

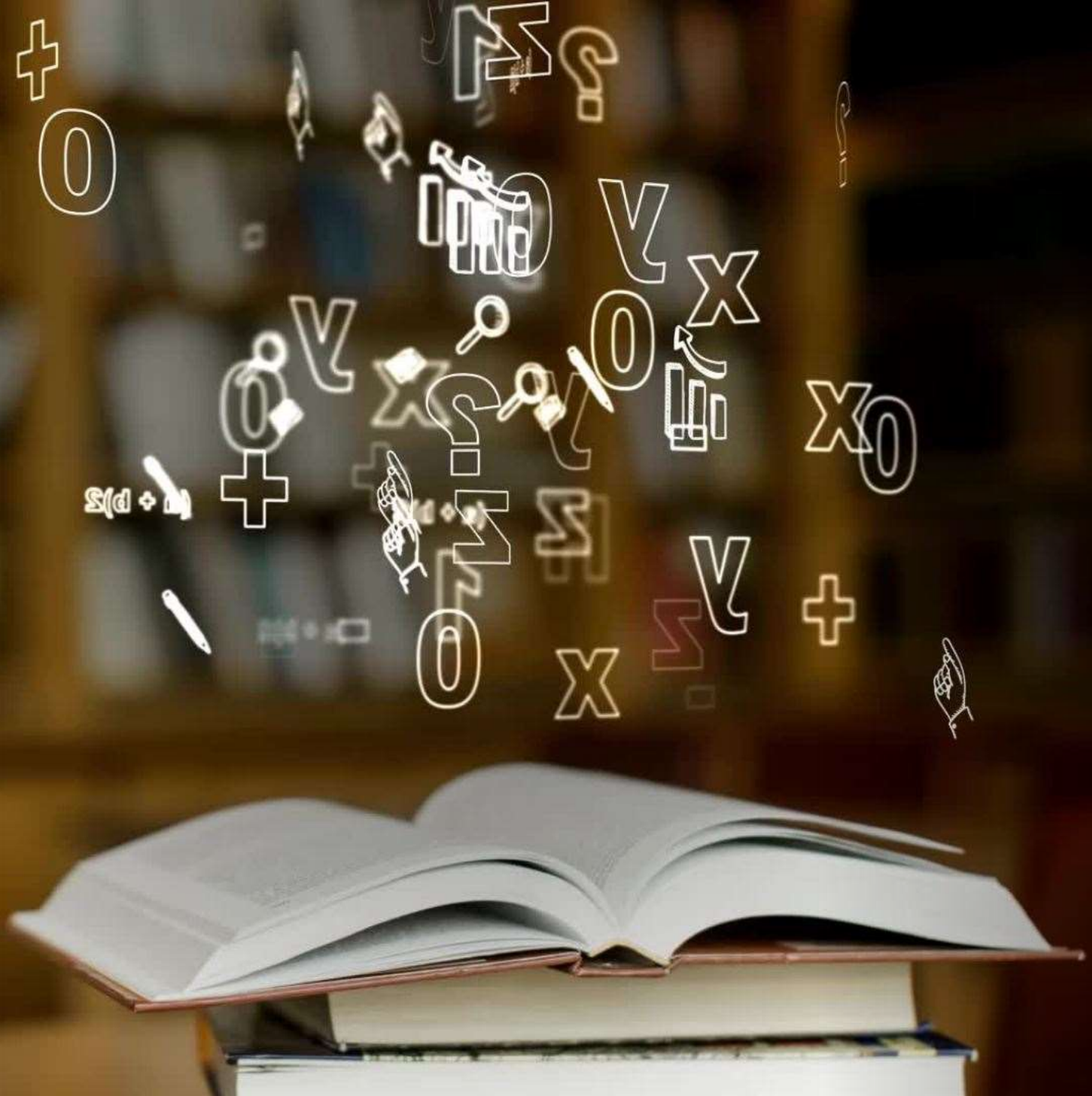
# FINAL EXAM REVISION

ALAIN SCHOOL

MAHRA LAFI ALMUHAIRI

TERM1

2024-2025



## Coverage

Topic(s): Sports and leisure activities, culture and customs, community.			
ECFE Grammar	Prerequisite	GSE Grammar	Functional Language
Modals: present modals	Can use 'can' to refer to ability in the present. (29)	<p>Can give, deny or ask about permission in the present and near future with 'can'. (33)</p> <p>Can make basic polite requests with 'could'. (33)</p> <p>Can use 'should(n't)' to offer or ask for advice or suggestions. (36)</p>	<p>Asking for and giving advice</p> <p>Asking for and giving permission</p> <p>Describing hopes and plans</p>
Future time: simple future (will and shall)	<p>Can ask wh- questions using the past tense of verbs. (31)</p> <p>Can tell when to use the present simple and when to use the present continuous. (29)</p>	<p>Can use 'will' to ask questions about the future. (35)</p> <p>Can use 'will' + infinitive for predictions about the future. (38)</p>	
Present time: present perfect	Can make affirmative statements using common regular past simple forms. (30)	<p>Can use the present perfect to refer to personal experiences in the past. (41)</p> <p>Can form questions using the present perfect with 'ever'. (41)</p>	
Future time: future time (going to)	Can tell when to use the present simple and when to use the present continuous. (29)	Can express personal plans and intentions for the future using 'going to'. (35)	

# PRESENT MODELS

## Can

Modal  
Verbs

## Could



### General ability (present)

- I **can** speak English.

