

تم تحميل هذا الملف من موقع المناهج البحرينية



مراجعة الاختبار الثالث

موقع المناهج ← المناهج البحرينية ← الصف التاسع ← لغة انجليزية ← الفصل الأول ← اختبارات ← الملف

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

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف التاسع



صفحة المناهج
البحرينية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

مراجعة كتاب اللغة الإنجليزية booklet Revision

1

فقرات اللغة الإنجليزية كاملة

2

نموذج أسئلة امتحان نهاية الفصل الدراسي للعام 2017/2018

3

نص استماع نهاية الدور الأول

4

نموذج أسئلة امتحان نهاية الفصل الدراسي للعام 2017/2018

5

Third Intermediate



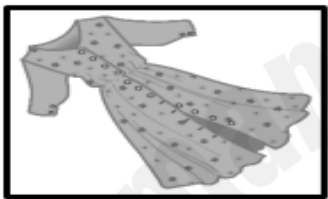
KINGDOM OF BAHRAIN MINISTRY OF EDUCATION DIRECTORATE
OF EXAMINATIONS GENERAL AND RELIGIOUS INTERMEDIATE
CERTIFICATE END OF FIRST SEMESTER EXAM / 2022-2023



Listening: Part 1

A-There are six questions in this part. For each question, there are three pictures and a short recording. Choose the correct picture and put a tick (✓) in the box below it. You will hear the recording twice. (6 × 2.5 = 15 marks) Number

1: What is the woman wearing that is new?



A



B

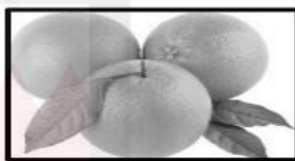


C

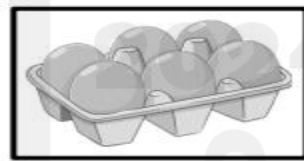
2: What is not in the boy lunch box?



A

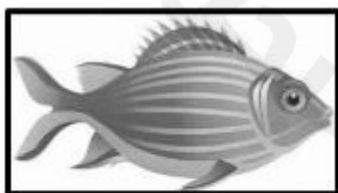


B



C

3: What made the girl itch?



A



B



C

4: When does the man plan to get up?

06:15

A

06:30

B

07:30

C

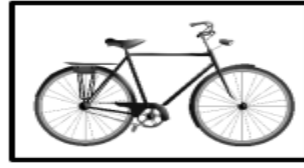
5: How are they going to get to the cafe?



A

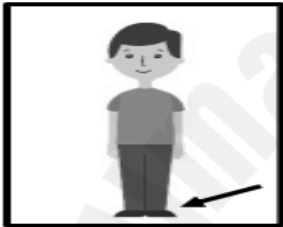


B

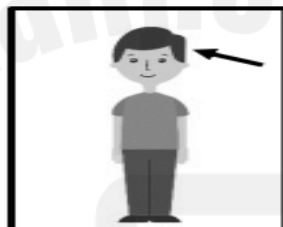


C

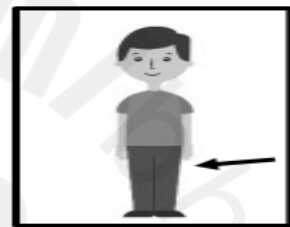
6: Where does the man still feel pain?



A



B



C

Listening: Part 2

B-You will hear a history professor speaking to class about his course. For each question (1-6), fill in the missing information in the numbered spaces with one word or numbers only. You will hear the recording twice. (6×2.5=15 marks)



General History

Year: (1) Lectures' days:
(2) and Thursday.
Lectures' timing: 9 to (3) a.m.

Course description:

Introduction: wide range of historical events from (4)century back to the age of dinosaurs.

Disasters in History: - man-made disasters: the great (5) of London. –

natural disasters: the great plague, San Francisco earthquake, etc.

Heroes in History: the lives and achievements of people.

Great discoveries: focusing on man's journey to explore space.

Assessment: exam in (6) and essays every week



Reading: Part 1

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

(10x1=10 marks)






ZOOS

People began to (0) animals in zoos (1) 3,000 years ago, when the rulers of China opened an enormous zoo called the Gardens of Intelligence. In many of the early zoos, animals (2) taught to perform for the visitors. This no longer (3) and it is accepted that the purpose of zoos is for people to see animals behaving naturally. Today, most cities have a zoo or wildlife park. However, not (4) approves of zoos. People (5) think that zoos are a good idea say they provide us with the opportunity to learn about (6) natural world and be close to wild animals. Both of (7) would not be possible (8) zoos. On the other hand, some people disapprove of zoos (9) they believe it is wrong to put animals in cages and argue that in zoos which are not (10) properly, animals live in dirty conditions and eat unsuitable food

- | | | |
|-------------------|--------------|------------|
| 0- A) <u>keep</u> | B) stay | C) hold |
| 1 -A) over | B) more | C) above |
| 2- A) were | B) are | C) was |
| 3- A) happens | B) develops | C) becomes |
| 4-A) anybody | B) everybody | C) nobody |
| 5-A) which | B) who | C) what |
| 6- A) a | B) the | C) an |
| 7-A) this | B) unless | C) these |
| 8- A) instead | B) that | A) without |
| 9- A) so | B) but | C) because |
| 10-A) managed | B) aimed | C) ordered |

Reading: Part 2

B-All the people below are looking for second-hand books. On the opposite page, there are six descriptions of some second-hand bookshops. Decide which bookshop (letters A-F) would be the most suitable for each person (numbers 1-5). There is an extra bookshop description. (5 × 2 = 10 marks)

