

## أوراق عمل مراجعة الوحدة الأولى الأنظمة البيئية



### تم تحميل هذا الملف من موقع المناهج الإماراتية

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### التواصل الاجتماعي بحسب



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الإماراتية على  
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اللغة العربية

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# UNIT 1

## Ecosystems

Grade 8 Advanced — Revision Booklet

# Unit one revision: vocab, reading & grammar

*Prepared by the English Department*

Student Name: \_\_\_\_\_

Class: 8 \_\_\_\_\_ Term 1 — 2026/2027





**Standards:**

(G8.3.4.1) Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships.

(G8.4.1.1.7.1) Write expository compositions on a variety of topics to describe or explain something.

|                   |                                                                                                                                                                  |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b> | <ul style="list-style-type: none"><li>• Identify vocabulary connected to coral reef ecosystems.</li><li>• Use the new vocabulary correctly in context.</li></ul> |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**1A — What has happened to coral reefs in the Arabian Sea?**

**A- Choose the correct answer.**

1. An ecosystem is...

A. a type of ocean current    B. all the living and non-living things in one area    C. a kind of coral only

2. Something described as sensitive is...

A. easy to change or affect    B. very strong and tough    C. always the same

3. To disrupt something means to...

A. protect it carefully    B. change or bother it    C. make it grow faster

4. Algae are...

A. animals that eat coral    B. rocks found near coral reefs    C. plants that live in the ocean

5. When coral loses its color, we say it has...

A. bleached    B. disrupted    C. energized

**B- Match the word with its meaning.**

| Word         | Meaning                                             |
|--------------|-----------------------------------------------------|
| 1. ecosystem | a. to change or interfere with something            |
| 2. sensitive | b. all the living and non-living things in one area |
| 3. disrupt   | c. easily affected by change                        |
| 4. bleach    | d. to turn white or lose color                      |

**C- Fill in the gaps. Use: ecosystem, algae, bleach, energy, sensitive, disrupt**

1. A coral reef is a very \_\_\_\_\_ ecosystem, easily affected by changes in temperature.

2. Pollution can \_\_\_\_\_ the natural balance of a coral reef.

3. Coral reefs are home to a wide variety of living things and form a rich \_\_\_\_\_.

4. Tiny plants called \_\_\_\_\_ live inside coral and give it color and food.

5. When the water gets too warm, coral can \_\_\_\_\_ and turn white.

6. Coral needs \_\_\_\_\_ to grow and stay healthy.

**D- Circle the correct word.**

1. Coral reefs are a very (sensitive / strong) ecosystem.

2. Warmer oceans can (disrupt / support) the balance of a coral reef.

3. When coral loses its algae, it (bleaches / grows).

4. A reef is home to many different (species / rocks).



**Standards:**

(G8.4.2.1) Demonstrate command of English grammar and usage — present perfect and past simple.

(G8.4.1.1) Apply the writing process to write about familiar topics for different purposes and to a specific audience.

**Objectives**

- Distinguish between the present perfect and the past simple.
- Use the correct verb form with time markers such as yesterday, last week and before.

**1A — Present Perfect vs Past Simple**

**A- Choose the correct answer.**

1. Last week, I \_\_\_\_\_ down to the coral reef for the first time.  
A. dive                      B. dove                      C. have dived
2. I \_\_\_\_\_ other reefs before, but this one was special.  
A. study                      B. studied                      C. have studied
3. Remember last year when I \_\_\_\_\_ you the picture of the sea turtle?  
A. show                      B. showed                      C. have shown
4. Yesterday, I \_\_\_\_\_ coral bleaching a few times.  
A. noticed                      B. notice                      C. have noticed
5. My research \_\_\_\_\_ very well so far.  
A. goes                      B. went                      C. has gone

**B- Complete the sentences with the correct form (present perfect or past simple).**

1. Last month, scientists \_\_\_\_\_ (find) a new coral species.
2. Divers \_\_\_\_\_ (study) this reef for many years, and they are still learning.
3. Yesterday, the team \_\_\_\_\_ (see) hundreds of fish swimming together.
4. I \_\_\_\_\_ never \_\_\_\_\_ (visit) a coral reef before this trip.
5. Two years ago, the government \_\_\_\_\_ (create) a new protected area.

