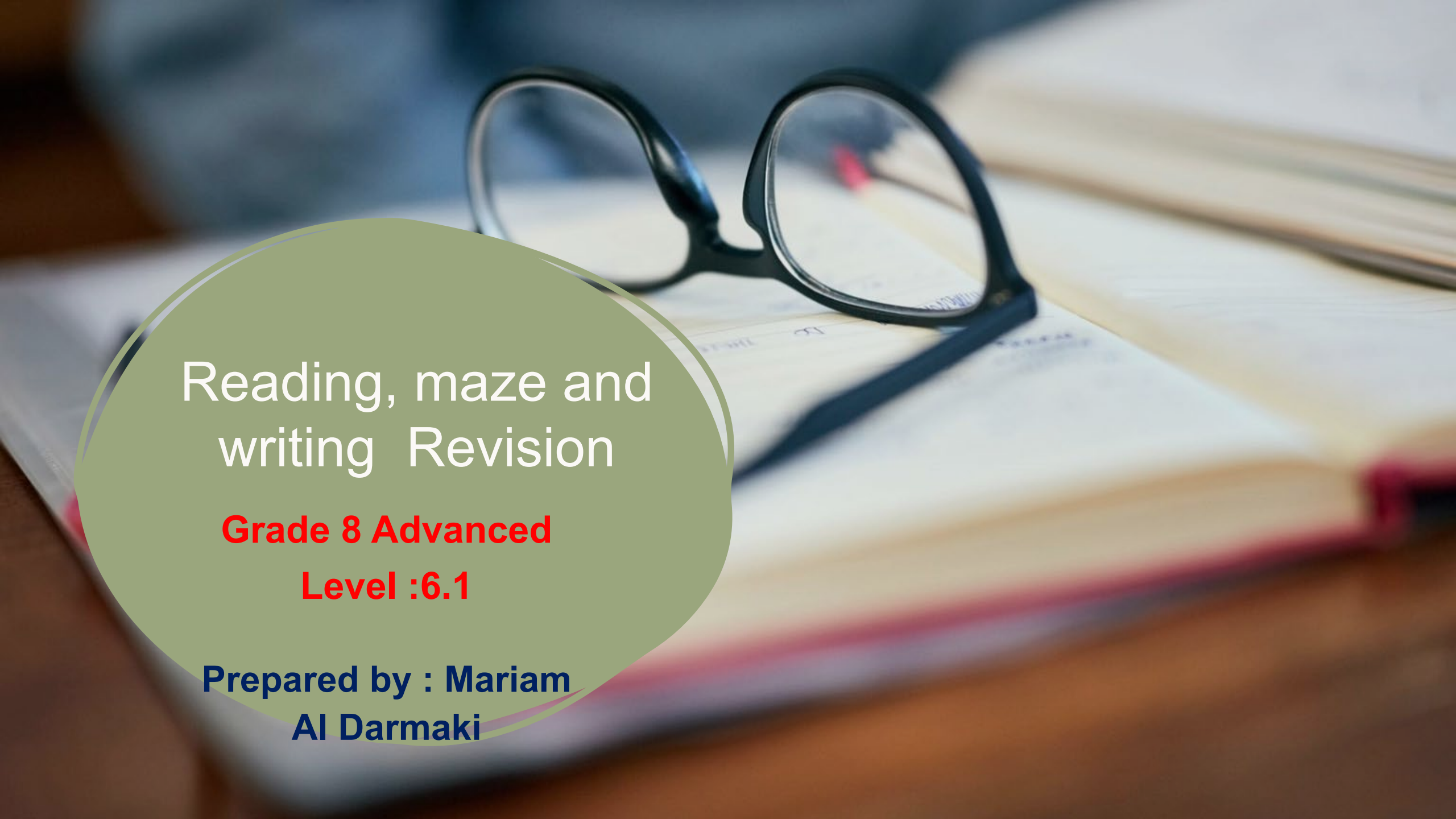


The background of the slide is a photograph of a desk. In the foreground, a pair of black-rimmed glasses rests on an open book. Several other books are stacked behind it, some with red covers. The scene is softly lit, creating a warm, studious atmosphere.

# Reading, maze and writing Revision

**Grade 8 Advanced**

**Level :6.1**

**Prepared by : Mariam  
Al Darmaki**

# English Language

## Coverage, Reading, Grammar and Writing For Term 2

Level 6.1

Term 2

2025 - 2026

## Objectives :

1- Reading part.

2- Maze part.

3- Writing topics.



Exam will be

**Tuesday**

**3 /3/2026**



**\* (writing , maze & reading )**

from 9:00 to 10:30

One hour



**One hours**



**paper**

مواصفات الاختبار النهائي لمادة اللغة الإنجليزية للصف الثامن المتقدم (الفصل الثاني)

| الاختبار الورقي<br>(الكتابة)          | Part 1                                                                                |                                                                |
|---------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------|
|                                       | كتابة موضوع موسع عن الموضوع والإجابة عن الاسئلة الثلاثة<br><u>(مقدمة- عرض- خاتمة)</u> |                                                                |
| الاختبار الورقي<br>(القراءة والقواعد) | Part 2                                                                                | Part 3/ 4                                                      |
|                                       | <u>قواعد</u> (أملئ الفراغات في الفقرة من خلال اختيار الإجابات الصحيحة)                | <u>قراءة فقرة</u> واختيار الإجابة الصحيحة<br>(اختيار من متعدد) |

# Term 2 Assessment Coverage

---

محتوى الاختبار



| Grade            | Grade 8 – Stage 5           |                                                                                                           | CEFR                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                             | B1.1                                                                                                                                                                                                   |
|------------------|-----------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Class            | 8 Advanced                  |                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                        |
| Language Domains | Reading and Writing         |                                                                                                           | Total Marks                                                                                                                                                                                                                                                                                                                                                                                         | Reading: 60                                                                                                                                                                                                                                                 | Writing: 40                                                                                                                                                                                            |
| Part             | Level                       | Theme                                                                                                     | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                          | GRAMMAR                                                                                                                                                                                                                                                     |                                                                                                                                                                                                        |
| Part 1: Grammar  | Working at Grade Level Goal | What have you done to help your community?                                                                | contribution, donate, fast, food parcels, generosity, project, charities, reflection, attention, volunteers, manage, locations, refill, several, feed, participate, provide                                                                                                                                                                                                                         | <a href="#">G.13.3 Present Time (present perfect simple)</a><br><a href="#">G.18.1/2/3 Reported Speech</a><br><a href="#">G.5.2 Conditionals (First)</a><br><a href="#">G.8.1 Modals (present)</a><br><a href="#">G.10.2 Passives (past simple passive)</a> |                                                                                                                                                                                                        |
|                  |                             | Task Description                                                                                          | Learning Outcomes (LOs)                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                             | Construct Limits                                                                                                                                                                                       |
|                  |                             | Multiple-Choice Gap-Fill<br><hr/> Read the text and choose the correct word(s) to complete the sentences. | ENG.05.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message, headings and connectors, adjusting reading rate, skimming, scanning and reading on to understand and interpret simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured. |                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>1 descriptive text of 150 words (10% either way) with 6 gaps</li> <li>3 options, one of which is the correct answer</li> <li>3 marks each (total 18)</li> </ul> |

