

## ملخص الوحدة الأولى 1 Our planet



### تم تحميل هذا الملف من موقع المناهج العمانية

موقع فايلاتي ← المناهج العمانية ← الصف الثامن ← لغة انجليزية ← الفصل الأول ← 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 ا للمدرس

المزيد من مادة  
لغة انجليزية:

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### التواصل الاجتماعي بحسب الصف الثامن



صفحة المناهج  
العمانية على  
فيسبوك

### المزيد من الملفات بحسب الصف الثامن والمادة لغة انجليزية في الفصل الأول

الخطة الفصلية لمادة اللغة الإنجليزية المنهج الجديد 2026 م

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ملخص القواعد والمفردات

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# Unit **1**

## Our planet

### New words

<b>Planet</b>	كوكب	<b>rainforests</b>	الغابات المطيرة
<b>environment</b>	بيئة	<b>Pick up rubbish</b>	يجمع القمامة
<b>Protect</b>	يحمي	<b>renewable energy</b>	الطاقة المتجددة
<b>miss = lose</b>	يفقد	<b>global warming</b>	الاحتباس الحراري
<b>Climate change</b>	تغير المناخ	<b>Extreme weather</b>	الطقس الشديد
<b>Save water</b>	يحافظ على الماء	<b>Cyclone</b> 	إعصار مداري
<b>Plant trees</b>	يزرع أشجار	<b>Tornado</b> 	اعصار/ زوبعة هوائية
<b>Switch off</b>	يطفى	<b>Thunder</b>	رعد
<b>Waste energy</b>	طاقة النفايات	<b>Lightning</b>	البرق
<b>recycle</b>	يعيد تدوير	<b>Sandstorm</b>	عاصفة رملية
<b>reuse</b>	يعيد استخدام	<b>Heatwave</b>	موجة الحر
<b>Pollution</b>	تلوث		

<b>destroy</b>	يدمر	<b>Put on =wear</b>	يرتدي
<b>drought</b>	جفاف	<b>Whole</b>	كل - كامل
<b>Forest fire</b>	حريق الغابة	<b>hole</b>	حفرة
<b>Volcano</b>	بركان	<b>get up</b>	يستيقظ
<b>Tsunami</b>	تسونامي	<b>get onto</b>	يصعد
<b>Flood</b>	فيضان	<b>get out</b>	يخرج
<b>Hailstorm</b>	عاصفة برد	<b>get down</b>	ينزل (من مكان مرتفع)
<b>Snowstorm</b>	عاصفة ثلجية	<b>get into</b>	يدخل
<b>Panic</b>	هلع - دُعر	<b>get under</b>	ينزل (تحت شيء)
<b>Natural disasters</b>	كوارث طبيعية	<b>emergency</b>	طوارئ
<b>endangered</b>	مهدد بالانقراض	<b>Change</b>	تغيير - يُغير
<b>adventure</b>	مغامرة	<b>Product</b>	منتج
<b>government</b>	حكومة	<b>Serious</b>	جاد - خطير
<b>Natural habitat</b>	موطن طبيعي	<b>Shortage</b>	نقص
<b>Possible</b>	ممكن	<b>Particular</b>	خاص
<b>Creative</b>	إبداعي	<b>Organisation</b>	مُنظمة

<b>report</b>	تقرير	<b>affect</b>	يؤثر (v)
<b>Survey</b>	استطلاع	<b>effect</b>	تأثير (n)
<b>Solve</b>	يحل	<b>Percent</b>	النسبة المئوية %
<b>Sell</b>	يبيع	<b>Library</b>	مكتبة
<b>Provide</b>	يُمدّ - توفير	<b>bring</b>	يُحضّر
<b>However</b>	ومع ذلك	<b>Type</b>	نوع
<b>Harbour</b>	ميناء	<b>Survive</b>	البقاء على قيد الحياة
<b>Tonne</b>	طن	<b>Street</b>	شارع
<b>Piece</b>	قطعة	<b>Cut down</b>	يقطع
<b>business</b>	عمل		

# Grammar

## Modal verbs of obligation

**{Should - Must - need to}+ inf**

لا يجب **Shouldn't** — يجب **Should** @

تستخدم **للنصيحة** إذا كان شيء ما مفيد ويجب فعله.

