



أكاديمية همم التعليمية
Himam Education Academy

FINAL EXAM PREPARATION

GRADE 8

	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 Wh-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



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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

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 I

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 I

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.



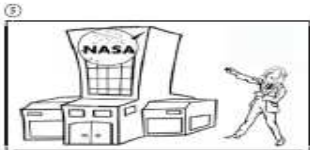
First, He wanted to become an astronaut. He graduated from school with high grades. He entered the university and studied space science.



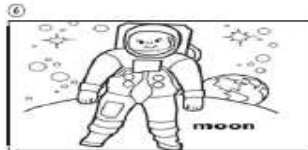
The study was fun because he loved space, planets and stars, and he dreamed of going to space.



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**.

5



VOCABULARY

WORD	MEANING	WORD	MEANING
Wonderful	رائع	Contain	يحتوي على
Ocean	محيط	Discover	يكتشف
Seabed	قاع البحر	Volcano	بركان
Float	يطفو	Boat	قارب
Coral	مرجان	Sink	يغرق
Diver	غواص	Damage	يدمر / يخرّب
Condense	يتكثف	Environment	بيئة
Evaporate	يتبخر	Cause	يسبب
Clouds	سُحُب	Recycle	إعادة تدوير
Species	أنواع	Pollute	يلوث

WORD	MEANING	WORD	MEANING
Lake	بحيرة	Experience	خبرة
Whale	حوت	Formal	رسمي
Seal	فقمة	Endangered	مهدد بالخطر
Disaster	كارثة	Missing	مفقود
Creature	مخلوق	Swallow	يبتلع
Vapour	بخار	Shell	صدف
Poison	سُم	Tiny	صغير
Equipment	أدوات / معدات	Protect	يحمي
Drops	قطرات	Scared	خائف
Bottom	قاع	Disappointed	محبط

WORD	MEANING	WORD	MEANING
Tour	رحلة	Product	منتج
Reason	سبب	Soap	صابون
Nature	طبيعة	Habitat	مكان العيش
Site	موقع	Threaten	يهدد
Depth	عمق	Melt	يذوب
Grow	ينمو	Recover	يتعافى
Wet	رطب	Lose	يفقد
Brilliant	متألق	Rescue	ينقذ
Provide	يوفر	Decrease	يقل / ينقص
Get a permit	يحصل على إذن	Brave	شجاع



WORD	MEANING	WORD	MEANING
Spread	ينشر	Spices	بهارات
Origin	أصل	Wheat	قمح
Corn	ذرة	Grapes	عنب
Cave	كهف	Cinnamon	قرفة
Invention	اختراع	Add	يضيف
Bakery	مخبز	Fond of	شغوف بـ
Recipe	وصفة طعام	Exchange	يتبادل
Ingredients	مكونات	Marriage	زواج
Ginger	زنجبيل	Compare	يقارن
Explode	ينفجر	Crown	تاج



WORD	MEANING
Activity	نشاط
Path	طريق
Wool	صوف
Silk	حرير
Rubber	مطاط
Belt	حزام
Pavement	رصيف
Exhibition	معرض
Cross	يعبر
Depart	يغادر



WORD	MEANING
Wave	موج
Adventure	مغامرة
Explore	يستكشف
Sail	يبحر
Allow	يسمح
Destination	الوجهة
Flight	رحلة طيران
Challenge	التحدي
Cabin	غرفة القيادة
Stressful	مجهد / متعب



WORD	MEANING	WORD	MEANING
Mystery	غموض	Fact	حقيقة
Puzzle	لغز	Scene	مشهد
Event	حدث	Germ	جرثومة
Author	كاتب	Secret	سر
Adventure	مغامرة	Smell	يشم
Collection	مجموعة	Strange	غريب
Sharp	حاد	Detective	محقق
Crime	جريمة	Logical	منطقي
Belt	حزام	Believe	يعتقد
Entrance	مدخل	Steal	يسرق

MULTIWORD VERBS

WORD	MEANING
Get around	يتجول
Fill up	املاً
Watch out	انتبه
Look at	انظر إلى
Look after	اعتنِ بـ
Get back	عد للوراء
Give up	يستسلم
Pick up	يلتقط / يرفع
Calm down	اهدأ
Climb up	يتسلق



GRAMMAR

language focus

modals

The words **should**, **must** and **have to** are modals of obligation. We use them to **give advice** and **tell people what to do**.

