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الملف 2 Impact _2 Grade 8 Revision semester nd 2 /2022 /2023

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Impact 2 - Grade 8

2nd semester Revision

2022 - 2023



تم تحميل هذا الملف من
موقع المناهج البحرينية

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Impact 2 - Grade 8 2nd semester Revision Unit 5 – Life in the extreme

Life	thrive	protect	organism
oxygen	harsh	important	temperature
level	environment	planet	amazing
typical	creatures	habitat	space
variety	camel	universe	station
Lack of	Polar bear	survive	Dead sea
Conditions	Tardigrade	heat	salt
mammals	extreme	microbes	Solid rock
adapt	sense	tolerate	bacteria
handle	Cold & hot	tiny	

- 1- adapt** = to become used to something, or to adjust.
- 2- handle** = to deal with something or manage.
- 3- lack of** = the condition of being without something.
- 4- harsh** = rough and not pleasing in action or result.
- 5-thrive** = to do well, or to grow strong and healthy.
- 6- typical** = showing the special characteristics of a group or kind.
- 7- variety of** = a number of different things in a group or class.

Choose the correct word :

- 1-Organisms in the Dead Sea have **variety / adapted** to live in very high levels of salt.
- 2-Camels can **handle / thrive** the extreme heat of the Sahara Desert.
- 3-The workers had to work all night, so they were very tired because of the **thrive / lack** of sleep.
- 4-Polar bears adapted to their **harsh / adapt** environment.
- 5-Some kinds of carrots **typical / thrive** with relatively little sunlight.
- 6-The centre has a wide **variety / handle** of classes and activities to choose from for both adults and children.
- 7-This has been a **typical / adapt** day for me - with the exception of a nice evening out.

The Present Perfect Tense is used to talk about:

1- An action or situation that started in the past and continues in the present.

e.g I have lived in Ksa since 1984 (= and I still do.)

2- An action performed during a period that has not yet finished.

e.g She has been to the cinema twice this week (and the week isn't over yet.)

3- A repeated action in an unspecified period between the past and now. e.g We have visited Canada several times.

4- An action that was completed in the very recent past, (expressed by 'just') .

e.g I have just finished my work.

Using the present perfect, we can define a period of time before now by considering its duration, with for + a period of time, or by considering its starting point, with since + a point in time.

For + a period of time:

for six years, for a week, for a month, for hours, for two hours.

I have worked here for five years.

Since + a point in time:

since this morning, since last week, since yesterday, since I was a child, since Wednesday.

Put the verbs in Present Perfect Tense

- 1 .Ali (be) interested in oceans for a long time.
- 2 .He Already (travel) all around the world.
- 3 .How long Dina..... (be) a web designer?
- 4 .These students..... Just (finish) university.
- 5 .I (live) in Seattle since I was born.
- 6 .They (not/work) here for long.
- 7 .I (not/make) new friends yet.
- 8 .What you (say) just now?
- 9 .Helen Never (want) to study Sciences.
10. We (always/practice) football in school.

Read the text carefully. Underline the following words: bizarre, rare, tongue and parasite.

Who says bizarre is bad?

Across the globe, you'll find unique animals that exhibit truly remarkable and bizarre features and behaviors. From the purple pig-nosed frog to the blobfish: "These creatures are not as beautiful as little kittens or majestic lions" but have a lot to teach us about the natural world.

The purple pig-nosed frogs look nothing like everyday frogs. They are known for their strangely-shaped noses. The rare animals were discovered in 2003. They live in India and spend the majority of their lives tucked underground, sucking down worms and bugs, only surfacing for a week or two to breed.

The tongue-eating louse is a tiny 8mm parasite that gets inside a fish's mouth, where it attacks - and replaces - the tongue. After it has eaten the tongue, the louse lives inside the fish's mouth. Amazingly, this doesn't kill the fish. Instead, the fish starts to use the louse as a replacement tongue and the parasite feeds on the fish's mucus.

Luckily for humans, the parasite doesn't affect people so don't worry.