### Ask for permission (informal)

- **Can** I borrow your pen please?

### To request something

- **Can** you help me please?

### Possibility

- It **can** get very cold there at night.

### Offer to help someone

- **Can** I carry your bags for you?

### Cannot (can't) = not allowed

- You **cannot** smoke in this room.

- You **can't** go to the party.

### General ability in the past

- I **could** play the piano when I was younger.

### Ask for permission (more polite)

- **Could** I use your bathroom please?

### To request something (more polite)

- **Could** you pass me the salt please?

### Possibility in the past could + have + past participle

- What? You **could** have broken your leg.

### Suggestion (when asked what to do)

- We **could** go to the movies if you like.

### Conditional of Can (would be able to)

- If we had some oranges I **could** make you some fresh juice. (= would be able to)

[www.grammar.cl](http://www.grammar.cl)

[www.woodwardenglish.com](http://www.woodwardenglish.com)

[www.vocabulary.cl](http://www.vocabulary.cl)



# CAN

## ABILITY



- She **can** win the competition.
- Monu **can** speak many languages.

## PERMISSION



- You **can** come in.
- Can I **use** your laptop for some time?

## REQUEST



- **Can** I have water?
- **Can** you take my mother to the dentist's?

## POSSIBILITY



- Beating him in boxing **can** be difficult.
- Eating this plant **can** kill you.

## OFFERING HELP



- **Can** I drop you somewhere?
- **Can** we do something for you?

## OPPORTUNITY



- We **can** still get married. It's not too late.
- You **can** apply for the post. It is vacant.

## PROHIBITION & INABILITY



- You **can't** promote your products here.
- We **can't** walk on water.

# SIMPLE FUTURE-WILL- SHALL

## Future Simple Tense (Will)

	Positive	Negative	Question
Structure	I – You – He – She – It – We – They + will + verb	I – You – He – She – It – We – They + will not / won't + verb	Will + I – You – He – She – It – We – They + verb

	Positive	Negative	Question	Negative question
I	I will give classes	I will not / won't give classes	Will I give classes?	Will I not / won't I give classes?
You	You will give classes	You will not / won't give classes	Will you give classes?	Will you not / won't you give classes?
He	He will give classes	He will not / won't give classes	Will he give classes?	Will he not / won't he give classes?
She	She will give classes	She will not / won't give classes	Will she give classes?	Will she not / won't she give classes?
It	It will give classes	It will not / won't give classes	Will it give classes?	Will it not / won't it give classes?
We	We will give classes	We will not / won't give classes	Will we give classes?	Will we not / won't we give classes?
They	They will give classes	They will not / won't give classes	Will they give classes?	Will they not / won't they give classes?

PRESENT  
PERFECT

## 10 Examples of Present Perfect affirmative sentence

1. I **have completed** all of my assignments for this week.
2. She **has visited** Paris twice.
3. They **have been** friends since they were kids.
4. He **has watched** that movie multiple times.
5. We **have lived** in this city for five years.
6. She **has learned** how to play the guitar.
7. He **has finished** reading the novel.
8. They **have traveled** to many countries.
9. I **have practiced** yoga for six months.
10. We **have finished** decorating the house for the party.

# PRESENT PERFECT TENSE

## + Affirmative

SUBJECT	AUXILIARY	PAST PARTICIPLE
I / you / we / they	have	lived ...
he / she / it	has	studied ...
		eaten ...

## - Negative

SUBJECT	AUXILIARY	PAST PARTICIPLE
I / you / we / they	haven't	lived ...
he / she / it	hasn't	studied ...
		eaten ...

## ? Question

AUXILIARY	SUBJECT	PAST PARTICIPLE
Have	I / you / we / they	lived ... ?
Has	he / she / it	studied ... ?
		eaten ... ?



# FUTURE TIME GOING TO

## FUTURE with 'GOING TO'

- How do we form statements, questions and answers with 'going to'? Study the grammar reference chart below.

**• Affirmative and Negative Statements with 'going to'**

I You He / She / It We They	am are is are are	going to  not going to	travel.
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**• Questions with 'going to'**

Am Are Is Are Are	I you he / she / it we they	going to	travel?
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**• Affirmative ('Yes') answers with 'going to'**