**C- Sort the time expressions into the correct column: yesterday, before, last week, for many years, last year, ever**

| Past Simple | Present Perfect |
|-------------|-----------------|
|             |                 |

**D- Complete the letter extract with the correct verb forms.**

1. Last week, I \_\_\_\_\_ (dive) down to the coral reef for the first time.
2. I \_\_\_\_\_ (study) other reefs before, but this one was special.
3. Yesterday, I \_\_\_\_\_ (see) so many living things swimming around!
4. Remember last year when I \_\_\_\_\_ (show) you the picture of the sea turtle?



### Standards:

(G8.3.1.1) Read, comprehend and interpret a variety of nonfiction for a variety of academic purposes, independently and proficiently.

(G8.3.1.1.2.2) Make straightforward inferences supported by evidence from the text.

### Objectives

- Scan a text for specific detail about threats facing coral reefs.
- Identify correct information in the text and support answers with evidence.

## 1A — Reading: Why Coral Reefs Matter

### Why Coral Reefs Matter

Coral reefs are home to thousands of different species, but this important ecosystem is in danger because of human activities. If we do not change our habits, these colorful ecosystems could disappear. One reason coral reefs are threatened is overfishing, when fishermen catch too many fish in one area. Coral reef fish are popular because of their bright colors and interesting shapes, so large numbers are caught and reefs slowly become empty. This ecosystem is very sensitive to change, so losing even one species can affect all the other animals living there. Another threat to coral reefs is plastic garbage, which can take a long time to break down and often floats in the ocean for many years. Many coral reefs are close to land, so rubbish and pollution can easily damage the fragile food web. Sea turtles and other reef animals sometimes mistake plastic for food, which can make them sick. We should try to use less plastic, recycle what we need to use, and pick up any garbage we see when we visit the beach.

### A- Choose the correct answer.

1. Why are coral reefs important?

- A. They are home to many different species.    B. They are always warm.    C. They have no fish.

2. What happens during overfishing?

- A. Fishermen protect the fish.    B. Fishermen catch too many fish in one area.    C. Fish disappear on their own.

3. Which best describes 'sensitive' in the text?

- A. Easily damaged or affected by small changes.    B. Very strong and difficult to harm.    C. Brightly colored.

4. Why does plastic garbage harm coral reefs?

- A. It makes the water warmer.    B. It helps coral grow faster.    C. It can float for years and harm animals

5. What does the text suggest people should do?

- A. Stop visiting beaches.    B. Use less plastic and pick up garbage.    C. Eat more reef fish.

### B- Are these statements True or False?

1. Coral reefs are home to only one type of animal. \_\_\_\_\_

2. Losing one species can affect other coral reef animals. \_\_\_\_\_

3. Plastic waste breaks down quickly in the ocean. \_\_\_\_\_



**Standards:**

(G8.3.4.1) Build and refine vocabulary connected to environmental threats facing coral reefs.

(G8.4.1.1.7.1) Write expository compositions to describe or explain something.

|                   |                                                                                                                                                                                  |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b> | <ul style="list-style-type: none"><li>• Identify vocabulary connected to threats facing coral reefs.</li><li>• Use the new vocabulary correctly in complete sentences.</li></ul> |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**1B — How Can We Make a Difference?**

