / I **do**, too.
- 3 **A** I **do not agree**. **B** I **do not agree, either**.
- 4 People **have always loved** to compete their hardest, and to win, **too**.
- 5 There **were no** ‘rights’ and ‘wrongs’ – and matches **were not** very safe, **either**.

Look at the sentences again. Complete statements 1–5 with *positive* or *negative*.

- 1 In 1 and 2, speaker B uses **too** to agree with speaker A’s _____ statement.
- 2 In 3, speaker B uses **either** to agree with speaker A’s _____ statement.
- 3 In 4, **too** shows that the second idea goes with the _____ first idea.
- 4 In 5, **either** shows that the second idea goes with the _____ first idea.
- 5 We use **too** and **either** to agree with something that came before – **too** for something _____ and **either** for something _____.

2 Write short answers. Use *too* and *either*. Then practise in pairs.

- | | |
|--|--|
| 1 A Yasmeen has got training this evening. (Adnan) | B <u>Adnan has, too.</u> |
| 2 A Adnan can’t miss training this evening. (Yasmeen) | B <u>Yasmeen can’t, either.</u> |
| 3 A Adnan really wants to win tomorrow. (Yasmeen) | B _____ |
| 4 A Yasmeen’s team will play really well. (Adnan) | B _____ |
| 5 A Adnan’s team won’t lose. (Yasmeen’s team) | B _____ |
| 6 A In Britain, we don’t call it ‘soccer’. (Palestinians) | B _____ |

3 Read sentences 1 and 2.

- 1 These make **everything** about a game clear to **everyone**.
- 2 **Someone somewhere** in the world is scoring a goal.

Look at the sentences again. Write *someone/something/somewhere* or *everyone/everything/everywhere*.

- 1 We use _____ to talk about a person, thing or place when we do not know who/what/where it is.
- 2 We use _____ to talk about all the people, things or places in a group or in the world.

Unit Two ---Worksheet

1- Complete the dialogue using the correct possessive pronouns or adjectives.

A: Hi Liza, is that my bag with you?

B: No, it isbut I sawover there.

A: whose trainers are these?

B: I think they are Ahmed's.

A: Oh yes, they are I saw him wearing them yesterday.

2- Write the missing number dates or written forms below?

Number Dates

Written Forms

2020

.....

.....

thirty two thirty five

1967

.....

.....

seventeen eleven

3- Complete the sentences with (everything, something, everyone, someone, either or too)?

1- I am very hungry; I need.....to eat.

2-should keep silent, grandpa is sleeping.

3- Listen! There'sknocking at the door.

4- I don't like junk food, mom doesn't

5- Sami always gets high grades, his sister does.....

4- Choose words from the list to form compounds.

{line – ache – day – ground}

1-birth..... 2- play..... 3- land..... 4- ear.....

The End

1 Listen and repeat.



| | | | |
|---------|-------------|----------|---------|
| alone | embarrassed | horrible | in fact |
| natural | scared | support | worried |

Word formation

| | |
|-----------|----------------|
| worry | be worried |
| scare | be scared |
| embarrass | be embarrassed |

2 Listen and answer the questions.



- | | |
|---|--|
| 1 Why was Tina worried about Tim yesterday? | 3 What does she want to say to Nadia now? |
| 2 How did she speak to Nadia? | 4 How does Nadia feel about what happened? |

3 Listen and read. Find the words and phrases from activity 1.



Two days ago, Tina's younger brother fell from a tree and hurt himself badly.

Nadia Hi, Tina. What's the news from the hospital? How's Tim?

Tina He was much better when we visited him last night.

Nadia Great! And you look happier now. You were very upset yesterday morning.

Tina Yes, I was really scared.

Nadia Well, it's fantastic that you don't need to worry now.

Tina Listen, Nadia, I want to say sorry for yesterday.

Nadia Oh, because you shouted, 'Leave me alone!'

Tina Yes. I know you were just trying to support me like a good friend.

Nadia Well, I always want to help when a friend is upset.

Tina And I was horrible back to you! I'm really sorry.

Nadia It was only natural, so don't worry. Really.

Tina You see, I sometimes say the wrong thing when I get upset. And when I think about it later, I always feel bad – and embarrassed, too.

Nadia It's fine. I understood completely, and I wasn't angry.

Tina Thanks, Nadia.

Nadia You see, when people are friends, they don't have to hide their feelings. In fact, they shouldn't hide them.

Tina You really are a good friend, Nadia!

Everyday
English

Don't worry.
It's fine.

Really.
I understand completely.

1 Read sentences 1–2.

- 1 I always **want** to help **when** a friend **is** upset.
- 2 **When** I **think** about it later, I always **feel** bad.
- 3 **When** people **are** friends, they **don't have to** **hide** their feelings.

