

Units	Page
1	2
2	7
3	12
4	17



PUPIL'S BOOK **7B**

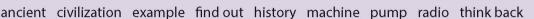
Blended Learning module 3

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.



Listen and repeat the words and expressions.



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









3 Listen and answer the questions.

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

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) lives (plural noun) live (verb)

my life our lives

We are living in Palestine.

- 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.

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



Hani says he has a new computer.

We think there will be no schools in the next century. 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 ...
- Complete the sentences.

I have a new phone.

My uncle says _____

Pumps are simple machines.

The science teacher _____

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

3 My sister

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

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

- Tell the class your friend's answers.
- 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

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

- 3	•	7
Á	_	- 3
- 1		-
- 1		

1	In the next	, people	on the moon.
2	In the next	, there will be a	in every

3	Our	will be

- 4
- 5
- Listen and say the sentences.



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

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.

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."
0

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 ...

Listen and circle the words you hear.



bridge centre modern spend stop traffic ugly untidy visitor

Which word didn't you hear?

- Read and circle the correct words. 2
- We'll be late there is a lot of traffic / taxis in the streets. 1
- 2 Visitors like to buy / spend time in big cities.
- When a city is dirty it can look ugly / beautiful. 3
- Some people like old cities and some people like ugly / modern cities. 4
- What's the name of the bridge / visitor over this river? 5
- Complete the sentences with words from activity 1. Then match the sentences with the pictures.
- We should welcome to our city when they come as friends. 1
- We all want to use the road but it can be a problem when there is a lot of _____. 2
- That old building is not beautiful it is very _
- This classroom is ______. Please tidy it up now. 4
- My father a lot of time visiting big cities in other countries. 5







d





Listen and check your sentences.



- Read the passage on page 12 again and answer the questions.
- Why has the taxi stopped? 1
- What does Peter like about modern cities? 2
- What doesn't he like about modern cities? 3
- What does traffic do to a city? 4
- Do you like old or modern cities? Why? 5

- 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 <u>are</u> awful, <u>are</u>n't they?

That <u>is</u>n't ugly, <u>is</u> it?

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

<u>It's</u> the most important thing, <u>isn't it</u>? <u>You can</u> wait for me, <u>can't you</u>? It wasn't always like this, was it? <u>You can</u> wait for me, <u>can't you</u>? She won't be long, will she?

<u>They were</u> here yesterday, <u>weren't they?</u> <u>I must</u> come back tomorrow, <u>mustn't I?</u>

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?
 - 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?

12thNovember

4 Write another example sentence for that meaning of the word letter.

2 Write correct sentences.

You're not a taxi driver, are you? you're not a taxi driver are you Writing skills: he's not coming back is he 1 punctuation with we can't start yet can we question tags she'll help us won't she Look and match. Writing skills: layout of a letter a What number is the date? 1 d We put Dear ... in number . 2 The paragraphs e What number is of the letter are number . the name of the writer?__ C The address Number___is of the writer is the closing of number 1. the letter. 4 Read and order. Lovefromyourson. This is a short letter to say lamwell and I'm having a good time. l'mvisitingCairoatthemomentandit'samazing.Therearesome beautifulbuildings-bothancientandmodern.Ataxidrivertookme toseeanamazingbridgetoday. The problem is that there's alot of HotelGiza trafficsoitisslowtotravel. And there's quite a lot of pollution. Cairo I'll write again to tell you when I am coming home. Egypt

DearMumandDad

5 Now write the letter.

UNIT 2 WORKSHEET

VOCABULARY

D	hea	and	circla	tho	correct	words:-
1	еин	211111			CARL LECT	WILLIAM -

- 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:-

Compier				
Untidy	almost	spends	wait	pollution
		1 0		
1. Let's _		here f	or a taxi.	
2. This cla	assroom is _		P1	lease tidy it up now.
3. My fatł	ner	a	lot of time	e visiting big cities in other countries.
4. When y	ou are in a c	ity you can		always find a kind man to help you.
LANGUA	G E			
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

Listen and repeat the words and expressions. \P



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. $lacktrel{1}$



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.

