

مراجعة نهاية الفصل الثاني



تم تحميل هذا الملف من موقع المناهج البحرينية

موقع المناهج ⇨ المناهج البحرينية ⇨ الصف الثامن ⇨ لغة انجليزية ⇨ الفصل الثاني ⇨ ملفات متنوعة ⇨ الملف

تاريخ إضافة الملف على موقع المناهج: 2025-05-07 17:54:21

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

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف الثامن



صفحة المناهج
البحرينية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

مذكرة مراجعة اللغة الإنجليزية

1

فقرات اللغة الإنجليزية

2

فقرات اللغة الإنجليزية

3

فقرات اللغة الإنجليزية

4

فقرات اللغة الإنجليزية

5

Kingdom of Bahrain
Ministry of Education
Hamad Town Intermediate School for Boys



Impact 2 - Grade 8

2nd semester Revision

2024 - 2025

Prepared By

Mr. Mohamed Hassan Elbayady

هذه الملزمة لا تغني عن كتاب المدرسة

Impact 2 - Grade 8 2nd semester Revision Unit 5 – Life in the extreme

Life	thrive	protect	organism
oxygen	harsh	important	temperature
level	environment	planet	amazing
typical	creatures	habitat	space
variety	camel	universe	station
Lack of	Polar bear	survive	Dead sea
Conditions	Tardigrade	heat	salt
mammals	extreme	microbes	Solid rock
adapt	sense	tolerate	bacteria
handle	Cold & hot	tiny	

1- **adapt** = to become used to something, or to adjust.

2- **handle** = to deal with something or manage.

3- **lack of** = the condition of being without something.

4- **harsh** = rough and not pleasing in action or result.

5-**thrive** = to do well, or to grow strong and healthy.

6- **typical** = showing the special characteristics of a group or kind.

7- **variety of** = a number of different things in a group or class.

Practice on Vocabulary

Q1) Circle the right choice:



- 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.
- 7-This has been a **typical / adapt** day for me - with the exception of a nice evening out.

Q2) Fill in the gaps with the right word from the box below.



(adapted - handle – lack of - harsh - thrive – typical – variety)

The Arabian camels live in (1) _____ conditions. They can
(2) _____ extreme heat where it reaches over 50°C. They
(3) _____ in areas with a long, dry season and a short, wet season.
Arabian camels have (4) _____ to desert life as they are able to
survive (5) _____ water. A (6) _____ Arabian camel can drink
more than a 100 litres of water in just 13 minutes. Some Arabian camels live
on farms, eating a (7) _____ of hay, including alfalfa and grass hay.

Q3) Write sentences using the words in the box below.



(adapted - handle – lack of - harsh - thrive – typical – variety)

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

Writing Checklist

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The Present Perfect Tense is used to talk about:

1- An action or situation that started in the past and continues in the present.

e.g I have lived in KSA since 1984 (= and I still do.)

2- An action performed during a period that has not yet finished.

e.g She has been to the cinema twice this week (and the week isn't over yet.)

3- A repeated action in an unspecified period between the past and now.

e.g We have visited Canada several times.

4- An action that was completed in the very recent past, (expressed by 'just') .

e.g I have just finished my work.

Using the present perfect, we can define a period of time before now by considering its duration, with for + a period of time, or by considering its starting point, with

since + a point in time.

For + a period of time:

for six years, *for* a week, *for* a month, *for* hours, *for* two hours.

I have worked here *for* five years.

Since + a point in time:

since this morning, since last week, since yesterday, since I was a child, since Wednesday.

Put the verbs in Present Perfect Tense

- 1 .Ali (be) interested in oceans for a long time.
- 2 .He Already (travel) all around the world.
- 3 .How long Dina..... (be) a web designer?
- 4 .These students..... Just (finish) university.
- 5 .I (live) in Seattle since I was born.
- 6 .They (not/work) here for long.
- 7 .I (not/make) new friends yet.
- 8 .What you (say) just now?
- 9 .Helen Never (want) to study Sciences.
10. We (always/practice) football in school.

Activity about The Present Perfect Tense



Q1- Complete the sentences with the present perfect forms of the verbs.

1. **Kevin Hand** (thought - has thought) about life on other planets a lot.
2. He (has visited – visited) several extreme environments.
3. I (saw – have seen) the polar bear cubs at the zoo.
4. She (has been – was) here since 2 p.m..
5. **Alex** (went – has gone) to Mexico..

Q2) - Fill in the gaps with present perfect forms of the verbs.



Kevin Hand knows that life can thrive in the most extreme. He studies life on Europa, one of Jupiter's moons. He(1) (travel) all around the world to study extremophiles in their different environments. He (2)(explore) northern Alaska, and he(3)(be) to the glaciers of Mount Kilimanjaro. He(4) (find) microbes at the bottom of the ocean. Kevin(5)(not/visit) Europa yet,

Q3) write a paragraph about yourself using the present perfect tense..



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Read the text carefully. Underline the following words: bizarre, rare, tongue and parasite.

Who says bizarre is bad?

Across the globe, you'll find unique animals that exhibit truly remarkable and bizarre features and behaviors. From the purple pig-nosed frog to the blobfish: "These creatures are not as beautiful as little kittens or majestic lions" but have a lot to teach us about the natural world.