<table border="1"><tr><td data-bbox="211 503 289 592">1</td><td data-bbox="289 503 368 592"></td></tr></table>	1		 <p>Yang is looking for used copies of modern novels for her book group. She would like to visit a bookshop where her two young daughters will be welcome, with drinks and snacks available.</p>
1			
<table border="1"><tr><td data-bbox="211 789 289 878">2</td><td data-bbox="289 789 368 878"></td></tr></table>	2		 <p>Stefan loves beautiful school textbooks but would like to check what's available on the Internet before visiting. He wants to find a bookshop where he can get lunch and spend the afternoon looking at textbooks on sale.</p>
2			
<table border="1"><tr><td data-bbox="211 1100 289 1189">3</td><td data-bbox="289 1100 368 1189"></td></tr></table>	3		 <p>Scott has been unable to get a particular textbook which he needs urgently for his project on health care for the elderly. He is very busy and would prefer to have it delivered.</p>
3			
<table border="1"><tr><td data-bbox="211 1390 289 1479">4</td><td data-bbox="289 1390 368 1479"></td></tr></table>	4		 <p>Jasmin is setting up a library of classic fiction for her primary school. Before buying some books online, she would like to go to the shop and discuss suitable books with staff.</p>
4			
<table border="1"><tr><td data-bbox="211 1670 289 1759">5</td><td data-bbox="289 1670 368 1759"></td></tr></table>	5		 <p>Ian wants a quiet bookshop where he can relax in comfort with a coffee for a few hours after a long day at work. He'd like to get a few cheap novels to take home.</p>
5			

Second-hand bookshops

A	Topping's You'll only find good-quality used hardback books here on certain subjects Topping's is run by three experts in art, travel and literature for the young. They are happy to chat and advise customers. The shelves are well-organised, and books can also be ordered from the shop's website.
B	Westwood's There's no room to sit down in this tiny back street bookshop, and the owner is often too busy to chat. On the first floor are children's books and fine art books for collectors. At entrance level there are less expensive general fiction hardbacks.
C	Scrimshaw's Scrimshaw's has a huge selection of books showing the works of the great painters. Most are in excellent condition and reasonably priced, and the store's online guide regularly updated. The basement also has a café and a large number of out-of-date school textbooks on sale.
D	Holt's Although its prices are high, the fun of Holt's is its lively atmosphere. It's in an old railway station, where you can enjoy afternoon tea and cake in the waiting room. Or leave the kids play in the former ticket office while you look at the huge selection of recent novels.
E	Bales This shop is famous for its range of titles, from college textbooks to classic literature, and is known for its peaceful atmosphere. Regular customers come for the excellent café with its sofas and armchairs, which stays open until late.
F	Regal Here you'll find the country's largest selection of science-related books, including topics such as health and medicine. There are 70,000 used and new books, all at discount prices. Regal also has an efficient online ordering and delivering service plus comfortable sofas and freshly made coffee and is open during office hours .

Reading: Part 3

Read the text. Circle the correct option.

10ms



Animals in the Air

Can you believe that the history of the hot-air balloon all began with a sheep, a duck, and a chicken! One day in 1777, Joseph Montgolfier was relaxing in front of the fire with his laundry drying nearby. After a while, he noticed that one of his shirts had started to float upwards. The young man was curious about what was happening, so he threw some small pieces of paper into the fireplace to see if the same thing happened to them. When he saw them coming out of the chimney, he came to the conclusion that smoke had the power to lift things up and carry them through the air. Joseph loved science and wanted to become an inventor, so he started trying to think of a craft that would be able to capture smoke and heat and lift people off the ground. Along with his brother, Jacques, he began performing experiments on something that later became the first hot-air balloon.

The Montgolfier brothers quickly realised that it was heat and not smoke that had the power to lift things. On 19th September 1783, they presented their first hot-air balloon, which was made from paper and cloth. They burned some straw underneath it and the heat helped the balloon to float. As this was its first trip, the Montgolfier brothers were too nervous to go up in the balloon themselves. So, instead they put a sheep, a duck and a chicken in the basket that hung below the balloon.

The new invention was a great success and the animals landed safe and sound. A huge crowd of people and some members of the French royal family gathered to watch the balloon floating high in the sky. Shortly afterwards, the brothers asked the king for permission to send men up in the balloon. The king agreed, and the first flight involving human passengers took place in Paris on 21st November 1783, with great success. The balloon reached a height of around 150 metres as it floated over the Paris rooftops, starting a long tradition of hot-air ballooning.

A- Read the sentences carefully, then circle the correct answer (a, b, or c).

1. Joseph Montgolfier got the idea for a flying machine when:

- a. he saw smoke in a fireplace.
- b. he saw a paper flying.
- c. he watched a shirt drying.

2. Joseph hoped to be:

- a. a scientist.
- b. an inventor.
- c. a performer.

3. The Montgolfier brothers burned the straw to:

- a. help the balloon go up.
- b. make the balloon bigger.
- c. make the balloon go down.

4. The Montgolfier brothers asked the king's permission to:

- a. send animals up in the balloon.
- b. send men up in the balloon.
- c. fly the balloon over Paris.

B -Now answer the following questions.

1-What was the first air-balloon made of?

.....

2-Who watched the first flight?

.....

3-Where did the first flight with human passengers take place?

.....

Writing: Part 1

You have to answer this question

Group behaviour is a number of people that interact with each other and have the same interests.

Write an email to your friend describing your group behaviour with your classmates. Your writing must include the following paragraphs:

(Paragraph 1): opening remarks, greetings

(Paragraph 2 &3): your group behaviour

(Paragraph 4): closing remarks, signature

(Your email should be between 100-120 words)

To:

From:

Subject:

.....

.....

.....

.....

.....