Ex. We **should** switch off the lights .

Ex. We **shouldn't** throw rubbish on the ground.

Ex. **Should** you sleep earlier at night?

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لا يجب **Mustn't** — يجب **Must** @

تستخدم **للضرورة والإلزام**، إذا كان شيء ما ضروري ويجب فعله.

Ex. We **must** protect our planet.

Ex. We **mustn't** waste water.

Ex. He **must** study for the exam.

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## لا يحتاج **Needn't** — يحتاج إلى **Need to** 🎯

تستخدم عندما يكون شيء ما ضروري ونحتاج إليه وبعدها المصدر.

**Ex. I need to ask my father for money.**

**Ex. We needn't print many things on paper. It's waste.**

النفى ممكن تستخدم **needn't** او **don't need to** ولكن هناك فرق بينهم .

### ♦ **needn't & don't need to**

**needn't** = لا حاجة أن / ليس من الضروري أن (تستخدم بشكل رسمي)

تُستخدم للتعبير عن عدم الضرورة في المضارع أو المستقبل فقط. (فعل ناقص لا يصرف)

**Ex. You needn't worry.** لا حاجة للقلق

**Ex. You needn't come early tomorrow.** ليس من الضروري أن تأتي مبكرًا غدًا.

### ♦ **don't need to / doesn't need to / didn't need to**

لا حاجة إلى / ليس من الضروري أن

تُستخدم للتعبير عن عدم الضرورة وتأتي مع كل الأزمنة.

**Ex. You don't need to call him now.** مضارع

**Ex. She didn't need to go to school yesterday.** ماضي

**Ex. They won't need to bring anything tomorrow.** مستقبل

## Direct & indirect speech

الكلام المباشر وغير المباشر

الكلام المباشر يقوله شخص ويكون بين أقواس ( " " ) ، لتحويل الجملة من مباشر إلى غير مباشر نتبع الخطوات التالية:

### الجملة الخبرية

1. **Said** > تحول إلى **Said that** (يمكن الاستغناء عنها) **Said to** > تحول إلى **Told**  
**Says** لا تتغير

2. حذف الأقواس وتغيير الضمائر

3. تغيير الأزمنة إلى أزمنة الماضي

Ex. He said , " I like swimming . " **Direct**  
He said that he liked swimming. **Indirect /reported**

Ex. They said, " We visite Salalah. " **Direct**  
They said that they visited Salalah. **Indirect**

### السؤال بهل [ Yes/No questions ]

للتحويل لغير مباشر :

نستخدم **asked** بدلا من **said**

1. **(whether)** أو **(if)** نستخدم
2. تغيير ترتيب الجملة من سؤال إلى جملة خبرية (فاعل + فعل) تغيير
3. الضمائر والزمن

**Ex. He asked, "Are you hungry?"**      **Direct**  
**He asked if I was hungry.**      **Indirect /reported**

**Ex. Sally asked, " Do you like fish ? "**      **Direct**  
**Sally asked if I liked fish.**      **Indirect /reported**

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### السؤال بكلمة استفهام [wh-questions]

التحويل لغير مباشر:

نستخدم **asked** بدلا من **said**

1. نستخدم أداة الاستفهام كما هي (**where, when, why...**)
2. تغيير ترتيب الجملة من سؤال إلى جملة خبرية
3. تغيير الضمائر والزمن

**Ex. She asked , "Where do you live?"**      **Direct**  
**She asked where I lived.**      **Indirect /reported**

**Ex. He asked , "What are you doing?"**      **Direct**  
**He asked what I was doing.**      **Indirect /reported**

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### الجملة الأمرية [ commands ]