The purple pig-nosed frogs look nothing like everyday frogs. They are known for their strangely-shaped noses. The rare animals were discovered in 2003. They live in India and spend the majority of their lives tucked underground, sucking down worms and bugs, only surfacing for a week or two to breed.

The tongue-eating louse is a tiny 8mm parasite that gets inside a fish's mouth, where it attacks - and replaces - the tongue. After it has eaten the tongue, the louse lives inside the fish's mouth. Amazingly, this doesn't kill the fish. Instead, the fish starts to use the louse as a replacement tongue and the parasite feeds on the fish's mucus. Luckily for humans, the parasite doesn't affect people so don't worry.

The blobfish doesn't have bones or much muscle mass, that is why it has such a strange appearance when it's on the surface of the sea. When it's in its natural habitat, it looks like a normal fish because the pressure of the water pushes its body into shape. It lives in very deep waters between Tasmania and New Zealand. For survival, the blobfish hangs out right above the ocean bed, moving its mouth to catch its food. Its diet consists of mollusks and crabs.

Now answer the following questions.

- 1- When was the purple pig-nosed frog discovered?
.....
- 2- What does the purple pig-nosed frog eat?
.....
- 3- Where does the tongue-eating louse live?
.....
- 4- What happens to the fish after the tongue-eating louse eats its tongue?
.....
- 5- Why does the blobfish look so bizarre?
.....
- 6- Do you know other animals that are considered to be bizarre? How do they look like?
.....

Q1) Circle the right choice.



1. I had a really **bizarre / tongue** dream last night.
2. The museum is full of **rare / parasite** and precious treasures.
3. The medicine didn't deal effectively with the Malaria **bizarre / parasite**.
4. Let me see your **rare / tongue**.

Q2) Fill in the gaps with the right word from the box below.



(rare - tongue - bizarre - parasite)

1. I found the whole situation very
2. She suffers from a brain disease.
3. I usually bite my while chewing my food.
4. usually damage their hosts through diseases or infections.

Q3) Write sentences using the words in the box below.



(rare - tongue - bizarre - parasite)

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

Comparatives:

We use the “comparatives” to compare one person or thing with another. We often use “than” after a comparative.

e.g Red peppers are tastier than green peppers.

Superlatives:

We use the “Superlatives” to compare and rank three or more people, animals or things. We often use “the” before a superlative.

e.g Yellow peppers are the tastiest peppers.

Superlative	Comparative	Examples	Adjective
one syllable	tall high	add - er Than taller than higher than	add the - est the tallest the highest
one syllable – ending in -e	White blue	add - r.....than whiter..... than bluer..... than	add the - st the whitest the bluest
One syllable- CVC consonant-vowel- consonant	red wet thin	double last letter & add – er redder than wetter than thinner	double last letter & – est the reddest the wettest the thinnest
ending in “y”	tasty lovely	remove -y & add - ier tastier than the tastiest	remove -y & add - iest the tastiest the loveliest
Two or more syllabus	common popular	use more...than more common than more popular than	use the most The most common The most popular
Irregular adj.s	Good bad	better than worse than	the best the worst

Complete the sentences with the comparative form of the adjectives in brackets:

- 1- Brown bread is white bread. (heathy)
- 2- I think home-cooked food is fast food. (delicious)
- 3- Dad’s cooking is Mum’s! (bad)
- 4- Blue food is green food. (unusual)
- 5- A pumpkin chili is a raindrop chili. (hot)
6. This room is (comfortable) the other one.
7. Latifa was (beautiful) girl in the party.
8. This box is (heavy) than the bag over there.
9. In Canada, January is (cold) March.
- 10- I think that good health is (good) money.

Q1) Read and complete the sentences using (as.....as).



1. The Pacific hagfish is just _____ many of the other animals you've learnt about. (unusual)
2. The hagfish is around 300 million years old: about _____ the first land animals. (old)
3. The hagfish has only lived _____ the dinosaurs. (long)
4. The hagfish has evolved _____ all other animals. (much)

Q2) Read and complete the sentences using (asas) and the adjectives below.

(important - ugly - small - blind)



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.

Q3) Write sentences using the words in the box below.



(adaptable – big- bizarre – cute - helpful - Important - interesting)

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

Writing Checklist

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Unit 5 persuasive letter

Write a Persuasive letter in 110-130 words by choosing another unusual endangered animal. Persuade your readers to protect it. Do not forget to use phrases to connect your ideas like (first - second - so – for all).

The Bahraini bulbul

Dear Editor,

I am writing to ask for protecting an endangered animal. The **bulbul is a Bahraini bird**. It feeds on fruits and flies. It is as attractive as other animals, like red pandas or Siberian tigers.

In my opinion the bulbul is a beautiful bird that the world may lose in the coming few years. I believe that we should do everything to save this amazing creature.

There are many reasons why bulbuls are endangered. **First**, hunters hunt baby chicks for trade. **Second**, the climate is changing, and it leads to the decrease in the number of bulbuls. **So** the government must make fines on hunters. Also they should protect the homes of bulbuls. They can make artificial homes. **For all of** the above reasons, people must protect these wonderful birds from extinction. They shouldn't buy it. Thank you for your attention.