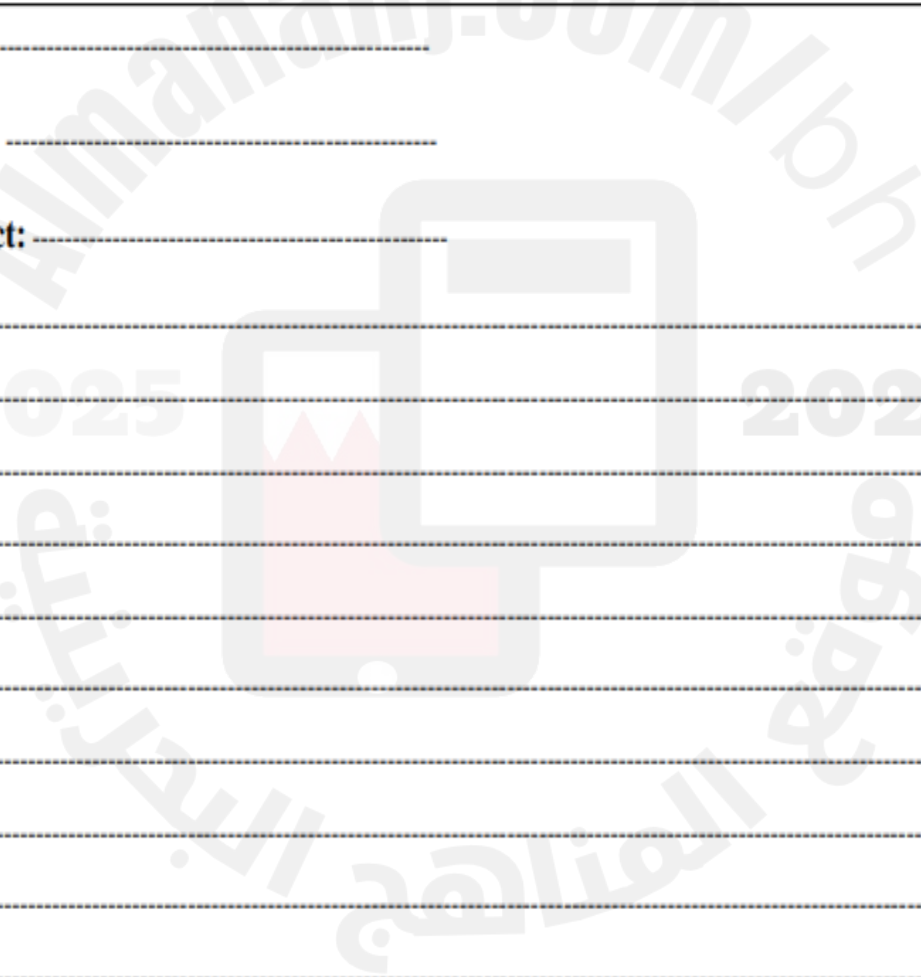
.....

.....

.....

.....

.....



Writing: Part 2

Answer ONE question ONLY

EITHER

A. **Write an essay** to your school magazine to compare and contrast yourself with a family member.

Your essay must include the following paragraphs: -

(Paragraph 1): introduction

- (Paragraph 2&3): main body

- (Paragraph 4): conclusion

OR

B. **Imagine you have a pet**, and you don't want people to misunderstand it. **Write an essay** to your local newspaper to help people understand your pet better.

Your essay must include the following paragraphs: -

- (Paragraph 1): introduction

- (Paragraph 2 &3): main body

- (Paragraph 4): conclusion

LISTENING TAPESCRIPTS

There are two parts in this listening exam. You must answer them both. You will hear each part twice. For each part of the exam, there will be time for you to look through the questions and time for you to check your answers.

Now look at Part 1 There are six questions in this part. For each question, there are three pictures and a short recording. Choose the correct picture and put a tick (✓) in the box below it .

You will hear the recording twice.

You have two minutes to read the questions. [pause] Now we are ready to start.
Listen carefully. You will hear the recording twice.

Number 1: What is the woman wearing that is new?

Man: You look beautiful! What a pretty dress! And I love your shoes and sunglasses, too. Have you just got them?

Woman: Oh, this dress, I've had it since last summer. However, I haven't worn it much, though. As for my glasses, I just got them on sale at Optical. I do have to fix the heels on these shoes though; I've worn them out over these past few months.

Man: Love your new sunglasses.

Woman: Thanks!

Number 2: What is not in the boy's lunch box?

Girl: My mother tried making me a healthy lunchbox last night, like they do in Japan. Look, Alex, I have carrots that look like flowers, rice in the shape of a football and a boiled egg that looks like a rabbit. However, it's missing the one-part fruit. I told my mum not to put any oranges in it. I don't like them.

Boy: Well, I think you're wrong Ann. There aren't any oranges, but I can see a piece of apple in the corner of your lunch box.

Number 3: What made the girl itch?

Girl: I can't stop scratching! It really hurts.

Boy: Did you go camping again and didn't use your anti insects spray? You probably got bitten by a mosquito.

Girl: If only! Didn't I tell you that I'm allergic to fish? Yesterday, I went to a party and I had some salad with rice. I only found out later that there were tiny bits of fish in the rice!

Number 4: When does the man plan to get up?

Man: I'm going to bed now.

Woman: What? At this time?

Man: Yeah, I've got to get up early tomorrow. I'm taking my class on a school trip and the coach leaves school at 7:30 a.m.

Woman: What time are you planning to get up then?

Man: I'll get up at 6:30 a.m.

Woman: Are you sure that's going to be early enough? You ought to get up at 6:15 a.m.

Man: I don't think I'll need more than an hour, so getting up at 6:30 will be fair enough. Well. Good night.

Woman: Sleep well.

Number 5: How are they going to get to the cafe?

Woman: Where shall we go for coffee in town?

Man: How about the café near the station?

Woman: That's always so crowded. We can try that new one next to the library.

Man: That's quite a long way and by car, it'd be really slow with all the traffic.

Woman: We could take our bikes - though we'd have to go back and get them.

Man: I suppose so. Or another possibility would be a walk through the park.

Woman: That definitely wouldn't be so quick.

Man: But it's so much nicer.

Woman: Well, if you say so ... Let's have a walk then.

Number 6: Where does the man still feel pain?

Hello, Alice. It's Mark here. Just to let you know about my health problems again. I saw Dr Jones last week about my knee and he told me to rest. It still hurts. He gave me medicine and he told me if things don't improve, I should go back and see him again. Honestly, it was my ankle and my head a few weeks ago. Give me a call and let me know how you are. Let us arrange to meet for a coffee soon. I hope that my knee gets better. It hurts a lot.

Listening: Part 2

You will hear a history professor speaking to class about his course. For each question (1-6), fill in the missing information in the numbered spaces with one word or numbers only. You will hear the recording twice.

You now have two minutes to look at Part 2. [pause]

Now we are ready to start. Listen carefully. You will hear the recording twice.

Good morning class and welcome to the first year of your "General History Course". As most of you already know, classes will take place every Tuesday and Thursday from 9 to 11 am. We will look at a wide range of historical events from the 20th century, even going back to the age of the dinosaurs.

Next, we will look at historical disasters and what we can learn from them. We will start with man-made disasters like the Great Fire of London. Then we will have a look at natural disasters, such as the Great Plague and the San Francisco earthquake.

A look at heroes in history will then follow with a study of the lives of people such as Amelia Earhart and her achievements. Lessons from leaders like Chief Seattle of the native American Indians who warns us to be responsible to the environment and future generations.

Finally, we will examine great discoveries in history. Man's journey to explore space from Galileo to Neil Armstrong and a number of important discoveries in the solar system will be discussed.

