كتيب مراجعة نهائية لامتحان نهاية الفصل للغة الإنجليزية للصفين السابع المتقدم والثامن العام





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التواصل الاجتماعي بحسب ملفات					
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المواد على تلغرام	التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات	

المزيد من الملفات بحسب ملفات والمادة لغة انجليزية في الفصل الأول	
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“A smooth sea never made a skilled sailor.”

GRADE 7 ADVANCED/ 8 GENERAL – ORIGINAL ENGLISH REVISION BOOKLET

End-of-Term 1 Examination | 2026–2027

Student's Name:

_____

Class: 7 / _____

Combined and prepared by

Mr. Ahmed Moustafa

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“Success is the sum of small efforts, repeated day in and day out.”

"A smooth sea never made a skilled sailor."

Assessment Planner:

Section	Assessment	Marks
1. Vocabulary	5 multiple-choice gap-fill questions	10
2. Grammar	Descriptive text with 5 multiple-choice gaps	10
3A. Reading	Expository text – Who Am I? – 8 questions	24
3B. Reading	Expository text – Scientific Wonders – 8 questions	16
4.1 Writing	Summary – 3–4 sentences	15
4.2 Writing	Paragraph writing – minimum 110 words	25
Total		**100**

Assessment distribution: 60 marks for reading and language (ELECTRONIC) and 40 marks for writing on paper.

Themes to revise

Theme	Main focus
The Ocean	Human activities, marine life, environmental protection and solutions
Space	Space exploration, astronauts, planets and imaginary journeys
Scientific Wonders	Natural formations, the human body and scientific discoveries
Who Am I?	Identity, personality, personal qualities, relationships and friendship

How to use this booklet

- Study the vocabulary and understand the examples.
- Revise the four grammar topics and complete their exercises.
- Practise reading for specific information, inference and vocabulary.
- Learn how to identify main ideas before writing a summary.
- Practise writing organised paragraphs using appropriate linking expressions.
- Complete the exercises independently before checking the answer key.

PART 1 – VOCABULARY

A. Vocabulary Bank

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“A smooth sea never made a skilled sailor.”

These vocabulary lists retain the four curriculum themes but introduce a fresh selection of examples and contexts. You also need to revise key vocab you have studied throughout the term.

Theme 1: The Ocean

Word	Part of speech	Meaning and example
habitat	noun	The natural home of an animal or plant. Coral reefs are important habitats for marine life.
marine	adjective	Connected with the sea. Marine animals live in oceans and seas.
endangered	adjective	At risk of disappearing forever. Some sea turtles are endangered.
species	noun	A particular type of animal or plant. Scientists discovered a new species of fish.
conserve	verb	To protect something and prevent waste. We must conserve marine resources.
litter	noun/verb	Rubbish left in public places. Visitors should never leave litter on beaches.
biodegradable	adjective	Able to break down naturally. Some packaging is biodegradable.
ecosystem	noun	A community of living things and their environment. An ocean ecosystem includes plants, fish and other organisms.
coastal	adjective	Situated near the coast. Coastal communities often depend on fishing.
sustainable	adjective	Able to continue without damaging resources for the future. Sustainable fishing protects fish populations.

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Theme 2: Space

Word	Part of speech	Meaning and example
astronaut	noun	A person trained to travel into space. The astronaut prepared for launch.
orbit	noun/verb	The path of an object around another object. The Moon travels in an orbit around Earth.
satellite	noun	An object that travels around a planet. Artificial satellites help us communicate.
launch	noun/verb	To send a spacecraft into space. The rocket will launch tomorrow.
spacecraft	noun	A vehicle designed for travelling in space. The spacecraft carried scientific equipment.
surface	noun	The outside or top layer of something. Scientists studied the surface of Mars.
distant	adjective	Far away. Some distant stars are difficult to observe.
explore	verb	To travel through or study an unfamiliar place. Scientists hope to explore other planets.
atmosphere	noun	The layer of gases surrounding a planet. Earth's atmosphere contains oxygen.
telescope	noun	An instrument used to observe distant objects. The telescope helped scientists study the stars.

Theme 3: Scientific Wonders

Word	Part of speech	Meaning and example
glacier	noun	A huge mass of ice that moves slowly over land. The glacier slowly moved down the mountain.
waterfall	noun	Water falling from a high place. The waterfall attracted many visitors.

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mineral	noun	A natural substance found in rocks. Some minerals are used to make jewellery.
earthquake	noun	A sudden shaking of the ground. The earthquake damaged several buildings.
pressure	noun	A force applied to something. Water pressure increases deep under the sea.
temperature	noun	A measure of how hot or cold something is. The temperature dropped during the night.
organism	noun	Any living thing. A tiny organism can live in extreme conditions.
absorb	verb	To take in liquid, heat or energy. Dark surfaces absorb more sunlight.
investigate	verb	To examine something carefully to discover facts. Researchers investigate unusual natural events.
formation	noun	The process of developing or creating something, or the shape produced. The rock formation took millions of years to develop.

