

مراجعة الوحدة السابعة



تم تحميل هذا الملف من موقع المناهج البحرينية

موقع المناهج ← المناهج البحرينية ← الصف التاسع ← لغة انجليزية ← الفصل الثاني ← ملفات متنوعة ← الملف

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

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف التاسع



صفحة المناهج
البحرينية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

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Unit 7

Visual Stories

- 1 Complete each sentence with a word from the box. Then match each picture to the correct sentence. Write the number.

audience meaningful oral shock subject visual witness



4 a. The student gave an oral presentation with images on a screen.



3 b. The witness saw the thief stealing the canvas.



5 c. The painting was meaningful to her.



1 d. The audience showed their anger when the artist didn't appear.

6 e. The image portrayed a man who was in shock.



2 f. Her children were the subject of her portraits.



2 Read each definition and write the word. Then use the letters in the circles to spell the name of a famous artist.

1. An image, usually of somebody's head and shoulders

P O R T R A I T

2. Something that is very important and significant

M E A N I N G F U L

3. Special cloth to paint on

C A N V A S

4. The people who watch, read or listen to something

A U D I E N C E

5. Someone who sees something happen

W I T N E S S

6. Spoken, not written

O R A L

The famous artist is P I C A S S O.

3 Listen. Complete the notes with a vocabulary word. Tick **T** for *True* or **F** for *False* for each sentence. Then, in your notebook, rewrite the false statements to make them true.

031

- | | T | F |
|--|-------------------------------------|-------------------------------------|
| 1. To <u>capture</u> scenes of rainy weather, change your lenses outdoors. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. After you have the <u>image</u> you want, walk further away from the <u>subject</u> and take the picture again. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3. Help people's <u>understanding</u> of the size of 'big' landscapes by including a person, a car or animals in your photo. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Include an animal's habitat to help the <u>visual representation</u> of that animal. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. Use the flash on your camera to <u>portray</u> buildings when there is little light. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6. Water can cause <u>permanent</u> damage to your camera. You need to carry <u>certain</u> things with you. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7. Make <u>portraits</u> of people <u>meaningful</u> by getting to know them first. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 8. Help your memories of photos <u>last</u> by keeping a record of when, where and of whom the photos were taken. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

GRAMMAR

Past passive: Describing past actions and processes

Thieves stole a Gauguin painting 40 years ago.	A Gauguin painting was stolen by thieves 40 years ago.
Picasso revolutionised art.	Art was revolutionised by Picasso.
Art dealers sold paintings for millions of dollars.	Paintings were sold by art dealers for millions of dollars.

When we use the passive, we usually focus on the action performed, not on the person performing it. However, when we use the past passive, it's more common to focus on the thing or person performing the action. We do this by using *by*. This is especially true when we talk about artwork and important discoveries.

The passive is more common in formal writing and less frequent in conversation.

To form the past passive, use **was/were** + past participle.

1 Rewrite each sentence in the past passive so that the meaning is the same.

1. Researchers found simply painted rocks from 10,000 years ago.

Simply painted rocks from thousands of years ago were found by researchers.

2. Our ancestors recorded history in a permanent way through paintings.

History was recorded in a permanent way by our ancestors through paintings.

3. Paintings told stories about the past before cameras.

Before cameras, stories about the past were told by paintings.

4. Ancient civilizations painted and decorated their ceramic pottery with stories.

Ceramic pottery was painted and decorated with stories by ancient civilizations.

5. In the past, people made things to last.

In the past, things were made to last.



2 Listen. Complete the sentences with words from the box and the past passive of the verbs in brackets. **032**

abstract canvas landscape masterpiece permanent quality shock witnesses

1. The masterpiece *Guernica* was painted (paint) by Pablo Picasso.
2. The town of Guernica was bombed (bomb) by the German air force.
3. The shock of war was portrayed (portray) in the painting.
4. More than 1,600 people were killed (kill).
5. The town and landscape were destroyed (destroyed).
6. Reports by witnesses were printed (print) in the newspapers.
7. A mural-size canvas was used (use) for the painting.
8. The subjects were shown (show) in a new abstract style.
9. The painting was returned (return) to Spain in 1981 where it now has a permanent home.

3 Write. Choose a painting by an artist you admire. Find out more about it. Use the past passive and the vocabulary in the box in Activity 2 to write about the painting.

Answers will vary.

My painting is _____ by _____.



2 Read and answer the questions.

1. What were the first 'screens' ever used?

The first 'screens' were cave walls.

2. How are modern images different from images from the past?

Modern images are more sophisticated and high-resolution.

3. What digital screen can you wear on your body?

A headset, helmet and watch.

4. What types of information can a screen tell us about ourselves?

A screen can tell us about our health and diet.

5. How can we tell our friends stories about ourselves?

360-degree video allows our friends to see our stories and everything around us.