**السؤال 2**  
**(قواعد MAZE):**

اختاري الإجابة الصحيحة  
لاستكمال القطعة

## امتحان القراءة (الورقي)

السؤال 3 (قراءة) : اقرئي  
الفقرة واختاري الإجابة  
الصحيحة

| Part            | Level                                                  | Theme                                                                                                                      | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Grammar                                                                                                                                                                     |
|-----------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 2: Reading | At Grade Level Goal<br><br>Working at Grade Level Goal | Why do fireflies use light in the dark?, Which animals hunt in the dark?, How does darkness affect the way plants grow?    | fireflies, safe, pet, scare off, predators, nearby, confused, tasty, interesting, hunt, owl, cat, bat, expert, nocturnal, parents, teacher, sister, nature expert, doctor, soil, seed, pots, sunlight, sprout, photosynthesis, process, chloroplast, oxygen, carbon dioxide, survive, cacti, aloes, store, shade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <a href="#">G.18.1/2/3 Reported Speech</a><br><br><a href="#">G.13.1 Present Time (present simple (including verb 'to be'))</a><br><br>Cause and effect                     |
|                 |                                                        | Task Description<br><br>Multiple-Choice Questions<br><br>Read the text and choose the correct answer.<br>Choose A, B or C. | Learning Outcomes (LOs)<br><br>1 x ENG.05.RV.CS.2.1: Read and identify specific information in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.<br><br>2 x ENG.05.RV.CS.5.1: Read and identify details in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.<br><br>1 x ENG.05.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.<br><br>1 x ENG.05.RV.CS.3.1: Make logical connections between ideas, events or themes and own experience, background knowledge, other familiar texts or the world around them and give clear reasons for these connections when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.<br><br>1 x ENG.05.RV.CS.1.1: Read and identify the overall meaning of simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured. | Construct Limits<br><br>• 1 expository text of 230-250 words (10% either way)<br>• 7 questions with 3 options, one of which is the correct answer (3 marks each, total: 21) |

السؤال 4 (قراءة) : اقرئي  
الفقرة واختاري الإجابة  
الصحيحة

| Part            | Level                                                              | Theme                                                                                                                      | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Grammar                                                                                                                                                                     |
|-----------------|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 3: Reading | Working at Grade Level Goal<br><br>Working Beyond Grade Level Goal | How important is your method in achieving a team goal?, Why is the team leader so important?                               | task, tower, objective, challenge, discuss, role, method, results, important, guides, decisions, succeed, imagine, confident, unite, leader, knowledge, vision, qualities, achieve, debate, interview, care, values                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <a href="#">G.14.1 Past Time (past simple (including verb 'to be'))</a><br><a href="#">G.5.3 Conditionals (Second)</a>                                                      |
|                 |                                                                    | Task Description<br><br>Multiple-Choice Questions<br><br>Read the text and choose the correct answer.<br>Choose A, B or C. | Learning Outcomes (LOs)<br><br>1 x ENG.05.RV.CS.2.1: Read and identify specific information in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.<br><br>1 x ENG.05.RV.CS.5.1: Read and identify details in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.<br><br>1 x ENG.05.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.<br><br>1 x ENG.05.RV.CS.4.2: Make inferences or predictions about text content, line of argumentation and sequence of events in a narrative, using text features and basic connectors when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.<br><br>1 x ENG.05.RV.CS.3.1: Make logical connections between ideas, events or themes and own experience, background knowledge, other familiar texts or the world around them and give clear reasons for these connections when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.<br><br>1 x ENG.05.RV.CS.1.1: Read and identify the overall meaning of simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured. | Construct Limits<br><br>• 1 expository text of 230-250 words (10% either way)<br>• 7 questions with 3 options, one of which is the correct answer (3 marks each, total: 21) |

## Term ٢ preparation:

---

### Reading القراءة



# Vocabulary for Reading 1

## Theme : Dark and light

| Word          | Meaning in Arabic | Word           | Meaning in Arabic        |
|---------------|-------------------|----------------|--------------------------|
| Fireflies     | حشرة اليراعة      | Soil           | التربة                   |
| Safe          | آمن               | Seed           | البذور                   |
| Pet           | حيوان أليف        | Pots           | جرة                      |
| Scare off     | إخافة \ يخوف      | Sunlight       | ضوء الشمس                |
| Predators     | حيوان مفترس       | Sprout         | ينمو                     |
| Nearby        | قريب              | Photosynthesis | عملية البناء الضوئي      |
| Confused      | مرتبك             | Process        | الخطوات                  |
| Interesting   | مشوق              | Coloplast      | المادة الخضراء في النبات |
| Tasty         | لذيذ              | oxygen         | الأكسجين                 |
| Hunt          | يصطاد             | carbon dioxide | ثاني أكسيد الكربون       |
| Owl           | البومة            | survive        | يعيش                     |
| bat           | الخفاش            | cacti          | نبات الصبار              |
| Nature expert | خبير طبيعة        | aloes          | بنات الأليفيرا           |
| Nocturnal     | حيوان ينشط باليل  | store          | يخزن                     |
| Parents       | الوالدين          | shade          | الظل                     |

# Vocabulary for Reading 2

## Theme : Team

| Word      | Meaning in Arabic | Word      | Meaning in Arabic      |
|-----------|-------------------|-----------|------------------------|
| Task      | مهمة              | Imagine   | يتخيل                  |
| Tower     | برج               | Confident | واثق                   |
| Objective | هدف               | Unite     | توحد   جمع   ربط       |
| Challenge | تحدي              | Leader    | قائد                   |
| Discuss   | يناقش             | Knowledge | معرفة                  |
| Role      | دور               | Vision    | رؤية                   |
| Method    | طريقة             | Qualities | خصائص                  |
| Results   | نتائج             | Achieve   | يحقق                   |
| Important | مهم               | Debate    | مناقشة   مناظرة   جدال |
| Guides    | يرشد   يدل   يقود | Interview | مقابلة                 |
| Decisions | مناقشات           | Care      | يهتم                   |
| succeed   | ينجح              | values    | قيم                    |



# Reading practice

## تمارين على القراءة

# WH Question Words

متى

**When** - ask about time

لماذا

**Why** - ask about reason

أي

**Which** - ask about choices

من

**Whom** - ask about people

ماذا

**What** - ask for information

أين

**Where** - ask about places

من (ملكية)

**Whose** - ask about possession

من

**Who** - ask about people

كيف

**How** - ask about process, manner



# Part 2

Read about Three Great Races in Dubai. For questions 6 – 10, choose the correct answer (A, B, or C). The

## Desert Bats

Desert bats are animals that hunt in the dark. They live in hot deserts where the sunlight is strong during the day, so they rest in the shade to stay cool and safe. At night, the temperature drops, and insects become active, so the bats begin to hunt. They are nocturnal, which means they are active at night and rest during the day.

Nature experts say that desert bats have large ears because they need to hear tiny sounds on the ground. Desert bats listen for non-flying insects and scorpions moving on rocks. This helps them find food when it is dark. Desert bats do not usually get hurt when a scorpion attacks them, so they just continue eating. They also send out soft sounds to check if predators are nearby. This helps them stay safe while hunting.

Researchers have found that desert bats usually live alone. However, during the day, they may rest in small groups of two to five. They usually have babies once a year. The female bat gives birth to one baby in late spring or early summer. At first, the mother carries the baby when she goes out to hunt. Later, she teaches her baby how to find food by itself little by little. After about six to eight weeks, the young bat is ready to hunt on its own.

These bats play an important role in the desert. They keep the number of scorpions and insects low, which is important for balance in nature.

1. According to the text, what is the specific process a mother bat uses to ensure her baby survives?

- (a) She leaves the baby in the shade while she hunts alone for the first year.
- (b) She carries the baby at first and then gradually teaches it how to find its own food.
- (c) She only hunts during the day so the baby can stay warm in the sunlight.

2. Why is the drop in temperature at night important for the desert bat's survival?

- (a) It allows the bats to rest in larger groups of five or more.
- (b) It is the time when the insects they eat become active for hunting.
- (c) It makes it easier for the bats to hear sounds moving on the rocks.

What is unique about how a desert bat reacts to a scorpion's sting?

- (a) The bat uses its large ears to block the scorpion's attack.
- (b) The bat sends out soft sounds to scare the scorpion away.
- (c) The bat is usually not affected and will keep eating during an attack.

3. The text says bats "rest in the shade to stay cool and safe." Based on this, why is being "nocturnal" an advantage in the desert?

- (a) It helps them avoid the extreme heat and strong sunlight of the day.
- (b) It allows them to see better than any other animal in the desert.
- (c) It makes it easier for them to find water on the ground.