The blobfish doesn't have bones or much muscle mass, that is why it has such a strange appearance when it's on the surface of the sea. When it's in its natural habitat, it looks like a normal fish because the pressure of the water pushes its body into shape. It lives in very deep waters between Tasmania and New Zealand. For survival, the blobfish hangs out right above the ocean bed, moving its mouth to catch its food. Its diet consists of mollusks and crabs.

Now answer the following questions.

1- When was the purple pig-nosed frog discovered?

.....

2- What does the purple pig-nosed frog eat?

.....

3- Where does the tongue-eating louse live?

.....

4- What happens to the fish after the tongue-eating louse eats its tongue?

.....

5- Why does the blobfish look so bizarre?

.....

.....

6- Do you know other animals that are considered to be bizarre? How do they look like?

.....

Comparatives:

We use the “comparatives” to compare one person or thing with another. We often use “than” after a comparative.

e.g Red peppers are tastier than green peppers.

Superlatives:

We use the “Superlatives” to compare and rank three or more people, animals or things. We often use “the” before a superlative.

e.g Yellow peppers are the tastiest peppers.

Superlative	Comparative	Examples	Adjective
one syllable	tall high	add - er Than taller than higher than	add the - est the tallest the highest
one syllable – ending in -e	White blue	add - r.....than whiter..... than bluer..... than	add the - st the whitest the bluest
One syllable- CVC consonant-vowel- consonant	red wet thin	double last letter & add – er redder than wetter than thinner	double last letter & – est the reddest the wettest the thinnest
ending in “y”	tasty lovely	remove -y & add - ier tastier than the tastiest	remove -y & add - iest the tastiest the loveliest
Two or more syllabus	common popular	use more...than more common than more popular than	use the most The most common The most popular
Irregular adj.s	Good bad	better than worse than	the best the worst

Complete the sentences with the comparative form of the adjectives in brackets:

- 1- Brown bread is white bread. (heathy)
- 2- I think home-cooked food is fast food. (delicious)
- 3- Dad’s cooking is Mum’s! (bad)
- 4- Blue food is green food. (unusual)
- 5- A pumpkin chili is a raindrop chili. (hot)
6. This room is (comfortable) the other one.
7. Latifa was (beautiful) girl in the party.
8. This box is (heavy) than the bag over there.
9. In Canada, January is (cold) March.
- 10- I think that good health is (good) money.

Unit 5 persuasive letter

Write a Persuasive letter in 110-130 words by choosing another unusual endangered animal. Persuade your readers to protect it. Do not forget to use phrases to connect your ideas like (first - second - so – for all).

The Bahraini bulbul

Dear Editor,

I am writing to ask for protecting an endangered animal. The **bulbul is a Bahraini bird**. It feeds on fruits and flies. It is as attractive as other animals, like red pandas or Siberian tigers.

In my opinion the bulbul is a beautiful bird that the world may lose in the coming few years. I believe that we should do everything to save this amazing creature.

There are many reasons why bulbuls are endangered. **First**, hunters hunt baby chicks for trade. **Second**, the climate is changing, and it leads to the decrease in the number of bulbuls. **So** the government must make fines on hunters. Also they should protect the homes of bulbuls. They can make artificial homes. **For all of** the above reasons, people must protect these wonderful birds from extinction. They shouldn't buy it. Thank you for your attention.

Ali

the dugong or the “sea cow”

Dear Editor,

I am writing to ask for support in protecting an endangered animal, the dugong or the “sea cow”. It lives near the beaches of Hawar islands now, but scientists believe that it could be extinct in the next few years. **However**, it isn't as attractive as other endangered animals, like the Arabian Oryx or Siberian tigers. **As a result**, it doesn't get very much attention.

In my opinion, the dugong contributes to the diversity of the sea creatures on the coast of Bahrain. For example, there are hundreds of dugong mothers with their little ones. Scientists are studying them because they want to save them, to keep the sea ecosystem intact.

Another interesting fact about the dugong is that they have provided economically valuable products in terms of meat, oil, and fat to the Bahraini people in the past. **For this reason**, they are a big part of our past.

