



أكاديمية همم التعليمية
Himam Education Academy

FINAL EXAM PREPARATION

GRADE 7

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (twice)</u> : 5 short, numbered texts with 1 speaker and a common theme or context. Length of each text: 15-25 words.	<u>On test paper</u> : 6 pictures showing people, animals, objects, places, activities, situations, etc. (5 correct, 1 distractor).	Match the texts with the appropriate pictures.	1 mark for each item. Total: 5 marks
LST (2)	<u>Sts hear (twice)</u> : 1 informative text with 1 speaker. Length: 150-200 words.	<u>On test paper</u> : 5 multiple choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. Total: 5 marks
VCB	1 text with 5 gaps where a vocabulary item (word or phrase) has been removed. Length: 60-70 words.	A list of 8 vocabulary items. (5 correct & 3 distractors)	Complete the text, filling the 5 gaps with words from the list	0.5 marks for each item. Total: 2.5 marks
GRM	5 separate sentences, each with a gap where 1 grammatical word has been removed.	(No other materials)	Complete each sentence, filling the gap with ONE correct word.	0.5 marks for each item. Total: 2.5 marks
GRM/ VCB	1 text, containing 10 missing words. Length: 70-80 words.	For each gap, a multiple-choice item with 4 options.	Indicate which of the four options is correct.	0.5 marks for each item. Total: 5 marks
RDG (1)	4 short, numbered excerpts from four different texts. (Note: Total length of each combined pair of texts: 20-25 words.)	6 short texts, 4 of which follow on from the excerpts in the first column (plus 2 distractors).	Match the excerpts in the first column with the texts in the second column.	1 mark for each item. Total: 4 marks
RDG (2)	1 interactive text. Length: 150-200 words.	6 <i>Wh</i> -Questions.	Write a SHORT answer to each question.	1 mark for each item. Total: 6 marks
WRT (1)	A topic, title or question requiring students to express and justify an opinion.	(Appropriate instructions)	Write an evaluative text of at least 60 words.	Award an overall score based on a five-level Rating Scale. Total: 5 marks
WRT (2)	EITHER: A set of 6 pictures showing a story. OR: A set of instructions for the writing of a narrative text.	A list of 8 useful vocabulary items. (Other input material as necessary)	Write a text of at least 60 words.	Award an overall score based on a five-level Rating Scale. Total: 5 marks



Listening 2

LISTENING 01 (Items 1 - 5)

You are going to hear **some information** about **a great traveller**.

Listen and for each item, shade in the bubble next to the correct option.



9

1. The speaker is talking in a _____.

restaurant

hospital

classroom

2. Ibn Battuta was born in _____.

1304

1314

1340

3. Ibn Battuta travelled for about _____ years.

3

13

30

4. He travelled to Muscat by a _____.

plane

car

ship

5. Ibn Battuta died in _____.

Dhofar

Morocco

India

vocabulary

VOCABULARY 01 (Items 1 - 5)

13

For each item, shade in the bubble under the correct option.
(There are three extra words in the box.)

Last Friday night, I was reading a (1) _____ story so I felt scared. It was called "The Frightening Forest". The (2) _____ of the story were a little boy, a tiger and wolves. It was a dark (3) _____ as the moon was not shining. The little boy found himself walking alone between large trees. Suddenly, the bats (4) _____ in the sky. Then, he (5) _____ a scary sound. It was a tiger!

night	noon	flew	comedy	characters	saw	heard	horror
-------	------	------	--------	------------	-----	-------	--------

- | | | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
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| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Grammar

Complete each sentence with **ONE** word only.

1. Giraffes _____ elephants are animals.
2. Muna is a teacher. She teaches _____ Sohar.
3. Noora _____ walking when she saw a snake.
4. Ahmed is taller _____ Saif.
5. How _____ is the bike? It's 30 rials.

Grammar & Vocabulary

GRAMMAR/VOCABULARY (1 - 10)

For each item, shade in the bubble next to the correct option.

Taha Hussein was (1)_____ in Egypt (2)_____ 1889. He lived with his poor (3)_____. When he was three years (4)_____, Taha became blind. Although he couldn't see, he was a happy (5)_____. Taha learned the Holy Quran, when he was very (6)_____. He (7)_____ to study at Al Azhar University in Cairo, when he became 15 years old. (8)_____, he went to study in France. In 1919, Taha (9)_____ to Egypt and worked as a teacher at the University of Cairo. He (10)_____ in 1973.

20

1. studied born travelled lived
2. in on at of
3. house family work book
4. for on old new
5. girl people life boy
6. old rich young healthy
7. went go gave learned
8. First Then Or Because
9. listened asked talked returned
10. was dying dead die died

Reading 1

READING 01 (Items 1 - 4)

26

Match the four texts on the left with the texts in the box. There are two **extra texts** in the box.)

1. Last winter, I visited some mountains in Canada with my family.

2. I liked watching a science fiction movie called "Lost in Space".

3. Al Khalil bin Ahmed wrote the first dictionary of the Arabic language.

4. My uncle has a beautiful garden near his house.

_____ **A.** I find them exciting as investigators try to solve a crime.

_____ **B.** I did not read the story because it was boring.

_____ **C.** It was about life of people living on other planets.

_____ **D.** It was snowing all the day there. We went skiing many times.

_____ **E.** Many people visit it to enjoy the smell of flowers and see the different kinds of trees.

_____ **F.** It included different kinds of words, but they were not arranged in alphabetical order.

Reading 2

READING 01 (Items 1 - 6)

Read the text. Then complete the task.

