

المراجعة النهائية



تم تحميل هذا الملف من موقع مناهج مملكة البحرين

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

تاريخ إضافة الملف على موقع المناهج: 2025-09-30 11:46:34

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 التاسع



صفحة مناهج مملكة
البحرين على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

فقرات اللغة الإنجليزية

1

امتحان نهاية الفصل الأول

2

الامتحان النهائي

3

نموذج إجابة امتحان اللغة الإنجليزية

4

نموذج امتحان اللغة الإنجليزية

5

Imam Ali Intermediate Boys' School

Impact 3 Grade 9

Semester 1

Final Revision Units (1/2/3/5)

Lesson 3: Grammar & Vocab.

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REVISION TIPS

If you're one of a thousand teenagers revising for GCSEs, AFS and A-levels, here are ten revision tips to help you get prepared:

GO PUBLIC

Make a detailed revision timetable and post it up somewhere so that everyone can see it. Letting other people know about your plans lightens the load and then it's not just down to you to motivate yourself.

SWITCH OFF

Unplug your internet connection as it's too tempting to surf the web and turn off your mobile phone (one distraction too many).

Question yourself

Answer facts through the power of questions. So when you're making notes, don't just write down 'The battle of Hastings was fought in 1066', instead, put 'when was the battle of Hastings?' in one column and write '1066' in an opposite column. Come up the answer and ask how you got it, right you yourself a job on the back.

RISE EARLY

Facts are more digestible first thing in the morning. Start at 6am and you can get the bulk of your revision done early.

QUALITY TIME

Ask friends over for a revision session. With things like dates and vocabulary, it's always better if someone else is testing you, rather than just testing yourself.

Add variety

You may find it helpful to change from one subject to another at 'break' time, for example doing one or two sessions of maths and then changing to Geography, or alternating a favourite subject with a more difficult one. It helps to build in some variety.

Clear and legible handwriting

Writing clear, legible notes is a vital tool in the revision process. Use different colours to highlight sub headings, key dates, names etc.

Believe in bananas

Eat sensibly as your brain cells need energy to function well. Bananas are rich in potassium and will raise your energy levels. Make sure you also drink plenty of water to avoid becoming dehydrated. Dehydration makes you tired and reduces concentration.

LOOK AHEAD

IT IS EASY TO FALL IN TO THE TRAP OF WONDERING HOW WELL YOU PERFORMED AND TO DISCUSS THIS WITH YOUR FELLOW STUDENTS. YOUR TIME WOULD BE BETTER SPENT LOOKING AHEAD TO YOUR NEXT EXAMINATION.

Relax

The most important thing to remember is not to panic. The exams are going to happen so you might as well give yourself the best chance of doing well by starting to revise early and keeping calm.

Question tags

هو سؤال قصير يكتب في نهاية الجملة بمعنى أليس كذلك؟ ويتكون بوضع الفعل المساعد الموجود في الجملة علي عكس حالته بمعنى ان كان مثبتا يكتب منفيًا في السؤال والعكس بمعنى:

ex. He is a doctor, **isn't he**?

Ex. She wasn't at home, **was she**?

Ex. Ahmed can't swim, **can** he?

Ex. They will join us, **won't** they?

واذا لم نجد في الجملة فعل مساعد نستخدم علي حسب زمن الفعل في الجملة

Ex. They travelled by taxi, **didn't** they?

Ex. Zahraa' cooks well, **doesn't** she?

الجملة الامرية التي تبدأ ب Don't نختار منها دائما will
: ونلاحظ هناك تعبيرات شاذة تحفظ كالآتي

Let's	Shall we?	Let us	واي فعل امر مثبت	will you? / won't you
I am	aren't I?	I am not	am I?	

Ex. Let's listen to the story, (shall we – don't we – shall you?

Ex. I am clever at English, (am I – amn't I – aren't I)?

Ex. Open your book, (won't you – shall we – do you)?

Fill in the appropriate tag.

- 1 Let's listen to the story, **Shall we**
- 2 They had a party, **Didn't they**
- 3 This is your costume, **Isn't it**
- 4 Don't forget to tell Sue, **Will you**
- 5 Call her, **Will / won't you**
- 6 He has put on weight, **Hasn't he**
- 7 You'll pick me up, **Won't you**
- 8 They've invited you, **Haven't you**
- 9 We can't do that, **Can we**
- 10 She left early, **Didn't she**

Read. Complete the question tags.

1. He's very self-confident, isn't he?
2. They're both in the team, aren't they?
3. Hassan and Mariam can meet us there, can't they?
4. Your brother couldn't come, could he?
5. This is a really interesting talk, isn't it?
6. He's become quite competitive, hasn't he?

(6 points)

Complete the question tags.

1. Older sisters can be very bossy, can't they ?
2. The coach's advice was very helpful, wasn't it ?
3. They're so competitive, they'll never give up, will they ?
4. The summer festival looks fun, doesn't it ?
5. Dylan is very passionate about science, isn't he ?
6. Andrea couldn't make it to the concert, could she ?

Let's practice

Complete the sentences to form question tags:

Check your answers

1. He isn't very well,**is**..... he?
2. You**are**..... paying attention, aren't you?
3. They are doctors, **aren't** they?
4. It's cold,**isn't**..... it?
5. She likes honey, **doesn't** she?
6. They don't study English,**do**..... they?
7. He didn't go to school,**did**..... he?



Choose the correct answer a, b or c:

1. I'm not annoying you,.....?

a. am I

b. are I

c. amn't I

2.listening to me, was he?

a. He isn't

b. He wasn't

c. He hasn't

3. I am so funny,.....?

a. amn't I

b. am not I

c. aren't I

4. Jasim likes tennis,?

a. doesn't he

b. isn't he

c. wasn't he

5. you'll finish the project by Monday,you?

a. willn't

b. will not

c. won't

6. No two persons have the same personality,.....?

a. haven't they

b. don't they

c. do they

7. Your friend sometimes ignores you,?

a. doesn't he

b. isn't he

c. sometimes he

8. Fatima never goes to the market alone,.....?

a. doesn't she

b. isn't she

c. does she

9. let's finish our project today,.....?

a. will you

b. shall we

c. won't we

10. I can phone her to apologise,?

a. can't I

b. cannot I

c. don't I

Unit 2 : Misunderstood animals

Let's Look closer

Usage:

We use could have, might have, may have and must have to show how sure or certain we are about past situations.

could
have



might
have



Used when
we are not
sure about
what
happened.



Example: He refuses to go in the water. He might have seen a shark.

not sure

Getting started

Read the following modals and match them with their meanings.



