

مراجعة اللغة الإنجليزية



تم تحميل هذا الملف من موقع مناهج مملكة البحرين

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

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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

أهم الفقرات التي تكررت في الامتحانات السابقة

1

مراجعة الفصل الثاني كاملة

2

مراجعة نهائية للفصل الثاني

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مراجعة الامتحان النهائي

5



KINGDOM OF BAHRAIN
Ministry of Education



مملكة البحرين
وزارة التربية والتعليم

مدرسة مدينة عيسى الإعدادية للبنات

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البحرين
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تعليم متطور ذو جودة في بيئة تربوية خلّاقة



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Reading



Reading: Part 1

(34 marks)

10

Read the text below and choose the correct word. For each space circle the correct letter A, B, or C. Number (0) is done for you as an example. (10x1=10 marks)

Sweden's Ice Hotel

The village of Jukkasjärvi is(0)..... Swedish Lapland, and winter temperatures there can reach -40°C . But 6,000 holidaymakers(1)..... go there annually, to visit what is probably Europe's most unusual accommodation.

In this hotel you eat, drink, and sleep in rooms made(2).....ice. If you want, you can(3)..... have a party in one. The breakfast corner is ice too, and putting hot drinks on it obviously not(4)..... ! The bedrooms are around -4°C , but fortunately guests are(5)..... with special sleeping bags that will keep(6)..... warm in the coldest of temperatures.

Suitable outdoor clothes can(7)..... supplied too, if needed. The hotel is never more than six months old(8)..... it melts in summer, and(9)..... winter it is rebuilt. Creating the hotel(10)..... 10,000 tonnes of ice, plus 30,000 tonnes of snow.

0	(A)	<u>in</u>	B	at	C	From
1	A	also	B	ever	C	still
2	A	by	B	of	C	for
3	A	even	B	however	C	yet
4	A	supported	B	recognised	C	recommended
5	A	given	B	offered	C	provided
6	A	these	B	them	C	those
7	A	be	B	is	C	was
8	A	so	B	because	C	while
9	A	other	B	any	C	each
10	A	brings	B	puts	C	needs








Reading: Part 2

10

B-The people below all want to book a hotel in a European city. On the opposite page, there are six descriptions of hotels in the city. Decide which hotel (letters A-F) would be the most suitable for each person (numbers 1-5). There is an extra hotel description.

(5 × 2 = 10 marks)

<div data-bbox="111 768 197 845">1</div>	 <p>Alice and Jaime want to celebrate their anniversary in a stylish hotel with good service. They plan to eat out, see a show and go sightseeing, without using public transport.</p>
<div data-bbox="111 1013 197 1089">2</div>	 <p>Sebastian wants to do some exercise at his hotel before attending a conference in the city centre. Afterwards he plans to walk back, have a meal in his room and relax for the evening.</p>
<div data-bbox="111 1268 197 1344">3</div>	 <p>Alex and Sue want a room in a traditional hotel with suitable facilities for their two children. They want to eat well before going sightseeing and want help with ideas for what to do.</p>
<div data-bbox="111 1522 197 1599">4</div>	 <p>Steve wants to stay overnight in a central hotel where he can experience the typical atmosphere of the city. He would like a light breakfast before leaving by public transport for his early morning flight.</p>
<div data-bbox="111 1757 197 1833">5</div>	 <p>Holly and Lucia are travelling round Europe and want to stay somewhere cheap and with sport activities nearby. They hope to meet other young travellers like themselves.</p>

City Hotels

A	<p>Royal It's easy to miss this central hotel hidden away in a side street. Full of character, it is popular with families and business travellers but don't expect luxury service. Unlimited coffee, but nothing more, is available in the morning, but there are food stores a short walk away.</p>
B	<p>Windmill This medium-priced hotel surrounded by artists' studios, lively cafes and interesting food shops is right in the middle of the city. The underground station outside will take you anywhere, including the airport within minutes. Help yourself to breakfast from 8 am downstairs, or coffee and rolls can be brought to your room before that.</p>
C	<p>Hi-Tech All costs are kept low here. Guests book on the internet, then check in and buy everything they need from machines. Breakfast comes in airline-style boxes. You sleep in a tiny cabin for one and roll up your bed during the day. A fun choice for backpackers, who get together in the lively sport club next door.</p>
D	<p>Mars Hotel Mars is located on one of the main streets, a short walk from tourist attractions, theatres and restaurants. The luxury rooms are beautifully decorated and furnished with antiques. An excellent breakfast is served by waiters in the top-floor restaurant, which also offers spectacular evening views over the city.</p>
E	<p>Haussman The wonderful city museum is right next door to this friendly 19th century hotel. The old-fashioned furniture and attractive iron balconies all add to the homely atmosphere. The hotel games room will keep all ages entertained, and there's plenty on offer at the self-service breakfast. Staff are always happy to supply information about what's on.</p>
F	<p>Archway This 19th century hotel is in a busy area with plenty of restaurants. It was modernized two years ago and now has a fitness centre. Rooms are very comfortable with widescreen TV. There's no restaurant, but you can order decent hot food via reception from the takeaway next door.</p>



Little Chefs

For one group of children aged between ten and fifteen, Saturdays are spent learning the art of serious cooking. Their weekly lessons in small classes are so popular that there is a waiting list of 30 children who want to do the course.

Parents pay £280 for the course where their children learn how to make good food.

Class member Bill, aged ten, says, "I love my mum's cooking and now I can do it better than her. The teachers make us laugh, especially when we sit down with them to share the food we've made. I am really having fun.

Flora is twelve, and she's having problems preparing onions. 'I love cooking. I did a meal for ten friends which they really enjoyed. Then my mum suggested I take up a hobby, instead of doing nothing at weekends. I was happy staying at home, so I wasn't too keen at first. I'm really glad I decided to come, though.'

Their teacher, Philippe, says, 'It's great fun. Children pay attention and remember things better than adults, although the kitchen isn't always as tidy when they're cooking! As adults, we're always learning more about food. If parents' interest their children in cooking while they are young, they'll have enough skill to make food for themselves when they leave home'.