Dear Faisal,

I hope you are well and that you had a fantastic summer holiday. I returned from my holiday in Kenya yesterday. I had such a wonderful time for ten days. Have you ever visited Kenya?

The moment I arrived at the airport things started to go well. My plane left exactly on time and the flight was very smooth and comfortable.

The taxi that took me to my hotel was so cheap that I thought the driver was joking. I stayed in The Best Western Hotel on the beach.

It was quiet and peaceful. The view from my window was fantastic. I could see the clear blue sea and the sandy beach. I went swimming every morning. The food in the hotel was so delicious. It is a very interesting country and the people there are so friendly. I bought lots of fabulous souvenirs for my friends. Have you been to any interesting place this summer?

Please write to me soon.

Best wishes,

Salman

READING 01 (continued) (Items 1 - 6)

For each item, write a short answer (**not more than FOUR WORDS**).

1. Where did Salman travel for his holiday?

2. How long did he stay there?

3. How did he travel?

4. What is the name of the hotel?

5. When did he go for swimming?

6. What did he buy?

Writing 1

WRITING 01

Write at least **60 words** on the following topic:

"People should travel outside Oman for holiday"

- Do you agree or not? Give your reasons.

Your writing should be **interesting** and **well-organized**.

48

5

Writing 2

WRITING 02

Write a story of at least **60 words** based on the following pictures.

You can use the words in the box to help you.

You can also put in more details to make your story **lively and interesting**.

went	wanted	became	studied
finished	school	worked	travelled



One day, Ali was studying at school and he was diligent. He cared and read books about space and watched movies about space.



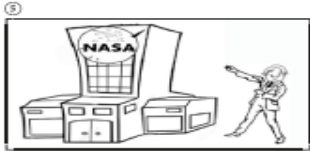
First, He wanted to become an astronaut. He graduated from school with high grades. He entered the university and studied space science.



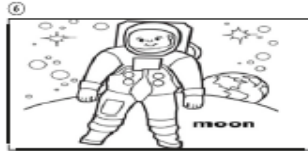
The study was fun because he loved space, planets and stars, and he dreamed of going to space.



He graduated after 6 years of interesting study. He applied for a job in several companies, and one of these companies is NASA.



Ali worked for NASA for several years, training to become an astronaut. After 4 years of training, NASA decided that several astronauts would go, including Ali. Ali was so happy because he would fulfill his dream that he had dreamed of since his childhood.



In 2019, NASA set off a trip to the moon to study the moon and obtain information about the moon. Ali was proud of himself that he had fulfilled his dream.



WRITING 02

OR Complete the following text. Write at least **60 words**.

Last week, I was playing my favourite sport.

Your writing should be **interesting** and **well-organized**.

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VOCABULARY

WORD	MEANING
Generation	جيل
Parents	الوالدان
Traditional	تقليدي
Competition	مسابقة
Design	تصميم / يصمم
Member	عضو
Instructions	تعليمات
Useful	مفيد
Entertainment	تسلية
Collect	يجمع

Unit 1



WORD	MEANING
Popular	محبوب
Daily	يومي
Stone	حجر
Hole	حفرة
Catch	يصطاد
Electricity	كهرباء
Employment	توظيف
Health	صحة
Transport	نقل / ينقل
National	محلي / وطني

Unit 1



WORD	MEANING
Well	بئر
Wall	جدار
Palm trees	أشجار النخيل
Grass	عشب
Coast	ساحل
Thick	سميك
Warm	دافئ
Pleased	مسرور
Opportunity	فرصة
Relax	يسترخي

Unit 1



WORD	MEANING
Pillow	مخدة
Treatment	علاج
Blood	دم
Donation	تبرع
Medicine	دواء
Candle	شمعة
Clinic	عيادة
ill	مريض
Share	يشارك
Research	بحث

Unit 1



WORD	MEANING
Count	يحسب
Decide	يقرر
Cover	يغطي / غطاء
Relative	من الأقارب
Ant	نملة
Remember	يتذكر
Relation	قراية / صلة
Calculator	آلة حاسبة
Understand	يفهم
Dentist	طبيب أسنان

Unit 1

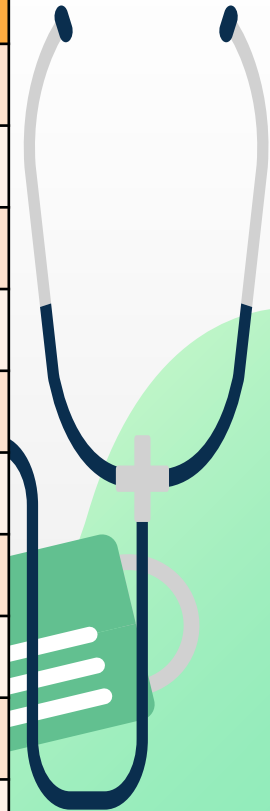


WORD	MEANING
Prepare	يحضر
Guess	يخمن
Suggest	يقترح
Luck	حظ
Lovely	رائع
Headache	صداع
Accident	حادث
Worried	قلق
Neighbor	جار
Selfish	أناني

