

تم تحميل هذا الملف من موقع المناهج القطرية



أوراق عمل ابن سينا منتصف الفصل مجانية

موقع المناهج ← المناهج القطرية ← المستوى الحادي عشر العلمي ← لغة انجليزية ← الفصل الثاني ← أوراق عمل ← الملف

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المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب المستوى الحادي عشر العلمي



صفحة المناهج
القطرية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب المستوى الحادي عشر العلمي والمادة لغة انجليزية في الفصل
الثاني



PRACTICE
MAKES
PERFECT

General Revision

مكتسبات التعلم

للفصل الحادي عشر - لغة إنجليزية

منتصف الفصل الدراسي الثاني 2025 / 2024

Modules 6 + 7

اسم الطالب: _____ الصف: (11 /)

رؤيتنا : متعلم ريادي لتنمية مستدامة ** رسالتنا : تربي بيئة تعليمية شاملة ومبتكرة تعزز القيم والأخلاق و تؤهل المتعلم بمهارات عالية لإعداد جيل واع قادر على بناء مجتمع متقدم واقتصاد مزدهر



Vocabulary

Module 6: Ex. A p.84

aggressive	angry and violent	عدواني	irritable	becoming angry or annoyed easily	سريع الغضب
selfish	caring only about one's own	أناني	generous	willing to give money ... to others	كريم
ambitious	achieve success in sth/life	طموح	conscientious	do things carefully and correctly	دقيق – حريص
stubborn	not willing to change	عنيد	tolerant	accept other people's behaviour	متسامح
snobbish	looking down on others	مغرور	greedy	not satisfied with what one has	طماع

- I can accept all sorts of behaviour but I am not _____ of liars!
 A. greedy B. **tolerant** C. irritable D. patient
- You are turning into a(n) _____ old man who is never happy and always complaining.
 A. greedy B. tolerant C. **irritable** D. patient
- Some people are _____ and think that they never have enough money.
 A. **greedy** B. tolerant C. irritable D. patient
- Jane has always been _____ towards the poor. She often makes donations to organisations.
 A. aggressive B. **generous** C. selfish D. tolerant
- When their team started losing, the fans became _____ and started shouting.
 A. **aggressive** B. generous C. selfish D. tolerant
- The _____ sister did not let her siblings use her computer.
 A. aggressive B. generous C. **selfish** D. tolerant
- Don't talk to him in the morning; he is always very _____ when he wakes up.
 A. conscientious B. generous C. **irritable** D. tolerant
- Talal was a(n) _____ student at school, but he's changed. He doesn't study at all at university!
 A. ambitious B. **conscientious** C. snobbish D. stubborn
- Adrian won't change his mind about this; he's so _____.
 A. ambitious B. conscientious C. snobbish D. **stubborn**
- Maria is a(n) _____ person who thinks that people who have less money than her aren't as good as she is.
 A. ambitious B. conscientious C. **snobbish** D. stubborn
- Colin is extremely _____. He wants to start his own business immediately after he finishes university.
 A. **ambitious** B. conscientious C. snobbish D. stubborn

Module 6 : Ex. A – B – p. 84

break the news	to make something, usually unpleasant, known to someone	يعلن الاخبار
break the silence	to say something or make a noise after a period of quiet	يكسر الصمت
break the habit	to stop or give up doing something you usually did	يغير العادة
break one's heart	to make someone feel very sad	يجرح قلب شخص ما
break the law	to do something illegal	يخالف القانون
break the record	to beat a previous record	يسجل رقم قياسي
break the rules	to refuse to obey common standards of behaviour	يعصي الأوامر
break the ice	to make people feel relaxed by saying or doing something	يكسر الملل

- Everyone looked nervous, so I decided to _____ by telling a funny story.
A. break the ice B. break the law C. break a record D. break their hearts
- It was a quiet, beautiful morning... Suddenly, the sound of a police siren _____.
A. broke the news B. broke the law C. broke the silence D. broke a record
- I'm sorry to be the one to _____ to you, but somebody crashed into your parked car.
A. break the news B. break the law C. break the silence D. break a record
- Whoever doesn't buy a ticket before getting on the train is _____.
A. break the ice B. break the news C. break the law D. break a record
- Before he started his lecture, Professor Richards told a joke in order to _____.
A. break the ice B. break the news C. breaking the law D. break a record
- She nearly _____ when her pet cat died.
A. broke the habit B. broke the rules C. broke the heart D. broke the law
- Students who _____ at this school will be in serious trouble.
A. break the habit B. break the rules C. break the heart D. breaking the law
- After a lifetime of smoking, Tony found it hard to _____.
A. break the habit B. break the rules C. break the heart D. breaking the law
- He wanted to _____ for the 100-metre race, but he just couldn't run fast enough.
A. break the ice B. break the news C. breaking the law D. break the record