Yes,	I you he / she / it we they	am. are. is. are. are.
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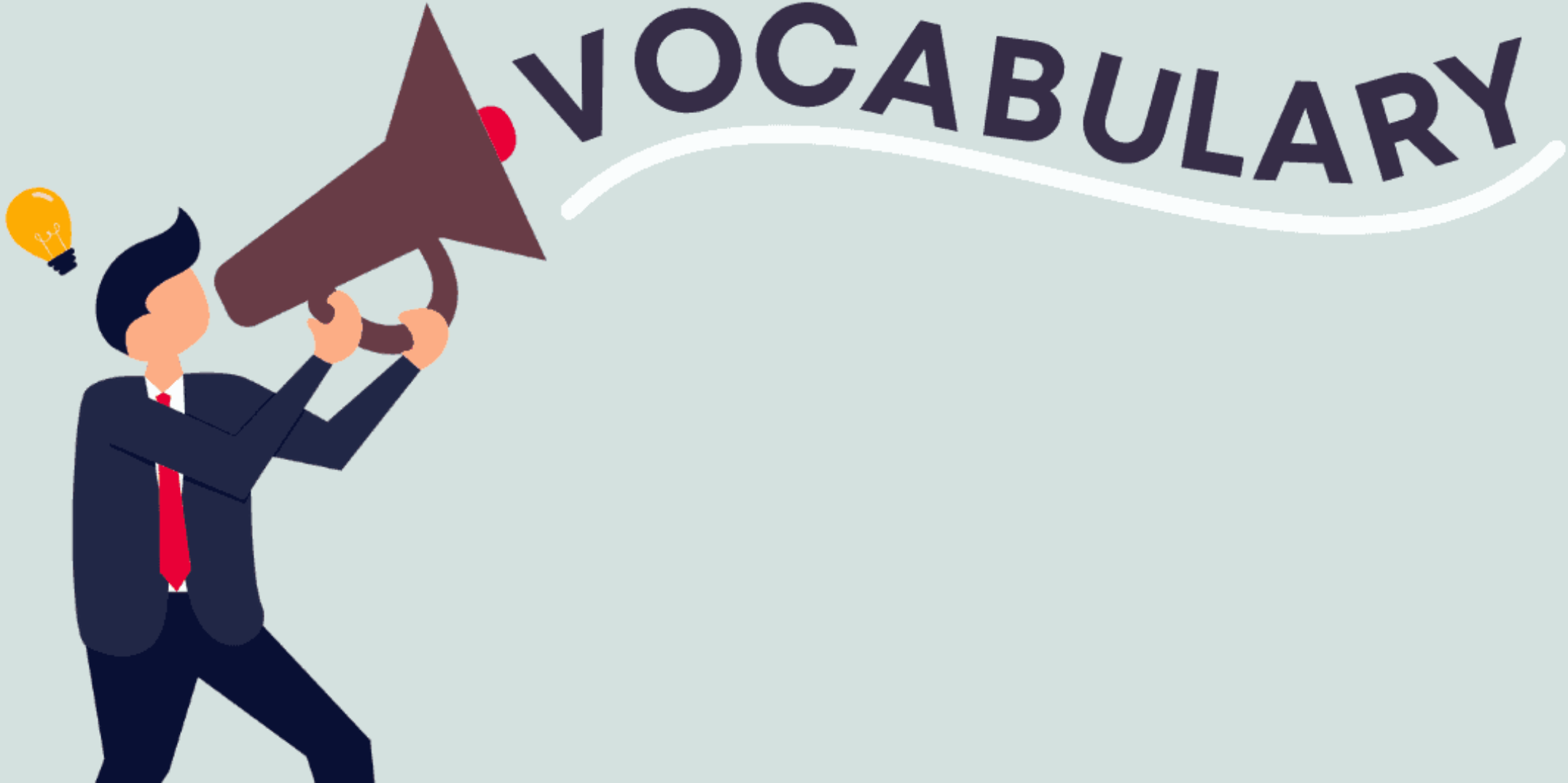
**• Negative ('No') answers with 'going to'**

No,	I you he / she / it we they	am not. are not. (aren't). is not. (isn't). are not. (aren't). are not. (aren't).
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**• Information Questions with 'going to'**

*What When Where Why How **Who ... with	am are is are are	I you he / she / it we they	going to	travel?
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**VOCABULARY**

## Core Lexis

Sports and leisure activities	Culture and customs	Community
adventure	modern	collect
sand	history	neighbours
desert	gift	stage
show (n)	shake	concert
camp	celebration	the news
dance	special	stadium

- **Adventure**: A fun and exciting experience.
- **Modern**: Something new or current.
- **Collect**: To gather or bring things together.
- **Sand**: Tiny grains of rock, often found on beaches or in deserts.
- **History**: Events from the past.
- **Neighbours**: People living next to you.
- **Desert**: A dry, sandy place with little water.
- **Gift**: Something given to someone as a present.



- **Show** (n): A performance, like a play or concert.
- **Shake**: To move something quickly back and forth.
- **Concert**: A live music event.
- **Camp**: A place where people stay in tents for fun.
- **Celebration**: A special event to enjoy a happy occasion.
- **The news**: Information about current events.
- **Dance**: Moving to music.
- **Special**: Something unique or important.
- **Stadium**: A large area for sports or concerts.