التحويل لغير مباشر:

نستخدم **told** بدلا من **said**

1. نستخدم في الجملة المثبتة **[ to + infinitive ]**

**Ex. "Close the door."**      **Direct**  
**He told me to close the door.**      **Indirect /reported**

## 2. [ not to + infinitive ] نستخدم في الجملة المنفية

Ex. "Don't touch that." **Direct**

He told me **not to** touch that. **Indirect /reported**

→ **polite request** نستخدم **to + infinitive** > الطلب

Ex "Please help me." **Direct**

She asked me to help her. **Indirect /reported**

→ **ملاحظات**

"said" لا تُستخدم عادة في الأسئلة، نستخدم بدلاً منها

الفعل	المعنى	Example
told	قال / أخبر	He told me to study.
asked	طلب بـ	She asked me to help.
ordered	أمر بـ	He ordered them to leave.
advised	نصح بـ	He advised me to rest.
warned	حذّر من	She warned us not to cheat.
begged	توسّل	He begged me to stay.
invited	دعا	She invited me to come.
reminded	ذكر بـ	He reminded me to call.
encouraged	شجّع على	She encouraged me to try.
recommended	أوصى بـ	He recommended me to read.
suggested	اقترح	He suggested going out.

**الكلمات التي تتغير في الكلام غير المباشر**

**now** → **then**

**today** → **that day**

**tonight** → **that night**

**yesterday** → **the day before / the previous day**

**tomorrow** → **the next day / the following day**

**last night** → **the night before**

**last week** → **the week before**

**next week** → **the following week / the week after**

**ago** → **before**

**here** → **there**

**this** → **that**

**these** → **those**

**Choose the correct answer- [should- must-need to]**

1. You \_\_\_\_ eat too much sugar. (should / shouldn't)
2. Students \_\_\_\_ bring their books to class. (must / mustn't)
3. You \_\_\_\_ shout in the library. (should / mustn't)
4. We \_\_\_\_ leave now if we want to catch the bus. (need to / needn't)
5. He \_\_\_\_ wear a seatbelt while driving. (must / mustn't)

6. You \_\_\_\_ worry; everything will be fine. (should / needn't)
7. They \_\_\_\_ study harder if they want to pass. (should / mustn't)
8. You \_\_\_\_ bring your own pen to the exam. (need to / shouldn't)
9. Visitors \_\_\_\_ touch the paintings in the museum. (mustn't / needn't)
10. I \_\_\_\_ go to the dentist soon. My tooth hurts. (must / needn't)
11. You \_\_\_\_ forget your homework again! (must / mustn't)
12. We \_\_\_\_ take an umbrella; it's sunny. (needn't / must)
13. Children \_\_\_\_ play with sharp objects. (mustn't / should)
14. You \_\_\_\_ rest if you're feeling sick. (should / mustn't)
15. She \_\_\_\_ follow the rules in the lab. (must / need to)

16. They \_\_\_\_ be late for the meeting. (shouldn't / mustn't)
17. You \_\_\_\_ tell anyone my secret. (shouldn't / mustn't)
18. He \_\_\_\_ apologize for being rude. (should / shouldn't)
19. We \_\_\_\_ finish the report by Monday. (must / needn't)
20. You \_\_\_\_ clean the house today; we'll do it tomorrow. (needn't / must)

**answers**

1. shouldn't
2. must
3. mustn't
4. need to
5. must
6. needn't
7. should
8. need to
9. mustn't
10. must

11. mustn't
12. needn't
13. mustn't
14. should
15. must
16. mustn't
17. mustn't
18. should
19. must
20. needn't

## **Reported Speech -complete the sentences:**

**1. She said, "I go to school every day."**

→ She said that she \_\_\_\_ to school every day.

