

الكراسة الدراسية المتكاملة مراجعة شاملة 2025-2026م



تم تحميل هذا الملف من موقع مناهج مملكة البحرين

موقع المناهج ← مناهج مملكة البحرين ← الصف السابع ← لغة انجليزية ← الفصل الثاني ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 2026-02-22 13:00:47

ملفات اكتب للمعلم اكتب للطالب الاختبارات الالكترونية الاختبارات ا حلول ا عروض بوربوينت ا أوراق عمل
منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك الامتحان النهائي للمدرس

المزيد من مادة
لغة انجليزية:

إعداد: منى محمد و خوله مصطفى

التواصل الاجتماعي بحسب الصف السابع



صفحة مناهج مملكة
البحرين على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف السابع والمادة لغة انجليزية في الفصل الثاني

المذكرة الذهبية الشاملة 2024-2025م	1
كتيب الممارسة الشامل شرح مفصل للمنهج لعام 2026	2
حل كتاب التمارين 2026م	3
كتاب التمارين الشامل	4
كتاب الأنشطة التفاعلي Impact 1	5



KINGDOM OF BAHRAIN

Ministry of Education
Arad Intermediate Girls School



مملكة البحرين
وزارة التربية والتعليم
مدرسة حراد الإعدادية للبنات



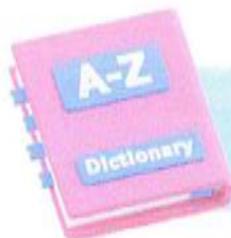
English booklet

8th grade, second semester

2026 – 2025

The booklet is not substitute for the book

Name: Class:



I am a Leader



Supporter



Little teacher



Editor



Group leader

Prepared by: T. Mona Mohamed -T. Khawla Mustafa
T. Dina Adel

Designed by: T. Shaikha AlKawari

Supervised by C.T: T. Nesreen Abdulla



Cover designed by:
T.Zainab Mohamed

Vice-principal:
Mrs.Nawraa Almerbati

Principal:
Mrs. Mooza Sabah AlKubaisi



2025



GET TO KNOW ME!



NAME

CLASS

BIRTHDAY



FAVOURITES



	SONG		ANIMAL
_____	_____	_____	_____
	BOOK		DRINK
_____	_____	_____	_____
	FOOD		SHOW
_____	_____	_____	_____

Super Achiever





Follow-up Record

Name: _____ class: _____

Date	presentation	activities	initiative	Total	Mark	Teacher's Note
	5	5	5	15	5	



	mark	February	March	April	May
Behavior	10				
Participation	10				
Parent's signature					



Our Vision

In Arad,
we give, we lead, we achieve
for sustainability.

Our Mission:

At Arad Intermediate Girls' School, we aim to raise a successful generation that lives by Arab and Islamic values, supports sustainable growth, and learns through meaningful programs and projects in a safe environment.

Our Values:

Self-Discipline.
Cyber security awareness
Citizenship.
Leadership and Challenge.
Communication skills.
Creativity.



NOTEBOOK AGREEMENT

Whether virtually or physically, as a student of Arad, I always seek to improve myself. And to make the best of my class notebook, I promise to do the following:

1. To bring my notebook to every class.
2. To keep it clean, tidy, and write nicely.
3. To include the lesson's title and the date.
4. To follow the teacher's instruction carefully.
5. To upload my assignments regularly and on time.
6. To take the teacher's feedback into consideration.
7. **Plagiarism is prohibited.**

Do not copy your classmate work.

8. To always include my full name and class.

Student Name

Teacher Name





1- Use your password to get your Impact student's resource.

Welcome to the Impact, Bahrain Edition, Student Resource Site. Please enter your password.

Password

Student@NGLMOEBH

Submit

2- Choose your level



Impact, Bahrain Edition Resources

Level 1

Guidelines

Impact, Bahrain Edition, Student's Book (2020)
Impact, Bahrain Edition, Workbook & Grammar Book (2020)
Reader: Queen and the Two Princesses (2020)

Level 2

Guidelines

Impact, Bahrain Edition, Student's Book (2020)
Impact, Bahrain Edition, Workbook & Grammar Book (2020)
Reader: Lion's Teeth (2020)
Reader: The Great Princess's Secret Box (2020)

Level 3

Guidelines

Impact, Bahrain Edition, Student's Book (2020)
Impact, Bahrain Edition, Workbook & Grammar Book (2020)
Reader: Counting Money and Shopping (2020)
Reader: Writing a Letter to Your Friend (2020)
Reader: The Great Princess's Secret Box (2020)



Student Password :

Student@NGLMOEBH

UNIT 5:

LIFE IN THE EXTREME



Date: / /

Unit 5 – Life in the Extreme

Lesson 1: Vocabulary



OBJECTIVE:

To identify new vocabulary related to animals that live in extreme environments.

Read and learn new vocabulary.



Adapt



Handle



lack of



Harsh



Thrive



Typical



Variety

7

Match each word with its meaning. Write the correct letter next to the right word.

Test Your Knowledge!

Word		Definition
1. Adapt	....	A. To deal with something or manage.
2. Handle	....	B. To do well, or to grow strong and healthy.
3. Lack of	....	C. To become used to something, or to adjust.
4. Harsh	....	D. Showing the special characteristics of a group or kind.
5. Thrive	....	E. The condition of being without something.
6. Typical	....	F. A number of different things in a group or class.
7. Variety	....	G. Rough and not pleasing in action or result.

Date: / /

Unit 5 – Life in the Extreme

Lesson 1: Vocabulary



OBJECTIVE:

To write using vocabulary related to animals that live in extreme environments correctly.

Read and circle the right answer.

1. Organisms in the Dead Sea have variety / adapted to live in very high levels of salt.
2. Camels can handle / thrive the extreme heat of the Sahara desert.
3. The workers had to work all night, so they were very tired because of the thrive / lack of sleep.
4. Polar bears adapted to their harsh / adapt environment.
5. Some kinds of carrots typical / thrive with relatively little sunlight.
6. The centre has a wide variety / handle of classes and activities to choose from for both adults and children.



Writing Task: Write a paragraph using the new vocabulary about your favorite animal that lives in harsh conditions.

- The harsh condition
- place
- Weather
- food

Put a (✓) if you followed the criteria.

Criteria	Self-assessment
I use the correct tense.	
I spell correctly.	
I punctuate well. (full-stops, commas, ----)	
I use capitals.	



50 words



60 words



80+ words

Date: / /

Unit 5 – Life in the Extreme

Lesson 3: Grammar 1

Present perfect



OBJECTIVE:

To identify the form and use of the present perfect tense correctly



GRAMMAR BOX:

We use the 'present perfect' tense to talk about:

- Something that has **just** finished.

Example: I have just painted the wall.

- Something that happened in the past but has a connection with present.

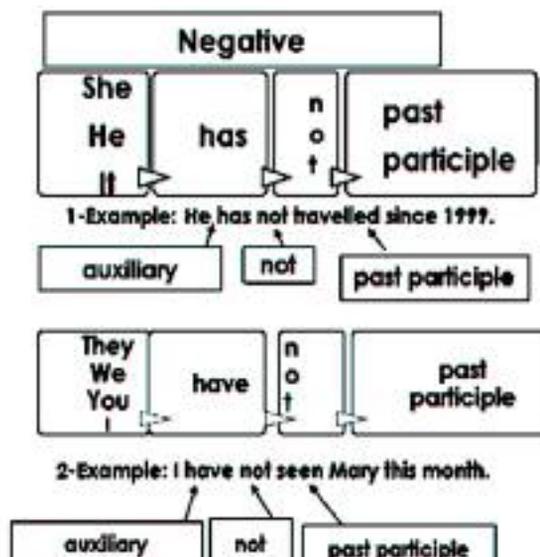
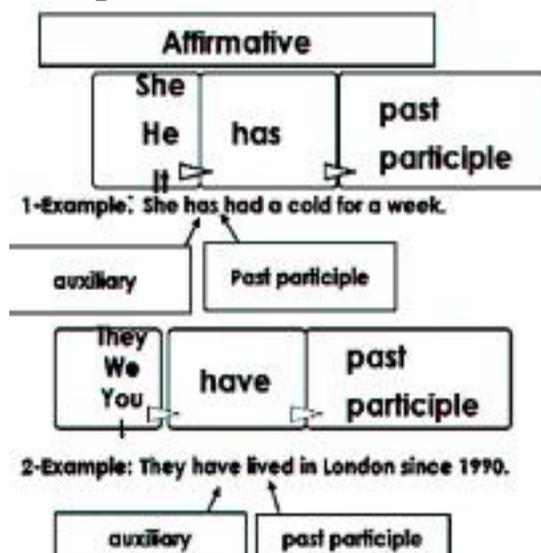
Example: I have already read the book, so I can tell you all about it.

- Things that happened in the past with no clear timeframe.

Example: The moon has been explored.

- Something that started in the past but has not finished.

Example: He has worked in this field since 1989.



1-We use "for" with: **a period of time (two hours, three years, six months, etc.)**

Example: She's had a cold for a week.

I've known Julie for 10 years.

I've been hungry for hours.

2-We use "since" with: **a fixed time in the past (2004, April 23rd, last year, etc.)**

Example: I've known Karen since 1994.

The fixed time can be another action, which is in the past simple (since I was at school, since I arrived).

Example: I've liked chocolate since I was a child.

Date: / /

Unit 5 – Life in the Extreme

Lesson 3: Grammar 1

Present perfect



OBJECTIVE:

To identify the form and use of the present perfect tense correctly

We use expressions of time with the present perfect tense:

Time expressions	Usage	Examples
yet	In questions and negative statements	I haven't gone to the library yet. Hasn't Richard arrived yet?
already	In positive statements	She has already taken the sick cat to the vet. They have already gone to the museum.
ever	In questions	Have you ever climbed a mountain?
never	In positive statements	He has never visited Alaska.
since	In positive and negative statements	They have been here since 1994. She hasn't visited Kuwait since May.
for	In positive and negative statements	We have learned English for five years. They haven't travelled for years.

6

Complete the sentences with the present perfect forms of the verbs in the brackets.

Test Your Knowledge!

- Kevin Hand _____ (think) about life on other planets a lot.
- He _____ (visit) several extreme environments.
- I _____ (not see) the polar bear cubs at the zoo.
- She _____ here (be) since 2 pm.
- Alex _____ (not go) to Mexico.
- They _____ (eat) three boxes of pizza.

Use the prompts to write sentences using the present perfect.

- I / study / French. _____
- She / not / see / the film. _____
- We / read / that book. _____
- He / not / live / in Berlin. _____
- John / miss / the train. _____
- Lucy / eat / her breakfast. _____

Date: / /

Unit 5 – Life in the Extreme

Lesson 3: Grammar 1

Present perfect



OBJECTIVE:

To write using the form and use of the present perfect tense accurately.

5

Write the expressions of time in the following sentences.

Test Your Knowledge! 

1. I have found several books on life in the extreme, but I haven't read them
2. Have you visited Moscow?
3. She has painted the wall.
4. He has been married 10 years.
5. They have lived in Paris 1998.



Write 5 sentences using the present perfect tense.

Example: Kevin has travelled all around the world to study extremophiles.

1. _____
2. _____
3. _____
4. _____
5. _____

Put a (✓) if you followed the criteria.

Criteria	Self-assessment
I use the correct tense.	
I spell correctly.	
I punctuate well. (full-stops, commas, ----)	
I use capitals.	



50 words



60 words



80+ words

Date: / /

Unit 5 – Life in the Extreme

Lesson 4: Reading

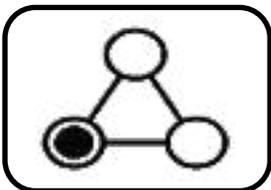
Bizarre Creature



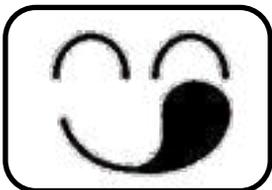
OBJECTIVE:

To identify new vocabulary related to weird animals correctly.

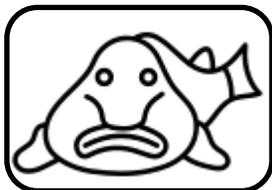
Read and learn new vocabulary.



Rare



Tongue



Bizarre



Parasite



Diet



Habitat



Appearance

7

Fill the gap with the correct word from the box below,

Test Your Knowledge!

rare	tongue	bizarre	
parasite	appearance	diet	habitat

- I found the whole situation very
- She suffers from a heart disease.
- she checked her in the mirror.
- usually live on their hosts.
- The natural of camel is desert.
- I usually bite my while chewing my food.
- A birds includes beetles, flies, spiders, earthworms etc.

Date: / /

Unit 5 – Life in the Extreme

Lesson 4: Reading Bizarre Creature



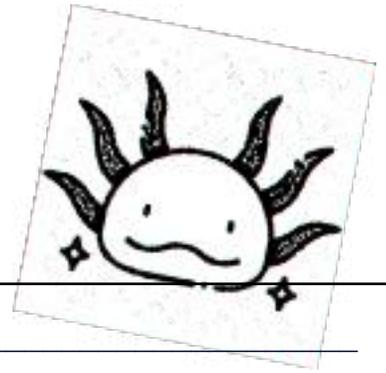
OBJECTIVE:

To write a paragraph about a strange creature accurately.



Writing Task: Write a paragraph about a strange creature
Your writing must include the following:

- Its name
- Place
- Special characteristics
- food
- Habitat



Put a (✓) if you followed the criteria.

Criteria	Self-assessment
I use the correct tense.	
I spell correctly.	
I punctuate well. (full-stops, commas, ----)	
I use capitals.	



50 words



60 words



80+ words

Date: / /

Unit 5 – Life in the Extreme

Lesson 5: Video



OBJECTIVE:

To apply the message of the video to your personal life correctly.