Ali

the dugong or the “sea cow”

Dear Editor,

I am writing to ask for support in protecting an endangered animal, the dugong or the “sea cow”. It lives near the beaches of Hawar islands now, but scientists believe that it could be extinct in the next few years. **However**, it isn't as attractive as other endangered animals, like the Arabian Oryx or Siberian tigers. **As a result**, it doesn't get very much attention.

In my opinion, the dugong contributes to the diversity of the sea creatures on the coast of Bahrain. For example, there are hundreds of dugong mothers with their little ones. Scientists are studying them because they want to save them, to keep the sea ecosystem intact.

Another interesting fact about the dugong is that they have provided economically valuable products in terms of meat, oil, and fat to the Bahraini people in the past. **For this reason**, they are a big part of our past.

I think there is also a cultural reason to save the dugong. These aquatic mammals were once the subject of sea tales dealing with mermaids, or half-fish half-human creatures, that lived in the sea. Therefore, if the dugong becomes extinct, an important link with Arabian gulf 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,

Ahmed Mohamed

Activity

Write a Persuasive letter in 110-130 words by choosing another unusual endangered animal. Persuade your readers to protect it. Do not forget to use phrases to connect your ideas like (as a result (of) - because - for this/these reason(s) - therefore).

Include the following:

Introduction: In your introduction, introduce the topic of the letter

Main Body: Give an example from the previous letter

State your point of view , Facts to support your reasons.

- Conclusion : Summarise your opinion.

closing remarks/ ending the letter

Handwriting practice lines for the letter.

Writing Checklist

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Food waste	Chop up	Supplies	Agriculture	Atmosphere
encourage	reduce	Complain-ed	Culture	Produce
Reject=refuse	Sound familiar	harm	employee	soil
Produce	solve	Taste	consumer	recycle
Shock	pick up	Identify	Landfill	increase
Supply ...with	One-third	Consider	Statistics	decrease
organize	Food stylist	Transport	Campaign	Bargain prices
throw away	Plate	Drop-ped	Complaint	Serve food
Protect	Solution	Put on	Hotel manager	Charity
consume	Chemicals	bury-ied	Portions	waste
delicious	Volunteers	expect	Resources	harmful

campaign	a series of planned actions carried out in order to reach a particular goal.
consumer	a person who buys and uses goods or services.
edible	food that is suitable / safe to be eaten.
landfill	a system of trash and garbage disposal in which the waste is buried between layers of earth.
nutritious	having a large number of vitamins, minerals, or other nutrients.
produce	things made or grown in order to be sold, especially fresh fruit and vegetables.
waste	things that are thrown away or garbage.

Practice on Vocabulary

Read and fill in the blanks with the correct word from the box below.

Campaign – edible – landfill – nutritious – produce – consumer - waste

Many supermarkets try to attract (1) _____ through advertising (2) _____, showing the best looking (3) _____, such as vegetables, fruits and herbs. This helps these supermarkets attract more customers and sell more. What do you think will happen to the unusual looking fruits and vegetables that the supermarkets don't like? Although these fruits and vegetables are (4) _____ and probably taste good and are (5) _____, they will probably be turned into food (6) _____ and will end up in the city's (7) _____. The solution is that we should buy these fruits and vegetables and teach our community to appreciate the food that we have and eat it as long as it is healthy.

Q1) Circle the right choice.



1. These wild plants are **consumer** / **edible**.
2. The students are having a charity sale as part of **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

Q2) Fill in the gaps with the right word from the box below.



(campaigns - consumers – edible- landfill - nutritious– produce– waste)

Many supermarkets try to attract (1) _____ through advertising (2) _____, showing the best looking (3) _____, such as vegetables, fruits and herbs. This helps these supermarkets attract more customers and sell more. What do you think will happen to the unusual looking fruits and vegetables that the supermarkets don't like? Although these fruits and vegetables are (4) _____ and probably taste good and are (5) _____,

Q3) Write sentences using the words in the box below.



(campaigns - consumers – edible- landfill - nutritious– produce– waste)

1.
2.
3.
4.

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Grammar 1 - identify the form and use of 'going to', 'will', and the present continuous to talk about the future.

1. We use "going to" and the "present continuous" to talk about:

Future plans made before the moment of speaking.

e.g : I'm going to visit the new mall. Do you want to come?

e.g : He's visiting his grandmother tomorrow.

2. We use "will" to talk about: Future plans made at the moment of speaking.

e.g : Ok, I'll call and ask him.

e.g : Don't worry. I'm sure she will call.

3. We use "going to" and "will" to make: Predictions in the future.

e.g : Ok. It's going to rain today.

Choose the correct answer :

1-He to the new restaurant tonight. (is going - will go – went)

2-It's a hot day. Wesome ice cream later. (are having – have - will have)

3-My mobile is broken! Tomorrow, I..... a new one.

(am going to buy - will buy -buy)

4-You..... warmer if you wear this jacket.

(will be - are going to be – have been)

5- Look at the view a photo . (I am taking - I will take- I took a photo)

6-The students are having a charity sale as part of their to raise money.

