

تم تحميل هذا الملف من موقع المناهج العمانية



الملف حل كتاب الكلاس بوك

[موقع المناهج](#) ⇐ [المناهج العمانية](#) ⇐ [الصف الثامن](#) ⇐ [لغة انجليزية](#) ⇐ [الفصل الأول](#)

روابط مواقع التواصل الاجتماعي بحسب الصف الثامن



روابط مواد الصف الثامن على تلغرام

[الرياضيات](#)

[اللغة الانجليزية](#)

[اللغة العربية](#)

[التربية الاسلامية](#)

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

امتحان تحريبي لنهاية الدور الأول نسخة جديدة	1
نموذج أسئلة الاختبار الرسمي (جنوب الشرقية)	2
نموذج أسئلة الاختبار الرسمي (الداخلية)	3
أسئلة الاختبار الرسمي شمال الباطنة	4
نموذج امتحان نهاية الدور الأول نسخة جديدة	5

Unit 1

Name: _____

Address: _____



Country: **Alexander Graham Bell** invented **the telephone**.

School: _____

Grade: _____

Age: _____

Telephone No: _____

E-mail: _____

Tick the activities you like doing:

- | | | | |
|---------------------------------------|-----------------------------------------|-----------------------------------|----------------------------------------------|
| <input type="checkbox"/> reading | <input type="checkbox"/> sewing | <input type="checkbox"/> painting | <input type="checkbox"/> singing |
| <input type="checkbox"/> writing | <input type="checkbox"/> making models | <input type="checkbox"/> jogging | <input type="checkbox"/> playing board games |
| <input type="checkbox"/> fishing | <input type="checkbox"/> roller skating | <input type="checkbox"/> cycling | |
| <input type="checkbox"/> horse riding | <input type="checkbox"/> skate boarding | <input type="checkbox"/> drawing | |

Any other activities you like: _____

2 Sort the words.

Read the questions at the bottom of pages 2 and 3 of your Classbook and sort the free time activities on the web below. An example has been done for you. Add any others you can think of.



2 Write an e-mail.



Write an e-mail to a member of the ITC telling them about the free time activities you like.

language focus writing

Think about the following when writing your e-mail.

1. Who are you writing to and why?
2. What are your main ideas?
3. What examples are you going to include?
4. How many paragraphs are you going to write?
5. How are you going to order your paragraphs?

Hi Fahad,

I'm writing to tell you about my free time activities.

I really enjoy going swimming and collecting postcards. I love playing chess with my friends. That's why I joined the chess club at school.

What about your free time activities?

I look forward to hearing from you as soon as possible.

Best wishes
Ahmed

الإحصاءات

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1,612,847 مشاهدة



خميس الغفاري

لطلب ملفات الـ رايتنج عبر الواتساب أو التسجيل في دروس أونلاين التواصل على الرقم 99456500

خريج جامعة ليدز البريطانية عام 2002 م ومؤلف كتاب المئابز والذي يخدم طلاب وطالبات الصفين الحادي عشر والثاني عشر ولديه قناة تعليمية على قناة اليوتيوب تحتوي على أكثر من 200 درس تعليمي وأكثر من مليون ونصف مشاهدة

2 Do they have a balanced free time?

Write down what Basim and Latifa did. Then, decide if they are too busy or too lazy.

He cleaned his room.

He slept all day.

He watched TV for 6 hours.

He shopped all day.



She helped her mum
in the kitchen.

She did her homework.

She washed the
clothes.

She played chess.



3 Order the adjectives.

It's really boring.
It's all right.
It's quite interesting.
It's excellent.
It's awful.

+ve

positive



- It's excellent.
- It's quite interesting.
- It's all right.
- It's really boring.
- It's awful.

language focus

1. Too and very are placed before the adjective

2. Be careful! Very and too do not have the same meaning.

Now look at the sentences you wrote in activity 2 on this page and complete the following rules using too or very.

We use very to make an adjective stronger.

We use too when we want to make an adjective stronger and to suggest we don't do something or can't do something. It usually has a negative meaning.

Use these words to complete the sentences.

very
adjective
before
too

6

1 Write too or very.

Write too or very in the spaces provided.