After watching the video
answer the following questions



1. Which creature does Anand like to take photos of?

2. Why does Anand find his job challenging?

3. How does Anand take his photos? What special techniques does he use?

4. Do you think Anand’s job is interesting? Discuss.

Date: / /

Unit 5 – Life in the Extreme

Lesson 6: Grammar 2

Comparative of Equality



OBJECTIVE:

To identify the comparative of equality.



GRAMMAR BOX:

Now we're going to learn how to compare two things that are the same, or equal, in same way.

As ----- as: making comparison of equality.

1. The blue whale is as long as three school buses!
2. Humans don't have as much hair as chimpanzees.
3. Gazelles cant run as fast as cheetahs.
4. Some hummingbirds weigh as much as a penny.

We use 'as --- as' to express how two things are similar or the same.

8 Read and complete the sentences with expressions of equality using the adjectives below.

Much important ugly small
interesting blind heavy harsh

1. A squirrel is _____ a hedgehog.
2. The purple pig-nosed frog is just _____ the blobfish.
3. Rare creatures are _____ attractive ones.
4. Many deep-sea fish are _____ bats.
5. The axolotl is _____ the tardigrade.
6. Blue whales weigh _____ thirty elephants.
7. Fish need oxygen _____ humans do.
8. The Siberia is _____ the Antarctic.

Test Your Knowledge!



Date: / /

Unit 5 – Life in the Extreme

Lesson 6: Grammar 2

Comparative of Equality



OBJECTIVE:

To use the comparative of equality.

Write sentences using expressions of equality.

1. I think blobfish and proboscis monkeys are both very ugly.

Example: I think blobfish are as ugly as proboscis monkeys.

2. An adult goat and a baby elephant both weigh about 90 kg. (200 lb.)

3. Cross River Gorilla and Javan Rhino are both endangered. According to some estimates, there are only about 100 of each left in the world.

4. The frilled shark swims deep in the ocean, at 1,500 m (5,000 ft.) below the surface. That's also where the Pacific hagfish swims

Date: / /

Unit 5 – Life in the Extreme

Lesson 7: Writing

Persuasive Letter



OBJECTIVE:

To write a persuasive letter about endangered animal correctly.

Read the letter below and answer the following questions.

Dear Editor,

___ I am writing to ask for support in protecting an endangered animal, the axolotl. It lives in Mexico now, but scientists believe that it could be extinct in the wild in five to ten years. However, it isn't as attractive as other endangered animals, like red pandas or Siberian tigers. As a result, it doesn't get very much attention.

___ In my opinion the axolotl has an incredible ability: if it loses a part of its body, it can grow it back. For example, if another animal bites off an axolotl's leg, it grows a new leg! Scientists are studying the axolotl because they want to learn how its cells can do this. This research might lead scientists to help humans with damaged body parts.

___ Another interesting fact about the axolotl is that it never becomes an adult. Other amphibians, like frogs, change from being a tadpole into a frog. But the axolotl is always an adolescent. For this reason, scientists believe that we can find out about the secret of ageing from the axolotl.

___ I think there is also a cultural reason to save the axolotl. This creature was very important in Aztec legends. Therefore, if the axolotl becomes extinct, an important link with Aztec culture will be lost forever.

___ For all of the above reasons, I strongly believe that we should do everything we can to save this amazing creature. Thank you for your attention,
Ali Hasan

1. Why are you writing this letter?

2. What is the endangered animal are you writing about ? Where does it live?

3. What do scientists think about this animal?

4. What are the facts about it to persuade the readers to protect it?

5. Why is it important in Aztec legends?

Date: / /

Unit 5 – Life in the Extreme

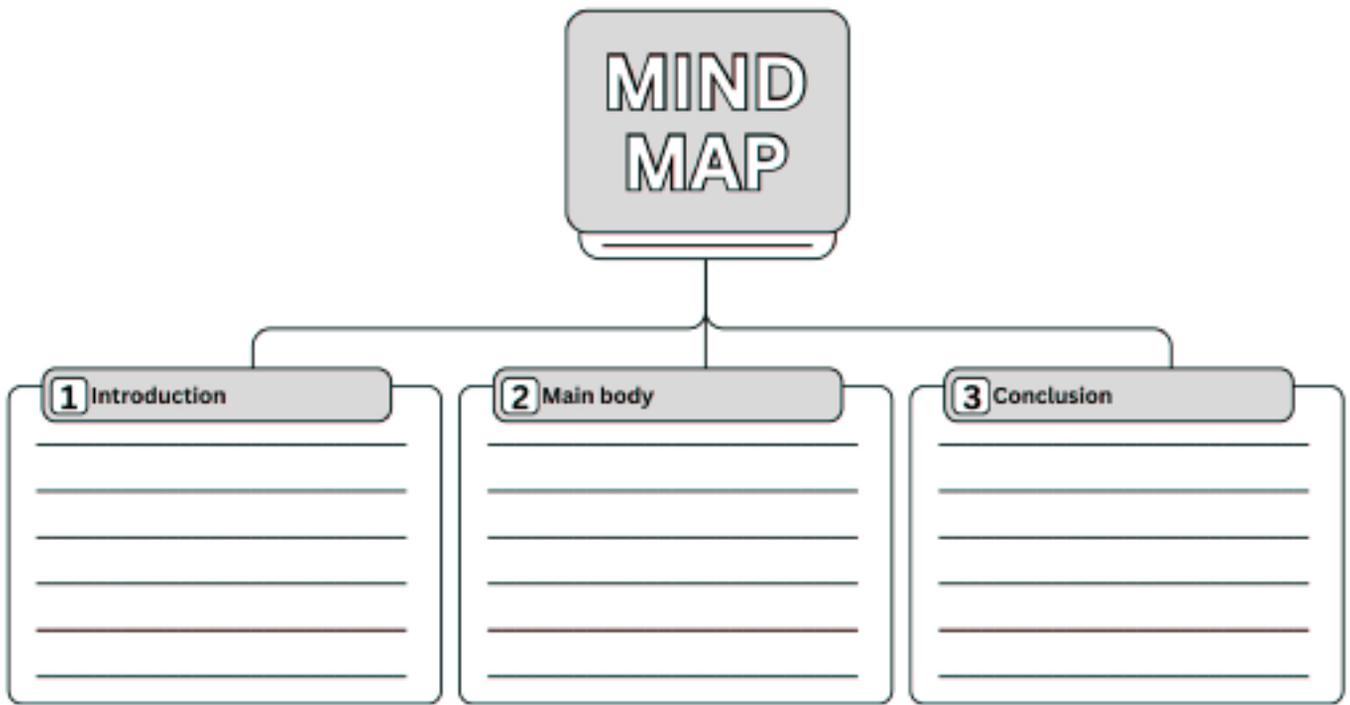
Lesson 7: Writing Persuasive Letter



OBJECTIVE:

To write a persuasive letter about endangered animal correctly.

Write the elements of a persuasive letter







UNIT 6:

DO YOU THINK
THESE ARE
HEALTHY ?



Date: / /

Unit 6 -Do You Think These Are Healthy ?

Lesson 1: Vocabulary



OBJECTIVE:

To identify new vocabulary related to food.

Read and learn new vocabulary.



Campaign



Consumer



Edible



Landfill



Nutritious



Produce



Waste

7

Match each word with its meaning. Write the correct letter next to the right word.

Test Your Knowledge!

Word		Definition
1. Campaign	....	A. Having a large number of vitamins, minerals, or other nutrients.
2. Consumer	....	B. Things that are thrown away or garbage.
3. Edible	....	C. Food that is suitable / safe to be eaten.
4. Landfill	....	D. Things made or grown in order to be sold, especially fresh fruit and vegetables.
5. Nutritious	....	E. A series of planned actions carried out in order to reach a particular goal.
6. Produce	....	F. A system of trash and garbage disposal in which the waste is buried between layers of earth.
7. Waste	....	G. A person who buys and uses goods or services.

Date: / /

Unit 6 -Do You Think These Are Healthy ?

Lesson 1: Vocabulary



OBJECTIVE:

To write using vocabulary related to food.

Read the sentences and choose the correct answer.

1. These wild plants are **consumer** / **edible**.
2. The students are having a charity sale as part of their **produce** / **campaign** to raise money.
3. **Consumers** / **Produce** spend a lot of money during the holidays.
4. Candy is not **nutritious** / **landfill**.
5. The restaurant serves fresh local herbs and **waste** / **produce** in season.
6. The more waste recycled, the less sent to **landfill** / **campaign**.
7. We are trying to reduce **produce** / **waste** at home by using reusable shopping bags.



Writing Task: Do you think that we as a community waste a lot of food? What can we do to reduce this waste? Write a paragraph using the learned vocabularies.

Put a (✓) if you followed the criteria.

Criteria	Self-assessment
I use the correct tense.	
I spell correctly.	
I punctuate well. (full-stops, commas, ----)	
I use capitals.	



50 words



60 words



80+ words

Date: / /

Unit 6 -Do You Think These Are Healthy ?

Lesson 3: Grammar 1



OBJECTIVE:

To identify the uses of “going to”, “will” and the present continuous.

COITITITUTUSJ



GRAMMAR BOX:

Going to, will and present continuous: Talking about the future.

1. What **are you doing** tomorrow night?
2. I'm **going to** eat at the new Peruvian restaurant, Do you want to come?
3. I can't, I'm **visiting** my cousin tomorrow.
4. Why don't you both come?
5. a) Ok, I'll **call** him and ask him. B) I think he'll **like** Peruvian food!
6. Great! This **is going to be** a fun night!

Use the present continuous and going to when future plans are made before the moment of speaking (examples 1,2 and 3).

Use will when future plans are made at the moment of speaking (example 5a).

Finally, use will and going to make future predictions (examples 5b and 6).

5

Read the sentences, then, complete the sentences with correct form of “will”.

Test Your Knowledge!



1. People less meat in the future.
2. We more of our own food at home.
3. I you to my birthday party soon.
4. We this food.
5. Not everyone that food!

Date: / /

Unit 6 -Do You Think These Are Healthy ?

Lesson 3: Grammar 1



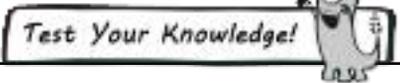
OBJECTIVE:

To practice using “going to” , “will” and the present continuous.

CONTINUOUS

5

Read the sentences, then, complete the sentences with correct form of “going to”.



1. I don't feel well. I sick.
2. We the new Italian restaurant tomorrow.
3. I fruit and vegetables from the grocery shop.
4. We are going to France this summer. We French.
5. My mother fast food this month as she is on diet.



Writing Task: Write a paragraph about your future plan, using ‘going to’, ‘will’, and the present continuous.

Put a (✓) if you followed the criteria.

Criteria	Self-assessment
I use the correct tense.	
I spell correctly.	
I punctuate well. (full-stops, commas, ----)	
I use capitals.	



50 words



60 words



80+ words

Date: / /

Unit 6 -Do You Think These Are Healthy ?

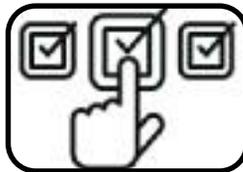
Lesson 4: Reading



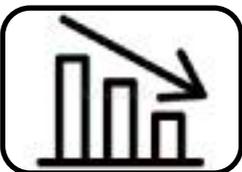
OBJECTIVE:

To identify new vocabulary related to food correctly.

Read and learn new vocabulary.



Decision



Decreases



Increase



Involve



Rush

5

Fill the gap with the correct word from the box below, then, write sentences using the rest.

increase decrease rush involve decision

Test Your Knowledge!

1. We need to my parents in this problem.
2. There has been a modest in house prices this year.
3. I don't like to to the airport.
4. I can't make the for you.
5. His grades show a steady

Date: / /

Unit 6 -Do You Think These Are Healthy ?

Lesson 5: Video



OBJECTIVE:

To listen for specific information.



After watching the video answer the following questions



1. What does a food stylist mean?

2. What are two examples of how food stylists make food look good?

3. Why do some people prefer buying food directly from farmers?

4. What's the difference between how supermarkets sell their products and how farmers sell their produce?

5. What do farmers often do if the food isn't up to standards, and they can't sell it?

Date: / /

Unit 6 -Do You Think These Are Healthy ?

Lesson 6: Grammar 2



OBJECTIVE:

To practice writing cause and effect sentences using conditional forms.



GRAMMAR BOX:

Conditionals: Talking about cause and effect

If clause: present	Main clause: imperative	
If you don't finish your dinner.	Save the rest for tomorrow.	
If clause: present	Main clause: present	
If the fruit is old.	We use it to make smoothies.	This is always true/true now.
Is clause: present	Main clause: future	
If you put less food on your plate.	You will not waste so much food.	This will be true in the future.

Conditional sentences have two clauses: The 'if' clause expresses a conditional using the present tense. The main clause expresses the result.

Date: / /

Unit 6 -Do You Think These Are Healthy ?

Lesson 6: Grammar 2



OBJECTIVE:

To practice writing cause and effect sentences using conditional forms.

Read. Match the phrases form logical sentences. Write the letter in the gaps.

1. If you can't finish your sandwich, _____
2. If you find some old carrots, _____
3. If you have some leftovers chicken, _____
4. If you don't like this vegetable, _____
5. If you cook too much food, _____
6. If you learn more about cooking, _____

- a. you will waste less food.
- b. put some in the freezer for later.
- c. think of a way to make it taste better.
- d. you can have the rest as a snack later.
- e. make juice out of them.
- f. make a sandwich of it.



Writing Task: Write the endings to the first two conditional clauses. Then write three conditional sentences of your own.

1. If there are leftovers, _____
2. If the fruits are not fresh, _____
3. _____
4. _____
5. _____

Date: / /

Unit 6 -Do You Think These Are Healthy ?