**A- Choose the correct answer.**

1. Gases released into the air from cars and factories are called...

A. CO2 emissions B. deforestation C. pollution

2. Cutting down large areas of forest is called...

A. overfishing B. deforestation C. excessive travel

3. Traveling much more than necessary, especially by plane, is called...

A. CO2 emissions B. careless tourism C. excessive travel

4. Visiting natural places without thinking about the damage you might cause is called...

A. careless tourism B. overfishing C. pollution

5. Dirty or harmful substances released into water, air or land are called...

A. deforestation B. pollution C. excessive travel

**B- Match the word with its meaning.**

| Word                | Meaning                                             |
|---------------------|-----------------------------------------------------|
| 1. overfishing      | a. cutting down large areas of forest               |
| 2. deforestation    | b. catching too many fish in one area               |
| 3. pollution        | c. harmful substances released into the environment |
| 4. careless tourism | d. traveling carelessly and damaging nature         |

**C- Fill in the gaps. Use: CO2 emissions, deforestation, overfishing, pollution, careless tourism**

1. \_\_\_\_\_ from cars and factories contributes to climate change.

2. \_\_\_\_\_ removes the trees that many animals depend on.

3. \_\_\_\_\_ means there are fewer fish left in the ocean.

4. Plastic and chemical \_\_\_\_\_ can badly damage coral reefs.

5. \_\_\_\_\_ can damage natural habitats when visitors don't follow the rules.



(G8.4.2.1) Demonstrate command of English grammar and usage — should and could for suggestions.

(G8.4.1.1) Apply the writing process to write about familiar topics for different purposes and to a specific audience.

**Objectives**

- Use should and could correctly to give suggestions and advice.
- Distinguish between a strong recommendation (should) and an open option (could).

**1B — Giving Suggestions: Should and Could**

**A- Choose the correct answer.**

**1. Which sentence gives a strong recommendation?**

A. We could go to the beach. B. We should protect coral reefs. C. We go to the beach.

**2. Which sentence offers one possible option, not a strong recommendation?**

A. Governments should make laws. B. We must reduce our CO2 emissions. C. We could reduce our CO2 emissions.

**3. Choose the correct sentence.**

- A. Individuals should be more responsible  
B. Individuals should to be more responsible.  
C. Individuals should being more responsible.

**4. Which is the correct question form?**

- A. What we should do to help?  
B. What do we should do to help?  
C. What should we do to help?

**5. Choose the sentence that offers the most options.**

- A. We should recycle.  
B. We could recycle, reduce plastic use, or join a beach clean-up.  
C. We must recycle.

**B- Complete the sentences with should or could.**

1. Governments \_\_\_\_\_ make stronger laws to protect coral reefs.  
2. We \_\_\_\_\_ go on vacation somewhere that doesn't harm nature — there are many options.  
3. I think people \_\_\_\_\_ learn more about coral reefs before visiting them.  
4. Tourists \_\_\_\_\_ choose a responsible tour company, or they \_\_\_\_\_ read about the reef first.

**C- Rewrite each sentence as advice, using should.**

1. It's a good idea to reduce plastic use. →  
2. It's important to protect endangered species. →  
3. It's helpful to travel responsibly. →

**D- Put the words in order to make questions or sentences.**

1. do / should / What / we / to / help →  
2. governments / laws / make / should / stronger →  
3. could / plastic / We / use / reduce →



**Standards:**

(G8.3.4.1) Build and refine vocabulary connected to animal adaptation.

(G8.4.2.1) Demonstrate command of English grammar and usage — the present perfect for unfinished time.

**Objectives**

- Identify vocabulary connected to how animals adapt to their environment.
- Use the present perfect to talk about a change that has happened over time.

**1C — How Have Animals Adapted to Different Ecosystems?**

**A- Choose the correct answer.**

1. When an animal changes over time to survive better in its environment, it has...

- A. migrated                      B. adapted                      C. hunted

2. An animal's natural surroundings are called its...

- A. environment                      B. adaptation                      C. species

3. To continue living, especially in difficult conditions, is to...

- A. disappear                      B. disrupt                      C. survive

4. A group of similar living things that can breed together is called a...

- A. habitat                      B. species                      C. ecosystem

5. An animal that no longer exists anywhere on Earth is...

- A. extinct                      B. sensitive                      C. adapted

**B- Choose the correct answer.**

1. Which sentence uses the present perfect correctly?

- A. The desert fox has adapt to hot weather.    B. The desert fox has adapted to hot weather.    C. The desert fox have adapted to hot weather.

