



Telegram @MODULE1: Getting together

## Unit 2 Family celebrations

Grammar  
Simple past and past perfect  
[once / when / before / after / by the time];  
compound nouns



### Discuss

- 1 Look at the photographs and discuss these questions.
  - a Who are the people in the photographs?
  - b What do you think is happening?
- 2 When do members of your family meet with each other?

.....  
.....  
.....  
.....

# Family celebrations

*Family*  
is not an  
IMPORTANT  
thing, it is  
*Everything*

Student's book

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## Warming up

# When do people celebrate?

What do you need for celebrations?





**Graduation Party**



**Wedding anniversary**



**Dinner party**



**Discussion**

- 1 Look at the photographs and discuss these questions.
  - a Who are the people in the photographs?
  - b What do you think is happening?
- 2 When do members of your family meet with each other?



**During holidays- festivals - parties -**





**Family like branches on a tree**

**We may grow in different directions**

**Yet our roots remain as one.**



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**the eldest ( adj.)**







**hold ( v. )**

**to arrange and take part in**

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# close-knit ( adj.)

We are a close-knit family



**united together by strong relationships and common interests**

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# get-together ( n. )

an informal meeting or social occasion, often arranged for a particular purpose



**A family get-together**

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**milestone ( n. )**



**an important event in the development of something or in someone's life**

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**Formal** ( adj. )

public or official



The graduate made  
a **formal** speech.

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# touching (adj.)



**arousing strong feelings of sympathy, appreciation or gratitude**

**The graduate made a short speech which was very touching.**

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**swap ( v. )**

**to take part in an exchange of**

**After the graduation, the girls swapped gifts with each other.**



## Complete with words from the list :

Close-knit – get-together - milestone - swap –touching- hold

- 1- His speech was so **touching** ..... that everyone clapped.
- 2- In our family, We usually have a weekly **get- together** ..... To strengthen our relations.
- 3- Can I **swap** ..... this shirt for the blue one?
- 4- We are going to **hold** ..... the wedding at a big hotel.
- 5- We are a **Close-knit** ..... family . We never have problems with each other.





## Wrap up

**1.State some ways people can commemorate happy occasions.**

**Mention some of the activities people can practice during festivals.)**

**They can make carnivals. They can make raffles. They can play fireworks .They can go shopping. They sing songs.....,etc.**

**How can festivals benefit a society?**

**They attract tourists. They are good for the economy.**

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English Department

Under the auspices of :

HOD Mr. Hesham Al- Sakhawi



**Thank you**

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# Celebrations

**Unit 2**

**Lesson 2**

Student's book  
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**Mention some family celebrations.**

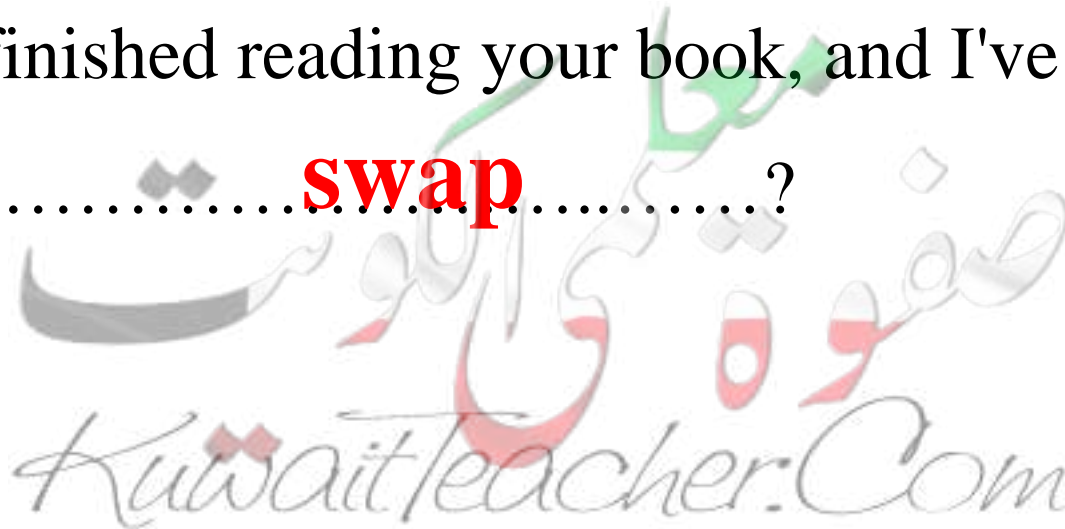




**Fill in the spaces with words from the list :**

( touching \ swap \ formal \ close-knit \ eldest )

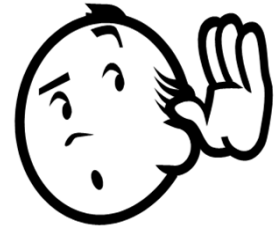
- 1- The way she looked after her sick sister is really.....**touching**.....
- 2- We are a very.....**close-knit**.....family; we are always together.
- 3- This is a .....**formal**.....letter, it is written in a classical way.
- 6- When you've finished reading your book, and I've finished mine, shall we .....**swap**.....?





(2.1) You are going to hear three people talking about a recent family celebration.

- a What occasions are the three speakers describing?
- b Who do you think the three speakers are?



**Speaker 1:** brother's graduation from university

**Speaker 2:** family dinner on Friday evenings

**Speaker 3:** fiftieth wedding anniversary

**Speaker 1:** daughter of the family / sister

**Speaker 2:** son of the family

**Speaker 3:** grandfather

A

B



**Check your understanding**

**4** (2.1) Listen again and answer these questions.



**younger .**

**Speaker 1**

- a Is the speaker's brother older or younger than she is? What is the age difference?
- b Where was the celebration held? **In a hall.**
- c Do you think this venue was the best location for the party? Why? **Yes, it was near**

**Speaker 2** **Shopping, watching TV and eating.**

- d Which three activities do the speaker and his family enjoy doing together? **Between 15 to 20.**
- e How many members of the speaker's family get together on Friday evenings?
- f Why is food an important part of a celebration? **Food adds fun and enjoyment**

**Speaker 3**

- g What did the old school friend say when he saw the speaker?
- h Why is the occasion a personal milestone? **He didn't look any different**





Complete these sentences with the correct form of one of these verbs:

sign swap host make

- a We decided to ..... **host** a special celebration for our brother.
- b If you want to talk to everyone, you have to ..... **swap** places from time to time.
- c The man's eldest son ..... **made** a short speech before the celebration.
- d Everyone ..... **signed** a card to wish the couple a happy anniversary.





## 6 Work with a partner.

- a) Take turns to describe a family celebration you remember well. Think about:
- the place
  - the people
  - food and drink
  - people's clothes

b) Do you think it is important for the members of families to meet on important occasions?  
Give reasons.

**Quote** “When you look at your life, the greatest happinesses are family happinesses.”

Joyce Brothers

10166 810612

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HOD Mr. Hesham Al- Sakhawi



**Thank you**

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# Family Celebrations

Unit 2

Step 4 & 5

SB: 20 - 21

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## How do people celebrate the return of someone from Hajj in Kuwait?