12

1 Listen and circle the words and expressions you hear.

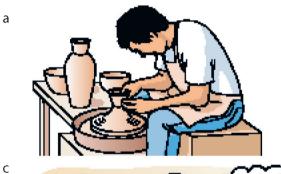


along corner finally gift sell straight ahead turn way

b

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?





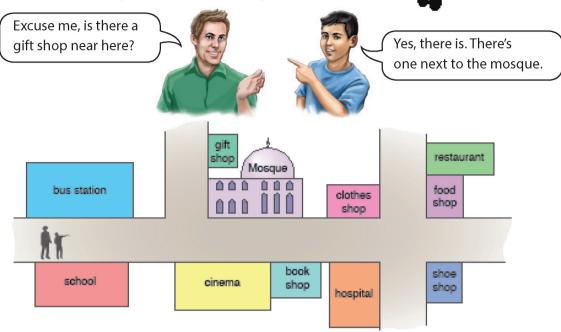




4 Listen and check your sentences. 🛡

- 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.

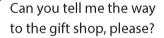
Excuse me, is there a ...?

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.





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.

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 you	ur 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

Listen and say the sentences.



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.

Read and check.

- Read carefully what you have written. Check for spelling and other mistakes.
- Rewrite your work neatly.
- 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?							
O1							
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:							



1 Listen and repeat the words. \P



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 guickly 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.

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

b

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.
Calim	No thank you It doorn't look nice

Salim: No, thank you. It doesn't look nice.

Layla: Thank you. I'll try some.

- 3 Work in groups of four. Act out the conversation in activity 2.
- 4 Read and match.
- 1 You offer food:
- 2 You want to try:
- 3 You don't want to try:
- 4 You like it:
- 5 You don't like it:

- a It doesn't look nice / good.
- b It looks good / nice / interesting.
- c It's awful / terrible. or It doesn't taste good / nice.
- d Would you like / Do you want to try this?
- e It's delicious / tasty / excellent / amazing.
- 5 Complete the conversations. Use words from activity 4.
- A: Would you like to try this? 1 Yes, please. B: Do you like it? A: Yes, _____ B: _____ to try this? 2 A: No, thank you. _____ B: 3 A: Yes, please. ______. B&C: Do you like it? A: l like it. _____. B: 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.

Α

- 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.
- 3 Listen and check your sentences. 🖫



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.

4 Now write the sentences. Use However.

Writing skills: using a comma after 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.



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			

Listen and say the sentences.



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.

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

- Read the conversation together. Practise your pronunciation.
- Perform your conversation for the class.



UNIT 4 WORKSHEET

Reading Comprehension

Read the text and answer the questions:-

1 How do Chinese people est rice?

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 Cambese people editiee.
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 :-
 I like this food – it's really (delicious / dangerous) I love to read the (magazine / tasty) 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
Language Choose the correct conjunction either (but / however) to complete the sentences 1. I like rice

Model Test 3

(points 20) READING & LISTENING

Listen and answer the questions.(TB page 105)

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

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?					

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

<u>A.</u>	Choose the co	mect words.(5 points j				
1.	There is a goodof gifts to buy in Jerusalem.(pattern - wood - choice)						
2.	This wicker		is from Gaza.(va	ase - gift - furniture)			
3.	This classroon	n is	(traffic - untidy -	visitors) Please tidy	it up now		
4.	I want to	how thi	s machine works.(think back - find out	t - civilization)		
5.	The first mobil	le phones we	ereand exp	pensive. (computer	- large - decade)		
<u>B-</u>	Fill in the spac	es from the I	ist:(5 points)				
	bridge	wait	lives	modern	decade		
1.		ike old cities	and some people	ike	cities.		
2.	What's the nar	ne of the		over this river?			
3.	The next		will start in the	year 2020.			
4.	I think mobile p	phones have	changed our	a lot	t.		
5.	Let's		here for a taxi.				
(P0	DINTS 10) LANG	GUAGE					
Co	mplete the sen	tences.					
1.	I have a new p	hone.					
M	y 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