4. The text mentions that bats use "soft sounds" to check for predators. How does this behavior help a bat survive while it is busy eating?

- (a) It alerts other bats in the group to come and help fight.
- (b) It allows the bat to stay aware of danger even when it is dark.
- (c) It makes the bat move faster so it can finish eating quickly.

5. Which sentence best summarizes the importance of desert bats in their environment?

- (a) They are animals that prefer to live alone and have babies once a year.
- (b) They have large ears that help them listen for scorpions on the rocks.
- (c) They help maintain the balance of nature by controlling the number of insects.

| Reading part 2 answers |   |
|------------------------|---|
| 1.                     | B |
| 2.                     | B |
| 3.                     | c |
| 4.                     | a |
| 5.                     | B |
| 6.                     | c |

## Part 2

Read about Three Great Races in Dubai. For questions 6 – 10, choose the correct answer (A, B, or C). T

### A Visit from a Nature Expert

Dr. Muna, a nature expert, visited our school. She gave a talk about how plants and animals live in nature.

Dr. Muna first talked about plants. She explained how plants grow in soil outdoors or in pots at home or at school. This process begins with a seed. When the seed gets the right amount of water, sunlight, and air, it grows into a healthy plant. In hot places like deserts, shade is necessary to protect plants from heat. Some plants like cacti and date trees, can live in desert environments. Cacti keep water inside their stems for weeks or months to survive in hot and dry places. Date trees have wide roots that reach up to 15 meters across to get water. They also have a thick trunk that protects them from strong sunlight.

Next, Dr. Muna talked about animals. She said that animals need water, food and the right temperature to live. In the desert, animals like owls rest during the day and hunt at night because the air is cooler. Camels keep fat in their humps for energy. This helps them survive for a long time without food. Many plant-eating animals, like the gazelle, eat early in the morning and late in the afternoon, when the sun is not too strong.

Dr. Muna said that plants and animals need each other to survive. Plants give oxygen and food to animals. Animals drop plant seeds far away, which helps to grow plants in new places. Some animals eat insects that are bad for plants. We must care for both animals and plants to keep nature healthy.

1. According to the text, how long can cacti keep water inside their stems?

- (a) For a few days.
- (b) For weeks or months.
- (c) Only during the night.

2. How do the wide roots of a date tree help it survive in the desert?

- (a) They protect the tree from strong sunlight.
- (b) They reach up to 15 meters across to get water.
- (c) They help the tree stay cool during the day.

3. Why do desert owls hunt at night instead of during the day?

- (a) Because the air is cooler at night.
- (b) Because they can see plant-eating animals better.
- (c) Because they need to find water in the dark.

4. The text mentions that cacti and date trees live in desert "environments." Based on the passage, what does "environments" mean?

- (a) A type of plant that grows from a seed.
- (b) The natural surroundings or places where things live.
- (c) A way to keep water inside a thick stem.

5. Dr. Muna says plants and animals need each other. Based on the text, what would happen to plants if there were no animals?

- (a) Plants would grow faster because no one would eat them.
- (b) It might be harder for plants to grow in new places.
- (c) Plants would have more oxygen to give to the air.

6. What is the main message of Dr. Muna's talk?

- (a) Plants and animals have special ways to survive and depend on each other.
- (b) Deserts are the only places where healthy plants can grow from seeds.
- (c) Cacti and camels are the most important living things in nature.

Reading part 2 answers

- 1. B
- 2. B
- 3. A
- 4. B
- 5. B
- 6. A

## Part 2

Read about Three Great Races in Dubai. For questions 6 – 10, choose the correct answer (A, B, or C). There is one **EXAMPLE**.

### Why Plants Need Light and Darkness

Plants need both light and darkness to grow properly. During the day, plants use sunlight to produce nutrients through a process that depends on chlorophyll, the green substance in their leaves. When plants grow without enough light, chlorophyll does not develop properly, so the leaves may look pale and weak. In dark conditions, plants often grow in a different way. They try to reach for light by stretching upward very quickly. As a result, their stems become long and weak because they grow too fast without enough strength. Scientists explain that darkness also helps plants measure time and seasons. The length of night can trigger certain processes, such as flowering and changes in growth. Today, natural darkness is sometimes interrupted by artificial light from cities, street lamps, and buildings. This light can disrupt the normal growth cycle of plants. When darkness is reduced, plants may become confused about when to grow, rest, or produce flowers. Over time, these changes can affect how plants develop and survive in their natural environment. Maintaining a balance between light and darkness is very important for ecosystems. When this balance changes, it can influence how plants grow and how nature remains in harmony.

1. According to the text, what happens to chlorophyll in plants grown without light?
  - A It does not develop properly
  - B It becomes greener
  - C It increases quickly
2. According to the text, why can interrupted darkness delay a plant's growth cycle?
  - A Plants cannot absorb nutrients at night
  - B Plants use darkness to measure time and seasons
  - C Plants lose energy in low light
3. In paragraph 2, what does trigger mean?
  - A Stop something completely
  - B Cause something to start
  - C Observe something carefully
4. Which environmental issue discussed in the text affects plant growth beyond natural habitats?
  - A Lack of rainfall
  - B Artificial lighting in cities
  - C Soil erosion
5. What is the main purpose of the text?
  - A To describe types of plants
  - B To compare natural and artificial light
  - C To explain how darkness influences plant growth

Reading part 2 answer

- 1- A
2. B
3. B
4. B
5. C

## Part 3

Read about the different personalities in one family. For questions 11 – 15, choose the correct answer (A, B, or C).

### Strong Leaders

A strong leader is essential for any team that wants to achieve its objective. A leader does not simply tell people what to do. Instead, they guide the team by choosing a clear method, organising each task, and helping members understand their roles. These qualities help the team feel confident, especially when they face a challenge. When everyone understands the plan, the team works smoothly and produces better results.

In many school projects, the leader explains the steps and checks that everyone has the knowledge they need. Last term, our class worked on a science project about how plants grow in different conditions. The leader, Hessa, was calm and organised. She discussed the plan with her group and made sure each person had a clear role. One student collected data, another prepared the materials, and a third wrote the observations. They succeeded because they communicated well and respected each other's ideas and contributions.

If Hessa didn't guide her team carefully, they wouldn't achieve strong results. If team members worked alone, they wouldn't complete the project successfully. These examples show that teamwork depends on clear guidance. A leader with a strong vision helps the group stay focused and work together.

1. According to the text, why did Zayed's team succeed?

- A They followed only the teacher's instructions
- B They communicated well and respected each other's ideas
- C They worked alone most of the time

2. According to the text, what does a strong leader do for the team?

- A Avoids making plans
- B Chooses a clear method and organises tasks
- C Gives orders without guiding the team

3. What is the main purpose of the text?

- A To tell a story about a science project on plants
- B To explain the importance of strong leadership in teamwork
- C To explain how teachers choose team leaders

4. What would most likely happen if a team had no leader?

- A The team would always finish the project faster
- B The team might lose focus and struggle to reach their goal
- C The project would become easier to complete

5. In paragraph 3, what does "vision" most nearly mean?

- A The ability to work clearly
- B A type of school project of team work
- C A clear idea about what the team wants to achieve

# Part 3

Read about the different personalities in one family. For questions 11 – 15, choose the correct answer (A, B, or C).

## Teamwork

Teamwork is a method people use when they want to achieve a shared goal. It allows them to work together to complete a task effectively. Successful teamwork happens when members communicate clearly, take responsibility, and show care and respect for one another. These qualities help a team make better decisions and work with a strong vision.

Earlier this term, I worked with three other students on a science project about how sunlight affects the growth of plants. Our team wanted to understand why some plants grow well in light while others become weak in darkness. Ahmad collected information from books and websites about how plants use sunlight to make food. Saeed placed one plant in full sunlight and another in complete darkness so we could compare the results. Omar measured both plants every day and recorded the changes in height and colour. Talib organised the data and prepared a clear chart to show the differences between the two plants. We discussed our findings and shared our knowledge so that everyone understood the process. The project was interesting, and working together made it easier and more enjoyable.