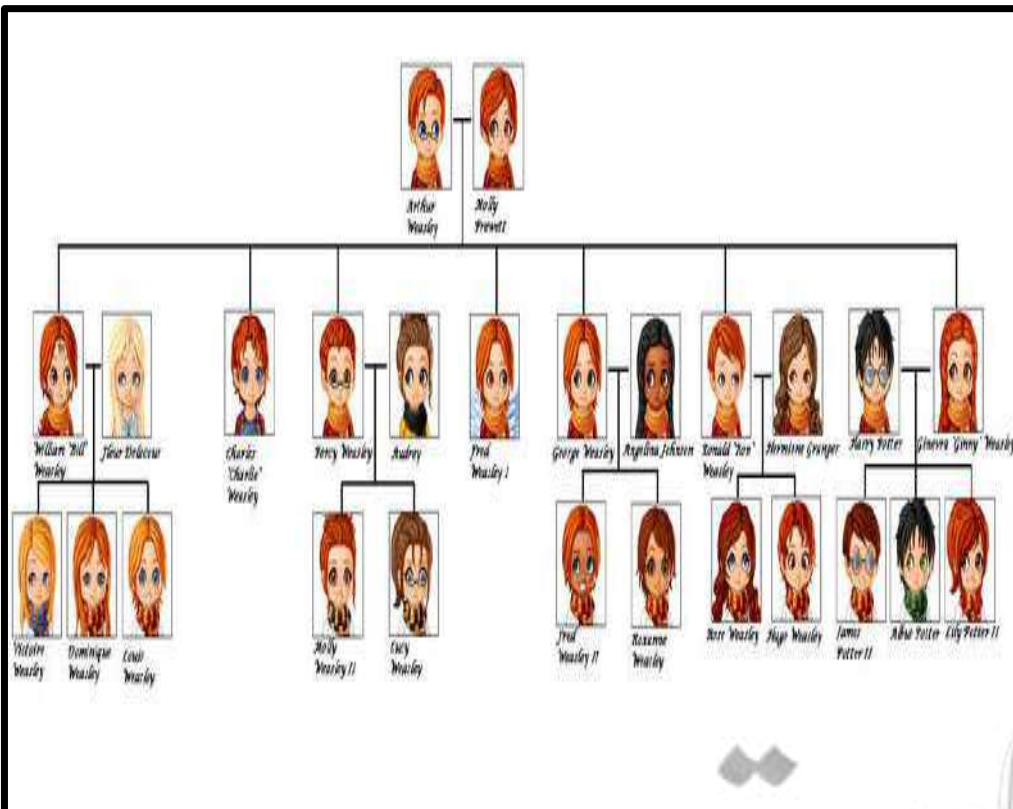
**By welcoming them at the airport, decorating houses, preparing special meals and inviting members of the family and friends.**

**The pilgrimages' clans welcome their return from Hajj with flowers**





# clan ( n. )



group of a close-knit and interrelated families





# breathing space ( n. )

**an opportunity to pause, relax or decide what to do next**





# desert ( v. )

the act of running away or leaving



People had to **desert** when the fire started.

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**interior ( n. )**  
**the inland part of**  
**a country or region**



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**well-deserved ( adj. )**

**well-earned**



*Congratulations!*





# wind up ( phrasal verb )

to make a clock or other device  
operate by turning a key or handle



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## Complete with words from the list :

clan - deserted - interior - wind up – breathing space - well-deserved

- 1- This is a **Wind up** toy. You don't need batteries to let them work.
- 2- Their father **deserted** them and left them homeless
- 3- I 've paid a lot for the portrait as it is a **Well-deserved** Piece of art.
- 4- Arab communities were based on small groups of people called .. **clans** ..
- 5- The **interior** design of your villa is really fantastic.

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- **Simple past and past perfect [once / when / before / after / by the time]** Grammar reference page 124

# SIMPLE PAST TENSE

+	<ul style="list-style-type: none"><li>• <b>Subject + verb2</b></li><li>• <b>He met his friend last year.</b></li></ul>
-	<ul style="list-style-type: none"><li>• <b>Subject + did not+verb1</b></li><li>• <b>She did not worked yesterday.</b></li></ul>
?	<ul style="list-style-type: none"><li>• <b>Did+Subject+verb1+?</b></li><li>• <b>Did he worked yesterday?</b></li></ul>

## Usage

## Sample

Action ended in the past

Leonardo painted the Mona Lisa.  
I went to the doctor yesterday.

A series of actions in the past

I finished work, walked to the garden and found my friend there.

States or habits in the past.

I played cricket everyday, when I was young.

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## The past perfect simple

Often we talk about things that happened in the past:

past perfect = /həd/ had + past participle  
= this happened first

2 When we arrived, 1 the movie had started.

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## After

After	<b>Past Perfect</b>	,	<b>Past Simple</b>
	_____		_____
	<b>had + V3</b>		<b>V2</b>

**After** he **had eaten** his dinner, he **went** to sleep..

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## Before / By the time

	<b>Past simple</b>	,	<b>Past Perfect</b>
<b>Before</b>	_____		_____
<b>By the time</b>	<b>V2</b>		<b>had - V3</b>

**Before he went to sleep, he had eaten his dinner.**

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Read Aisha's personal account of her grandma's return from Makkah. Underline all the verbs.

## GRANDMOTHER CELEBRATES HER RETURN FROM HAJJ

Yesterday, we celebrated our grandmother's return from the Hajj. After we had collected her from the airport, Grandma explained to us that she had always dreamed of travelling to Makkah and that she had finally achieved her life-long aim. As soon as we had eaten a long breakfast together, we invited our close family over for a special meal, and welcomed Grandma's other friends and relatives to the house to celebrate. Mum had decorated

the house in anticipation of her arrival. Grandma gave us some gifts. Then, we sat down together and tucked in to a large lunch of curry, fresh fruit and vegetables. By the time we finished the meal, Grandma had begun to tell us about her experience in Makkah. Once she had answered all our questions, we finally gave her some well-deserved breathing space.





2 Look at the following sentences from the text. There are two different verb tenses in each. Read them and fill in the chart.

- a As soon as we had eaten a long breakfast together, we invited our close family over...
- b Mum had decorated the house in anticipation of her arrival. Grandma gave us some gifts.
- c By the time we finished the meal, Grandma had begun to tell us about her experience in Makkah.

	Simple past	Past perfect	Which action came first?
a	invited	had eaten	eating a long breakfast
b	<b>surprised</b>	<b>had eaten</b>	<b>decorating the house</b>
c	<b>finished</b>	<b>had begun</b>	<b>beginning to tell us</b>



Read the text again. Underline the sentence in which the past perfect verb explains something.

## GRANDMOTHER CELEBRATES HER RETURN FROM HAJJ

Yesterday, we celebrated our grandmother's return from the Hajj. After we had collected her from the airport, Grandma explained to us that she had always dreamed of travelling to Makkah and that she had finally achieved her life-long aim. As soon as we had eaten a long breakfast together, we invited our close family over for a special meal, and welcomed Grandma's other friends and relatives to the house to celebrate. Mum had decorated

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Complete these sentences with the correct past form of the verbs in brackets.