Complete the sentences with the words in the box.

the record / the ice / the rules / the habit / the silence / the law / the news / heart

1. James has very good communication skills. He always knows just what to say to **break** the ice .
2. With a distance of 8.98 m, Peterson just **broke** the record for the longest jump in history!
3. Majed **broke** the rules , which means we have no choice but to punish him.
4. It was morning when the doctor appeared and **broke** heart of Annie’s death to her family.
5. The table fell over with a loud crash which **broke** the silence of the empty house.
6. I have bitten my nails for so many years that it was very difficult to **break** the habit .
7. Hassan **broke** the law when he drove through the red light.
8. If anything bad happens to him, it **will break** his mother’s heart .

Module 6: Ex. A – p. 90

spouse	الزوج- الزوجة	inheritance	الميراث	ancestor	سلف – جد
sibling	اخ – اخت	heritage	تراث ثقافي	descendant	حفيد

1. I have one brother. How about you? Have you got any siblings ?
2. I first met my spouse at her father’s house.
3. You can learn a lot about your ancestors by visiting the National Museum.
4. The inheritance was shared between the two brothers.
5. One of my ancestors was a fisherman in Portugal.
6. Ahmed and Ali moved to this town in 1890, and their descendants still live in the area.
7. I am my parents’ only child, so I don’t have any siblings .
8. With the money of the inheritance , I plan to buy a bigger house.

marriage	الزواج	bride	عروس	nuclear family	عائلة صغيرة
wedding	زفاف	groom	عريس	extended family	عائلة كبيرة
grow	ينمو (الحجم)	raise	يربي	grow up	يكبر (العمر)

1. What are you going to wear in the **wedding** _ _ ?
2. They were very happy together and their **marriage** _____ lasted for many years.
3. The _____ **bride** _____ wore a beautiful long white dress.
4. The **groom** _____ looked at his new wife and smiled.
5. A(n) **extended family** _____ consists of parents, children, uncles, aunts, grandparents, cousins, etc.
6. A(n) _____ **nuclear family** _____ consists of parents and their children.
7. Tina’s parents died in an accident so she was _____ **raised** _ by her aunt and uncle.
8. Tom has _____ **grown** _____ so much since I last saw him! Look how tall he is now!

Module 6: Ex. B – p. 90

a good judge of character	يحكم على الشخصيات بطريقة جيدة	in his nature	في طبيعته
in his DNA	طبيعة شخص	deep down	في الأساس- في الأعماق
at heart	في الأساس- في الواقع		

1. I’m usually a good-- **judge**-- of character, but I was wrong about Nancy. She’s very reliable.
2. Alan will always be very ambitious. It’s **in his nature** _____.
3. She can be annoying sometimes, but she’s a good person _____ **at** _____ heart.
4. Kevin is very shy. It’s not really **in his DNA** _____ to be loud and outgoing.
5. He has a reputation for being strict, but **deep down** _____ he’s a gentle guy.
6. Many people think he is a bad person, but I can tell you that he’s really a good person **at** _____ heart.
7. Karen always helps the poor; it is **in her nature** _____ to be kind.
8. He made some bad choices, but he is an honest man **deep down** _____.

Module 7: Ex. A – p. 106 - Idioms with touch

be in touch	to communicate with sb by phone or in writing	يتواصل
be touched by	having strong feelings; being moved emotionally	يتأثر
lose touch	no longer have contact with sb	تنقطع العلاقة
lose one's touch	no longer be able to do sth as well as you did before	عجز عن فعل شيء
put the finishing touches	the final details to complete sth	ينهي - يضع اللمسات الأخيرة
touch a sore spot	to refer to a sensitive topic which may upset sb	يناقش مسألة حساسة

What is the meaning of the underlined idioms?