**Writin**

**g**



## Writing Summative Assessment Rubric Levels 3 - 6

	Task completion	Structure	Grammar	Vocabulary	Spelling and punctuation
5	Student writes an extended response, obviously reaching or exceeding the expected length, which covers all aspects of the prompt.	Response is clearly structured appropriately in paragraphs ( <i>or at least one paragraph for levels 3 - 4</i> ) with evident attempt at an opening and closing.	Response uses a range of simple and possibly some complex grammatical structures appropriate to the prompt/questions. Grammatical errors are infrequent and do not affect readability.	Response uses a few examples of more uncommon or sophisticated vocabulary for the specific topic of the task	There are examples of accuracy in even higher-level spelling and punctuation. There may be multiple errors, but they mostly don't affect readability.
4	Student writes an adequately extended response, approximating the word count, with most aspects covered (no more than one area of the prompt missed).	<b>Levels 3 - 4:</b> Response is structured so as to clearly resemble a paragraph. <b>Levels 5 - 6:</b> Response is written using a paragraph or more which contain a main theme and supporting ideas.	Response uses a range of grammar appropriate to the prompt/questions. Grammatical errors may sometimes affect readability.	Vocabulary is adequate to communicate a response to the topic, but may largely depend on common/simple vocabulary.	Common vocabulary is mostly spelt accurately, and sentences contain basic punctuation. There may be frequent spelling errors with more difficult words.
3	Student expresses several ideas which cover more than one aspect of the prompt, although more than one area is missed or not covered in sufficient detail.	Response contains clearly connected text, sentences and ideas. Sentences may be disconnected and not structured into paragraphs.	Response uses basic grammar appropriate to the prompt / questions. Grammatical errors may be frequent.	Vocabulary range is clearly limited, but just about sufficient to cover some topics in the prompt.	There are examples of accurate spelling and punctuation throughout, but also frequent errors.
2	Student expresses an idea that covers at least one aspect of the prompt.	Response contains a clear attempt at sentence structure in responding to prompt.	Response shows some attempt at the most basic grammatical structures (e.g. subject-verb use) but there are frequent errors.	A few examples of basic, high frequency words are used which relate to the topic and task.	There is some attempt at punctuation. Spelling shows some signs of phonemic awareness, but many errors found.
1	Student's writing does not cover any aspect of the prompt.	Response does not appear to be structured in any conventional sense, even in terms of sentences.	No attempt at grammatical structures is identifiable.	Response contains very little that can be identified as appropriate vocabulary for the task.	Response contains no punctuation and/or almost every word is spelt so as to be barely decipherable.
0	No response, or entirety of response plagiarised.				