Unit 1



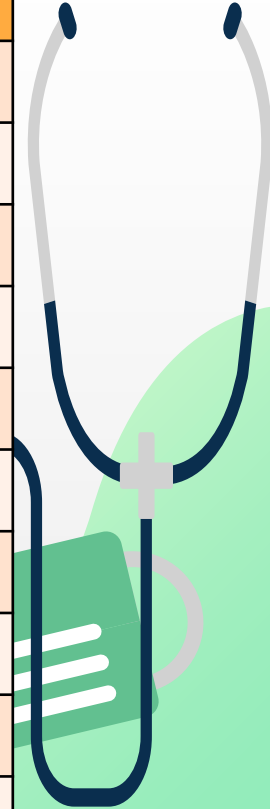
Unit 2



WORD	MEANING
HEALTH	صحة
ILLNESS	مرض
HEADACHE	صداع
EARACHE	ألم الأذن
COUGH	كحة
BOIL	
ACHE / PAIN	ألم
PRAYER	الصلاة
CHEST	صدر
REDUCE	يقلل

WORD	MEANING
TASTE	يتذوق
TOOTHACHE	ألم الأسنان
STOMACHACHE	ألم المعدة
PATIENT	مريض
BLOOD	دم
DEATH	وفاة
DISCOVER	يكشف
SKELTON	الهيكل
PAINFUL	مؤلم
PREVENT	يمنع

Unit 2



WORD	MEANING
EXPIREMENT	تجربة
SAMPLE	نموذج / عينة
VACCINE	لقاح
PROTECT	يحمي
GERM	جرثومة
DESTROY	يحطم
SQUIRREL	سنجاب
SUPPORT	يدعم
EMERGENCY	طوارئ
INJURY	جرح / إصابة

WORD	MEANING
INVITATION	دعوة
YELL	يصرخ
CURLY	مجعد
BRUISE	كدمة
BURN	حرق
NASTY	مقرف
ENORMOUS	ضخم
BLEED	ينزف
BITE	يعض
BEND	يثنى

Unit 3

WORD	MEANING
Cage	قفص
Weigh	يزن
Enemy	عدو
Hunt	يصاد
Mammals	ثدييات
Endangered	مهدد بالخطر
Disappear	يختفي
Horn	قرن الحيوانات
Extinct	منقرض
Starve	يتضور جوعا

WORD	MEANING
Wild	متوحش
Forest	غابة
Trap	مصيدة
Wing	جناح
Feed	يطعم
Herd	قطيع
Steal	يسرق
Creature	مخلوق
Poison	سم
Helpful	متعاون

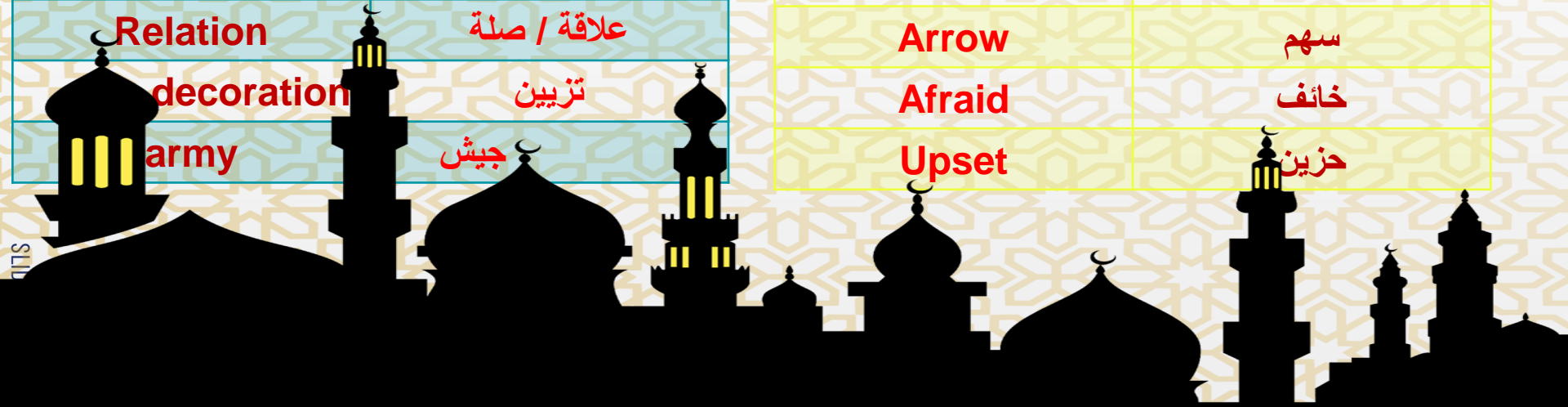


UNIT 4



Word	meaning
Celebrate	يحتفل
Prophet	نبي
National	محلي / وطني
Nationality	جنسية
Relation	علاقة / صلة
decoration	تزيين
army	جيش

Word	meaning
Picnic	رحلة
Organize	ينظم
Perfume	عطر
Heritage	تراث
Arrow	سهم
Afraid	خائف
Upset	حزين