(produce - campaign- landfill)

7-We are trying to reduce at home by using reusable shopping bags.

(produce - waste - match)

8-It's cloudy . I think it (is going to rain - rains - has rained)

9-If our team play well , they The match. (win -will win - won)

10-If Alihard , he will get full marks . (work -worked – works)

**Q1- Complete the sentences with the right future forms of the verbs.**

1. She *is going / will go* to the new restaurant tonight.
2. It's a hot day. We *will have / are having* some ice cream later.
3. My mobile is broken! Tomorrow, *I am going to buy / I'll buy* a new one.
4. You *will be / are going to be* warmer if you wear this jacket.
5. Look at that view! *I am taking / I will take* a photo.

Q2) - Complete the sentences with correct form of "will".

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!

Q3) Write answers to the following questions. Use "will", "going to" or the present continuous in your answers.

1. What are you going to do with a bag of soft apples?
.....
2. What are you eating for dinner tonight?
.....
3. You don't like what's in your lunchbox. What are you going to do with it?
.....
4. What will you do to help change people's ideas about food waste?
.....

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Read the passage following and answer the questions below:

Let's Stop Wasting Food!

How often do you or someone you know leave food on your plate? Does your family throw away food from the fridge because it's no longer fresh? If food waste is a problem About one-third of all food in the .in your home, think about what it's like worldwide. world is wasted. That's 1.2 billion metric tonnes of food. To give you an idea of how shocking that is, consider that the waste weighs as much as 200 million elephants! Among the waste, 45 per cent of fruit and vegetables is wasted, 35 per cent of seafood, and 30 per cent of cereal and grains. Milk products and meat are also wasted, but not as much.

Most of this waste happens in North America and Europe, where about 100 kg of food per person is wasted each year. The United States alone, for example, wastes so much Food waste is .food that it could feed most of the country's hungry people for one year indeed a big problem. It costs money and hurts the environment. But there are ways we can decrease the amount of food we reject and throw away. One way is to compost the food we do not eat. Composting is like recycling. Unwanted food breaks down and goes .back into the soil to grow more fruit and vegetables

We could also buy less at the supermarket and only fill our plates with what we know we will eat. We should take time to think about how much food we will eat. Another way to decrease food waste is to get involved with charity organizations and create campaigns that give food to people who often go hungry. Finally, give uneaten food to pets or farm animals. If we all make the decision to stop wasting food, we can make a difference!

A-Tick (T)for True or F for False. Re-write the false statements to make them true.

1. Food waste is a worldwide problem. ()
 2. Cereal and grains are the most wasted foods in the world. ()
 3. Americans feed all of their hungry with food they reject. ()
 4. One way to decrease food waste is to compost it to grow more food. ()
-
-
-



Q1) Circle the right choice.

1. There's no need to **rush** / **involve** things.
2. There was a steady **increase** / **involve** in population.
3. People should **rush** / **decrease** the amount of fat they eat.
4. He based his **decision** / **rush** on facts, not emotions.
5. Changes generally **involve** / **increase** lots of time and effort.

Q2) Fill in the gaps with the right word from the box below.



(increase - decrease - rush – involve - decision)

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

Q3) Write a paragraph using the words in the box below.



(increase - decrease - rush – involve – decision)

.....

.....

.....

.....

ZERO CONDITIONAL

If + present simple + present simple

The zero conditional is used to talk about what you normally do in real-life situations or to talk about general facts.

e.g - If the weather is nice, she walks to work.

e.g - Water boils if you heat it to 100°C.

FIRST CONDITIONAL

If + present simple + will

We use the first conditional to talk about possible situations in the future, and the consequences of those situations.

e.g -If you have a shower, you will feel better.

e.g - We won't have new medicines if we destroy the plants.

If + imperative form of verb.

Remember that the imperative form of a verb has no subject. It is used to tell someone to do something. If I owned a car, I would drive to work.

e.g If you're hungry, don't buy too much food.

e.g If you have some extra time, do some exercises.

A- Complete the gaps to make first conditional.

- 1.If I (have).....corona, I (stay).....at home.
2. He (buy).....a pair of jeans if he (find).....some that he likes.
3. If you (have).....a question, I (answer).....it to you.
4. Mum (be).....really worried if I (come).....home late.
5. I (cross).....the street if I (see).....James.
6. If she (participate).....in the activity, she (have).....a good time.
7. I (walk).....home if I (not find).....a taxi.
8. If my cousin (go).....to live in Germany, she (learn).....Spanish.
9. My son (become).....a doctor if he (finish).....his studies this year.
10. Rachel (finish).....her project on time if she (work).....hard.

B.- Complete the sentences to make second conditional.

1. If I (meet).....a famous person, I (ask).....him/her for an autograph.
2. Prisons (not be).....so full if there (be).....less criminals.
3. I (take).....a photo of you if I (have).....the camera with me.
4. My mum (get).....angry if I (wear).....those trousers.
5. Sam (like).....to grow his own vegetables if he (have)a big garden.
6. If I (find).....your keys, I (phone).....you.
7. He (send).....me a text message if he (know)something new.
8. If she (speak).....Chinese, she (find).....a job easily.
9. Nobody (like).....it if the band (split up).....
10. If you (read).....more, you (make).....less mistakes.



