



State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **7B**

Units	Page
1	2
2	7
3	12

Blended Learning module 4

Fourth 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 students should be able to express intentions.
5. The students should be able to express possibility or certainty using modal verbs.
6. The students should be able to plan for a picnic.
7. The student should be able to write an advert.

1 Listen and repeat the words and expressions.

introduce make up meaning pregnant
start up strengthen style therefore

Word formation:

strong – strength – strengthen

2 Work in pairs. What do you know about traditional embroidery in Palestine?**3 Listen and read. Then answer the questions.**

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



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

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

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

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

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

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

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

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5 Read and answer the questions.

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

6 Work in pairs. Read the passage aloud.

1 Listen and read. Then complete the rule.



When we are sure we want to do something, we use _____ or _____ + verb.

2 Think and write. Make a list of five things you intend to do, see or buy.

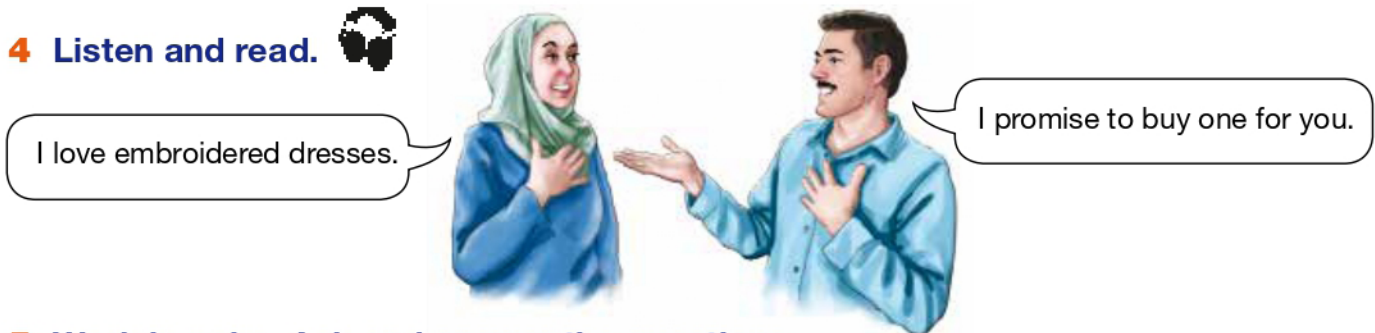
My intentions

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

3 Work in pairs. Tell each other your intentions.



4 Listen and read.



5 Work in pairs. Ask and answer the questions.

Has anyone promised to buy or do anything for you?

What have you promised to do for other people?

What did they promise to buy or do?

Did you keep your promises?

Did they keep their promise?

Grammar: intentions and promises
 For **intentions:** use *going to* or *intend to* + verb
 For **promises:** use *promise to* + verb

Using a dictionary: word families

1 Look at the dictionary entries and answer the questions.

All three words are part of the same word family.

embroider *verb*
to decorate cloth with a design of coloured stitches *The women **embroider** dresses after work.*

embroidered *adjective* decorated with a design of coloured stitches *The dresses have an **embroidered** front.*

embroidery *noun*
a design of coloured stitches on cloth *Palestinian **embroidery** has a long history.*

1 Which one is a noun?

2 Which one is a verb?

3 Which one is an adjective?

- strengthen introduce intend mean
- meaningful strong intention meaning introduction strength

2 Join up words from the same word family.

Writing skills: using *therefore* and *however*

Therefore is used to develop or conclude an idea.

However is used to add an opposing or contrasting idea. A comma is often used after *therefore* or *however*.

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

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

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

With a million dollars I intend to build my family a new house. I also intend to buy my father a car. We are going to have a great family holiday.

I promise to help the poor. I will give a lot of the money to others. I promise I won't keep the money for myself.

5 Write sentences about the intentions and promises you talked about in activity 5 on page 45.

Unit task: Writing a letter from Sophie to her mother in England to tell her about a dress

1 Work in groups. Talk about what the dress looks like (design, style, colours).



2 Listen and complete the sentences. Check your spelling. 🎧

- 1 I've seen a _____.
- 2 It _____.
- 3 The _____.
- 4 Mona knows about _____.
- 5 The _____.