Modal	Meaning
A. Must have + PP	Very sure / certain
b. Could / might have + PP	Not sure/certain
c. may have +PP	Fairly sure

لاحظ في الاثبات

may

Must

Might/could

+ have + PP

في حالة النفي

may

Must

Could / might

+ not + have + PP

Choose the correct answer:

Hassan is afraid of the water. (fact)

1. Hehave fallen into a swimming pool when she was a child. (not sure)

a. must

b. may

c. could

2. Hehave seen a shark , but I am not sure he did.

a. might

b. must

c. may

3. He.....have been stung by a jellyfish. I am fairly sure if it happened

a. might

b. must

c. May

4. He.....have had a bad experience involving the water I am very sure.

a. must

b. may

c. could

5. Zahraa' could have.....a spider, I am not sure.

a. saw

b. seen

c. seeing

6. Ahmed.....to collect the rubbish.

a. could haven't forgotten

b. not could have forgotten

c. couldn't have forgotten

7. Mariamhave heard wolves howling outside her window. I am sure she did.

a. may

b. might

c. must

8. Adel couldn't stop laughing! He may.....heard a funny joke. I am fairly sure.

a. has

b. have

c. had

infinitive forms

هناك أفعال يتبعها دائما TO وبعدها الفعل في المصدر مثل:

Need	يحتاج	Want	يريد
Plan	يخطط	Learn	يتعلم
Teach	يدرس - يعلم	Decide	يقرر
It takes.....	تستغرق مني وقت ل...	it's + صفة	انه من ال.....
Seem	يبدو	Used to	اعتاد ان
Hope = wish	يتمني - يأمل	Desire	يرغب في
Allow	يسمح	Agree	يوافق
Promise	وعد / يعد	Ask	يطلب / يسأل
'd like/love/prefer	يحب / يفضل	Remember/forget	يتذكر/ينسى

ملاحظات هامة :

1 المصدر بدون (make / let / hear / saw/ feel/felt) + to + فاعل

Ex. The teacher made students stay in class.

Ex. Mom, please, let me go out with my friends.

Ex. I felt something crawl up my leg

2- جميع حروف الجر يتبعها الفعل ing

Ex. Sama is tired of travelling.

Ex. What about having ice-coffee?

Ex. Read without (make – makes – making) a noise.

1- جميع الافعال الناقصة ياتي بعدها الفعل في المصدر بدون to

Can, could, shall, should, will, would, may, might, must, ought to ,

Ex. Will I (cooking – to cook – cook) my own food at the camp?

Ex. You must (to sleep – sleep) early.

Ex. I will (to travel= to travel) by train.

Ex. Could you (finish – finishing – finishes – to finish) the project on time?

Read & circle the verb with to or without to.

1. She felt something (crawl / to crawl) up her leg.

2. My brother made me (touch / to touch) a snake.

3. We asked them (leave / to leave) their pet snake at home.

4. You might (want / to want) to see what your pet spider is eating!

5. Are you really planning (get / to get) a pet iguana?

6. He isn't planning (to take – take – taking) his parrot to the vet.

7. She saw a spider (eat – eats – to eat) a big insect.

8. I would love (volunteer – to volunteer) in your rescue centre.

9. That's definitely the place (visit - to visit – visiting)

10. Oh dear, I forgot (to pack – pack) the phone charger.

11. We heard the lion (roar – to roar) at sunset.

Look forward to + v + ing

12. I look forward to (meet – meeting – meets) the king

13. We look forward to (play-playing) tennis.

Unit 3 : Everybody's doing it



Let's practice

Read. Put the correct infinitive in the following sentence.
Choose whether to use to or without to with your verb.

see – play – go – feed – buy – live – get

Check your answers

1. My sister really wants **to get**... a pet cat.
2. My mother will absolutely not allow her **to buy** one.
3. I can't **live**... with an animal.
4. My dad likes **to go**... on a long vacation.
5. My brother likes **to play**... with my hamster. I'll let him **feed**... it today.
6. I really want **to see**... you today. It is important.

Linkers

الروابط التي تعبر عن تتابع الاحداث : Sequence

Before I went to the zoo, I was scared. **First**, I saw the snakes behind the glass. **Then**, I watched them as they moved around. **Next**, I held one for a few minutes. **Finally**, I relaxed and felt more comfortable about snakes.

ثالثا : روابط دالة على النتيجة

To introduce result

- so = therefore = that's why = consequently
= that is the reason why

لذلك .. لذا .. ولهذا السبب

يسبقها جملة السبب (cause) ويتبعها جملة النتيجة (effect)

- The bus fare is expensive; therefore, I prefer to walk.
- We opened the window; so fresh air blew into the room.

رابعا : روابط دالة على الوقت To link activities in time

- **While / as / when / after / on / before** —————→
إما أن يتبعها جملة كاملة . أو (v + ing) عند حذف فاعل الجملة .

- Things were different when I was young.
- After she had got her degree, she became a teacher.

خامسا : روابط دالة على الإضافة To introduce addition

- **Not only but also** —————→ ليس فقط ... ولكن أيضا
- **Not onlybutas well** —————→ ليس فقط ... ولكن أيضا
- **Besides / in addition to / as well as** { V + ing
N } —————→ بالإضافة إلى
- **And** —————→ تربط جملتين أو صفتين أو شخصين

- Fatima will not (alone – lonely- only) have to study hard (and- but – so) she also will have to concentrate to do well on the exams.
- **Not only** is our street the longest in town, (and – so- but) it is also the most beautiful.
- Besides (to be – be – been - being) smart, Jana is nice.

- **So that = in order that + فاعل + مصدر (might / could) + مصدر**

- **To = in order to = so as to + inf.** لكي

In short

Phrasal verbs are very common in English. The best way to approach phrasal verbs is to learn their meanings as you come across them.

Here are the meanings of the most common phrasal verbs.

Phrasal verb	Meaning
break into	enter or open a place, vehicle for the purposes of theft
depend on	rely on
deal with	to take action on
get over	recover
get into	become interested in something
look for	try to find someone or something
take off	remove

Phrasal verb	Meaning
apply to	request a job
hold back	hesitate to act or speak
cheer up	become less miserable
count on	rely on
work out	understand someone's character
turn out	prove to be the case
calm down	relax or become less intense
look after	take care of
carry out	complete a task or request

Let's practice!

Fill in the gaps with the right phrasal verb from the box below.

break into	depend on	get into	get over	look for
------------	-----------	----------	----------	----------

Once you finish, check your answers

1. I lost my keys and had to**break into**..... my house!
2. It took you a long time to**get over**..... your cold!
3. I won't**get into**..... the details now.
4. I am**looking for**..... a book by Agatha Christie. Can you help me?
5. Winning often**depends on**..... luck.

Phrasal verbs

- هناك افعال ترتبط بحروف الجر التي قد تغير معناها وقد نستطيع الفصل بينهما في الكتابة ومنها ما لا يمكن:

Come across - look after - put on - talk about - wait for -
wonder about - work out

- 1- Does a pack of wolves have a leader thatthe others?
- 2- The farmer a swarm of bees at the entrance of the field.
- 3- She watched andthe flock of migrating birds.
- 4- Theythe herd of elephants to cross the road.
- 5- Shethe behaviour of a troop of gorillas.
- 6- Antsthe problem together.