**1. Which student was responsible for documenting the physical developments of the plants throughout the experiment?**

- (a) Saeed, who managed the light exposure.
- (b) Omar, who tracked height and color changes.
- (c) Talib, who converted information into a chart.

**2. What specific research goal did the team hope to achieve with their science project?**

- (a) To discover which types of plants grow the fastest in a garden.
- (b) To determine how different websites provide information on biology.
- (c) To understand the reasons behind plants becoming weak when deprived of light.

**3. According to the first paragraph, what is a necessary requirement for a team to make high-quality decisions?**

- (a) Having one strong leader to take all the responsibility.
- (b) Communicating clearly and showing respect for each other.
- (c) Completing a task as quickly as possible without discussion.

**4. The text states that team members should "work with a strong vision." Based on the story of the science project, what does having a "vision" most likely mean?**

- (a) Having a clear plan or goal that everyone is working toward.
- (b) Being able to see small changes in the height of a plant.
- (c) Using books and websites to find pictures of nature.

**5. Based on the author's experience, how did dividing the work among four people change the nature of the project?**

- (a) It made the project more difficult because they had to discuss everything.
- (b) It allowed them to finish the task with less effort and more satisfaction.
- (c) It caused the results of the chart to be less accurate than if one person did it.

**6. What is the primary purpose of this reading passage?**

- (a) To provide instructions on how to grow plants in complete darkness.
- (b) To explain the definition of teamwork using a real-life example.
- (c) To prove that science projects are the best way to learn about nature.

| Reading part 3 answers |   |
|------------------------|---|
| 1.                     | B |
| 2.                     | C |
| 3.                     | B |
| 4.                     | A |
| 5.                     | B |
| 6.                     | B |



## **Term 2: Preparation - Grammar**

# Vocabulary for Maze part

## Theme : Team

| Word         | Meaning in Arabic | Word        | Meaning in Arabic |
|--------------|-------------------|-------------|-------------------|
| contribution | مساهمة            | volunteers  | متطوعين           |
| donate       | يتبرع             | manage      | ينظم              |
| fast         | يصوم              | locations   | مواقع   أماكن     |
| food parcels | مغلف طعام         | refill      | إعادة تعبئة       |
| generosity   | الكرم             | several     | العديد من         |
| project      | مشروع             | feed        | يطعم              |
| charities    | جمعيات خيرية      | participate | يساهم             |
| reflection   | الأثر             | Provide     | يزود   يعطي       |
| attention    | انتباه            |             |                   |

# Rule 1 ( Present perfect )



Rule 1 : present perfect

2015



for ten years

lived in this city

Now

Past

Future

I have lived in this city for ten years.

She has lived in this city since 2015.

**Checking questions**

Do the sentences talk about the past, the present, or both? Do I still live in the city now? What is the difference between the two sentences?

**Grammatical structure**

present perfect



أرجو الضغط على الرابط للتدريب على القاعدة

‘have / has’ + past participle + ‘for / since’ + time reference

**Usage**

We use the present perfect tense with ‘for’ and ‘since’ to talk about how long something has continued until now. It is used for states or situations that started in the past and are still true now.  
We use ‘for’ to say how long something has lasted - for two weeks, for a long time, for five years. We use since to say when something started - since Monday, since 2020, since I was a child.

**Other examples**

They have known each other since school.  
We have worked here for a long time.  
She has been in the library since 1pm.

# PRESENT PERFECT TENSE

## + Affirmative

| SUBJECT             |   | AUXILIARY |   | PAST PARTICIPLE |     |
|---------------------|---|-----------|---|-----------------|-----|
| I / you / we / they | + | have      | + | lived           | ... |
| he / she / it       | + | has       | + | studied         | ... |
|                     |   |           |   | eaten           | ... |

## - Negative

| SUBJECT             |   | AUXILIARY |   | PAST PARTICIPLE |     |
|---------------------|---|-----------|---|-----------------|-----|
| I / you / we / they | + | haven't   | + | lived           | ... |
| he / she / it       | + | hasn't    | + | studied         | ... |
|                     |   |           |   | eaten           | ... |

## Duration of Something - FOR

To say how long something has lasted until the present moment, we use **FOR** + Length of Time.

- ✓ We **have known** each other *for many years*.
- ✓ They **have rented** our house *for two months*.
- ✓ She **has been** in Spain *for three weeks*.
- ✓ He's **worked** with me *for ten years*.

## Duration of Something - SINCE

We use **SINCE** when we give the beginning point (in the past) of the event that continues from then until today.

- ✓ I **haven't eaten** anything *since breakfast*.
- ✓ We **have rented** this house *since 2019*.
- ✓ She **has worked** here *since September*.
- ✓ He **hasn't been** at work *since Wednesday*.

## Use of English

### Present Perfect Tense

subject + **have/has** + **past participle verb**

We can use the present perfect tense to talk about experience. When it happened is not important because we are focusing on the experience. If we want to say when something happened we use past simple.

Look at the example:

*I **have seen** how wolves communicate. Last year, I **studied** wolves in Canada.*

The first sentence is

**present perfect**

because it talks about the experience.

The second sentence is

**past simple**

because it talks about an exact time in the past.

Be careful! we never use the present perfect tense with a time.



# Present Perfect

Using    have/has + past participle to talk about the past .

## Meaning

Present perfect simple is used to talk about an action in the past, but the exact time in the past is not specified or not known. The action may have finished or is continuing in the present.

More Grammar  
practice Link

أرجو الضغط على الرابط  
للتدريب على القاعدة

## Form

The present perfect simple is formed using *have/has + past participle*.

*I/You/We/They + have + past participle*

*He/she/It + has + past participle*

Remember, we can use contractions.

For example:

***I've played tennis.***

***She's played tennis.***

They ***haven't*** played tennis.

He ***hasn't*** played tennis.

| Positive                                                                         | Negative                                                                                  | Question                                                                                                                                                                       |
|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I <b><i>have played</i></b> tennis .<br><br>She <b><i>has played</i></b> tennis. | They <b><i>have not played</i></b> tennis.<br><br>He <b><i>has not played</i></b> tennis. | <b><i>Have</i></b> you <b><i>played</i></b> tennis?<br><br>Where <b><i>have</i></b> you <b><i>played</i></b> tennis?<br><br><b><i>Has</i></b> she <b><i>played</i></b> tennis? |

# Let's do some practice :



## Answer key

1.A 2.C  
3.A 4.C  
5.B

المدرسة  
الإماراتية

## 1. Present perfect

### Choose the correct word to complete the sentence.

1. Sarah \_\_\_\_ her homework since afternoon .  
a. has done  
b. did  
c. have done
2. We \_\_\_\_ a new puppy two days ago .  
a. get  
b. Has got  
c. have gotten
3. Tom \_\_\_\_ to the new movie that just came out.  
a. has gone  
b. went  
c. have gone
4. My family \_\_\_\_ a fun vacation for one month .  
a. Have had  
b. had  
c. has had
5. They \_\_\_\_ many books from the library since they got them .  
a. has read  
b. have read  
c. reading