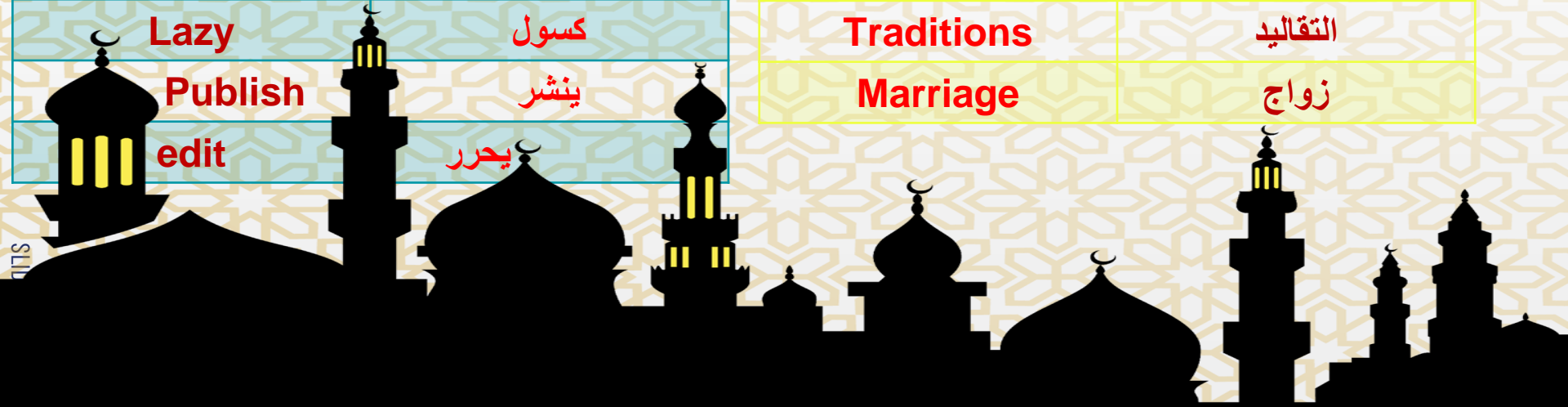


UNIT 4



Word	meaning
Disappointed	محبط
Need	يحتاج
Waste	نفاية / هدر
Fix	يصلح
Lazy	كسول
Publish	ينشر
edit	يحرر

Word	meaning
Revise	يراجع
Festival	مهرجان
Fireworks	ألعاب نارية
Traditions	التقاليد
Marriage	زواج



UNIT 5

Word	Meaning	Word	Meaning
Future	مستقبل	Attract	يجذب
Machine	آلة	Explore	يستكشف
Agree	يتفق	Adventure	مغامرة
Inventor	مخترع	Astronaut	رائد فضاء
Engineer	مهندس	Space	الفضاء
Education	تعليم	Pilot	طيار
Idea	فكرة	Fly	يطير
Advantage	فائدة	Ambitious	طموح
Population	تعداد السكان	Real	واقعي / حقيقي
Private	خاص	Entertainment	تسلية





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GRAMMAR

months
Years
Times of the day

← in

days

← on

Hours
Night
weekend

← at



What time + do / does + subject + verb

What time do you get up?

What time does he get up?

It's

do

I / we / they / you

does

he / she / it



Asking
about time

They **visited** Muscat three days **ago**.

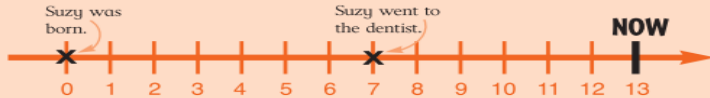
He **started** school seven years **ago**.

The Past with “ago”

1 Read, think and answer.

Do you remember Suzy's story about the Tooth Fairy?
Look at this sentence about the story.
Underline the time expression and the verb.

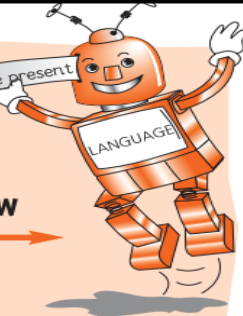
Suzy went to the dentist 6 years ago.



Read the sentence again and look at the time line.
Answer these questions.

How old is Suzy now?
How many years ago did the story happen?
How old was she then?

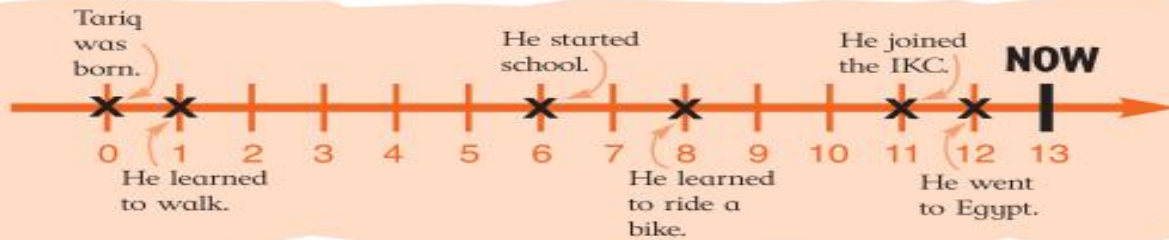
Talking about the past in relation to the present



We use a time expression + _____ to talk about time in the _____ in relation to the present.

We use the _____ tense with a time expression + _____.

Look at this time line for Tariq and answer these questions.



1. How long ago did he learn to ride a bike? _____
How old was he? _____



2. How many years ago did he first go to school? _____
How old was he? _____

3. How long ago did he go to Egypt? _____
How old was he? _____



4. How many years ago did he learn to walk? _____
How old was he? _____

5. How long ago did he join the IKC? _____
How old was he? _____



Past Simple

Use

Actions that happened over a period of time in the past. (**Finished actions**)



Past Simple

	subject	verb
Affirmative	You played football yesterday.	
Negative	subject	verb
Yes/No Q	Did you play football yesterday?	
Wh- Q	subject	verb
	When did you play football ?	

verbs

REGULAR

Played
Visited
Looked
Collected
Walked
watched

IRREGULAR

Eat – ate
Go – went
Write – wrote
Read – read
Speak - spoke

VERB TO BE

am – is – are

was

were

EXAMPLES:

Salim **was (is)** a student 10 years ago, but now he's a teacher.