1. I'm just putting the finishing touches to this painting before I sell it.

- A. to refer to a sensitive topic which may upset sb
- B. to communicate with sb by phone or in writing
- C. the final details to complete sth
- D. no longer have contact with sb

2. Thank you for coming in for the interview. We'll be in touch.

- A. to refer to a sensitive topic which may upset sb
- B. to communicate with sb by phone or in writing
- C. the final details to complete sth
- D. no longer have contact with sb

3. The teacher's comment about John's poor mark in the test touched a sore spot because he had studied very hard for it.

- A. to refer to a sensitive topic which may upset sb
- B. to communicate with sb by phone or in writing
- C. the final details to complete sth
- D. no longer have contact with sb

4. I was deeply touched by the gift they gave me.

- A. having strong feelings; being moved emotionally
- B. no longer be able to do sth as well as you did before
- C. no longer have contact with sb
- D. the final details to complete sth

5. Julie and I lost touch after she got married and moved to Sweden.

- A. having strong feelings; being moved emotionally
- B. no longer be able to do sth as well as you did before
- C. no longer have contact with sb
- D. the final details to complete sth

Complete the following sentences with words from the list:

sore - lose – touches – finishing

- I'm almost finished with my painting. All I have to do is put the ___ **finishing** ___ touches to it.
- I hope Jane and I don't ___ **lose** ___ touch now that she's moved to Mexico City.
- Tom accidentally touched a ___ **sore** ___ spot when he mentioned Henry's death.
- The novel is almost ready; the writer is just putting the finishing ___ **touches** ___ to it.

Ex. A – p. 104 - Prepositional phrases

in comparison to	بالمقارنة مع	in contact with	على اتصال مع	in honour of	تكريما لشخص
in connection with	فيما يتعلق	in need of	محتاج – بحاجة لشيء	in favour of	مؤيد لشيء

Complete the following sentences with words from the table above:

- Have you been in contact ___ **with** ___ any of your university friends?
- The police would like any information in ___ **connection** ___ with the fire.
- Are you in favor ___ **of** ___ the new law or against it?
- Please ask the teacher if you are in ___ **need** ___ of help.
- The food here is very good in ___ **comparison** ___ to other restaurants in town.
- We are holding an event in ___ **honour** ___ of the founder of the organisation.

Complete the sentences with the correct prepositions.

- A dinner at the castle was organised **in honour** ___ **of** ___ Baroness Cumberbatch.
- Rosie hasn't been **in contact** ___ **with** ___ the people from her art class for years.
- I'm ___ **in** ___ **need of** help, and I don't have anyone else to turn to.
- This painting is quite large ___ **in** ___ **comparison to** the other works of art in the gallery.
- The police announced that they have a new suspect in **connection** ___ **with** ___ the robbery at the museum.
- Don't worry, Mr Jenkins. We'll be ___ **in** ___ touch.
- Everyone in favour ___ **of** ___ spending the money we raised on a new school bus, please raise your hand.

Grammar M 6

Relative Pronouns

Who That	تحل محل الفاعل - المفعول العاقل حذف He – she – they – him - her – them	The boy , (who) I met, was playing. The boy , who studies hard, gets high marks. The boy , (that) I met, was playing.
<p>Ex. A monk is a man. The man has devoted his life to God. (who) A monk is a man who has devoted his life to God.</p> <p>EX. I sent an email to my brother. My brother lives in Australia I sent an email to my brother that lives in Australia.</p>		
Whom	للعاقل (مفعول فقط)	The boy , (whom) I met , was playing.
<p>Ex. That is the man. I spoke to him the other day. (whom) That is the man whom I spoke to the other day.</p>		
Which That	تحل محل الفاعل - المفعول غير العاقل حذف it – they	I drove the car which my father bought me. I drove the car that my father bought me.
<p>Ex. A lion is an animal. It is very strong. (which) A lion is an animal which is very strong .</p> <p>Ex. I passed the entrance test. That is quite difficult to do. I passed the entrance test, which is quite difficult to do.</p> <p>Ex. We broke the computer. The computer belonged to my father We broke the computer that belonged to my father</p>		
Whose	للملكية (مع العاقل وغير العاقل) حذف his – her – their – its – Ali's	That's the man whose son succeeded. The girl whose bag was stolen was crying Ahmed is the boy whose father is a teacher.
<p>They elected a new mayor. His aim is to help the poor. They elected a new mayor whose aim is to help the poor.</p>		
When	تحل محل ظرف الزمان حذف (then – that day...)	The holiday is a nice time when we enjoy.
<p>I'll never forget the day. I got my first bike on that day. I'll never forget the day when I got my first bike.</p>		
Where	تحل محل ظرف المكان حذف (here – there)	This is the school where we learn.
<p>I'll show you the hotel. I got married there. I'll show you the hotel where I got married.</p>		
<p>عند استخدام حروف جر في جملة الوصل مع اسم المكان والزمان، يجب استخدام ضمير الوصل (which) بدلاً من (where/when)</p>		
<p>The bank in which Huda works in is in the end of that street.</p>		
<p>This is the school where we learn. This is the school in which we learn.</p>		