Theme 4: Who Am I?

Word	Part of speech	Meaning and example
confident	adjective	Believing in your own abilities. A confident student is willing to share ideas.
independent	adjective	Able to do things without depending on others. Learning to cook made him more independent.
considerate	adjective	Thinking about other people's feelings. A considerate friend listens carefully.
reliable	adjective	Someone who can be trusted to do what they promise. She is reliable and always arrives on time.

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ambitious	adjective	Having a strong desire to achieve something. An ambitious student works towards clear goals.
patient	adjective	Able to wait or deal with difficulties calmly. Good teachers are patient with learners.
cooperation	noun	Working together to achieve something. Cooperation helps a team succeed.
determination	noun	The decision to continue despite difficulties. Her determination helped her finish the project.
communicate	verb	To share information, thoughts or feelings. Friends should communicate honestly.
responsibility	noun	A duty that you are expected to take care of. Looking after a pet teaches responsibility.

Remember: “Great things are done by a series of small things brought together.”

B. Vocabulary Practice

Exercise 1 – Choose the Correct Answer

Choose A, B or C to complete each sentence.

1. Coral reefs provide a natural _____ for thousands of sea creatures.

A. habitat
B. telescope
C. launch

2. Some animal _____ are becoming rare because of human activities.

A. surfaces
B. species
C. formations

3. We should _____ water and electricity instead of wasting them.

A. conserve
B. investigate
C. absorb

4. The rocket is expected to _____ at six o'clock in the morning.

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A. communicate
B. launch
C. cooperate

5. Scientists use a powerful _____ to observe distant stars.

A. telescope
B. glacier
C. mineral

6. The ground shook violently during the _____.

A. waterfall
B. earthquake
C. atmosphere

7. A person who keeps promises and completes tasks is _____.

A. reliable
B. distant
C. endangered

8. Working together and sharing ideas is called _____.

A. pressure
B. cooperation
C. temperature

9. The ability to continue working despite difficulties shows _____.

A. determination
B. habitat
C. orbit

10. A good friend should be _____ and consider other people's feelings.

A. considerate
B. coastal
C. biodegradable

Exercise 2 – Complete the Sentences

Use the words in the box. There are two extra words.

orbit – atmosphere – independent – absorb – marine – patient – satellite – mineral – confident – surface

1. The Earth travels around the Sun in an _____.

2. A communication _____ sends signals around the world.

3. The Earth's _____ protects living things from some harmful radiation.

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4. Many _____ animals depend on clean water for survival.

5. Young people gradually become more _____ as they learn to make decisions.

6. Some materials _____ heat from the Sun.

7. A good speaker should feel _____ when addressing an audience.

8. The _____ of the Moon contains many craters.

Exercise 3 – Word Families

Complete the table using the correct form of each word.

Verb	Noun	Adjective
communicate	communication	_____
determine	determination	_____
depend	_____	dependent
create	creation	_____
cooperate	cooperation	_____
protect	protection	_____

Exercise 4 – Match the Words with Their Meanings

1. Ambitious
2. Glacier
3. Biodegradable
4. Responsible
5. Telescope
6. Investigate

A. To examine something carefully.

B. Able to break down naturally.

C. A person who wants to achieve important goals.

D. An instrument for viewing distant objects.

E. A large, slowly moving mass of ice.

F. Someone who can be trusted to complete duties.

Exercise 5 – Use the Correct Word

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Complete each sentence using a suitable word from the vocabulary bank.

1. A person who believes in their abilities is _____.

2. The natural home of an animal is called its _____.

3. The process of working together is known as _____.

4. A spacecraft travels through the _____ beyond Earth.

5. We should protect _____ species before they disappear.

Remember: “The secret of getting ahead is getting started.”

PART 2 – GRAMMAR

Grammar 1: Modal Verbs

1. What are modal verbs?

Modal verbs are helping verbs used with a main verb to express different meanings, such as ability, advice, possibility, permission and obligation.

Common modal verbs

Modal	Function	Example
can / can't	Ability or inability	Dolphins can communicate using sounds.
should / shouldn't	Advice	We should protect endangered species.
must / mustn't	Strong obligation or prohibition	Astronauts must follow safety instructions.
have to / don't have to	Necessity or lack of necessity	Students have to complete the project.
may / might / could	Possibility	Scientists might discover new planets.

Important grammar rules

Rule 1: A modal is followed by the base form of the verb.

- Correct: She can explore the website.
- Incorrect: She can explores the website.

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Rule 2: We do not add *s* to the modal with he, she or it.

- Correct: He must study.
- Incorrect: He musts study.

Rule 3: Questions usually begin with the modal.

- Should we protect marine animals?
- Can astronauts walk on the Moon?

Rule 4: Understand the difference between mustn't and don't have to.