**2. He said, "I will travel next week."**

→ He said that he \_\_\_\_ travel the following week.

**3. "Do you like apples?" she asked.**

→ She asked if I \_\_\_\_ apples.

**4. "Will you come to the party?" he asked.**

→ He asked if I \_\_\_\_ to the party.

**5. "He plays football," she said.**

→ She said that he \_\_\_\_ football.

**6. "We will visit our grandma," they said.**

→ They said they \_\_\_\_ visit their grandma.

**7. "Does she work here?" I asked.**

→ I asked if she \_\_\_\_ here.

**8. "I will help you," Tom said.**

→ Tom said he \_\_\_\_ help me.

9. "My brother studies in Canada," he said.

→ He said his brother \_\_\_\_ in Canada. 10. "Will it rain tomorrow?" she asked.

→ She asked if it \_\_\_\_ the next day.

11. "The train leaves at 8 a.m.," he said.

→ He said the train \_\_\_\_ at 8 a.m.

12. "We will start the meeting soon," they said.

→ They said they \_\_\_\_ start the meeting soon.

13. "Do you play chess?" she asked.

→ She asked if I \_\_\_\_ chess.

14. "He will not join us," they said.

→ They said he \_\_\_\_ join them.

15. "I clean my room every Saturday," she said.

→ She said she \_\_\_\_ her room every Saturday.

16. "Will your friend visit us?" he asked.

→ He asked if my friend \_\_\_\_ us.

17. "My parents live in Cairo," he said.

→ He said his parents \_\_\_\_ in Cairo.

18. "I will buy a new phone," Sarah said.

→ Sarah said she \_\_\_\_ buy a new phone

19. "Do they speak English?" the teacher asked.

→ The teacher asked if they \_\_\_\_ English.

20. "We will meet him later," they said.

→ They said they \_\_\_\_ meet him later.

21. "She drinks tea every morning," he said.

→ He said she \_\_\_\_ tea every morning.

22. "Will you be at home tonight?" he asked.

→ He asked if I \_\_\_\_ at home that night.

23. "I walk to school," she said.

→ She said she \_\_\_\_ to school.

24. "They will win the game," we said.

→ We said they \_\_\_\_ win the game.

25. "Does he like music?" I asked.

→ I asked if he \_\_\_\_ music.

26. "I will see you tomorrow," he said.

→ He said he \_\_\_\_ see me the next day.

27. "She works as a nurse," they said.

→ They said she \_\_\_\_ as a nurse.

28. "Will it be easy?" he asked.

→ He asked if it \_\_\_\_ easy.

29. "I like reading books," she said.

→ She said she \_\_\_\_ reading books.

30. "We will help our teacher," the students said.

→ The students said they \_\_\_\_ help their teacher.

**Answers**

- 1. went
- 2. would
- 3. liked
- 4. would come
- 5. played
- 6. would
- 7. worked
- 8. would
- 9. studied
- 10. would rain

- 11. left
- 12. would
- 13. played
- 14. would not
- 15. cleaned
- 16. would visit
- 17. lived
- 18. would
- 19. spoke
- 20. would

- 21. drank
- 22. would be
- 23. walked
- 24. would
- 25. liked
- 26. would
- 27. worked
- 28. would be
- 29. liked
- 30. would

# Reading 1

## Reading 1(1)

Match the five texts on the left with the texts in the box. There is ONE extra text in the box.

1. The villagers left their homes quickly when the flood started.

2. My cousin watched a documentary about global warming.

3. Scientists studied the damage after the big earthquake.

4. The government built shelters for people after the Cyclone.

5. We planted more trees to reduce air pollution.

A. They wanted to protect people from future storms.

B. He learned how rising temperatures melt the ice in the Arctic.

C. They escaped to higher ground to stay safe.

D. We hoped to make the air cleaner and cooler.

E. They collected information about broken buildings and roads.

F. The shop assistant offered free bags to all customers.

## Reading 1 ( 2)

Match the five texts on the left with the texts in the box. There is **ONE** extra text in the box.