A –Now circle the correct answer (a,b or c)

(2x4= 8 marks)

1. What is the writer trying to do in the text?

- a. warns parents not to expect too much from their children.
- b. advertises schools that teach adults how to cook.
- c. describes how some children spend their spare time.

2. What can a reader find out from this text?

- a. which dishes students prefer to cook on the course.
- b. why the classes are so successful.
- c. how much one lesson costs.

8

3. Why did Flora join the course?

- a. She wanted to learn to cook a big meal=
- b. She felt bored at weekends, with nothing to do=
- c. Her mother wanted her to develop an interest.

4. What does Philipe say about his young students?

- a. They will be confident about cooking in the future=
- b. They have a good memory but don't always listen=
- c. They teach their parents what they have learnt in class.

B –Now read the text again and answer the following questions

(4 x 1.5 = 6 marks)

1. Which age group the “little chefs” course design for?

.....

2. How much do parents pay for the course?

.....

3. What do children do in the course?

.....

4. What is Flora finding it difficult to do?

.....

6



Reading: Part 1

10

Read the text below and choose the correct word. For each space circle, the correct letter A, B, or C. Number (0) is done for you as an example. (10x1=10 marks)



Honey

Honey is a sweet liquid(0)..... by bees. It(1)..... of water and sugars.

Bee may travel as(2)..... as seventy-five thousand kilometres and visit two million flowers to produce just half a kilo of honey. The colour and flavour of honey depend(3)..... the type of flower visited. In(4)....., there are more than three hundred(5)..... of honey.

The lighter-coloured ones are generally milder in flavour than darker honey.

In ancient (6)....., honey was the main sweet food, as sugar was very.....(7).....

Honey was of great value, to the ancient Egyptians,(8)..... used it as payment.

Today, honey is produced and eaten in.....(9)..... part of the world. Research suggests that it prevents tiredness and improves athletic performance. However, honey is not just food, it can be(10)..... for sore throats and is used in many skin and hair-care products.






0	(A)	<u>made</u>	B	turned	C	put
1	A	involves	B	consists	C	includes
2	A	well	B	long	C	far
3	A	to	B	on	C	for
4	A	case	B	order	C	fact
5	A	varieties	B	collections	C	set
6	A	seasons	B	times	C	dates
7	A	distant	B	rare	C	small
8	A	where	B	which	C	who
9	A	some	B	almost	C	every
10	A	take	B	taken	C	took

Reading: Part 2

10

The people below are all want to visit the same city in Britain and want to find a suitable hotel. On the opposite page, there are six descriptions of hotels. Decide which hotel (letters A-F) would be the most suitable for each person (numbers 1-5). There is an extra hotel description.

(5 × 2 = 10 marks)

1		Stephen is looking for a top-quality hotel, which is near to the airport, to hold a meeting with visiting German publishers. They will stay overnight and want to take some exercise outdoors after the meeting.
2		Karl and Monika want to stay in the city centre overnight at a hotel offering good local food. The next morning they plan to see the main sights. They are not worried about the cost of the hotel.
3		James and Denise want a modern, medium-priced hotel in the city, but will eat out during their stay. They also want to see some films in the evenings, somewhere near their hotel.
4		David and Katrina have just started work after leaving collage and haven't got much money, so they want a reasonably priced hotel. They like country walks and watersports.
5		Sue and Belinda want to stay somewhere in the city centre that offers a variety of evening entertainment within the hotel, including live music.



HOTELS

A	The Salisbury Hotel is a top hotel with a health club, swimming pool, shops and fully-equipped business centre. Within the hotel are three international restaurants, one with a French chef. The hotel is conveniently located close to the motorway, though airport users should allow plenty of time because traffic is usually heavy.
B	The newly-built Aviemore Hotel is small but in the centre of the city's cinema, restaurant and club district. Rooms are clean, comfortable and reasonably priced, although the food is rather basic. There is an electronic games arcade in the hotel.
C	The Westmore Hotel is in beautiful countryside to the east of the city. It is peaceful and inexpensive, although the accommodation is basic. There are opportunities nearby for sailing and diving, and a lot of interesting routes to explore on foot.
D	The Cumberland Hotel is well placed for sightseeing on a busy city street, in a district which is full of interesting shops. Rooms are expensive but comfortable and the hotel serves excellent food, typical of the area. A piano player entertains guests every night.
E	The Russell Hotel is close to the airport, and has quiet, comfortable rooms. However, the journey to the city centre can take time, and prices are above average. Delicious local food is served in the restaurant and its conference rooms and business facilities are excellent. The hotel is surrounded by woodland, offers a golf course, and there are pleasant walks around the nearby lake.
F	The Panda is an older hotel in the heart of the city, with ground-floor rooms opening onto a country-style garden. Prices are reasonable. There is a sports centre and a small cinema. A band performs every evening in the hotel restaurant, where excellent French food is served. Airport buses pick up from the hotel.



Internet Addiction



1	
---	--

The curtains are closed. The light comes from the screen that John is staring at. He has checked his Hotmail, watched some videos on Youtube, updated his Facebook status and now he is playing a game. If you asked him how long he has been online, he will probably say about half an hour. In fact, it has been 9 hours. John, like millions of other teens worldwide, is addicted to the internet.

2	
---	--

Now that we spend almost one third of our leisure time online, some health experts are worried that this is affecting our health. Apart from physical problems like bad backs, eye strain and weight gain, some addicts stop socialising and exercising to spend more time online. When they cannot access the Internet, they feel anxious, impatient and depressed.

3	
---	--

Internet addiction is now considered a real illness. In South Korea, almost 90% of homes have internet access and experts believe that up to 30% of teens use the Net too much. Special internet-free camps have been set up there for addicts that include physical activity, advising sessions and workshops for hobbies. Even Google, the Internet's number one search engine, advises its employees against letting technology take over their lives and recommends switching off for a part of everyday.

4	
---	--

So how can you cut down on the Internet? Well the first step is to write down how long you are online. Take regular breaks of five minutes and slowly increase them until you can leave the Internet alone for a day or two. Take up a sport or a hobby and go out to the park, the cinema or the mall with friends who don't care about the Internet. Remember that the Internet is useful and fun, but don't let it take over your life!