- You mustn't enter this laboratory. (It is prohibited.)
- You don't have to come early. (It is not necessary.)

Practice 1 – Choose the Correct Modal

1. You should / mustn't respect other people's opinions.
2. Astronauts must / might wear special suits during spacewalks.
3. You don't have to / mustn't touch the equipment. It is forbidden.
4. My little brother can / mustn't swim very well.
5. Scientists might / have to discover evidence of life on another planet one day.
6. We shouldn't / don't have to waste natural resources.

Practice 2 – Correct the Mistakes

Rewrite the following sentences correctly.

1. My sister cans speak three languages.
2. You should to listen carefully to your teacher.
3. Visitors mustn't to feed the animals.
4. Does he can operate the computer?
5. We don't have to waste water.

Practice 3 – Give Advice

Write a suitable sentence using *should* or *shouldn't*.

1. Your friend spends too much time playing video games.
2. A student is nervous about speaking English in front of the class.
3. Someone throws rubbish in a public park.
4. Your classmate wants to improve their reading skills.

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Grammar 2: The Second Conditional

1. When do we use it?

We use the second conditional to describe imaginary, unlikely or unreal situations in the present or future.

For example:

If I had a spaceship, I would travel beyond our solar system.

This means that I do not have a spaceship. I am imagining the situation.

Form

If + past simple, would + base verb

If I lived near the ocean, I would study marine life.

Examples

Type	Example
Positive	If I won a science competition, I would celebrate with my family.
Negative	If people didn't pollute rivers, more fish would survive.
Question	What would you do if you met an astronaut?

Special points

1. We normally use *were* rather than *was* in formal second conditional sentences.

If I were a scientist, I would investigate this problem.

2. We can use *could* to express ability.

If I could fly, I would explore the world from above.

3. We can change the order of the clauses.

I would visit Jupiter if I had the opportunity.

4. We do not normally use *would* in the if-clause.

Incorrect: If I would have time, I would read.

Correct: If I had time, I would read.

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Compare the three conditionals

Conditional	Use	Example
Zero	General facts	If ice melts, it becomes water.
First	Real future possibility	If it rains tomorrow, we will stay home.
Second	Imaginary situation	If I were an astronaut, I would visit Mars.

Remember: “There is no substitute for hard work.”

Practice 1 – Complete the Sentences

Use the correct form of the verbs in brackets.

1. If I _____ (have) a telescope, I _____ (observe) the stars every night.

2. If people _____ (protect) forests, more animals _____ (survive).

3. If she _____ (be) the school principal, she _____ (introduce) more science activities.

4. If we _____ (not waste) water, we _____ (save) more natural resources.

5. What _____ you _____ (do) if you _____ (discover) a new planet?

6. If my friend _____ (need) help, I _____ (support) him.

Practice 2 – Rewrite the Sentences

Rewrite using the second conditional.

1. I don't have enough money, so I cannot buy a telescope.

If _____.

2. She doesn't live near the sea, so she doesn't study marine animals.

If _____.

3. He isn't confident, so he doesn't speak in public.

If _____.

Practice 3 – Personal Response

Complete the sentences with your own ideas.

1. If I could travel anywhere in the world, _____.

2. If I were a famous scientist, _____.

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3. If I could change one thing about my school, _____.

4. If I met someone from another planet, _____.

Grammar 3: Present Simple Passive

1. What is the passive voice?

We use the passive voice when we want to focus on an action or the person or thing receiving the action, rather than the person doing it.

Compare:

- Active: Scientists study distant planets.
- Passive: Distant planets are studied by scientists.

The second sentence focuses on the planets.

Form

Subject + am / is / are + past participle

The laboratory is cleaned every morning.

New information is discovered every year.

Active and passive forms

Active	**Passive**
People grow coffee in Brazil.	Coffee is grown in Brazil.
Scientists examine the samples.	The samples are examined.
Workers build new roads.	New roads are built.
The school organises competitions.	Competitions are organised.

Positive, negative and questions

- Positive: The equipment is checked regularly.
- Negative: The machines aren't used at night.
- Question: Is the laboratory cleaned every day?

How to change an active sentence into the passive

Example:

Researchers discover new species in the ocean.

1. Identify the object: new species.

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2. Move it to the beginning: New species…
3. Add the correct form of *be*: New species are…
4. Add the past participle: New species are discovered…
5. Add the doer if necessary: New species are discovered by researchers.

Important past participles

Base verb	Past participle
discover	discovered
build	built
find	found
write	written
make	made
see	seen
grow	grown
take	taken
produce	produced
study	studied
send	sent
design	designed

Practice 1 – Complete the Sentences

Use the present simple passive form of the verbs in brackets.

1. English _____ (speak) in many countries.
2. These scientific instruments _____ (use) to measure temperature.
3. The school library _____ (clean) every afternoon.
4. Many medicines _____ (produce) in modern laboratories.
5. Plastic bags _____ (not / allow) in some protected areas.
6. _____ these animals _____ (protect) by the government?