**had already seen**

- a They **watched** (watch) the film although they \_\_\_\_\_ (already see) it three times.
- b The air conditioning **had been broken** (break), so we all **felt** (feel) very uncomfortable.
- c He \_\_\_\_\_ (never eat) Kuwaiti food before, but he really **enjoyed** (enjoy) it.
- d The next morning, the streets **had been** (be) dusty because there **were** (be) a sandstorm.

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## Grammar

- No sooner ... than, Hardly...when
- As soon as

**No sooner** is used to show that one thing happens immediately after another thing. It is often used with the past perfect, and usually followed by *than*:

**No sooner** had they started their walk **than** it started to rain.

It is possible to express the same idea using **hardly/scarcely...when**.

**Hardly** had I reached the station **when** the train came.

**As soon as** is also used with the same meaning.

**As soon as** she finished one project, she started working on the next.

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5 Complete these sentences with interesting explanations in the past perfect.

- a No sooner had Ahmed woken up than ..... **he prepared his breakfast.**
- b Hardly had Hamad arrived at school when ..... **he lost his book.**
- c Jaber couldn't afford to go to the theatre because he ..... **he hadn't got enough money.**
- d As soon as Jumana missed the bus, ..... **she called a taxi.**

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6 Write a list of all the things you had done by the time you went to bed yesterday.

By the time I went to bed yesterday, I had been to school, done my homework, watched TV and sent an e-mail to my friend.

**By the time I went to bed yesterday, I had finished my project, prepared my lessons and cleaned my room.**

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## Compound nouns

### A Form

noun + noun

### B Use / Meaning

We combine two nouns to make a new idea. This can become one word or remain as two words. The first noun often acts as an adjective, describing the second noun.

a **bathroom** (a room for baths)

a **hairbrush** (a brush for hair)

the **chair leg** (the leg of the chair)

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## Derivatives and compound nouns



### Note

There are various ways to make new words in English. One of them is compounding, i.e. combining two independent words, e.g. *grandmother*.

Make new terms by combining words from the two lists.

a	lunch	father	lunchtime
b	birth	works	..... <b>birthday</b>
c	tea	day	..... <b>teapot</b>
d	grand	time	..... <b>grandfather</b>
e	fire	lace	..... <b>fireworks</b>
f	neck	lance	..... <b>necklace</b>
g	free	pot	..... <b>freelance</b>





Another way to make new words is by adding a suffix, i.e. a dependent unit at the end of the words, e.g. *-ion* in *attention*.

Make new words by adding these suffixes: (*-ion*, *-or*, *-ant* or *-al*) to the following.

*celebrate, decorate, congratulate, collect, participate, arrive, invite, visit*

**celebration**   **celebrator**   **decoration**   **decorator**   **congratulation**

**congratulator**   **collection**   **collector**   **participation**   **participator**

**arrival**   **invitation**   **visitor**

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## Words with more than one meaning

2 Which of the two meanings fits the words in italics in these sentences?

a The head of the clan has five sons.

*head* 1 part of the body 2 leader, most important person

b He comes from a very upper class family.

*class* 1 social group 2 group of students who learn together

c I've eaten as much as I can – I'll have to leave the rest.

*rest* 1 part of something that is left 2 period of relaxation

d They live a very simple life.

*simple* 1 easy, not difficult 2 natural, not complicated

e Swimming is a form of exercise.

*form* 1 style; kind 2 written document with spaces to write in



## Pronunciation Same word - different pronunciation



Some words have more than one meaning and pronunciation.

- a** Read these two sentences aloud. How did you pronounce **close**?  
*I live close to the city centre. Please close the door.*
- b** Now read these sentences. Think carefully about the words in bold.
- 1 My grandparents have an old clock which they **wind up** every week.
  - 2 My penfriend **lives** in Paris.
  - 3 The actor had to **desert** the stage when the fire started.
  - 4 There was a strong **wind** last night.
  - 5 Children have happy **lives**.
  - 6 The interior of Iceland is a **desert** of ice.



**C. (2.2)** Listen. Did you pronounce the words correctly?



**Thank you**

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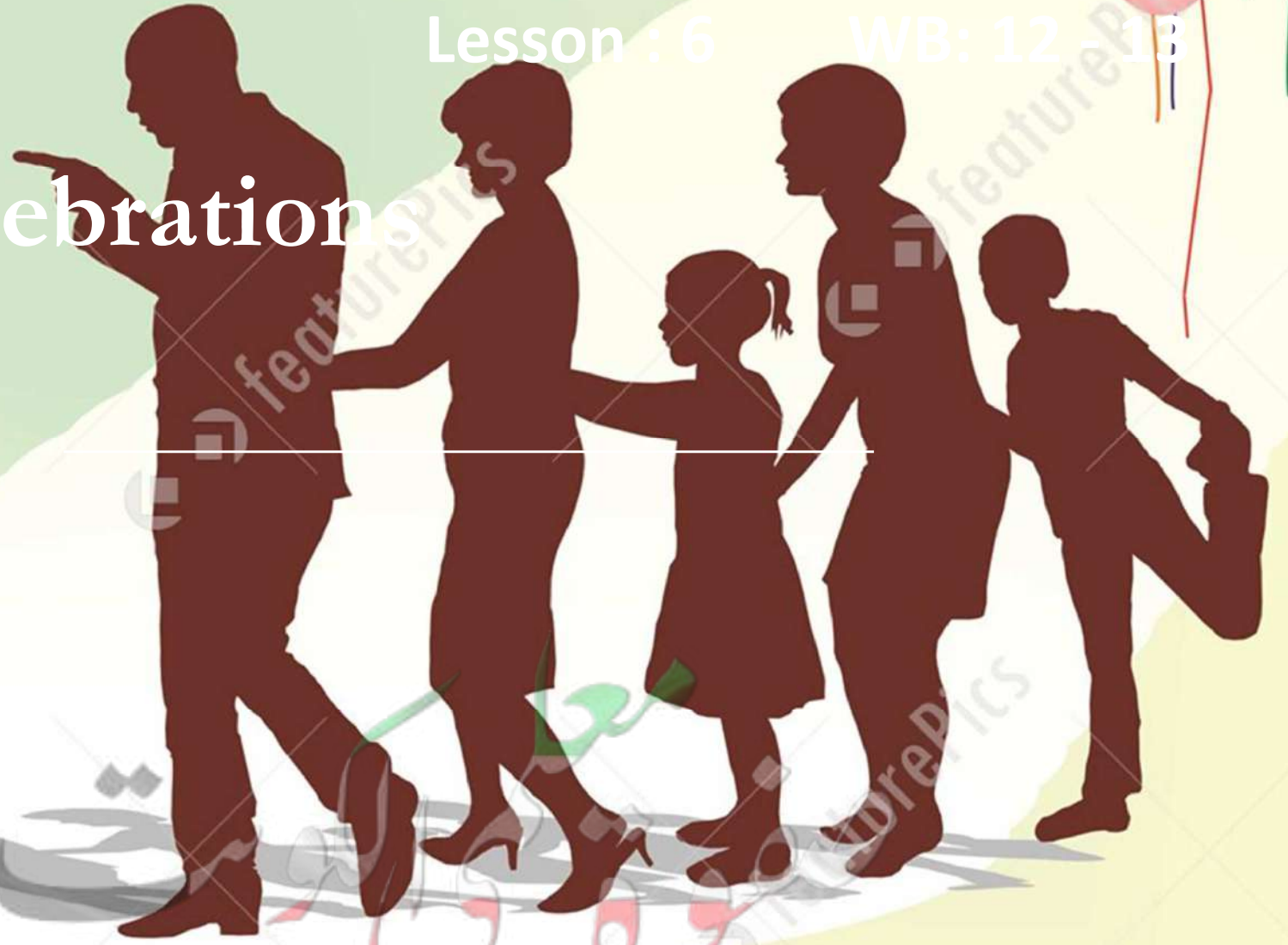
Grade : 11