2. We use the present perfect to talk about...

- A. an action that finished at a stated time in the past.  
B. an action happening right now.  
C. a change that has happened over time, without a stated time.

3. Choose the correct form: 'This animal \_\_\_\_\_ to living without much water.'

- A. has adapted                      B. adapted                      C. adapt

4. Choose the correct form: 'Scientists \_\_\_\_\_ this species for ten years.'

- A. studied                      B. have studied                      C. study

5. Choose the correct negative form: 'This species \_\_\_\_\_ extinct yet.'

- A. hasn't become                      B. didn't become                      C. isn't becoming

**C- Complete the sentences with the present perfect form of the verb in brackets.**

1. Desert animals \_\_\_\_\_ (develop) special ways to save water.

2. This lizard \_\_\_\_\_ (change) color to hide from predators.

3. Many species \_\_\_\_\_ (not / adapt) quickly enough to survive.

4. Scientists \_\_\_\_\_ (discover) new information about desert wildlife.



### Standards:

(G8.3.1.1) Read, comprehend and interpret a variety of nonfiction, independently and proficiently.

(G8.3.1.1.2.2) Make straightforward inferences supported by evidence from the text.

### Objectives

- Scan a text for specific detail about how animals adapt to desert and mountain ecosystems.
- Identify correct information in the text and support answers with evidence.

## 1C — Reading: Desert and Mountain Life in the UAE

### Desert and Mountain Life in the UAE

The UAE has several different ecosystems, and animals in each one have adapted in different ways to survive. In the desert, the environment is hot and dry, and water is hard to find. Many desert animals, such as the Arabian oryx, have adapted by needing very little water; they can get most of the moisture they need from the plants they eat. Some reptiles, like the spiny-tailed lizard, stay underground during the hottest part of the day and come out when it is cooler. The ghaf tree has also adapted to the desert: its roots grow very deep underground to reach water that other plants cannot find. The mountains of the UAE look dry, but they are home to many types of plants and animals too. Because temperatures are lower and there are wadis, or valleys, where rainwater can collect, animals can find pools of water to drink from. Mountain gazelles have adapted strong legs that help them move easily across rocky ground. Many insects, such as butterflies and dragonflies, live near these mountain plants and water sources. Both the desert and the mountains show how UAE wildlife has adapted over a long time to survive in tough conditions.

### A- Choose the correct answer.

1. How has the Arabian oryx adapted to the desert?

- A. It needs very little water.    B. It only eats meat.    C. It lives underground all day.

2. What does the spiny-tailed lizard do during the hottest part of the day?

- A. It swims in wadis.    B. It climbs trees.    C. It stays underground.

3. How has the ghaf tree adapted to the desert?

- A. Its leaves store water.    B. Its roots grow very deep to reach water.    C. It doesn't need any water.

4. What helps animals find water in the mountains?

- A. Wadis, where rainwater collects.    B. Underground rivers.    C. Ocean currents.

5. What have mountain gazelles adapted for moving on rocky ground?

- A. Wings    B. Strong legs    C. Long necks

### B- Are these statements True or False?

1. Desert animals in the UAE always need a lot of water. \_\_\_\_\_

2. The ghaf tree's roots grow deep to find water. \_\_\_\_\_

3. Mountain gazelles have adapted strong legs for rocky ground. \_\_\_\_\_



**Standards:**

(G8.3.4.1) Build and refine vocabulary connected to a polar expedition.