Practice 2 – Rewrite in the Passive

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1. Scientists study the effects of climate change.

2. People use satellites for communication.

3. Workers repair the roads every year.

4. Teachers organise educational competitions.

5. The company produces environmentally friendly products.

Practice 3 – Choose the Correct Answer

1. The new hospital _____ every year.

A. inspects
B. is inspected
C. are inspected

2. These photographs _____ by a professional photographer.

A. take
B. is taken
C. are taken

3. _____ the experiment conducted in a special laboratory?

A. Is
B. Does
C. Are

4. New information _____ through scientific research.

A. discover
B. is discovered
C. are discovered

Grammar 4: Noun Phrases

1. What is a noun phrase?

A noun phrase is a group of words centred around a noun. It provides more information about a person, place, object or idea.

Compare:

- A planet.
- A distant planet.
- A large distant planet.
- A large distant planet with a rocky surface.

The final example gives the reader a much clearer picture.

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A. Words before the main noun

A noun phrase can contain:

1. Determiners

a, an, the, this, that, these, some, many, my, their.

2. Adjectives

beautiful, enormous, ancient, interesting, dangerous, intelligent.

3. Nouns used as adjectives

space exploration, school project, ocean animals, science laboratory.

B. Adjective order

When we use several adjectives before a noun, we normally follow this order:

Opinion → Size → Age → Shape → Colour → Origin → Material → Noun

Examples:

- A beautiful small wooden box.
- An interesting old Egyptian story.
- A huge round blue balloon.

C. Words after the main noun

A noun phrase can be extended by adding:

1. Prepositional phrases

- The students in our classroom.
- The animals near the river.

2. Relative clauses

- A scientist who studies the stars.
- A machine that measures temperature.

3. -ing and -ed phrases

- The birds flying over the lake.
- The documents prepared by the students.

Build a longer noun phrase

Stage	Example
Main noun	Scientist

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Add a determiner	A scientist
Add an adjective	A brilliant scientist
Add another adjective	A brilliant young scientist
Add information after the noun	A brilliant young scientist working at a space research centre

Practice 1 – Put the Words in the Correct Order

1. (wooden / a / beautiful / small) chair

2. (an / ancient / interesting) building

3. (blue / enormous / a / round) balloon

4. (the / intelligent / young) students

5. (metal / a / new / useful) instrument

Practice 2 – Identify the Noun Phrase

Underline the complete noun phrase in each sentence.

1. The young astronaut entered the spacecraft.

2. Scientists discovered a rare species of marine animal.

3. The old stone bridge crosses the river.

4. The children playing in the garden are my neighbours.

5. The new science laboratory in our school is well equipped.

Practice 3 – Expand the Noun Phrases

Add suitable words before and after the main noun.

1. A planet → _____

2. A scientist → _____

3. The waterfall → _____

4. A friend → _____

5. The building → _____

Practice 4 – Choose the Correct Noun Phrase

1. A. a plastic old bottle

B. an old plastic bottle

C. an old bottle plastic

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2. A. a beautiful small garden

B. a small garden beautiful

C. a garden beautiful small

3. A. the animals living in the forest

B. the living animals forest

C. the forest animals living

GRAMMAR – EXAM-STYLE PRACTICE

Instructions: Read each passage carefully. Choose A, B or C to complete each gap. Each question carries 2 marks.

Text 1 – A New Discovery in the Ocean

The ocean is home to millions of living organisms. However, many marine habitats are under threat because of human activities. In some coastal areas, special protected zones (1) _____ to give endangered species a safe place to live.

Scientists believe that people (2) _____ take greater responsibility for protecting marine environments. If everyone (3) _____ more careful about throwing rubbish away, fewer sea animals would be harmed.

During recent research, a small group of unusual fish (4) _____ near a coral reef. The researchers were excited because the discovery could help them understand marine life better.

The team also collected samples for further study. These samples (5) _____ in a special laboratory.

1.

A. create

B. are created

C. creates

2.

A. should

B. mustn't

C. don't have to

3.

A. is

B. was

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C. were

4.

A. discovered

B. was discovered

C. were discovered

5.

A. examine

B. are examined

C. examines

Text 2 – The Journey Beyond Earth

Travelling into space is one of humanity's greatest achievements. Before a spacecraft leaves Earth, its systems (6) _____ carefully by a team of engineers.

Astronauts (7) _____ complete months of training before joining a space mission. This training prepares them for difficult situations.

If I (8) _____ an astronaut, I would be excited to see our planet from space. I would also take a camera to record the experience.

A modern spacecraft contains several important instruments. These instruments help astronauts collect information about distant planets and stars. Every scientific discovery (9) _____ carefully before it is shared with the public.

One day, humans (10) _____ be able to travel further into space than ever before.

6.

A. check

B. are checked

C. checks

7.