- 1 It's too hot to dance, let's sit down.
- 2 It's very windy today. Let's go and fly a kite.
- 3 I won't buy them because they're too expensive for me.
- 4 I really like her, she's very kind.
- 5 He's a very good cricket player.
- 6 It's too quiet. I can't hear it.

2 Free time survey.

Choose four different free time activities and write them in the Activity column. Find out which is the favourite activity by asking ten friends. Put a tick ✓ each time one of your friends says yes. Look at the picture and dialogue to help you ask and answer the questions.



Activity	1	2	3	4	5	6	7	8	9	10	Total
sailing		✓			✓		✓				3
painting	✓	✓		✓	✓		✓		✓	✓	7
fishing											
playing chess											

Do you like painting?

Yes, I do.



Do you like sailing?

No, I don't.

Unit 2

2 Write some conditional sentences.



Write some conditional sentences about animals and the environment.

if clause

main clause

- 1 If we **cut down** the rainforests, **animals will have nowhere to live.**
- 2 If we **throw** plastic bags in the sea, **turtles will eat them and die.**
- 3 If farmers **spray** the plants with insecticide, **animals will eat the poisoned plants.**
- 4 If we **pick up** plastic bags, **animals will not eat them.**
- 5 If a dolphin **gets** caught in a fishing net, **it will drown and die.**
- 6 If animals **have** nowhere to live, **they will become extinct.**

language focus

clauses

A **clause** can be part of a sentence or a whole sentence. It is a group of words containing a verb.

A **main clause** is the most important clause in a sentence.

A caracal eats shrikes and shrikes eat grasshoppers.

main clause

clause

A first conditional sentence has **two** clauses.

If it rains, you'll get wet.

if clause

main clause

The **if clause** describes a possible situation in the future.

The **main clause** describes the result of the if clause.

language focus

conjunctions

We use conjunctions to join clauses or sentences.

because is a conjunction.

because is used to give a reason.

The oryx is happy. He feels safe.

The oryx is happy because he feels safe.

main clause

reason clause

When we join clauses or sentences with **because** we don't usually use a comma.

2 Write.

Look at your notes and write some sentences about the animals.

The oryx is happy because he feels safe.

The oryx is unhappy because the food is boring.

result

reason

1

I am busy today because I am studying for the exams.

2

Ahmed is late because he missed the bus.

3

I will buy some food because I feel very hungry.

4

My car stopped because it ran out of petrol.

5

I do a lot of exercise because I want to reduce my weight.

6

Laila is very tired because she worked all day.

language focus

conjunctions

سبب

تناقض

Write **but** or **because** in the language focus box.

because gives a reason for the main clause.

but gives a contrast to the main clause.

We usually use a comma before **but**.

We don't usually use a comma with **because**.

2 but or because?

Write **but** or **because** so that these sentences make sense.

- 1 The enclosures are big **because** animals need space to exercise.
- 2 There are places to eat and rest **because** visitors spend all day at the zoo.
- 3 It is wonderful seeing birds, **but** it is sad they can't fly.
- 4 Tickets are expensive, **but** the money is used for conservation projects.
- 5 I liked the gift shop, **but** I didn't like the prices.
- 6 My children liked the playground, **but** I thought it was dangerous.

1 Write and circle.

Write the sentences correctly and then circle the group nouns.

Strange Groups



1 elephants a herd of a herd of elephants



2 pack wolves a of a pack of wolves

3 dolphins a of pod a pod of dolphins



4 bats colony of a a colony of bats

5 band gorillas a of a band of gorillas



6 lions of pride a a pride of lions

7 of a kangaroos troop a troop of kangaroos



language focus

used to

used to describes things that happened regularly in the past but don't happen now.

I used to walk to school, but now I go by bus.

used to describes something that was true in the past but is not true now.

That shop used to sell bicycles.

used to is followed by the infinitive part of the verb.



People **used to cook** on an open fire.

People **didn't use to cook** on gas cookers.



She **didn't use to wash** using washing machine.

She **used to wash** clothes by hands.



People **didn't use to live** in cement houses.

People **used to live** in mud houses.



People **didn't use to travel** by cars.

People **used to travel** by camels.