I think there is also a cultural reason to save the dugong. These aquatic mammals were once the subject of sea tales dealing with mermaids, or half-fish half-human creatures, that lived in the sea. Therefore, if the dugong becomes extinct, an important link with Arabian gulf culture will be lost forever. **For all of the above reasons**, I strongly believe that we should do everything we can to save this amazing creature. Thank you for your attention,

Ahmed Mohamed

Impact 2 - Grade 8 2nd semester Revision U.6 – Do You think These are Healthy?

Food waste	Chop up	Supplies	Agriculture	Atmosphere
encourage	reduce	Complain-ed	Culture	Produce
Reject=refuse	Sound familiar	harm	Employee	Soil
Produce	solve	Taste	Consumer	recycle
Shock	pick up	Identify	Landfill	Increase
Supply ...with	One-third	Consider	Statistics	Decrease
Organize	Food stylist	Transport	Campaign	Bargain prices
Throw away	Plate	Drop-ped	Complaint	Serve food
Protect	Solution	Put on	Hotel manager	Charity
Consume	Chemicals	Bury-ied	Portions	waste
Delicious	Volunteers	expect	Resources	harmful

campaign	a series of planned actions carried out in order to reach a particular goal.
consumer	a person who buys and uses goods or services.
edible	food that is suitable / safe to be eaten.
landfill	a system of trash and garbage disposal in which the waste is buried between layers of earth.
nutritious	having a large number of vitamins, minerals, or other nutrients.
produce	things made or grown in order to be sold, especially fresh fruit and vegetables.
waste	things that are thrown away or garbage.

Read and fill in the blanks with the correct word from the box below.

Campaign – edible – landfill – nutritious – produce – consumer - waste

Many supermarkets try to attract (1) _____ through advertising (2) _____, showing the best looking (3) _____, such as vegetables, fruits and herbs. This helps these supermarkets attract more customers and sell more. What do you think will happen to the unusual looking fruits and vegetables that the supermarkets don't like? Although these fruits and vegetables are (4) _____ and probably taste good and are (5) _____, they will probably be turned into food (6) _____ and will end up in the city's (7) _____. The solution is that we should buy these fruits and vegetables and teach our community to appreciate the food that we have and eat it as long as it is healthy.

Grammar 1 - identify the form and use of 'going to', 'will', and the present continuous to talk about the future.

1. We use “going to” and the “present continuous” to talk about:

Future plans made before the moment of speaking.

e.g : I'm going to visit the new mall. Do you want to come?

e.g : I'm visiting my grandmother tomorrow.

2. We use “will” to talk about: Future plans made at the moment of speaking.

e.g : Ok, I'll call and ask him.

3. We use “going to” and “will” to make: Predictions in the future.

e.g : Ok. It's going to rain today.

e.g : Don't worry. I'm sure she will call.

Choose the correct answer :

1-He to the new restaurant tonight. (is going - will go – went)

2-It's a hot day. Wesome ice cream later. (are having – have - will have)

3-My mobile is broken! Tomorrow, I..... a new one. (am going to buy - will buy - buy)

4-You..... warmer if you wear this jacket. (will be - are going to be – have been)

5- Look at the view a photo . (I am taking - I will take- I took a photo)

6-The students are having a charity sale as part of their to raise money.

(produce - campaign- landfill)

7-We are trying to reduce at home by using reusable shopping bags.

(produce - waste - match)

8-It`s cloudy . I think it (is going to rain - rains - has rained)

9-If our team play well , they The match. (win -will win - won)

10-If Alihard , he will get full marks . (work -worked – works)

Read the passage following and answer the questions below:

Let's Stop Wasting Food!

How often do you or someone you know leave food on your plate? Does your family throw away food from the fridge because it's no longer fresh? If food waste is a problem

About one-third of all food in the .in your home, think about what it's like worldwide. world is wasted. That's 1.2 billion metric tonnes of food. To give you an idea of how shocking that is, consider that the waste weighs as much as 200 million elephants!