Choose the correct answers:

1. Ali is the boy _____ works in a jeweler's in Doha.
A. who B. whom C. which D. whose
2. With _____ were you speaking just now?
A. whose B. whom C. that D. who
3. This book _____, Brad gave me, is very interesting.
A. when B. who C. which D. whom
4. Betty, _____ car broke down yesterday, came to work by bus today.
A. who B. whose C. which D. whom
5. I lost the phone _____ I bought a week ago.
A. who B. when C. that D. whose
6. Istanbul, _____ my parents live, is a beautiful city.
A. who B. where C. which D. whose
7. I haven't read any of the books _____ I got from the library:
A. where B. which C. whose D. when
8. Did you find the money _____ you lost?
A. where B. whom C. whose D. that
9. My grandmother, _____ is dead now, was an affectionate woman.
A. where B. whom C. whose D. who
10. The man looked at the tree, under _____ he had often sat.
A. where B. which C. who D. whose

Rewrite the following sentences using the verbs between brackets:

1. Ali is my new teacher. He lives in Doha. (who)
Ali, who is my new teacher, lives in Doha.
2. I have one black cat. His name is Blacky. (whose)
I have one black cat whose name is Blacky.
3. Fred wants to become mayor. His wife is an architect. (whose)
Fred, whose wife is an architect, wants to become mayor.
4. This is the restaurant. We celebrated our tenth anniversary here. (where)
This is the restaurant where we celebrated our tenth anniversary.
5. It was in the year 2012. My daughter was born that year. (when)
It was in the year 2012 when my daughter was born.

Grammar M 6

Quantifiers

• We use **some** + uncountable / plural countable nouns in affirmative sentences and offers.

some بعض some + الأسماء غير المعدودة \ أو المعدودة الجمل المثبتة
There is some orange juice in the fridge. Would you like some chips?

• We use **any** + uncountable / plural countable nouns in questions and negative sentences.

any أي نستخدم مع الأسماء غير المعدودة \ أو المعدودة في جملة السؤال و الجملة المنفية فقط.
Is there any orange juice in the fridge? There aren't any chips on the table.

• We use **no** (= not any) + uncountable / plural countable nouns in affirmative sentences to give a negative meaning.

no لا نستخدم no والتي هنا تعني (لا يوجد أي) مع الأسماء غير المعدودة \ أو المعدودة في الجمل المثبتة لإعطاء معنى النفي.
There is no cheese in the fridge. (= There isn't any cheese in the fridge.)

• We use **much** with uncountable nouns, in questions and negative sentences.

much كثير (للأسماء غير المعدود)
We don't have much money. نستخدم much مع الأسماء غير المعدودة في جمل السؤال والجمل المنفية.

• We use **many** with plural countable nouns, usually in questions and negative sentences.

many كثير (للأسماء المعدودة)
There aren't many books in the bookcase.

• We use **a lot of/lots of / plenty of** with uncountable and plural countable nouns, usually in affirmative sentences.

- تستخدم a lot of و lots of للتعبير عن الكمية الكثيرة. - a lot of و lots of نستخدمهما في الجمل المثبتة
There is a lot of coffee in my cup. There are lots of apples in the fridge.

• We use **a little** with uncountable nouns, in affirmative sentences.

a little تعني القليل وهي تستخدم للأسماء غير المعدودة (في الجمل العادية المثبتة).
There is a little cheese on the table.

• We use **a few** with plural countable nouns, in affirmative sentences.

a few تعني القليل وهي تستخدم للأسماء المعدودة (في الجمل العادية المثبتة).
There are a few magazines on the table.

• We use **little** with uncountable nouns, when there's not enough of something.