2 Write some sentences for your portfolio.

Look at the words in the boxes and use them to help you write about what used to happen and what happens now.

35 years ago

walk everywhere
small cages
elephants
unhappy animals
entertain
species
feed animals
no facilities
cheap



Now

motorbike
big enclosures
reptiles
happy, healthy
animals
conserve endangered
species
hide the food
lots of facilities
expensive



35 years ago, he **used to walk** everywhere.

Now he **uses** a motorbike.

He **used to keep** his animals in small cages.

Now he **keeps** his animals in big enclosures.

He **used to like** elephants.

Now he **likes** reptiles.

His animals **used to be** unhappy.

Now his animals **are** happy and healthy.

He **didn't use to have** facilities.

Now he **has** lots of facilities.

His life **used to be** cheap.

Now his life **is** expensive.

2 Think and write.

Look at the adjectives and write the comparative for each adjective under the correct rule.

big cold hungry fast lonely hot
large noisy tall wide rare thin

comparatives			
If the adjective has:			
one syllable and ends with -e , then we add -r .	one syllable, one vowel and ends with a consonant, then we double the consonant and add -er .	one vowel and ends with more than one consonant, then we add -er .	two syllables and ends with -y , then we take away the y and add -ier .
larger wider rarer	bigger thinner hotter	colder faster taller	hungrier lonelier noisier

1 More comparatives and superlatives.

Some ITC members were discussing a visit to the zoo. Read the speech bubbles to find out what they said and underline the comparatives and superlatives. Then, complete the language focus box by writing *most*, *least*, *than*, *less*, *more* and *the* in the correct spaces.

language focus

comparatives and superlatives

For adjectives with 3 or more syllables and adjectives ending with 'ing':

more or less + adjective + than
to form *the comparative*.

the + most or least + adjective
to form *the superlative*.

I think monkeys are less exciting than crocodiles.

Parrots are more colourful than eagles.

I think zebras are the most beautiful animals.

What do you think are the least interesting animals?

2 Write.

Use the words provided to write two comparative sentences and two superlative sentences for each group of words. The first one has been done for you.

horses
boring
zebras

1

Horses are more boring than zebras.

Zebraas are less boring than horses.

Horses are the most boring.

Zebraas are the least boring.

dinosaurs
amazing
frogs

2

Dinosaurs are more amazing than frogs.

Frogs are less amazing than dinosaurs.

Dinosaurs are the most amazing.

Frogs are the least amazing.

elephants
expensive
hippos

3

Elephants are more expensive than hippos.

Hippos are less expensive than elephants.

Elephants are the most expensive.

Hippos are the least expensive.

Unit 3

2 Countable or uncountable nouns?

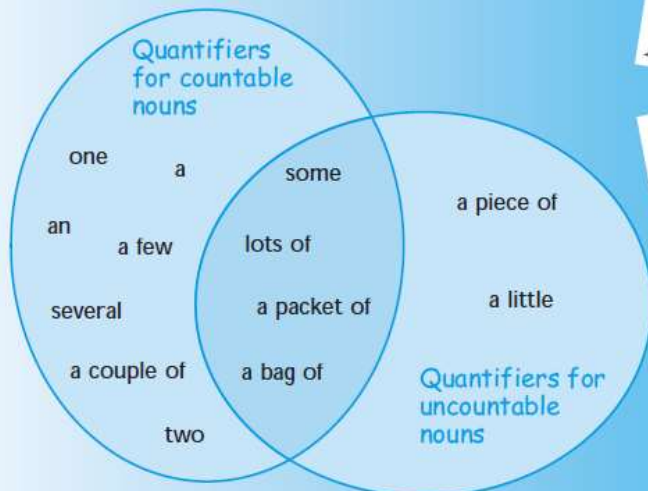
Sort the words into countable and uncountable nouns and write them in the correct place.

wire	screw	nail
paper	balloon	wood
spring	stick	string
glass	metal	bottle
cardboard		fabric



1 Shopping for materials.

Intissar is shopping for materials for her inventions. Use the quantifiers to write some sentences for her to use. Some examples have been done for you.



language focus
Quantifiers are used to say how much of something there is, or how many of something there are.