Unit : 2

Lesson : 6

WB: 12 - 13

# Family Celebration



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## Warming Up

**Fill in the spaces with words from the list :**

**touching/ milestone \ get- together / swap \ held \ formal \ close-knit \ eldest**

- 1- He felt that moving out from his parents' house was a **milestone**.....in his life.
- 2- The way she looked after her sick sister is really.....**touching**.....
- 3- We are a very.....**close-knit**.....family; we spend a lot of enjoyable times together.
- 4- International conferences must be.....**held**.....every now and then for spreading peace.
- 5- This is a **formal**.....letter, it is written in a classical way.
- 6- When you've finished reading your book, and I've finished mine, shall we **swap**.....?



**Language practice**

**1** Read the following pairs of sentences. Explain the meanings of the words in italics. You may consult the glossary or a dictionary.

- a • The *bank* is closed today.  
.....
- She walks along the *bank* every morning.  
.....
- b • *Bears* are wild.  
.....
- She can't *bear* this situation any more.  
.....
- c • Put the vase on the *table*.  
.....
- This *table* has interesting information on the economy.  
.....
- d • She went to the ophthalmologist because her *pupil* was enlarged.  
.....
- *Pupils* are supposed to be neat when they come to school.  
.....

**2** Refer to the glossary or a dictionary to find the meaning of the words and write one sentence using each:

- a get-together:  
.....  
.....
- b close-knit:  
.....  
.....
- c milestone:  
.....  
.....
- d breathing space:  
.....  
.....

c interior:  
.....  
.....

f well-deserved:  
.....  
.....

**3** Match the following sentences with their functions.

- a Oh, I am sorry. I am already engaged in another activity.
  - b Thanks, I'd love to.
  - c I'm already going shopping, but I'll check if I can go earlier.
- 1 Asking for information
  - 2 Pending; not yet decided
  - 3 Rejecting politely
  - 4 Inviting
  - 5 Accepting

**4** Complete this dialogue with these sentences.

And you I'll definitely come Are you free  
 The reason I'm calling is to invite you to a celebration  
 See you next weekend What are we celebrating  
 How are you My sister is going to get married

- 1 A: Hello, Fatima. .... ?  
B: Hi, Noura. I'm fine thanks, .....
- 2 A: Great. ....  
It's going to be next weekend.  
B: That sounds brilliant. .... ?
- 3 A: .....  
B: Wow, that's great. ....  
I can't wait.
- 4 A: Good, .....  
B: Yeah, see you then.

# Workbook

## Page 12



## Language practice

1 Read the following pairs of sentences. Explain the meanings of the words in italics. You may consult the glossary or a dictionary.

a • The *bank* is closed today.

**Financial place .**

-----  
• She walks along the *bank* every morning.

b • *Bears* are wild. **The land alongside a river .**  
**large mammals with thick fur and short tail.**

-----  
She can't *bear* this situation any more.

c • Put the vase on the *table*. **To put up with .**

**A set of facts in columns**

-----  
This *table* has interesting information on the economy. **A piece of furniture at which meals often eaten..**

d • She went to the ophthalmologist because her *pupil* was enlarged.

**The dark circle at the center of the eye .**

-----  
*Pupils* are supposed to be neat when they come to school.

-----  
**Students.**





**2** Refer to the glossary or a dictionary to find the meaning of the words and write one sentence using each:

**a** get-together:

An informal meeting .

**b** close-knit:

Bound by a close relationship .

**c** milestone:

A significant point of development .

**d** breathing space:

An opportunity to relax .

### 3 Match the following sentences with their functions.

a Oh, I am sorry. I am already engaged in another activity. 3

b Thanks, I'd love to. 5

c I'm already going shopping, but I'll check if I can go earlier. 2

1 Asking for information

2 Pending; not yet decided

3 Rejecting politely

4 Inviting

5 Accepting





**4 Complete this dialogue with these sentences.**

And you                    I'll definitely come                    Are you free  
The reason I'm calling is to invite you to a celebration  
See you next weekend                    What are we celebrating  
How are you                    My sister is going to get married

1 A: Hello, Fatima. ----- **How are you** ----- ?

B: Hi, Noura. I'm fine thanks, ----- **And you?** -----

2 A: Great. ----- **The reason I'm calling you to .....** -----  
It's going to be next weekend.

B: That sounds brilliant ----- **What are we celebrating?** -----

3 A: ----- **My sister is going to be married** -----

B: Wow, that's great. ----- **I'll definitely come** -----  
I can't wait.

4 A: Good, ----- **See you next weekend** -----

B: Yeah, see you then.



5 Work out the order in which these pairs of actions happened. Then write sentences using the words or phrases in italics and verbs in the simple past or the past perfect. You may need to change people's names to pronouns.

- a Waleed's father lent Waleed his car.  
Waleed passed his driving test.

*after*

After Waleed had passed his driving test, his father lent him his car.

- b The family finished preparing the food for the party.

The guests started arriving.

*before*

The family had finished preparing the food for the party before the guests started arriving.

The tourists went on a guided tour of the city.

The tourists got off their coach in the city centre.

*as soon as*

As soon as the tourists had got off their coach in the city centre, they went on a guided tour of the city.

The businessman checked in at the airport.

The businessman had breakfast.

*after*

After the businessman had checked in at the airport, he had breakfast.

- e The audience asked questions.

The lecturer finished speaking.

*when*

The audience asked questions when the lecturer had finished speaking.

- f The cousins arrived at the stadium at 11 a.m.

The volleyball tournament started at 12 p.m.

*before*

The cousins had arrived at the stadium at 11 a.m., before the volleyball tournament started at 12 p.m.

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**6** Match the sentence beginnings with their endings.

- a As soon as the sun had set, **4**
- b The tornado had destroyed most of the town **1**
- c By the time Khalid got home, **5**
- d I had visited Kuwait City before, **2**
- e I could tell the festival had begun **3** because
- 1 before it was evacuated.
- 2 but somehow I still got lost.
- 3 the streets were decorated with flags and banners.
- 4 the temperature dropped dramatically.
- 5 the documentary had already started.