نستخدم little بدون الأداة a مع الأسماء غير المعدودة عندما لا يكون هناك كفاية من شيء. للتعبير عن القليل a little - للتعبير عن القليل جدا..جدا.. إلى درجة أنه يكاد يندم. Little
We've got very little time.

• We use **few** with plural countable nouns when there are not enough of them.

تعني قليل مع (الأسماء التي تُعد) عندما يكون هناك القليل جدا..جدا..من الشيء يعني يكاد يندم. Few
There are very few tomatoes left.

• **hardly any** is used with plural countable nouns and uncountable nouns and means very few and very little respectively.

قليل جداً
There's hardly any coffee left.

Choose the correct answers:

1. James has very _____ money in his bank account, because he isn't good at saving up.

- A. little B. a little C. few D. a few

2. There is _____ coffee left. Let's make more.

- A. not many B. hardly any C. some D. few

3. I brought you _____ books that I don't need anymore.

- A. lots B. lot of C. no D. some

4. Did Lucy give you _____ good advice about your problem?

- A. plenty B. many C. any D. lots

5. There wasn't _____ traffic on the roads so I got to work early.

- A. many B. some C. no D. much

6. Mr Paulson will call you in _____ minutes.

- A. some B. any C. a few D. a little

7. Don't worry. We have _____ food for everyone.

- A. a lot B. plenty of C. much D. many

8. I ate _____ chocolate cake and now my stomach hurts.

- A. many B. much C. lots of D. plenty

9. London has _____ beautiful buildings.

- A. much B. any C. little D. lots of

10. I have _____ cash if you need it.

- A. a lot B. plenty of C. much D. many

Complete with many, some, any or no

1. Can you come here? I need _____ **some** _____ help.

2. I got up late, so I had _____ **no** _____ time for breakfast.

3. I didn't buy DVDs, but I found _____ **many** _____ interesting books.

4. Are there _____ **any** _____ elephants in this zoo?

5. Good morning, Mrs Stevens. These bags look very heavy. Would you like _____ **any** _____ help?

6. They didn't have crisps, so I got us _____ **some** _____ popcorn.

Grammar M 7

Passive Voice

subject → verb → object معلوم
 object → verb → subject مجهول

- لتحويل الجملة من مبني للمعلوم إلى مبني للمجهول نتبع الآتي:
 1. نقدم المفعول في بداية الجملة
 2. نضع v. to be في زمن الجملة ويليه التصريف الثالث من فعل الجملة الرئيسي p.p.
 3. نضع الفاعل في نهاية الجملة مسبقاً بحرف الجر المناسب

Tense		Rule	Key words
Present simple	مضارع بسيط	Object + is – are + V(3)	Every - Usually Sometimes - Often always
ex. The car is repaired by the mechanic. Ahmed writes the homework. → - The homework is written by Ahmed.			
Past simple	ماضي بسيط	was – were + V(3)	Yesterday - Last - Ago In 2000
ex. The house was built by the engineer. The government built a lot of hospitals. → - A lot of hospitals were built by the government.			
Present continuous	مضارع مستمر	Object + is – are + being + V(3)	Now - At the moment Currently - Look Today - This week
ex. The match is being played now. He is reading a story now. → A story is being read now.			
Past continuous	ماضي مستمر	Object + was – were + being + V(3)	while - when - At 7 yesterday- This time yesterday
ex. The car was being repaired. He was stealing the car. → The car was being stolen.			
Present perfect	مضارع تام	Object + has – have + been + V(3)	Lately, recently, yet, before, just, already, since, for, ever, never, how long, so far
ex. The house has been built. They have fixed the cars. → - The car has been fixed by them.			
Past perfect	ماضي تام	Object + had + been + V(3)	By 2010 - By yesterday Before - By the time After - As soon as
ex. The bike had been sold. Hamad had bought a new phone. → A new phone had been bought by Hamad.			
Modal verbs	أفعال ناقصة	Object + will – would – may might – can – could – ought to - shall – should- must be + V(3)	
ex. The match will be played. I will study the lesson soon. → - The lesson will be studied soon. She can repair the dress. → - The car can be repaired by her.			
Future will		Object + will +be+ V(3)	Tomorrow - Next In the future - Soon
Ali will repair the car tomorrow. → The car will be repaired tomorrow.			