language focus
Countable nouns can be singular or plural.
 banana, bananas
Uncountable nouns have one form only.
 rice or glue

Countable nouns



a car



3 cars

some cars few cars



a lot of cars

many cars

Uncountable nouns



some milk

a carton of milk



a little milk



much milk



an egg



6 eggs some eggs



a tray of eggs

many eggs a lot of eggs



money

some money

much money few money

a lot of money

a little money



an orange



a kilo of oranges

3 kilos of oranges



some paper

a piece of paper

1 Read, circle and underline.

Read the language focus box and then circle the subject and underline the object in the sentences below. The first one has been done for you.

language focus
subjects and objects

The **subject** usually comes **before** the verb. The subject **does** the action.

The **object** usually comes **after** the verb and **receives** the action.

- 1 In 1903, Edward Binney invented crayons.
- 2 In 1904, Thomas Sullivan invented the tea bag.
- 3 In 1919, Charles Strite invented the pop-up toaster.
- 4 In 1980, Tim Berners-Lee invented the World Wide Web.



Alexander Graham Bell invented the telephone.



Yesterday I cleaned my car.



She watched television last night.



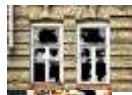
My cat ate a rat in the garden.



Juana and Frank drank milk.



You broke my windows.



We cooked a big meal.

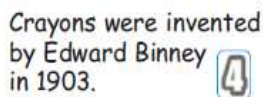
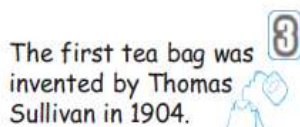
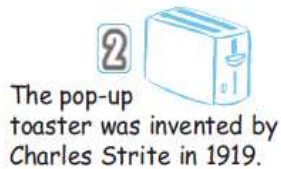
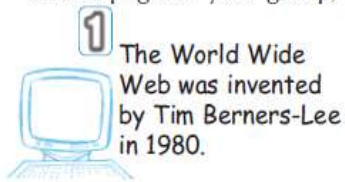


Ali rode his bike to the beach yesterday.



2 The passive.

Read these four sentences about inventions and compare them with the sentences in activity 1 on this page. In your group, talk about what has happened to the subject and the object.



language focus

the passive

To form **the passive**, we put the object in the position of the subject. We use the passive when we want to focus on **what happens** more than on the person who makes it happen. Sometimes the person is left out of the passive sentence. It is usually used for news reports, signs and scientific descriptions.

The boy wrote the story. (The boy is more important.)

The story was written by the boy. (The story is more important.)

He stuck the straw on the balloon. (The person is important.)

The straw was stuck on the balloon. (The person is not important.)

We form the passive with the verb **be** (is/was, are/were) and the **past participle** of the verb.

object + be + past participle of verb

the light bulb + was + invented

Past passive



Omani people made **these baskets** in Oman.

These baskets were made in Oman.



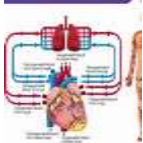
Thomas Edison invented **the light bulb** in 1879.



The light bulb was invented in 1879 **by Thomas Edison**.



Ibn Alnafis discovered **the pulmonary circulation**.



The pulmonary circulation was discovered **by Ibn Alnafis**.

3 Identify the passive.

More invention facts!

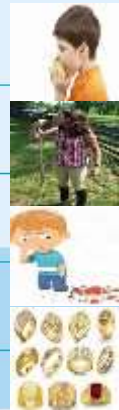
Read and tick the passive sentences.

- | | |
|-----------------------------------------------------------|-------------------------------------|
| 1 Paper was invented by Ts'ai Lun | <input checked="" type="checkbox"/> |
| 2 The Wright brothers made the first aeroplane. | <input type="checkbox"/> |
| 3 The light bulb was invented in 1887. | <input checked="" type="checkbox"/> |
| 4 Traffic lights were invented in 1923 by Garrett Morgan. | <input checked="" type="checkbox"/> |
| 5 In 1929, the first robot was built. | <input checked="" type="checkbox"/> |
| 6 Carl Magee invented the first parking meter in 1935. | <input type="checkbox"/> |
| 7 The crossword was invented in 1913 by Arthur Wynne. | <input checked="" type="checkbox"/> |

1 Write.

Write four passive sentences from the report on page 26 of your Classbook.