7 Put the verbs between brackets in the right tense.

- a Every time somebody discusses holidays, they **reminisce** (reminisce) about their summers abroad.
- b The photographer certainly **captured** (capture) the mood of the celebration last night.
- c He **was holding** (hold) the baby when it started crying.
- d The ball **just touched** (just touch) the net.
- e Why **don't you swap** (not swap) this jacket for that one? This one's better.
- f I knew I **had passed** (pass) my exam when the teacher smiled at me.
- g I **have not seen** (not see) my uncle since last year.
- h He **met / will met** (meet) us at the airport at 9.00 a.m.

Self-assessment





# Thank you

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# Unit 1

# Lesson 7

Student's Book

Page 22



## Writing An informal invitation

### Read and analyse

- 1 Read this e-mail from Amal to her friend Noura and her family. Find the answers to these questions.
- When and where is the celebration?
  - Why is Amal having a celebration?
  - What will the celebration include?

### Planning and writing

- 2 Answer these questions.
- Make a paragraph plan, using Amal's e-mail to Noura as a model.
  - Now write your own e-mail in 170–200 words. Start and end your e-mail in the same way as Amal did. The language in the Useful Language box may help you.

### Check

- 3 When you have finished writing, read your e-mail carefully.
- Check spelling, grammar and punctuation.
  - Exchange e-mails with a partner. As you read your partner's e-mail, imagine you are being invited. Does the e-mail tell you:
    - the occasion you are being invited to?
    - the date and time of the occasion?
    - the place you have to get to?
  - Before you give the e-mail back to your partner, ask any questions you have. For example: *What time should I arrive?*

### USEFUL LANGUAGE

#### Inviting

I'm writing to invite you to ...  
We / I hope you can be here with us.  
The celebration is at our house.  
We / I look forward to seeing you.

#### Making polite requests

Please try to arrive by ...  
Please let me know if you can come.



You are going to write an informal invitation to a family occasion.



Dear Noura,

I'm writing to invite you and your mother and sister to a celebration we're having next Thursday for my sister Khaleeda. It's the end of her university course in France and she's finally coming home for good. This will be the first time we've seen her for a year. As you can imagine, it will be a very special day for all of us. Mum in particular is really excited. We hope you can be here to celebrate Khaleeda's return with us. We're only inviting family and close friends.

Mum is going to prepare a big feast for the occasion and, of course, I will be helping her. During the celebration, I'm going to read a poem I have composed especially for this event. Then, Dad will be showing on a video projector a film that captures important moments of Khaleeda's life with us since the day she was born. This video will be a nice way to reminisce about the good old days.

Please try to arrive by 7 o'clock, so that everyone is already here when Khaleeda arrives.

The celebration is at our house. Do you remember how to get here? It's easy to find the house from the city centre roundabout. Perhaps your father could drive you?

Please let me know if you can come. We all look forward to seeing you.

Love,  
Amal







What activities do people enjoy doing in celebrations?

People enjoy singing songs, playing fireworks, shopping, having delicious food, watching TV, playing music,.....etc.

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## Warming up

### ✍ Writing A Letter/ Email

✍ Personal letters may be short or long but they are usually chatty and informal whether you are writing to family or friends.

✍ Formal letters are written to people we don't know on a personal level for different reasons: to find out information, to apply for a job or a course, to make a complaint ...

✍ Step 1: Decide how formal your letter needs to be

✍ Step 2: Organise your writing

✍ 1. Opening formula

✍ 2. Introductory paragraph: initial greeting and/ or introduction of the reason to write.

✍ 3. Body: main information divided into one or more paragraphs depending on the length of the letter/ email.

✍ 4. Final remarks: say what you expect from the letter's recipient, whether you want them to write back to see you soon



### Writing A Letter or Email

#### Formal

#### Informal

- Dear Mr/ Mrs + surname  
- Dear Sir or Madam

- Hello/ Hi + name  
- Dear + name  
- Hi there!

- Thank you for your letter/ email about ...  
Many thanks for your letter/ email.

- Thanks for your letter/ email.  
Thanks for writing to me.  
It was great to hear from you again.

- I am writing to request information about/  
inform you about/ complain about, ...

- I am writing to tell you about ...

- I am writing with reference to your letter.

- Guess what?

- I would like to offer congratulations on ...

- How are things with you? What's up?/ How are you?/ How was your holiday?

- Let me congratulate you on ...

- I'm sorry I haven't written for a while ...

- I look forward to hear from you without delay.

- Hope to hear from you soon.

- I look forward to meeting you.

- Looking forward to seeing you/ hearing from you.

- I hope to hear from you at your earliest convenience.

- I can't wait to meet up soon.

- Write back soon.

- If you start with "Dear Sir or Madam", finish with "Yours faithfully".

- Best wishes.

- Love.

- If you start with "Dear Mr/ Mrs ...", finish with

- All the best.





**for good**

**(Phrase)**

**forever**

**definitely**



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# reminisce ( v. )

to indulge in enjoyable  
recollection of past  
events



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# roundabout ( n. )

a road junction at which traffic moves in one direction around a central island



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## An informal invitation

Read and analyse



Read this e-mail from Amal to her friend Noura and her family. Find the answers to these questions.

- a When and where is the celebration? **Next Thursday; at Amal's house.**
- b Why is Amal having a celebration? **Her sister is coming home from France.**
- c What will the celebration include? **A big feast, a poetry reading and a film about Khaleda's life.**

Dear Noura,

I'm writing to invite you and your mother and sister to a celebration we're having next Thursday for my sister Khaleda. It's the end of her university course in France and she's finally coming home for good. This will be the first time we've seen her for a year. As you can imagine, it will be a very special day for all of us. Mum in particular is really excited. We hope you can be here to celebrate Khaleda's return with us. We're only inviting family and close friends.


Mum is going to prepare a big feast for the occasion and, of course, I will be helping her. During the celebration, I'm going to read a poem I have composed especially for this event. Then, Dad will be showing on a video projector a film that captures important moments of Khaleda's life with us since the day she was born. This video will be a nice way to reminisce about the good old days.

Please try to arrive by 7 o'clock, so that everyone is already here when Khaleda arrives.

The celebration is at our house. Do you remember how to get here? It's easy to find the house from the city centre roundabout. Perhaps your father could drive you?

Please let me know if you can come. We all look forward to seeing you.

Love,  
Amal



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## Planning & Writing

- Make a paragraph plan, using Amal's e-mail to Noura as a model.
- Now write your own e-mail in 170–200 words. Start and end your e-mail in the same way as Amal did. The language in the *Useful Language* box may help you.

### USEFUL LANGUAGE

#### Inviting

I'm writing to invite you to ...  
We / I hope you can be here with us.  
The celebration is at our house.  
We / I look forward to seeing you.

#### Making polite requests

Please try to arrive by ...  
Please let me know if you can come.



Writing

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## Descriptive Writing.