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

- 1 All of the sentences have a) one part. ☐ b) two parts. ☐
- 2 The verb tense is always the present simple in a) just one part. ☐ b) both parts. ☐
- 3 In the sentence, the *when* part can a) only come first. ☐ b) come first or second. ☐
- 4 All of the sentences talk about something that happens a) in the present. ☐ b) at any time. ☐
- 5 The sentence that talks about a rule. a) 1 ☐ b) 2 ☐ c) 3 ☐

2 Match sentence parts 1–6 and a–f. Write out the complete sentences.



- | | | | |
|---|-----------------------------------|---|--|
| 1 <input checked="" type="checkbox"/> e | When people are embarrassed, | a | they often shout and jump up and down. |
| 2 <input type="checkbox"/> | When people are scared, | b | they may say things like, 'Really?' |
| 3 <input type="checkbox"/> | When people are worried or upset, | c | they often go white. |
| 4 <input type="checkbox"/> | When people are surprised, | d | they usually look happy. |
| 5 <input type="checkbox"/> | When people are pleased, | e | they often go red. |
| 6 <input type="checkbox"/> | When people are excited, | f | they may sometimes be horrible to their friends. |

- 1 When people are embarrassed, they often ...

3 Work in pairs. Compare your feelings.

A I (sometimes) feel (embarrassed) when (I don't understand something).

B I do, too. And I also feel (embarrassed) when ...

OR:

I don't. But I (sometimes) feel (embarrassed) when ...

1 Listen and repeat.



adult at first completely danger
if immediately secret situation trust

Word formation

dangerous danger
complete completely

2 Listen. Add new words from activity 1. Make any changes needed.



- 1 A What did Muneera tell you?
B I'm sorry, but I can't tell you. It's a _____.
- 2 A How old do you have to be to become an _____?
B Different countries have different rules, but most say you have to be eighteen.
- 3 A How did you get on with the job? I heard it was quite hard _____.
B Yes, but then it got easier, and everything went very well in the end.
- 4 A There are a lot of _____ up here in the mountains at night.
B I agree with you _____. It's not safe, and we should go down now.
- 5 A Please don't get there late. If you do, we'll be in a very bad _____.
B _____ me. I'll be there at the right time, I promise.
- 6 A It's 5:30 now, and the shops close at 6:00, so we need to go _____.
B You're right. _____ we don't go now, we won't get the things we need.

3 Look at the picture and listen to part 1.

Answer the questions.



- 1 Are the people in the picture friends?
- 2 How does Sam feel – worried, embarrassed or scared?
- 3 What does Kate want to do?

4 Listen to part 2 and answer the question.



She thinks of several ideas to help him, but he only likes one of them. Does he think he should:

- 1 tell her the problem? ☐
- 2 tell their parents the problem? ☐
- 3 tell another adult the problem? ☐
- 4 not tell anyone the problem? ☐
- 5 write to a newspaper about the problem? ☐



1 Complete the sentences.

- 1 Read the sentences and guess the missing 'feeling' adjectives.
- 2 Before you write, check your guesses. Find the adjectives in brackets.
- 1 Tariq was very pleased when he found his watch again. (sedleap)
- 2 Rima was really _____ when her father had to go to hospital. (rowride)
- 3 Huda was very _____ when she could not think of the other girl's name. (sarebsadrem)
- 4 Everyone on the bus was really _____ when it started racing down the narrow mountain road. (descar)
- 5 Othman was only two, so we were very _____ when he started reading one day. (derpsuris)
- 6 Sameera was very _____ when she got into the school basketball team. (exectid)

2 Find words in the text to complete the table.

| Adjective | Adverb |
|-----------|-------------|
| _____ | dangerously |
| recent | _____ |
| immediate | _____ |
| clear | _____ |

3 Complete the sentences. Use pairs of words from activity 2.

Remember: Adjectives tell us more about nouns. Othman has a *beautiful* voice.

Adverbs with an *-ly* ending usually tell us more about verbs. Othman sings *beautifully*.

- 1 **A** This letter asks for an _____ answer.
B Well, you'd better write back _____.
- 2 **A** Khalid always drives _____, so we were all frightened.
B Yes, and we were also on a very _____ road.
- 3 **A** We haven't seen Hassan for six months. Have you seen him _____ ?
B No, and the most _____ address I have for him is 21 Hebron Road.
- 4 **A** I'm not very _____ what our science teacher was telling us.
B I'm not either, so let's ask her to explain again more _____.

1 Read sentences 1–3.

- 1 If I **do** that, I **will lose** my best friend.
- 2 If he **is** a real friend, he **will understand**.
- 3 You **will feel** terrible if something bad **happens**.