A. Read the text again and choose the best heading (A-E) for each paragraph (1-4). There is one extra heading (2x4=8 marks)

A. keep Things under Control

B. Losing Track of Time.

C. Feeling the Effects.

D. Not Such a Big Problem.

E. Getting Away from it all

8

B -Now answer the following questions. (2× 3 = 6 marks)

1. According to the text, in what ways can being online for too long affect us? (Write two answers only)

- a.....
b.....

6

2. How do the special camps in South Korea help Internet addicts? (Write two answers only)

- a.....
b.....

3. What does Google tell its employees about too much technology?

- a.....
b.....



Grammar

2025

2024

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Unit 4 Grammar 1 - Present passive: Describing actions and processes

Active sentences

Farmers grow cotton in warm climates.

Designers make many clothes from cotton.

object

Passive sentences

Cotton is grown in warm climates.

Many clothes are made from cotton.

subject

The objects in the active sentences become the subjects of the passive sentences.

When we use the passive, we focus on the action performed, not on the person performing it. Most of the time, the person who performs the action is not important, or is not known. In some cases, when we want to mention who or what did the action, we use *by*.

*The cotton **is picked by** young volunteers. The cotton **is picked by** special machines.*

A- Fill in the blanks below to complete the sentences with PASSIVE (with present simple).

1. English (speak)_____ in many countries around the world.
2. Much of the world's coffee (grow)_____ in Brazil.
3. Many photos (take)_____ of the beautiful scenery near the mountain.
4. The flowers (water)_____ every evening by the gardener.
5. How many books (check out)_____ from the library every week?
6. Millions of dollars (make)_____ on the stock market every day.
7. My friend's salary (pay)_____ by his company every two weeks.
8. Many criminals (catch)_____ with the help of modern technology.
9. The department store doors (open)_____ to customers at 9 a.m.
10. Letters and packages (pick up)_____ by the postman every day.



Unit 4 Grammar 2 –

Modals: Making suggestions and giving advice about present and past actions

PRESENT

could + verb

We **could dry** these clothes in the sun.
We **could save** on electricity.

should + verb

You **should reduce** your fashion footprint.
You **should recycle** your clothes.

PAST

Could have + past participle

You **could have saved** those jeans.
You **could have made** them into shorts.

Should have + past participle

We **should have returned** that leather jacket.
We **should have bought** the cotton jacket.

could + verb and *could have* + past participle are usually used to make suggestions
should + verb and *should have* + past participle are usually used to give advice

Put the correct modal from the modals below in the following sentence.
could – should – could have – should have

1. You _____ learn to sew your own clothes.
2. You _____ saved some money.
3. You _____ worn a warm jacket.
4. You _____ buy eco-friendly products.
5. She _____ asked for help.

1 Read. Complete the dialogue with words from the list. Use *could*, *should*, *could have* or *should have*.

be do dry hang listen put wash wear

Mum: You shouldn't have washed your new T-shirt. You just got it!

Pat: But I wore it to lunch with my friends and I spilt soup on it.

Mum: You _____ more careful. And instead of washing your T-shirt all by itself in the machine, you _____ it by hand in the sink. That way you save water.

Pat: What do you mean?

Mum: Did you know it takes 40 gallons of water to wash that T-shirt in the machine?

Pat: That much? I really _____ it in there.

Mum: And you _____ it in the dryer, either. It takes more than five times the energy to dry that T-shirt than it does to wash it. From now on, you _____ it on the clothes line so that the sun dries it – for free!

Unit 6 Grammar 1

Present and past conditionals: Talking about unlikely (but possible) or impossible situations

Present and past conditionals: Talking about unlikely (but possible) or impossible situations

Unlikely but possible	Impossible
If there were life on Mars, we would know about it by now.	If it had been less hazy, we would have seen the eclipse.
If we visited Mars, we would find some aspects similar to those on Earth.	Rovers might have landed on Mars sooner if space exploration had received more money.

We use **if** + past simple, **would/could/might** + infinitive (without *to*) to talk about events and situations that are unlikely to happen in the present or future. After *I, he, she* or *it*, use *were*: *If I **were** an astronaut, I **would** travel to the International Space Station.*

We use **if** + past perfect, **would/could/might have** + past participle to talk about impossible or hypothetical events and situations in the past.

The *if*-clause can come first or second in the sentence. When it comes second, no comma is needed: *I **would** travel to Mars **if** it **were** possible.*

A.- Complete the gaps with the correct third conditional verb form.

1. If you _____ (not / be) late, we _____ (not / miss) the bus.
2. If she _____ (study), she _____ (pass) the exam.
3. If we _____ (arrive) earlier, we _____ (see) John.
4. If they _____ (go) to bed early, they _____ (not / wake) up late.
5. If he _____ (become) a musician, he _____ (record) a CD.
6. If she _____ (go) to art school, she _____ (become) a painter.
7. If I _____ (be) born in a different country, I _____ (learn) to speak a different language.
8. If she _____ (go) to university, she _____ (study) French.
9. If we _____ (not / go) to the party, we _____ (not / meet) them.
10. If he _____ (take) the job, he _____ (not / go) travelling.

Unit 6 Grammar 2 – Adverbs: Comparing how things are done

Adverbs: Comparing how things are done

The instruments detected water accurately .	Curiosity has travelled far on the plains of the red planet.
The instruments worked as accurately as scientists had hoped.	Curiosity goes as far as scientists want it to.
The instruments detected water more accurately than before.	The rover Endeavor has travelled further than Curiosity.
The instruments on Curiosity detected water the most accurately .	Endeavor has travelled the furthest of all rovers so far.

With comparative adverbs, use **more ... than**; with superlative adverbs, use **the most**. With adverbs that have the same form as the adjectives, use **-er** and **-est**: **fast, faster, fastest; hard, harder, hardest; near, nearer, nearest**.

There are some irregular forms: **well, better, best; badly, worse, worst; far, further, furthest**.

A- Choose the correct answer.