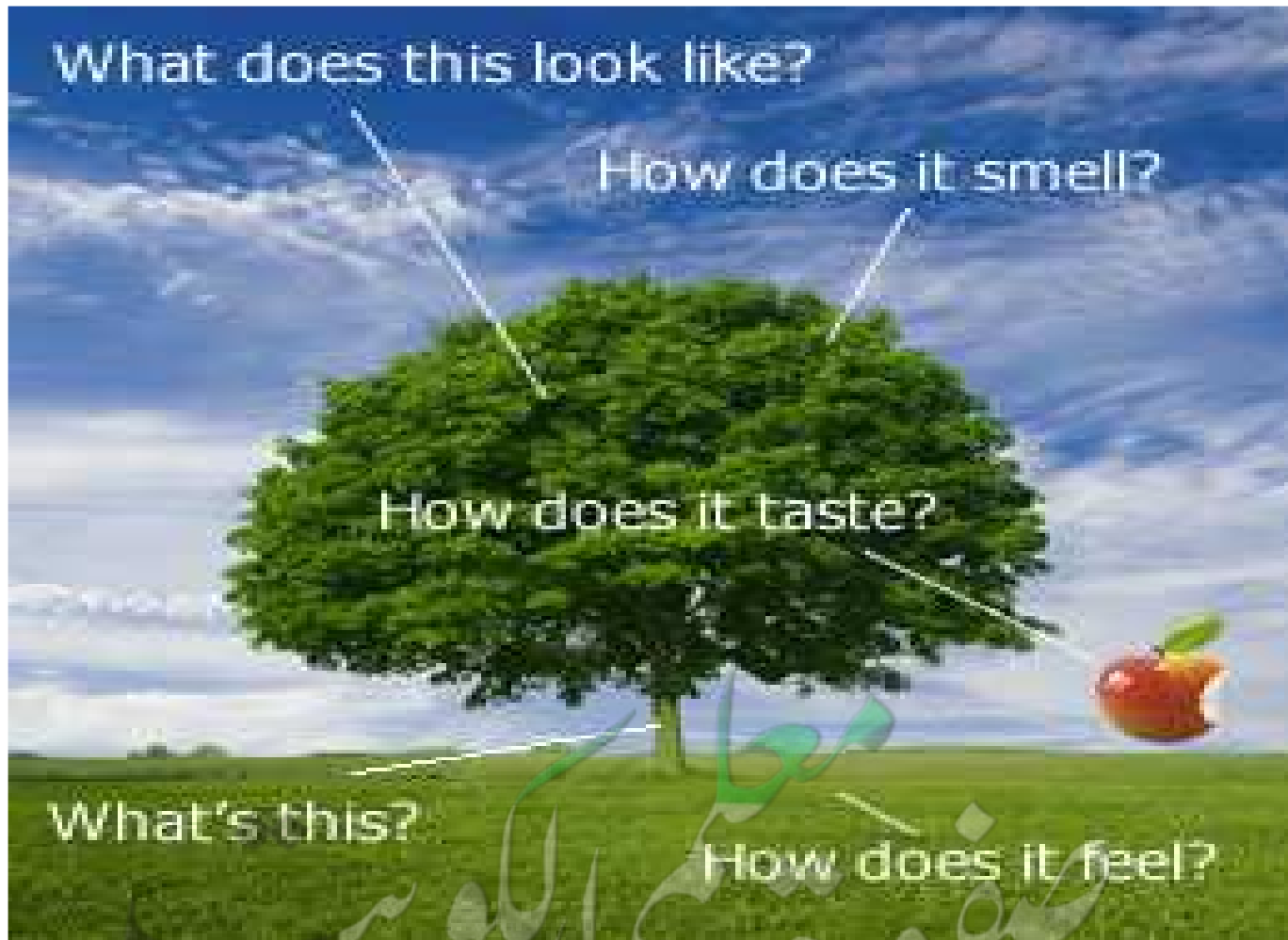
### What is a Descriptive Essay?

The descriptive essay asks the writer to describe something—an object, person, place, experience, emotion, or situation. This essay attempts to convey how that subject looked, felt, tasted, sounded, smelled, and so on, and express the emotion or sensation so clearly and vividly that the reader can feel it, too.

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## How to Write a Descriptive Essay?



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## Before writing

Please read the following instructions to know how to write an accurate outline :

### The Outline

#### Introduction

##### Thesis statement

It is usually a single sentence that is a road map for the reader, it tells what to expect from the topic.

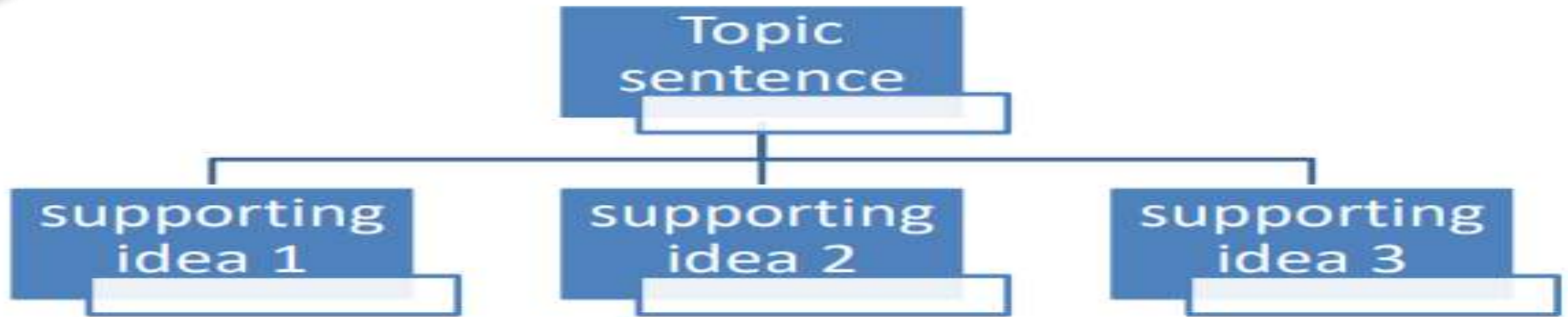
#### Paragraph 1



Write the topic sentence and at least three ideas that support the topic sentence.



## Paragraph 2



### Conclusion:

- a) Summarize all main points
- b) Restate your thesis
- c) Add a call to action: what you want readers to do after reading your essay

**Note: Write only one sentence to highlight your opinion and your recommendations.**





✿ It is very important to use some useful expressions and linkers while writing your essay.

(Unfortunately, However, In contrast etc...), addition

(Moreover, Furthermore, etc...), opinion (In my opinion, As I see it, In my point of view etc...), conclusion (To sum up, All in all etc), etc...

⚙ Please, edit and proofread your essay and enrich them with linkers, adjectives, adverbs and intensifiers.

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Nasser Al-Saeed Sec. School For Boys

Hawalli Educational District

English Department

Under the auspices of :

HOD Mr. Hesham Al- Sakhawi



**Thank you**

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# Unit 1

# Lesson 7

Student's Book

Page 22



## Writing An informal invitation

**Task**  
You are going to write an informal invitation to a family occasion.

### Read and analyse

- 1 Read this e-mail from Amal to her friend Noura and her family. Find the answers to these questions.
- When and where is the celebration?
  - Why is Amal having a celebration?
  - What will the celebration include?