Among the waste, 45 per cent of fruit and vegetables is wasted, 35 per cent of seafood, and 30 per cent of cereal and grains. Milk products and meat are also wasted, but not as much.

Most of this waste happens in North America and Europe, where about 100 kg of food per person is wasted each year. The United States alone, for example, wastes so much

Food waste is .food that it could feed most of the country's hungry people for one year indeed a big problem. It costs money and hurts the environment. But there are ways we can decrease the amount of food we reject and throw away. One way is to compost the food we do not eat. Composting is like recycling. Unwanted food breaks down and goes .back into the soil to grow more fruit and vegetables

We could also buy less at the supermarket and only fill our plates with what we know we will eat. We should take time to think about how much food we will eat. Another way to decrease food waste is to get involved with charity organizations and create campaigns that give food to people who often go hungry. Finally, give uneaten food to pets or farm animals. If we all make the decision to stop wasting food, we can make a difference!

A-Tick (T)for True or F for False. Re-write the false statements to make them true.

1. Food waste is a worldwide problem. ()
2. Cereal and grains are the most wasted foods in the world. ()
3. Americans feed all of their hungry with food they reject. ()
4. One way to decrease food waste is to compost it to grow more food. ()

.....

.....

.....

ZERO CONDITIONAL

If + present simple + present simple

The zero conditional is used to talk about what you normally do in real-life situations or to talk about general facts.

e.g - If the weather is nice, she walks to work.

e.g - Water boils if you heat it to 100°C.

FIRST CONDITIONAL

If + present simple + will

We use the first conditional to talk about possible situations in the future, and the consequences of those situations.

e.g -If you have a shower, you will feel better.

e.g - We won't have new medicines if we destroy the plants.

If + imperative form of verb.

Remember that the imperative form of a verb has no subject. It is used to tell someone to do something. If I owned a car, I would drive to work.

e.g If you're hungry, don't buy too much food.

e.g If you have some extra time, do some exercises.

A- Complete the gaps to make first conditional.

- 1.If I (have).....corona, I (stay).....at home.
2. He (buy).....a pair of jeans if he (find).....some that he likes.
3. If you (have).....a question, I (answer).....it to you.
4. Mum (be).....really worried if I (come).....home late.
5. I (cross).....the street if I (see).....James.
6. If she (participate).....in the activity, she (have).....a good time.
7. I (walk).....home if I (not find).....a taxi.
8. If my cousin (go).....to live in Germany, she (learn).....Spanish.
9. My son (become).....a doctor if he (finish).....his studies this year.
10. Rachel (finish).....her project on time if she (work).....hard.

Unit 6 a letter of complaint

You spent the weekend at one of the hotels in Bahrain and you noticed that large quantities of water were being wasted. Write a letter of complaint to the hotel manager in 110-130 words. Explain why they should not waste water.

Dear Sir/Madam,

I am writing this letter to bring to your attention the problem of wasting water I have recently seen during my stay in the hotel. It is due to the irresponsible usage of the taps in the restrooms, swimming pools, and restaurants, maybe even in the rooms. It is quite disturbing to see that many families using the hotel facilities leave the taps running, thus causing huge wastage of this essential natural resource. Also, many of these taps need repair and maintenance.

Running taps contribute to the shortage of water. According to a newspaper report, the amount of water wasted in this way could very well serve the needs of a large number of people. I would kindly request you to take an immediate action to stop this.

People are not aware of the importance of water and how it can be used without wastage. Furthermore, the hotel management is not providing regular maintenance of the taps. All of this leads to a large amount of water getting wasted.

For these reasons, I believe we must do everything we can to save this precious natural resource.

Thank you for your attention.