We use **must** and **should** to give our own personal opinion. Must is stronger than should.

We use **have to** when there is a general rule or law and not our own personal opinion.

I have to wear my seat belt when I drive.

(A general rule or law.)

I don't have to go to school today.

(A general law or rule.)

You must go and see the doctor.

(A strong personal opinion.)

You mustn't arrive late.

(A strong personal opinion.)

language focus

adjectives

An **adjective** is a word like small, old, cheap, ugly.
An adjective **describes** the qualities of people, places, things, etc.

the small fish

Most adjectives can go in two positions:

- 1 When an adjective comes **before a noun**, it is called an **attributive adjective**.

the **beautiful** **beaches** of Hawaii
adjective noun

- 2 When an adjective comes **after the verb**, it is called a **predicative adjective**.

The **shark** **was** **quick**.
subject verb adjective

A predicative adjective is used to describe the subject of the sentence and not the action of the verb.

comparatives and superlatives

We use a **comparative** to compare people or things.

bigger **more beautiful**

We make the comparative with **adjective + than + noun**

An elephant is **bigger** than a cat.

We use a **superlative** to describe who or what is the best.

the biggest **the most beautiful**

We make the superlative with **the + adjective + -est** OR

the + most/least + adjective.

	adjective	comparative	superlative
one syllable	tall	taller	tallest
one syllable ending in -e	wide	wider	widest
one syllable, a short vowel ending with one consonant	big	bigger	biggest
two syllables ending -y	happy	happier	happiest
two or more syllables	amazing beautiful	more amazing less beautiful	most amazing least beautiful
irregular	good bad	better worse	the best the worst

language focus

yet and already

Look at dialogues on page 12 of the Classbook and the dialogues above.

Read the sentences and underline the correct words.

We use **yet** and **already** with the past simple/present perfect.

yet

- **Yet** tells us something has/has not taken place.
- We usually put **yet** at the beginning/end of sentences.
- We usually use **yet** in positive/negative sentences.
- We usually use **yet** in questions.

already

- **Already** tells us something has/has not taken place.
- We usually put **already** at the beginning/in the middle of sentences.
- We usually put **already** before/after the main verb.

language focus

some and any

Read the rules and find other examples for **some** and **any** from the back of the Menu cut-out page. Write your examples in your exercise books.

Some and **any** are quantifiers. They are used with **uncountable** nouns, e.g. juice, coffee, water and **countable** plural nouns, e.g. bananas, apples, eggs.

some

- **Some** means a **little** or a **few** and is used in positive sentences.
I've got some soup for starters.
- We use **some** in questions to request something when we think the answer will be yes.
Can I have some spring rolls please?
- We use **some** in questions when we make an offer.
Would you like some garlic bread?

any

- We often replace **some** with **any** in questions when we are not sure of the answer.
Have you got any spring rolls then?
- We usually use **any** in negatives.
I'm sorry madam, we haven't got any soup.

language focus

similes

We use similes to make descriptions more interesting and to make a powerful picture in the mind of the reader.

Similes compare two things.

We use **like** or **as** to make a simile.

It smells **like** rubbish.

The mountain road looked **like** a long snake.

It's **as** hot **as** fire.

Her hands felt **as** cold **as** ice.

language focus

multiword verbs

Many verbs in English have two or more parts. These are called **multiword verbs**. We make multiword verbs with:

verb + **adverb/preposition**

get around cut down fix on cut out look at

We can use different words with the same verb so the meaning changes.