Dear Noura,

I'm writing to invite you and your mother and sister to a celebration we're having next Thursday for my sister Khaleeda. It's the end of her university course in France and she's finally coming home for good. This will be the first time we've seen her for a year. As you can imagine, it will be a very special day for all of us. Mum in particular is really excited. We hope you can be here to celebrate Khaleeda's return with us. We're only inviting family and close friends.

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The celebration is at our house. Do you remember how to get here? It's easy to find the house from the city centre roundabout. Perhaps your father could drive you?

Please let me know if you can come. We all look forward to seeing you.

Love,  
Amal



### Planning and writing

- 2 Answer these questions.
- Make a paragraph plan, using Amal's e-mail to Noura as a model.
  - Now write your own e-mail in 170–200 words. Start and end your e-mail in the same way as Amal did. The language in the Useful Language box may help you.

### Check

- 3 When you have finished writing, read your e-mail carefully.
- Check spelling, grammar and punctuation.
  - Exchange e-mails with a partner. As you read your partner's e-mail, imagine you are being invited. Does the e-mail tell you:
    - the occasion you are being invited to?
    - the date and time of the occasion?
    - the place you have to get to?
  - Before you give the e-mail back to your partner, ask any questions you have. For example: *What time should I arrive?*

USEFUL LANGUAGE	
<b>Inviting</b> I'm writing to invite you to ... We / I hope you can be here with us. The celebration is at our house. We / I look forward to seeing you.	<b>Making polite requests</b> Please try to arrive by ... Please let me know if you can come.



**Fill in the spaces with words from the list :**

**breathing space \ clan \ desert \ interior \ well deserved \ wind**

- 1- Your hand watch always loses time, why don't you.....**wind**.....it up.
- 2- I always take a little .....**breathing space**.....between jobs.
- 3- Poor people in Africa **desert**.....their home seeking for a better life in America and Europe.
- 4- Sir Grey is the Minister of .....**interior**.....
- 5- Mr. Saleh is from a very rich .....**clan**.....

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## Planning & Writing

- Make a paragraph plan, using Amal's e-mail to Noura as a model.
- Now write your own e-mail in 170–200 words. Start and end your e-mail in the same way as Amal did. The language in the **Useful Language** box may help you.

Dear Noura,

I'm writing to invite you and your mother and sister to a celebration we're having next Thursday for my sister Khaleda. It's the end of her university course in France and she's finally coming home for good. This will be the first time we've seen her for a year. As you can imagine, it will be a very special day for all of us. Mum in particular is really excited. We hope you can be here to celebrate Khaleda's return with us. We're only inviting family and close friends.

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Please let me know if you can come. We all look forward to seeing you.

Love,  
Amal



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When you have finished writing, read your e-mail carefully.

Love,  
Amal

- a Check spelling, grammar and punctuation.
- b Exchange e-mails with a partner.  
As you read your partner's e-mail, imagine you are being invited.  
Does the e-mail tell you:
  - ▶ the occasion you are being invited to?
  - ▶ the date and time of the occasion?
  - ▶ the place you have to get to?
- c Before you give the e-mail back to your partner, ask any questions you have.  
For example: *What time should I arrive?*







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## Composition

Write an e-mail inviting your friend to your graduation party ( describe all the activities you are preparing for the party) Use Amal's e-mail as a model. You can use the following language Box.

### USEFUL LANGUAGE

#### Inviting

I'm writing to invite you to ...  
We / I hope you can be here with us.  
The celebration is at our house.  
We / I look forward to seeing you.

#### Making polite requests

Please try to arrive by ...  
Please let me know if you can come.

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## Outline

**Introduction :**.....

**Body ( Paragraph 1 ) :**.....

**Idea 1 :** .....

**Idea 2 :** .....

**Idea 3 :** .....

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**Body ( Paragraph 2 ) :**.....

**Idea 1 :** .....

**Idea 2 :** .....

**Idea 3 :** .....

## **Conclusion**

.....  
.....  
.....

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# The topic

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Nasser Al-Saeed Sec. School For Boys

Hawalli Educational District

English Department

Under the auspices of :