3 Listen and say the sentences. 🎧

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

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

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

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

6 Work on your own. Rewrite your letter neatly.

Unit 1 Worksheet

READING

Read the passage and answer the questions:

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

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

VOCABULARY

Circle the correct words.

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

. Complete the sentences with the suitable word from the list.

Embroidery strengthened design

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

LANGUAGE

Read and Circle.

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

1 Listen and repeat the words and expressions. 🎧

although camera inside microphone mistake outside video call worry

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

- 1 What are the people doing?
- 2 Have you ever made a video call? If so, tell the class about it.
 - Who did you talk to?
 - What did you talk about?

3 Listen and answer the questions. 🎧

4 Listen and read. Underline the words in activity 1. 🎧

Majed wants to speak to his father. However, his father is working in the United States so he makes a video call. First he turns on the computer and then he turns on the microphone.

Majed: Hello Dad. I can see you well, can you see me?

Father: No, Majed. There's a problem. I can hear you very well but I can't see you.

Majed: Sorry – I made a mistake! I didn't turn on the camera. Can you see me now?

Father: Yes, that's good. How are you, Majed? How's your mother?

Majed: We're all well – and you?

Father: I'm fine although the weather is very bad here. There are terrible winds, rain and snow outside but I'm warm inside the house. Tell your mother that I'm well. She'll worry when she hears about the weather.

Majed: I'll do that.

Father: Are you doing well at school?

Majed: Yes, we are doing work on communications now. We're learning about modern communications – home phones, mobile phones, computers and things like that.

Father: Very good – so this video call is a good example of modern communications.

Majed: Yes, I know. This is part of my homework!



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

Everyday
English

Sorry – I made a mistake! We're all well – and you? ... and things like that

1 Listen and circle the words and expressions you hear. 

although camera inside microphone mistake outside video call worry

Which word didn't you hear?

2 Read and circle the correct words.

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

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

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



4 Listen and check your sentences. 

5 Read the conversation on page 48 again and answer these questions.

- 1 What does Majed do before he can start the video call?
- 2 What is Majed's mistake?
- 3 How is Majed's father?
- 4 Why will Majed's mother worry about his father?
- 5 What does Majed tell his father about school?

1 Listen and repeat the words.



allow another keep network receive revolution satellite several

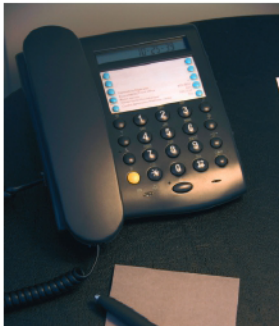
2 Work in pairs. Look at the pictures and answer the questions.

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

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



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



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

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



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

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



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

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

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5 Read and answer the questions.

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

6 Work in pairs. Read the passage aloud.

1 Read and think. Then complete the activities.

I must make a video call to my father.

I have to do my homework.

He must get up now.

He has to go to school.

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

I / You / We / They	_____	go now.	He / She / It	_____	go now.
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2 Work in pairs. Write three school rules using have to.

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

3 Read and think. Then complete the sentence.

- 1 The opposite of have to is _____.

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

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

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

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

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

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

Grammar: have to / must

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

UNIT 2 WORKSHEET

READING

Read the conversation then answer the questions that follow:

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

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

1 . What are the three communication revaluations?

.....

2. Where can you use satellite phones ?

.....

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

1. The first revolution in communications was the mobile phone. ()
2. Mobile phones will work anywhere. ()

LANGUAGE

CHOOSE THE CORRECT ANSWER

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

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

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

1 Listen and repeat the words.



carry catch decide forget same sandwich suggestion weekend

2 Work in pairs and talk about the weekend.

- 1 What are you going to do?
- 2 What would you like to do?

3 Listen and answer the questions.



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



Imad, Sam and Majed are making plans for the weekend.

Imad: What are you doing this weekend?

Sam: I don't know. Do you have any suggestions?

Imad: Let's go for a picnic.

Sam: That's a great idea!

Majed: It may rain.

Imad: It might but I don't think so.

Majed: OK, I'll go. What should we take to eat?

Sam: Let's all take something and share it.

Imad: Good idea. But let's decide what to take now so we don't all take the same food.