Lesson 7: Writing



OBJECTIVE:

To write a letter of complaint about people wasting water correctly.

Read the letter below and answer the following questions.

Dear Manager,

I am writing to bring to your attention the amount of food that your restaurant wastes every day because the portions you serve are too big. As a result, very few people can finish them, and lots of food goes in the bin. This is particularly worrying when we know that, according to some reports, we waste 1.3 billion tons of food every year.

It might be important for you to consider that food waste isn't just bad for humans. It affects our environment, too. When it goes to landfill, it produces a dangerous gas that keeps heat inside of the atmosphere. Also, the chemicals that come out of the food harm our soil and bodies of water.

In my science class, we learnt about all the natural resources that go into making food. Farmers use a lot of water to grow plants that make food. A lot of energy is used to transport food from the field to restaurants. That's why when we waste this food, we waste our planet's natural resources.

For these reasons, I believe you will do everything possible to reduce food waste in your restaurant. Thank you for your attention.

Best regards

1. Why are you writing this letter?

.....

2. What are the causes of food waste in restaurants, households and schools?

.....

.....

.....

3. How does food waste impact the environment?

.....

.....

.....

4. Write some advice to reduce food waste at restaurants?

.....

.....

Date: / /

Unit 6 -Do You Think These Are Healthy ?

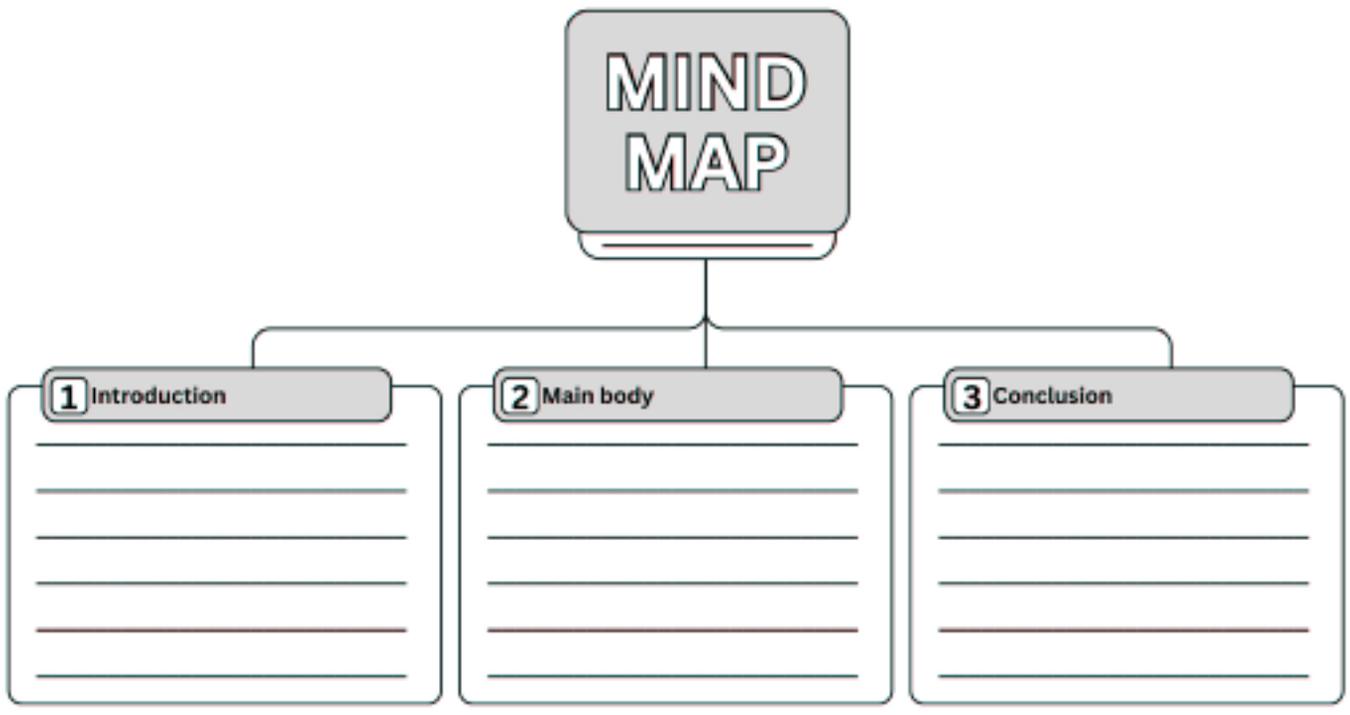
Lesson 7: Writing



OBJECTIVE:

To write a letter of complaint about people wasting water correctly.

What are the main parts of a complaint letter?



Date: / /

Unit 6 -Do You Think These Are Healthy ?

Lesson 7: Writing



OBJECTIVE:

To write a letter of complaint about people wasting food correctly.



You spent the last weekend at one of the resorts in Bahrain and you noticed that large amounts of water were being wasted. Write a letter of complaint to the hotel manager.

P1 Opening
remarks:
Reason of writing

Blank lined area for writing the letter.

P2 + P3
Main Body:
Description of the problem and facts.
Information of how human activities contribute to the problem.

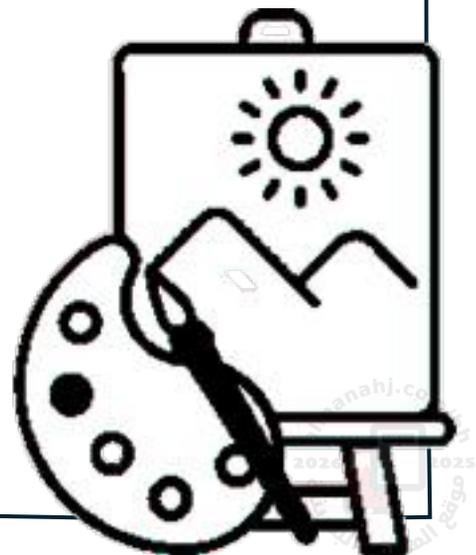
P4 Closing
remarks: Sign off.
What you want to be done about the problem

Put a (✓) if you followed the criteria.

Criteria	Self-assessment
I use the correct tense.	
I spell correctly.	
I punctuate well. (full-stops, commas, ----)	
I use capitals.	

UNIT 7:

ART IN THE OPEN



Date: / /

Unit 7 - Art in the Open

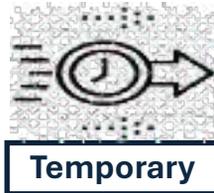
Lesson 1: Vocabulary



OBJECTIVE:

To identify new vocabulary about animals that belong to public art correctly.

Read and learn new vocabulary.



7

Match each word with its meaning. Write the correct letter next to the right word.

Test Your Knowledge!

Word	Definition
1. Aware	A. For a short time; not permanent.
2. Deal with	B. Having or showing understanding or knowledge.
3. Public space	C. A subject of discussion or conversation.
4. Statue	D. To act or behave toward other people, especially in difficult situations.
5. Take down	E. A space that is shared by or open to all.
6. Temporary	F. To remove something that was previously put up.
7. Topic	G. A piece of art that is shaped out of stone, metal or other material. They are often in the form of a human or animal.

Date: / /

Unit 7 - Art in the Open

Lesson 1: Vocabulary



OBJECTIVE:

To write using new vocabulary about public art correctly.

Write four sentences using the new vocabulary.

1. _____
2. _____
3. _____
4. _____



Read and complete the sentences with the correct word.

SELF
ASSESSMENT

Topic - temporary - aware - statue -
deal with - public space - take down

1. People didn't seem to be _____ at me.
2. One must know how to _____ dangerous animals before getting near them.
3. Her idea was to build a garden shed in this _____.
4. The palace had a life-like _____ of a lion in front of the main gate.
5. It must be time to _____ the National Day decorations.
6. Mark got a _____ job for the summer.
7. I would love to write more about this _____, and about how things will get better and cheaper in the future.

Date: / /

Unit 7 - Art in the Open

Lesson 3: Grammar 1

Present Perfect and Past Simple



OBJECTIVE:

To identify the form, meaning, and use of the present perfect and past simple tense.



GRAMMAR BOX:

We use the "past simple tense" for..

a completed action that we know when it happened.

Example: Mark went to art school in Barcelona last year.

Rule:

Past Simple			
subject	She	watched talked enjoyed	verb + ed (regular)
	He		
	It		
	We		
	They		
	You		
	I		

Past Simple			
subject	She	went (go) slept (sleep) ate (eat)	(irregular)
	He		
	It		
	We		
	They		
	You		
	I		

We use the "Present Perfect tense" for:

an action that happened in the past but can happen again in the future. The action may have been repeated. It does not matter, or it is not known, when exactly the action happened.

Example: He has created dozens of sculptures throughout the world.

Rule:

Present Perfect			
subject	She	has	verb Past participle
	He		
	It		

Present Perfect			
subject	We	have	verb Past participle
	They		
	You		
	I		

Words used with present perfect and past simple:

Present Perfect		
already	just	yet
ever	never	for
since	So far	lately

Past Simple	
Last ....	... ago
yesterday	in

Date: / /

Unit 7 - Art in the Open

Lesson 3: Grammar 1

Present Perfect and Past Simple



OBJECTIVE:

To write using the form, meaning, and use of the present perfect and past simple tense accurately.

Read the sentences and circle the correct verb form.

1. We **visited** / **have visited** art museums in Spain several times over the years.
2. My cousin has **loved** / **loved** art since he saw the sculpture at Millennium Park.
3. We have **viewed** / **viewed** the portrait of the Mona Lisa in the Louvre Museum in 2014.
4. **Have you shown** / **Did you show** your artwork to the gallery last week?
5. My nephew's sculptures **dealt** / **have dealt** with various social issues over the years.

Complete the sentences with the present perfect or past simple tense.

1. Jenny (study) _____ Art and Design when she (be) _____ young.
2. In 2012, Jenny (show) _____ many of her works at an exhibition in England.
3. For years now, Jenny (be) _____ an art teacher at one of the biggest art schools in England.
4. Between 1996 and 1999, Jenny (work) _____ with others to create theatre costumes.

Date: / /

Unit 7 - Art in the Open

Lesson 4: Reading

Humans in Group



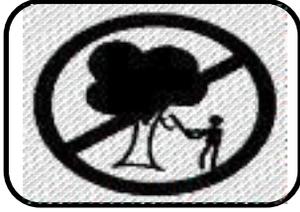
OBJECTIVE:

To identify new vocabulary related to public art correctly.

Read and learn new vocabulary.



Graffiti



illegal



Permission



Respect

4

Fill the gap with the correct word from the box below, then, write sentences using the rest.

Graffiti

illegal

Permission

Respect

Test Your Knowledge!

1. There has always been in Italy and some of it is quite artistic.
2. It is to ride a motorbike without a license.
3. You will need from your parents to go on the trip.
4. She has a lot of for his opinion.

Read the sentences and circle the right choice.

1. Despite our differences, I have enormous **respect** / **permission** for them.
2. They have **illegal** / **permission** to build 200 new houses.
3. It's **illegal** / **graffiti** to drive through a red light.
4. Buildings were covered with **permission** / **graffiti**.

Date: / /

Unit 7 - Art in the Open

Lesson 4: Reading

The City That Loves Street Art



OBJECTIVE:

To extract information from a reading text..

Read the text SB page 121&122 carefully. Then answer the following questions:

1. What is unusual and catches a tourist's eyes about Rio de Janeiro?

2. What became legal in 2009?

3. Give examples of places where graffiti is legal in Rio de Janeiro?

4. What is the purpose of the street art website?



Critical thinking

What do you think of street art? Do you like it? Would you like to see it outside your home or school? Why?

Pronouns



OBJECTIVE:

To identify indefinite pronouns to talk about people, places, and things, without giving details correctly.



GRAMMAR BOX:

Indefinite pronouns: Talking about people, places and things without giving details

I'm looking for someone to help me paint. Can someone help me paint this mural?	Use <i>someone, somewhere, something</i> to talk about a person, place or thing in positive statements. Also use in questions when you think you know the answer or are making an offer or request.
I can't find the large paintbrush anywhere . Is there anything else we can use? Anyone who tries can make art.	Use <i>anywhere, anything, anyone</i> in negative statements or questions when you are not sure of the answer. Also use in positive statements when 'any' means 'every'.
Nobody came to help me paint.	Use <i>nobody, no one, nowhere, nothing</i> to give statements a negative meaning.
I looked everywhere for the large paintbrush. Can everyone paint a part of the mural?	Use <i>everyone, everywhere, everything</i> in positive statements and questions.

Use indefinite pronouns to talk about people, places and things when the details are not known or not important.

6 A. Read the sentences, then, choose the correct answer.

Test Your Knowledge!

- I don't think **anyone** / **someone** should paint on public buildings without permission.
- Public art should be **everywhere** / **nowhere** for people to enjoy.
- Art in galleries should be free for **no one** / **anyone** to see.
- Most public money should be spent on **anything** / **something** other than art, such as education.

B. Complete the text with the correct indefinite pronoun.

You can find murals _____: in parks, town squares, outside important buildings and even in the middle of the streets in Rio! But not _____ loves them. In fact, murals can often be controversial. When _____ creates a new mural in a public space, it might become an attraction to many people in that area. Which is good for tourism, but _____ is happy if it creates a lot of traffic. Some people also get annoyed because public money has been spent on _____ that they don't like.

Date: / /

Unit 7 – Art in the Open

Lesson 7: Writing

Process essay



OBJECTIVE:

To write a process essay accurately.

Read the process essay of painting a mural and answer the questions below.

How to paint a mural in your area? Do you ever wish that you could make your neighbourhood more exciting, more interesting, or just more beautiful? One simple way to change a place is to create a piece of public art. In this essay, I'm going to explain how you can paint a mural on a wall in your school.