Q1) Read. Match the phrases to form logical sentences. Write the letter.

- | | |
|--|--|
| 1. If you can't finish your sandwich, | a. you will waste less food. |
| 2. If you find some old carrots, | b. put some in the freezer for later. |
| 3. If you have some leftovers chicken, | c. think of a way to make it taste better. |
| 4. If you don't like this vegetable, | d. you can have the rest as a snack later. |
| 5. If you cook too much food, | e. make juice out of them. |
| 6. If you learn more about cooking, | f. make a sandwich of it. |

Q2) Write your own endings to these sentences



- If our canteen serves Pizza for lunch tomorrow, _____
- If we talk more about food waste, _____
- If my sister cooks dinner for our family tonight, _____
- If we go to the restaurant this weekend, _____
- If we don't cook food properly, _____

Q3) Write a paragraph using three conditional sentences of your own



.....

.....

.....

.....

Writing Checklist

- | | |
|--|--|
| <input type="checkbox"/> I used capital letters at the beginning of sentences. | <input type="checkbox"/> I used finger space between words. |
| <input type="checkbox"/> I used a full stop (.) at the end of sentences. | <input type="checkbox"/> I checked my spelling. |
| <input type="checkbox"/> I used the correct tense. | <input type="checkbox"/> I mentioned all the ideas by answering the guiding questions. |

Unit 6 a letter of complaint

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

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 need 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,

Mohammed

.....
large quantities of food were being wasted.

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,

Ali

Mural	art	Neighborhood	Art displays	Over the years
Paint ed	Piece of	Forever	Several	Permanent
remove	peace	In danger	Society	Exhibition
remember	Instead of	Social	future	Community
take down	aware of	Issues	past	Local
Deal- dealt	deal with	Surround-ed	paintings	Government
appreciate	Public space	aware of	Create-d	Residents
Pay- paid	statue	Temporary	Indoor	Culture
Bring – brought	surround of	The mind	outdoor	Respect
View-ed=	Take down	Free	Realistic	Permission
abstract	artist	Joy	Original	Sense of pride
Supply with	temporary	Pleasure	Indoor	Serious
Improve	topic	Public spaces	Outdoor	at the end
Legal	Illegal	Various	Sculptures	Portrait

- 1- **aware** = having or showing understanding or knowledge.
 2- **deal with** = to act or behave toward other people, especially in difficult situations.
 3- **public space** = a space that is shared by or open to all.
 4- **statue** = 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.
 5- **take down** = to remove something that was previously put up.
 6- **temporary** = showing the special characteristics of a group or kind.
 7- **variety of** = a for a short time; not permanent.
 8 – **topic** = a subject of discussion or conversation.

Practice on Vocabulary

Choose the correct word :

aware - deal with - public space – statue – topic – temporary – take down

There is a beautiful and artistic (1) _____ really close to where I live. There are a few modern wall art paintings and a big (2) _____ of a flower made out of metal. There are two (3) _____ wooden sticks holding it in place until the artist finishes it. There are still lots of things that need to be done, so the place would be amazing. For example, they need to paint the old buildings and to (4) _____ old posters and fix the broken street lights. The (5) _____ was discussed among the city's board and they will (6) _____ it soon. People are not (7) _____ of how much beauty is in our city. We all need to work together to make it a great place for us to breathe and connect.

Grammar 1

1. We use the past simple tense when an action was completed and when you know when it happened.

e.g: My great-grandmother went to Mexico three years ago.

2. We use the present perfect tense for an action that happened in the past but can happen again in the future. The actions may have been repeated. It does not matter, or it is not known, when exactly the action happened.

e.g: I've lost my keys!

3. We CAN'T use the present perfect tense with a finished time word:

NOT: I've been to the museum yesterday. ×××

Past Simple			
subject	She	watched talked enjoyed	verb + ed (regular)
	He		
	It		
	We	went (go) slept (sleep) ate (eat)	irregular (save)
	They		
	You		
	I		

Present Perfect			
subject	He	has	verb Past participle
	She		
	It		
	We	have	talked walked gone slept
	They		
	You		
	I		

yesterday – last – ago – two days ago – on Saturday
--

Already – yet – just – ever – never Since - for
--

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.

graffiti	a type of art genre that means writings or drawings made on a wall or other surfaces within public view.
illegal	not according to or authorized by law.
permission	authorization to do something.
respect	a feeling of admiration to someone or for what they do, especially because of their personal qualities, knowledge, or skills.

Read the text carefully. Then answer the questions:-

The City That loves Street Art . How Rio de Janeiro transformed its streets

The first thing that catches a tourist's eyes in Rio de Janeiro, Brazil, is street art. In the past, street art was illegal. In 2009 the Brazilian government allowed street art on private buildings, if the owner gave permission. A wave of street artists turned the city of Rio de Janeiro into colourful murals and bright paintings. In 2014, Rio de Janeiro became the first city in the world to legalise graffiti in places such as skate parks and walls that surround construction sites. The result has been outstanding; every neighbourhood, throughout Rio has incredible street art and some of these artists have even made an international name for themselves.

Some graffiti tells a story of a historical event or highlights social problems.