# Regular Verbs

| Present   | Past       | Past P.    |
|-----------|------------|------------|
| Accept    | Accepted   | Accepted   |
| Act       | Acted      | Acted      |
| Bake      | Baked      | Baked      |
| Behave    | Behaved    | Behaved    |
| Close     | Closed     | Closed     |
| Compare   | Compared   | Compared   |
| Compete   | Competed   | Competed   |
| Die       | Died       | Died       |
| Disagree  | Disagreed  | Disagreed  |
| Disturb   | Disturbed  | Disturbed  |
| Dress     | Dressed    | Dressed    |
| Dry       | Dried      | Dried      |
| Eliminate | Eliminated | Eliminated |
| End       | Ended      | Ended      |
| Enjoy     | Enjoyed    | Enjoyed    |
| Fix       | Fixed      | Fixed      |
| Follow    | Followed   | Followed   |
| Freeze    | Freezed    | Freezed    |
| Fry       | Fried      | Fried      |
| Greet     | Greeted    | Greeted    |
| Guess     | Guessed    | Guessed    |
| Hunt      | Hunted     | Hunted     |
| Identify  | Identified | Identified |
| Imagine   | Imagined   | Imagined   |
| Invite    | Invited    | Invited    |

| Present   | Past       | Past P.    |
|-----------|------------|------------|
| Join      | Joined     | Joined     |
| Jump      | Jumped     | Jumped     |
| Knock     | Knocked    | Knocked    |
| Love      | Loved      | Loved      |
| Manage    | Managed    | Managed    |
| Mark      | Marked     | Marked     |
| Match     | Matched    | Matched    |
| Name      | Named      | Named      |
| Need      | Needed     | Needed     |
| Open      | Opened     | Opened     |
| Order     | Ordered    | Ordered    |
| Organize  | Organized  | Organized  |
| Pack      | Packed     | Packed     |
| Paint     | Painted    | Painted    |
| Pass      | Passed     | Passed     |
| Perform   | Performed  | Performed  |
| Persuade  | Persuaded  | Persuaded  |
| Program   | Programmed | Programmed |
| Protect   | Protected  | Protected  |
| Review    | Reviewed   | Reviewed   |
| Shop      | Shopped    | Shopped    |
| Slow      | Slowed     | Slowed     |
| Turn      | Turned     | Turned     |
| Underline | Underlined | Underlined |
| Want      | Wanted     | Wanted     |

LIV

## TOP 25 Irregular verbs

| INFINITIVE | PAST SIMPLE | PAST PARTICIPLE |
|------------|-------------|-----------------|
| be         | was/were    | been            |
| break      | broke       | broken          |
| build      | built       | built           |
| buy        | bought      | bought          |
| come       | came        | come            |
| do         | did         | done            |
| dream      | dreamt      | dreamt          |
| drink      | drank       | drunk           |
| drive      | drove       | driven          |
| eat        | ate         | eaten           |
| get        | got         | gotten          |
| give       | gave        | given           |
| go         | went        | gone            |
| have       | had         | had             |
| learn      | learnt      | learnt          |
| lose       | lost        | lost            |
| read       | read        | read            |
| say        | said        | said            |
| see        | saw         | seen            |
| sell       | sold        | sold            |
| swim       | swam        | swum            |
| take       | took        | taken           |
| think      | thought     | thought         |
| work       | wrought     | wrought         |
| write      | wrote       | written         |

## Rule 2 ( Reported speech)



## Rule 2 : Reported Speech

She said that she wanted to see the animals at night .

|                       |                                                                                                                                                                                                                                           |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Meaning               | The speaker is referring to a past conversation when they were advised about ways to create less harmful waste.                                                                                                                           |
| Grammatical structure | <u>Reported speech: reporting verbs</u> ← أرجو الضغط على الرابط للتدريب على القاعدة<br>reporting verbs + 'that' + complement clause                                                                                                       |
| Usage                 | We can use reported statements to repeat what someone <b>had previously said</b> or to report facts.                                                                                                                                      |
| Other examples        | He <u>told me that</u> he <u>would</u> report me to the manager.<br>She <u>said that</u> we <u>should</u> come back later.<br>The scientist <u>said that</u> Owls <u>hunt</u> at night . ( <u>If it is a fact don't change the verb</u> ) |

# Rule 3 : Reported Speech

## Use of English

### Reported Speech

When we talk about what someone said in the past, we use reported speech.

"I see a cat." (Direct speech)      He said that he saw a cat. (Reported speech or indirect speech)

We can use the verbs **say** and **tell** with reported speech.

He ..... **said that** ..... (that)...      He ..... **told me that** ..... me (that)...

After tell you must ..... **say what was told** .....

We change the verb forms in the reported words by moving them back one tense. However, if we are talking about a fact or something that is true we don't need to change the verb.

How do we change these verb forms? Answer below.

|                    |                                                  |
|--------------------|--------------------------------------------------|
| present simple     | ..... <b>present simple or past simple</b> ..... |
| can                | ..... <b>could</b> .....                         |
| will               | ..... <b>would</b> .....                         |
| present continuous | ..... <b>Past continuous</b> .....               |
| past simple        | ..... <b>past simple /Past perfect</b> .....     |

## Language Tip

Remember, when we talk about what people have said, we use **reported speech**. We move

the tense of the main verb back one tense. For example,

"I **am** in Oman." → He said that he **was** in Oman.

After the verb **said**, we can use the word **that**.

He said **that** he was in Oman.

Also, when we use reported speech, remember to change the pronouns.

"I am going to the bank." → **He** said that **he** was going to the bank.

# REPORTED SPEECH

We use reported speech to tell people what somebody said or thought in the past, or what happened. But be careful! Tenses change only when the time and speaker are different.

| TENSE CHART                         | DIRECT SPEECH              | INDIRECT SPEECH                    |
|-------------------------------------|----------------------------|------------------------------------|
| PRESENT SIMPLE-PAST SIMPLE          | I <b>work</b> in Paris     | He said he <b>worked</b> in Paris  |
| PRESENT CONTINUOUS-PAST CONT.       | I <b>am working</b>        | He said he <b>was working</b>      |
| PAST SIMPLE-PAST PERFECT            | I <b>worked</b>            | He said he <b>had worked</b> .     |
| PAST CONTINUOUS-PAST PERFECT CONT   | I <b>was working</b>       | He said he <b>had been working</b> |
| PRESENT PERFECT SIMPLE-PAST PERFECT | I <b>have worked</b>       | He said he <b>had worked</b>       |
| PRESENT PERF.CONT-PAST PERFECT CONT | I <b>have been working</b> | He said he <b>had been working</b> |
| PAST PERFECT-NO CHANGE              | I <b>had worked</b>        | He said he <b>had worked</b>       |
| PAST PERFECT CONT-NO CHANGE         | I <b>had been working</b>  | He said he <b>had been working</b> |

## TELL

### TELL + PERSONAL OBJECT

We tell somebody

- Tina told me to phone her.
- My sister told us not to wake her up in the morning.

## SAY

### SAY + TO + OBJECT

- He never said that to me.
- TO REPORT**
- He said he was exhausted
- Tom said he had done it.

## ASK

### OBJECT + INFINITIVE

#### TO REQUEST

- He asked me to translate it.
- TO QUESTION**
- Ask her if she likes tea.

## LANGUAGE FOCUS

4 Unscramble the sentences below.

1 bats / ears / said / Zainab / that / have / large

Zainab said that bats have large ears.

2 Saif / owls / in / see / dark / can / said / that

Saif said that owls can see in the dark.

3 that / the / said / I / rest / should / doctor

The doctor said that I should rest.

4 friend / that / went / said / my / she / cinema / the / to

My friend said that she went to the museum.

5 said / night / safari / go / that / wants / to / Mohammed / he / a / on

Mohammed said that he wants to go on a night safari.

# Let's do some practice :



## Answer key

1. B   2. B  
3. A   4. B  
5. A   6. B  
7. B

## 2. Reported speech

Choose the correct word to complete the sentence.

1-The teacher said, "We donate to charities every year."

**The teacher said that they \_\_\_\_\_ to charities every year.**

- a) donate                                      b) donated                                      c) will donate

2-The manager said, "We will manage several locations next week."

**The manager said that they \_\_\_\_\_ several locations the following week.**

- a) will manage                                      b) would manage                                      c) managed

3-The teacher said, "Charities help many poor families."

**The teacher said that charities \_\_\_\_\_ many poor families.**

- a) help                                      b) helped                                      c) had helped

4-The volunteer said, "We can feed 200 families."

**The volunteer said that they \_\_\_\_\_ feed 200 families.**

- a) can                                      b) could                                      c) would

5-Fatima said, "We are preparing food parcels."