1. The school put recycling bins in the yard so students could throw away bottles, cans, and paper every day.

2. Ali always turned off the tap while brushing his teeth because he didn't want to waste clean water at home.

3. The children decided to walk to school together in the morning instead of taking the noisy, crowded bus.

4. My mother carried cloth bags when she went shopping in the market to avoid using plastic ones.

5. We planted flowers and small trees in front of our house to make the place greener

A. This habit helped him save many liters of water each week, and it also taught his little brother to do the same.

B. The family watched TV together in the evening, and they enjoyed their favorite program.

C. They felt happy because walking was healthy, good for the air, and it reduced traffic in the street.

D. She wanted to protect the planet, reduce waste, and show a good example to her friends and neighbors.

E. The bins made recycling easier, and students learned how to care for the Earth by separating their rubbish.

F. We enjoyed seeing the colors of the flowers, and the trees gave us shade during the hot summer days.

## Reading 1 (3)

**Match the five texts on the left with the texts in the box. There is ONE extra text in the box.**

**1.** The people moved out of their houses quickly when the river water rose after many days of heavy rain.

**2.** Omar couldn't go to school because a sandstorm covered the city and made it very hard to see the road.

**3.** Firefighters worked all night to control the fire that spread in the dry forest during the hot summer.

**4.** Lina and her neighbors felt the ground shaking strongly when a powerful earthquake hit their town early in the morning.