Artists who want to create street art in Rio de Janeiro can't just paint any wall with any picture, though. They still have to respect some rules. They must ask the owner first and are not allowed to sign their name on the walls, although graffiti are legal in Brazil.

Street art is very popular throughout the city of Rio de Janeiro, both with the residents and with visitors. Many tourists visit Brazil to see it. They can organise special guided street-art tours through Rio de Janeiro. Volunteers can join the online-street project which was held by the city's mayor. They can travel around the city, take photos of the street art and upload their photos onto the street-art website, along with other details, such as the location and the artist.

In some communities, art schools and festivals became very common amongst young people as artists organised such events to teach young people this art. They have also worked with other members of community such as police to paint murals on the walls. Rio de Janeiro is a successful model on turning streets into colourful murals and bringing communities together.

1-What is unusual 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?

.....

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

.....

Indefinite pronouns are used to talk 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 someone, somewhere, something 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 anywhere, anything, anyone 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 nobody, no one, nowhere, nothing to give statements a negative meaning.
I looked everywhere for the large paintbrush. Can everyone paint a part of the mural?	Use everyone, everywhere, everything in positive statements and questions.

Choose the suitable Indefinite pronoun and write it.

Everyone - someone - anyone - no one - everywhere - somewhere - nowhere - everything - something - anything – nothing - anywhere

- 1.- Look! There is waiting for you.
- 2.-I can't find it but I'm sure it isin the house.
- 3.-You are sad because came to your birthday.
- 4.- Would you like to eat now?
- 5.-John is very lazy. He does at all.
- 6.-The girl is not wearing new.
- 7.-He often has lunch here but today he wentelse.
- 8.-Can you see in this darkness?
- 9.-Has read a novel by this famous writer?
- 10.-Excuse me! Can I have for my headache.

Unit 7 Writing Murals process essay

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:

- an introduction of how to paint a wall
- a paragraph that describes details of the steps to paint a wall.
- a conclusion that includes your overall opinion.

Murals don't need to be painted on school walls directly to create a beautiful surface that makes the place very exciting. They can also be done on wood, plastic, or anything else. A lot of these murals or public artwork usually have a message behind them or a theme. Here are some simple steps to create a piece of public art in your school.

First, prepare the chosen wall by painting a base layer if required. After the wall has been prepared, use the grid method to scale the design. Second, create an outline of the large shapes wanted. Then create sketches of the imagery.

Next, add details to it. Add light and bright colours, avoid colours that make the space seem smaller. After that, to paint a mural outside, you will need some special gadgets and harsh paint that can tolerate the weather as well as other factors.

Finally, once the core shapes have been painted on the wall, add a protection seal coat or spray varnish.

In conclusion, painting a mural is quite easy, but it requires having some techniques and accurate guidelines to work on. It is a very beautiful way of expressing thoughts and ideas freely. It also represents our great history and makes for a wonderful landmark for tourism and artist to practice their art.

Lesson 1 - vocabulary

Panic	Shake shook-shaken	destroy-ed	regularly
Collapse	Resources	Waves	Bravery=courage
Warn(v.)	Adventure	Debris	Festival
Warning	Adventurer	Estimate-d	Uncomfortable
Awful	Expedition	Float-ed	Burning building
breathe	Prevent-ed	Surface	Typhoon
Prevent	Nightingale	Path	Terror
Earthquake	Snowboarders	flood-ded	Flames
Disaster	Steep=sloping	Chase	Forests
Electrical fires	Avalanche	Tornadoes	Terrifying
Cyclone	Suddenly	Sandstorm	Breathe
Predict-ed	Terrified	hero	Spread
Strike-struck	Tsunami	Pay attention to	Campfire
Survive	Damage	Inspire-d	Struggle
Survivors	Rotate	Severe	Closer
Expected	Tropical	Scream	Trap

New word	Meaning
1- collapse	to fall down suddenly due to pressure.
2- cyclone	a storm with very strong winds that turn around a center of low pressure in the atmosphere.
3- disaster	a sudden event causing much damage or suffering.
4- escape	to get away; avoid being caught or harmed.
5- flame	the mixture of burning gas and vapour that rises from an object that is on fire.
6- survivor	someone or something that continues to exist or live after a flood for example.
7- wildfire	an uncontrollable fire that destroys a wide area.

Read and circle the right answer.

- 1-The explosion in the mine left only three **survivors** / **flames**.
- 2-The car burst into **wildfires** / **flames**.
- 3-The workers were able to **escape** / **collapse** from the burning factory.
- 4-Natural **disasters** / **flames** are violent events that are outside the control of humans.
- 5-A tropical **disaster** / **cyclone** travelled across the area and destroyed everything in its path.
- 6-Feeling the bridge move under them, the drivers were terrified that it was about to **collapse** / **escape**.
- 7-The firefighters were unable to control the **cyclone** / **wildfires** that spread through the forest.

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.
5. I (**look**) in my bag for my passport when I (**hear**) a shout.
6. 6. The wildfire..... (**start**) while we (**camp**) in the forest.
7. 7. (Do) the dolphins(**chase**) the shark away when they (**see**) it?.
8. When I (**be**) little, I (**live**) in a house on the edge of the forest.
9. While I (**play**) outside with my little sister,I (**see**) smoke and flames at the top of the trees.
10. My mum (**talk**)on the phone, so I(**scream**) , 'There is a wildfire coming!'