Choose the correct answers:

1. The fire brigade must _____ about the fire in Jackson Street immediately.

- A. inform B. be inform C. be informing **D. be informed**

2. This problem _____ by your brother yesterday.

- A. was solved** B. will be solved C. is solved D. solves

3. This job _____ by my friend next week.

- A. is done B. did **C. will be done** D. was done

4. This house was _____ by my grandfather.

- A. build B. builds C. building for **D. built**

5. This exercise _____ at home by me tomorrow.

- A. will be doing B. do C. have done **D. will be done**

6. Many writers were _____ Shakespeare

- A. influence by **B. influenced by** C. influence for D. influenced for

7. The injured _____ to the hospital yesterday by the firemen.

- A. take B. took C. is taken **D. was taken**

Correct the verbs between brackets in passive:

1. Houses (design) **are designed** - to be warm in winter and cool in summer.

2. Our car (has repair) **has been repaired** this week.

3. The flats (build) **were built** in 1965.

4. The car (was driving) **was driven** too fast last night.

5. We (have invited) **have been invited** to a party at the weekend.

Change the following sentences into passive:

1. Ali changed the flat tire.

The flat tire was changed by Ali.

2. I can answer the question.

The questions can be answered by me.

3. She would carry the box.

The box would be carried by her.

4. You ought to wash the car.

The car ought to be washed

5. He must fill in the form.

The form must be filled in by him.

Impersonal Passive

The verbs **think, believe, say, report, know, expect, consider, understand** etc are used in the following passive patterns in personal and impersonal constructions.

It + passive + that-clause

Active: People believe that he lied in court.

Passive: 1. It is believed (that) he lied in court. (impersonal)

Active: They expect him to arrive soon.

Passive: 2. It is expected (that) he will arrive soon. (impersonal)

Subject + passive + to-infinitive

Active: People believe that he lied in court.

1. He is believed to have lied in court. (personal)

Active: They expect him to arrive soon.

2. He is expected to arrive soon. (personal)

Active	People – Men – Boys – they	Say – believe – think – know – understand – claim – expect – suppose – allege – report – consider – regard	That		
Passive	It	be - being – been am – is – are was – were	Said – believed – thought – known – understood – claimed – expected – supposed – alleged – reported – considered – regarded	that	clause
	Subject			to	V

1. They said that the new film was a hit.

It was said that the new film was a hit.

The new film was said to have been a hit.

2. The police thought that Adam robbed the bank last week.

It was thought that Adam robbed the bank last week.

Adam was thought to have robbed the bank last week.

3. People believe that the writer has created an excellent plot.

It is believed that the writer has created an excellent plot.

The writer is believed to have created an excellent plot.

4. People say that Ali plays tennis well.

It is said that Ali plays tennis well.

Ali is said to play tennis well.

Choose the correct answers:

1. A secret cave _____ under this building.

- A. says to locate B. said was located C. is said to be located **D. is said to locate**

2. It is said _____ the seminar about social media will be very good. We should attend it.

- A. to B. for **C. that** D. by

3. Salem was asked _____ his room by his mother yesterday.

- A. clean **B. to clean** C. to be cleaned D. cleaning

4. The new Bond film _____ a great success.

- A. is expected to be** B. expecting to be C. is expecting to be D. it is expected

5. He _____ a very rich man.

- A. is said to be** B. saying to be C. is saying to be D. is said

Rewrite using impersonal passive:

1. They say the factory causes a lot of pollution.

It **is said that the factory causes a lot of pollution.** _____

2. Experts say that global warming is responsible for the recent rise in sea temperatures.

It **is said that global warming is responsible for the recent rise in sea temperatures.**

3. Everyone knows that car exhaust fumes pollute the air.

It **is known that car exhaust fumes pollute the air.** _____

4. They say that the lake is polluted.

It is **said that the lake is polluted.** _____

5. Their parents think that they will win the final match.

It **is thought that they will win the final match.** _____

6. Everybody thinks that Bruce Springsteen is a great singer.

It is thought that Bruce Springsteen is a great singer. _____

7. People believe that they had killed the animals during the night.

It is believed that they had killed the animals during the night.

8. The students all know that Shakespeare was born in Stratford.

It is known that Shakespeare was born in Stratford. _____

Reading 1

Basketball

1 Basketball is a popular sport all around the world. It is fun to play and easy to learn. The sport has an interesting history.

2 In 1891, a man named James Naismith was a teacher at the International YMCA Training School in Springfield, Massachusetts. He wanted to create a new game to keep his students active during the winter months. He wrote down 13 basic rules for the game of basketball and nailed a peach basket to the wall of the gymnasium. The first game was played with a soccer ball. The players had to throw the ball into the peach basket to score a point. They had to use their hands to get the ball out of the basket when someone scored.