A. have to

B. might

C. mustn't

8.

A. am

B. were

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C. would be

9.

A. examines

B. examine

C. is examined

10.

A. might

B. mustn't

C. doesn't have to

REMEMBER: “Dreams don’t work unless you do.”

PART 3A – READING COMPREHENSION

Theme: WHO AM I?

EXAM WEIGHT: 24 MARKS · 8 QUESTIONS · 3 MARKS EACH

Reading Skills

To answer reading comprehension questions successfully:

- Read the title and predict what the passage might discuss.
- Read the passage once to understand its general meaning.
- Look for names, examples and important details.
- Use the surrounding sentences to understand unfamiliar vocabulary.
- For inference questions, use clues from the passage rather than personal assumptions.
- For the main idea, choose the answer that represents the whole passage.

Reading Passage: Beyond First Impressions

Have you ever met someone and formed an opinion about them within a few minutes? Perhaps you thought a quiet classmate was unfriendly, or you believed that a confident speaker was always happy. First impressions can sometimes be misleading because a person's character is much more complicated than what we see on the outside.

One important part of understanding people is recognising that everyone has different strengths. Some students are excellent at solving mathematical problems, while others

are creative, athletic or talented at communicating. These differences make classrooms and communities more interesting. Nobody needs to be good at everything to be valuable.

Our experiences also influence the way we behave. A student who has recently moved to a new school may take time to make friends. Another student might find it easy to start conversations because they have developed strong social skills. However, both students can become confident and successful in their own ways.

Friendship is another important part of personal development. A strong friendship is not based on popularity or expensive gifts. It depends on honesty, understanding and mutual support. Good friends celebrate each other's achievements and offer encouragement when things go wrong.

It is also important to remember that people can develop new abilities. Someone who finds public speaking difficult today may become an excellent speaker through regular practice. Personal growth requires patience, effort and a willingness to learn from mistakes.

Ultimately, understanding yourself and others helps create stronger relationships. Instead of judging people too quickly, we should take time to discover their real qualities.

Questions

Choose the correct answer: A, B or C.

1. Why can first impressions sometimes be misleading?

A. People always hide their talents.

B. A person's character is more complex than their appearance.

C. Quiet people are usually unfriendly.

2. According to the passage, what makes classrooms more interesting?

A. Students having different abilities and strengths.

B. Everyone achieving the same results.

C. Students competing with each other.

3. Why might a new student need time to make friends?

A. They may need time to adjust to a new environment.

B. They do not enjoy communicating.

C. They are not interested in school activities.

4. Which of the following is NOT mentioned as an important quality of friendship?

A. Honesty.

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B. Mutual support.

C. Popularity.

5. What can help someone become better at public speaking?

A. Avoiding conversations.

B. Regular practice.

C. Having expensive equipment.

6. The word "misleading" in paragraph 1 is closest in meaning to:

A. Giving the wrong impression.

B. Extremely interesting.

C. Easy to understand.

7. What can we infer about personal development from the passage?

A. People cannot change their abilities.

B. Only naturally talented people can succeed.

C. People can improve through effort and experience.

8. What is the main message of the passage?

A. We should judge people according to their first impressions.

B. Understanding people's differences helps build better relationships.

C. Academic success is the most important part of identity.

Think and Discuss

1. Why should we avoid judging people too quickly?

2. What three qualities do you value most in a friend?

3. Can a person become more confident through practice? Explain your answer.

PART 3B – READING COMPREHENSION

Theme: SCIENTIFIC WONDERS

EXAM WEIGHT: 16 MARKS · 8 QUESTIONS · 2 MARKS EACH

Reading Skills

This section focuses on:

- Finding specific information.
- Understanding words through context.

“A smooth sea never made a skilled sailor.”

- Recognising cause and effect.
- Making predictions based on evidence.
- Connecting scientific information to everyday life.
- Identifying the writer's main purpose.

REMEMBER: “The beautiful thing about learning is that no one can take it away from you.”

Reading Passage: The Hidden World Inside a Volcano

Volcanoes are among the most powerful natural features on Earth. Some appear as quiet mountains covered with forests, while others release smoke, ash and hot materials into the air. Although volcanic eruptions can be dangerous, volcanoes also play an important role in shaping our planet.

A volcano develops when melted rock beneath the Earth's surface, called magma, finds a way to move upwards. When this material reaches the surface, it is known as lava. During an eruption, lava may flow down the sides of the mountain, while gases and ash can travel high into the atmosphere.

Volcanic activity does not always cause destruction. Over time, cooled lava becomes rock and can create new land. Some islands were formed through repeated volcanic eruptions. In addition, volcanic soil often contains minerals that help plants grow. This is one reason why some communities live and farm near volcanic areas.

Scientists use different instruments to monitor volcanoes. They measure small movements in the ground, changes in temperature and gases released from openings in the mountain. These measurements can help researchers recognise signs of an approaching eruption.