Some phrasal verbs can be separated. Others cannot.

- With **separable** phrasal verbs, the object can go either between the two parts or after:
Ex. They **picked the rubbish up**. OR They **picked up the rubbish**.
& If the object is a **pronoun**, it must always come between the two parts: They picked **it** up.

With **inseparable** phrasal verbs, the *object* and *object pronoun* can only go after the two parts:

Ex. He **flew over the rain forest**. He **flew over it**.

Separable	Inseparable
-The scientists handed in their report. -The scientists handed their report in. -The scientists handed it in. & The scientists talked over the problem. & The scientists talked the problem over. & The scientists talked it over. & They worked out a solution. & They worked a solution out. & They worked it out.	-They thought about collective behaviour. -They thought about it. -We looked at the migrating birds. -We looked at them. * The scientists talked about the problem. * The scientists talked about it. * The scientists looked into the evidence. * The scientists looked into it.

2- Circle the word that completes each sentence.

1. The scientists wondered (about / with / on) the collective behaviour of the geese.
2. The children drew and cut (out / to / off) circular shapes.
3. The team worked (up / out / away) the answer and reached a consensus of what to do next.
4. The journalist asked the crowd to point (at / across / out) their leader.
5. I prefer to remain here and wait (for / at / off) the bus stop.
6. The teacher talked (with / about / up) a more efficient system of studying.
7. Engineers will carry (up / out / of) the new roads and bridges.
8. Did the sick man respond (on / at / to) the new medicine?
9. During online learning Students used to rely (at / on / out) their parents.
10. Salma decided to clean (up / out / on) the mess in her room.
11. Birds usually build (on / at / up) nests in trees or bushes.
12. Mohamed predicted a high turn (off / on / out) at the general election.



Round يزور فجأة ←

across يقابل بالصدفة - يمر علي

Up with = suggest يقترح

Out يطبع / ينشر كتاب / يظهر

Into = inherit يرث

Examples:

- 1) While in the city center, Mariam came.....**across** some great shops.
- 2) His last book came**out**....last month.
- 3) Don't call. Just come**round**.....at about 10:00
- 4) She came**into**.....a large fortune ثروة when her aunt died.
- 5) The travel agent came **Up with** the great suggestions for our sightseeing tour.
- 6) While I was tidying my desk, I came ..**across**.... travel guide.
- 7) I took lots of photographs of Berlin, but only a few came . **out**
- 8) Luckily, Zahraa came **into** 5 million dollars after her husband's death.

9 Explain the phrasal verbs, then fill in the correct particles.



- 1 Omar broke ... **off** his conversation when he saw the car pass by.
- 2 Three men broke **Out of** prison today.
- 3 Thieves broke ... **Into** her house and stole all her jewellery.
- 4 His car broke **down**, so he had to walk to work.
- 5 Archaeologists broke .. **through** layers of concrete to get to the artefacts.
- 6 They decided to break..... **away / off**their engagement.
- 7 Anan broke **down** ..on hearing about Mariam's death.
- 8 A big fire broke **out** In the factory last night.
- 9 Western Germany broke . **away** from Eastern Germany long time ago

Practice

Complete the phrases using the right word from the box below.

troop

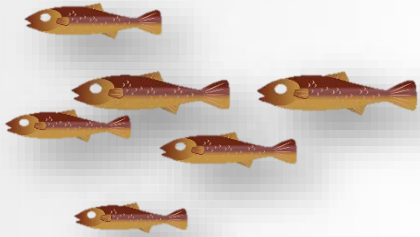
flock

pack

school

swarm

herd



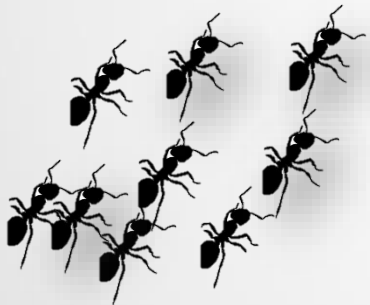
a **school** of fish.



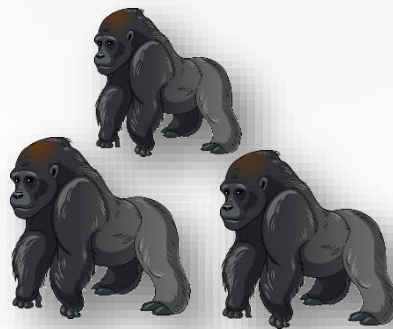
a **flock** of birds.



a **pack** of wolves.



a **swarm** of ants.



a **troop** of gorillas.



a **herd** of elephants.

@ @ Match the following words with their definition then fill in the sentences with each of these words:

Influence - intention - join - stand out

1. an aim or plan in mind.
 2. to be easily noticeable.
 3. the power to change people's behaviour and attitude either for good or bad.
 4. to participate in doing something.
1. My science teacher's made me study science at college.
 2. She had no of staying here. She had a plan in mind to move away.
 3. Her haircut really makes her from the rest of her friends.
 4. I hope that everyone will be able to the meeting.

ملاحظات هامة

A troop of	Gorillas / monkeys
A flock of	Birds(geese/ ravens/ flamingo
A herd of	Elephants
A swarm of	Ants / bees
A pack of	Wolves/ dogs/lions
A school of	Fish / whales/sharks/dolphins

1. Does a of wolves have a leader that looks after the others?
2. The farmer came across a of bees at the entrance to the field.
3. She watched and wondered about the of migrating birds.
4. They waited for the of elephants to cross the road.
5. She talked about the behaviour of a of gorillas.
- 6 During our voyage we came across a.....of dolphins and colourful fish.

Too + صفة

Ex. This box is too heavy to carry.

Too much / many

Ex. The test is too difficult to answer.

Enough + صفة

لا يكفي (Not) enough

1. Nour is clever (too – enough – two) to answer the exam easily.
2. There aren't (enough – too) bins in the streets.
3. There is (too – enough) much traffic in my town.
4. We've got (enough – too) bags, but there aren't (too – enough) volunteers.
5. You have put (too – enough) things in the bag. I can't close it.
6. I don't have (many – too – enough) money to lend you.
7. There were too (few – little – much) many *people* at the concert. I couldn't see the stage.
8. You spend too (many – few – much) *time* on your own. Come and join us.

A few / few + اسم جمع يعد (بمعني قليل)

A little / little + اسم لا يعد (بمعني قليل)

9. I have got very (much – few – little) friends, only two.
10. I usually drink coffee with (few – little – a lot – many – any) sugar.

Circle the correct word. Complete the sentences with enough, not enough, too much or too many.