**5.** The news reporter described how the volcano sent smoke, ash, and rocks high into the sky above

**A.** The river water entered some houses, but families stayed safe in a school building that was used as a shelter.

**B.** The children bought ice cream from the shop and enjoyed the sweet taste while walking home.

**C.** His parents told him to stay inside, close the windows, and drink water to stay safe until the storm was over

**D.** They were afraid, but soon rescue teams came to help people and take them to safer places.

**E.** They used water hoses and special tools, and finally they stopped the fire before it reached the village.

**F.** Listeners were shocked when they heard about the hot lava and burning rocks destroying fields and houses.

## **Reading 1 ( 4 )**

**Match the five texts on the left with the texts in the box. There is ONE extra text in the box.**

**1.** The farmers saw their crops dying because there was less rain and the soil became too dry.

**2.** My brother read an article about melting ice in the Arctic and how it affects animals like polar bears.

**3.** Cities became hotter in summer because many cars and factories released smoke and gases into the air.

**4.** We decided to save electricity by turning off lights and using energy-saving bulbs in every room.

**5.** The scientists measured sea levels carefully and warned that many islands could disappear under the water.

A. He was surprised to learn that ice is melting very fast, and animals are losing their homes and food.

B. They explained that small islands are in danger, and people may need to move to safer places.

C. The children went shopping in the mall and bought some new clothes for the holiday.

D. They wanted to save money, protect the Earth, and show their friends how easy it is to use less power.

E. The dry fields made it hard to grow food, and many families worried about having enough to eat.

F. People felt uncomfortable because the air was polluted, and it made breathing more difficult in the hot weather.

## **Reading 1 ( 5 )**

**Match the five texts on the left with the texts in the box. There is ONE extra text in the box.**

**1.** The school put three big bins in the yard: one for paper, one for glass, and one for cans.

**2.** Mona used an old box to make a place for her books instead of buying a new shelf.

**3.** The children collected empty plastic bottles from the playground after the football game.

**4.** My father took old newspapers and magazines to a special recycling center in the city.

**5.** We made art projects in class using paper, bottles, and boxes that other people wanted to throw

**A.** We helped the Earth stay clean, and the children learned that rubbish can be turned into something useful again.

**B.** The center turned them into new paper, and my father was proud to help reduce waste in our town.

**C.** Omar ate ice cream in the park and played on the swings with his little sister.

**D.** She was happy because she saved money, reused materials, and kept her room tidy at the same time.

**E.** The bins made it easy for students to recycle every day, and teachers explained why it is important.

**F.** They put the bottles in bags, and later they gave them to workers who reused the plastic for new things.

**Answer Key  
Reading 1**

**1**

**1 → C**  
**2 → B**  
**3 → E**  
**4 → A**  
**5 → D**

**2**

**1 → E**  
**2 → A**  
**3 → C**  
**4 → D**  
**5 → F**

**3**

**1 → A**  
**2 → C**  
**3 → E**  
**4 → D**  
**5 → F**

**4**

**1 → E**  
**2 → A**  
**3 → F**  
**4 → D**  
**5 → B**

**5**

**1 → E**  
**2 → D**  
**3 → F**  
**4 → B**  
**5 → A**

# Reading 2

*Read the text and write the correct answer.*

## Exercise 1

*I always feel sad when I see rubbish in nature. Some people don't understand how pollution can hurt animals and plants. Last weekend, I joined a group that cleans rivers. We collected over 20 bags of plastic bottles and old cans. It was hard work, but I felt proud. I also try to recycle at home and talk to my friends about protecting the environment.*

**1. What makes the speaker feel sad?**

---

**2. What did the speaker do last weekend?**

---

**3. Why did the speaker feel proud?**

---

**4. What else does the speaker do to help the planet?**

---

**5. What is the main idea of the text?**

---

## **Exercise 2**

*Our teacher showed us a video about climate change. It explained how the Earth is getting warmer and how that affects animals and people. After the video, we talked about ways to help the planet. I learned that walking instead of using the car can reduce air pollution. I also decided to use less water and electricity and turn off the lights when I leave the room.*

**1. What was the video about?**

---

**2. What did the video show?**

---

**3. What did the speaker decide to do after the lesson?**

---

**4. What helps reduce air pollution?**

---

**5. What do the students discuss after the video?**

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### **Exercise 3**

*I visited a nature center last summer. It was full of information about forests, animals, and how to protect them. I learned that some animals are endangered because people cut down trees. That makes me very upset. Now, I always use both sides of the paper and try not to waste anything. My dream is to become a nature guide and teach others how to love and care for the planet.*

**1. Where did the speaker go last summer?**

---

**2. Why are some animals endangered?**

---

**3. What does the speaker do now to help nature?**

---

**4. What is the speaker's dream?**

---

**5. What feeling does the speaker have about cutting down trees?**

---

## **Exercise 4**

*Lina talks about protecting our planet*

*I've always loved nature. When I was younger, I used to go on long walks in the forest with my grandfather. He taught me how important it is to protect the environment. As I got older, I started learning more about pollution, global warming, and endangered animals. I was shocked to see how much damage we are doing to our planet.*

*At school, I joined a recycling club and helped organize clean-up days in the park. Last year, I gave a short talk about climate change at a school event. It felt good to speak up about something I care about. In the future, I want to study environmental science and work for an organization that helps save the planet.*

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*Questions*

- 1. What did Lina enjoy doing when she was young?**
- 2. What shocked Lina as she got older?**
- 3. What has Lina done to help the environment?**
- 4. What does Lina want to do in the future?**
- 5. What is the main idea of the**

## **Exercise 5**

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*Last summer, Omar joined a school trip to a rainforest. The teacher wanted the students to learn about our planet and how to protect the environment. Omar was excited because he loved nature and adventure.*

*When they arrived, the guide explained that many animals are endangered because people cut down too many trees. He said that trees are important to clean the air and give us oxygen. Omar learned that climate change is becoming more serious because of pollution and global warming.*

*During the trip, Omar and his friends helped the rangers to plant trees and pick up rubbish. They also saw a river that had less water than before because of drought. The guide explained that saving water is very important.*

*At night, there was heavy rain and thunder, but Omar was not afraid. He thought about how people can recycle, reuse, and save energy to make the world better.*