I got on **the bus**. I got off **the bus**

Sometimes the meaning of a multiword verb is difficult to work out.

I checked out **the subway**. (I investigated **the subway**).

It is important to check the meaning of multiword verbs in a dictionary or work them out from the context.

Many multiword verbs are used informally. In written English there is often a more formal word with the same meaning.

take off (informal) and **remove** (formal)

language focus

present perfect continuous

We use the **present perfect continuous** to talk about an action that started in the past, continued over a period of time and is still continuing now.



I have been waiting for two hours.
(I arrived two hours ago and I am still waiting.)

We often use the present perfect continuous with **for** and **since** to say how long an action has been happening.

We have been waiting for 20 minutes. (and we are waiting now)

It's been raining since Tuesday. (and it is raining now)

We use the present perfect continuous to talk about an action that started in the past, continued over a period of time and has recently stopped. However, there is evidence of the finished action now.

She's been shopping. (She has finished shopping but she is carrying shopping bags now.)

It has been raining. (It has recently stopped but the ground is wet.)

We make the present perfect continuous using the verb **have + been + present continuous**

language focus

will and going to

- a) Look at this sentence, read the questions below and circle the best answers.
We're **going to drive** to Bidiya in a bus from Ruwi, but maybe **we'll go** to the camp by four wheel drive or horse once we get there.

- 1 a) There is a definite plan on how to go to Bidiya.
b) There is no definite plan on how to get to Bidiya.

- 2 a) There is a definite plan on how to go to the camp.
b) There is no definite plan on

- b) Now read the following about **will** and **going to**. Find three sentences with **will** and **going to** from the Club Talk.

In English, we use a number of different verbs to tell us about the future.
Will and **going to** are just two of many ways to do this.

will

We use **going to** when we have a definite plan or intention to do something.

be + **going to** + verb

We're **going to fly** London next week.

We're **going to catch** a plane at Seeb airport.

going to

We use **will** when we are not sure of our plan or our intention. We will decide at the time we make the decision or at the moment we speak.

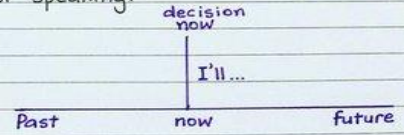
will + verb

We'll **go** by car or bus. We'll **decide** when we get there.

Maybe we'll **leave** on 3rd or 4th of December.

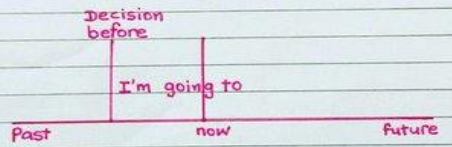
Will / Going to

→ 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

language focus

subject and object pronouns



Read the *Where's the bag?* dialogue on page 29 of the Classbook. Then read the following about subject and object pronouns and decide which are **A. subject pronouns** and **B. object pronouns**. Write them in the space provided at the bottom.

Subject and **object** pronouns are just two of many types of personal pronouns. They are very common in English.

Personal pronouns are used when we know who or what is being talked about and do not want to repeat the noun.

Simon is looking for his bag. He is very upset.

subject pronouns

A subject pronoun replaces the subject in a sentence. In statements, the subject usually goes **before** the verb. In questions, it goes **after** the verb. The subject does the action.

Simon has found the bag.
subject verb object

He has found the bag.
subject pronoun

Now write the subject pronouns from the text on page 29 of the Classbook here.

object pronouns

An object pronoun replaces the object of a sentence. The object is usually a noun phrase and **follows** a verb. The object receives the action. An object pronoun cannot be used in the position of a subject. An object pronoun can only be used **after** a verb or a preposition.

Sally is helping Simon **to find the bag**.
subject verb object

Sally is helping Simon to find **it**.
object pronoun

Now write the object pronouns from the text on page 29 of the Classbook here.

Be careful! **it** and **you** remain the same when used as a subject or an object pronoun.