First, you should decide what the subject of your mural will be. Think of something interesting that will have a positive effect on people.

Second, choose your location. If you want people to see your mural, look for a place that a lot of people pass through each day. Then, of course, you'll need to get permission from the school headteacher.

Next, contact local neighbourhood groups, schools, charities and businesses. Ask them for ideas about what they want to see. They will be affected by this piece of art, so you want to get them on your side. They might offer to give you materials, or even help you with the work.

After that, you need to make a plan for your painting. Sketch out your design and decide what materials you'll need. Think about the colours and shapes you want to use.

Finally, paint your mural! When it's finished, invite people from your local community to view it. Take lots of photographs, and share this new piece of public art on social media.

In conclusion, follow these easy steps to create a beautiful mural in your area. It's a great way to make your neighbourhood involved in making public art and for you to be creative

Date: / /

Unit 7 - Art in the Open

Lesson 7: Writing Process Essay



OBJECTIVE:

To write a process essay accurately.

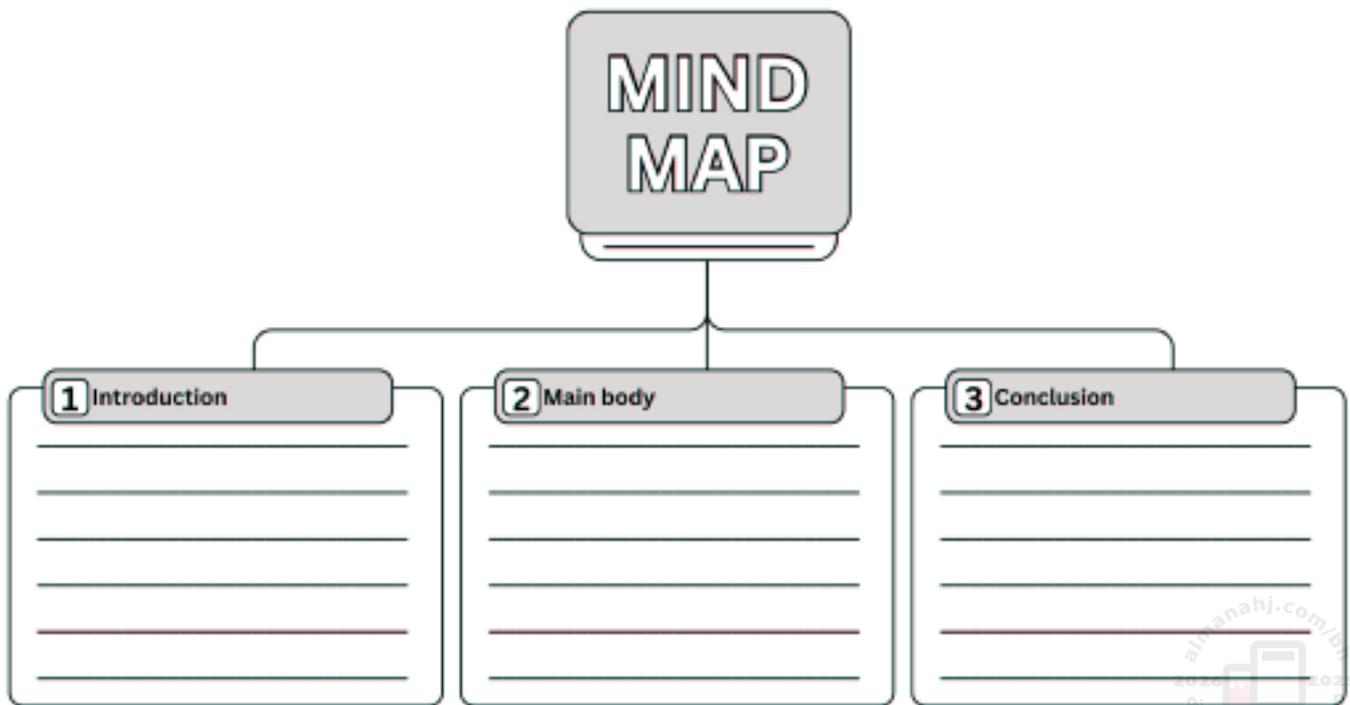
1. What does the word mural mean?

.....

2. What are the steps of painting a mural in your school?

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

What are the elements of the process essay?



Date: / /

Unit 7 - Art in the Open

Lesson 7: Writing

Process Essay



OBJECTIVE:

To write a process essay accurately.



Imagine you are going to create a piece of public art in your school or community. Explain how you will create it in 110-130 words. Include the following:

P1 Introduction:
How to paint a wall

P2 + P3
Main Body:
A paragraph that describes details of steps to paint a well.

P4 Conclusion:
your opinion.

Large writing area with horizontal lines for the student to write their process essay.

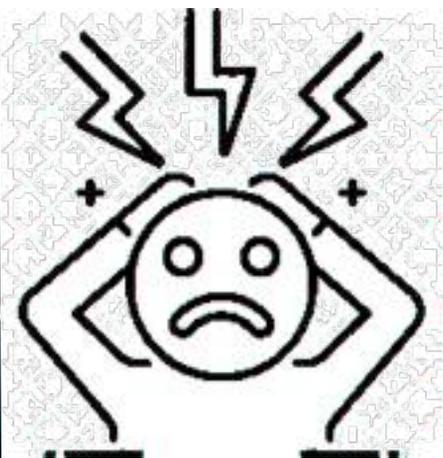
Put a (✓) if you followed the criteria.

Criteria	Self-assessment
I use the correct tense.	
I spell correctly.	
I punctuate well. (full-stops, commas, ----)	
I use capitals.	



UNIT 8:

DON'T PANIC!



Date: / /

Unit 8 – Don't Panic!

Lesson 1: Vocabulary



OBJECTIVE:

To identify new vocabulary related to natural disasters correctly.

Read and learn new vocabulary.



Collapse



Cyclone



Disaster



Escape



Flame



Survivor



Wildfire

7

Match each word with its meaning. Write the correct letter next to the right word.

Test Your Knowledge!



Word		Definition
1. Collapse	....	A. A sudden event causing much damage or suffering.
2. Cyclone	....	B. Someone or something that continues to exist or live after a flood for example.
3. Disaster	....	C. The mixture of burning gas and vapour that rises from an object that is on fire..
4. Escape	....	D. To fall down suddenly due to pressure.
5. Flame	....	E. To get away; avoid being caught or harmed.
6. Survivor	....	F- An uncontrollable fire that destroys a wide area.
7. Wildfire	....	G- A storm with very strong winds that turn around a center of low pressure in the atmosphere.

Date: / /

Unit 8 – Don't Panic!

Lesson 3: Grammar 1



OBJECTIVE:

Past simple and past continues

To identify the form, meaning, and use of the past simple and past continuous tenses. correctly.



GRAMMAR BOX:

Past simple vs. past continuous: Talking about the past

- While I was swimming the other day, I thought about the dolphins that saved four lifeguards.
- What did the dolphins do when they knew a shark was near? They didn't swim away. Instead, they swam around the lifeguards. They were protecting the lifeguards from harm.
- What were the lifeguards doing in the water? They were enjoying a swim.
- When the rescue boat arrived, the dolphins were still keeping the shark away from the lifeguards. The dolphins stayed close as the lifeguards climbed into the boat.

Use the past continuous to talk about an action that was already happening when another action began or happened. Use the past simple for the second action that began or happened.

To form the past continuous, use was/were + verb + -ing.

Complete the sentences with the past continuous or past simple using the verbs from the box below.

be

see

be

play

happen

live

Test Your Knowledge!

When I (1) little, I (2) in a house on the edge of the forest. While I (3) outside with my little sister, I (4) smoke and flames; the trees were on fire. Of course, my sister wasn't paying attention to what (5) I knew we (6) in trouble.

Date: / /

Unit 8 – Don't Panic!

Lesson 3: Grammar 1

Past simple and past continues



OBJECTIVE:

To write using past simple and past continuous tenses accurately.

Complete the sentences with the past continuous or past simple forms of the verbs in brackets.

1. Jimmy Chin (hike) in the Himalayas when the weather unexpectedly (become) terrible.
2. Jane (ski) on a high mountain when an avalanche (strike) without warning.
3. The flames (burn) the building when the fire engine (come).
4. We (live) in Chile when we (experience) an earthquake.



Writing Task: Write a short story using past simple and past continues tense.

Put a (✓) if you followed the criteria.

Criteria	Self-assessment
I use the correct tense.	
I spell correctly.	
I punctuate well. (full-stops, commas, ----)	
I use capitals.	

50 words

60 words

80+ words

Date: / /

Unit 8 – Don't Panic!

Lesson 4: Reading

The power of snow



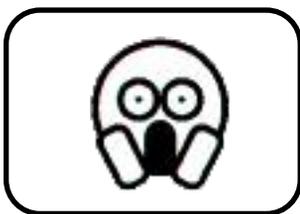
OBJECTIVE:

To identify new vocabulary related to the story correctly.

Read and learn new vocabulary.



Eventuall



Scream



Sense



Terrified

y

Fill the gap with the correct word from the box below, then, write sentences using the new vocabulary.

Test Your Knowledge!



Sense

scream

terrified

eventually

4

1. Yoga gives me a of inner calm.
2., I did get better and returned to work.
3. You're brave, but you're as well.
4. She tried to, but no sound came out.

1. _____
2. _____
3. _____
4. _____

Date: / /

Unit 8 – Don't Panic!

Lesson 4: Reading

The power of snow



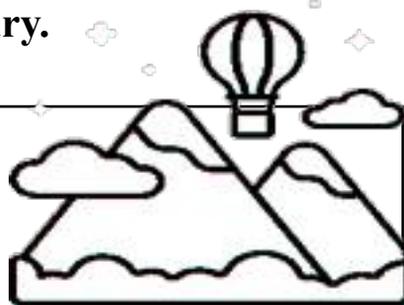
OBJECTIVE:

To write using new vocabulary related to the story correctly.



Writing Task: What is the scariest experience that you have ever had? How did it change you?

Write a paragraph using the new vocabulary.



Handwriting practice area with multiple horizontal lines for writing a paragraph.

Put a (✓) if you followed the criteria.

Criteria	Self-assessment
I use the correct tense.	
I spell correctly.	
I punctuate well. (full-stops, commas, ----)	
I use capitals.	



50 words



60 words



21ST C Bonus:

Should people practice dangerous sports? Why or why not?



80+ words

Date: / /

Unit 8 – Don't Panic!

Lesson 6: Grammar 2

Present perfect vs. present perfect



OBJECTIVE:

To identify the uses of present perfect and present perfect continuous tense correctly.



GRAMMAR BOX:

Present perfect vs. present perfect continuous: Expressing the duration of activities.

Mount St. Helens **has not erupted** since 1980.

Mount St. Helens **has not erupted** for years.

Mount Etna **has been producing** smoke since early this morning.

Mount Etna **has been producing** smoke for several hours.

She's **climbed** many mountains since she was a teenager.:

She's **been climbing** mountains since she was 15.

She and her father **have been climbing** mountains for seven years.

She's always **known** she wanted to be a firefighter.

To form present perfect continuous: has/have+ been + verb + ing. Both the present perfect and present perfect continuous are used to talk about actions that started in the past and continue into the present. Both are often used with since and for. The present perfect continuous focuses on a continued activity. It is not used with verbs that describe a state of being, like be, love and know.

To form present perfect continuous: has/have+ been + verb + ing.

6

Read. Complete the text with the present perfect or present perfect continuous.

be

climb

hope

love

ski

travel

My friend Aki (1) _____ the outdoors since he was a child. He especially enjoys snow sports. For example, he (2) _____ since he was five! He's even (3) _____ icy mountains a few times! Right now, he's dogsledding in Iceland. He and his team (4) _____ across the ice and snow for three days. I (5) _____ to hear from him ever since he first arrived in Iceland a week ago. But he is in the middle of nowhere. Plus he (6) _____ very busy!

Date: / /

Unit 8 – Don't Panic!
Lesson 6: Grammar 2
Past Perfect Continuous



OBJECTIVE:

To write using present perfect and present perfect continuous accurately.



Listen to the questions. Answer them using the present perfect and present perfect continuous.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



Writing Task: Write a paragraph using present perfect and present perfect continuous.

Put a (✓) if you followed the criteria.

Criteria	Self-assessment
I use the correct tense.	
I spell correctly.	
I punctuate well. (full-stops, commas, ----)	
I use capitals.	



50 words



60 words



80+ words

Empower
Your
Skills





Important words For Listening Exam

Day	Saturday – Sunday – Monday – Tuesday – Wednesday – Thursday – Friday
Month	January – February – March – April – May – June – July – August – September – October – November – December
Season	Summer- autumn- winter- spring
What time (when) pm-am	Two thirty= 2:30 five forty five=5:45 in the morning – at night – in the evening – in the afternoon Six o'clock=6:00 Quarter past eight= 8:15 Half past eight= 8:30 Quarter to nine = 8:45
How to go (means of transport)	Car- bus – taxi – train – plane – bike – motorbike – boat – ship – helicopter
Price (cost) of ticket: ...BD, \$ £ ...etc	Two BD = 2 BD Three point five BD = 3.5 BD Six point seventy five BD= 6.75 BD 80€
What to bring:	Snacks – chips – sweets – fruit – vegetables – sandwich – lunch – dinner – umbrella
What to wear: clothes	Hat – T-shirt – sweater – jacket – shorts – trainers – coat – raincoat- cap – dress – jeans – trousers – shoes- socks - tracksuit – jumper – sandals
place (where) :	School – playground – garden – park – library – club – bus station – museum – restaurant – café – swimming pool – hospital – bridge – sports centre – cinema – theatre – volcano – mountain – space – desert – island- oasis - city – town – village.....etc
Names Mr. Mlss. Mrs. Teacher. Dr.	a b c d e f g h i j k l m n o p q r s t u v w x y z
Mobile number:	0 1 2 3 4 5 6 7 8 9
colours:	Red – blue – black – brown – pink – purple – orange – yellow- green – white – golden – silver – grey
Country:	Bahrain – Australia – Egypt – The USA – The UK – Spain- Brazil- Russia – Thailand – China – Japan – Palestine – Italy ...etc
Jobs	Teacher – doctor – policeman – fireman - builder – vet – nurse- farmer – actor – waiter – waitress etc
Gift	Book – CD – camera – computer – pen – story – mobile phone – doll – guitar – camcorder – photo – etc....