# Brainstorm Meeting and Greeting

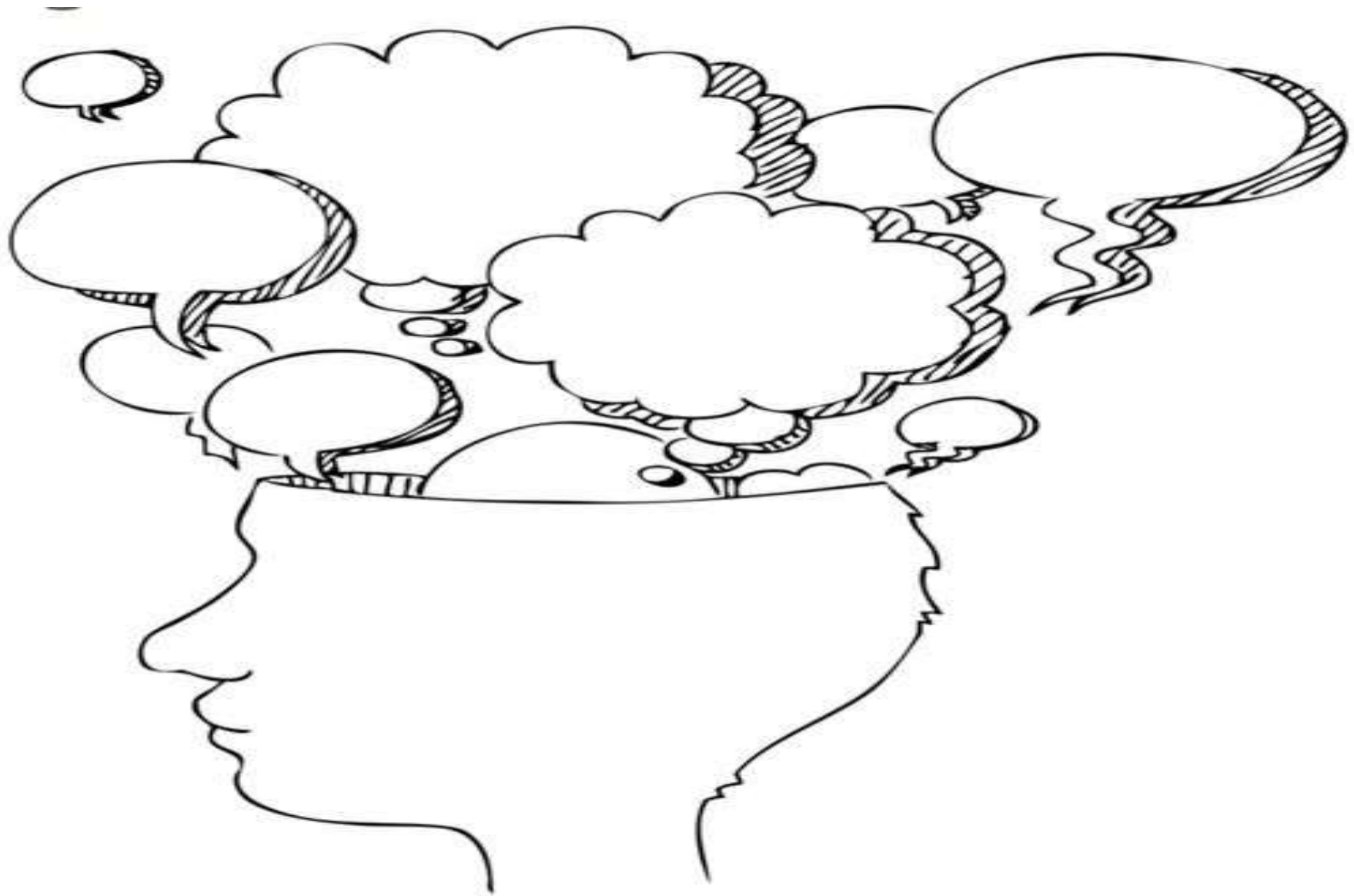


# 1. Meeting and Greeting

- • When is a time of the year you give and receive gifts?
- • What special day or celebration is it?
- • What do you and your family do on this day?
- • How do you feel during this celebration?







## 2. Amazing Relatives

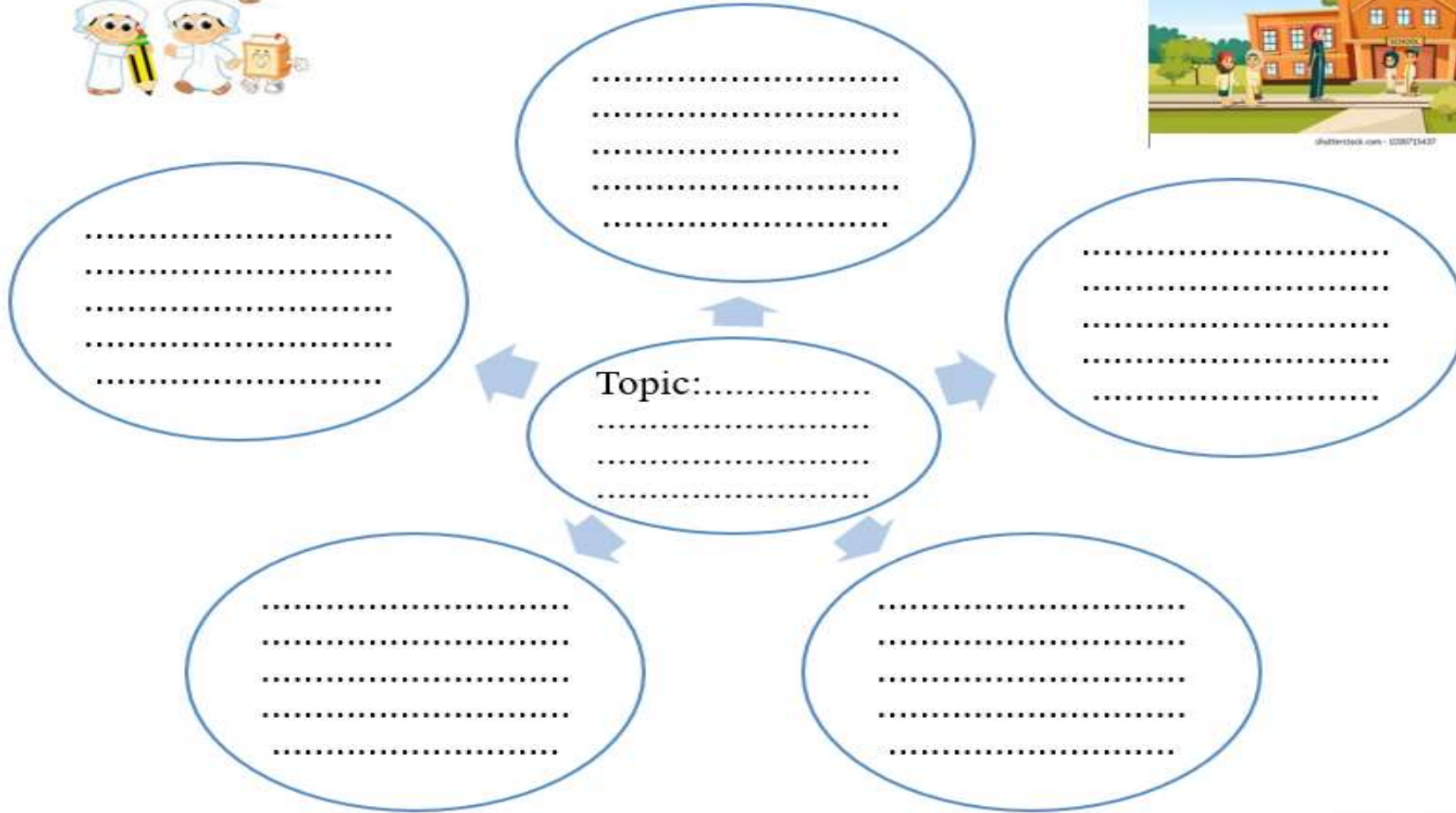
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- • Who in your family inspires you the most?
- • What do you like about them?
- • Have they worked hard to achieve their goals? How?
- • How does their personality inspire you?





### Writing Topic: ALL ABOUT MY SCHOOL



# 3. ALL ABOUT MY SCHOOL



- How are the subjects in middle school different from primary school? Which do you like more?
- • What new activities do you have in middle school compared to primary school?
- • How are your middle school teachers different from your primary school teachers?
- • Have you made new friends in middle school? How are the field trips different from primary school?