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

language focus

second conditional

We use the second conditional to express **unreal** or **imaginary** situations and **what could happen**.

We make the second conditional using **if + past simple + would**

If he **saw** a Yeti, **he'd/would** climb a tree.

If I **were** on the Marie Celeste, **I'd/would** leave a note.

language focus

modals of possibility

- **May**, **might** and **could** are modals.
- We can use **may**, **might** and **could** + verb to talk about how possible something is in the present or the future.

Example: It **may** be the Yeti, but it **could** be a bear.

- We can use **may have**, **might have** and **could have** + past participle to talk about how possible something is in the past.

Example: The lake **might have** been a mirage.

- **May**, **might** and **could** go before the main verb in any sentence.

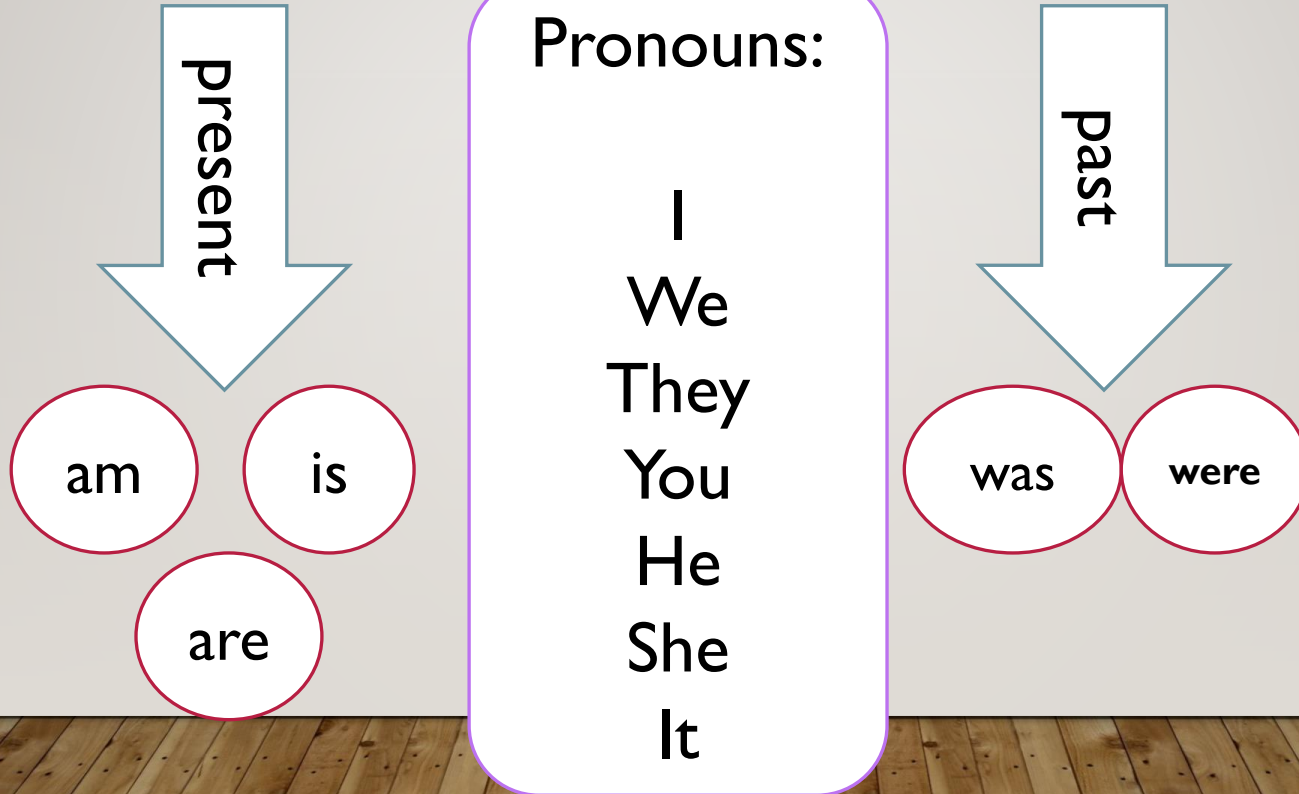
Example: It **may have** four or five legs.

learning strategy

topic sentences and supporting sentences

- The first sentence of a paragraph is often called a **topic sentence**.
- A topic sentence tells the reader what the paragraph is going to be about.
- We often use topic sentences when we are writing about facts, giving information or expressing opinions.
- Other sentences in the paragraph are called **supporting sentences**.
- Supporting sentences add information to the topic sentence.