1. Their neighbours were making (too many – few – too much) **noise**.
2. We'll have (too many – too few– enough) **time** to join the volunteer group if we hurry.
3. You won't sleep if you drink too (many – much – few) **coffee**.
4. There were (**too much** – too many – too little) **people** outside the stadium.
5. There wasn't (too – enough – many) **water** for the volunteers.
6. There was (many – enough) **light** to take a photo of the flock of birds.
7. Too (many – much – enough) **traffic** in our cities is not healthy.
8. I'm upset because my daughter spends (**too many** – too much – too enough – too little) **hours** on her mobile phone.

Unit Five : Flying High

The past perfect tense

زمن الماضي التام

Had + p.p

تكوينه :

استخدامه

إذا وقع حدثان في الماضي فإن الحدث الذي تم أولاً يكون زمنه ماضي تام والحدث الذي تم ثانياً يكون زمنه ماضي بسيط.

After
As soon as
When
Because

ماضي بسيط + فاعل , ماضي تام had + PP + فاعل +

- ♦ First, he watched the film, and then he went to bed. (After)
- ♦ After he **had watched** the film, he **went** to bed.
- ♦ She **didn't** eat with us because she **had** just eaten 5 sandwiches.
- ♦ As soon as Fatima (reached- had reached – was reaching) the station, the train left.

+

ماضي تام + فاعل **Till** ماضي بسيط منفي + فاعل
(had + P.P) **Until** (didn't + المصدر)

- ♦ He didn't go home until he had watched TV.
- ♦ Yara didn't get married till she (finished – had finished – finishes) her study.
- ♦ Nada (didn't travel – hadn't travelled – doesn't travel) abroad until she had graduated from university.

ماضي بسيط + فاعل **before** ماضي تام + فاعل
ماضي بسيط + فاعل **by the time** ماضي تام + فاعل

- ♦ First, he made a plan. Then he robbed the bank.
- ♦ He had made a plan before he (had robbed – robs – robbed) the bank.
- ♦ By the time the police (arrived – had arrived – arriving) Yousef had escaped.
- ♦ Jehad|had got the visa (after – before – as soon as) she booked the flight.

ملاحظة :

1- إذا حذفنا الفاعل بعد **after, before** نستخدم (**v + ing**) أو (**noun**) بعد الرابط

- ♦ After making a plan, he robbed the bank.
- ♦ Before lunch, we had watched TV.
- ♦ Zahraa' fell asleep after (had watched – watching – watched) the film.
- ♦ (After – Before) dinner, we went for a walk.

2- جميع الروابط الزمنية إذا أتى قبلها مستقبل بسيط يأتي بعدها مضارع بسيط أو مضارع تام

- ♦ I will make a plan before I begin the project.

ملحوظة هامة:

* خللي بالك من التركيبان الآتيين

فعل في الماضي البسيط (تصريف 2 / ed) + فعل ing + After

فعل في الماضي التام had + Pp + فعل ing + Before

1- Choose the correct answer from a, b, c or d :-

1-.....Salma had left home, she heard an explosion.

- a- By the time b- No sooner c- Before d- After

2- Mariam a picture before she went to bed.

- a- draws b- drwing c- had drawn d- drew

3- I found your coat you had left the house.

- a- after b- till c- until d- before

4- We started work as soon as Omar

- a- came b- comes c- had come d- didn't come

5- I decided to water the tree after it.

- a- had planted b- planted c- planting d- plant

6- I **didn't answer** the question..... I had read it carefully.

- a- after b- until c- as soon as d- before

7- We had started our journey by the time the car a flat tyre.

- a- got b- getting c- had got d- gets

8- He had already bought a car he travelled abroad.

- a- after b- as soon as c- until d- before

9- After he his homework, he watched the match.

- a- had done b- did c- will do d- doing

10- We went to the museum after we lunch.

- a- had b- are having c- had had d- have had

11- He missed the bus because he late.

- | | | | |
|----------------------|---------|---------------|-----------|
| <u>a- had got up</u> | b- gets | c- has got up | d- got up |
|----------------------|---------|---------------|-----------|

12- he didn't remember the promise he had

- | | | | |
|---------|-----------------|----------|---------|
| a- take | <u>b- taken</u> | c- takes | d- took |
|---------|-----------------|----------|---------|

13- As soon as I the ticket, I ran to catch the bus.

- | | | | |
|----------|----------------------|----------------|---------------|
| a- bough | <u>b- had bought</u> | c- have bought | d- was buying |
|----------|----------------------|----------------|---------------|

14- He me his book yesterday.

- | | | | |
|----------------|----------|--------------|--------------|
| <u>a- gave</u> | b- gives | c- had given | d- will give |
|----------------|----------|--------------|--------------|

15- The patient before the doctor came.

- | | | | |
|---------|---------|--------------------|-------------|
| a- died | b- dies | <u>c- had died</u> | d- has died |
|---------|---------|--------------------|-------------|

16- As soon as he had arrived in London he me.

- | | | | |
|---------------|-----------|---------------|------------------|
| a- has phoned | b- phones | c- had phoned | <u>d- phoned</u> |
|---------------|-----------|---------------|------------------|

17- She a teacher before she became a guide.

- | | | | |
|-------------|--------------------|--------------|-------|
| a- has been | <u>b- had been</u> | c- was being | d- is |
|-------------|--------------------|--------------|-------|

18- By the time he was five, he to write.

- | | | | |
|-----------|-----------|----------------------|----------------|
| a- learnt | b- learns | <u>c- had learnt</u> | d- would learn |
|-----------|-----------|----------------------|----------------|

19- My father didn't speak to me after I

- | | | | |
|----------------------|-----------|----------|---------------|
| <u>a- had failed</u> | b- failed | c- fails | d- has failed |
|----------------------|-----------|----------|---------------|

20- She her lunch until her husband had come.

- | | | | |
|------------|---------------|----------------|-----------------------|
| a- had had | b- won't have | c- wasn't have | <u>d- didn't have</u> |
|------------|---------------|----------------|-----------------------|

21- My mum to work by the time I got up.

- a. goes b. had gone c. has gone

22- We hadn't..... the news, but we heard it on the radio.

- a. seen b. saw c. seeing

UNIT 5

الماضي التام المستمر

Past perfect Continuous

Had + been + v + ing

تكوينه :

استخدامه

يستخدم للتأكيد على فترة وقوع الحدث الذي بدأ وانتهى في الماضي قبل وقوع حدث آخر غالبا مع *since/for*

Ex. He had been driving for an hour when he realized he had forgotten to lock the door

كما يستخدم للتعبير عن حدث استمر لفترة محددة في الماضي ولها اثر مع : فترة زمنية + *for* / وقت + *all*

Let's Look closer

Rule:

Positive:

Subject + had + been + present participle

See grammar
book p: 130

Example: They had been watching the news **when** the TV exploded.

had

been

present participle

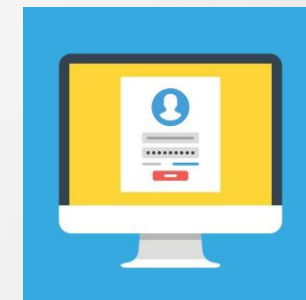


Example: I had been trying to log in for hours.

had

been

present participle



Let's look closer

Remember:
Had + been + verb + ing

Rule: the past perfect continuous is formed with **had + been + the main verb with “ing”**.