1. Astronauts eat (**healthy- more healthily**) than I do.
2. I think astronauts sleep (**good- well**) at home.
3. My new computer processes data (**as fast- faster than**) as my old one.
4. Jane did the experiment (**more carefully- as carefully**) than her sister.
5. The rovers Spirit and Curiosity found water (**more quickly- quickest**) than scientists expected.



Unit 7 Grammar 1 – 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 the sentences in the past passive so that the meaning is the same. (SB page 123)

1- Assistants helped many artists in their studios.

.....

2- People didn't paint cave paintings.

.....

3- Da Vinci sketched out his inventions.

.....

4- Researchers didn't record the data.

.....

5- Pablo Picasso completed Guernica in June 1937.

.....

6- He painted it as a protest against the town's destruction.

.....

Unit 7 Grammar 2 – Reported speech: Describing what others say

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*.

A- Rewrite the statements as reported speech. Pay attention to the changes in the tense and the pronoun.

1. She asked, "What did he say?"

→ She asked .

2. He asked her, "Do you want to dance?"

→ He asked her .

3. I asked him, "How old are you?"

→ I asked him .

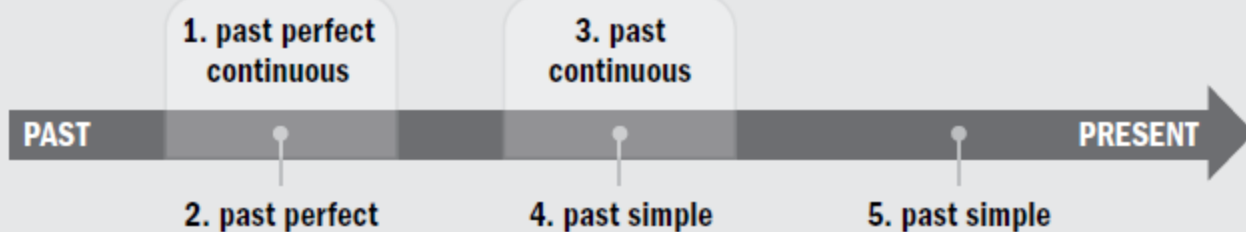
4. The tourists asked me, "Can you show us the way?"

→ The tourists asked me .

5. She told me, "Don't worry."

→ She told me .

Unit 8 Grammar 1 – Narrative tenses: Telling a story



*I **had been thinking** (1) of becoming a pilot for a long time. I **had even done** (2) research about flight schools. Then one day I **was talking** (3) to my cousin and he **told** (4) me I could install flight simulator software on my tablet! And that's how I **learnt** (5) to fly without leaving my house!*

We can use four tenses when narrating stories:

- the past simple (4, 5) for narrating events in chronological order.
- the past perfect (2) for describing an event that happened before another event in the past.
- the past perfect continuous (1) and the past continuous (3) to describe actions in progress or actions that are repeated over a longer period.

1- Change the sentences from the past simple to the past perfect.

e.g: The adventurer crossed the Atlantic in record time.

The adventurer had crossed the Atlantic in record time.

1- She made an emergency landing in the Egyptian desert.

2- She flew non-stop across the whole continent.

3- I found out a lot about her journey online.

4- My friend and I read the blog.

5- We were fascinated by her exploits.

2. Change the sentences from the past continuous to the past perfect continuous.

e.g: He was learning to fly for years. He had been learning to fly for years.

1- I was climbing the mountain.

2- We were standing on the summit.

3- My friends were coming up to join us.

4- I was hiding behind a rock.

5- We were celebrating our graduation.

Unit 8 Grammar 2 – Geographic use of the

GRAMMAR

Geographic use of *the*

The Nile River runs through **the Sahara Desert** to **the Mediterranean Sea**.

Christopher Columbus was born in **the Republic of Genoa**, Italy. He sailed past **the Canary Islands** and across **the Atlantic Ocean** four times.

The European Union has more than 400 million people.

I'm from South America. That's in **the southern hemisphere**.

We use *the* with names of mountain groups, rivers, oceans, seas, deserts, island groups, points on the globe (*the South Pole*) and general areas (*the south, the southern hemisphere*).

We don't use *the* with most countries, cities, streets, individual mountains (*Mount Everest*), islands and continents. Exceptions are place names that contain words such as *republic, state or union* (*the Dominican Republic, the United States*). We also say *the Netherlands* and *The Hague*.

A- Tick if the is needed in the sentence.

Example: In around 1427. **The** Azores were discovered. (✓)

- 1- It is possible that **the** Antarctica was first seen in 1820. ()
- 2- Ibn Battuta was an early explorer of **the** Middle East. ()
- 2- The Mont Blanc is the tallest peak in **the** Alps. ()
- 3- A Frenchwoman explored **the** South Pacific in the 1700s disguised as a man. ()
- 4- The longest lake in the world is **the** Lake Tanganyika. ()
- 5- **The** Mount Kilimanjaro was first climbed in 1889. ()

Fill in: THE, A, AN or ---- (no article)

1. Kate has been talking to _____ customer who has just come into _____ shop.
2. In England you must go to _____ school until you're 16.
3. She went to ___ zoo, but she didn't see ___ monkeys there. She hates ___ monkey
4. You won't like that restaurant. _____ food isn't very good there.
5. People don't write _____ letters nowadays. They write _____ emails. But I haven't written _____ email for ages.

Writing Sample

P.s. These writings are only samples to follow, they may or may not come in the final exam as it is issued by the Ministry Of Education. However, go over the layouts and study them hard, the topics may change but the genera (type of the writing) won't be different.



Unit 4 Writing: a cover letter to apply for a job,

You saw the advertisement below in **Instagram** and you want to apply for the position of a part-time shop assistant. Write a letter of application. (Your letter should be between **100-120 words**)

Location: Seef mall – Kingdom of Bahrain
Job Type: Part-time shop assistant
Must be young and a self- confident, organised and responsible person, must have 2 years experience, speaks Arabic and English.
Contact Mr. John Wales

Introduction: <ul style="list-style-type: none">- Reason for writing- What is the job?- Where did you see the AD?	Main Body: <ul style="list-style-type: none">- Age – qualifications – languages – current job- previous experience – personal qualities- explain why you want the job and why you are suitable for the position	Conclusion: Closing remarks?
--	--	--

Unit 4 lesson 7: Writing Page

Application for part-time shop assistant

The Manager
Ethical Fashion
High Street Kingdom of Bahrain

15th October 2023

Dear Sir/Madam,

Application for part time shop assistant

I am a secondary school student seeking a part-time shop assistant position advertised on your website. I am passionate about fashion and the environment, and I believe it is important to have shops that sell ecofriendly clothes to educate and inform consumers.