*On the way back, Omar promised himself to tell his family to switch off the lights, use renewable energy, and never waste energy. He felt proud because he learned that small actions can help solve big problems.*

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### **Questions**

- 1. Who is the narrator?**
- 2. Where did Omar go?**
- 3. What did the guide explain about animals?**
- 4. What problem did they see in the river?**
- 5. What did Omar promise to do at home?**

## **Answers**

### **Exercise 1.**

- 1. Seeing rubbish in nature**
- 2. Helped clean a river**
- 3. He helped clean a lot of rubbish**
- 4. Recycles and talks to others**
- 5. protecting the environment**

### **Exercise 2.**

- 1. Climate change**
- 2. The effect of warmer weather**
- 3. Use less electricity and water**
- 4. Walking instead of driving**
- 5. Ways to help the planet**

### **Exercise 3**

- 1. A nature center**
- 2. People cut down trees**
- 3. Uses both sides of paper**
- 4. To become a nature guide**
- 5. Upset**

### **Exercise 4.**

- 1. Walking in the forest.**
- 2. The damage being done to the planet**
- 3. helped clean the park / talk about climate change at school.**
- 4. Study environmental science.**
- 5. We should protect the environment.**

### **Exercise 5**

- 1.Omar**
- 2.rainforest**
- 3.many are endangered**
- 4.less water**
- 5. never waste energy**

# Writing a report

## How to write a report

يتكون التقرير من ٣ فقرات، [مقدمة - تفاصيل(نتائج) - خاتمة]

( Title → Introduction → Results → Conclusion )

1. (Title) العنوان  
يكون واضح ويعبر عن الموضوع

2. (Introduction) المقدمة

تكون جملة أو اثنتين توضح موضوع الاستبيان ومن شارك فيه.

3. (Body / Results) النتائج

شرح النتائج مع كتابة الأرقام أو النسب الموجودة، استخدام كلمات ربط مثل  
<

Firstly, Secondly

في التناقض < However, While

4. (Conclusion) الخاتمة

لخص النتائج الرئيسية، و اذكر لماذا هذه النتائج مهمة.  
لا تكتب رأيك الشخصي، فقط الحقائق من الاستبيان.

# Writing a Report

[ Title ]

## Introduction:

This diagram shows **لو رسمة واحدة** /these diagrams show **لو رسمتين** the results of a survey about [.....].

[Number] students, aged [age], answered [number] questions.

## Results:

Firstly, [...%] said [...].

Secondly, [...%] said [...].

Also, [...%] mentioned [...].

However, only [...%] said [...].

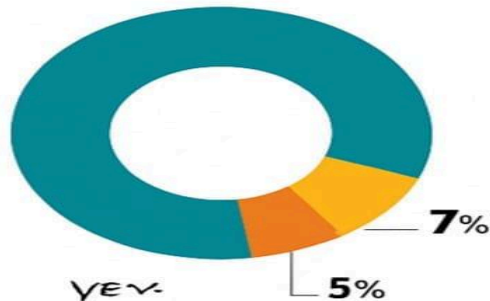
## Conclusion:

In conclusion, the survey shows that most students [.....].

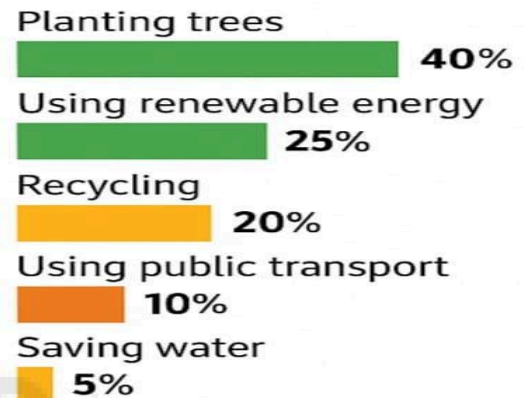
They believe that [... and ...] are the best ways to [.....].