Although scientists cannot predict every eruption with complete accuracy, monitoring systems give communities valuable time to prepare. People living near active volcanoes may receive warnings and instructions to move to safer locations.

Volcanoes remind us that our planet is constantly changing. By studying them, scientists learn more about the Earth's structure and the powerful natural processes taking place beneath our feet.

Questions

Choose the correct answer: A, B or C.

1. What is melted rock beneath the Earth's surface called?

A. Lava.

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B. Magma.

C. Ash.

2. What happens when magma reaches the Earth's surface?

A. It becomes lava.

B. It becomes oxygen.

C. It disappears immediately.

3. According to the passage, how can volcanoes create new land?

A. Through repeated rainfall.

B. Through the movement of glaciers.

C. Through the cooling of lava.

4. Why can volcanic soil be useful for farming?

A. It contains minerals that support plant growth.

B. It is always covered with water.

C. It prevents plants from receiving sunlight.

5. The word "monitor" in paragraph 4 is closest in meaning to:

A. Ignore.

B. Observe and check.

C. Destroy.

6. What would probably happen if scientists noticed unusual movements around a volcano?

A. They might investigate further and issue warnings.

B. They would immediately stop the volcano.

C. They would know the exact time of the eruption.

7. Which of the following is an example of a positive effect of volcanic activity?

A. Damage to buildings.

B. Dangerous clouds of ash.

C. Formation of new land.

8. What is the main purpose of this passage?

A. To explain how volcanoes work and why scientists study them.

B. To encourage people to live near every volcano.

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C. To describe the world's most dangerous animals.

Think and Discuss

1. Why is it important to monitor active volcanoes?

2. Can a natural disaster sometimes have positive effects on the environment? Give an example.

3. What other natural wonders would you like scientists to investigate?

REMEMBER: “Education is the most powerful weapon which you can use to change the world.”

PART 4 – WRITING

Writing 1.1 – SUMMARY WRITING

EXAM WEIGHT: 15 MARKS

What is a summary?

A summary is a short piece of writing that presents the most important ideas from a longer text using your own words.

In the examination, you will read a passage of approximately 150 words and write its main ideas in **3–4 sentences**.

Steps to write a good summary

Step 1 – Understand the topic

Read the whole passage and identify what it is mainly about.

Step 2 – Identify the main ideas

Find the most important idea in each paragraph.

Step 3 – Remove unnecessary details

Do not include:

- Minor examples.
- Unnecessary numbers and dates.
- Repeated information.
- Your personal opinion.

Step 4 – Paraphrase

Express the information in different words without changing its meaning.

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Step 5 – Connect your ideas

Use appropriate linking expressions to make your summary flow naturally.

Useful language for summarising

Purpose	Expressions
Introducing the topic	The passage discusses… / The text focuses on…
Adding information	Furthermore… / In addition… / The writer also explains…
Showing results	As a result… / Consequently…
Ending	Finally… / Overall… / In conclusion…

How to paraphrase

Original expression	Alternative expression
Very important	Essential
A large number of	Many
Help people	Support individuals
Find out	Discover
Difficult	Challenging
Improve	Develop
Protect	Keep safe
Because of	Due to
A good effect	A positive impact

Remember that changing one or two words is not always enough. Try to change the sentence structure as well.

REMEMBER: “The more that you read, the more things you will know.”

Worked Example

Read the following passage:

Why Do We Need National Parks?

National parks are protected areas that help preserve important natural environments. They provide safe homes for many animals and plants, including species that are

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becoming rare. Without these protected places, some animals might lose the environments they need to survive.

National parks also offer valuable opportunities for education and scientific research. Students can learn about wildlife, plants and natural processes by observing them directly. Scientists use these areas to study changes in ecosystems and understand how human activities affect nature.

Furthermore, national parks attract visitors who enjoy walking, camping and observing animals. Tourism can support nearby communities by creating jobs in hotels, restaurants and transport services. However, visitors must follow park rules to avoid damaging the environment.

Protecting national parks is therefore important for wildlife, education and future generations.

Identifying the main ideas

Paragraph	Main idea
1	National parks protect wildlife and natural habitats.
2	They support education and scientific research.
3	They encourage tourism and provide economic benefits.

Model Summary

National parks play an essential role in protecting natural habitats and endangered species. They also provide opportunities for scientific investigation and environmental education. Furthermore, these areas attract visitors and support local businesses. Protecting national parks ensures that future generations can benefit from their natural resources.

Model: 4 sentences

REMEMBER: “Live as if you were to die tomorrow. Learn as if you were to live forever.”

Your Turn – Summary Practice

Passage: The Importance of Learning a New Language

Learning another language can open many doors for young people. It allows them to communicate with individuals from different countries and understand cultures that may be very different from their own. This can help them develop greater respect for other people.

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Language learning can also improve important thinking skills. Students who practise a new language regularly learn to recognise patterns, remember vocabulary and express ideas in different ways. These abilities can support their progress in other school subjects.