She

He

It

had

been

verb + ing

Example: He **had been feeding** stray dogs
for 30 minutes.



Let's look closer

Remember:
Had + been + verb + ing

Rule: the past perfect continuous is formed with **had+ been + the main verb with "ing"**.



I
We
You
They

had

been

verb + ing

Example: They **had been cleaning** the beach **since 6 a.m.**

2:00

Get started

Read the following sentences and underline the *main verbs*. What do you notice?

1. People **had been** wasting water **for** ages.

waste

2. This company **had been** recycling paper **since** 2000.

recycle

3. I **had been** travelling **for** 6 years.

travel

4. He **had been** planting some trees **for** 4 hours.

plant

5. They **had been** cleaning the beach **since** 6 a.m.

clean

Let's practice

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

Check your answers

1. Otto Lilienthal**had been using**.....(use) gliders for around five years before he crashed in one in 1896.
2. Before Samuel Langley's large Aerodrome crashed while taking off, he**had been building**..... (build) smaller machines that flew successfully.
3. Before Alberto Santos-Dumont made the first successful powered flight in Europe, he**had been winning**..... (win) awards for his flights in balloons.
4. Engineer Frank Whittle**had been working**.....(work) on his theories for nine years before he tested his first jet engine in 1973.

- 1 . He had been (swims – swum – swimming) and his hair was still wet. •
- 2 . Jaffar had (waited – been waiting – being waited) **for an hour before** the bus came. •
- 3 . Her eyes **were** red because she (has been crying – had been crying – had cried) since the morning. •
- 4 . Dr Taha Hussain had (written – been writing – been written) stories all his life. •
- 5 . Yousef had been (doing – done – did) aerobics for the last three years. •
- 6 . Most students were out of breath because they (had been played- had been playing – has been playing) football since the morning. •
- 7 . Mariam was tired because she had (cooked – been cooking – been cooked) all morning. •
- 8 . Omar felt exhausted because he (has had – was – have) been typing letters since the morning.
9. The Wright brothers had (been worked – been working – being worked) on powered flight for several years before Wilbur Wright (fly – flew – flies) for 2 hours and 19 minutes in 1908.
10. Before Charles Yeager became the first pilot, he . **Had been flying** (fly) for about 5 years.
11. Engineer Frank Whittle... **Had been working** ...(work) on his theories for nine years before he tested his first jet engine in 1937
12. Otto Lilienthal **Had been using** (use) gliders for around five years before he crashed in one in 1896.
13. Before Ryan was seven, he... **Had been drawing**(draw)pictures of how birds fly.

Read the following close test then choose the correct answer:

Graffiti began in the 1960s in New York City 0) **when** someone started writing his signature or 'tag' on as many surfaces 1) he could. Other young people copied him and soon there were designs and paintings 2) walls everywhere.



Graffiti also takes the form of slogans 3) put across the artists' opinions about certain social and political issues. Graffiti is something you either love 4) hate. Some people feel that graffiti makes a city ugly.

On the other hand, there are people 5) believe it is a form of artistic expression, so graffiti may even 6) found on display in famous art galleries. Graffiti is actually illegal and some countries try to deal with the problem 7) not allowing people under the 8) of 18 to buy spray paints. In other countries, the authorities provide special walls where people can 9) graffiti. Whichever way you look at it, graffiti is a popular form 10) expression

- | | | |
|------------------|-------------------|--------------|
| 1 A than | <u>B as</u> | C with |
| 2 A in | B under | <u>C on</u> |
| 3 A <u>which</u> | B who | C where |
| 4 A than | <u>B or</u> | C nor |
| 5 A where | B which | <u>C who</u> |
| 6 A <u>be</u> | B been | C being |
| 7 A with | <u>B by</u> | C of |
| 8 A year | B ago | <u>C age</u> |
| 9 A practicing | B <u>practice</u> | C practices |
| 10 A <u>of</u> | B off | C by |

Read the following then choose the correct answer a, b or c:

Tracey Curtis-Taylor had been dreaming (1)..... flying since she was a young girl. Her drive for adventure started then, too. She had (2)..... her first encounter with flying at the age of 16. When she was (3)..... in South Africa, and had (4)..... there for many months, she realised that she wanted (5)..... her dream of flying. In 2013, she (6)..... for about 16,000 km. (10,000 mi.) in an old aeroplane over remote parts of Africa by (7)..... In 2015, she began another solo flight, following the (8) of pioneer Amy Johnson, who in 1930 (9)..... A record for being the first female to fly solo between London and Sydney. The route took Tracey halfway around the globe and it was her most (10) flight as a pilot so far.



- | | | |
|---------------------------|-------------------|---------------------|
| 1- A. at | B. with | C. <u>about</u> |
| 2- A. <u>had</u> | B. has | C. having |
| 3- A. lived | B. <u>living</u> | C. live |
| 4- A. <u>been working</u> | B. be working | C. being worked |
| 5- A. following | B. follow | C. <u>to follow</u> |
| 6- A. is flying | B. <u>flew</u> | C. flies |
| 7- A. himself | B. <u>herself</u> | C. itself |
| 8- A. <u>route</u> | B. rate | C. avenue |
| 9- A. sit | B. <u>set</u> | C. sat |
| 10- A. <u>exciting</u> | B. excites | C. excited |

1- Read the following then choose the correct answer A, B or C:

Anna Sewell

Anna Sewell1.....born in Norfolk, England in 1820. She2.....an accident as a child and used to3.....around on horse-drawn carriages. She learned to4.....animals, especially horses. She wrote5....one book, *Black Beauty*6.....1877, the story of a mistreated horse.

Black Beauty tells the story of a horse7.....remains strong and good-tempered even though it is treated.....8.....by some of its owners. *Black Beauty* is also an.....9.....and moving story and helped change the way people treated animals. Anna Sewell10...in 1878.

- | | | |
|----------------|------------|------------|
| 1. A. is | B. was | C. Has |
| 2. A. has | B. had | C. Have |
| 3. A. move | B. moving | C. Moves |
| 4. A. loves | B. loving | C. Love |
| 5. A. alone | B. only | C. Lonely |
| 6. A. in | B. at | C. On |
| 7. A. who | B. where | C. Which |
| 8. A. bad | B. badly | C. Good |
| 9. A. exciting | B. excited | C. excites |
| 10. A. dies | B. died | C. dying |

3- Read the text below about The Cannes Film Festival. Choose the best word (A,B, or C) for each space .

The Cannes Film Festival

The Cannes Film Festival is the most famous film festival ...(0)... the world. ...(1)... a film is presented there it is immediately famous. The festival is ...(2)...where some of the film industry's most important business takes place and where many actors and directors ...(3)... stars.