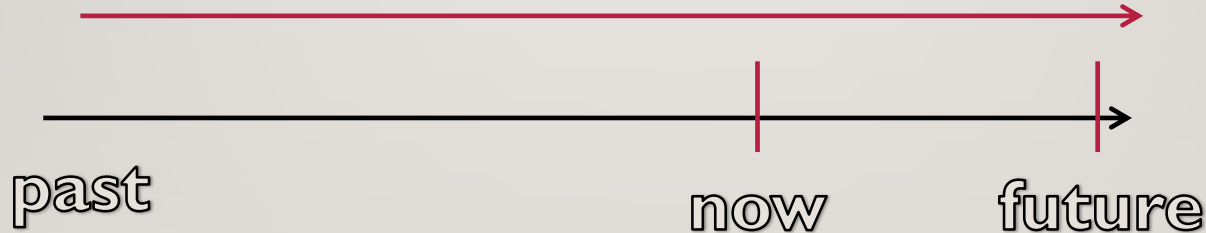
Verb to be



Present simple

Use

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



Present Simple

I - We - They - You
He - She - It
I - We - They - You
He - She - It

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.

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> ?



Past Simple

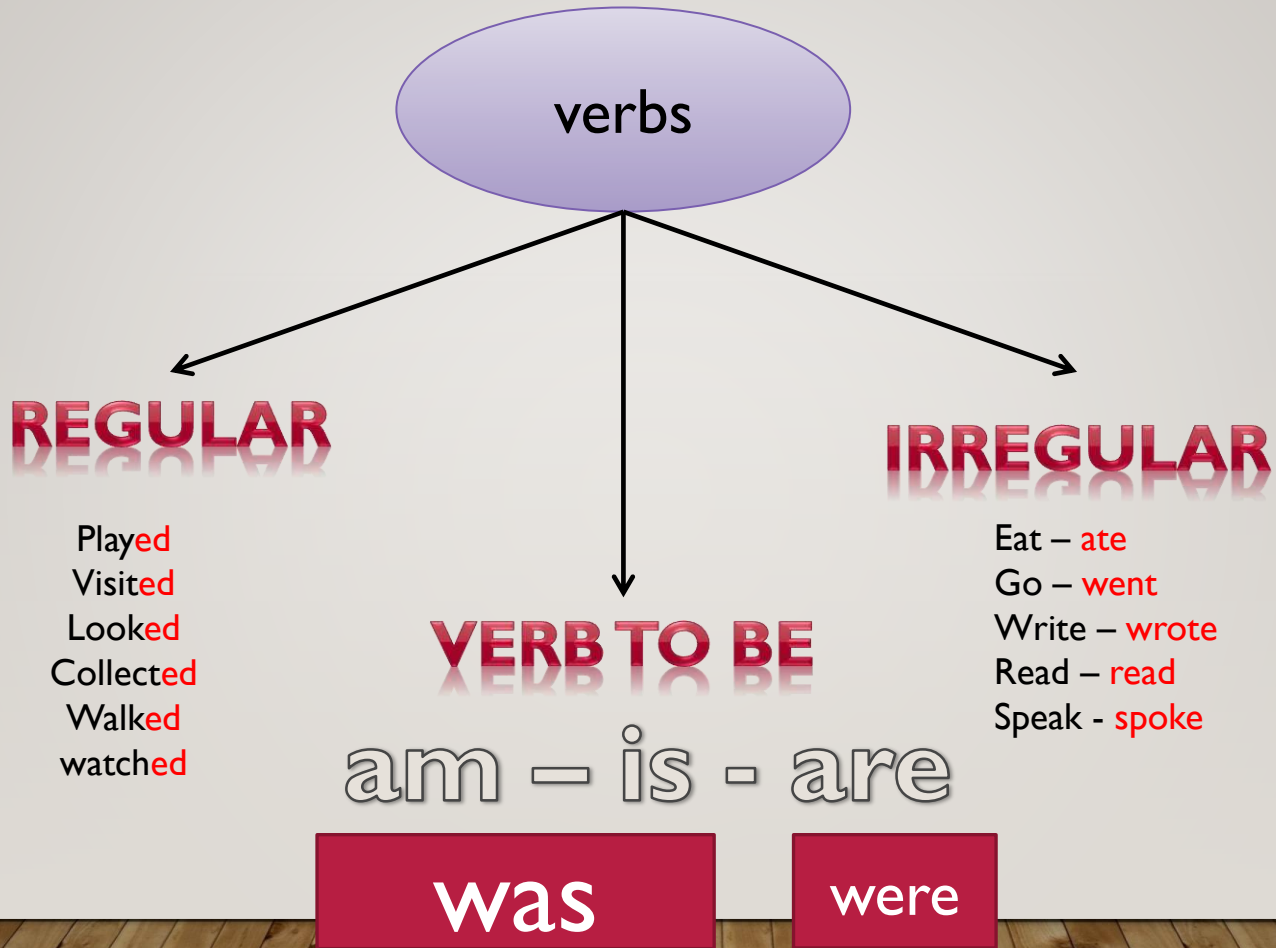
Use

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



Past Simple

	subject	verb
Affirmative		You played football yesterday.
Negative		You <u>didn't</u> play football yesterday.
Yes/No Q		Did you play football yesterday?
Wh- Q		When did you play football ?



Summary

Past Simple



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