**Fatima said that they \_\_\_\_\_ food parcels.**

- a) were preparing                                      b) are preparing                                      c) prepared

6- The manager said, "We will provide food parcels."

**The manager said that they \_\_\_\_\_ food parcels.**

- a) provide                                      b) will provide                                      c) would provide

7-The principal said, "Attention is important in every project."

**The principal said that attention \_\_\_\_\_ important in every project.**

- a) was                                      b) is                                      c) had been

# Rule 3 ( first conditional 1 )



## Rule 3 : If condition 1

If you study, you will pass the exam.

|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Checking questions    | Is this a real or imaginary situation? Can the condition happen now or soon? Will the result happen now or in the future? Do I have to study first? If I don't study, will I pass?                                                                                                                                                                                                                                                                                                                                                                           |
| Grammatical structure |  <div>أرجو الضغط على الرابط للتدريب على القاعدة</div> <p>If + present simple, will + infinitive (base verb)</p> <p><b>Will + infinitive (base verb) + if + present simple</b></p>                                                                                                                                                                                                                                                                                          |
| Usage                 | We use the first conditional to talk about real and possible situations in the future that depend on something happening now or soon. It describes a cause and effect relationship between a present/future action and a likely result. In first conditional, the 'if' clause is the condition (present or near-future situation) and the 'main clause' is the result (likely future outcome). We use this structure when the condition is real or likely, the result is in the future and we are talking about the consequences of something happening now. |
| Other examples        | <p>If I <u>get</u> the job, I <u>will move</u> to Abu Dhabi.</p> <p>We <u>will stay</u> at home <u>if</u> it <u>rains</u>.</p> <p>If I <u>call</u> him, he <u>will help</u> me.</p>                                                                                                                                                                                                                                                                                                                                                                          |

# FIRST CONDITIONAL

If I **study**, I **will pass** my exams.

PRESENT SIMPLE

FUTURE SIMPLE

I **will pass** my exams if I **study**.

We use it to talk about possible situations  
and their consequences in the future.

PRESENT SIMPLE

+

FUTURE SIMPLE

✓ If we work hard, we will finish the project on time.



IF



CONDITION



/



RESULT



The **first conditional** is used to express a real or very probable situation in the future. It refers to things that will possibly happen in the future if a condition is met.

The **first conditional** is common when we are talking about *possible plans, promises, warnings, threats* or for *persuading* someone.

CONDITION

RESULT

PRESENT SIMPLE

+

FUTURE SIMPLE

✓ If I go to Italy next week for work, I'll visit the Colosseum.

✓ If I have time tomorrow, I will help you.

✓ If you touch that wire, you will get an electric shock.



<https://www.mauthor.com/present/6467559418888192>

أرجو الضغط على الرابط للتدريب على القاعدة

## Language Tip

Look at this sentence from the listening.

*If they can see in the dark, wildlife workers can protect animals...*

This is an example of the **First Conditional**, using can instead of will.

The form is: *If* + present simple / *can* + bare infinitive.

The meaning changes a little; can expresses a possibility/ability instead of a definite future.

Can you find any more examples of this in the audioscript at the back of your book?

# Let's do some practice :



## Answer key

- |      |      |
|------|------|
| 1.A  | 2. b |
| 3.C  | 4.b  |
| 5.B  | 6.a  |
| 7. b | 8.C  |
| 9- a | 10-a |

## 3. If conditional 1

Choose the correct word to complete the sentence.

1-If we \_\_\_\_\_ to charities, we will help many families.

- a) donate                      b) donated                      c) will donate

2-If the volunteers provide food parcels, poor families \_\_\_\_\_ happy.

- a) are                      b) will be                      c) will

3- If we \_\_\_\_\_ several locations carefully, the project will succeed.

- a) managed                      b) will manage                      c) manage

4-If the team \_\_\_\_\_ attention to the plan, they will avoid mistakes.

- a) pay                      b) pays                      c) will pay

5-If the charity receives more donations, it \_\_\_\_\_ more food parcels.

- a) provides                      b) will provide                      c) provided

6-If the organization \_\_\_\_\_ more families, it will need several volunteers.

- a) feeds                      b) feed                      c) will feed

7-If we \_\_\_\_\_ generosity, we will support many poor families.

- a) shows                      b) show                      c) will show

8-If the students complete the project , they \_\_\_\_\_ proud.

- a) feels                      b) feel                      c) will feel

9-If the volunteers \_\_\_\_\_ the boxes, families will receive enough food.

- a) refill                      b) will refill                      c) refilled

10-If people \_\_\_\_\_ to charities regularly, many poor families will benefit.

- a) donate                      b) will donate                      c) donated

# Rule 4 ( Models –present )



## Rule 4 : Modals

The frog can **jump** very high. It can't run fast.

You should **keep** your room clean .

|                       |                                                                                                                                                            |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Meaning               | Jump? Yes, it's good. Run fast? No.                                                                                                                        |
| Grammatical structure | <u>Modals: present modals</u><br>Positive: subject + can + verb<br>Negative: subject + can't + verb                                                        |
| Usage                 | We use 'can' and 'cannot' (can't) to talk about the things people / things are able to do and are not able to do.                                          |
| Other examples        | I <u>may</u> swim in the pool .<br><u>Can</u> penguins live in the desert? No, they <u>cannot</u> .<br><u>Should</u> I drive your car? No, you shouldn't . |

أرجو الضغط على الرابط للتدريب على القاعدة



# MODAL VERBS

**DEFINITION** Modal verbs are used to express ability, possibility, permission, requests, offers, and more.

## BASIC USES

|               |             |                                |
|---------------|-------------|--------------------------------|
| <b>CAN</b>    | Ability     | She <i>can</i> swim.           |
| <b>COULD</b>  | Possibility | It <i>could</i> rain tomorrow. |
| <b>MAY</b>    | Permission  | May I use your phone?          |
| <b>MIGHT</b>  | Possibility | He <i>might</i> be at home.    |
| <b>MUST</b>   | Necessity   | You <i>must</i> wear a suit.   |
| <b>SHOULD</b> | Advice      | You <i>should</i> call her.    |
| <b>WILL</b>   | Future      | I <i>will</i> be there.        |

A stylized illustration of a man with dark hair, wearing an orange long-sleeved shirt and dark trousers, sitting on a brown armchair. He is smiling and looking at a white laptop on his lap. The background is plain white.

- 1. We \_\_\_\_\_ make a contribution to the school charity project.**  
a) must                                  b) mustn't                                  c) don't must
- 2. You should \_\_\_\_\_ old clothes to local charities.**  
a) donates                                  b) donate                                  c) donating
- 3. During Ramadan, some people \_\_\_\_\_ fast to understand the value of generosity.**  
a) can                                  b) mustn't                                  c) can't
- 4. The volunteers can \_\_\_\_\_ food parcels to families in need.**  
a) provide                                  b) provides                                  c) provided
- 5. We \_\_\_\_\_ pay attention to the project instructions carefully.**  
a) shouldn't                                  b) should                                  c) don't should
- 6. Students must \_\_\_\_\_ in reflection activities after the event.**  
a) participating                                  b) participate                                  c) participates
- 7. The team \_\_\_\_\_ manage several locations at the same time.**  
a) can                                  b) can to                                  c) can't
- 8. Volunteers should \_\_\_\_\_ the food boxes before they are empty.**  
a) refill                                  b) refilled                                  c) refills
- 9. We may \_\_\_\_\_ the poor through different charities.**  
a) feeds                                  b) feeding                                  c) feeds
- 10. Everyone \_\_\_\_\_ show generosity when helping others.**  
a) will                                  b) may                                  c) shouldn't

### Answer key

- 1.a) must      2.b) donate  
3.a) can      4.a) provide  
5.b) should    6.b) participate  
7.a) can      8.a) refill  
9.c) feed      10.a) will

# Rule 5 ( Passive voice )



## Rule 5 : Passives voice

A new football team was chosen to compete few months ago .