3 The game quickly grew in popularity. In 1893, the first women's basketball game was played at Smith College. The game was similar to the men's game, but there were some differences. The court was divided into three zones, and each player could only stay in one zone. There were nine players on each team. The teams used a large soccer ball instead of a basketball.

4 In 1936, basketball became an Olympic sport. The first Olympic basketball tournament was held in Berlin, Germany. The United States won the gold medal. They beat Canada 19-8 in the final game. The US men's basketball team has won 15 of the 18 Olympic tournaments since then.

5 In 1946, the Basketball Association of America (BAA) was created. It was the first professional basketball league in the United States. The BAA merged with the National Basketball League (NBL) in 1949 to become the National Basketball Association (NBA). Today, the NBA is one of the most popular sports leagues in the world.

6 Basketball is now played by over 300 million people worldwide. It is a fast-paced and exciting sport that continues to grow in popularity.

1. What is the text MAINLY about?

- A. the creation of the basketball association
- B. the first Olympic basketball tournament
- C. the rules of basketball game
- D. the history of basketball

2. Who was James Naismith?

- A. a teacher at the international YHCA training school
- B. the founder of the national basketball association
- C. the coach of the first women’s basketball team
- D. a basketball player from Germany

3. Read the following from paragraph 2.

He wrote down 13 basic rules for the game of basketball and nailed a peach basket to the wall of the gymnasium

Which word is CLOSEST in meaning to the underlined word above?

- A. dropped
- B. watched
- C. talked
- D. fixed

4. What do the following LETTERS refer to?

BAA	Basketball Association of America
NBL	National Basketball League

5. How does the first women’s basketball game differ from the men’s game? Mention TWO differences.

Difference 1	the court was divided into three zones / each player could stay in one zone
Difference 2	There were nine players on each team / The teams used a large soccer ball instead

6. What happened in the following DATES?

1893	the first women's basketball game was played at Smith College.
1936	basketball became an Olympic sport

Reading 2

Henry Ford

1 Henry Ford was born on July 30, 1863, in Greenfield Township, Michigan. His parents were William and Mary Ford. He had four brothers and one sister.

2 He went to school until he was 15. Then he worked for his father's company. It made farming tools and machines. Henry didn't like working on the farm. He liked machines. In 1888, he went to Detroit and worked as an engineer for the Edison Illuminating Company. Thomas Edison was a friend of Henry Ford. He was also a famous inventor. He invented the light bulb.

3 In 1891, Henry married Clara Bryant. They had one child, Edsel Ford. In 1903, Henry and some friends started the Ford Motor Company. It made cars that rich people could buy. But Henry Ford wanted to make a car that everyone could buy. The first Model T came out in 1908. It cost \$850. In 1913, Henry Ford started using the assembly line to make cars. This made the cars cheaper. By 1924, the price of a Model T was \$290. Many people could now buy a car.

4 In 1932, Henry Ford built a city in Brazil. It was called Fordlandia. He wanted to get rubber for his cars from the Amazon rainforest. But Fordlandia didn't work. The trees didn't grow, and there was disease. In 1943, Henry Ford's grandson, Henry Ford II, became president of the Ford Motor Company. Henry Ford died on April 7th, 1947 in Fair Lane, Michigan.

5 Henry Ford changed America with his invention of the automobile. He changed the world with his invention of the assembly line. He also changed how we work with his idea of paying workers more money. He was a great inventor and businessman.

1. What is the text MAINLY about?

- A. building a car city in Brazil
- B. how much Henry Ford’s cars are
- C. the history of making the Ford Car
- D. different models of cars invented by Henry Ford

2. In paragraph 2, which of the following is TRUE about Henry Ford?

- A. He liked machines.
- B. He enjoyed working on farms.
- C. He had 3 brothers and 2 sisters.
- D. He worked for his father’s company at the age of 14.

3. Read the following from paragraph 3.

Henry Ford started using the assembly line to make cars. This made the cars cheaper.

Which word is CLOSEST in meaning to the underlined word above?