Best regards,

Mohammed

Mural	art	Neighborhood	Art displays	Over the years
Paint ed	Piece of	Forever	Several	Permanent
remove	peace	In danger	Society	Exhibition
remember	Instead of	Social	future	Community
take down	aware of	Issues	past	Local
Deal- dealt	deal with	Surround-ed	paintings	Government
appreciate	Public space	aware of	Create-d	Residents
Pay- paid	statue	Temporary	Indoor	Culture
Bring – brought	surround of	The mind	outdoor	Respect
View-ed=	Take down	Free	Realistic	Permission
abstract	artist	Joy	Original	Sense of pride
Supply with	temporary	Pleasure	Indoor	Serious
Improve	topic	Public spaces	Outdoor	at the end
Legal	Illegal	Various	Sculptures	Portrait

- 1- **aware** = having or showing understanding or knowledge.
- 2- **deal with** = to act or behave toward other people, especially in difficult situations.
- 3- **public space** = a space that is shared by or open to all.
- 4- **statue** = a piece of art that is shaped out of stone, metal or other material. They are often in the form of a human or animal.
- 5- **take down** = to remove something that was previously put up.
- 6- **temporary** = showing the special characteristics of a group or kind.
- 7- **variety of** = a for a short time; not permanent.
- 8 – **topic** = a subject of discussion or conversation.

Practice on Vocabulary

Choose the correct word :

aware - deal with - public space – statue – topic – temporary – take down

There is a beautiful and artistic (1) _____ really close to where I live. There are a few modern wall art paintings and a big (2) _____ of a flower made out of metal. There are two (3) _____ wooden sticks holding it in place until the artist finishes it. There are still lots of things that need to be done, so the place would be amazing. For example, they need to paint the old buildings and to (4) _____ old posters and fix the broken street lights. The (5) _____ was discussed among the city’s board and they will (6) _____ it soon. People are not (7) _____ of how much beauty is in our city. We all need to work together to make it a great place for us to breathe and connect.

Grammar 1

1. We use the past simple tense when an action was completed and when you know when it happened.

e.g: My great-grandmother went to Mexico three years ago.

2. We use the present perfect tense for an action that happened in the past but can happen again in the future. The actions may have been repeated. It does not matter, or it is not known, when exactly the action happened.

e.g: I've lost my keys!

3. We CAN'T use the present perfect tense with a finished time word:

NOT: I've been to the museum yesterday. ×××

Past Simple			
subject	She	watched talked enjoyed	verb + ed (regular) irregular
	He		
	It		
	We		
	They	went (go) slept (sleep) ate (eat)	
	You		
	I		

Present Perfect			
subject	He	has	verb Past participle talked walked gone slept
	She		
	It		
	We		
	They	have	
	You		
	I		

yesterday – last – ago – two days ago –
on Saturday

already – just – yet – ever – never
– for – since – lately – so far

Complete the sentences with the present perfect or past simple tense.

- 1-Jenny (study)..... Art and Design when she (be)..... young.
- 2-In 2012, Jenny (show)..... many of her works at an exhibition in England.
- 3-For years now, Jenny (be) an art teacher at one of the biggest art schools in England.
- 4-Between 1996 and 1999, Jenny (work) with others to create theatre costumes.

graffiti	a type of art genre that means writings or drawings made on a wall or other surfaces within public view.
illegal	not according to or authorized by law.
permission	authorization to do something.
respect	a feeling of admiration to someone or for what they do, especially because of their personal qualities, knowledge, or skills.

Read the text carefully. Then answer the questions:-

The City That loves Street Art . How Rio de Janeiro transformed its streets

The first thing that catches a tourist’s eyes in Rio de Janeiro, Brazil, is street art. In the past, street art was illegal. In 2009 the Brazilian government allowed street art on private buildings, if the owner gave permission. A wave of street artists turned the city of Rio de Janeiro into colourful murals and bright paintings. In 2014, Rio de Janeiro became the first city in the world to legalise graffiti in places such as skate parks and walls that surround construction sites. The result has been outstanding; every neighbourhood, throughout Rio has incredible street art and some of these artists have even made an international name for themselves.

Some graffiti tells a story of a historical event or highlights social problems. Artists who want to create street art in Rio de Janeiro can’t just paint any wall with any picture, though. They still have to respect some rules. They must ask the owner first and are not allowed to sign their name on the walls, although graffiti are legal in Brazil. Street art is very popular throughout the city of Rio de Janeiro, both with the residents and with visitors. Many tourists visit Brazil to see it. They can organise special guided street-art tours through Rio de Janeiro. Volunteers can join the online-street project which was held by the city’s mayor. They can travel around the city, take photos of the street art and upload their photos onto the street-art website, along with other details, such as the location and the artist.