I am self-confident, organized, and responsible, and I enjoy meeting new people and discussing the latest designers and styles. Additionally, I speak Arabic, English, and French, and have previous experience working in a clothes shop with a satisfied manager.

Please find my CV attached, which highlights my skills and personality that make me an excellent fit for this position. I look forward to hearing from you soon.

Sincerely,

Sara Ahmed



Unit 6 Writing: persuasive essay (1)

Write an essay of 110–130 words about the argument that it's better to explore the ocean than outer space. Present both sides of the argument and persuade your readers to agree with you.

Introduction

Para1:
Opening sentence.
(main idea of the essay) introduce the two arguments you're going to discuss.

Main body

Para2 + 3:
Write arguments (positive) points about both arguments.
Write counter-argument about the argument you don't support. (negative points)
Argue to support your idea about which one is better. (positive points about the argument you support)

Conclusion:

Para 4:
Write about the argument you support.
Summarize your ideas and your reasons

47

Ocean exploration vs. space exploration

Exploration is very important for all people. Some people believe that exploration should focus on outer space. Others believe it should focus on the oceans. Which is better?

Those who believe we should focus on exploring outer space because it is wildly more popular and has proven its worth with many advancements and wonders. However, we have explored only around 5% of them. We still need to know more about them and all the living conditions and beings thereunder.

People who study outer space think it's useful because it can give us new medicines, plus teach us about other planets. But exploring space costs a ton of money and it doesn't always give us much in return. On the other hand, the ocean is super helpful. It gives us food, medicine, and even the air we need to breathe. In addition, it's a massive playground for exploration and discovery, full of unique creatures and ecosystems that could hold even more secrets to benefit humanity.

To sum up, it is clearly better to give attention, time, effort, and money to explore the oceans, as such exploration is less expensive as compared to space exploration. Ocean exploration also benefits people in ways that are more practical than any benefit from space exploration.



Unit 7 Writing: narrative story (1)

You were looking at your album that has many pictures and memories when, you came across a picture which has a very beautiful story. Write the story behind this picture using the layout given.

(Your story should be between 120-140 words) Follow the given layout:

Introduction

Para1:

- topic sentence
- why you choose this picture.

Main body

Para2:

- The story behind the picture.
(Must add quoted speech or reported speech)

Conclusion:

Para3:

- Summarize what effect the person in the photo and the place or moment has had on

Unit 7 lesson 7: Writing Page 125

Writing a story of a meaningful photo

Fishing With My Grandfather

Whenever I look at this photo, it reminds me of fishing with my grandfather, who loves it. He used to try to get my brother and me excited about it, but we never went until one day I changed my mind.



After waiting for three hours, I asked him why he enjoys standing out there for so long. He said that when he was a boy, fishing was everything to him because he didn't have TV, video games, or smartphones. Now, it takes him back to that happy time. This photo changed how I see my grandfather. We caught the biggest fish I had ever seen after I took the picture.



It was really exciting. I started going fishing with him whenever I could after that.

Unit 7 Writing: narrative story (2)

You were looking at your album that has many pictures and memories when, you came across a picture which has a very beautiful story. Write the story behind this picture using the layout given.

(Your story should be between 120-140 words) Follow the given layout:

Introduction

Para1:

- topic sentence
- why you choose this picture.

Main body

Para2:

- The story behind the picture.
(Must add quoted speech or reported speech)

Conclusion:

Para3:

Summarize what effect the person in the photo and the place or moment has had on

Safari trip

I can still remember the day I took this photo. It was my first Safari trip. I was standing in the car trying to watch everything around me.

My family and I were so excited about our trip, my mother was quite scared. My brothers and I couldn't wait to have this adventure. We took cars so we can have a better view of the animals in there. 'it was hot in here' my brother said. We saw lots of animals' elephants, tigers, giraffes and more. When we were on our way a group of elephants passed in front of our car, one of the huge animals hit the car by accident, the car was shaking for few minutes, then they started to walk faster, dust was everywhere we couldn't see each other. My mom was so scared that any of us might get hurt. 'Is everybody fine?' she shouted. 'Yes mom' we replied. And then we held each others' hands.

It was a bit scary, but that amazing feeling we had of holding to each other at the times of fear made me appreciate every moment I spend with my family. It was a beautiful adventure I'm looking forward to go there again.



Unit 8 Writing: a news report

Write a news report of 110–130 words about an exploration or adventure..

Introduction

Para1:

1. Who is the person you will talk about?
2. What did she / he do?
3. When did he / she do that?
4. Where did it take place?
5. Why did this happen?

Main body & Conclusion

Para2 + 3:

Give more information about the topic answering
**HOW THINGS HAPPENED - IN DETAILS - AND
THE RESULTS AND ACHIEVEMENTS?**

Unit 8 lesson 7: Writing Page 141

Writing a news report On Top of the World!

Shaikh Mohammed Bin Hamad Al Khalifa successfully climbed Mount Everest in May 2021 with his team. They are the first Bahraini nationals to climb Mount Everest and the first international team to climb the world's tallest mountain.



Climbing Everest requires skill and experience due to its difficult climate and sudden weather changes. The climate of Everest is one of the most difficult things for climbers to manage. It is very dangerous for climbers.

The Bahraini team trained in the Himalayas in Nepal two months before starting the climb. They climbed several smaller mountains as part of their preparation.

On the day they reached the summit of Everest, the team held the Bahraini flag at the top to mark their achievement.