As far as assessment is concerned, there will be an end of term exam in June and essays every week on topics from the course. Any questions, before we begin?

Model Answers

Part 1	
Listening	
QA	
1	C
2	B
3	A
4	B
5	A
6	C
QB	
1	First/One/1
2	Tuesday/ Tues
3	11/eleven
4	20 th /20/twentieth/twenty
5	fire
6	June/Jun

Part 2		
Reading		
QA		
1	B	
2	C	
3	A	
4	B	
5	A	
6	A	
7	B	
8	C	
9	B	
10	C	
QB		
1	D	
2	C	
3	F	
4	A	
5	E	
QC		
A		
1	c	
2	b	
3	a	
4	b	
B		
1	The first air-balloon was made of paper and cloth.	
2	A huge crowd of people and some members of the French royal family.	
3	In Paris	

Writing (1)

Are we similar or different?

In our part of the world, it's normal to come from a large family and share personality traits with several family members. Everyone tells me that I take after my uncle, although we're different in some ways.

My uncle and I both like outdoors activities. We both enjoy riding our bikes and going for walks. I really like visiting his friend's booth at the Farmers' Market. We go shopping for food together, and then we stop in the park to have a drink and to talk. We both love nature. We're alike in that way.

But when winter comes, It's a different story. Unlike my uncle, I love being outside. I like cold weather and playing outside with my friends, but my uncle enjoys sitting and reading by the fireplace. Sometimes he and I play cards, although I'm not a fan of cards, I'm too energetic to sit for so long! On the other hand, when we play one of my video games, I have fun because I'm competitive. My uncle isn't competitive at all. But it doesn't really matter to me what we do together. I like being with my uncle and spending time with him. We fit together!

Managing One's Fear (2)

When you have unjustified fear of an animal or an insect, it can affect you. When I was younger, I saw my cousin run into a beehive. The bees attacked him, and he was covered in horrible stings. After that, I became very scared of bees. But when I grew up, I decided I couldn't let my fear get to me. It only took me a few steps.

First, I read a lot about different bees. I didn't focus on stings, but instead, I read about how beneficial bees are to the planet. Bees are really cool! They're hardworking, social and organized. They help plants and flowers exchange seeds to reproduce fruits and flowers, they produce honey.

Next, I began to watch bees from a safe distance. I started to look at a beehive in real time on the Internet in order to learn how they live. Little by little, I felt more comfortable about bees.

Finally, the most important step was to face my fear on my own. One day, I went outside and let a bee fly around me. It was a bit weird at the beginning, but I really felt no fear at all.

As you can see, it's easy to manage your fears. Just remember to read and learn as much as you can. When you are ready, it's important to take the time to feel comfortable at every step, but the end result is worth it!

Describing a group's behaviour. Make sure you include several examples. (3)

To: Ahmed From: Mohammed

Subject: Camping in Sekhar (Group Behaviour)

Hi Ahmed, Thanks for your email. It's been a long time since we last met. Your project about group behaviour sounds interesting! Most of us change behaviour around family too. Winter has come, usually we go camping with our family, in Sakhair, and we spend the whole day together, doing fun activities. There are a lot of activities to do there such

as buggy riding, which I love doing with my older brother because he's so competitive. Also, barbeque time is always fun because dad usually burns the first burger

At night, we love gathering around the fire and telling scary stories to scare the young cousins or playing charades which always makes us laugh and scream our lungs out.

In other words, time passes by having fun doing these activities, especially with family members of your age.

For example, if one of us starts telling a scary story another one tells a scarier one, and the rest of us will join in, we can't help it!

What about you? What do you enjoy doing with your family? I'd love to know if your behaviour changes when you're with them.

Write soon!

Mohammed

Flying Machines 4

Long before we had aeroplanes, people had been experimenting with different flying machines. We still use some of those flying machines today. Some depend on air for movement, while others use engines. Hot-air balloons and gliders use air currents for movement. Hot-air balloon pilots steer their aircraft by ascending or descending into air currents that move the balloon. The pilot controls the balloon's movement by heating the air inside the balloon, or by allowing it to cool naturally.

A glider also uses air currents to soar and glide. Small planes pull gliders along a runway to help them take off. But once in the air, gliders use the currents, not an engine, to move. Their long wingspan and strong body give riders a safe, smooth flight. Hot-air balloons and gliders are most often used for fun and adventure.

Helicopters first appeared during World War II. A helicopter hasn't got wings, but, like an aeroplane, it's got an engine that makes its blades spin at high speeds. This allows the helicopter to ascend into the sky. Unlike an aeroplane, which has to keep moving, helicopters can stay in one place in the sky for a long time. Today, helicopters are mostly used by medical teams and the military. But you can also take a helicopter ride for fun. Many tourist destinations offer helicopter rides for sightseeing. So before your next plane ride, remember that planes aren't the only way to fly. Which type of flying machine would you most like to travel in

Extra writing

Q: Write a process essay on how to improve your English language. (around 110-130 words).

How to Improve Your English!

English is an important language for studying and working, if you want to improve your English you can follow these steps.

First, read books every day, like adventurous tales or magical stories. This way you can learn new words while having fun at the same time.

Next, have conversations with friends and family in English, you can both learn together and enjoy time together.

Finally, watch fun English cartoons or movies, they're entertaining and educational.

By following these steps, you'll be speaking fluent English with time. You just have to be patient!

Q: Write a classification essay describing two types of animal flight.

(110-130 words)

The Flights of Birds and Insects

Flying is a fantastic ability in the animal kingdom and creatures have unique ways to go up in the sky. Insects and birds are both capable of flying but in different ways.

Birds, like eagles and pigeons, have a powered flight. They flap their wings to generate lift and move through the air with grace. Sometimes mid-air they glide using the wind.

Insects, such as butterflies and bees, show a gliding flight. Their delicate wings catch the wind, allowing them to float and navigate with swiftness.

Both types of flight are incredible adaptations that help animals explore the world above, each with its own special charm and purpose.

Vocabulary

1 Read and circle the correct word.

Revision based on unit one

- 1 Some teenagers are **generous** / **enthusiastic** about their studies.
- 2 If you are organised / shy, you find it difficult to talk to people.
- 3 You're **fair** / **odd** if you treat everyone the same.
- 4 **Outgoing** / **Stubborn** people enjoy going to parties.
- 5 He's got a great **identity** / **sense of humour**.
- 6 If you're **responsible** / **energetic**, you always do your homework on time.
- 7 Care workers are often very **patient** / **optimistic**.
- 8 He's very **ambitious** / **adventurous** in his desire to be a doctor.