HOD Mr. Hesham Al- Sakhawi

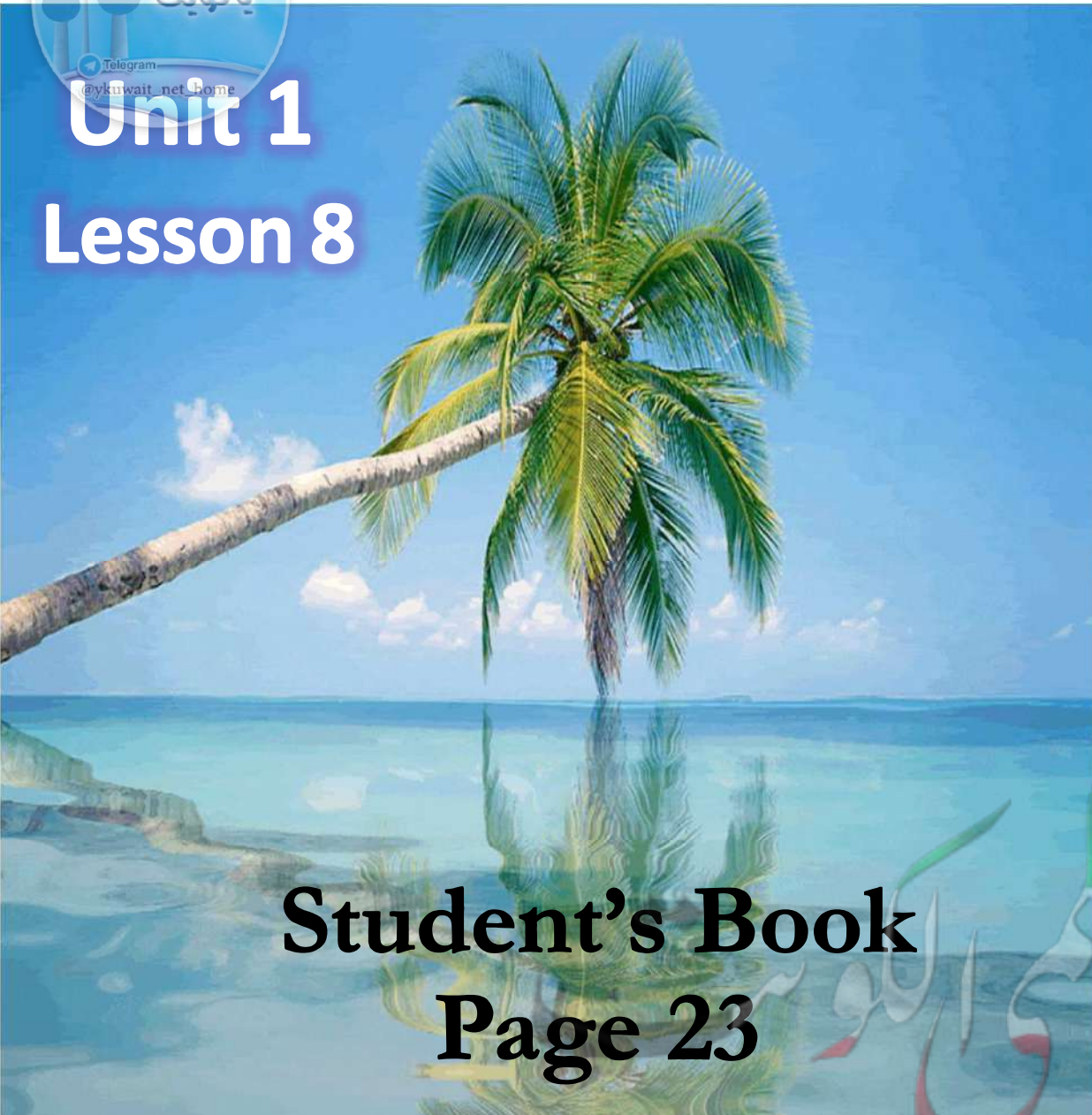


**Thank you**

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# Unit 1

## Lesson 8



# Student's Book

## Page 23

### Speaking Giving a 'factual' talk

#### Listen

(2.1) Listen to a short talk about the Australian Aborigines. Which of these topics are included?

- The Aborigines' history
- Their music
- Their traditional lifestyle
- Their appearance
- Their situation today
- Their treatment by the Europeans



#### Prepare for speaking

- 2 You are going to give a short talk about a group of people.
- a Decide which group to talk about. Choose a group you know about or find out about a group you are interested in. You can choose a group like the Aborigines, or another kind of group like nomads, university students, fishermen, etc.
  - b Find information about the group from books, other people or the Internet.
  - c Make a note of some of the most important facts about your group. Think about these questions:
    - Where does the group live?
    - How does the group live now?
    - Where was the group from originally?
    - What was their traditional way of life?
    - How is their way of life changing?
  - d Write these facts in short sentences which you can read or speak easily. The language in the Useful Language box may help you.

**Words to remember**  
Aborigines, boomerang, for good, nomad, originally, reminiscence, roundabout, traditionally

#### Speak

- 3 Work in small groups.
- a Take turns to give your talk to the rest of the group. Other students should not interrupt the talks, but could ask the speaker questions after the talk is finished.
  - b Discuss any interesting points from each talk.

USEFUL LANGUAGE	
Sequencing information Their story begins ... Next, let's look at ... And what about today? Finally, I'd like to end with ... One of all, how long ... ? / ... and where do / did they come from?	Getting / Asking for information I'd like to tell you something about ... What do we know about ... ?



**aborigine ( n. )** a person, animal or plant that is an inhabitant of Australia





# Who are the **Aborigines**?

**The original inhabitants of Australia**

**The Aborigines led a traditional way of life, how?**

**They were nomadic. They hunted animals with spears and boomerangs.**





# originally ( adv.)



**from or in the beginning; at first**

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# traditionally ( n. )

habitually done, used or found



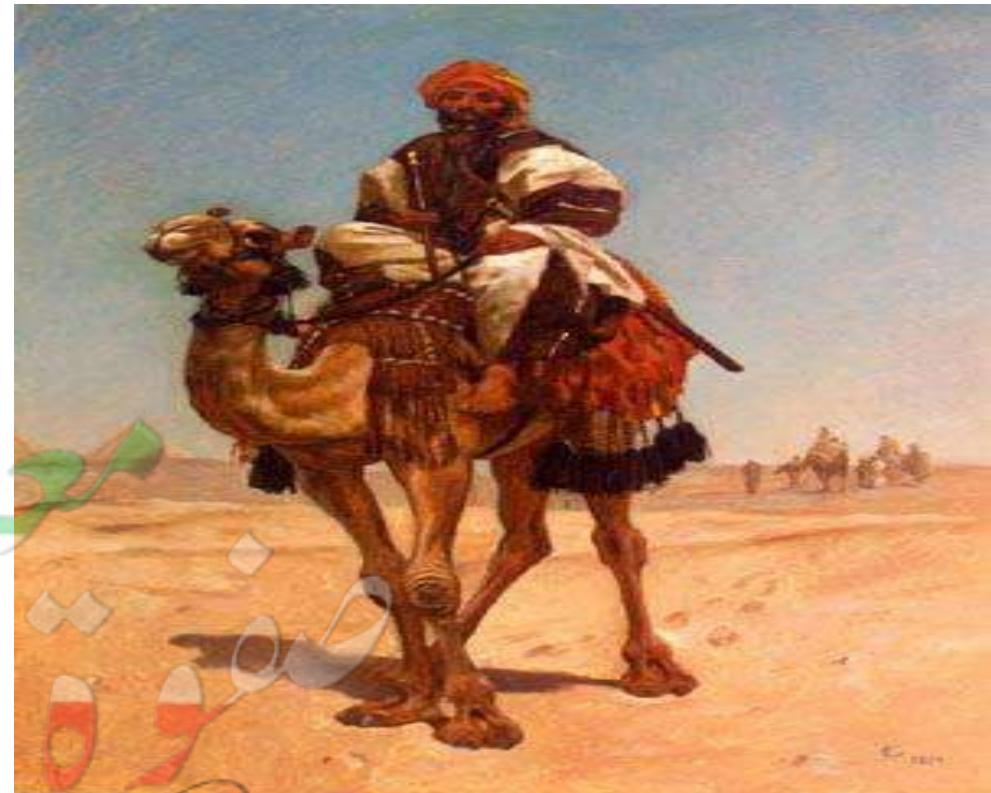
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# nomad ( n. )

**member of people having no permanent home, and who travel from place to place to find fresh pasture for their livestock**





# boomerang ( n. )

a curved flat piece of wood that can be thrown so as to return to the thrower' traditionally used by Australian Aboriginals as a hunting weapon





(2.3) Listen to a short talk about the Australian Aborigines. Which of these topics are included?

- The Aborigines' history
- Their music
- Their traditional lifestyle
- Their appearance
- Their situation today
- Their treatment by the Europeans







## Prepare for speaking

- 2** You are going to give a short talk about a group of people.
- Decide which group to talk about. Choose a group you know about or find out about a group you are interested in.  
You can choose a group like *the Aborigines*, or another kind of group like *nomads*, *university students*, *fishermen*, etc.
  - Find information about the group from books, other people or the Internet.
  - Make a note of some of the most important facts about your group. Think about these questions:
    - Where does the group live?
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    - Where was the group from originally?
    - What was their traditional way of life?
    - How is their way of life changing?
  - Write these facts in short sentences which you can read or speak easily. The language in the *Useful Language* box may help you.





**d. Write these facts in short sentences which you can read or speak easily.**

**The language in the *Useful Language* box may help you.**

## USEFUL LANGUAGE

### Sequencing information

Their story begins ...

Next, let's look at ...

And what about today?

Finally, I'd like to end with ...

First of all, how long ...? / ... and where do / did they come from?

### Giving / Asking for information

I'd like to tell you something about ...

What do we know about ...?





### 3 Work in small groups.

- a Take turns to give your talk to the rest of the group. Other students should not interrupt the talks, but could ask the speaker questions after the talk is finished.
- b Discuss any interesting points from each talk.



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