PRONOUNS	POSITIVE	NEGATIVE	QUESTION (YES/NO)	ANSWER	QUESTION (WH-)
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.	<u>Where did</u> go last week??
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.	<u>When did</u> write a short story?
IT					



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

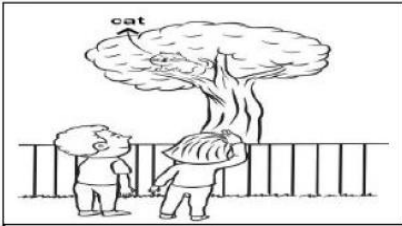
idea

invent

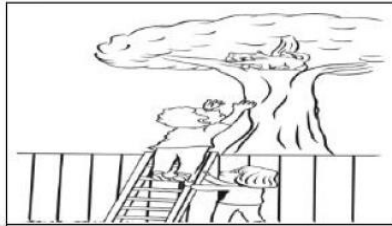
help

happy

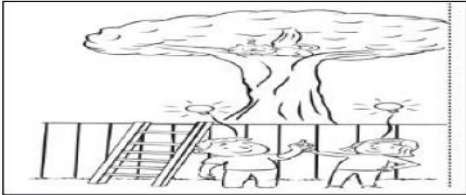
①



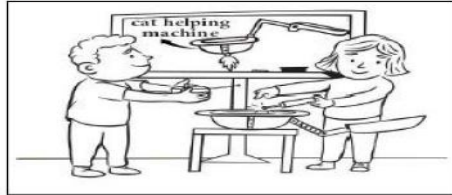
②



③



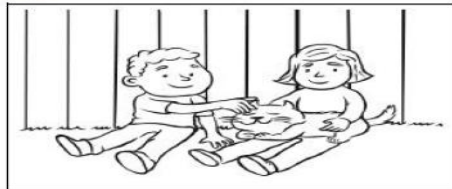
④



⑤



⑥



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.



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THANK YOU!