(8 points)

2 Read. Complete the sentences with the words from the box.

bossy competitive ignore jealous open-minded perfectionist

- 1 I don't know why he doesn't take notice of me. Why does he _____ me?
- 2 My sister is always telling her friends what to do. She's very _____.
- 3 He takes such a long time making his work exactly right. He's a real _____.
- 4 They're always trying new things. They're both very _____.
- 5 Our cat doesn't like our new kitten. It's very _____ of it.
- 6 Sam always wants to beat his brother in games. He's very _____.

(6 points)

3 Match the questions with the question tags.

- | | |
|--------------------------------|-----------------|
| 1 Susan is very helpful, | a) can't we? |
| 2 Paola works in a restaurant, | b) aren't they? |
| 3 David lives in Bilbao, | c) isn't she? |
| 4 Sara couldn't come, | d) doesn't he? |
| 5 You're coming on Monday, | e) aren't you? |
| 6 We can go to the concert, | f) doesn't she? |
| 7 They're going to New York, | g) isn't it? |
| 8 It's going to rain tomorrow, | h) could she? |

4 Read. Complete the question tags.

- 1 He's very self-confident, _____?
- 2 They're both in the team, _____?
- 3 Pedro and Maria can meet us there, _____?
- 4 Your brother couldn't come, _____?
- 5 This is a really interesting talk, _____?
- 6 He's become quite competitive, _____?

5 Read. Do the sentences use *it* to talk about weather (W), time (T) or distance (D)?

- 1 I think it's going to warm up at the weekend. _____
- 2 Hurry up! It's already six o'clock. _____
- 3 Come on. It's not far now. _____
- 4 It's so hot today. _____
- 5 It's only another ten kilometres. _____
- 6 It's quarter past eight. _____

(6 points)

6 Read. Tick the sentences where *it* is used for emphasis.

- 1 I love it when my grandparents visit.
- 2 It makes me angry when he does that.
- 3 It's raining. Let's not go.
- 4 It drives me crazy when he plays his music too loudly.
- 5 The sat-nav says it's on the left.
- 6 It makes me sad when people are unkind to animals.

(6 points)

Reading

7 Read the text. Circle the correct option.

Teenagers can often behave in unexpected ways. Sometimes, they can be in a bad mood for no specific reason. At times, even the most organised and responsible can behave irresponsibly. They may become selfish, and previously talkative children might not want to chat to you. It can be as if teenagers have a completely different personality to the one they had as children. But, for both parents and teenagers, it's helpful to remember that there is a very good reason for this. The human brain is always changing. After infancy, the human brain goes through the greatest level of change during adolescence. This is a very active time for the human brain in terms of development and learning new things. And sometimes, in the course of development, things can get confused. For example, decision-making processes can be overwhelmed by emotions, leading to poor decisions being made. But, whilst it might be a challenging time for both teens and their parents, it's important to remember that it won't last long.

- 1 Who does, 'even the most organised and responsible' refer to?
a) parents
b) teenagers
- 2 Previously talkative children might not want to chat to you because ...
a) they are selfish.
b) their brains are developing.
- 3 Which period of life sees the greatest change in a human brain?
a) infancy
b) adolescence
- 4 If a teenager makes a poor decision, it's likely to be due to their ...
a) parents being overwhelmed by emotions.
b) brains being confused.

(4 points)

Vocabulary

Revision based on unit two

1 Are the meanings of the words positive or negative? Write P for *positive* or N for *negative*.

- 1 slimy _____
- 2 disgusting _____
- 3 crucial _____
- 4 calm _____
- 5 aggressive _____
- 6 pest _____
- 7 beneficial _____
- 8 lethal _____
- 9 caring _____
- 10 filthy _____

(10 points)

2 Read. Complete the sentences with the opposite of the words in bold.

- 1 Spiders are not **popular** pets. In fact, they are very u_____.
- 2 People think that snakes are a_____, but in fact they are very **gentle**.
- 3 Snakes' skin is **smooth and dry**, not s_____.
- 4 Rather than being **harmful** to the environment, many insects are b_____.
- 5 It is true that some snakes have p_____ venom, whilst others have **harmless** venom.
- 6 We should try to **protect** the environment rather than d_____ it.

(6 points)

Grammar

3 Match the suggestions with the sentences.

- | | |
|--|--|
| 1 His leg looked red and sore. | a) He might have seen a bear. |
| 2 She can't stop being sick. | b) They may have had a bad experience there. |
| 3 They won't go back into the sea. | c) He might have been bitten by a spider. |
| 4 Why won't they come with us? | d) She may have seen a rat. |
| 5 He ran quickly out of the cave. | e) She must have food poisoning. |
| 6 She screamed when she opened the door. | f) They could have seen a jellyfish. |

(6 points)

4 Read. Complete the sentences according to the words in brackets. There is an example at the beginning.

- Example: He _____ *may have seen* _____ a giant squid. (fairly sure / see)
- 1 They _____ a bear in the woods. (very sure / hear)
 - 2 She _____ awake all night. (not sure / be)
 - 3 The fox _____ the rubbish bins. (very sure / open)
 - 4 An insect _____ you. (very sure / bite)
 - 5 She _____ about the dangers. (not sure / read)

(5 points)

5 Read. Complete the sentences with *to* when necessary.

- 1 She made us _____ wait for an hour.
- 2 I can't wait _____ see the new film.
- 3 Could you _____ buy a ticket for me, too?
- 4 I'm excited _____ begin the trip.
- 5 They've got _____ find some extra chairs.
- 6 He's letting us _____ use the computer room today.
- 7 She told me _____ text her when I left.
- 8 Did you remember _____ give the letter to your teacher?

(8 points)

6 Read. Complete the sentences according to the words in brackets. There is an example at the beginning.

Example: He *may have seen* a giant squid. (fairly sure / see)

- 1 They a bear in the woods. (very sure / hear)
- 2 She awake all night. (not sure / be)
- 3 The fox the rubbish bins. (very sure / open)
- 4 An insect you. (very sure / bite)
- 5 She about the dangers. (not sure / read)

(5 points)

7 Read. Complete the sentences with *to* when necessary.

- 9 She made us wait for an hour.
- 10 I can't wait see the new film.
- 11 Could you buy a ticket for me, too?
- 12 I'm excited begin the trip.
- 13 They've got find some extra chairs.
- 14 He's letting us use the computer room today.
- 15 She told me text her when I left.
- 16 Did you remember give the letter to your teacher?