Key Answers



Reading: Part 1

(34 marks)

10

Read the text below and choose the correct word. For each space circle the correct letter A, B, or C. Number (0) is done for you as an example. (10x1=10 marks)

Sweden's Ice Hotel

The village of Jukkasjärvi is(0)..... Swedish Lapland, and winter temperatures there can reach -40°C . But 6,000 holidaymakers(1)..... go there annually, to visit what is probably Europe's most unusual accommodation.

In this hotel you eat, drink, and sleep in rooms made(2).....ice. If you want, you can(3)..... have a party in one. The breakfast corner is ice too, and putting hot drinks on it obviously not(4).....! The bedrooms are around -4°C , but fortunately guests are(5)..... with special sleeping bags that will keep(6)..... warm in the coldest of temperatures.

Suitable outdoor clothes can(7)..... supplied too, if needed. The hotel is never more than six months old(8)..... it melts in summer, and(9)..... winter it is rebuilt. Creating the hotel(10)..... 10,000 tonnes of ice, plus 30,000 tonnes of snow.






0	(A)	<u>in</u>	B	at	C	From
1	A	also	B	ever	(C)	still
2	A	by	(B)	of	C	for
3	(A)	even	B	however	C	yet
4	A	supported	B	recognised	(C)	recommended
5	A	given	B	offered	(C)	provided
6	A	these	(B)	them	C	those
7	(A)	be	B	is	C	was
8	A	so	(B)	because	C	while
9	A	other	B	any	(C)	each
10	A	brings	B	puts	(C)	needs

Reading: Part 2

10

B-The people below all want to book a hotel in a European city. On the opposite page, there are six descriptions of hotels in the city. Decide which hotel (letters A-F) would be the most suitable for each person (numbers 1-5). There is an extra hotel description.

(5 × 2 = 10 marks)

1	D		Alice and Jaime want to celebrate their anniversary in a stylish hotel with good service. They plan to eat out, see a show and go sightseeing, without using public transport.
2	F		Sebastian wants to do some exercise at his hotel before attending a conference in the city centre. Afterwards he plans to walk back, have a meal in his room and relax for the evening.
3	E		Alex and Sue want a room in a traditional hotel with suitable facilities for their two children. They want to eat well before going sightseeing and want help with ideas for what to do.
4	B		Steve wants to stay overnight in a central hotel where he can experience the typical atmosphere of the city. He would like a light breakfast before leaving by public transport for his early morning flight.
5	C		Holly and Lucia are travelling round Europe and want to stay somewhere cheap and with sport activities nearby. They hope to meet other young travellers like themselves.

A –Now circle the correct answer (a,b or c)

(2x4= 8 marks)

1. What is the writer trying to do in the text?
 - a. warns parents not to expect too much from their children.
 - b. advertises schools that teach adults how to cook.
 - ☒ c. describes how some children spend their spare time.
2. What can a reader find out from this text?
 - a. which dishes students prefer to cook on the course.
 - ☒ b. why the classes are so successful.
 - c. how much one lesson costs.
3. Why did Flora join the course?
 - a. She wanted to learn to cook a big meal=
 - b. She felt bored at weekends, with nothing to do=
 - ☒ c. Her mother wanted her to develop an interest.
4. What does Philippe say about his young students?
 - ☒ a. They will be confident about cooking in the future=
 - b. They have a good memory but don't always listen=
 - c. They teach their parents what they have learnt in class.

8

B –Now read the text again and answer the following questions

(4 x 1.5 = 6 marks)

1. Which age group the “little chefs” course design for?
Between 10 to 15 / between ten to fifteen
2. How much do parents pay for the course?
Parents pay £280 for the course
3. What do children do in the course?
Children learn how to make good food.
4. What is Flora finding it difficult to do?
She has problems preparing onions.

6



Reading: Part 1

10

Read the text below and choose the correct word. For each space circle, the correct letter A, B, or C. Number (0) is done for you as an example. (10x1=10 marks)



Honey

Honey is a sweet liquid(0)..... by bees. It(1)..... of water and sugars. Bee may travel as(2)..... as seventy-five thousand kilometres and visit two million flowers to produce just half a kilo of honey. The colour and flavour of honey depend(3)..... the type of flower visited. In(4)....., there are more than three hundred(5)..... of honey.

The lighter-coloured ones are generally milder in flavour than darker honey. In ancient (6)....., honey was the main sweet food, as sugar was very.....(7)..... Honey was of great value, to the ancient Egyptians,(8)..... used it as payment. Today, honey is produced and eaten in.....(9)..... part of the world. Research suggests that it prevents tiredness and improves athletic performance. However, honey is not just food, it can be(10)..... for sore throats and is used in many skin and hair-care products.






0	(A)	<u>made</u>	B	turned	C	put
1	A	involves	(B)	<u>consists</u>	C	includes
2	A	well	B	long	(C)	<u>far</u>
3	A	to	(B)	<u>on</u>	C	for
4	A	case	B	order	(C)	<u>fact</u>
5	(A)	<u>varieties</u>	B	collections	C	set
6	A	seasons	(B)	<u>times</u>	C	dates
7	A	distant	(B)	<u>rare</u>	C	small
8	A	where	B	which	(C)	<u>who</u>
9	A	some	B	almost	(C)	<u>every</u>
10	A	take	(B)	<u>taken</u>	C	took

Reading: Part 2

10

The people below are all want to visit the same city in Britain and want to find a suitable hotel. On the opposite page, there are six descriptions of hotels. Decide which hotel (letters A-F) would be the most suitable for each person (numbers 1-5). There is an extra hotel description.

(5 × 2 = 10 marks)

1	E		Stephen is looking for a top-quality hotel, which is near to the airport, to hold a meeting with visiting German publishers. They will stay overnight and want to take some exercise outdoors after the meeting.
2	D		Karl and Monika want to stay in the city centre overnight at a hotel offering good local food. The next morning they plan to see the main sights. They are not worried about the cost of the hotel.
3	B		James and Denise want a modern, medium-priced hotel in the city, but will eat out during their stay. They also want to see some films in the evenings, somewhere near their hotel.
4	C		David and Katrina have just started work after leaving collage and haven't got much money, so they want a reasonably priced hotel. They like country walks and watersports.
5	F		Sue and Belinda want to stay somewhere in the city centre that offers a variety of evening entertainment within the hotel, including live music.