In some communities, art schools and festivals became very common amongst young people as artists organised such events to teach young people this art. They have also worked with other members of community such as police to paint murals on the walls. Rio de Janeiro is a successful model on turning streets into colourful murals and bringing communities together.

1-What is unusual about Rio de Janeiro?

2-What became legal in 2009?

3-Give examples of places where graffiti is legal in Rio de Janeiro?

.....

4-What is the purpose of the street art website?

.....

5-What do you think of street art? Do you like it? Would you like to see it outside your home or school? Why?

.....

Indefinite pronouns are used to talk about people, places, and things without giving details

<p>I'm looking for someone to help me paint. Can someone help me paint this mural?</p>	<p>Use someone, somewhere, something to talk about a person, place or thing in positive statements. Also use in questions when you think you know the answer or are making an offer or request.</p>
<p>I can't find the large paintbrush anywhere. Is there anything else we can use? Anyone who tries can make art.</p>	<p>Use anywhere, anything, anyone in negative statements or questions when you are not sure of the answer. Also use in positive statements when 'any' means 'every'.</p>
<p>Nobody came to help me paint.</p>	<p>Use nobody, no one, nowhere, nothing to give statements a negative meaning.</p>
<p>I looked everywhere for the large paintbrush. Can everyone paint a part of the mural?</p>	<p>Use everyone, everywhere, everything in positive statements and questions.</p>

Choose the suitable Indefinite pronoun and write it.

Everyone - someone - anyone - no one - everywhere - somewhere - nowhere - everything - something - anything – nothing - anywhere

- 1.- Look! There is waiting for you.
- 2.-I can't find it but I'm sure it isin the house.
- 3.-You are sad because came to your birthday.
- 4.- Would you like to eat now?
- 5.-John is very lazy. He does at all.
- 6.-The girl is not wearing new.
- 7.-He often has lunch here but today he wentelse.
- 8.-Can you see in this darkness?
- 9.-Has read a novel by this famous writer?
- 10.-Excuse me! Can I have for my headache.

Impact 2 - Grade 8 2nd semester Revision Unit 7 –Writing

Unit 7 Writing Murals process essay

Imagine you are going to create a piece of public art in your school or community, explain how you will create it in 110-130 words. Include the following:

- an introduction of how to paint a wall
- a paragraph that describes details of the steps to paint a wall.
- a conclusion that includes your overall opinion.

Murals don't need to be painted on school walls directly to create a beautiful surface that makes the place very exciting. They can also be done on wood, plastic, or anything else. A lot of these murals or public artwork usually have a message behind them or a theme. Here are some simple steps to create a piece of public art in your school.

First, prepare the chosen wall by painting a base layer if required. After the wall has been prepared, use the grid method to scale the design. **Second**, create an outline of the large shapes wanted. **Then** create sketches of the imagery.

Next, add details to it. Add light and bright colours, avoid colours that make the space seem smaller. **After that**, to paint a mural outside, you will need some special gadgets and harsh paint that can tolerate the weather as well as other factors.

Finally, once the core shapes have been painted on the wall, add a protection seal coat or spray varnish.

In conclusion, painting a mural is quite easy, but it requires having some techniques and accurate guidelines to work on. It is a very beautiful way of expressing thoughts and ideas freely. It also represents our great history and makes for a wonderful landmark for tourism and artist to practice their art.

Impact 2 - Grade 8 2nd semester Revision Unit 8 – Don't Panic!