(G8.4.1.1.7.1) Write expository compositions to describe or explain something.

|                   |                                                                                                                                                             |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b> | <ul style="list-style-type: none"><li>Identify vocabulary connected to a polar expedition.</li><li>Use the new vocabulary correctly in sentences.</li></ul> |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|

**1D — What is Life Like in the Arctic?**

**A- Choose the correct answer.**

- A long, organized journey with a scientific or exploring purpose is called an...  
A. expedition                      B. thermometer                      C. measure
- Special equipment and clothing used for a particular activity is called...  
A. gear                      B. extreme                      C. frigid
- A scientific instrument used to find out the temperature is a...  
A. compass                      B. measure                      C. thermometer
- Extremely cold is another way to say...  
A. snowy                      B. frigid                      C. extreme
- To find out the size, amount or degree of something is to...  
A. measure                      B. explore                      C. adapt

**B- Match the word with its meaning.**

| Word          | Meaning                                                      |
|---------------|--------------------------------------------------------------|
| 1. expedition | a. covered in a lot of snow                                  |
| 2. snowy      | b. the biggest, hottest, coldest, etc. of its kind           |
| 3. extreme    | c. a long journey made for a scientific or exploring purpose |
| 4. frigid     | d. extremely cold                                            |

**C- Fill in the gaps. Use: expedition, gear, frigid, thermometer, snowy, extreme**

- The scientists packed warm \_\_\_\_\_ before the trip to the Arctic.
- It was so \_\_\_\_\_ that the water froze within minutes.
- The \_\_\_\_\_ showed a temperature of minus thirty degrees.
- Our team joined an \_\_\_\_\_ to study the ice near the North Pole.
- The \_\_\_\_\_ mountains made walking very difficult.
- Arctic winters can bring \_\_\_\_\_ weather, with temperatures far below normal.



**Standards:**

(G8.3.4.1) Build and refine vocabulary connected to Arctic wildlife and landscape.

(G8.4.2.1) Demonstrate command of English grammar and usage — the simple past for recounting a journey.

|                   |                                                                                                                                                                                                    |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b> | <ul style="list-style-type: none"><li>• Categorize vocabulary connected to Arctic animals, plants and landscape.</li><li>• Use the simple past tense correctly to write about a journey.</li></ul> |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**1D — Arctic Wildlife and Landscape**

**A- Choose the correct answer.**

1. Which of these is an Arctic animal?

- A. dragonfly                      B. ghaf tree                      C. narwhal

2. Which of these is a type of plant or fungus found in the Arctic?

- A. lichen                      B. oryx                      C. iceberg

3. Which word describes an Arctic landscape feature?

- A. hedgehog                      B. sea ice                      C. species

4. Which adjective could describe an Arctic view?

- A. scenic                      B. tropical                      C. sandy

5. Which of these Arctic animals uses its tusk to break through ice?

- A. polar bear                      B. narwhal                      C. walrus

**B- Sort the words into the correct column: narwhal, polar bear, walrus, arctic fox, moss, lichen, sea ice, icebergs**

| Animals | Plants and Fungi | Landscape |
|---------|------------------|-----------|
|         |                  |           |

**C- Complete the diary sentences with the correct simple past form of the verb in brackets.**

1. Yesterday, our team \_\_\_\_\_ (travel) across the frozen sea by dog sled.
2. The temperature \_\_\_\_\_ (drop) to minus twenty-five degrees at night.
3. We \_\_\_\_\_ (see) a group of narwhals swimming near the ice.
4. I \_\_\_\_\_ (write) notes about the plants we found growing on the rocks.
5. The wind \_\_\_\_\_ (not / stop) blowing all day.



### Standards:

(G8.3.1.1) Read, comprehend and interpret a variety of nonfiction, independently and proficiently.

(G8.3.1.1.2.2) Make straightforward inferences supported by evidence from the text.

### Objectives

- Scan a diary text for specific detail about a polar expedition.
- Identify correct information in the text and support answers with evidence.