In addition, knowing another language may create better opportunities in the future. Many universities and international companies value people who can communicate in more than one language. Travelling also becomes easier when people can speak to local residents.

Although learning a language requires time and practice, the benefits can last throughout a person's life.

Task: Read the passage and write its main ideas in your own words. Write 3–4 sentences.

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My summary:

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Summary Writing Checklist

- I wrote 3–4 sentences.
- I included the main ideas.
- I used my own words.
- I avoided unnecessary examples.
- I did not include my personal opinion.
- I checked my spelling and punctuation.

Writing 1.2 – PARAGRAPH WRITING

EXAM WEIGHT: 25 MARKS

Understanding the task

You will receive a writing topic and three prompts. You must respond to all three prompts in an organised piece of writing of at least 110 words.

Your writing should contain:

1. An introduction.
2. A body with supporting ideas and explanations.
3. A conclusion.

How to organise your writing

Paragraph 1

Introduction

Introduce the topic and respond to the first prompt. Give your opinion where appropriate.

Paragraph 2

Main body

Develop your ideas. Respond to the second prompt and provide reasons, explanations and examples.

Paragraph 3

Conclusion

Respond to the final prompt. Summarise your thoughts or give advice.

Functional Language (They are very important to know)

Make good use of these links:

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FL.16 Expressing opinion
FL.5 Describing people
FL.6 Describing places
FL.24 Asking for and giving advice
FL.41 Describing causes and consequences
FL.4 Using numbers to express amount, quantity, number, and time

These expressions will help you produce more organised and effective writing.

1. Expressing opinions

- In my opinion, ...
- I strongly believe that ...
- From my point of view, ...
- I personally think that ...
- It seems to me that ...

2. Describing people and personalities

- He is well known for ...
- One of her strongest qualities is ...
- He has a positive attitude towards ...
- She is always willing to ...
- What makes him special is ...

3. Describing places

- It is situated in ...
- It is surrounded by ...
- One of its most interesting features is ...
- The area is famous for ...
- Visitors can enjoy ...

4. Giving advice

- You should ...
- You shouldn't ...
- It is advisable to ...
- I would recommend ...

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- If I were you, I would ...
- It is important to remember that ...

5. Giving reasons and examples

- This is mainly because ...
- One important reason is ...
- For instance, ...
- This can be explained by ...
- As a result, ...

6. Sequencing ideas

- To begin with, ...
- First of all, ...
- Moreover, ...
- Furthermore, ...
- Finally, ...
- To sum up, ...

Remember: “Fall seven times and stand up eight.”

Model Writing 1 – Who Am I?

Topic: Write about the qualities that make someone a good role model.

Answer the following prompts:

1. What is a role model, and why do people need one?
2. What personal qualities should a good role model have?
3. What advice would you give to someone who wants to become a positive influence on others?

Model Answer

A role model is someone whose behaviour and achievements inspire other people. In my opinion, having a good role model is important because such a person can encourage us to improve ourselves and make better decisions.

A good role model should have several positive qualities. First, honesty is essential because people need to trust someone before following their example. In addition, a

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responsible person respects others, keeps promises and accepts mistakes. I also believe that kindness and determination are important because they show how someone deals with people and difficult situations.

If I wanted to become a positive influence on others, I would start by improving my own behaviour. I would listen to people, help those in need and always try to learn from my mistakes. Young people should remember that actions are often more powerful than words.

Model Writing 2 – Space

Topic: Imagine that you have been selected to join an international space mission. Write about your experience.

Answer the following prompts:

1. Which planet or space destination would you like to explore, and why?
2. What preparations and equipment would you need?
3. What message would you give to young people interested in space exploration?

Model Answer

If I were selected for an international space mission, I would love to explore Saturn. I find this planet fascinating because of its beautiful rings and unusual appearance. It would be an unforgettable experience to see it from a spacecraft.

Before travelling, I would need to complete special physical and scientific training. I would also take a space suit, a communication device and a camera to record important moments. Safety would be my greatest priority because space travel involves many challenges.

I would encourage young people who are interested in space to study science, mathematics and technology. They should remain curious and never stop asking questions. Perhaps some of them will become the scientists and astronauts who make the next great discoveries.

Remember: “A little progress each day adds up to big results.”

Your Turn 1 – Who Am I?

Topic: Write about the importance of being a responsible person.

Answer the following prompts:

1. What does responsibility mean in everyday life?
2. How can students demonstrate responsibility at school and at home?

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3. What advice would you give to someone who often avoids their responsibilities?

Suggested vocabulary:

responsibility · reliable · independent · determination · cooperation · respectful · trustworthy

Planning:

- Paragraph 1: Explain the meaning and importance of responsibility.
- Paragraph 2: Give examples of responsible behaviour.
- Paragraph 3: Give advice.