Date: / /

Final Exam Revision Listening test



OBJECTIVE:

To listen for specific information.

15

A. Listen to a dialogue between a police officer and a man. Listen and fill in the form below Use one word only in each space. (6x2.5=15 marks)

Missing Items Form

Missing item: a travel (1).....

Name: Henry (2).....

Address: House No. 13, Old Palace Avenue, (3)

Description: (4) a, medium sized , trolley.

When: (5) minutes ago.

What was inside: - clothes

- brown leather (6).....
- credit cards.
- passport .
- pocket calculator.

Date: / /

Final Exam Revision Listening test



OBJECTIVE:

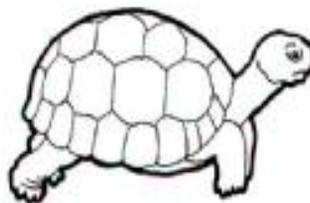
To listen for specific information.

15

A. Listen to a dialogue between a reporter and a taxi driver. Listen and fill in the form below Use one word only in each space. (6x2.5=15 marks)

Reporter's notes

Who: Mr. (1)



When: At (2)..... p.m.

What: Tortoise (3) onto a car.

Where: Tortoise was crawling on the (4).....

Result: Car damaged but the tortoise was (5).....

After the incident, the taxi driver feels: (6).....

Date: / /

Final Exam Revision Listening test



OBJECTIVE:

To listen for specific information.

15

A. Listen to a dialogue between a reporter and a fair presenter. Listen and fill in the form below Use one word only in each space. (6x2.5=15 marks)

Science Fair Winners

Third Prize: Robo-dog.



It's good for:

Picking up (1) and letters.

You don't have to (2) it every day.

Second Prize: Dj-bot.



It's good for:

Playing (3) and dancing.

Plays more than (4) songs.

First Prize: Aqua-bot.



It's good for:

Exploring (5) oceans with cameras.

5% of the world oceans has been explored and it still has (6) % left to explore

Date: / /

Final Exam Revision Listening test



OBJECTIVE:

To listen for specific information.

15

A. Listen to an interview with a young man called Chris Jones, who works as a presenter and chef on television cookery show. Listen and fill in the form below Use one word only in each space. (6x2.5=15 marks)

- Name: (0) Chris Jones.

- He first learned cooking from his: (1)

- Study: food (2) and nutrition

- His Restaurant's Location: (3).....

- Opening time: (4) am - 10:00 pm

- Some favourite food: (5) and sausages

- Qualities: Intelligent and (6)

Date: / /

Final Exam Revision Listening test



OBJECTIVE:

To listen for specific information.

15

A. Listen to a man calling a travel agency asking for some information. Listen and complete the man's notes. Use one word only in each space. (6x2.5=15 marks)



Trip Information

Average weekend break price: (1) €

The price includes: accommodation and (2)..... passes

Special offer for: (3) over 10 or 20 people.

Resorts: two in Italy, three in (4) and one in Switzerland

Lessons with instructor last: (5) a hours

A lesson costs: (6) €

Date: / /

Final Exam Revision Listening test



OBJECTIVE:

To listen for specific information.



- A. You will hear an interview with a TV cameraman Jeff Carter. Fill in the missing information in the numbered space with ONE word OR numbers ONLY. You will hear the conversation twice.

Jeff Carter



The first football match for Jeff was at the age of (1) _____

After (2) _____ weeks, Jeff got the job.

The first match he worked on was a (3) _____ match.

In (4) _____, Jeff made a wildlife documentary.

Jeff has been working in the same job for (5) _____ years.

The most exciting experiences happened to Jeff was when he tried to shoot a (6) _____.

Date: / /

Final Exam Revision

Listening test



OBJECTIVE:

To listen for specific information.



15

- A. *You will hear an announcement about an art competition for schools. For each question, fill in the missing information in the numbered space with one word or numbers ONLY.*

Art Competition for Schools



DETAILS

What to draw: (1) _____

Design: hand drawn

THIS YEAR'S PRIZES

1st : Visit to wildlife centre with your (2) _____

2nd : (3) _____

3rd : Cap

JUDGES

Toby Shore (4) _____

John Misbah (Scientist)

DATES

Entries must be before the (5) _____ of March

For all information about the competition go to: www. (6) _____ .org

Date: / /

Final Exam Revision Listening test



OBJECTIVE:

To listen for specific information.



15

A. You will hear a teacher giving his students information about a school trip to a farm. Use one word only in each space. Number (0) is done for you as an example

School trip to farm



Meeting place: (0) School gate.

Need to bring: (1) a _____.

Morning activity: (2) feeding the _____.

Afternoon activity: (3) _____ a wall.

Return to school at: (4) _____.

For more information: (5) www. _____ farm.com.

Date: / /

Final Exam Revision Cloze Test



OBJECTIVE:

To analyse the uses of language pattern and context clues correctly.

10

A. Read the following text. Circle the best answer (a, b, or c) for each space. Number (0) is done for you as an example. (10x1=10)

Campbell's Camp

.....(0).....been to a camp that teaches survival skills?

Peter Brown is one of the lucky teenagers who are going to(1)..... a month at Campbell's Survival Skills Camp this summer. Peter has never(2)..... anything like this in his life,(3)..... he is looking forward to the experience.

He's(4).....camping but that was only for one night. At the survival skills camp he will learn to put(5)..... a tent, locate a suitable campsite, build a shelter,(6).....a fire without matches and cook food(7)..... an open fire. But that is not all. He will learn to read(8)..... so he does not get lost when he(9)..... hiking in the mountains. There is also a lake near the camp(10)..... he will learn how to catch fish. Lucky Peter!

- | | | |
|--------------------|-------------------------|-------------------|
| 0. a. Did you ever | b. Have you ever | c. you have never |
| 1. a. spend | b. spends | c. spent |
| 2. a. do | b. did | c. done |
| 3. a. so | b. beside | c. because |
| 4. a. went | b. gone | c. go |
| 5. a. up | b. on | c. in |
| 6. a. track | b. light | c. build |
| 7. a. off | b. over | c. under |
| 8. a. shelters | b. rafts | c. maps |
| 9. a. does | b. goes | c. makes |
| 10. a. who | b. that | c. where |

**OBJECTIVE:**

To analyse the uses of language pattern and context clues correctly.

10

- A. Read the following text. Circle the best answer (a, b, or c) for each space. Number (0) is done for you as an example. (10x1=10)

Supermarket Tricks

Supermarkets are very (0) good at tricking their customers, it seems. Customers (1) _____ think they are getting good value for money, are actually getting less of a bargain than they can (2) _____. Here are a couple of (3) _____ most common tricks used by supermarkets (4) _____ keep their customers spending.

You might think that buying a bigger packet would cost you quite a lot less, right? Wrong. At Superco, (5) _____ example, a 100g jar of coffee costs £3.00. While, a 200g jar costs £5.99 – a saving of around one penny! Is (6) _____ this real saving?! Special offers. You've (7) _____ them on the shelves – 'buy one, get one free'. The best offers are usually on fruit and vegetables – but can you really eat (8) _____ those potatoes before they go bad and you have to throw them (9) _____? So, (10) _____ to think about what you're buying before you fill up your shopping trolley!

- | | | | |
|----|--|-------------|-------------|
| 0 | <input checked="" type="radio"/> <u>good</u> | B- well | C- fine |
| 1 | A- what | B- who | C- when |
| 2 | A- imagining | B- imagine | C- imagined |
| 3 | A- the | B- a | C- an |
| 4 | A- about | B- so | C- to |
| 5 | A- of | B- for | C- from |
| 6 | A- these | B- those | C- this |
| 7 | A- seen | B- see | C- saw |
| 8 | A- every | B- all | C- some |
| 9 | A- around | B- off | C- away |
| 10 | A- remind | B- remember | C- forget |

Date: / /

Final Exam Revision Cloze Test



OBJECTIVE:

To analyse the uses of language pattern and context clues correctly.

10

A. Read the following text. Circle the best answer (a, b, or c) for each space. Number (0) is done for you as an example. (10x1=10)

Rania Elwani

Rania was one of the world's(0).... swimmers and a great athlete. She(1)..... born in 1977 in Cairo. She got her first swimming prize(2).... she was 13 years old.

She was(3)..... very good student. She(4)..... degrees in Science and Medicine. She does not(5)..... in competitions now, but she is a member of the International Olympic Committee (IOC).

She is a very busy woman. She doesn't have(6)..... free time for hobbies but she enjoys playing tennis and.....(7).....

She(8)..... the 1992,1996 and 2000 Olympic Games and she had lots of gold and silver medals from many Arab competitions.

Rania now(9)..... for the IOC, coordinating the Summer Youth Olympic Games. Not many athletes have this honour. Rania's achievements are an example(10)..... all sportsmen and women.

- | | | |
|---------------|-------------|-------------------|
| 0. a. fast | b. faster | <u>c. fastest</u> |
| 1. a. was | b. is | c. were |
| 2. a. where | b. when | c. what |
| 3. a. an | b. a | c. the |
| 4. a. had | b. having | c. have |
| 5. a. swim | b. swimming | c. swims |
| 6. a. many | b. most | c. much |
| 7. a. cooking | b. cooks | c. cooked |
| 8. a. attend | b. attended | c. attends |
| 9. a. work | b. works | c. worked |
| 10. a. to | b. too | c. of |

**OBJECTIVE:**

To analyse the uses of language pattern and context clues correctly.

10

A. Read the following text. Circle the best answer (a, b, or c) for each space. Number (0) is done for you as an example. (10x1=10)

Nathan Wolfe

Nathan Wolfe is a (0) scientist and he (1)all over the world. He specialises in virus and diseases and he often goes to places (2).... health problems. In particular, he studies viruses and diseases (3).... animals. It's an important job (4).... he wants to know how these viruses move to humans, and how we can stop them in the future. As a result, Nathan spends (5)... of time in regions with wildlife. (6).... the modern world, humans don't stay in one place anymore and so new viruses travel more easily (7).... . When humans visit regions that has wildlife (for example, in Africa), they (8).... . not realise how easy it is to (9).... . a new kind of disease back with them. However, Nathan continues to fight for global health by making use of modern technology and the (10).... . medicines.

- | | | | |
|----|---|---------------|-------------|
| 0 | <input checked="" type="radio"/> a. scientist | b. scientific | c. science |
| 1 | a. work | b. works | c. working |
| 2 | a. with | b. within | c. without |
| 3 | a. by | b. to | c. from |
| 4 | a. moreover | b. because | c. although |
| 5 | a. many | b. a lot | c. several |
| 6 | a. In | b. During | c. Through |
| 7 | a. two | b. to | c. too |
| 8 | a. do | b. did | c. does |
| 9 | a. come | b. go | c. bring |
| 10 | a. late | b. latest | c. later |

Date: / /

Final Exam Revision Cloze Test



OBJECTIVE:

To analyse the uses of language pattern and context clues correctly.

10

A. Read the following text. Circle the best answer (a, b, or c) for each space. Number (0) is done for you as an example. (10x1=10)

Wolfhead

I used to be in a school band called *Wolfhead*. We(0)..... two years ago and we(1)..... organizing school concerts almost every month. All five of us were very interested(2)..... our music and most of the students loved us. It was so much fun. One day, our lead singer, Gavin,.....(3)..... is my best friend and my cousin too, had to leave us(4)..... his family was moving away. As a.....(5)....., the band broke up. None of us could believe it. It was a real(6).....! We've made some efforts to(7)..... another singer, but we haven't found anyone as good as Gavin.(8)..... my point of view, *Wolfhead* can't exist without Gavin. But if Gavin(9)..... back, we will definitely get together again, and who knows we(10).....become a real band some day.

0. a. started

b. starts

c. starting

1. a. were

b. are

c. was

2. a. to

b. in

c. about

3. a. that

b. who

c. whose

4. a. so

b. but

c. because

5. a. matter

b. result

c. conclusion

6. a. fault

b. nonsense

c. shock

7. a. find

b. finds

c. found

8. a. On

b. By

c. From

9. a. comes

b. came

c. coming

10. a. must

b. may

c. 'd rather

Date: / /

Final Exam Revision Cloze Test



OBJECTIVE:

To analyse the uses of language pattern and context clues correctly.

10

A. Read the following text. Circle the best answer (a, b, or c) for each space. Number (0) is done for you as an example. (10x1=10)

Plant trees

Last week, I saw a poster (0) the supermarket asking people to help plant trees in Herston Park. The mayor should have (1)..... this a long time ago, but better late than never. I often go to this park to ride my bike, (2)..... I thought I should help. I arranged to (3)..... with my best friend Kelly. But on that day, she rang (4) apologized for not coming, so I had to go alone. I was a bit worried (5)..... I wouldn't know anyone there, but luckily many students from my school (6)..... up. There were at (7)..... a hundred people there, so we decided to pick up as (8)..... rubbish as we could, too. The day was successful and it gave us the opportunity to be in (9) with nature. The organisers are thinking of organising similar events in other parks in the city, and I (10)..... definitely participating.