# THOUGHT CLOUDS

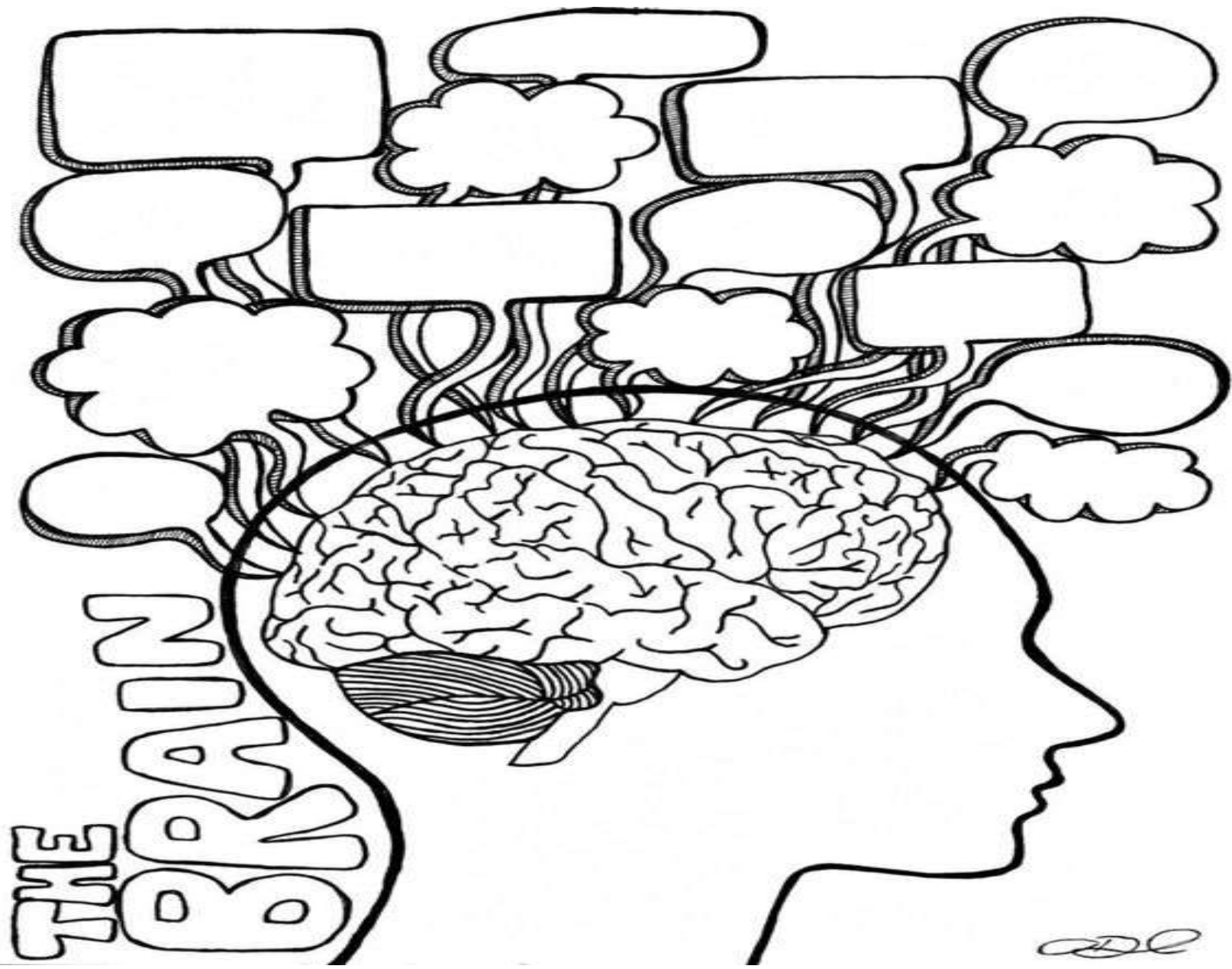
Fill in the clouds with all your thoughts and emotions throughout the day.



# 4. Clothes and Accessories

- Do you enjoy wearing a school uniform? Why or why not? And when it comes to accessories like hats, jewellery, or watches, what is your favourite and why is it important to you?
- • How do you decide what to wear each day? Do you follow a particular style or prefer comfort over fashion?
- • Do you like wearing traditional clothes when given the chance? Why or why not?
- • Do you prefer online shopping or visiting stores in person? What makes one option more appealing to you?





THE  
BRAIN

ae



# 5. Indoor and outdoor activities

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- **1. What is your favourite indoor activity?**
- **2. What outdoor activity do you enjoy the most?**
- **3. Do you prefer indoor or outdoor activities? Why?**
- **4. What's one new outdoor activity you'd like to try?**





# GIVING OPINIONS

1. People watch too much television.
2. Florence is a wonderful city.
3. Your sister is too thin.
4. Travelling by plane is faster than by train.
5. New York is more exciting than Barcelona.
6. We should look after old people
7. Everybody needs somebody to love.
8. School exams should be banned.



In my opinion.....

I agree that with /I don't agree that/with...