Meaning

Every so often, someone selects a different football team to take part in a competition.

Grammatical  
structure

Passives



أرجو الضغط على الرابط للتدريب على القاعدة

**object + was / were + past participle + time phrase (past simple passive)**

Usage

Factitive verbs such as 'appoint, build, paint, make, choose, think and find' can be used to show a change of state. They are used in the passive voice as the focus is on the action being described rather than on who or what is performing the action. To use the passive voice, the object of the active sentence is moved into the subject position. A range of tenses can be used.

Other examples

The recycling plant was built over three years ago. (past simple passive)

## How to make the Passive in English

We make the passive by putting the verb 'to be' into whatever tense we need and then adding the past participle. For regular verbs, we make the past participle by adding 'ed' to the infinitive. So **play** becomes **played**. [Click here to learn about irregular verbs.](#)

| Tense                  | Active                            | Passive                                    |
|------------------------|-----------------------------------|--------------------------------------------|
| present simple         | I <b>make</b> a cake.             | A cake <b>is made</b> (by me).             |
| present continuous     | I <b>am making</b> a cake.        | A cake <b>is being made</b> (by me).       |
| past simple            | I <b>made</b> a cake.             | A cake <b>was made</b> (by me).            |
| past continuous        | I <b>was making</b> a cake.       | A cake <b>was being made</b> (by me).      |
| present perfect        | I <b>have made</b> a cake.        | A cake <b>has been made</b> (by me).       |
| pres. perf. continuous | I <b>have been making</b> a cake. | A cake <b>has been being made</b> (by me). |
| past perfect           | I <b>had made</b> a cake.         | A cake <b>had been made</b> (by me).       |
| future simple          | I <b>will make</b> a cake.        | A cake <b>will be made</b> (by me).        |
| future perfect         | I <b>will have made</b> a cake.   | A cake <b>will have been made</b> (by me). |

# Simple Passive

Present

Past

Singular

is

was

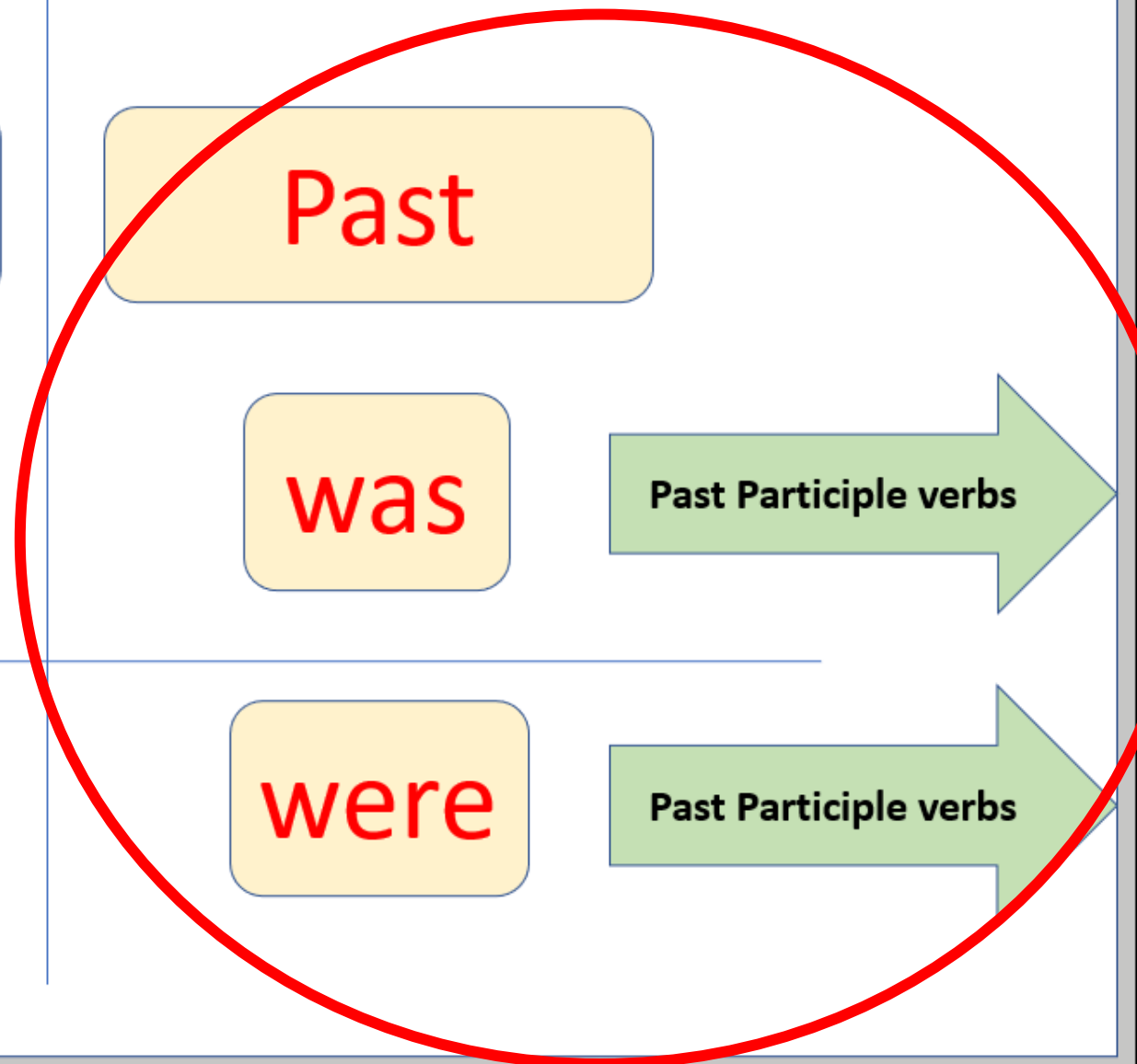
Past Participle verbs

Plural

are

were

Past Participle verbs



## V1, V2, V3 - Present tense, Past tense & Past participle

|    | V1<br>Base Form | V2 Simple<br>Past | V3<br>Past Participle |    | V1<br>Base Form | V2 Simple<br>Past | V3<br>Past Participle |
|----|-----------------|-------------------|-----------------------|----|-----------------|-------------------|-----------------------|
| 1  | Be              | was, were         | been                  | 26 | hit             | hit               | hit                   |
| 2  | Beat            | beat              | beaten                | 27 | hold            | held              | held                  |
| 3  | become          | became            | become                | 28 | hurt            | hurt              | hurt                  |
| 4  | begin           | began             | begun                 | 29 | keep            | kept              | kept                  |
| 5  | bend            | bent              | bent                  | 30 | know            | knew              | known                 |
| 6  | bet             | bet               | bet                   | 31 | leave           | left              | left                  |
| 7  | bid             | bid               | bid                   | 32 | meet            | met               | met                   |
| 8  | bite            | bit               | bitten                | 33 | pay             | paid              | paid                  |
| 9  | break           | broke             | broken                | 34 | put             | put               | put                   |
| 10 | bring           | brought           | brought               | 35 | read            | read              | read                  |
| 11 | buy             | bought            | bought                | 36 | ring            | rang              | rung                  |
| 12 | catch           | caught            | caught                | 37 | sell            | sold              | sold                  |
| 13 | dig             | dug               | dug                   | 38 | send            | sent              | sent                  |
| 14 | do              | did               | done                  | 39 | shut            | shut              | shut                  |
| 15 | fight           | fought            | fought                | 40 | sink            | sank              | sunk                  |
| 16 | find            | found             | found                 | 41 | sit             | sat               | sat                   |
| 17 | fly             | flew              | flown                 | 42 | sleep           | slept             | slept                 |
| 18 | forget          | forgot            | forgotten             | 43 | speak           | spoke             | spoken                |
| 19 | forgive         | forgave           | forgiven              | 44 | spend           | spent             | spent                 |
| 20 | freeze          | froze             | frozen                | 45 | stand           | stood             | stood                 |
| 21 | give            | gave              | given                 | 46 | teach           | taught            | taught                |
| 22 | go              | went              | gone                  | 47 | tear            | tore              | torn                  |
| 23 | grow            | grew              | grown                 | 48 | tell            | told              | told                  |
| 24 | have            | had               | had                   | 49 | wake            | woke              | woken                 |
| 25 | hear            | heard             | heard                 | 50 | wear            | wore              | worn                  |