Panic	Shake shook-shaken	destroy-ed	regularly
Collapse	Resources	Waves	Bravery=courage
Warn(v.)	Adventure	Debris	Festival
Warning	Adventurer	Estimate-d	Uncomfortable
Awful	Expedition	Float-ed	Burning building
breathe	Prevent-ed	Surface	Typhoon
Prevent	Nightingale	Path	Terror
Earthquake	Snowboarders	flood-ded	Flames
Disaster	Steep=sloping	Chase	Forests
Electrical fires	Avalanche	Tornadoes	Terrifying
Cyclone	Suddenly	Sandstorm	Breathe
Predict-ed	Terrified	hero	Spread
Strike-struck	Tsunami	Pay attention to	Campfire
Survive	Damage	Inspire-d	Struggle
Survivors	Rotate	Severe	Closer
Expected	Tropical	Scream	Trap

New word	Meaning
1- collapse	to fall down suddenly due to pressure.
2- cyclone	a storm with very strong winds that turn around a center of low pressure in the atmosphere.
3- disaster	a sudden event causing much damage or suffering.
4- escape	to get away; avoid being caught or harmed.
5- flame	the mixture of burning gas and vapour that rises from an object that is on fire.
6- survivor	someone or something that continues to exist or live after a flood for example.
7- wildfire	an uncontrollable fire that destroys a wide area.

Read and circle the right answer.

- 1-The explosion in the mine left only three **survivors / flames**.
- 2-The car burst into **wildfires / flames**.
- 3-The workers were able to **escape / collapse** from the burning factory.
- 4-Natural **disasters / flames** are violent events that are outside the control of humans.
- 5-A tropical **disaster / cyclone** travelled across the area and destroyed everything in its path.
- 6-Feeling the bridge move under them, the drivers were terrified that it was about to **collapse / escape**.
- 7-The firefighters were unable to control the **cyclone / wildfires** that spread through the forest.

Impact 2 -Grade 8 2nd semester Revision Unit 8 – Don't Panic!-Grammar 1

- What is the difference between past simple and past continuous?
- The past simple describes actions that happened at a **specific moment** in the past.
e.g : I **visited** the National Museum **last year**.
- On the other hand, the past continuous describes actions that were in **progress** in the past.

e.g : I **was watching** TV while my wife **was sleeping**.

Action in progress in the past

Action in progress in the past
Past Simple WH- questions

Past Simple			
subject	She	watch ed talk ed enjoy ed	verb + ed (regular)
	He		
	It		
	We		
	They	went (go) slept (sleep) ate (eat)	irregular
	You		

singular	What	did	she	go	?
	When		he	do	
plural	Where	you	it	see	
	Why		I	play	
	How		we	fight	
			they	tell	
			read		

yesterday – last – ago – two days ago –
on Saturday

Past continuous Wh- questions				
What When Where Why How	was	I	reading speaking cycling cooking eating	?
		She		
		He		
	were	It		
		You		
		We		
		They		

Past Continuous			
pronouns	He	was	Eating
	She		talking
	It		walking
	We	were	sleeping
	You		running
	They		sitting
	I	standing	

When - while

e.g: I was watching TV while my wife was sleeping.
e.g: Jane was skiing on a high mountain when an avalanche struck without warning.

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

1. Jimmy Chin (**hike**) in the Himalayas when the weather unexpectedly (**become**) terrible.
2. Jane (**ski**) on a high mountain when an avalanche (**strike**) without warning.
3. The flames (**burn**) the building when the fire engine (**come**).
4. We (**live**) in Chile when we (**experience**) an earthquake.
5. I (**look**) in my bag for my passport when I (**hear**) a shout.
6. The wildfire..... (**start**) while we (**camp**) in the forest.
7. (Do) the dolphins(**chase**) the shark away when they (**see**) it?.
8. When I (**be**) little, I (**live**) in a house on the edge of the forest.
9. While I (**play**) outside with my little sister,I (**see**) smoke and flames at the top of the trees.
10. My mum (**talk**)on the phone, so I(**scream**) , 'There is a wildfire coming!'