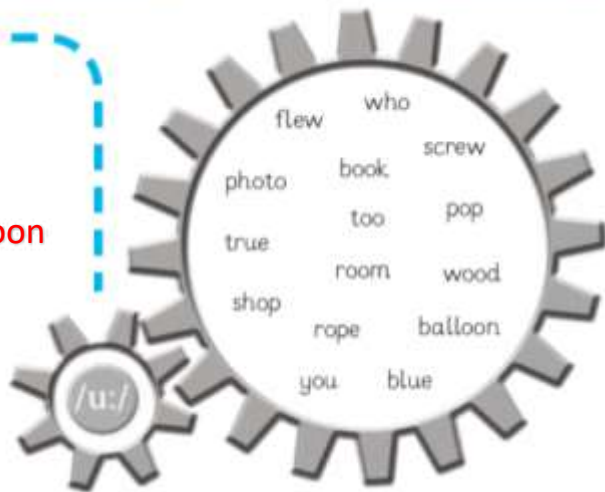
- 1 An apple was eaten by Ahmed.
- 2 The snake was killed by a woman.
- 3 The pot was broken by the boy.
- 4 Some golden rings were stolen.



3 Sounds - /u:/.

Look at the words in the cog. Write the words with a /u:/ sound here.

screw too
 who balloon
you true
 blue
 room
flew



2 Sort the words.

Sort the words below into nouns, verbs, adjectives and adverbs. Some words can be put into more than one column.

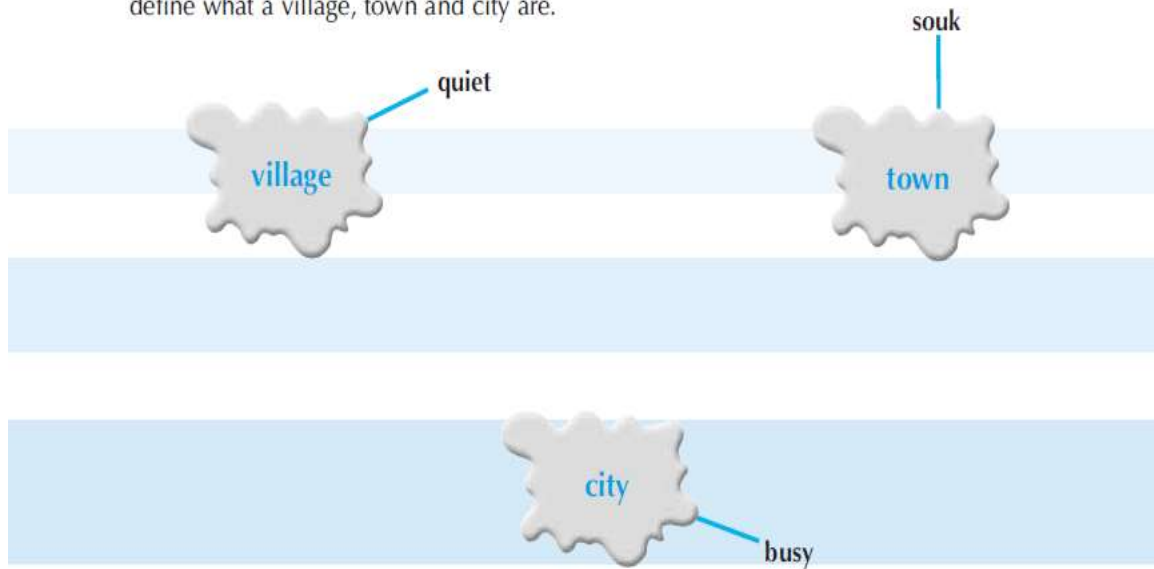
black quietly red car stick cut recently string forest
cat blow up carefully quickly paper wood tie up slowly fly away
run balloon drive fast large strong long kite crash

nouns	verbs	adjectives	adverbs
car	stick	black	quietly
string	cut	red	recently
forest	crash	fast	carefully
cat	blow up	large	quickly
paper	tie up	strong	slowly
balloon	fly away	long	
kite	run		
	drive		

Unit 4

1 Village, town or city?

Read and listen to the Club Talk members describing where they live and complete the graphic organiser. Add your own ideas and then define what a village, town and city are.