- | | | | |
|-----|--------------|-----------|------------|
| 0. | a. in | b. on | c. of |
| 1. | a. do | b. did | c. done |
| 2. | a. to | b. so | c. into |
| 3. | a. gone | b. went | c. go |
| 4. | a. and | b. but | c. or |
| 5. | a. when | b. that | c. where |
| 6. | a. gave | b. turned | c. ended |
| 7. | a. least | b. last | c. present |
| 8. | a. many | b. lot | c. much |
| 9. | a. sight | b. touch | c. join |
| 10. | a. are | b. am | c. is |

**OBJECTIVE:**

To analyse the uses of language pattern and context clues correctly.

10

A. Read the following text. Circle the best answer (a, b, or c) for each space. Number (0) is done for you as an example. (10x1=10)

Robots in our lives

There are many science-fiction stories (0) about robots that feel love or affection for people. This is not impossible (1) ----- it sounds. People worry about robots because their face doesn't show what they (2) ----- 'thinking'. Now, scientists are focusing on developing robots that look (3) ----- human. *Sony*, for example, plans to have a robot receptionist and says that people will accept it because (4) ----- looks human. The (5) ----- robots will be able to reply to questions as well as look happy or sad. Restaurants might soon have humanoid robots to serve (6) -----.

Most people agree that in the future robots will (7) ----- much more than they do now. They won't (8) ----- do the housework, or help in (9) ----- cars and other machines. They won't just explore space or under the sea. Robots will be (10) ----- of our everyday lives.

- | | | | |
|----|-----------------|------------|-------------|
| 0 | A- <u>about</u> | B-off | C-in |
| 1 | A-because | B-as | C-so |
| 2 | A-are | B-am | C-is |
| 3 | A-above | B-over | C-more |
| 4 | A-she | B-it | C-he |
| 5 | A-new | B-newly | C-news |
| 6 | A-patients | B-students | C-customers |
| 7 | A-do | B-does | C-doing |
| 8 | A-simply | B-fairly | C-only |
| 9 | A-making | B-make | C-made |
| 10 | A-slice | B-part | C-piece |



OBJECTIVE:

To analyse the uses of language pattern and context clues correctly.

10

A. Read the following text. Circle the best answer (a, b, or c) for each space. Number (0) is done for you as an example. (10x1=10)

The Cushion Business

Teenagers at Priory Masters School have started to (0) their own business. Ten students at the school (1) that their ideas for making cushions were very popular with the other students. In fact, they were (2) popular that the students started selling the cushions to friends and their parents. Now, when the schoolbooks close (3) the end of the day, the business books open. The Head of the school (4) that it is a great (5) for the students. They have made an excellent start and they are already finding out (6) it is like to run a real business. The business started on September 16 and it will continue (7) May, when the students (8) to concentrate on their school work. The next big sale of (9) cushions is in July, when they hope that they will sell (10) than 50 cushions at the school sports day.

- | | | | |
|----|------------------|---------------|----------------|
| 0 | A- <u>manage</u> | B- control | C- carry |
| 1 | A-looked | B- discovered | C- watched |
| 2 | A-as | B- because | C- so |
| 3 | A-during | B- at | C- on |
| 4 | A-says | B- speaks | C- talks |
| 5 | A-luck | B- reason | C- opportunity |
| 6 | A-where | B- why | C- what |
| 7 | A-within | B- until | C- for |
| 8 | A-must | B- should | C- have |
| 9 | A-their | B- there | C- they're |
| 10 | A-better | B- higher | C- more |

**OBJECTIVE:**

To analyse the uses of language pattern and context clues correctly.

10

- A. Read the following text. Circle the best answer (a, b, or c) for each space. Number (0) is done for you as an example. (10x1=10)

Chocolate

Chocolate comes from (0) the fruit of cocoa tree. Its yellowish fruits are almost the same (1) _____ of a pineapple and contain the cocoa beans. Farmers collect these beans and send them to factories, where machines turn them into powder and (2) _____ them with sugar and milk, to (3) _____ chocolate. Cocoa is valuable and once played such (4) _____ important role in the ancient cultures of South America, (5) _____ it was known as the 'food of the kings'. The Spanish (6) _____ chocolate into Europe in the 16th century. It slowly became as popular as tea and coffee (7) _____ rich people in France and England. During the 19th century, chocolate could be produced more (8) _____ by machine and became (9) _____ to everyone. Today, millions of tons of cocoa beans are used by the chocolate industry annually in a wide variety of sweets products which (10) _____ enjoyed by people all over the world.

- | | | | |
|----|---------------|-------------|--------------|
| 0 | A- <u>the</u> | B- an | C- a |
| 1 | A-area | B- space | C- size |
| 2 | A-mixing | B-mixed | C-mix |
| 3 | A-produce | B-produced | C-produces |
| 4 | A-a | B- an | C- the |
| 5 | A-whom | B- which | C- where |
| 6 | A-travelled | B- arrived | C- entered |
| 7 | A-for | B- from | C- of |
| 8 | A-cheaply | B- cheaper | C- cheap |
| 9 | A-suitable | B- probable | C- available |
| 10 | A-am | B- are | C- is |

Date: / /

Final Exam Revision Cloze Test



OBJECTIVE:

To analyse the uses of language pattern and context clues correctly.

10

A. Read the following text. Circle the best answer (a, b, or c) for each space. Number (0) is done for you as an example. (10x1=10)

BRITISH BREAKS

Now (0) that spring is here, it's time to start thinking (1) ----- holidays. You don't (2) ----- to spend all your holiday in the same place. Why not try three (3) ----- four short breaks away from home this year - in (4) ----- British Islands? More and more people are doing it.

Britain is full (5) ----- interesting places to visit, with some historic sites that are two thousand (6) ----- old. There are so many places to choose from; you might want (7) ----- tour the Scottish Highlands, have a relaxing few days at a country house hotel, or enjoy the exciting lifestyle of a busy modern city (8) ----- London or Manchester.

For that special trip (9) -----, there's a wide range of weekend and mid-week breaks. All across the country, hotels and resorts are (10) ----- ready to welcome the new season's visitors.

- | | | | |
|----|----------------|------------|------------|
| 0 | A- <u>that</u> | B- which | C- where |
| 1 | A-about | B- for | C- from |
| 2 | A-must | B- should | C- have |
| 3 | A-other | B- else | C- or |
| 4 | A-a | B- the | C- an |
| 5 | A-of | B- with | C- by |
| 6 | A-ages | B- years | C- times |
| 7 | A-too | B- two | C- to |
| 8 | A-like | B- such | C- similar |
| 9 | A-gone | B- absent | C- away |
| 10 | A-going | B- getting | C- doing |

Date: / /

Final Exam Revision Cloze Test



OBJECTIVE:

To analyse the uses of language pattern and context clues correctly.

10

A. Read the following text. Circle the best answer (a, b, or c) for each space. Number (0) is done for you as an example. (10x1=10)

WATER

You're thirsty and you (0) A yourself a glass of water. Do you ever (1) _____ how old that water really is? The glass of water that you're (2) _____ to drink may have fallen from the sky as rain only last week. However, water itself has been around pretty much as (3) _____ as the earth has! In fact, (4) _____ oceans, seas and rivers cover 70% of the earth, there is a (5) _____ supply of water, which keeps on moving round the earth. This is (6) _____ of what's known as the water cycle. The sun heats up water and it turns into clouds, which are (7) _____ from water vapour. When the clouds become (8) _____, the water falls back onto the earth as rain.

Of course, clean water is absolutely essential for good health. The amount of safe drinking water has gone up around the world, but (9) _____ one billion people still lack easy (10) _____ to clean water.

0	<u>A</u>	<u>get</u>	B	help	C	have
1	A	decide	B	enquire	C	wonder
2	A	about	B	ahead	C	along
3	A	soon	B	far	C	long
4	A	unless	B	although	C	until
5	A	limited	B	narrow	C	slim
6	A	except	B	due	C	because
7	A	risen	B	formed	C	raised
8	A	strong	B	heavy	C	broad
9	A	mostly	B	particularly	C	approximately
10	A	access	B	admission	C	contact

Date: / /

Final Exam Revision Cloze Test



OBJECTIVE:

To analyse the uses of language pattern and context clues correctly.

10

A. Read the following text. Circle the best answer (a, b, or c) for each space. Number (0) is done for you as an example. (10x1=10)

Summer Work in Reykjavik

If you take a walk through Reykjavik – the capital of Iceland – this summer, you'll

(0) A groups of young people working in parks, gardens and green areas around the city.

Most (1) _____ these kids are in high school but they (2) _____ the summer keeping the city green as part of a program (3) _____ as 'work school'.

The 'work school' (4) _____ of a surprisingly large (5) _____ of Reykjavik's teenagers.

Roughly 75% of Reykjavik's 14-year-olds and 60% of the city's 16-year-olds take (6) _____.

They get paid for their work, and at the same time they (7) _____ the environment of their city.

They also learn (8) _____ to work as a member of a team which is (9) _____ by an adult.

This experience provides them with useful skills for (10) _____ they leave education and enter the world of work.

0	<u>A</u>	<u>see</u>	B	look	C	visit
1	A	for	B	of	C	from
2	A	take	B	make	C	spend
3	A	called	B	noted	C	known
4	A	consists	B	involves	C	contains
5	A	size	B	number	C	level
6	A	part	B	away	C	place
7	A	prepare	B	produce	C	improve
8	A	how	B	where	C	why
9	A	led	B	moved	C	kept
10	A	while	B	when	C	unless



OBJECTIVE:

To understand and interpret written English texts through context clues.



Look at the following notes and signs in each question and circle the letter next to the correct meaning (a-c). Number (0) is done for you as an example. (5x2=10)

Example:

Use these doors only in an emergency.

0

- a. You must never use these doors.
- b. The doors can be used if necessary.
- c. Only some people can use these doors.

1

Warning

Road works starting next month.

Please use other routes where possible.

- a. There are traffic problems on this route today.
- b. You should start planning to travel a different way.
- c. There will be delays for the next four weeks.

2

Please wait here until a member of staff takes you to your seat.

- a. Somebody will show you where you can sit.
- b. If you don't want to wait you can go straight to your seat.
- c. You should go to your seat and wait for a member of staff.

3

There is no longer a delivery charge on orders of pizza.

- a. This restaurant gives a free pizza with every order.
- b. You don't have to pay for a pizza delivery.
- c. Some orders of pizza cannot be delivered.

4

Please show your staff discount card before you pay for your goods.

- a. Some people can have a discount in this shop.
- b. Staff are not allowed any discounts.
- c. Staff will always ask you for your discount card.

5

Take one tablet twice a day

- a. You should eat before you take these tablets.
- b. You should take these tablets for two days.
- c. You should have two tablets per day.



OBJECTIVE:

To understand and interpret written English texts through context clues.

Look at the following notes and signs in each question and circle the letter next to the correct meaning (a-c). Number (0) is done for you as an example. (5x2=10)



10

0 **Mobile phones should be switched off in this area**

- a. Do not use mobile phones here.
- b. Mobile phones do not work here.
- c. Only use your mobiles in an emergency.

1 **DRAMA CLUB STUDENTS ONLY**
Please see Mr Jones after school in Room121

- a. There is going to be an afterschool meeting with Mr Jones for drama club student only.
- b. If you want Mr Jones, you can only see him after school in room121.
- c. To meet Mr Jones, you only can see him after school in the drama Club.

2 **Today's Special Offer**
Order any pizza by 6 p.m. and get another one half-price!

- a. Any pizza ordered before 6 p.m. costs less than the usual price.
- b. All the pizzas in the restaurant are included in this offer.
- c. Today, a customer can get two pizzas for the price of one.

3 **DO NOT ENTER!**
EXAM IN PROGRESS.

- a. You don't have to enter the room.
- b. No one is allowed to disturb the people in the room.
- c. Do not enter the room until the exam starts.

4 **AFTER-SCHOOL MUSIC LESSONS BEGINNING AGAIN TONIGHT!**
FIRST CLASS IN ROOM 452 - COME ALONG!

- a. If you want to begin music lessons after school, go to Room 452 tonight.
- b. There are first-class music lessons in Room 452 tonight after school.
- c. To be the first to attend music lessons in school, go to Room 452.

5 Hi Linda,
Thanks for taking me to the cinema last night. I didn't say at the time but I was a bit frightened! I think I need to watch a comedy next time!
Cindy

- Cindy is texting to
- a. accept Linda's invitation to the cinema.
 - b. ask when Linda can see another film with her.
 - c. tell Linda that she found the film scary.

**OBJECTIVE:**

To understand and interpret written English texts through context clues.

B. Look at the following notes and signs in each question and circle the letter next to the correct meaning (a-c). Number (0) is done for you as an example.

10

0 (5x2=10)

Example:

Use these doors only
in an emergency.

- You must never use these doors.
- The doors can be used if necessary.
- Only some people can use these doors.

1

Guests are requested to hand in all keys at the desk when they check out

- When you leave the hotel give in your keys at the desk.
- Pick up your keys at the desk when you arrive.
- Check at the desk that you have the right keys.

2

TOILET OUT OF ORDER
Please use staff toilet upstairs

- Staff are not allowed to use this toilet. They must go upstairs.
- Staff are mending the toilet at the moment, including the one upstairs.
- This toilet is broken, but you can use the one upstairs.

3

10% off
All electrical goods.
Special offer for Eid
season only

- Ten per cent of the electrical goods have been sold for Eid.
- Nine out of ten electrical things make good Eid presents.
- For Eid, all the electrical goods cost ten per cent less.

4

Warning
Dangerous Machinery
Please keep this gate closed

- The machinery might be stolen if the gate is not kept shut.
- The gate is operated by machinery, which is dangerous.
- You must close the gate because the machinery inside is dangerous.