A. Read the text again and choose the best heading (A-E) for each paragraph (1-4). There is one extra heading (2x4=8 marks)

A. keep Things under Control **4**

B. Losing Track of Time. **1**

C. Feeling the Effects. **2**

D. Not Such a Big Problem.

E. Getting Away from it all **3**

8

B -Now answer the following questions. (2× 3 = 6 marks)

1. According to the text, in what ways can being online for too long affect us? (Write two answers only)

It can affect our health by giving us bad back, tired eyes and weight gain, some addicts stop socializing and exercising to spend more time online.

6

2. How do the special camps in South Korea help Internet addicts? (Write two answers only)

They help people by providing physical activities, advising and hobbies workshops to get them away from computers and the internet..

3. What does Google tell its employees about too much technology?

1. It tells them not to let it take over their lives
2. Make sure that they switch the computers off for part of the day



Active sentences

Farmers grow cotton in warm climates.
Designers make many clothes from cotton.

object

Passive sentences

Cotton is grown in warm climates.
Many clothes are made from cotton.

subject

The objects in the active sentences become the subjects of the passive sentences.

When we use the passive, we focus on the action performed, not on the person performing it. Most of the time, the person who performs the action is not important, or is not known. In some cases, when we want to mention who or what did the action, we use *by*.

*The cotton **is picked by** young volunteers. The cotton **is picked by** special machines.*

A- Fill in the blanks below to complete the sentences with PASSIVE (with present simple).

1. English **is spoken** in many countries around the world.
2. Much of the world's coffee **is grown** in Brazil.
3. Many photos **are taken** of the beautiful scenery near the mountain.
4. The flowers **are watered** every evening by the gardener.
5. How many books **are checked out** from the library every week?
6. Millions of dollars **are made** on the stock market every day.
7. My friend's salary **is paid** by his company every two weeks.
8. Many criminals **are caught** with the help of modern technology.
9. The department store doors **are opened** to customers at 9 a.m.
10. Letters and packages **are picked up** by the postman every day.



Unit 4 Grammar 2 –

Modals: Making suggestions and giving advice about present and past actions

PRESENT

could + verb

We **could dry** these clothes in the sun.
We **could save** on electricity.

should + verb

You **should reduce** your fashion footprint.
You **should recycle** your clothes.

PAST

Could have + past participle

You **could have saved** those jeans.
You **could have made** them into shorts.

Should have + past participle

We **should have returned** that leather jacket.
We **should have bought** the cotton jacket.

could + verb and *could have + past participle* are usually used to make suggestions

should + verb and *should have + past participle* are usually used to give advice

Put the correct modal from the modals below in the following sentence.
could – should – could have – should have

1. You **could** learn to sew your own clothes.
2. You **could have** saved some money.
3. You **should have** worn a warm jacket.
4. You **should** buy eco-friendly products.
5. She **should have** asked for help.

1 Read. Complete the dialogue with words from the list. Use *could*, *should*, *could have* or *should have*.

be do dry hang listen put wash wear

Mum: You shouldn't have washed your new T-shirt. You just got it!

Pat: But I wore it to lunch with my friends and I spilt soup on it.

Mum: You should be more careful. And instead of washing your T-shirt all by itself in the machine, you could wash it by hand in the sink. That way you save water.

Pat: What do you mean?

Mum: Did you know it takes 40 gallons of water to wash that T-shirt in the machine?

Pat: That much? I really shouldn't wash it in there.

Mum: And you shouldn't put it in the dryer, either. It takes more than five times the energy to dry that T-shirt than it does to wash it. From now on, you should hang it on the clothes line so that the sun dries it for free!

Unit 6 Grammar 1

Present and past conditionals: Talking about unlikely (but possible) or impossible situations

Present and past conditionals: Talking about unlikely (but possible) or impossible situations

Unlikely but possible	Impossible
If there were life on Mars, we would know about it by now.	If it had been less hazy, we would have seen the eclipse.
If we visited Mars, we would find some aspects similar to those on Earth.	Rovers might have landed on Mars sooner if space exploration had received more money.

We use **if** + past simple, **would/could/might** + infinitive (without *to*) to talk about events and situations that are unlikely to happen in the present or future. After *I, he, she* or *it*, use *were*: *If I **were** an astronaut, I **would travel** to the International Space Station.*

We use **if** + past perfect, **would/could/might have** + past participle to talk about impossible or hypothetical events and situations in the past.

The *if*-clause can come first or second in the sentence. When it comes second, no comma is needed: *I **would travel** to Mars **if it were possible**.*

- 1: If you **hadn't been** late, we **wouldn't have missed** the bus.
- 2: If she **had studied**, she **would have passed** the exam.
- 3: If we **had arrived** earlier, we **would have seen** John.
- 4: If they **had gone** to bed early, they **would not wake up** late..
- 5: If he **had become** a musician, he **would have recorded** a CD.
- 6: If she **had gone** to art school, she **would have become** a painter.
- 7: If I **had been born** in a different country, I **would have learned** to speak a different language.
- 8: If she **had gone** to university, she **would have studied** French.
- 9: If we **had not gone** to the party, we **would not have met** them.
- 10: If he **had taken** the job, he **would not have gone** on travelling.

Unit 6 Grammar 2 – Adverbs: Comparing how things are done

Adverbs: Comparing how things are done

The instruments detected water accurately .	Curiosity has travelled far on the plains of the red planet.
The instruments worked as accurately as scientists had hoped.	Curiosity goes as far as scientists want it to.
The instruments detected water more accurately than before.	The rover Endeavor has travelled further than Curiosity.
The instruments on Curiosity detected water the most accurately .	Endeavor has travelled the furthest of all rovers so far.

With comparative adverbs, use **more ... than**; with superlative adverbs, use **the most**. With adverbs that have the same form as the adjectives, use **-er** and **-est**: **fast, faster, fastest; hard, harder, hardest; near, nearer, nearest**.

There are some irregular forms: **well, better, best; badly, worse, worst; far, further, furthest**.