2 Contrasting clauses.

There are many words that can be used to contrast ideas. These include **however** and **although**. First, circle the contrasting word in each of the following sentences and then underline the contrasting idea. Use the example to help you.

With all the visitors, it's easy to make new friends in the summer. **However**, it's more difficult to meet people in the long, cold winter months!

- 1 **Although** the pollution is bad, there are many good things about Mexico City.
- 2 The summers are too hot to walk outside. **However**, the cooler winters are very nice.
- 3 The weather is cold, **although** you can keep warm by visiting one of the many famous swimming pools, or Hot Pots.
- 4 Travelling in many large cities can be difficult, **however**, it's quite easy to get around Tokyo on the subway, train or buses.

language focus

contrasting words

but, however, although

however but although

1. **however**, **although** and **but** are some contrasting words used to contrast ideas in English.
2. **But** only contrasts ideas **within a sentence** and can only be used in the **middle** of sentences.
3. **However** and **although** contrast ideas **within or between sentences**. They can be used at the **beginning** or in the **middle** of sentences.



Ahmed is young.

He can fix computers.



Huda is sick, but she went to school.



Although Huda is sick, she went to school.

Huda went to school although, she is sick.

I love playing tennis.

I'll play football.



I love eating fish, however, I'll take chicken.



However, I love eating fish, I'll take chicken.

I love eating fish. However, I'll take chicken.



She is tall. She can't reach the shelf.

She is tall, but she can't reach the shelf.

She can't reach the shelf although, she is tall.

Although she is tall, she can't reach the shelf.

She is tall, however, she can't reach the shelf.

She is tall. However, she can't reach the shelf.

However, she is tall, she can't reach the shelf.

1 Complete the paragraph

An ITC member has started writing a paragraph about the advantages and disadvantages of living in cities, towns and villages. Complete the paragraph by writing three more sentences using *but*, *however* and *although*.

There are many differences between cities and villages. Cities are noisy.

However, villages are quiet.

language focus

talking about the past

using the past simple and present perfect

present perfect

past simple

There are many ways of talking about the past in English. The **past simple** and the **present perfect** are just two ways of doing this.

We use the _____ to talk about a finished action in the past and when we have a definite time in mind.

I visited Cairo last year. [definite time in the past]



We use the _____ to talk about our experiences in our life up to now and when we have no definite time in mind.

Yes, I have visited Cairo. [at any time in the past]



In statements, we form the present perfect using **has** or **have** + the **past participle**.

I have visited

In negatives, we form the present perfect using **hasn't** or **haven't** + the **past participle**.

I haven't visited

Past simple

Present perfect

I **visited** Egypt **in 1994**.



I **have visited** Egypt **many times**.

They **rode** a camel **last year**.



They **have ridden** camels a long time ago.

He **ate** pizza **yesterday**.



He **has eaten** pizza **this week**.

I **drank** coffee at **6 am**.



I **have just drunk** coffee.

I **was** in London **last March**.



I **have been** to London **this year**.

My parents **went** shopping **last Friday**.



My parents **have gone** shopping.

She **played** tennis **last Friday**.



She **has played** tennis **this week**.

I **drove** a tractor **2 weeks ago**.



I **have driven** a tractor **this week**.

I **watched** a football match **last night**.



I **have watched** a football match **a short time ago**.

He **broke** his arm **last summer holiday**.



He **has broken** his arm **this year**.

I **swam** with sharks **6 hours ago**.



I **have swum** with sharks **many times**.

2 Project dialogue.

Read the dialogue and then underline the past simple in red and the present perfect in blue.

Talal: Hamed, which city are you going to choose for your ITC web page?

Hamed: I don't know, Talal.

Talal: Well, have you visited any cities that you liked?

Hamed: Yes, I've been to Cairo.

Talal: Oh yes, when did you go there?

Hamed: We went there last year, but I thought it was very noisy and the pollution was terrible.

Talal: Oh well, don't use Cairo for your project then. You can find out about other cities in the LRC or on the Internet.

Hamed: I know. I've been to the LRC and found some books on cities.