5

Please ring for attention.
Office opens 10 a.m.

- The office will open before ten o'clock if you ring the bell.
- After ten o'clock, ring the bell and someone will see you.
- You can go into the office before ten if you have an appointment.



OBJECTIVE:

To understand and interpret written English texts through context clues.



(0)	<p>Example:</p> <p>NO BICYCLE AGAINST GLASS PLEASE</p>	<p>a. Do not leave your bicycle touching the window.</p> <p>b. Broken glass may damage your bicycle tyres. c. Your bicycle may not be safe here.</p>
(1)	<p>For Sale Rainforest Computer Game 2-4 players Bought last month Played once – works perfectly Phone Bob: 433352</p>	<p>The advert says the computer game ...</p> <p>a. does not work on the seller's computer. b. is almost new and in good condition. c. is only suitable for younger players.</p>
(2)	<p>School Sports Day If interested in taking part, please sign below but you need to know that you are permitted to enter no more than two races.</p>	<p>a. You must have signed permission to take part in Sports Day. b. You have to limit the number of Sports Day races you take part in. c. You need to write your name here to get more information about Sports Day.</p>
(3)	<p>Subject: Biology Class on Thursday Dear students, Please remember to bring last semester's work to the lesson, as you need to have your notes with you to help you do an experiment. Mr. Jim</p>	<p>a. Students need to look at previous work while doing an experiment. b. Students should check that their work last semester was done accurately. c. Students must write detailed notes on this week's experiment.</p>
(4)	<p>Please ring for attention. Office opens 10 a.m.</p>	<p>a. You can go into the office before ten if you have an appointment. b. The office will open before ten o'clock if you ring the bell. c. After ten o'clock, ring the bell and someone will see you.</p>
(5)	<p>Hopkin's Farm Camp Site No groups of 4 or more unless by previous arrangement</p>	<p>a. Anyone wants to camp must reserve a place in advance. b. Groups bigger than four are not allowed on this site. c. Groups of more than three should contact the campsite before arriving.</p>

Date: / /

Final Exam Revision Reading Comprehension



OBJECTIVE:

To extract information from a reading text correctly.

Read the text and answer the questions.

Smoke Signals

The smoke signal is one of the oldest forms of communication, which people used to communicate over long distances. They used to start a fire then cover it so that different shapes and sizes of smoke clouds rise into the air.

The North American Indians are probably the most well-known users of smoke signals, often appearing in Hollywood Western films with cowboys. Each North American Indian tribe had their own system of signals. The fire was started using damp grass but another thing that mattered was where it was lit. If the fire was halfway up a hill, it meant everything was OK, but if the fire was on the top of the hill, this meant danger was near.

Smoke signals have been used throughout history in many different countries. In ancient China, soldiers were able to inform people about an attack by smoke signals. The Great Wall of China is a huge wall which stretches the length of the country, and at certain points along the wall there are towers. By signalling from tower to tower, they could send messages as far away as 750km in just a few hours.

Some smoke signals are very simple, like those of the Australian Aborigines. They used smoke signals when they entered land which was not theirs. This was simply to inform others that they were there. A Greek historian called Polybius came up with a more complicated system of alphabetical smoke signals around 150 BC. He invented a system of converting Greek letters into numbers. Messages were signalled by holding sets of torches in pairs.

The Yahgan people who lived in South America also used smoke signals. When a whale got stuck on a beach, they needed to tell others that there was a lot of meat there, and it shouldn't go to waste. So, they used smoke signals to inform people.

Date: _____

Final Exam Revision Reading Comprehension



OBJECTIVE:

To extract information from a reading text correctly.

A. Are these statements True (T) or False (F)? Circle the right answer. (4x1.5=6 marks)

6

- 1. For North American Indians, the location of the fire was important. T F
- 2. North American Indians lit a fire at the top of a hill to inform others of good and bad news. T F
- 3. Smoke signals helped people communicate over long distances in ancient China. T F
- 4. The Yahgan people were able to tell others where food was by using smoke signals. T F

B. Now answer the following questions. (4x 2 = 8 marks)

8

- 1. How people used to create smoke signals?
.....
.....
- 2. What did the Australian Aborigines used smoke signals for?
.....
- 3. When did the Greek historian Polybius invent the alphabetical smoke signals?
.....
- 4. Where did the Yahgan people live?
.....

Date: / /

Final Exam Revision Reading Comprehension



OBJECTIVE:

To extract information from a reading text correctly.

Read the club reports in the school magazine. Then answer the questions.

Tennis Club

This year has been an excellent year for the tennis club. Last year, we started with 20 members and now we have 45. During the year, many of our members played in competitions at school and for the area. David Markham entered the National Competitions and came second. Well done, David! Perhaps next year he can win the first place. And then maybe win the Wimbledon Championship in July. Last July, A group of about 25 members went to watch the Wimbledon Championship, and they haven't stopped talking about it. It was a wonderful year. Let's hope next year is even better!

Book Club

We have finished with five more members than when we started last year, to reach 35 members this year. We started as a small club, but we certainly love books. During the year, we read 12 different books and had some very interesting discussions. Everyone really liked the novel by Charles Dickens. Of course, we read modern novels as well. We also have some good news. One of our prizewinner members, Judith Springer, who won the Annual National Writing Competition, has written several short stories this year, and people can read two of them in next month's Writer's World magazine. Judith isn't sure if she wants to be a journalist or a novelist. However, We are sure that she'll do well in both jobs!

Photography Club

Last year was our first year and it was a very good one indeed. More than 30 students joined the club, and we had members between the ages of 11 and 18. We met every week in the photo studio and learned different techniques for taking photographs and making films. We also learned a lot about different types of cameras. We had some interesting talks by some very good experts too. And of course there was the End-of-Year Competition. Kenny Summers won this. His photograph was of bees on flowers in a field near his home. Congratulations, Kenny! You can see all the photographs from the competition on the club website on www.photosclub.com. And if you're interested in joining next year, please contact Clive on the website.

Date: _____

Final Exam Revision Reading Comprehension



OBJECTIVE:

To extract information from a reading text correctly.

C.I. Read the text again and decide if the statements are true (T) or false (F).

6

1. The Tennis Club had more members last year. T F
2. David Markham participated in the Wimbledon Championship. T F
3. Members of the reading club love books, even though the reading club started as a small one. T F
4. Charles Dickens' s novels were the only favourite ones to the reading club members. T F
5. Members of the photography club met weekly at the photo studio. T F
6. The winning photograph was of bees on flowers in a field near his home. T F

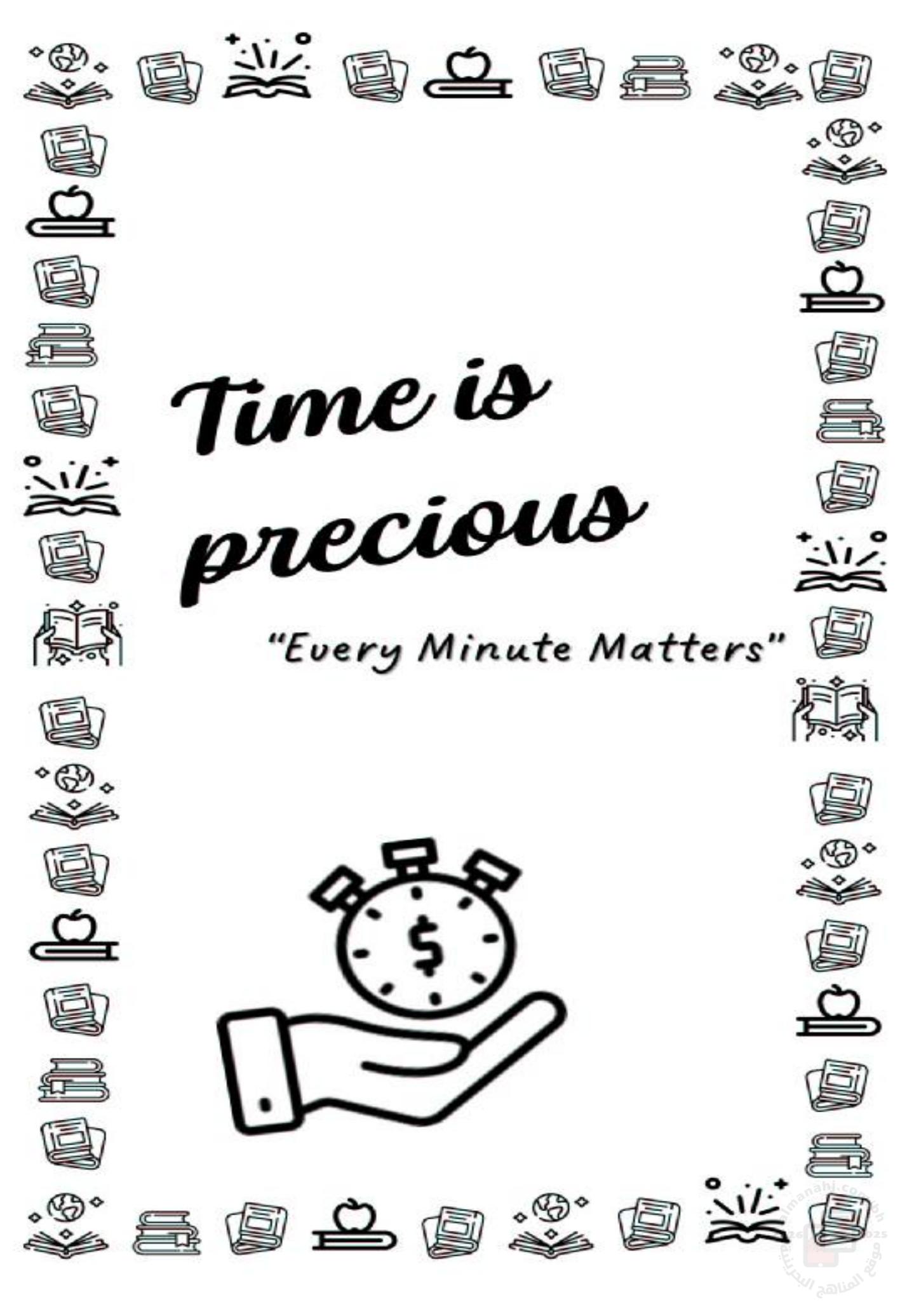
(6x 1=6 marks)

C.II. Read the text and fill in the table below.

8

Club	Number of members now	Name of winner members	Name of competition
Tennis Club	(1)----- -----	David Markham	National Competitions
Book Club	(2)----- -----	(3)----- -----	Annual National Writing Competition
Photography Club	More than 30	Kenny Summers	(4)----- -----

(4x 2=8 marks)



Time is precious

"Every Minute Matters"



Date: / /

Unit 5 – Life in the Extreme Reading Comprehension



OBJECTIVE:

To extract information from a reading text correctly.

Read the following text about “Endangered animals”. Then answer the questions below.

Endangered Animals in Need of Protection

Our planet is home to a diverse array of species, each playing a vital role in balancing our ecosystems. However, many reasons are behind this problem such as habitat loss, poaching, and climate change.

The Sumatran orangutan is an endangered animal that lives in the rainforests of Sumatra. It is one of the closest relatives to humans in the animal kingdom. Sadly, their population has declined because of deforestation and illegal hunting. With less than 14,000 individuals remaining, urgent conservation efforts are required to save this critically endangered species. Organizations are working hard to protect their habitats, establish wildlife corridors, and raise awareness about the importance of preserving these intelligent and gentle creatures.

Another endangered animal is the Amur leopard, found in the Russian Far East and northeastern China. It is one of the most endangered big cats in the world. There are fewer than 100 individuals left in the wild, mainly because of habitat loss and poaching. Efforts are made to save their habitats, stop illegal wildlife trade, and impose strict anti-poaching measures. Through these efforts, it is hoped that the Amur leopard population can increase once again.

The hawksbill sea turtle, with its unique and beautiful shell, is facing numerous threats to its survival. They live in the coral reefs and coastal areas across the world's oceans. However, they face threats like habitat destruction, pollution, and the illegal trade of their shells have pushed this species to the endangered list. Conservation projects are focused on protecting their nesting sites, implementing sustainable fishing practices, and raising awareness about the importance of preserving marine ecosystems.

The future survival of these endangered animals is in our hands. It is important that we take immediate action to protect their habitats, stop illegal activities, and promote conservation awareness. Governments, organizations, and individuals must come together to ensure that these incredible creatures continue to grace our planet for future generations. By working collectively, we can make a significant difference and secure a brighter future for these endangered animals and the world they inhabit.

Date: / /

Unit 5 – Life in the Extreme Reading Comprehension



OBJECTIVE:

To extract information from a reading text correctly.

Read the text carefully and then answer the questions.

5

A-Put (T) for true sentences and (F) for false ones. (5x 1=5 marks)

1.	The Sumatran orangutan is human's closest relative.	T	F
2.	Sumatran orangutans are intelligent creatures.	T	F
3.	The Amur leopard is a type of big cats.	T	F
4.	There are more than 100 Amur leopards in the world.	T	F
5.	Conservation efforts focus on protecting nesting sites for hawksbill sea turtles.	T	F

Now answer the questions below. (5x 1=5 marks)

5

1. List two efforts organizations are making to protect Sumatran orangutan.

A.

B.

2. Where is the Amur leopard primarily found?

.....

3. What are the threats Hawksbill Sea turtles face?

.....

**OBJECTIVE:**

Reading Comprehension

To extract information from a reading text correctly.

Read the following text about “Stop Wasting Food”. Then answer the questions below.