Read the following passage then answer the questions:

Can you imagine being hit with two huge natural disasters at once? That's exactly what happened in northeastern Honshu, Japan's largest island, in March 2011. A powerful earthquake unexpectedly struck about 320 km. (200 mi.) north of Tokyo. It was followed by a terrible tsunami. Very few scientists predicted these disasters. Most people did not sense they were coming, so very few people prepared for them. The earthquake was one of the strongest ever recorded. It shook the earth as far away as parts of Russia and China. It struck in the middle of the day, while many people were working or going to school. The earthquake collapsed buildings and caused a lot of terrible damage. People were terrified because they knew that soon a tsunami would hit. Many people went to higher ground or even climbed to the top of tall buildings to escape the tsunami.

About an hour later, waves 9 m. (or 30 ft.) high began hitting the land at 800 km. (500 mi.) per hour. Water poured over city walls and buildings, and destroyed more buildings. The waves pushed into the land about 5 km. (3 mi.) in from the shore. There was even one report that waves went as far ashore as 9.6 km. (6 mi.). The waves picked up everything in their path. As the waves moved back, they carried debris, including buildings, houses, boats and lorries back into the sea.

The Japanese government estimated that five million tonnes of debris was swept offshore. Some remains were left floating on the surface of the sea, but most of them sunk. The tsunami destroyed everything in its path and left many areas flooded. Its effects were eventually seen on the shores of Hawaii, the Aleutian Islands, the west coast of the United States, and, finally, Antarctica, where waves broke off the outer edge of the ice shelf.

Now, Tick T for True or F for False. Re-write the false statements to make them true.

1. Two tsunamis hit Japan at the same time.
2. People did not expect a large earthquake.
3. After the earthquake, many people ran to high places.
4. Most of the debris from the disasters is floating in the sea.
5. Effects of the disasters were seen in China and Antarctica.

.....

.....

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

You've learnt to use the present perfect to talk about actions that happened in the past.

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.

1-Complete the text with the present perfect or present perfect continuous.

be – climb - hope - love - ski - travel

My friend Ali(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!

2- Use the present perfect and present perfect continuous to talk

about the duration of activities. Put the verbs in the present perfect and present perfect continuous.

My uncle(1) (chase) storms, like tornadoes and cyclones, ever since he survived a terrible tornado as a young man. He..... (2) (photograph) hundreds of disasters all over the world. He(3) (be) in terrible trouble many times.

Unit 8:-A narrative essay about a survival story

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.

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.

Exam Topics

GRADE		Grammar	Writing
GRADE 8	Unit 5	1-identify the form and use of the present perfect tense. 2-identify and practise using the comparative of equality.	writing a persuasive letter about an unusual and endangered animal.
	Unit 6	1- identify the form and use of 'going to', 'will', and the present continuous to talk about the future.	writing a letter of complaint about people wasting water or food.
	Unit 7	1-identify the form, meaning, and use of the present perfect and past simple tense. 2-identify indefinite pronouns to talk about people, places, and things, without giving details.	writing a process essay about how to create a piece of public art.
	Unit 8	1-identify the form, meaning, and use of the past simple and past continuous tenses. 2-identify the present perfect and the present perfect continuous forms.	writing a narrative essay about a survival story.

*With our best
wishes*

KINGDOM OF BAHRAIN
MINISTRY OF EDUCATION
DIRECTORATE OF EXAMINATION / EXAMINATION SECTION
SECOND INTERMEDIATE
SECOND SEMESTER FINAL EXAM 2022/2023

(100/-----)

COURSE NAME: ENGLISH LANGUAGE**TIME:** 2 ½ Hours**Part (1): Listening (30 Marks)**

(30 /-----)

Listening (A): (15 Marks)

A: Listen to a conversation between Stella and James and circle a, b or c to complete the sentences.

(15 /-----)

1- James hasn't bought a computer because ...

- A. he doesn't really need one.
- B. he has had a lot of other things to do.
- C. he doesn't like shopping at Browns Department Store.

2- The computer that James likes ...

- A. is going to be cheaper than usual.
- B. is an SP47.
- C. has 20% discount.

3- James is interested in buying the computer at Browns because ...

- A. it only costs £650.
- B. it's faster than the old models.
- C. he can save about £100.

4- The sale at Browns begins on the ...

- A. 13th.
- B. 14th.
- C. 19th.

5- The department store is on ... Street.

- A. Windy
- B. Win
- C. Wynn

6- James and Stella are going to ...

- A. meet at 10.30 am.
- B. have lunch with James's sister.
- C. be with James's mother at the department store.

**Typescript**

(6 x 2.5 = 15 Marks)

Listening (B): (15 Marks)

B: Listen to someone talking about the Northern White Rhino. For each question, fill in the missing information in the numbered space with ONE word/number ONLY.