350 students, aged 13–15, answered two questions.

**Do you think climate change is a serious problem?**



**What is the best way to fight climate change?**



### **Young People and Climate Change**

**These diagrams show** the results of a survey about climate change. 350 students, aged 13–15, answered two questions.

**Firstly**, the survey asked if students think climate change is a serious problem.

Most students (88%) said Yes, **while** 7% said No, and 5% said they Don't know.

**Secondly**, the survey asked what the best way to fight climate change is.

40% of students said planting trees, 25% said using renewable energy,

**However** 20% said recycling, 10% said using public transport, and only 5% said saving water.

**In conclusion**, the survey shows that most students are worried about climate change.

They believe that planting trees and using renewable energy are the best ways to help the planet.

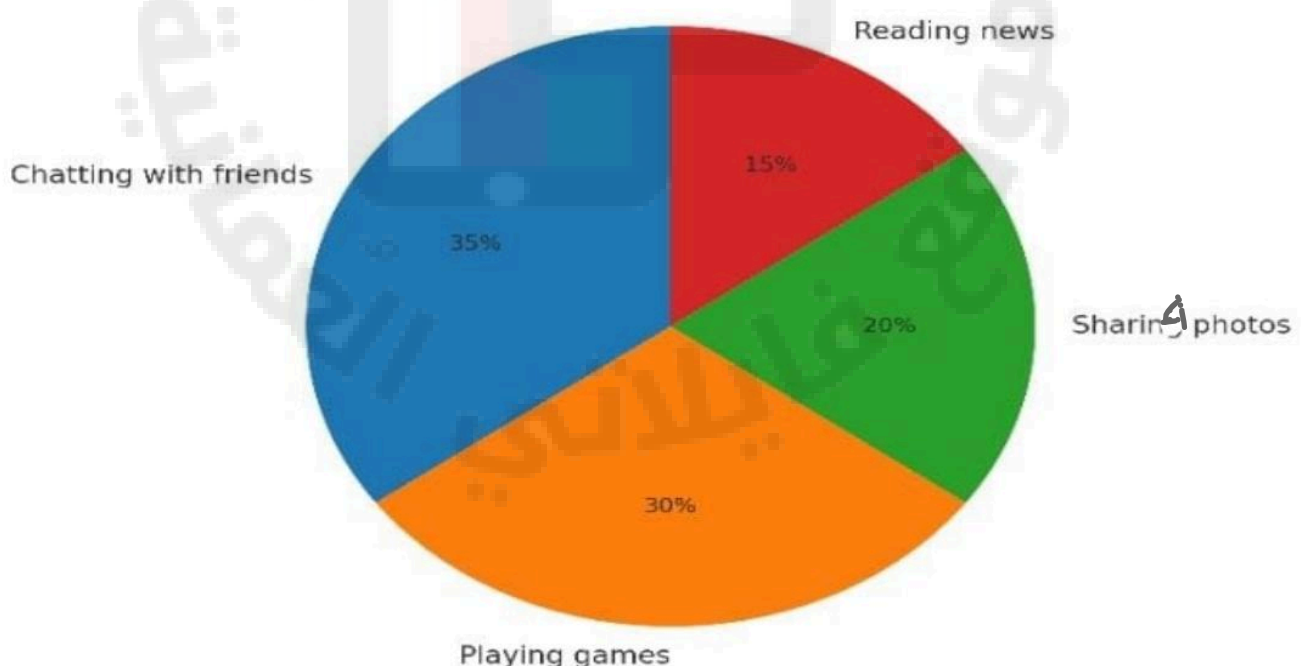
Survey of 420 students, aged between 13 and 14 years

**Look at the diagrams. Do you think they are a helpful way to present information? Why?/Why not?**

**Is social media important for young people?**



**What's the main reason young people use social media?**





***Good luck***