Nawal **wrote (write)** her first book in 2005.

Mais **didn't work (don't work)** in Muscat last year.

Did Zuhair collect (collect) some coins two years ago?

When I **was (am)** young, I **visited (visit)** the National Museum.

USE - We use the past simple to express the actions that happened at a specific time in the past.

PRONOUNS	POSITIVE	NEGATIVE	QUESTION (YES/NO)	ANSWER
I went to Muscat last week. <u>didn't</u> go to Muscat last week.	<u>Did</u> go to Muscat last week?	Yes, did.
WE				
YOU				
THEY				
HE				
SHE wrote a short story three years ago. <u>didn't</u> write a short story three years ago.	<u>Did</u> write a short story three years ago?	No,..... didn't.
IT				

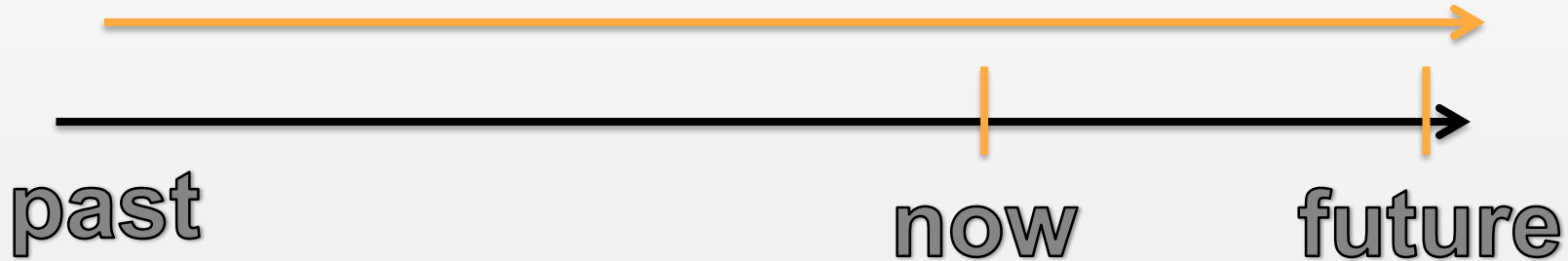


Past simple

Present simple

Use

We use the present simple to talk about actions we see as long term or permanent. (ROUTINES) AND (FACTS)



Present Simple

subject

verb

You play football everyday.

subject

verb

He plays football everyday.

subject

verb

You don't play football everyday.

subject

verb

He doesn't play football everyday.

I – We –
They - You

He – She - It

I – We –
They - You

He – She - It

EXAMPLES:

Yousuf(read) books about Oman.

Muayed and Talal(live) in Sur.

We always(do) our work on time.

.....Abdulaziz like swimming?

My friendwatch (don't) TV.

Summary

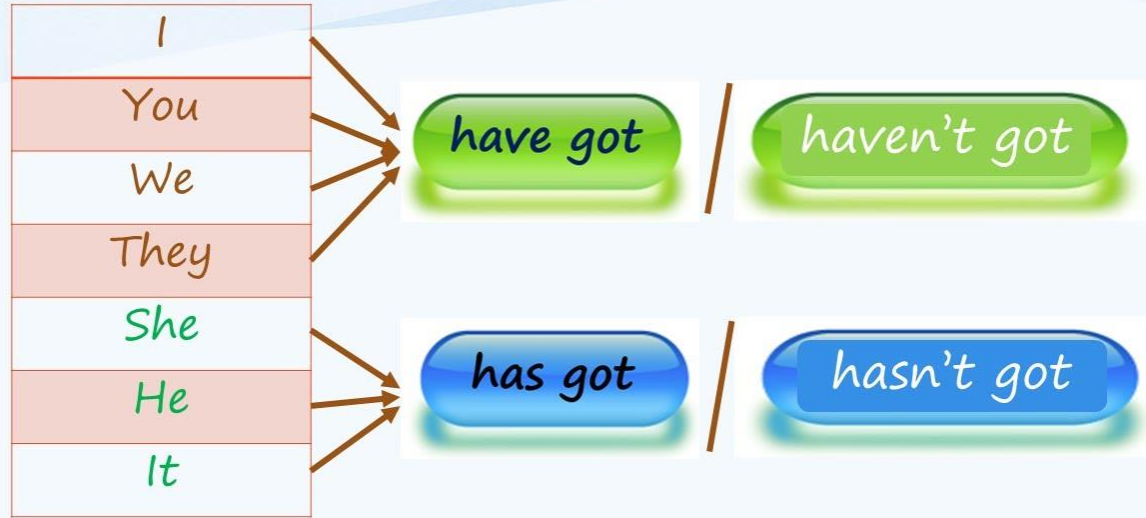
Present Simple

USE

- We use the present simple to talk about actions we see as long term or permanent. (ROUTINES) AND (FACTS)