Read the following passage then answer the questions:

Can you imagine being hit with two huge natural disasters at once? That's exactly what happened in northeastern Honshu, Japan's largest island, in March 2011. A powerful earthquake unexpectedly struck about 320 km. (200 mi.) north of Tokyo. It was followed by a terrible tsunami. Very few scientists predicted these disasters. Most people did not sense they were coming, so very few people prepared for them. The earthquake was one of the strongest ever recorded. It shook the earth as far away as parts of Russia and China. It struck in the middle of the day, while many people were working or going to school. The earthquake collapsed buildings and caused a lot of terrible damage. People were terrified because they knew that soon a tsunami would hit. Many people went to higher ground or even climbed to the top of tall buildings to escape the tsunami.

About an hour later, waves 9 m. (or 30 ft.) high began hitting the land at 800 km. (500 mi.) per hour. Water poured over city walls and buildings, and destroyed more buildings. The waves pushed into the land about 5 km. (3 mi.) in from the shore. There was even one report that waves went as far ashore as 9.6 km. (6 mi.). The waves picked up everything in their path. As the waves moved back, they carried debris, including buildings, houses, boats and lorries back into the sea.

The Japanese government estimated that five million tonnes of debris was swept offshore. Some remains were left floating on the surface of the sea, but most of them sunk. The tsunami destroyed everything in its path and left many areas flooded. Its effects were eventually seen on the shores of Hawaii, the Aleutian Islands, the west coast of the United States, and, finally, Antarctica, where waves broke off the outer edge of the ice shelf.

Now, Tick T for True or F for False. Re-write the false statements to make them true.

1. Two tsunamis hit Japan at the same time.
2. People did not expect a large earthquake.
3. After the earthquake, many people ran to high places.
4. Most of the debris from the disasters is floating in the sea.
5. Effects of the disasters were seen in China and Antarctica.

.....
.....

Present perfect vs. present perfect continuous: Expressing the duration of activities

You've learnt to use the present perfect to talk about actions that happened in the past.

To form present perfect continuous: has/have + been + verb + ing. Both the present perfect and present perfect continuous are used to talk about actions that started in the past and continue into the present. Both are often used with since and for. The present perfect continuous focuses on a continued activity. It is not used with verbs that describe a state of being, like be, love and know.

1-Complete the text with the present perfect or present perfect continuous.

be – climb - hope - love - ski - travel

My friend Ali(1) the outdoors since he was a child. He especially enjoys snow sports. For example, he(2) since he was five! He's even.....(3) icy mountains a few times! Right now, he's dogsledding in Iceland.He and his team (4) across the ice and snow for three days. I..... (5) to hear from him ever since he first arrived in Iceland a week ago.But he is in the middle of nowhere. Plus he(6) very busy!

2- use the present perfect and present perfect continuous to talk about the duration of activities. Put the verbs in the present perfect and present perfect continuous.

My uncle(1) (chase) storms, like tornadoes and cyclones, ever since he survived a terrible tornado as a young man. He..... (2) (photograph) hundreds of disasters all over the world. He(3) (be) in terrible trouble many times.

Unit 8:-A narrative essay about a survival story

Write a true story about survival in 110-130 words. It could be about yourself, someone you know or a famous person. Write a strong concluding paragraph.

John Smith is a great adventurer. He has been traveling across the sea, all his life. After their ship was crushed by pack ice, his crew abandoned the ship and planned to cross Antarctica on foot. Their aim became only to survive. Over two years, John led the crew across ice floes, then in lifeboats to camp on an island where they stayed for six months. They lived on seal meat and blubber only.

On July 15th 2006, he made a choice that could have cost him his life. John took five men around the island to the north of Antarctica and then across 800 miles of fearsome ocean to the South Island. He then hiked with two others for 36 hours across the island's unknown interior in a horrible situation, where he was injured by a huge rock that fell on his leg, and caused severe bleeding. He walked through the icy storm, with no food to eat except raw fish that he caught in those frozen waters. Then survived another three months before he could safely reach the crew left on the other Island. They managed to call the emergency service which came to rescue them with a helicopter, and took him to the hospital.

John had suffered, starved, and triumphed. He crawled down on all four yet grasped at glory. His bravery helped him survive this horrible accident. It is very important to prepare wisely for a journey and never travel alone or separate from the group you are with.