Talal: That's great! Have you read them?

Hamed: Yes, I have read them.

Talal: Really?

Hamed: I read them last night and thought I could find out more about Makkah. However ...

Talal: Yes?

Hamed: Well ... I think I need to find out more.

Talal: Have you tried the travel agent? They may be able to help you. They have lots of information on lots of cities.

Hamed: No, I haven't tried the travel agent. Where is it?

Talal: It's next to the roundabout, opposite the petrol station.

Hamed: Well, I haven't been there, but I have been to the Internet café with my older brother. He's really good on the Internet. Maybe he can help me find out more about Makkah.

Talal: Great idea, good luck with the project!

1 Have you ever ... ?

Read the first half of each sentence and write the second half using the clauses in the box. The two clauses in each sentence rhyme with each other.

- 1 Have you ever flown a plane **over the island of Bahrain** _____ ?
- 2 Have you ever got lost _____ ?
- 3 Have you ever watched a football game _____ ?
- 4 Have you ever smelt a flower _____ ?
- 5 Have you ever caught a mouse _____ ?
- 6 Have you ever eaten a bun _____ ?

in The Sydney Opera House?

looking for Faisal Mosque?

over the island of Bahrain?

under the hot Arabian sun?

when visiting Al Ain ?

from the top of the Eiffel Tower?

1 Have you ever?

Look at the texts on page 44 of the Classbook. Write down eight present perfect sentences from the texts. Make sure each sentence has a different past participle verb. The first one has been done for you.

- 1 I've swum with sharks. _____
- 2 I've sewn a dress. _____
- 3 I've seen a ghost. _____
- 4 I've ridden a donkey. _____
- 5 I've grown a tree. _____
- 6 I've broken a window. _____
- 7 I've eaten a frog. _____
- 8 I've driven a lorry. _____

1 Write complete sentences.

Look at the photos on page 46 of your Classbook and then write sentences about each photo. Use the story about the missing people of Newtown to help you write your sentences in the present continuous tense. The first one has been done for you as an example.

1 Students are looking at masks and puppets for a play.

2 A boy **is swimming** in the sea.



3 Some goats **are eating** some grass.



4 Some birds **are flying** over the hills.



5 The wife **is baking** some bread.



6 Two students **are collecting** rubbish.



4 Too and very.

Write **too** or **very** in the sentences.

a) Don't swim there! It's **too** dangerous. **—**

b) I'm not going out. It's **too** hot! **—**

c) I want to see that film again. It was **very** good. **+**

d) The weather is **very** nice. Let's go for a walk. **+**

e) I can't see the car. It's **too** dark. **—**

f) It's **too** busy to skateboard on the road. Let's go to the park. **—**

g) It's **very** important to put the rubbish in the bin. **+**

h) It's **too** heavy to carry. I think we should push it. **—**

1 Conditional sentences.

Complete the conditional sentences using the words in brackets

1. If I feel unwell, **I should stay at home.** _____ (home / stay)
2. **If you go to Jiddat Al Harass** _____, you will see oryx. (the Jiddat Al Harasees / go)
3. If you push that window, it **will break.** _____ (break)
4. **If you do exercise** _____, you will have a healthy heart. (exercise)
5. If you go to the zoo, you **you will see animals.** _____ (see / animals)
6. **If you join this organisation** _____, you will help conserve animals. (join / organisation)

2 Joining clauses.

Add **but** or **because**.

1. I went home early from school **because** I was ill.
2. I bought the bag, **but** it was very expensive.
3. He got excellent marks in his spelling test **because** he learned his spellings.
4. It rained a lot, **but** I really enjoyed my holiday.
5. I like monkeys more than tigers **because** they are funnier.

3 Used to.

Write sentences with *used to*. Start with the words provided.

1. They/go **They used to go shopping on camels.**
2. He/like **He used to like eating out.**
3. I/be scared of **I used to be scared of scorpions.**
4. We/enjoy **We used to enjoy reading stories.**
5. Omanis/live/round houses **Omanis used to live in round houses.**

4 Write about yourself.

Write a paragraph about yourself before and now. Write about things you used to do and things you used to like. Try making your sentences longer by using *because* to give reasons and using *but* to give contrast.