PRONOUNS	POSITIVE	NEGATIVE	QUESTION (YES/NO)	ANSWER	QUESTION (WH-)
I	..... <u>ride</u> a bike every day.	..... <u>don't ride</u> a bike every day.	<u>Do</u> <u>ride</u> a bike every day?	Yes, do.	<u>Where do</u> <u>ride</u> a bike every day?
WE					
YOU					
THEY	..... <u>pray</u> 5 times a day.	..... <u>don't pray</u> 5 times a day.	<u>Do</u> <u>pray</u> 5 times a day?	No, don't.	<u>When do</u> <u>pray</u> ?
HE	..... <u>rides</u> a bike every day.	..... <u>doesn't ride</u> a bike every day.	<u>Does</u> <u>ride</u> a bike every day?	Yes, does.	<u>Where does</u> <u>ride</u> a bike every day?
SHE					
IT	..... <u>prays</u> 5 times a day.	..... <u>doesn't pray</u> 5 times a day	<u>Does</u> <u>pray</u> 5 times a day?	No,..... doesn't.	<u>When does</u> <u>pray</u> ?

HAVE / HAS GOT



Read the questions and complete the answers using the words below.



1. What's the matter?

I've got a temperature.

2. What's the matter?

I've got a headache.



3. What's wrong?

I've got a boil.

4. What's the matter with Muna?

She's got a cold.



5. What's wrong with Ahmed?

He's got a earache.

6. What's the matter with Salma?

She's got a toothache.



7. What's the matter with Saif?

He's got a sore throat.

8. What's wrong with Amna?

She's got a stomach ache.



9. What's the matter?

He's got a cough.

toothache	cold	earache
sore throat	stomach ache	
cough	temperature	
headache		boil



CONTRACTIONS

1 Read and think.

Sometimes when we speak, or when we write informally, there are some words in English that we naturally make shorter and we leave letters out. These words are called **contractions**. We use an **apostrophe** to show where letters are missing.



I've got a cold.
I have got a cold.



Saif isn't feeling well.
Saif is not feeling well.

Amna's got a headache.
Amna has got a headache.



Giving advice

Rule

Should

ينبغي

Sub ↓
(she/he/it/ they /we/you/I) + **should/ shouldn't** +verb (inf)+.....

Shouldn't

لا ينبغي



1

Read and think.

We use **should** and **shouldn't** to give advice.

We give advice to people when we want to suggest something which we think will help them.



You should wear glasses.

You shouldn't play football today.



1

Read and think.

We use the first conditional to talk about what we think will happen in the future.

Look at these examples:

If we lose the forests, animals will have nowhere to live.

The animals will starve if they cannot find enough food.

These are possible situations that could happen in the future.



We form the first conditional in two parts. We form one part using

if + the _____ tense.



We form the other part using _____ or _____ + an infinitive.



We only use a comma when the sentence begins with _____.

Types of punctuation

CAPITAL LETTER



FULL STOP



QUESTION MARK



EXCLAMATION MARK



COMMA



APOSTROPHE

SPEECH MARKS



A CAPITAL LETTER

THE BEGINNING OF A
SENTENCE / QUESTION

We live in Oman.

THE PRONOUN "I"

This is the school where I study.

NAMES OF PEOPLE /
PLACES / ORGANIZATIONS

Fatima - Ali - Muscat - Google

DAYS & MONTHS

Friday - April

ABBREVIATIONS

MOE - SQH - UNISCO



A full stop

To mark the
end of a
sentence.

We live in Oman.

To show
when a word
has been
abbreviated.

ex. - prof.



The question mark marks the end of a question (direct questions)

Where do you live?



The exclamation mark is used after exclamations and emphatic expressions.

I can't believe it!

A COMMA

Commas are normally used if the subordinate clause comes before the main clause.

If you have any problems, just call me.



Commas are used to mark off non-defining relative

Nizwa fort, which was built in the 17th century, is a great building.

Commas are used to separate three or more items in a list

She has already been to Musandam, Muscat and Dhofar.

Commas are used to follow direct speech.

He said, "I like swimming."

A comma must be used between the day of the month and the year, when the two numbers are next to each other.

February 18, 2021

Commas are used before question tags and after yes or no in short responses.

Yes, I do.

1 Read and think.

We use **like** to talk about things we like or like doing. Look at these sentences and read the rules.

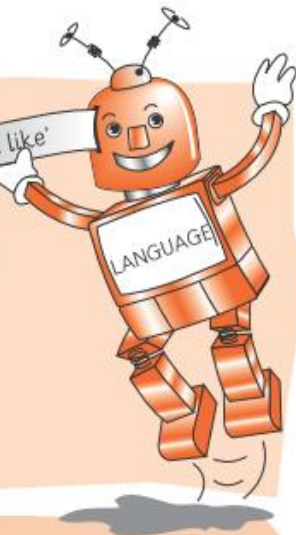


I like **pizza**.

Krishna likes **playing** the guitar.



'like' and 'would like'



The verb like can be followed by a noun.

To describe an activity, the verb like can be followed by a verb ending in -ing.

We use **would like** to talk about things we want to do or to have. Now look at these sentences and read the rules.



I'd like **an ice-cream**.

Saeed would like **to invite** Krishna to go roller skating with him.

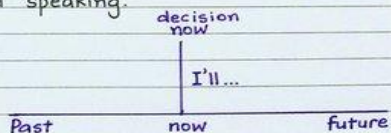


Would like can be followed by a noun or a verb.

If would like is followed by a verb, we use to + the infinitive.