Your Writing:

Number of words: _____

Your Turn 2 – Space

Topic: Write about the possibility of living on another planet in the future.

Answer the following prompts:

1. Which planet would be most suitable for humans, and why?
2. What challenges might people face when living there?
3. What should scientists do before sending people to live on another planet?

Suggested vocabulary:

atmosphere · oxygen · surface · spacecraft · gravity · temperature · technology · exploration · resources

Planning:

- Paragraph 1: Introduce the planet and explain your choice.
- Paragraph 2: Discuss the challenges and possible solutions.
- Paragraph 3: Give recommendations to scientists.

Your Writing:

Number of words: _____

Remember: “Mistakes are proof that you are trying.”

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PART 5 – FINAL REVISION CHECKLIST

Before the examination, make sure you can do the following:

Section	I can…
Vocabulary	Understand the meaning and use of the key vocabulary in context.
Modals	Distinguish between advice, obligation, prohibition and possibility.
Second conditional	Describe imaginary situations correctly.
Present passive	Identify and construct passive sentences.
Noun phrases	Recognise and expand noun phrases using adjectives and other expressions.
Reading 3A	Identify specific details, word meanings and the main idea.
Reading 3B	Make inferences, understand scientific information and recognise cause and effect.
Summary	Write 3–4 sentences using the main ideas in my own words.
Paragraph writing	Write at least 110 words in three organised paragraphs.

PART 6 – ANSWER KEY

Attempt all exercises before checking your answers.

Vocabulary

Exercise 1:

1. A
2. B
3. A
4. B
5. A
6. B
7. A
8. B

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9. A
10. A

Exercise 2:

1. orbit
2. satellite
3. atmosphere
4. marine
5. independent
6. absorb
7. confident
8. surface

Exercise 3:

Verb	Noun	Adjective
communicate	communication	communicative
determine	determination	determined
depend	dependence	dependent
create	creation	creative
cooperate	cooperation	cooperative
protect	protection	protective

Exercise 4: 1 C · 2 E · 3 B · 4 F · 5 D · 6 A.

Exercise 5: Answers may vary. Suggested answers:

1. confident
2. habitat
3. cooperation
4. atmosphere
5. endangered

Grammar 1 – Modals

Practice 1:

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1. should
2. must
3. mustn't
4. can
5. might
6. shouldn't

Practice 2:

1. My sister can speak three languages.
2. You should listen carefully to your teacher.
3. Visitors mustn't feed the animals.
4. Can he operate the computer?
5. This sentence is already correct.

Practice 3: Answers will vary.

Grammar 2 – Second Conditional

Practice 1:

1. had / would observe
2. protected / would survive
3. were / would introduce
4. didn't waste / would save
5. would you do / discovered
6. needed / would support

Practice 2:

1. If I had enough money, I would buy a telescope.
2. If she lived near the sea, she would study marine animals.
3. If he were confident, he would speak in public.

Practice 3: Personal answers.

Grammar 3 – Present Simple Passive

Practice 1:

1. is spoken

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2. are used
3. is cleaned
4. are produced
5. aren't allowed
6. Are / protected

Practice 2:

1. The effects of climate change are studied by scientists.
2. Satellites are used for communication.
3. The roads are repaired every year.
4. Educational competitions are organised by teachers.
5. Environmentally friendly products are produced by the company.

Practice 3: 1 B · 2 C · 3 A · 4 B.

Grammar 4 – Noun Phrases

Practice 1:

1. A beautiful small wooden chair.
2. An interesting ancient building.
3. An enormous round blue balloon.
4. The intelligent young students.
5. A useful new metal instrument.

Practice 2:

1. The young astronaut.
2. A rare species of marine animal.
3. The old stone bridge.
4. The children playing in the garden.
5. The new science laboratory in our school.

Practice 3: Answers vary.

Practice 4: 1 B · 2 A · 3 A.

Grammar – Exam-Style Practice

Text 1: 1 B · 2 A · 3 C · 4 C · 5 B.

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Text 2: 6 B · 7 A · 8 B · 9 C · 10 A.

Reading 3A – Who Am I?

1. B
2. A
3. A
4. C
5. B
6. A
7. C
8. B

Reading 3B – Scientific Wonders

1. B
2. A
3. C
4. A
5. B
6. A
7. C
8. A

Summary Writing – Suggested Answer

Learning a new language provides opportunities to communicate with people from different cultures and develop greater understanding. It also strengthens thinking abilities and supports learning in other subjects. Furthermore, language skills can improve future educational, professional and travel opportunities. Although mastering a language requires effort, its benefits can continue throughout life.

Remember: “Great achievements require time, patience, and determination.”

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“A smooth sea never made a skilled sailor.”

A final and permanent message to my dear students:

“Dear students, believe in your abilities, learn from your mistakes, and never stop trying. Every step you take brings you closer to success. Your hard work today is the foundation of your achievements tomorrow.”

Best Wishes

Mr. Ahmed Moustafa

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