Sam: OK. I'll take some sfeha.

Imad: I'll make sandwiches.

Majed: Then I'll take some humos and salad.

Imad: Then we need some drinks.

Sam: We have lots of orange juice – I'll take that.

Majed: We might have some lemonade I can take.

Sam: Remember to take your camera, Majed.

Majed: Don't worry, I won't forget. I love to take photos.

Imad: That's it then. That's not a lot to carry.

Sam: No, it isn't. But where are we going to have our picnic?

Majed: Oh, I know a great place. I always go there with my family.

Imad: Where is it?

Majed: I'm not going to tell you. It'll be a surprise!

Sam: How will we get there?

Majed: We'll catch a bus and then walk.



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

Everyday
English

It may rain. It might but I don't think so. That's it then.

1 Listen and circle the words you hear. 

carry catch decide forget same sandwich suggestion weekend

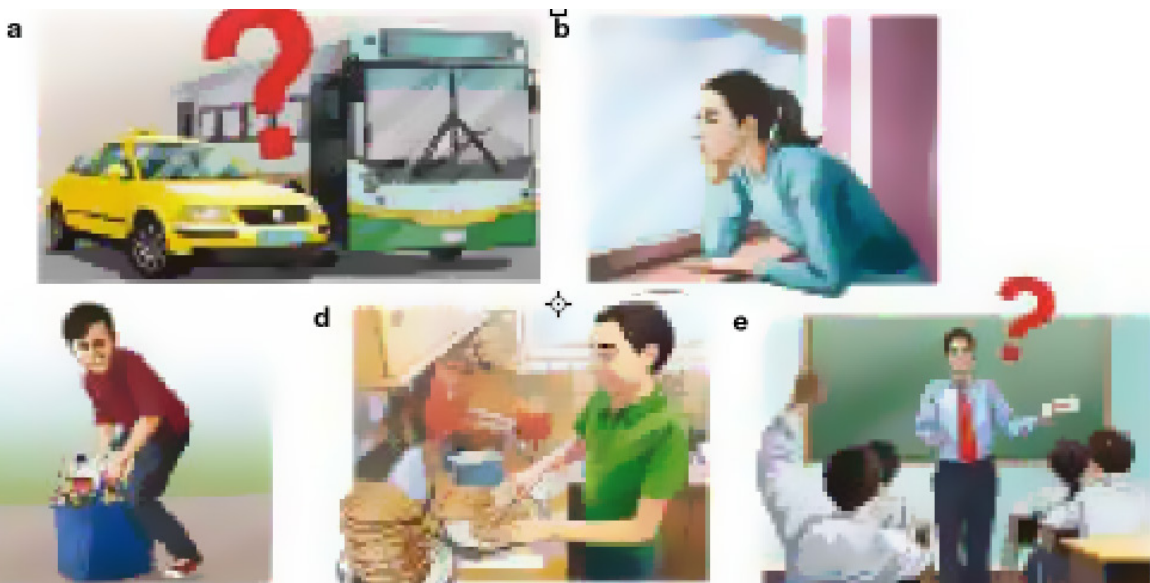
Which words didn't you hear?

2 Read and circle the correct words.

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

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

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



4 Listen and check your sentences. 

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

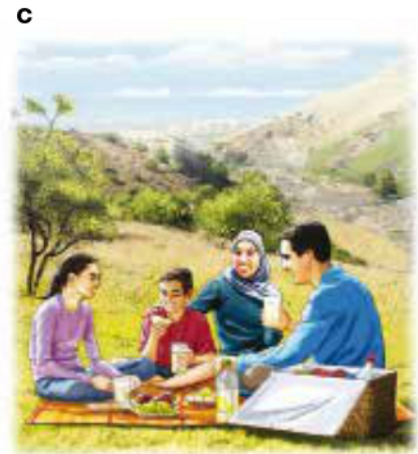
- 1 What does Sam suggest they do with the food they take?
- 2 What food will Majed take?
- 3 Who will take the orange juice?
- 4 Who knows a good place for a picnic?
- 5 What do you like to eat at a picnic?

1 Listen and repeat the words. 

bring huge narrow nature path protect route woods

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

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



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

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

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

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

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

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

So no, I won’t tell you where it is.