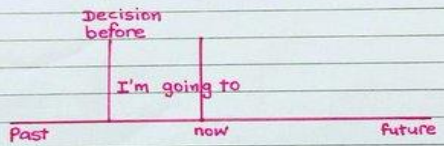
Will / Going to

→ We use **will** when we decide to do something at the time of speaking.



◦ 'Let's have a party.' 'That's a great idea. We'll invite lots of people.'

→ We use **(be) going to** when we have **already decided** to do something.



◦ 'Sue and I have decided to have a party.' 'We are going to invite lots of people.'

→ When we say that 'something is going to happen', the situation **now** makes this clear.

◦ The man is walking towards the wall now, so we can say that he is going to walk into it.

For more grammar lessons, Like on Facebook

1 Read and underline.

Read the sentence below and underline:

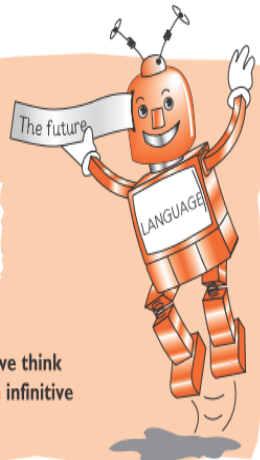
will the verb that follows **will**

Scientists will produce mini-robot doctors that will swim inside our bodies.

Now read the rule.



We use **will** to predict what will happen or what we think will happen **in the future**. It is usually followed the infinitive of the main verb.



Let's Look at Grammar

Question words

What?

We use this when we want to find out **more information about something**.

Who?

We use this when we want to find out about **a person or people**.



Remember!
Begin a question with a **capital letter** and end it with a **question mark**.

How?

We use this when we want to know **the way something happened**.

Which?

We use this when we want to identify **a particular thing**.

Where?

We use this when we want to know about the **location of something**.

When?

We use this when we want to know about **the time of something**.

Why?

We use this when we want to find out **the reason for something**.

Whose?

We use this when we want to find out **who owns something**.

Note: Questions can also be formed by using an auxiliary word, for example:
Do you like pizza? Can she speak French? Did you see him?

Question words

Question word		Meaning
where	أين	تسأل عن مكان
When	متى	تسأل بها عن الوقت
What	ما/ماذا	تسأل بها عن شيء
Why	لماذا	تسأل بها عن السبب
Who	من	تسأل بها عن فاعل عاقل
Whose	لمن	لمن - ملك من
Which	أي /أيهما	أيهما للتفضيل
How	كيف	كيف نسأل بها عن الحال او الوسيله
How often	كم عدد المرات	تسأل بها عن عدد المرات
How far	كم بعد	كم بعد - كم مسافه
How much	كم ثمن	كم سعر - كم للكميه
How many	كم عدد	كم عدد
How long	كم للمدة	كم للمده أو الفترة
How old	ما عمر	ما عمر/ما سن
What time	ما الوقت	نسأل بها عن الوقت



READING

1

Read and answer.

Read this e-mail and find answers to these questions.

1. Who is the e-mail to? **Rose**

2. Who is the e-mail from? **Maha**

3. What is the e-mail about?

Endangered Animals/ the Arabian oryx

4. What did Maha send Rose to help her with her project?

Photograph and some information

To: Rose
From: Maha
Subject: Arabian oryx
Attachments: oryx.jpg; oryx.doc

Hi Rose!

Thank you very much for the information you sent me about endangered animals.

I have been learning about endangered animals in Oman. One of them is an animal called the Arabian oryx. It is very special to us here in Oman. Some years ago, it nearly became extinct. Luckily, it was saved. I am sending you a photograph and some information about it to help you with your project about endangered animals in Asia.

Please let me know if you need any more help.
Good luck with your project!

Maha



1

Read and answer.

Look at this e-mail from Ahmed.
Read through the e-mail and
answer the following questions.

1. Who is the e-mail to?

2. What is Ahmed studying at school?

3. What kinds of fruit does he talk about?

4. Why is there more diabetes in Oman now?

5. Do you agree with Ahmed that people in
Oman have changed their lifestyles?

To: giovanni@ikc.com
From: ahmed@ikc.com
Subject: Healthy living!



Dear Giovanni,

We are doing a project at school about healthy and unhealthy food and the different kinds of food that people eat in different parts of the world.

Our teacher said that fruit such as bananas, apples, grapes and oranges are healthy. He also told us that people living in Southern Europe usually do not suffer from heart disease because they use a lot of olive oil in their cooking. He said that olive oil is healthy. He also told us that there are fewer cases of cancer in Japan because people there eat a lot of soya and fish.

In Oman, there has been a rise in people with diabetes because people have changed their lifestyles and are eating more sweet things, such as cakes and sweets.

Please could you tell me about the kinds of food that you eat?