6. Why do you think the stories are more about how we see things through technology rather than what we see?

The article talks more about the technology of screens and innovations in this area rather than the type of information we see on the screens.

3 List five different places we find screens. Write notes for each and describe one way we use that screen. *Possible answers*

Screen	Use
1. PlayStation	1. To play video games
2. Smartwatch	2. To see how much exercise I've done
3. Fridge	3. To control the temperature of the food
4. Aeroplane seat	4. To watch a film during the flight
5. 360-degree cinema	5. To experience being inside a film

4 Write questions. Find out how your friends or classmates use their screens. *Answers will vary.*

What time of the day do you look at your first screen? Do you ever look at two screens at the same time (for example, computer screen and smartphone)? What screen do you play games on? Do your parents have a screen in their car? How many screens are there in your home?

GRAMMAR

Reported speech: Describing what others say

She says, 'I can't draw!'	She says (that) she can't draw.
He said, 'I think I will join an art class.'	He said he would join an art class.
'Put the tops on my pens, please.'	The illustrator tells/is telling/told them to put the tops on his pens.
'Will you help me?' she asked.	She asked (me) if I would help her.

We use reported speech to tell someone else what another person said. (This is different from direct or quoted speech when we quote the speaker's exact words between quotation marks.)

When the reporting verb – *say, tell, ask* – is in the present, there is no tense change to the verb.

When the reporting verb is in the past – *said, told, asked* – the verb tenses change as follows:

present → past *will, can* → *would, could*

Remember to change the pronouns in the reported speech to represent the speaker's point of view.

She said, 'My friend likes landscape paintings.' She said **her friend** liked landscape paintings.

To report a command, use *told* + person + the infinitive with *to*.

- 1 Listen.** Which picture do the speakers talk about? Write A, B or C. Then report what they said. Complete the sentences. Remember to change the pronoun where necessary. **034**

A.



B.



C.



- B 1. She said landscapes were her favourite paintings.
- C 2. He says the subject is a friendly rabbit.
- A 3. She said she loved abstract art.
- B 4. She said the painting made her want to walk in the countryside.
- C 5. He asked if he could learn to draw a comic strip.
- A 6. He told me to read about abstract art (while I was) online.
- C 7. She asked if comic strips were always black and white.

- 2** Read Sol's message to his friend. Underline the reported speech. Write the actual words people say.

Hi Esme,

I'm looking for ideas for my end-of-year art project. The teacher told us to take a photo of the town that would tell a story. My mum laughed and said that was impossible because the town was so modern! My dad told me to take a photo of the river. He said that before people built roads, they travelled on the river. My uncle says that you can see parts of an old bridge over the river. Serge told me to forget the old stuff and take photos of the modern shopping centre. My grandma says that my grandad was a shipbuilder, so I should visit the port.

I think my sister had the best idea. She asked me if there was one thing that visually represented the town. I couldn't think of one. So she told me to take a lot of photos of the town and use a method called collage!

What do you think? Let me know.

Thanks,

Sol



1. The teacher said, 'Take a photo of the town that will tell a story.'
2. My mum said, 'That's impossible because the town is so modern.'
3. My dad said, 'Take a photo of the river.'
4. He said, 'Before people built roads, they travelled on the river.'
5. My uncle says, 'You can see parts of an old bridge over the river.'
6. Serge said, 'Forget the old stuff and take photos of the modern shopping centre.'
7. Grandma says, 'Your grandad was a shipbuilder, so you should visit the port.'
8. My sister asked, 'Is there one thing that visually represents the town?'
9. She said, 'Take a lot of photos of the town and use a method called collage.'

Now I can ...



1. talk about images to tell important stories.

'A picture can paint a thousand words.' Do you agree? Why or why not?

Answers will vary.

- Yes, I can!
- I think I can.
- I need more practice.

2. use the past passive to describe past actions and processes.

Rewrite the sentences using the past passive.

1. The magic lantern used candles to create a moving image.

Candles were used to create a moving image.

2. Thomas Edison invented a machine to watch cartoons.

A machine to watch cartoons was invented by Thomas Edison.

3. Robert Capa took meaningful pictures of the Spanish Civil War.

Pictures of the Spanish Civil War were taken by Robert Capa.



- Yes, I can!
- I think I can.
- I need more practice.

3. use reported speech to describe what others said.

1. What did a friend say or ask you yesterday? Possible answers

My friend asked me if I had a healthy snack in my bag.

2. What did a teacher or parent tell you to do last week?

My/Our teacher told me/us to visit an art gallery.

- Yes, I can!
- I think I can.
- I need more practice.

4. write a narrative essay about the story that a photo tells.

If you could choose one photo to frame tomorrow, which one would it be?

Why? Remember a conversation connected to the photo.

Answers will vary.

- Yes, I can!
- I think I can.
- I need more practice.

YOU DECIDE Choose an activity. Go to page 96.