Reading

6 Read the text. Circle the correct option.

What is the first thing that comes to mind when you think of a cockroach? It's a disgusting insect that you really don't want in your house, right? Well, in actual fact, cockroaches are incredibly clean animals. Cockroaches can go for long periods of time without eating anything. They are scavengers, which means that they eat virtually anything they can find. This is not a good thing when they are in your home. However, in nature, this makes cockroaches particularly useful. They recycle decaying vegetation which helps the pollination of plants. They are sometimes seen as 'nature's rubbish collectors'. So, whilst you might not want them sharing your home, remember that they are valuable contributors to the environment.

- 1 According to the text, most people think that cockroaches are ...
 - a) disgusting insects.
 - b) very clean animals.
- 2 Cockroaches eat ...
 - a) every day.
 - b) anything they can find.
- 3 Cockroaches are useful when they are in ...
 - a) people's homes.
 - b) their natural habitat.
- 4 Cockroaches help the environment by ...
 - a) living in rubbish bins.
 - b) pollinating plants.
- 5 According to the text, cockroaches are 'valuable contributors'
 - a) because they help recycle organic waste.
 - b) because they help keep people's homes clean.

Vocabulary

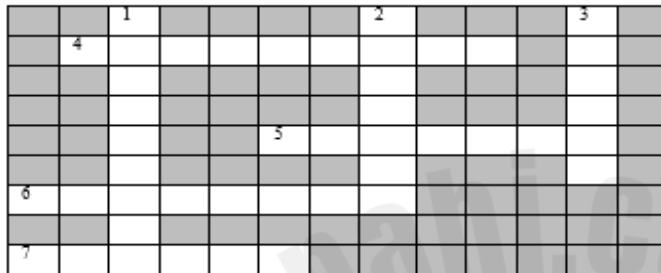
Revision based on unit three

1 Match the collective nouns with the animals.

- | | | |
|---|--------|--------------|
| 1 | troop | a) elephants |
| 2 | flock | b) ants |
| 3 | herd | c) gorillas |
| 4 | swarm | d) wolves |
| 5 | pack | e) fish |
| 6 | school | f) birds |

(6 points)

2 Read the clues. Complete the puzzle.



Down

- 1 when a whole group agrees on something
- 2 when animals move to different areas for periods of time
- 3 to like something more than something else

Across

- 4 objects or people that are arranged in a certain way
- 5 to become aware of something
- 6 to come together as a group
- 7 to think something is true, even if there's no proof

(7 points)

Grammar

3 Read the pairs of sentences. Tick the correct one.

- | | | |
|---|---|--------------------------|
| 1 | a) The researcher looked into the theory. | <input type="checkbox"/> |
| | b) The researchers looked the theory into. | <input type="checkbox"/> |
| 2 | a) I couldn't work out it. | <input type="checkbox"/> |
| | b) I couldn't work it out. | <input type="checkbox"/> |
| 3 | a) The students thought about the experiment. | <input type="checkbox"/> |
| | b) The students thought the experiment about. | <input type="checkbox"/> |
| 4 | a) The results depended on the amount of water. | <input type="checkbox"/> |
| | b) The results depended the amount of water on. | <input type="checkbox"/> |
| 5 | a) He made a cake to cheer up her. | <input type="checkbox"/> |
| | b) He made a cake to cheer her up. | <input type="checkbox"/> |
| 6 | a) Don't rely him on. | <input type="checkbox"/> |
| | b) Don't rely on him. | <input type="checkbox"/> |

(6 points)

4 Read. Complete the sentences with *too much*, *too many* or *enough*.

- 1 I haven't got _____ onions to make the soup.
- 2 Have some of my home-grown tomatoes – I've got far _____.
- 3 Have we got _____ time to go to the library after school?
- 4 We ordered far _____ food for three people!
- 5 _____ people don't do enough exercise.
- 6 I think you spend _____ time on your phone.

(6 points)

Reading

5 Read the text. Write T for *true*, F for *false* or NG for *not given*.

Why do you join a group? Think about the different groups you belong to, whether it is a school team, a choir, or even a family. Some you choose to join voluntarily, others you don't. However, one of the positive aspects of being in a group is the interaction with other members of the group. For example, if you are a member of a choir, you will spend time singing with other people. This feels very different to singing alone in your bedroom. You likely chose to join a choir because you love singing and it makes you happy. If you're happy, you continue to do something, therefore both you and the group thrive. From a personal perspective, it is useful to reassess occasionally the groups you have chosen to join. Does being a member of that group still make you happy? If it does, continue to enjoy it. If it doesn't, perhaps it's time to think about finding a different group to belong to.

- 1 Being in a choir is an example of voluntarily joining a group. _____
- 2 Being Spanish is an example of voluntarily joining a group. _____
- 3 A good thing about being in a group is that you communicate with others. _____
- 4 If you like singing, you'll be happier singing in a choir than in your bedroom. _____
- 5 It's important for members of a group to enjoy the activities of that group. _____
- 6 You shouldn't leave a group once you have committed to joining it. _____

(6 points)

Vocabulary

Revision based on unit five

1 Read and circle the correct word.

- 1 It is thought that **early** / **skilled** insects were the first to fly.
- 2 The distance a chicken can fly is **stable** / **limited**.
- 3 The plane's **weight** / **wingspan** is about 60 m.
- 4 The flying squirrel is a mammal but it can **evolve** / **soar** from tree to tree.
- 5 The paraglider **ascended** / **descended** slowly to the ground.
- 6 Birds' bones are light and **hollow** / **powered**.
- 7 Some scientists believe that wings are a(n) **capability** / **adaptation** of other structures.
- 8 The eagle barely flapped its wings as it **landed** / **glided** to its nest.