Ahmed



WRITING

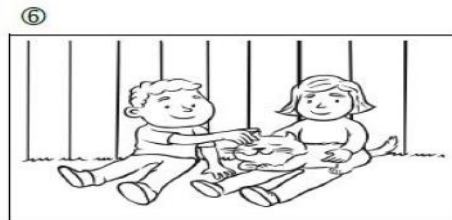
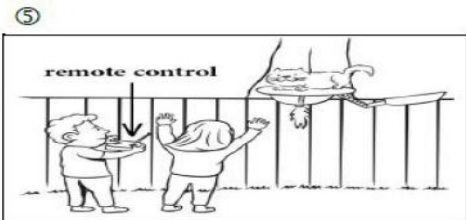
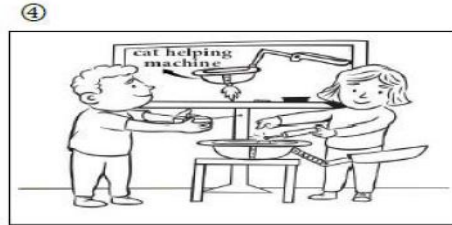
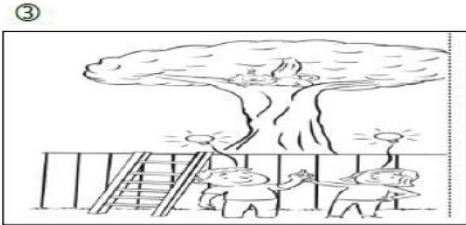
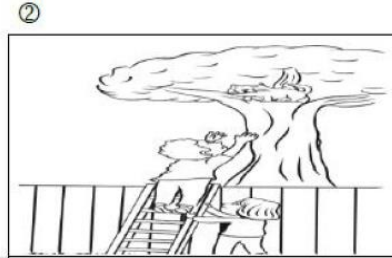
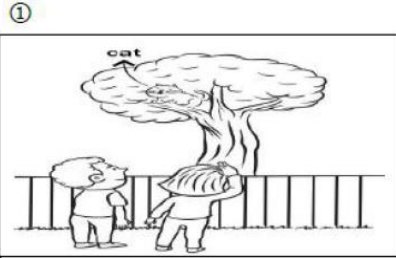
Complete the following task. Write at least **60 words**.

Write a story of **at least 60** words based on the following pictures.

You can use the words in the box to help you.

You can also put in more details to make your story **lively** and **interesting**.

see	tree	try	can
idea	invent	help	happy



Top Tips

- State your opinion clearly
- Make sure that each paragraph focuses on one main idea
- Provide examples and facts to support your opinion

Organisation.

Paragraph 1

Explain the topic in your own words and state your opinion.

- *Many people think/believe/ argue that ...*
- *I think / believe/ agree/ disagree that ...*
- *In my opinion, ...*

Paragraph 2

Present an idea with examples to support your opinion.

- *First of all, ...*
- *One reason why ...*
- *One advantage/ disadvantage of ... is ...*
- *Therefore ... / This is because ...*

Paragraph 3

Present another idea with examples to support your opinion.

- *Secondly, ...*
- *Another reason why ...*
- *Another advantage/ disadvantage of ... is ...*

Paragraph 4

Summarise your points and remind the reader of your opinion.

- *To summarise ...*
- *To sum up ...*
- *In conclusion ...*

Spending too much time on social media can have a negative impact on young people.

Do you agree or disagree?



Social media has become very popular with young people. Teenagers sometimes spend several hours per day using it. **Many people argue that** this is having a negative effect on young people. **I agree that** spending too much time on social media is not healthy for teenagers.

One reason why spending too much time on social media is not healthy for young people is that it can lead to mental health problems. **For example**, there is research that shows social media has resulted in an increase in anxiety and depression. This is because people compare their lives to the 'perfect' lives they see other people sharing. This can lead to negative emotions.

Another disadvantage of spending too much time on social media is its effect on sleep. Research has shown that the light from screens can make it harder to sleep. Furthermore, many young people stay up too late because they are using social media. Sleep is very important for young people's health and to help them concentrate at school.

In conclusion, social media allows us to connect with people all over the world but spending too much time on social media can have a negative impact on young people.

- **Introduction** Paragraph 1: **present the topic**, making a general remark about it without giving your opinion.
- **Main body** Paragraph 2: write two or three **advantages**. Paragraph 3: write two or three **disadvantages**. Support your arguments with justifications / examples.
- **Conclusion** Paragraph 4: include your **opinion** (e.g. In my opinion / I believe / I think, etc.) **or** a balanced summary of the topic.

Top Tips for writing

1. Start by saying what the current situation is or introducing the debate.
2. In the second paragraph talk about the advantages or reasons in favour. Use expressions like *One advantage of X is ...* and *Another advantage of X is ...*
3. In the third paragraph give the disadvantages or reasons against. You can start this contrasting paragraph with *On the other hand, ...*
4. Finally, sum up the main arguments using *To sum up, ...* or *To conclude, ...*. Give your opinion too, using expressions like *Personally, ...* or *In my opinion, ...*

Is the internet bad for young people?

It is now easier than ever to access the internet, whether you are using a computer, phone or tablet. There is no doubt that many young people are spending more and more time online, with both positive and negative consequences.

One advantage of the internet is that young people can do research for their schoolwork and homework. This often helps teenagers to widen their knowledge and improve their grades. Another positive aspect of the internet is that people can practise foreign languages by chatting to friends in other countries. This is also a good way of keeping in touch with friends and family around the world.

On the other hand, there are also negative consequences. Some young people become addicted to online gaming and this can mean that they waste too much time playing these games. This can have a negative effect on their schoolwork, the amount of exercise they get and their social lives. In addition, excessive internet use can mean that some young people hardly talk to their families because they are always on the computer.

To sum up, spending time on the internet can have a negative impact on young people, but it also has many advantages. Personally, I think the internet is an incredible tool and the benefits of internet access outweigh the dangers. However, we should be careful not to use the internet excessively.



Thank
you!