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

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

Word formation:
happy – happiness

5 Read and answer the questions.

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

6 Work in pairs. Read the passage aloud.

1 Read and answer the questions.



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

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

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

3 Rewrite the sentences. Use the words in brackets.

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

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

4 Listen and check your sentences. 

5 Work in pairs. Talk about your plans for this evening and the weekend.

What are you going to do this evening? I don't know, I may ...

What are you doing this weekend? I'm not sure, I might ...

Grammar: may / might

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

Using a dictionary: words with more than one meaning

1 Read the dictionary entry and write one more example sentence for each meaning.

wood *noun*
1 what trees are made from *The table is made from **wood**.*
2 (usually *the woods*) a small forest *We had a picnic in the **woods**.*

2 Complete the dictionary entries. Use *before* and *after*.

1 _____
 at an earlier time *We had our picnic _____ it started to rain.*

2 _____
 at a later time *We played games _____ the picnic.*

Writing skills:
 using *before*
 and *after*

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

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

4 Work in pairs. Make a list of things you have to do before and after you go on a picnic.

5 Work in a group. Write sentences about what you may or might do in the next school holiday.

I might help my father. We may go to our village.

- Show your sentences to another student. He / She writes a question.

How might you help your father?

- Read the question and write an answer.

I might work in his shop or I might work on the farm.

- Show your questions and answers to other students in your group. Continue to write questions and answers.

What might you do in the shop?

I may clean or I may put things on the shelves to sell.

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

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

1 Work in groups.

- Talk about what you like to eat at a picnic.
- Talk about where you like to go for a picnic.

Unit task: Planning a picnic

2 Listen and complete the sentences. Check your spelling.



- 1 Where are we going _____?
- 2 Oh, _____.
- 3 Who _____?
- 4 What _____?
- 5 Let's all _____.
- 6 Don't _____.

3 Listen and say the sentences.



4 Work in groups. Make notes about when, where, who and what.

- 1 **When** will you go for the picnic?
 - Agree on a day and a time.
 - It might rain or be cold so think about where you can go in the rain.
- 2 **Where** will you go?
 - Agree on a good place for a picnic.
- 3 **Who** will you invite?
 - Make a list of friends and family to invite.
 - Who do you think might come? Who might not come?
- 4 **What** will you eat and drink?
 - Make a list.
 - Agree who will take what.

5 Prepare to tell the class about your picnic.

- Think about who will present each part 1 to 4.
- Practise together.

6 Tell the rest of the class about your picnic. Listen to the other groups and make notes about their picnic.

Group name	When	Where	Who	What

Which group planned the best picnic?

UNIT 3 WORKSHEET

READING

Read then answer the following questions:-

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

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

Are these sentences true or false:

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

VOCABULARY

Fill in blanks with words from the list:-

Suggestion carry forget sandwiches weekend narrow

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

LANGUAGE

Rewrite the sentences using the words in brackets

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

Reading and listening (20 points)

Listen and answer the questions. (TB Page 133)

1 What do the girls want to do?

.....

2 What does Mona's grandmother want to do?

.....

Mona and Sophie are visiting Mona's grandmother.

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

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

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

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

Mona: Of course, what's that?

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

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

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

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

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

Sophie: Do you have any lemonade?

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

Mona: Yes, please.

Read and answer the questions.

1 What do the girls intend to do?

.....

2 What help does Mona's grandmother need?

.....

3 Why can't she do it herself?

.....

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

.....

5 Which is the best title for the passage?

a Learning to embroider

b A chat

c A visit to grandmother

Vocabulary (10 points)

Read and circle the correct words.

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

(5points)

:A- Fill in blanks with words from the list

decade	ugly	hang	soap	plastic
--------	------	------	------	---------

.Today large thin TVs _____ on walls-1

.2099 This _____ will end in the year-2

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

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

.made from olive oil comes from Nablus _____-5

LANGUAGE (10 POINTS)

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

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

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

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

Choose the correct word :

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

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

Rewrite the sentences. Use the words in brackets.

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

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

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

(points 10) Writing

Write an advert for your new phone telling people

.how good it is and why they should buy it

GOOD LUCK