## 1D — Reading: Diary of an Arctic Expedition

### Diary of an Arctic Expedition

#### Day 1

Today, we arrived at our camp near the edge of the sea ice. The cold was more frigid than I expected, and I had to put on every piece of gear I packed. Our guide showed us how to use a thermometer to measure the temperature outside; it read minus twenty-two degrees! In the evening, we saw a family of arctic foxes near the camp, hunting for food in the snow.

#### Day 2

This was one of the most extreme days of the expedition. The wind was so strong that we had to stop walking and wait inside our tents. During a quiet moment, our team spotted a narwhal breaking through a hole in the ice, and later we noticed patches of lichen growing on the rocks nearby. Despite the difficult weather, everyone on the team stayed safe and warm.

### A- Choose the correct answer.

- Where did the team set up camp?  
A. Near the edge of the sea ice.    B. In a forest.    C. Near a desert oasis.
- What did the guide teach the team to use?  
A. A compass    B. A thermometer    C. A map
- What animal did the team see near the camp on Day 1?  
A. A polar bear    B. A narwhal    C. Arctic foxes
- Why did the team have to stop walking on Day 2?  
A. It was too dark.    B. They were too tired.    C. The wind was very strong.
- What did the team notice on the rocks on Day 2?  
A. Moss    B. Lichen    C. Sand

### B- Are these statements True or False?

- The temperature on Day 1 was minus twenty-two degrees. \_\_\_\_\_
- The team saw a narwhal on Day 1. \_\_\_\_\_
- Day 2 was one of the most extreme days of the expedition. \_\_\_\_\_



**Standards:**

(G8.3.4.1) Build and refine vocabulary connected to ecosystems in the GCC.

(G8.4.1.1.7.1) Write expository compositions to describe or explain something.

|                   |                                                                                                                                                                  |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b> | <ul style="list-style-type: none"><li>• Identify vocabulary connected to ecosystems in the GCC.</li><li>• Use the new vocabulary correctly in context.</li></ul> |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**1E — What Kind of Ecosystems Can You Find in the GCC?**

**A- Choose the correct answer.**

- The animals that live in a particular area are called its...  
A. flora                      B. fauna                      C. habitat
- The plants that live in a particular area are called its...  
A. flora                      B. fauna                      C. species
- The natural home of a plant or animal is called its...  
A. habitat                      B. activity                      C. flora
- A group of living things that share similar features is called a...  
A. habitat                      B. fauna                      C. species
- Hiking, photography and camping are all examples of outdoor...  
A. species                      B. activities                      C. habitats

**B- Match the word with its meaning.**

| Word       | Meaning                                  |
|------------|------------------------------------------|
| 1. habitat | a. plants of a particular area           |
| 2. flora   | b. animals of a particular area          |
| 3. fauna   | c. a group of similar living things      |
| 4. species | d. the natural home of a plant or animal |

**C- Fill in the gaps. Use: habitat, flora, fauna, species, activities**

- The wadi is the natural \_\_\_\_\_ of many desert plants.
- Visitors can enjoy outdoor \_\_\_\_\_ such as hiking and photography.
- The desert's \_\_\_\_\_ includes hardy plants like the ghaf tree.
- The Arabian oryx is one \_\_\_\_\_ that has recovered thanks to conservation.
- Birdwatchers come to see the region's unique \_\_\_\_\_.



**Standards:**

(G8.4.2.1) Demonstrate command of English grammar and usage — choosing between simple past, present perfect and present continuous.

(G8.3.1.1) Read a text and use context clues to choose the correct tense.

**Objectives**

- Choose the correct tense based on context clues in a blog post.
- Use time markers to decide between simple past, present perfect and present continuous.