I think we should ...

I believe that .....

Personally, I think ....

Really Learn English! ✓

## EXAMPLE PHRASES FOR GIVING AN OPINION

- ✓ In my opinion...
- ✓ From my point of view...
- ✓ As far as I'm concerned...
- ✓ Personally, I think...
- ✓ I believe that...
- ✓ I feel that...

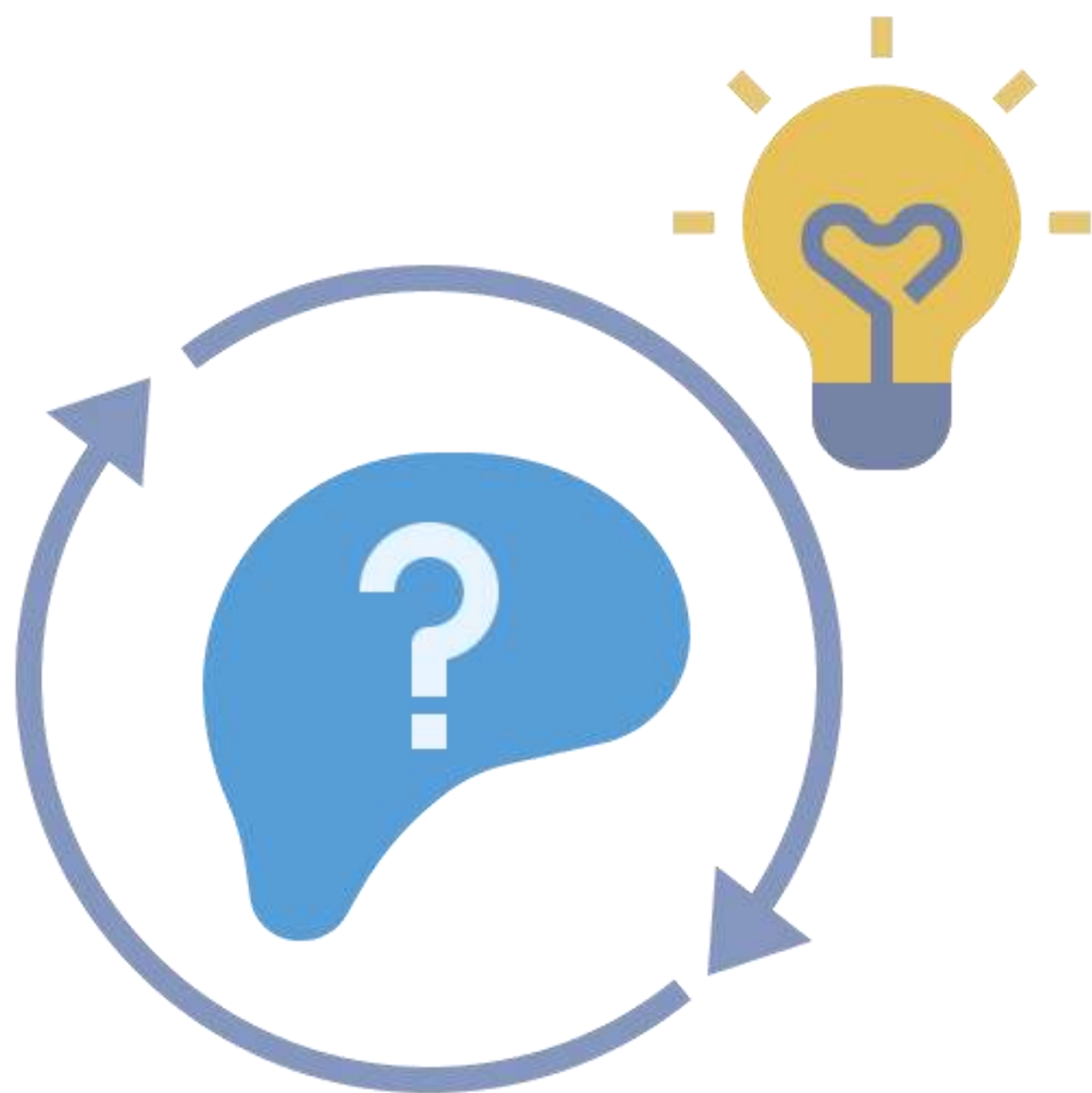


Write your  
opinion in  
each  
statement?