Look at the sentences again. Choose the best way to complete statements 1–5.

- 1 These sentences say that something may _____ (be happening now. / may happen in the future.)
- 2 The 'may' idea comes in the part of the sentence _____ (with *if*. / with no *if*.)
- 3 The *if* part can _____ (only come first / come first or second) in the sentence.
- 4 The 'may' part of the sentence uses a verb in _____ (the present. / the future.)
- 5 The other part of the sentence uses a verb in _____ (the present. / the future.)

2 Write the verbs in the correct forms.

- 1 If you _____, perhaps he _____ the danger better. (talk) (understand)
- 2 If that _____, I'm sure he _____. (happen) (stop)
- 3 Say you _____ friends if he _____. (not be) (go on)

3 Work in pairs. Decide what to do together.

The weather forecast for Friday afternoon is strange. It may be warm and sunny, or it may be windy, or it may rain, or it may even be snowy!

Make suggestions for each sort of weather.

- A** If (it's windy), what about (flying our kites)?
B Or we could (just staying at home) instead.
A Fine. Let's do that.
A If (it snows), what about (build a snowman)?
B Or we could (have a snowball fight).
A Good idea. That sounds like fun.

Now say what you have agreed.

- A** So we've agreed then. If it's windy, we'll ...
B And if ..., we'll ...

Now write what you have agreed.

If it is windy, we will ...

Unit Three ---Worksheet

1- Complete the statements using words from the box below.

| |
|--|
| embarrassed – scared – secret – immediately - trust |
|--|

- 1- Sorry I can't tell you Fatima told me, it is a
- 2- The match starts at 5 pm, we have to go We are late.
- 3- When I feel, I often couldn't speak.
- 4- My sister can't hide her feeling when she is

2- Use either if OR when to fill in the spaces?

- 1- I will feel terrible.....something bad happens.
- 2-it is windy tomorrow, I will fly my kite.
- 3- people are excited, they may shout and jump.
- 4- I often go redi am pleased.

3- Use either adjective or adverb forms to complete the sentences.

- 1- Would you please explain again more..... (clear)
- 2- Be careful! You're driving too.....(fast)
- 3- I like herand clever answers. (immediate)
- 4- Fairuz always sings(beautiful)

4-Make suggestions “what about” for the following situations?

- 1- If it snows tomorrow, (build a snowman)

.....

- 2- We like to enjoy our time at the weekend.

.....

The End

Phase Two- Units 1-2-3
Evaluation Model Test

Dear 8th graders, Answer the questions below.

1- Complete the sentences with words from the box below

embarrassed – scared – missing- junk food- clearly

- 1- I wasmy breakfast meals because I didn't get up early.
- 2- Could you please write more..... I couldn't read well.
- 3- When I feel, my face usually turns red.
- 4- When the bus started racing down, everyone was really.....
- 5- If you want to keep healthy, don't eat

2- Correct the mistake in each sentence below?

- 1- The team have been training since three days.
- 2- Samia has been watching TV for the afternoon.
- 3- Mom has cooked for two hours now.

3- Decide whether the underlined words are verbs OR nouns?

- 1- You should have a sleep if you are tired. (.....)
- 2- I think it becomes late, we have to start planning! (.....)
- 3- Help me do this question please. (.....)
- 4- I am very thirsty; I'd love a cold drink now. (.....)

4-Punctuate the sentences using commas and full stops.

- 1- We need to buy some bread a carton of milk sugar and apples
.....
- 2- Children prefer to eat ice-cream snacks and drink cola
.....

5-A- Complete the statements below with the correct possessive pronouns or possessive adjectives.

- 1-Sorry. You're mistaken, this is my bag not (your-yours)

2-Our team is much stronger than team. (theirs –their)

3-That is her book not..... (his- your)

B-Write the missing number dates or written forms below?

Number Dates

Written Forms

2019

.....

.....

nineteen twenty one

6-A- Complete the sentences with (everything, something, everyone, someone, everywhere, either or too)?

1- I used to be with mom and dad they go.

2- We don't eat fast food, we don't drink cola.....

3- Look! is running toward us.

4- Omar is good at English; he is good at Math

B- Use either if OR when to fill in the spaces?

1- I feel scared, I usually shout.

2- I will feel terrible.....something bad happens.

3- we have enough money; we will eat at a restaurant.

4- I always go to sleep it is 10pm.

7-A -Use either adjective or adverb forms to complete the sentences.

1- He drives very.....(good). I feel safe with him.

2- The tiger is a veryanimal.(fast)

3- He left.....after the bell rang. (immediate)

B- Make suggestions “what about” for the following situations?

1- If you feel sick. (see a doctor)

2- When we finish training. (go on a trip).....

The End