A- Choose the correct answer.

1. Astronauts eat (**healthy- more healthily**) than I do.
2. I think astronauts sleep (**good- well**) at home.
3. My new computer processes data is (**as fast- faster than**) as my old one.
4. Jane did the experiment (**more carefully - as carefully**) than her sister.
5. The rovers Spirit and Curiosity found water (**more quickly - quickest**) than scientists expected.



Unit 7 Grammar 1 – 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 the sentences in the past passive so that the meaning is the same. (SB page 123)

1- Assistants helped many artists in their studios.

Many artists were helped by assistants in their studios.

2- People didn't paint cave paintings.

Cave paintings weren't painted by people.

3- Da Vinci sketched out his inventions.

Da Vincis' inventions were sketched by him.

4- Researchers didn't record the data.

The data wasn't recorded by researchers.

5- Pablo Picasso completed Guernica in June 1937.

Guernica was completed by Pablo Picasso in June 1937.

6- He painted it as a protest against the town's destruction.

It was painted by him as a protest against the town's destruction.

Unit 7 Grammar 2 – Reported speech: Describing what others say

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*.

A- Rewrite the statements as reported speech. Pay attention to the changes in the tense and the pronoun.

1. She asked, "What did he say?"

→ She asked **what he had said**.

2. He asked her, "Do you want to eat?"

→ He asked **her whether she wanted to eat**.

3. I asked him, "How old are you?"

→ I asked **him how old he was**.

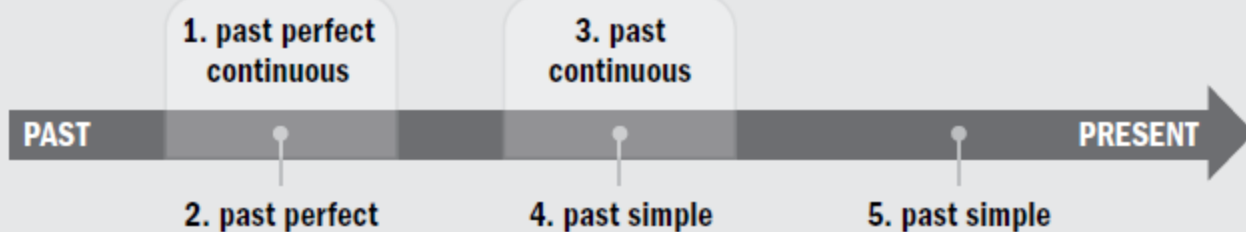
4. The tourists asked me, "Can you show us the way?"

→ The tourists asked **me whether I could show them the way**.

5. She told me, "Don't worry."

→ She told me **not to worry**.

Unit 8 Grammar 1 – Narrative tenses: Telling a story



*I **had been thinking** (1) of becoming a pilot for a long time. I **had even done** (2) research about flight schools. Then one day I **was talking** (3) to my cousin and he **told** (4) me I could install flight simulator software on my tablet! And that's how I **learnt** (5) to fly without leaving my house!*

We can use four tenses when narrating stories:

- the past simple (4, 5) for narrating events in chronological order.
- the past perfect (2) for describing an event that happened before another event in the past.
- the past perfect continuous (1) and the past continuous (3) to describe actions in progress or actions that are repeated over a longer period.

1- Change the sentences from the past simple to the past perfect.

e.g: The adventurer crossed the Atlantic in record time.

The adventurer **had crossed** the Atlantic in record time.

1- She made an emergency landing in the Egyptian desert.

She had made an emergency landing in the Egyptian desert.

2- She flew non-stop across the whole continent.

She had flown non-stop across the whole continent.

3- I found out a lot about her journey online.

I had found out a lot about her journey online.

4- My friend and I read the blog.

My friend and I had read the blog.

5- We were fascinated by her exploits.

We had been fascinated by her exploits.

2. Change the sentences from the past continuous to the past perfect continuous.

e.g: He was learning to fly for years. He **had been learning** to fly for years.

1- I was climbing the mountain. **I had been climbing the mountain.**

2- We were standing on the summit. **We had been standing on the summit.**

3- My friends were coming up to join us. **My friends had been coming up to join us.**

4- I was hiding behind a rock. **I had been hiding behind a rock.**

5- We were celebrating our graduation. **We had been celebrating our graduation.**

Unit 8 Grammar 2 – Geographic use of the

GRAMMAR

Geographic use of *the*

The Nile River runs through **the Sahara Desert** to **the Mediterranean Sea**.

Christopher Columbus was born in **the Republic of Genoa**, Italy. He sailed past **the Canary Islands** and across **the Atlantic Ocean** four times.

The European Union has more than 400 million people.

I'm from South America. That's in **the southern hemisphere**.

We use *the* with names of mountain groups, rivers, oceans, seas, deserts, island groups, points on the globe (*the South Pole*) and general areas (*the south, the southern hemisphere*).

We don't use *the* with most countries, cities, streets, individual mountains (*Mount Everest*), islands and continents. Exceptions are place names that contain words such as *republic, state or union* (*the Dominican Republic, the United States*). We also say *the Netherlands* and *The Hague*.

A- Tick if the is needed in the sentence.

Example: In around 1427. **The** Azores were discovered. (✓)

- 1- It is possible that **the** Antarctica was first seen in 1820. (✗)
- 2- Ibn Battuta was an early explorer of **the** Middle East. (✓)
- 2- The Mont Blanc is the tallest peak in **the** Alps. (✓)
- 3- A Frenchwoman explored **the** South Pacific in the 1700s disguised as a man. (✓)
- 4- The longest lake in the world is **the** Lake Tanganyika. (✗)
- 5- **The** Mount Kilimanjaro was first climbed in 1889. (✗)

Fill in: THE, A, AN or ---- (no article)

1. Kate has been talking to **a** customer who has just come into **the** shop.
2. In England you must go to ---- school until you're 16..
3. She went to **the** zoo, but she didn't see **the** monkeys there.

She hates ---- monkeys.

4. You won't like that restaurant. **The** food isn't very good there.
5. People don't write ---- letters nowadays. They write ---- emails. But I haven't written **an** email for ages.