## 50 Most Commonly Used Regular Verbs in Past

|    | Present  | Past      | Past Participle |
|----|----------|-----------|-----------------|
| 1. | Accept   | Accepted  | Accepted        |
| 2. | Act      | Acted     | Acted           |
| 3. | Bake     | Baked     | Baked           |
| 4. | Behave   | Behaved   | Behaved         |
| 5. | Close    | Closed    | Closed          |
| 6. | Compare  | Compared  | Compared        |
| 7. | Compete  | Competed  | Competed        |
| 8. | Die      | Died      | Died            |
| 9. | Disagree | Disagreed | Disagreed       |

|     | Present | Past    | Past Participle |
|-----|---------|---------|-----------------|
| 26. | Join    | Joined  | Joined          |
| 27. | Jump    | Jumped  | Jumped          |
| 28. | Knock   | Knocked | Knocked         |
| 29. | Love    | Loved   | Loved           |
| 30. | Manage  | Managed | Managed         |
| 31. | Mark    | Marked  | Marked          |
| 32. | Match   | Matched | Matched         |
| 33. | Name    | Named   | Named           |
| 34. | Need    | Needed  | Needed          |

## Passives: present simple passive

### Meaning

The passive voice is used when we want to focus on the action rather than the person or thing that does the action.

Active: **The man** drives the taxi every day. (The focus is on the person doing the action.)

Passive: **The taxi is driven** by the man every day. (The focus is on the action.)

### Form

Present simple passive is formed using am / is / are + *past participle*.

|         |          |           |           |
|---------|----------|-----------|-----------|
| Active  | They     | play      | football. |
| Passive | Football | is played | by them.  |

They play football.  
Football is played by them.

# Let's do some practice :



## Answer key

- |     |      |
|-----|------|
| 1.a | 2.c  |
| 3.a | 4.b  |
| 5.B | 6.b  |
| 7.c | 8.a  |
| 9.b | 10.a |

## 5. Reported speech ( past )

- 1-The food parcels \_\_\_\_\_ by the volunteers yesterday.  
a) were provided                      b) provided                      c) were provide
- 2-A big contribution \_\_\_\_\_ by Ahmed during the project.  
a) was make                      b) made                      c) was made
- 3-The supplies \_\_\_\_\_ before the event started.  
a) were refilled                      b) refilled                      c) was refill
- 4-A lot of attention \_\_\_\_\_ to the reflection activity.  
a) were given                      b) was given                      c) gave
- 5-The poor families \_\_\_\_\_ by the organization.  
a) were fed                      b) fed                      c) was fed
- 6-The project \_\_\_\_\_ successfully by the volunteers.  
a) completed                      b) was completed                      c) were completed
- 7-Many volunteers \_\_\_\_\_ to participate in the project.  
a) invited                      b) was invited                      c) were invited
- 8-Money \_\_\_\_\_ to charities during Ramadan.  
a) was donated                      b) donated                      c) were donate
- 9-Several food parcels \_\_\_\_\_ to different locations.  
a) was sent                      b) were sent                      c) sent
- 10 - The charities \_\_\_\_\_ by many generous people last year.  
a) were supported                      b) supported                      c) was supported

## SAMPLE OF (MAZE 1 )

### Community Service Champions

Last year, my school started a new project to support local charities. Since then, we (1) \_\_\_\_\_ many food parcels to families in need. Our teacher told us that if we (2) \_\_\_\_\_ more volunteers, we will be able to help even more people next month.

One student, Sara, said that she (3) \_\_\_\_\_ to help at the food bank every weekend. She also mentioned that the storage locations (4) \_\_\_\_\_ by a team of dedicated staff last week to make more space for donations.

We believe that everyone should (5) \_\_\_\_\_ in community service because it teaches generosity. If you join us, you (6) \_\_\_\_\_ a real difference in someone's life today!

1.

- (a) donated                      (b) have donated                      (c) are donating

2.

- (a) find                      (b) found                      (c) will find

3.

- (a) Wants                      (b) will want                      (c) wanted

4.

- (a) were cleaned                      (b) are cleaned                      (c) have cleaned

5.

- (a) participates                      (b) participated                      (c) participating

6.

- (a) Make                      (b) will make                      (c) made

Answer Maze 1

- 1-b  
2-A  
3-C  
4-A  
5-A  
6-B

## SAMPLE OF (MAZE 2 )

### Our Community Project

This month, our class (1) \_\_\_\_\_ a special project to help the local food bank. So far, we (2) \_\_\_\_\_ many food parcels for families in need. Our teacher told us that the project (3) \_\_\_\_\_ by a group of student leaders last year to encourage generosity.

Yesterday, the principal said that he (4) \_\_\_\_\_ very proud of our contribution. He explained that if we continue to work together, we (5) \_\_\_\_\_ more people in the future. Everyone should (6) \_\_\_\_\_ to participate because helping others is a great way to show kindness.

1)

- (a) was started                      (b) is started                      (c) has started

(2)

- (a) collected                      (b) have collected                      (c) are collecting

(3)

- (a) Manage                      (b) was managed                      (c) is managed

(4)

- (a) is                      (b) will be                      (c) was

(5)

- (a) help                      (b) will help                      (c) helped

(6)

- (a) try                      (b) tries                      (c) tried

Answer Maze 2

- 1-A  
2-B  
3-B  
4-C  
5-B  
6-A

## Term 2 preparation:

---

# Writing الكتابة



امتحان الكتابة (ورقي)

**السؤال ١ (كتابة موضوع):**  
استخدمي الأسئلة المساعدة  
لككتابة موضوع كامل الفقرات  
(مقدمة-عرض-خاتمة) عن  
موضوع محدد ( الألعاب  
الالكترونية)

| Part            | Level          | Theme                                                                                                            | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Grammar                | Functional Language                                                                                                                                                                |
|-----------------|----------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 4: Writing | Working at GLG | Video Games                                                                                                      | compare, creator, special effects, graphics, chess pieces, respond, author, admire, digital models, exhibition, steady, development, arguments, conclusion, imagination, forms, competition                                                                                                                                                                                                                                                                                                                                                                                             | Elicit Stage 5 Grammar | Stage 5 FL                                                                                                                                                                         |
|                 |                | Task Description                                                                                                 | Learning Outcomes (LOs)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                        | Construct Limits                                                                                                                                                                   |
|                 |                | <p>Constructed Writing Response</p> <hr/> <p>Question<br/>3 Writing prompts</p> <p>Write at least 120 words.</p> | <p>ENG.05.WR.P.4.1 Produce written or multimodal texts that show awareness of the conventional features of text organisation and structure appropriate to the task and contain paragraphs with topic sentences and some supporting details.</p> <p>ENG.05.WR.P.2.1 Express ideas, information, opinions, feelings, emotions and personal perspectives, giving some simple reasons and explanations in writing.</p> <p>ENG.05.WR.S.5.1 Use a range of cohesive devices, and referencing or substitution to connect ideas in written or multimodal texts that are generally coherent.</p> |                        | <ul style="list-style-type: none"> <li>One question with three prompts to elicit an expository text.</li> <li>Word count: 120 words</li> <li>40 marks (based on rubric)</li> </ul> |



# Writing practice

## تدريب على الكتابة

## Writing topic : **Advantages and disadvantages of video games**

Write 120 words in 3 or 4 paragraphs

### Creative and art design - (Unit 7)

Write an essay discussing whether video games are good for us or not.

You may answer the following questions :

- What are some advantages of playing video games ?
- What are some disadvantages of playing video games ?
- How can we ensure that video games are used safely at home?

All the Best