**1E — Choosing the Correct Tense**

**A- Choose the correct answer.**

1. Today, I \_\_\_\_\_ a group of friends to Wadi Sar.  
A. take B. took C. am taking
2. My friends \_\_\_\_\_ the wadi for the whole day.  
A. are exploring B. explored C. explore
3. Some people in the group \_\_\_\_\_ the wadi before.  
A. visit B. have visited C. visited
4. We \_\_\_\_\_ a lot of birds and fish today.  
A. see B. saw C. have seen
5. I haven't seen a caracal \_\_\_\_\_ 20 years.  
A. since B. for C. before

**B- Circle the correct verb form.**

1. Today, I (explore / explored / exploring) Wadi Sar with my friends.
2. We (see / saw / seen) lots of birds and fish.
3. I (haven't visit / haven't visited / didn't visited) this wadi before.
4. We (enjoy / enjoyed / enjoying) the day very much.

**C- Complete the blog with the correct verb form.**

1. Yesterday, my family and I \_\_\_\_\_ (visit) a beautiful oasis.
2. I \_\_\_\_\_ never \_\_\_\_\_ (see) so many palm trees together.
3. We \_\_\_\_\_ (walk) along the water for almost an hour.
4. By the end of the day, we \_\_\_\_\_ (take) more than fifty photos.



**Standards:**

(G8.4.1.1) Apply the writing process to write about familiar topics for different purposes and to a specific audience.

(G8.4.1.1.7.1) Write expository compositions on a variety of topics to describe or explain something.

|                   |                                                                                                                                                                                                      |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b> | <ul style="list-style-type: none"><li>• Plan a blog post about visiting a natural place in the GCC.</li><li>• Write a short blog post using descriptive vocabulary and the correct tenses.</li></ul> |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**1E — Writing: A Blog Post About a Natural Place**

**A- Plan your blog post. Complete the notes below.**

|                             |  |
|-----------------------------|--|
| Where did you go?           |  |
| Who did you go with?        |  |
| What did you see there?     |  |
| What activities did you do? |  |
| How did you feel?           |  |

**B- Write a short blog post (about 60–80 words) about your visit. Use your notes and include at least one present perfect sentence.**

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**Standards:**

(G8.3.4.1) Review vocabulary connected to coral reefs, animal adaptation, and the Arctic.

(G8.4.2.1) Review present perfect, past simple, and should/could.

|                   |                                                                                                                                                                              |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b> | <ul style="list-style-type: none"><li>Review the key vocabulary and grammar from Unit 1.</li><li>Reflect on personal progress using the self-assessment checklist.</li></ul> |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Unit 1 Review — Ecosystems**

**A- Complete the sentences with words from the box. One word is not used.**

*ecosystem • adapted • expedition • habitat • sensitive • pollution*

- A coral reef is an important \_\_\_\_\_ that is home to many species.
- The Arabian oryx has \_\_\_\_\_ to survive with very little water.
- Our science team joined an \_\_\_\_\_ to study the Arctic ice.
- The wadi is the natural \_\_\_\_\_ of many desert plants.
- Coral reefs are \_\_\_\_\_ to even small changes in temperature.

**B- Choose the correct answer.**

- Yesterday, we \_\_\_\_\_ many colorful fish near the reef.  
A. see                      B. saw                      C. have seen
- Scientists \_\_\_\_\_ this reef for many years.  
A. studied                      B. study                      C. have studied
- We \_\_\_\_\_ reduce plastic use — it's one option among many.  
A. must                      B. could                      C. should
- This lizard \_\_\_\_\_ to hide from predators.  
A. has adapted                      B. adapt                      C. adapting

**C- Unscramble the words, then write what each one means.**

- algae →
- tatibah →
- onitpdexei →
- tinextc →

**D- Self-assessment. Read the statements and check the best description.**

| Statement                                                                      | Yes | Maybe | No |
|--------------------------------------------------------------------------------|-----|-------|----|
| I can use vocabulary connected to coral reefs and threats to the environment.  |     |       |    |
| I can use the present perfect and past simple correctly.                       |     |       |    |
| I can use should and could to give suggestions and advice.                     |     |       |    |
| I can read and understand a text about how animals adapt to their environment. |     |       |    |
| I can write a short blog post about a natural place.                           |     |       |    |