The ...(4)... began in 1939 when the French government ...(5)... to have an international festival. They chose Cannes, ...(6)... is in southern France, because it is a sunny and beautiful town. In fact, Cannes was ...(7)... seen as a fashionable place to go.

The festival was put ...(8)... until after the war and finally took place on September 20, 1946. At ...(9)... , the festival was mainly a tourist and a social event. However, as more and more films were ...(10)... it was seen as something much more important. Today, it has become the most important event of the year for the film industry.

- | | | | |
|----|------------------|------------------|----------------|
| 0 | A <u>in</u> | B of | C at |
| 1 | A Although | B Whether | C <u>If</u> |
| 2 | A too | B <u>also</u> | C else |
| 3 | A <u>become</u> | B turn | C get |
| 4 | A fact | B <u>idea</u> | C opinion |
| 5 | A <u>decided</u> | B said | C wondered |
| 6 | A whom | B what | C <u>which</u> |
| 7 | A yet | B <u>already</u> | C ever |
| 8 | A <u>off</u> | B away | C on |
| 9 | A least | B <u>first</u> | C once |
| 10 | A done | B tired | C <u>shown</u> |



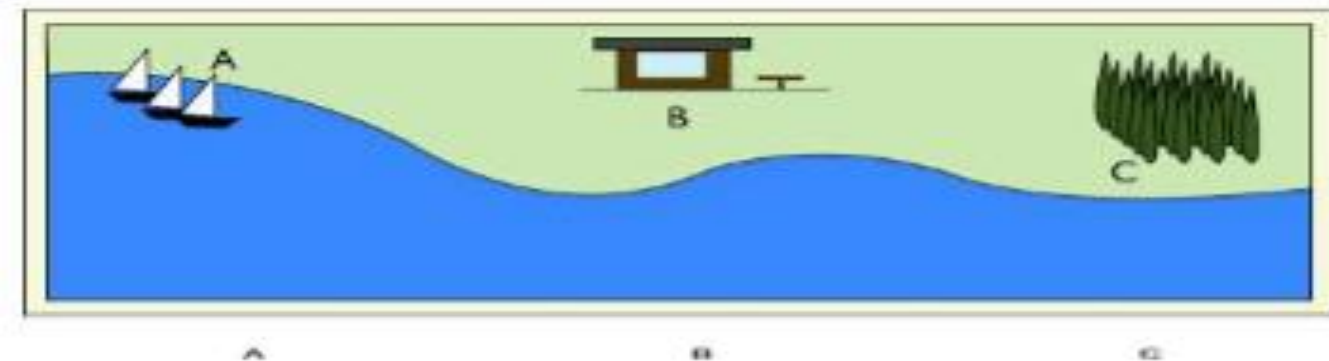
Part 2 : Listening

Instructions:
You are given five pieces of audio and five questions which correspond to the audio. Each given question has three options A, B and C, and a set of images which correspond to each option. Choose the best option for each question.

1 - Which is Tom's mother?



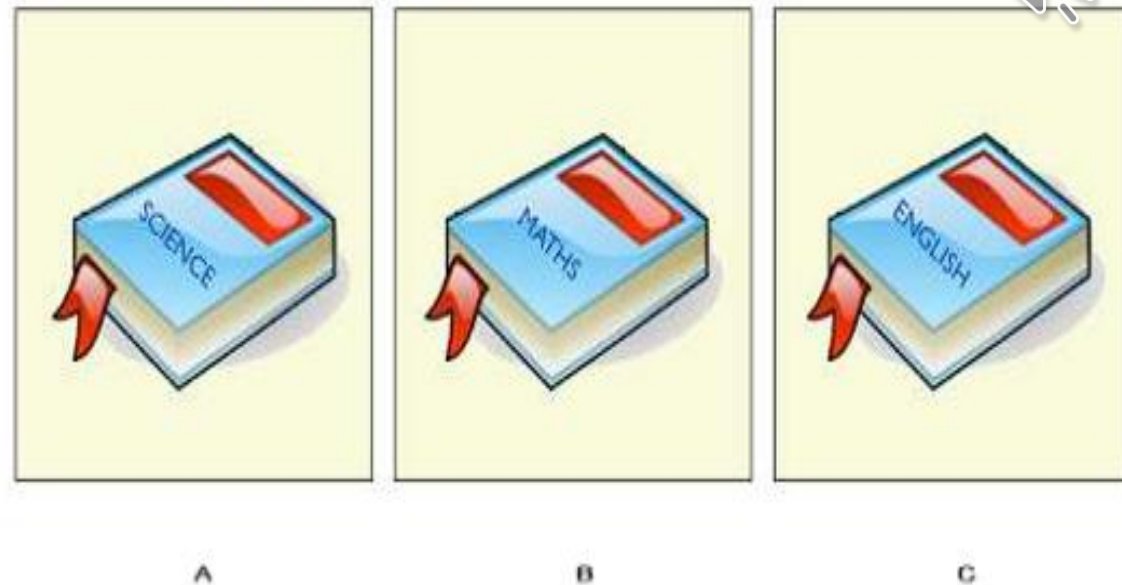
2 - Where will the beach party be?



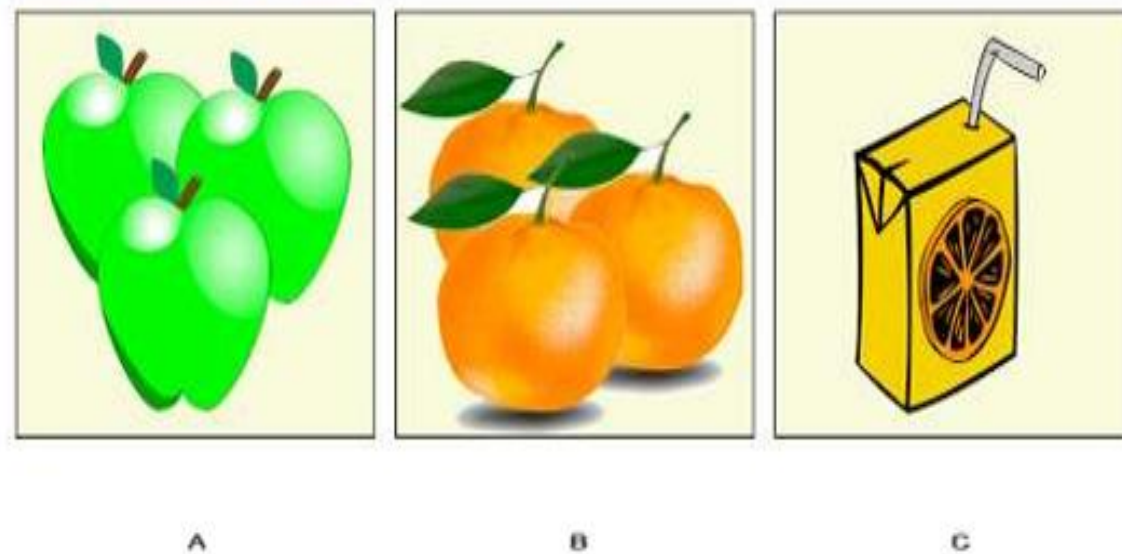
3 - What will Fiona wear to the dance?