(8 points)

2 Read and cross out the incorrect option.

- 1 an ~~airplane~~ can ... a) take off b) flap c) land
- 2 a parachute can ... a) open b) close c) force
- 3 a bird can ... a) flap b) soar c) allow
- 4 eagles have got ... a) a wingspan b) features c) a pilot
- 5 you can ascend ... a) a mountain b) in an ~~airplane~~ c) an adaptation

(5 points)

Grammar

3 Read. Complete the sentences using the past perfect.

- 1 I finished my work. I _____ my work
The bell rang. when the bell rang.
- 2 They ate dinner. They _____ dinner
The ~~programme~~ started. before the ~~programme~~ started.
- 3 He designed a model. He _____ a model
He tested it for real. before he tested it for real.
- 4 She lived there for 12 years. She _____ there for
She moved. 12 years before she moved.
- 5 They washed the walls. They _____ the
I painted the mural. walls before I painted the mural.
- 6 He used paper. Before he tried silk, he _____
He tried silk. paper.

(6 points)

4 Read. Complete the sentences with the words in brackets. Use the past perfect continuous.

- 1 The glider _____ (soar) for ten minutes before it crashed.
- 2 Before the avalanche struck, the climbers _____ (descend) for over an hour.
- 3 Apparently, the engines _____ (lose) power, but the pilot still landed the plane safely.
- 4 They _____ (design) the new system when the computers failed.

(4 points)

5 Read the sentences. Underline the action which happened first.

- 1 How long had you been learning English for before you moved to New York?
- 2 Before Leonardo da Vinci designed a parachute, he had been designing musical instruments.
- 3 He had been studying the flight of birds before he designed his flying machine.
- 4 The pilot had been learning to fly for six years before he got his licence.
- 5 I made sure that I had put enough fuel in the car before I started my journey.

(5 points)

Reading

6 Look at Concorde's timeline. Read the statements. Write T for true or F for false.

1956	Committee is set up to see if supersonic aircraft is possible.
1962	France and the UK sign deal to jointly develop supersonic aircraft.
1967	Prototype is shown to the public in Toulouse, France.
1969	British and French engineers continue to test Concorde's flight.
1973	Concorde flies across the Atlantic Ocean without stopping.
1977	Concorde offers trans-Atlantic flights to the public.
1993	Concorde employs its first female pilot.
2000	Concorde crashes near Paris. 113 people are killed.
2003	Concorde is taken out of service.



- 1 After Concorde was invented, engineers discussed if supersonic air travel was possible. _____
- 2 French and British engineers developed Concorde together. _____
- 3 Concorde's engineers carried out flight checks before passengers started using it. _____
- 4 Engineers continued testing Concorde's flight, even after members of the public had seen it. _____
- 5 Engineers discovered it wasn't possible for Concorde to cross the Atlantic. _____
- 6 In the 1980s, Concorde employed several female pilots. _____
- 7 Concorde continued to fly, even after the crash in 2000. _____

(7 points)

Model answers based on unit one

Vocabulary

- 1 enthusiastic
- 2 shy
- 3 fair
- 4 Outgoing
- 5 sense of humour
- 6 responsible
- 7 patient
- 8 ambitious

- 4
- 1 isn't he
- 2 aren't they
- 3 can't they
- 4 could he
- 5 isn't it
- 6 hasn't he

Reading

- 7
- 1 b
- 2 b
- 3 a
- 4 b

- 2
- 1 ignore
- 2 bossy
- 3 perfectionist
- 4 open-minded
- 5 jealous
- 6 competitive