Stop Wasting Food

Many supermarkets throw away fruits and vegetables because they don't look perfect. For example, if a carrot is short or a banana is the wrong size, they are often rejected. In the UK alone, 20–40% of food is wasted before it even reaches the shops. This food usually goes to landfills. To fight this problem, an activist called Stuart Tristram started a campaign called *Feeding the 5000*. At these events, volunteers use “ugly” food to prepare free meals for thousands of people. In Bahrain, there is also a Farmers' Market in Budaiya where visitors can buy fresh, local food at good prices. The market helps reduce waste and supports farmers. If we accept food that looks different, we can reduce waste, save money, and protect the environment.

Write True (T) for the true statements or False (F) for the false\ not mentioned statements:

- 1-Supermarkets accept all vegetables, even if they look strange. (___)
- 2-In the UK, up to 40% of food is wasted before arriving in shops. (___)
- 3-Feeding the 5000 uses leftover food to make free meals. (___)
- 4-The Bahrain Farmers' Market only sells meat and fish. (___)
- 5-Eating “ugly” food can help the environment. (___)



OBJECTIVE:

To extract information from a reading text correctly.

Read the following text about “Stop Wasting Food”. Then answer the questions below.

Answer the questions in complete sentences:

1. Why do supermarkets reject some fruits and vegetables?

2. What usually happens to food that doesn't reach the shops?

3. Who started the campaign *Feeding the 5000*?

4. Where is the Bahrain Farmers' Market located?

5. How can people help reduce food waste?

Date: / /

Unit 7 – Art in the Open Reading Comprehension



OBJECTIVE:

To extract information from a reading text correctly.

Read the following text about “Public Art”. Then answer the questions below.

Public art is art that everyone can see and enjoy in public places. Unlike art in museums, it is shown outdoors in streets, parks, and squares. Public art can be a statue, a mural (a big wall painting), a fountain, or even a colorful bench. Its purpose is to make places more beautiful and to share creativity with the community.

Public art can also teach us about history and culture. A statue might show an important hero, while a mural might tell a story about traditions or nature. These artworks help people feel proud of where they live and remind them of their past. Public art also makes everyday life brighter. A plain wall can become exciting with colorful designs, and a park can feel more welcoming with creative sculptures. Sometimes, artists even work with local people to create public art. This makes the artwork more special because it includes the ideas of the community.

In conclusion, public art is more than decoration. It makes towns and cities more beautiful, teaches lessons about history and culture, and brings joy to everyone. Best of all, it shows that art belongs to all people, not just a few.

A. What is public art?

B. Where can we usually see public art?

C. What is the purpose of public art ?

D. How can public art teach us about history and culture?

E. How do artworks make people feel?

Date: / /

Unit 7 – Art in the Open Reading Comprehension



OBJECTIVE:

To extract information from a reading text correctly.

Read the following text about “Public Art”. Then answer the questions below.

Have you ever seen a giant shiny bean in the middle of a city? One famous example of public art is the “Cloud Gate” sculpture in Chicago, USA. It is a very large, shiny sculpture shaped like a bean. You can find it in Millennium Park, where many people go to play, walk, or relax. The sculpture is special because it reflects the sky, the city, and the people around it. This means it looks different from every angle, and it is fun to see your own reflection in it.

Many people visit Cloud Gate every day. They take pictures, look at the sculpture, and enjoy spending time near it. The artist, Anish Kapoor, wanted to show the beauty of the city and the sky above. The sculpture makes people feel happy and amazed because it is so shiny and unusual. Children, adults, and tourists all like to see it, and it has become a famous place in Chicago.

Cloud Gate is also important for the local community. It brings people together and gives them a fun place to explore. It shows how art can make a city more beautiful and exciting. In conclusion, Cloud Gate is a great example of public art because it is creative, inspiring, and enjoyable for everyone, whether they live in Chicago or visit from far away.

Write T for true sentences or F for false sentences.

1. Cloud Gate is a giant shiny sculpture in Chicago. ()
2. It is shaped like a bean. ()
3. The sculpture reflects the sky, the city, and the people around it. ()
4. It looks the same from every angle. ()
5. The artist of Cloud Gate is Vincent Van. ()
6. The sculpture makes people feel happy and amazed. ()
7. Cloud Gate is not important for the local community. ()

Date: / /

Unit 8 – Don't Panic! Reading Comprehension



OBJECTIVE:

To extract information from a reading text correctly.

Read the following text about “**The Effect of Color on Feelings** ”.
Then answer the questions below.

The Effect of Color on Feelings

Color has a powerful effect on our emotions and behavior. Different colors can make us feel different things, even if we don't notice it right away. For example, blue is often connected to calmness, peace, and trust. Many people feel relaxed when they see the color blue, which is why it is often used in bedrooms or offices. Red, on the other hand, is a very strong color. It can make people feel excited, energetic, or even angry. It is often used to catch attention, like in warning signs or advertisements. Yellow is a bright and cheerful color that can make people feel happy and positive. Green, the color of nature, is known to help people feel balanced, healthy, and relaxed. Other colors also affect us in different ways. For example, black can feel serious, powerful, or even sad, while white often gives a feeling of cleanliness, simplicity, or peace. Orange and pink are warm and friendly colors that can bring feelings of comfort and joy. However, it's important to remember that not everyone feels the same way about each color. Culture, personal memories, and experiences can change how we react to colors. In some cultures, white is a color of purity and weddings, but in others, it is a color of death and mourning.

Because color can change the way we feel, it plays a big role in art, design, fashion, marketing, and even architecture. Businesses use certain colors in logos and advertisements to make people feel a certain way. Hospitals and schools often choose calming colors to help people feel safe and focused. In short, color is not just something we see—it's something we feel, too.

Date: / /

Unit 8 – Don't Panic! Reading Comprehension



OBJECTIVE:

To extract information from a reading text correctly.

A. Choose the best answer:

1. What is the main idea of the text?
 - A. Color is only important in art
 - B. People see color in different ways
 - C. Color can affect how people feel
 - D. Blue is the best color

2. Which color is usually connected with happiness?
 - A. Gray
 - B. Yellow
 - C. Black
 - D. Blue

3. What does the passage say about pink and orange?
 - A. They are serious colors
 - B. They are often used in hospitals
 - C. They are warm and friendly colors
 - D. They are only used in fashion

B. Write T for true sentences or F for false sentences.

1. Red is a soft and calming color. ()
2. Green can help people feel healthy and relaxed. ()
3. All people feel the same way about every color. ()
4. Businesses use color to create certain feelings in customers. ()
5. Hospitals often use bright red to make people feel alert. ()

Final Exam Revision

Model Writing - A persuasive letter



UNIT 5

Write a Persuasive letter in (110-130) words by choosing an unusual endangered animal. Persuade your readers to protect it.



P1

Introduction:
Opening
remark
& Introduction

Dear editor,

I am writing to ask for support in protecting an endangered animal, the Giant Pandas. It lives in China now, but scientists believe that it could be extinct in 20 years. It is one of the most famous and popular animals all over the world.

P2 :State your point of view:

(Give reasons
to persuade the
reader (at least
three)

In my opinion the Giant Panda has an amazing ability: Giant Pandas eat bamboo, instead of meat. Bamboo is a small, woody plant or tree.

Sometimes Pandas eat small mammals, lizards or bugs.

Another interesting fact about the Giant Pandas is that Panda/s mums usually have only one baby at same time. Sometimes they have twins. Taking care of baby Pandas is hard work. They are helpless. They are blind for almost two months.

I think there is also a cultural reason to save the Giant Pandas. It was very important in China. Therefore, Chinese emperors kept pandas as pets. Ancient Chinese thought Pandas were magical.

Finally, for all these reasons, I strongly believe we should work hard to save this fantastic creature. I hope scientists do more research on it.

P3 Ending remark & Conclusion

Thank you for your attention,

Ali Hasan

Final Exam Revision

Model Writing - A persuasive letter



UNIT 5

Write a Persuasive letter in (110-130) words by choosing an unusual endangered animal. Persuade your readers to protect it.



Dear editor,

I am writing to ask for support in protecting an endangered animal, the axolotl. It lives in Mexico now, but scientists believe that it could be extinct in five to ten years. It doesn't get very much attention like giant pandas or Siberian tigers because it is not attractive.

In my opinion axolotl is very amazing because if it loses a part of its body ,it can grow it back. In addition ,axolotl never becomes an adult .It is always young . Therefore , scientists should be more interested in studying this amazing animal .They may discover how to help humans grow the lost parts of the body and never age .

Finally , for all these reasons, I strongly believe we should work hard to save this fantastic creature . I hope scientists do more researches on it. Thank you for your attention,

Ali Hasan

P1
Introductio
n:
Opening
remark
&Introducti
on

P2 :State
your point
of view:
(Give
reasons to
persuade
the reader
(at least
three)

P3 Ending
remark &
Conclusion

Final Exam Revision

Model Writing - A letter of complaint



UNIT 6

You spent the weekend at one of the restaurants in Bahrain and you noticed that large quantities of food were being wasted. Write a letter of complaint to the restaurant manager in 100-120 words. Explain why they should not waste food.



Dear Manager,

I am writing to complain about the amount of food that your restaurant wastes every day because the portions you serve are too big. As a result, very few people can finish them, and lots of food goes in the bin. This is not good when we know that we waste 1.3 billion tons of food every year.

It is important for you to know that food waste is bad for humans and our environment. When the food goes to landfill, it produces a dangerous gas. Also, the chemicals that come out of the food harm our soil and bodies of water. In addition, Food waste has a bad effect on our planet. When we waste this food, we waste our planet's natural resources. Food waste means natural resources waste.

For these reasons, I believe you will do everything to reduce food waste in your restaurant. Thank you for your attention.

Best regards,

Fatima Ahmad

P1

Introduction:

Opening remark
& Introduction
The reason why you are writing.

P2 :

Description of the problem and facts.
Information of how human activities contribute to the problem.

P3 Ending remark & Conclusion

What you want to be done about the problem.

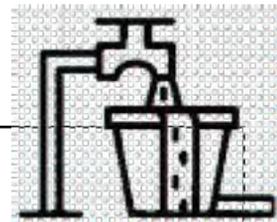
Final Exam Revision

Model Writing - A letter of complaint



UNIT 6

You spent the weekend at one of the hotels in Bahrain and you noticed that large quantities of water were being wasted. Write a letter of complaint to the hotel manager in 110-130 words. Explain why they should not waste water.



Dear Sir/Madam,

I am writing this letter to bring to your attention the problem of wasting water I have recently seen during my stay in the hotel. It is due to the irresponsible usage of the taps in the restrooms, swimming pools, and restaurants, maybe even in the rooms. It is quite disturbing to see that many families using the hotel facilities leave the taps running, thus causing huge wastage of this essential natural resource.

Also, many of these taps are in need of repair and maintenance. Running taps contribute to the shortage of water. According to a newspaper report, the amount of water wasted in this way could very well serve the needs of a large number of people. I would kindly request you to take an immediate action to stop this. People are not aware of the importance of water and how it can be used without wastage. Furthermore, the hotel management is not providing regular maintenance of the taps. All of this leads to a large amount of water getting wasted.

For these reasons, I believe we must do everything we can to save this precious natural resource.

Thank you for your attention.

Best regards,

Donna

P1

Introduction:

Opening remark
& Introduction
The reason why you are writing.

P2 :

Description of the problem and facts.
Information of how human activities contribute to the problem.

P3 Ending remark & Conclusion

What you want to be done about the problem.



Final Exam Revision

Model Writing - A process essay.

How to paint a mural

Imagine you are going to create a piece of public art in your school or community. Explain how you will create it in 110-130 words.

P1
Introduction:

An introduction of how to paint a wall

P2 :A paragraph that describes details of the steps to paint a wall.

P3 Conclusion

A conclusion that includes your overall opinion

Public art is very amazing. One simple way to change a place is to create a piece of public art. In this essay, I'm going to explain how you can paint a mural on a wall in your school.

First, you should decide the subject of your mural. Think of something interesting. Second, choose your location. If you want people to see your mural, look for a place that a lot of people pass through each day. Then, of course, you'll need to get permission from the school headteacher. Next, contact local neighborhood groups, schools, charities and businesses. Ask them for ideas about what they want to see. After that, you need to make a plan for your painting. Sketch out your design and decide what materials you'll need. Think about the colors and shapes you want to use. Finally, paint your mural! invite people to view it.

In conclusion, painting a mural is quite easy, but it requires having some techniques. follow these easy steps to create a beautiful mural in your area. It is a very beautiful way of expressing thoughts and ideas freely.

Final Exam Revision

Model Writing - A narrative essay .



Write a true story about survival in 110-130 words. It could be about yourself, someone you know or a famous person. Write a strong concluding paragraph.

P1

Introduction:

A paragraph introducing a person (people) and a place(s). Include more details

P2 :A

paragraph including details about the event(s) and the problem

P3 Conclusion

conclude the essay with closing sentences.

John Smith is a great adventurer. He has been traveling across the sea, all his life. After their ship was crushed by pack ice, his crew abandoned the ship and planned to cross Antarctica on foot. Their aim became only to survive. Over two years, John led the crew across ice floes, then in lifeboats to camp on an island where they stayed for six months. They lived on seal meat and blubber only.

On July 15th 2006, he made a choice that could have cost him his life. John took five men around the island to the north of Antarctica and then across 800 miles of fearsome ocean to the South Island. He then hiked with two others for 36 hours across the island's unknown interior in a horrible situation, where he was injured by a huge rock that fell on his leg, and caused severe bleeding. He walked through the icy storm, with no food to eat except raw fish that he caught in those frozen waters. Then survived another three months before he could safely reach the crew left on the other Island. They managed to call the emergency service which came to rescue them with a helicopter, and took him to the hospital.

John had suffered, starved, and triumphed. He crawled down on all four yet grasped at glory. His bravery helped him survive this horrible accident. It is very important to prepare wisely for a journey and never travel alone or separate from the group you are with.