4 - What homework is the girl doing now?



5 - What's David going to buy?



Instructions:

You are given five pieces of audio and five questions which correspond to the audio. Each given question has three options A, B and C, and a set of images which correspond to each option. Choose the best option for each question.



1 - What colour is Katy's bedroom now?



A



B



C

2 - Which platform does the woman's train leave from?



A



B

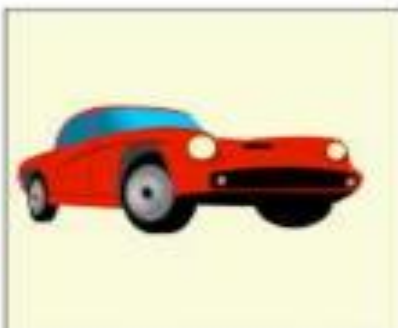


C

3 - How is Susan going to get to the airport?



A



B



C

4 - Which is Anne's family?



A

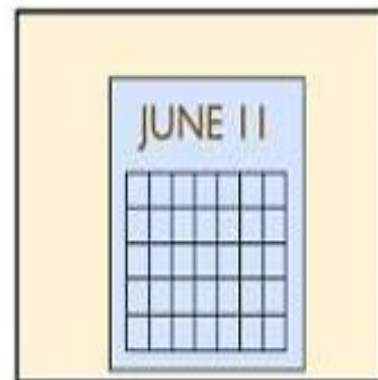


B

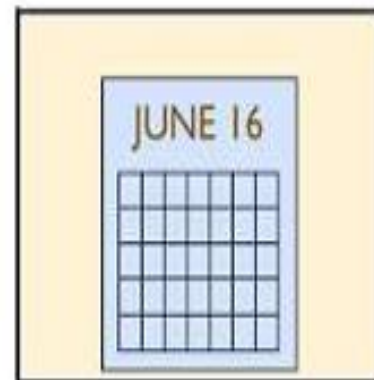


C

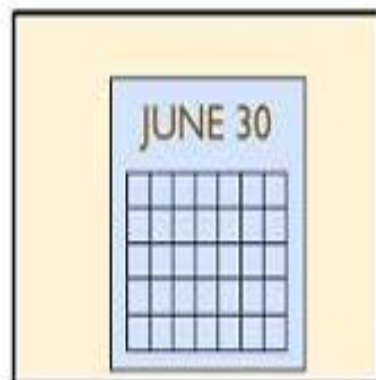
5 - When is Kim's birthday party?



A



B



C

Number 1: What time will James meet Alex?

7:00

A

6:00

B

6:30

C

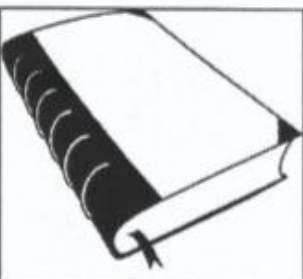
Number 2: What will the boy buy his mum?



A



B

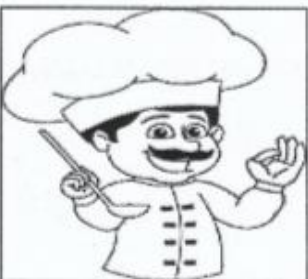


C

Number 3: Which class will the man take?



A



B



C

Number 4: When is the school Eco-bazaar?

Wednesday

A

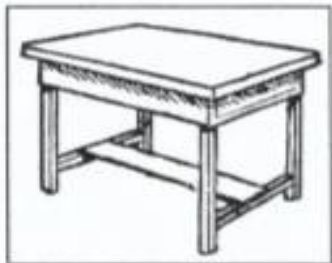
Thursday

B

Friday

C

Number 5: Where is the man's passport?



A



B



C



Number 6: What didn't the man like about the hotel?



A



B



C

You will hear a commercial for an upcoming TV program. For each question (1-6), fill in the missing information in the numbered spaces with one word or numbers only. You will hear the recording twice.

(6×2.5=15 marks)

UNI-BATTLE CHANNEL 6

Contestants: university students from the (1).....

Duration: Uni-battel is a (2).....- minute program.

Prizes: £ 5000 and city break

Viewing days: (3), Wednesdays and Fridays

Live show at: (4)..... pm.

Viewer competition via: (5)..... and email

Viewers have chance to win : (6) £

Items	Correct Answers
1	*UK
2	* 30 Or thirty
3	* Mondays/ Monday
4	* 7 Or seven
5	* SMS
6	*1000

Listening 1: (6 x 2.5 = 15 Marks)

15

Listen to Dawn asking about English Homestead courses. For questions (1 – 6), **circle** the right answer. You will hear the conversation twice.

1. Students on an English Homestead Courses stay
 - A. in a school.
 - B. in their teacher's home.
 - C. in a college.
2. Last Saturday students went
 - A. to London.
 - B. to the sports centre.
 - C. to the cinema.
3. The only book the students have to bring with them is
 - A. a dictionary.
 - B. a course book.
 - C. a grammar practice book.
4. Most of the courses are
 - A. in Scotland.
 - B. in Wales.
 - C. in England.
5. A one-week course costs
 - A. £ 215.
 - B. £ 250.
 - C. £ 860.
6. Students have to pay extra for
 - A. meals.
 - B. accommodation.
 - C. excursions.

1) B A A C B C

2) 10 beach lunch
games museum 292

You will hear a man talking to a group of people about the riding holidays he organises. For each question, fill in the missing information in the numbered space.

HORSE-RIDING HOLIDAYS

Daily programme

- (1) a.m.: help get horses ready
check equipment
11.30 a.m.: ride begins
12.30 p.m.: stop near (2) or lake
4.00 p.m.: arrive back at Centre

Things to take

- strong shoes or boots
- warm clothes
- swimming costume
- small bag to hold (3)

Accommodation includes

- double rooms with bathrooms
- television room
- (4) room
- children's area

Local attractions

- golf
- fishing
- (5) near to the Horse Riding Centre

Price

- A 4-day holiday costs (6) £ per person

Writing file

Write an essay of 110 – 130 words to compare and contrast your personality with that of a family member or one of your friends

I come from a large family and share personality traits with several family members. Everyone tells me that I am like my father but we are different in some ways.

My father and I both like outdoor activities. We both enjoy riding our bikes and going for walks. I really like visiting his friend's farm. We go shopping for food together, and then we go to the park to have a drink and to talk. We both love nature. We are alike in that way.

But in winter, it's a different story. Unlike my father, I love being outside. I like cold weather and playing outside with my friends, but my father enjoys sitting and reading by the fireplace. Sometimes he and I play cards, although I'm not a fan of cards, I'm too energetic to sit for so long! On the other hand, when we play one of my video games, I have fun because I'm competitive. My father isn't competitive at all.