- A. competition
- B. production
- C. painting
- D. drawing

4. In paragraph 3, how does the First Model T differ from the New Model T cars?
Mention ONE difference for each model.

First Model T car	850 / expensive
New Model T car	290 / cheaper

5. In paragraph 5, what are the changes that Henry made to America?
Mention TWO details.

Detail 1	He changed the world with his invention of the assembly line.
Detail 2	He also changed how we work with his idea of paying workers more money

6. What do the following DATES refer to?

1888	he went to Detroit and worked as an engineer for the Edison Illuminating Company
1932	Henry Ford built a city in Brazil.

Writing**Module 6 Write an opinion essay****Study SB p. 92****Steps for Writing an Opinion Essay****1. Understand the Topic**

- Carefully analyze the essay prompt and determine your stance. Decide whether you agree or disagree with the topic and why.

2. Plan Your Essay

- Outline your ideas with a clear structure:
 - Introduction: Introduce the topic and state your opinion.
 - Body Paragraphs: Provide reasons and evidence to support your opinion.
 - Conclusion: Restate your opinion and summarize key points.

3. Write the Introduction

- Start with a hook (e.g., a question, a fact, or an interesting statement). Clearly state your opinion in a thesis statement.

4. Develop the Main Body

- Write 2-3 paragraphs, each focusing on one main reason for your opinion. Use examples, evidence, and logical explanations to strengthen your argument.

5. Write the Conclusion

- Summarize your main points and restate your opinion clearly. You can end with a call to action or a thought-provoking statement.

Helpful Phrases for Writing an Opinion Essay**1. Stating Your Opinion:**

- "In my opinion, [topic] is important because..."
- "I strongly believe that..."

2. Supporting Your Opinion:

- "One of the main reasons I believe this is..."
- "For example, [evidence/example] clearly shows that..."

3. Acknowledging Opposing Views:

- "While some may argue that..., I believe..."

4. Making the Argument Stronger:

- "Furthermore, it is important to consider that..."

5. Concluding:

- "In conclusion, I firmly believe that [topic], as the reasons provided clearly demonstrate..."

Module 7	Write a procedural text
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Study SB p. 102

Steps for Writing a Procedural Text

1. Identify the Purpose

- Clearly define the goal or objective of the text. Determine what process or task you are explaining and who the audience is.

2. List the Materials or Ingredients

- Provide a detailed list of all the items needed to complete the process. Ensure everything is included and clearly labeled.

3. Outline the Steps

- Break the procedure into clear, sequential steps. Each step should be concise and written in chronological order.

4. Add Details and Tips

- Include additional details, warnings, or tips to ensure the process is easy to follow and successful. Use visuals if needed.

5. Write the Conclusion

- Summarize the final result and include any additional advice or suggestions for troubleshooting common problems.

5 Helpful Phrases for Writing a Procedural Text

1. Introducing the Goal:

- "This guide will show you how to..."
- "Follow these steps to successfully complete..."

2. Listing Materials:

- "You will need the following items: [list materials]."

3. Writing Steps:

- "First, begin by..."
- "Next, carefully..."

4. Providing Tips:

- "To ensure success, make sure to..."

5. Concluding:

- "Once you have completed all the steps, you will have successfully..."

Module 7 A summary interpreting a pie chart**Study SB p. 108****Steps for Writing a Summary Interpreting a Pie Chart****1. Understand the Pie Chart**

- Analyze the chart carefully. Identify the title, labels, percentages, and key sections to understand what the chart represents.

2. Highlight Key Information

- Note the largest and smallest sections, significant trends, and any striking patterns or comparisons.

3. Organize Your Summary

- Structure your summary with an introduction (what the chart shows), a main body (highlight key details and comparisons), and a conclusion (overall interpretation).

4. Use Precise Language

- Write concisely, using percentages and comparative terms (e.g., higher, lower, majority, minority) to describe the data accurately.

5. Conclude with Insight

- End your summary by summarizing the overall message or trend indicated by the chart.

5 Helpful Phrases for Writing a Summary of a Pie Chart**1. Introducing the Chart:**

- "The pie chart illustrates the distribution of..."
- "This chart represents data about..."

2. Highlighting Major Sections:

- "The largest segment of the chart is..."
- "A significant portion is allocated to..."

3. Making Comparisons:

- "In comparison to [category], [another category] accounts for..."
- "[Category A] is twice as large as [Category B]."

4. Noting Smaller Sections:

- "The smallest percentage is represented by..."

5. Concluding the Summary:

- "Overall, the chart emphasizes that..."