- 5
- 1 W
- 2 T
- 3 D
- 4 W
- 5 D
- 6 T

Grammar

- 3
- 1 c
- 2 f
- 3 d
- 4 h
- 5 e
- 6 a
- 7 b
- 8 g

- 6
- 1 ✓
- 2 ✓
- 3 -
- 4 ✓
- 5 -
- 6 ✓

Model answers based on unit two

Vocabulary

1

1 N

2 N

3 P

4 P

5 N

6 N

7 P

8 N

9 P

10 N

2

1 unpopular

2 aggressive

3 slimy

4 beneficial

5 poisonous

6 destroy

Grammar

3

1 c

2 e

3 f

4 b

5 a

6 d

4

1 must have heard

2 could/might have been

3 must have opened

4 may have bitten

5 could/might have read

5

1 -

2 to

3 -

4 to

5 to

6 -

7 to

8 to

Reading

6

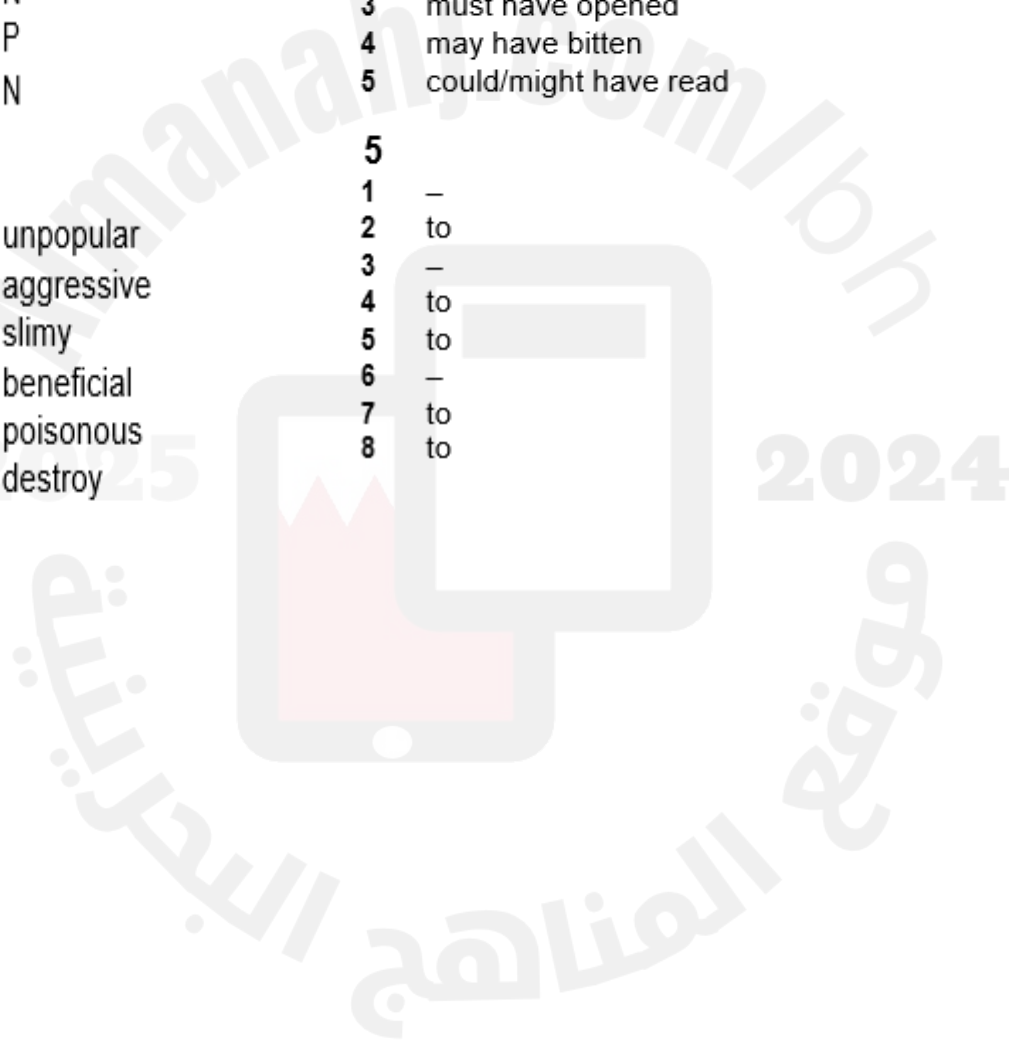
1 a

2 b

3 b

4 b

5 a



Model answers based on unit three

Vocabulary

1

- 1 c
- 2 f
- 3 a
- 4 b
- 5 d
- 6 e

2

Down

- 1 consensus
- 2 migrate
- 3 prefer

Across

- 4 formation
- 5 realise
- 6 assemble
- 7 assume

Grammar

3

- 1 a
- 2 b
- 3 a
- 4 a
- 5 b
- 6 b

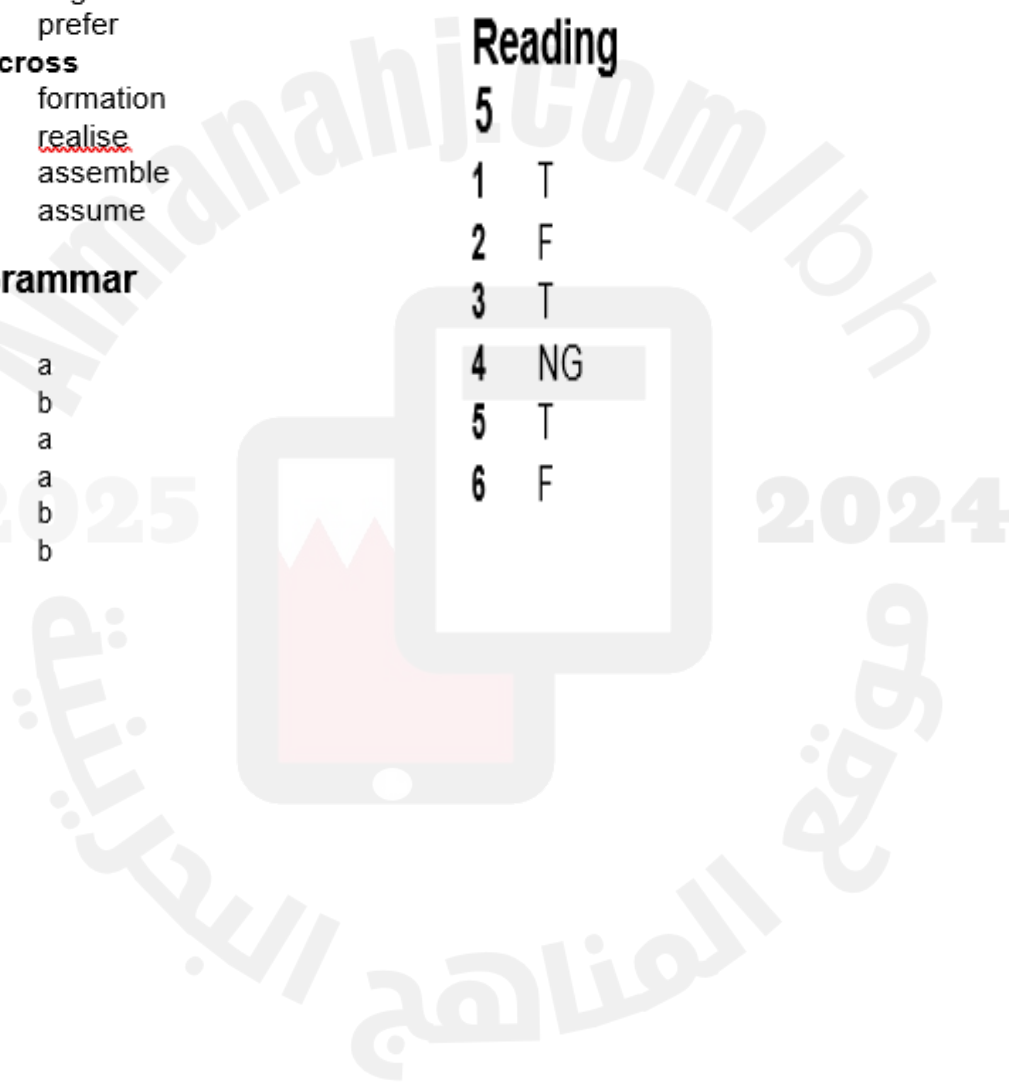
4

- 1 enough
- 2 too many
- 3 enough
- 4 too much
- 5 Too many
- 6 too much

Reading

5

- 1 T
- 2 F
- 3 T
- 4 NG
- 5 T
- 6 F



Model answers based on unit five

Vocabulary

1

- 1 early
- 2 limited
- 3 wingspan
- 4 soar
- 5 descended
- 6 hollow
- 7 adaptation
- 8 glided

2

- 1 flap
- 2 force
- 3 allow
- 4 a pilot
- 5 an adaptation

Grammar

3

- 1 had finished
- 2 had eaten
- 3 had designed
- 4 had lived
- 5 had washed
- 6 had used

4

- 1 had been soaring
- 2 had been descending
- 3 had been losing
- 4 had been designing

5

- 1 had you been learning English
- 2 had been designing musical instruments
- 3 had been studying the flight of birds
- 4 had been learning to fly
- 5 had put enough fuel in the car

Reading

6

- 1 F
- 2 T
- 3 T
- 4 T
- 5 F
- 6 F
- 7 T

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