But it doesn't really matter to me what we do together. I like being with my father and spending time with him. We fit together!

A. Imagine you are scared of a bird, an insect or an animal. You don't want to fear them. Write an essay of **110–130 words** explain what steps would you take if you want to control your fear?

- Choose an animal you're afraid of.
- State the reason for being afraid of it.
- Steps you would take to manage your fear.

Linking words

First, next, then, in order to, so that, after that, Finally

Unit 2 - Managing my fear

Many people are scared of birds, I am one of them. I was attacked by a bird when I was young. I hated being scared every time a bird flew next to me, so I decided to change that.

First, I read a lot about different kinds of birds. I read about useful birds that help the planet nourish. Many birds spread seeds and pollinate plants. They also reduce weeds and control pests from spreading.

Next, I started going to places where birds came in flocks, to watch them closely. Eventually, I became comfortable around them and wasn't scared.

Finally, I visited a bird's colony and had a parrot stand on my hand, it was weird but amazing at the same time.

As you see it's not easy to manage your fear but it's important to do so, just remember to read and learn as much as you can. When you are ready, it's important to take the time to feel comfortable at every step, but the end result is worth it!

Managing My Fear

When you're very, very afraid of something, fear can affect you. When I was younger, my cousins and I were playing football when the ball went to our neighbor's beehive. I saw my cousin enter the beehive to bring the ball. The bees attacked him, and he was covered in horrible bites. After that, I became very scared of bees. But when I turned 13, I decided I couldn't let my fear get to me. It only took me a few steps.

First, I read a lot about different bees. I didn't focus on bites, but instead I read about how beneficial the bees are to the people and the planet. Bees are really cool! They're hardworking, social and organised. They help bring honey, cure and nutrients to the people. They pollinate plants, and flowers while collecting nectar.

Next, I began to watch bees from a safe distance. I started to look at a colony of bees in real time on the Internet in order to learn how they live. Little by little, I felt more comfortable about bees.

Finally, the most important step was to face my fear on my own. One day, I went outside and let a bee crawl onto my hand. It was a bit weird at the beginning, but I really felt no fear at all.

As you can see, it's easy to manage your fears. Just remember to read and learn as much as you can. When you are ready, it's important to take the time to feel comfortable at every step, but the end result is worth it!

A. Imagine you are scared of an insect or an animal. You don't want to fear them. Write an essay of **110–130 words** explain what steps would you take if you want to control your fear?

- Choose an animal you're afraid of.
- State the reason for being afraid of it.
- Steps you would take to manage your fear.

Linking words

First, next, then, in order to, so that, after that, Finally

Managing my fear

For as long as I can remember, I have been terrified of horses. If I see a horse, I run and hide. Even if there is a horse trail sign, I convince my family to take the other path. This is because I was attacked by a horse when I was six years old. I hated being scared every time I see a horse, so I decided to manage my fear.

First, I watched every known horse movie, "the horse whisperer" and even a barbie movie about a horse, then I read a lot about different kinds of horses and their benefits of horse riding, which are relaxation, enjoyment, and mental fitness. A lot of families love to have a horse because it can help them feel confident. Horses are powerful friends as they follow your commands, smart and funny creatures.

Next, I started going to places where I can see a lot of horses, to watch them closely. Eventually, I felt comfortable and not scared any more.

Finally, I attended a horse show at a local barn and could touch a horse, it was weird but amazing at the same time.

As you see it's not easy to manage your fear, but it's important to do so, just remember to read and learn as much as you can. When you are ready, it is important to take the time to feel comfortable at every step, as the end result is worth it.

Unit 3

Every winter, tens of thousands of Bahrainis go camping in Sakhair. Write an email to your friend of 100–120 words describing this group behaviour in Bahrain. Make sure you include several examples.

Dear Ahmed,

How are you? How is your family? How is school? Thanks for your email. I am writing this email to tell you about the activities I do with my family.

I like being with my family. We enjoy doing lots of activities together. In winter, we usually go camping with our family, in Sakhair, and we spend the whole day together, doing fun activities. There are a lot of activities to do there such as riding bikes, which I love doing with my older brother because he's so competitive. Also, barbeque time is always fun. At night, we love gathering around the fire and telling scary stories to scare the young cousins or playing games which always makes us laugh and scream.

In summer, it is different. We go to the sea to swim or to catch fish and the rest of us will join in. We love going shopping in the malls. Sometimes, we go to the cinema to watch movies. We play football with our cousins in the park or in the club. time passes by having fun doing these activities, especially with family members of your age.

What about you? What do you enjoy doing with your family? I'd love to know if your behaviour changes when you're with them.

Write soon!

Mohammed

Unit 5

Write a classification essay of 110 – 130 words to describe two types of animal flight

Unit 5- A classification essay

When we think of flying animals, the first thing that comes to our mind is birds. However, there are other animals that can fly, too. Bats and insects like butterflies are two of them.

Bats are the only mammals that can truly fly. Their wings are actually hands that have adapted for flight. They have five fingers like us. Bats can move their wings like we use our hands in swimming. They can fold their wings into different shapes and change directions very quickly.

Butterflies look different from many other flying animals, compared to birds and bats, butterflies have really big wings for the size of their bodies. Because the wings are so big, they make it easier for the insect to move. They have strong muscles in their chest which force their wings to go up and down.

In conclusion it is amazing how both bats and butterflies fly, yet it is in a different way with different wings. Which are the other flying animals would you like to learn how they fly?

Unit 5 Part 2 Flying machines

Write an essay of 110 – 130 words to describe how flight evolved over the years

Long before we had aeroplanes, people had been experimenting with different flying machines. We still use some of those flying machines today. Some depend on air for movement, while others use engines.

Hot-air balloons and gliders use air currents for movement. Hot-air balloon pilots steer their aircraft by ascending or descending into air currents that move the balloon. The pilot controls the balloon's movement by heating the air inside the balloon, or by allowing it to cool naturally.

A glider also uses air currents to soar and glide. Small planes pull gliders along a runway to help them take off. But once in the air, gliders use the currents, not an engine, to move. Their long wingspan and strong body give riders a safe, smooth flight. Hot-air balloons and gliders are most often used for fun and adventure.

Helicopters first appeared during World War II. A helicopter hasn't got wings, but, like an aeroplane, it's got an engine that makes its blades spin at high speeds. This allows the helicopter to ascend into the sky. Unlike an aeroplane, which has to keep moving, helicopters can stay in one place in the sky for a long time. Today, helicopters are mostly used by medical teams and the military. But you can also take a helicopter ride for fun. Many tourist destinations offer helicopter rides for sightseeing.

So before your next plane ride, remember that planes aren't the only way to fly. Which type of flying machine would you most like to travel in?

wish you all the best

Thank you

Good Luck

Have a nice day