(15/-----)

The Northern White Rhino**- Lives in:**

Garamba National Park, Democratic Republic of Congo, (1) -----

- Weight in kilos (male): Approximately (2) ----- kilos

- Body colour: (3) -----

- Eating habits: Herbivores. They eat (4) -----

- Status: Critically (5) -----

- Population in 1960: Approximately 2,000

- Population now: (6) -----



Typescript



(6 x 2.5 = 15 Marks)

Part (2): Reading (34 Marks)**(34/-----)****Reading (A): (10 Marks)****A: Read the text and choose the correct answer (a, b, or c).****(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 |

Reading (B): (10 Marks)

(B): Look at the following notes and ads 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)	Example: NO BICYCLE AGAINST GLASS PLEASE	a. Do not leave your bicycle touching the window. b. Broken glass may damage your bicycle tyres. c. Your bicycle may not be safe here.
(1)	For Sale <i>Rainforest Computer Game</i> 2-4 players Bought last month Played once – works perfectly Phone Bob: 433352	The advert says the computer game ... a. does not work on the seller's computer. b. is almost new and in good condition. c. is only suitable for younger players.
(2)	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.	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.
(3)	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	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.
(4)	Please ring for attention. Office opens 10 a.m.	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.
(5)	Hopkin's Farm Camp Site No groups of 4 or more unless by previous arrangement	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.

Reading (C): (14 Marks)**C: Read the following article. Then answer the questions that follow. (14/-----)**

Cliff Diving

Do you love diving into the water on a hot summer's day? Diving can be great fun but it can also be really dangerous. Just imagine diving from a cliff that is 26 metres high! A cliff dive begins like any other dive, but the divers must always enter with their feet first, to protect their arms, shoulders and neck. The dive lasts only three seconds, but the divers train hard for hours and hours to be able to do it safely. When they hit the water, they're moving fast, at about 90 kilometres per hour (kph)! At that speed, if they make a small mistake, the consequences can be terrible. The weather and the state of the sea make a difference to each dive. When the sea is moving a lot, the divers can't calculate the dive well and the competition stops.

A sign of the recent popularity and fame of diving is the British TV programme *Splash!*. In this programme, famous people learn to dive from a height of up to ten metres. That's not as high as cliff-diving, but it's still like jumping from the third floor of a tall building. Some people say the programme is dangerous because it shows diving as a completely safe sport and an easy thing to do. Others say it's risky for actors and musicians to do an activity that divers spend years training to do. There are actors who take this challenge even though they can't swim. Therefore, they end up hurting themselves quite badly. Even though this TV programme is famous, some people are unhappy with it as they think it doesn't show the fact that this sport is dangerous.

One person who knows all about the dangers of diving is Professor Splash (real name Darren Taylor). Professor Splash is famous because he doesn't dive into normal pools or into the sea, but dives from a height of 11 metres or more into small plastic swimming pools for kids. Sometimes pools contain just 34 centimetres of water! As he says on his website, he can only do it because he prepares each dive carefully and he has over 25 years of experience. 'So don't try this at home!' he says.



(C.I): Read the article and choose the correct answers.

(6/-----)

1. Another suitable title for the article can be ...

- A. Diving in your free time
- B. Cliff-diving: a dangerous sport
- C. Diving all around the seas of the world

2. Why is it difficult to be a cliff-diver?

- A. Each dive is very short.
- B. You need to prepare for a long time before you dive.
- C. Divers hurt themselves in every dive.

3. In cliff-diving, it's always a bad idea to ...

- A. make impact with the water with your hands and arms first.
- B. dive quickly.
- C. hit the water at over 90 kph.

4. They sometimes stop cliff-diving competitions when ...

- A. the weather conditions are bad.
- B. one diver can't continue diving.
- C. the water isn't warm.

5. Some people are unhappy with the TV programme *Splash!* because ...

- A. the dives are not very high.
- B. the divers are not very good.
- C. it gives the wrong idea about the sport.

6. Professor Splash's dives are famous and special because ...

- A. he dives from really high places.
- B. they are specially for children.
- C. he doesn't dive into the sea or a normal pool.

(6x 1=6 Marks)

C.II. Read the article and answer the following questions.

(8/-----)

1. Why are small mistakes important in cliff-diving?

2. How do cliff-divers enter the water and why?

3. Why do some people say the TV programme *Splash!* is dangerous?

4. What helps Professor Splash to do his dives? (mention the 2 factors)

(4x2=8 Marks)

Writing (B): (20 Marks)**(B): Answer ONE question ONLY.****(Write between 110 -130 words)**

1- Public art helps us remember important events. Imagine you are going to create a piece of public art in your school or community. Describe the process of how you will create it. In your writing, include the following:

- **Introduction:** what kind of art, what subject and where it will be located
- **Body:** at least 3 steps for creating the art (3 paragraphs to explain each of the steps)
- **Conclusion:** the benefit of the piece of public art

OR

2- Stories of survival are always epic! Write a story about survival. It can be about yourself, someone you know or a famous person. In your writing, include the following:

- the topic, the person/people and the setting
- plot, conflict and climax (details of the events)
- a strong conclusion that shows how the story ended and the message of it

(Writing)

Handwriting practice lines for the writing section.

Accuracy		Appropriateness		Organization		Task Achievement		Total	
5		5		5		5		20	

End of Exam