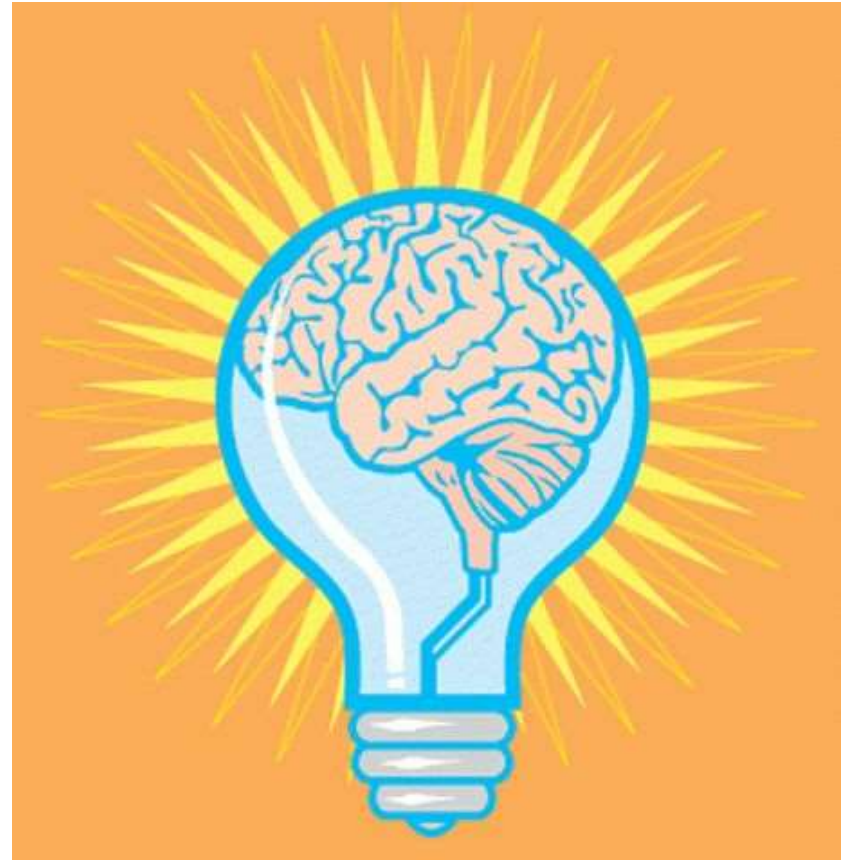
Wearing traditional clothes connects me to my culture and makes me feel proud.  
Wearing a uniform makes school life simpler and promotes equality.  
Middle school offers more challenges and helps me grow more than primary school.  
Outdoor activities are fun and keep me active, while indoor activities are relaxing.  
Going green is important to protect the environment and ensure a better future.

# Inference and Justification

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- 
- **Inference:** A conclusion you make based on evidence or reasoning.
    - Arabic: الاستنتاج :  
نتيجة تتوصل إليها بناءً  
على أدلة أو منطق.
  - **Justification:** A reason or explanation for something.
    - Arabic: سبب : التبرير





# My Uncle's Job

My name is Khalid. My uncle, Saif, lives in Dubai, UAE. He has an amazing job as a veterinarian. He works with all different kinds of animals. I want to be like him when I grow up.

He works with pets such as cats, dogs, and fish. But, he also gets to work with interesting animals such as lions, wolves, falcons, lizards, camels and more. His main office is in Dubai, but he also gets to travel around the world to treat animals in zoos, wildlife parks, safaris, and in the wild. I think it's really amazing and I love that I get to help him out sometimes.

1. Does Khalid like his uncle's job?

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2. How do you know that your answer is correct?

Example  
answer

## My Uncle's Job

My name is Khalid. My uncle, Saif, lives in Dubai, UAE. He has an amazing job as a veterinarian. He works with all different kinds of animals. I want to be like him when I grow up.

He works with pets such as cats, dogs, and fish. But, he also gets to work with interesting animals such as lions, wolves, falcons, lizards, camels and more. His main office is in Dubai, but he also gets to travel around the world to treat animals in zoos, wildlife parks, safaris, and in the wild. I think it's really amazing and I love that I get to help him out sometimes.

1. Does Khalid like his uncle's job?

Yes, he does. He likes it a lot.

2. How do you know that your answer is correct?

Because Khalid says that his job is amazing and that he wants to be like him when he grows up.

**EOT 2 - Part 4**  
**Inference question**

5

A) Read the passage and answer the following questions.

Levi Strauss was born in Bavaria in Europe in 1829. He moved to America when he was 17 years old. His brothers sold cloth, and he worked for them although he could not speak English very well. At this time many people were moving to California because there was gold there. Strauss went to look for gold, too.

Strauss took a lot of cloth with him to San Francisco. He thought it would make good tents in the gold fields. But when he got there, he saw that people needed clothes more than they needed tents. Clothes did not last very long in the gold fields. At first, Strauss made trousers out of canvas. They were very strong - much stronger than other trousers. Soon everyone was wearing them. So, Strauss decided that he came to America only to make trousers. Soon, he opened a small shop to sell his popular trousers.

After a while, Strauss found an even stronger cloth than canvas. It came from a town in France called Nimes. The French called it 'serge de Nimes' which means 'cloth from Nimes'. The Americans called it 'denim'. Strauss also bought some cloth from Genoa, a town in Italy. To Americans this name sounded like 'jeans' so they called his trousers 'jeans'. The cloth Strauss used was always blue, so people also called his trousers 'blue jeans' and 'blue denims'. Other people called them 'Levi's'.

Today Levi Strauss jeans are one of the best-selling jeans in the world. They last a long time and are very comfortable.

2

**Write your answer below. Use full sentences.**

Do you think that Mr. Strauss stopped looking for gold?

.....

.....

.....

.....

**Part 3: Justification question**

**Write your answer below. Use full sentences.**

Why is your answer to the inference question the best answer?  
Use the information in the text above to support your answer.

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3

*Wishing* you  
**Success** in your **Exams!**  
May **Good Luck** be in your  
favor, and your preparation bring  
fantastic outcomes!