For example: I used to walk to school because I lived near the school, but now I go by bus because my school is not near my school.

Illustrate your paragraph with pictures or photographs and put it in your portfolio.

I **used to walk** to school **because** there was no school bus, but now I **go** to school by bus.

I **didn't use to eat** fast food **because** there wasn't any coffeeshop in my village, but now I **eat** fast food.

I **used to wash** my clothes myself **because** we didn't have a housemaid, but now I **don't wash** my clothes.

I **didn't use to ride** a bike **because** I didn't have a bike, but now I **ride** a bike.

I **didn't use to go** shopping **because** there wasn't any shop in my place, but now I **go** shopping twice a week.

I **used to help** my father on his farm, but now I **don't help** him **because** he sold the farm.

6 Comparatives and superlatives.

Write the comparative and the superlative of these words, using the example to help you.

	Comparative	Superlative
beautiful	more beautiful	most beautiful
a) wet	wetter than	the wettest
b) organised	more organised	the most organised
c) interesting	more interesting	the most interesting
d) endangered	more endangered	the most endangered
e) strange	stranger than	the strangest

7 More comparatives and superlatives.

Decide if the sentences are correct. Tick ✓ or cross ✗ the sentences and make the necessary corrections in your exercise book.

- a. It was the wonderfullest day of my life.
- b. He was more taller than me.
- c. Yesterday was sunnier than today.
- d. My holiday was most exciting than last year.
- e. That was the most boring day of my life.

3 Past participles.

Write down the past participles of the following verbs:

invent	invented
build	built
make	made
see	seen
write	written

ride	ridden
collect	collected
catch	caught
drive	driven
cut	cut

4 Writing passive sentences.

Look at the sentences and rewrite them in the passive in your exercise book.

- Willis Carrier invented the air conditioner in 1902.
- The teacher made the bottle rocket.
- The boy blew up the balloon.
- Vinh Dan drew the plan.
- Ahmed put the elastic band through the can.

The air conditioner **was invented** in 1902 by Willis Carrier.

The bottle rocket **was made** by the teacher.

The plan **was drawn** by Vinh Dan.

The elastic band **were put** through the can by Ahmed.

5 Changing passive sentences.

These sentences are in the passive. Rewrite them to emphasise the person who does the action.

- a) The air conditioner was invented by Willis Carrier.

Willis Carrier invented the air conditioner.

- b) The story was written by Ahmed.

Ahmed wrote the story.

- c) The "Test-Fast-Tera" machine was invented by an Egyptian woman.

An Egyptian woman invented the "Test-Fast-Tera" machine.

- d) The mouse was chased by the cat.

The cat chased the mouse.

- e) The food was made by his mother.

His mother made the food.

2 How to form the present perfect.

Tick the correct answer in each set of sentences.

- | | | | |
|---------------------------------|-------------------------------------|---------------------------------------------|-------------------------------------|
| I've started driving lessons. | <input checked="" type="checkbox"/> | c) She have never seen an oryx. | <input type="checkbox"/> |
| I've starting driving lessons. | <input type="checkbox"/> | She has never seen an oryx. | <input checked="" type="checkbox"/> |
| a) They have ate Egyptian food. | <input type="checkbox"/> | d) I have written a book. | <input checked="" type="checkbox"/> |
| They have eaten Egyptian food. | <input checked="" type="checkbox"/> | I have wrote a book. | <input type="checkbox"/> |
| b) We has made a model. | <input type="checkbox"/> | e) Mustafa and Azzan has been to Palestine. | <input type="checkbox"/> |
| We have made a model. | <input checked="" type="checkbox"/> | Mustafa and Azzan have been to Palestine. | <input checked="" type="checkbox"/> |

4

Contrasting ideas.

Join the two sentences using the word in brackets.

Rewrite the sentences in your exercise book.

- a) The weather is hot in the summer. It is very cold in the winter. (however)
However,
- b) Sally enjoys playing chess. She finds it difficult to play. (although)
Although
- c) The trains are fast. It takes six hours to get to Manchester. (but)
but
- d) Skiing is dangerous. He really enjoys it. (however)
however,
- e) She speaks really good English. She has never lived there. (although)
although,

