



مكتسبات التعلم في مادة اللغة الإنجليزية

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Module 3 -5 – Vocabulary

Module 3 Vocab p. 40

on behalf of	نِيبَاةً عَنْ	in a hurry	في عجله من امره
on display	مَعْرُوض	in a mess	إِضْطِرَاب / فَوْضَى
on fire	يَحْتَرِق	in cash	نَقْدًا
on good terms	علاقه جيده	in charge of	مسؤول عن
on holiday	في اجازة	in debt	مدين
on purpose	مقصود	in particular	خصوصا
on sale	متاح للشراء	in public	بشكل علني
on second thoughts	تغيير رأي – ندم	in sb's interest	يساعد شخص
on the phone	يقوم بعمل مكالمة	in tears	بالدموع
on the run	سريعا	in the future	في المستقبل
on the verge of	على حافة	in the long run	على المدى البعيد
on tour	في جولة	in the meantime,	في هذه الاثناء
		in the mood for	في مزاج مناسب ل
		in trouble	في مشكله

1. On _____, I'll come with you. I'd like to see Rodney.

A. charge of B. tears C. the mood for D. second thoughts

2. You're in _____ the kids while we are away this weekend.

A. charge of B. tears C. the mood for D. second

3. I'm not really in _____ pizza tonight. Let's have something else.

A. charge of B. tears C. the mood for D. second

4. What did you say to her? She was on _____ crying.

A. fire B. purpose C. the verge of D. the long run

5. I'm sorry. I didn't do it on _____. It was an accident.

A. fire B. purpose C. the verge of D. the long run

6. If we do it this way, I think it'll be better in _____.

A. fire B. purpose C. the verge of D. the long run

7. Call 999! The house is on _____!

A. fire B. hurry C. sale D. the long run

8. I'd love to stay and chat but I'm in a _____. I have a train to catch.

A. fire B. hurry C. sale D. the long run



Module 3 Vocab p. 40/41

get away	يفر - يهرب	get around to	يَجِد وقتاً للقيام بشيء ما	take over	يتولى الأمر
get along with	ينسجم مع شخص	get over	يتعافى - يتجاوز	take on	يواجه - يتحدى
get by	يسير أموره	take after	يشبه شخص	look for	يبحث عن
get through to	يفهم شخص - يقنع	take off	يقلع - يخلع	take down	يدون ملاحظة

1. I wish I could _____ from the city and spend a few days in the countryside.

- a) get along with b) get through to c) get away d) get by

2. He finds it easy to _____ his colleagues because he is very easy going.

- a) get by b) get along with c) get away d) get through to

3. The protesters tried to _____ the banner after the rally had ended.

- a) take down b) take over c) look for d) take on

4. After the CEO retired, his son was ready to _____ the business.

- a) look for b) take over c) take down d) take on

5. Ali is trying to get _____ the cold he caught while on holiday in Austria.

- A. by B. over C. after D. along

6. I think John get ___ with his father. They are both very adventurous and love exploring new places.

- A. by B. over C. after D. along

Module 4 Vocab p. 54

initiative	مبادرة - تمهيدي	impact	تأثير - صدمة	logging	قطع الأشجار
ranching	بيت مزرعة	captive breeding	تربية الحيوانات	conservationist	محافظ على البيئة
decline	يرفض - يتراجع	extinction	انقراض		

1. Many animal species face _____ due to habitat destruction and climate change.

- a) conservationist b) breeding c) extinction d) initiative

2. A _____ works to protect wildlife and natural habitats from harm.

- a) conservationist b) ranching c) logged d) impact

3. The _____ of deforestation on the environment is devastating, affecting both wildlife and humans.

- a) initiative b) impact c) breeding d) ranching



4. Special _____ programs have been introduced to help increase the population of endangered species.

- a) breeding b) conservationist c) logged d) declined

5. The population of this bird species has _____ dramatically over the past decade.

- a) logged b) declined c) impact d) initiative

6. Cattle _____ is one of the primary causes of deforestation in some regions.

- a) initiative b) logged c) ranching d) extinction

7. The government has launched a new _____ to reduce plastic waste and protect marine life.

- a) initiative b) conservationist c) breeding d) impact

8. Large areas of the forest were _____ to make way for agricultural development.

- a) ranching b) logged c) breeding d) declined

Module 4 Vocab p. 54

Prepositions

advantage of	يستفيد من - ميزة	impact on	تأثير على	damage to	ضرر
importance of	أهمية	effect on	يؤثر على	solution to	حل
decrease in	انخفاض في	feed on	يتغذى على	threat to	خطر على
increase in	ازدياد في	need for	يحتاج الى	reason for	السبب في

1. The lecture was about the _____ of pollution on our lives.

- A. decrease B. effect C. need

2. People keep telling me there's a(n) _____ for change, but I think everything is fine just the way it is.

- A. decrease B. effect C. need

3. There has been a(n) _____ in the number of people using their cars to get to work.

- A. decrease B. effect C. need

to - of - on - in - for

1. People need to understand the importance _____ protecting the environment.

2. There has been an increase _____ the levels of pollution in the earth's atmosphere.

3. Which is the biggest threat _____ humanity?



Module 4 Vocab p. 55

overachieve	يتفوق دراسيا	overpay	يدفع بإفراط	underfeed	نقص - سوء تغذية
overcharge	نفقة زائدة	overrate	يبالغ في التقدير	underachieve	غير ناجح
overcook	يفرط في الطهي	overuse	إفراط في الاستعمال	undercharge	يقلل الأسعار
overestimate	يبالغ في التقدير	underestimate	يقلل من أهمية شيء	underuse	قليل الاستخدام
overfeed	تغذية زائدة	undercook	ني - تحت الطهي	underrate	يقلل من قيمته
underpay	يدفع أجر متدني				

1. Be careful not to _____ the chicken, or it will become dry and tough.

- a) overcharge b) overestimate c) overcook d) overachieve

2. I think they tried to _____ me for the repair work; the bill seems way too high.

- a) overachieve b) overcharge c) overcook d) overestimate

3. She tends to _____ how much time she has, and then she runs late for everything.

- a) overcharge b) overcook c) overestimate d) overachieve

4. Students who _____ often feel pressure to maintain their high performance levels.

- a) overcharge b) overcook c) overestimate d) overachieve

5. This app is great, but I feel like most people _____ its features and don't take full advantage of them.

- a) undercharge b) underuse c) underrate d) overachieve

6. You shouldn't _____ your skills; you're much more talented than you think.

- a) underrate b) undercharge c) underuse d) overestimate

7. The store accidentally _____ me for the items I purchased, so I went back to pay the difference.

- a) underrated b) underused c) undercharged d) overcharged

Module 5 Vocab p. 70

literally	بدون شك	rare	نادر	connect	يربط - يتصل
situation	موقف	memorized	يحفظ شيئا	fascinated	مفتون - معجب
translate	يترجم	in the event of	في حال	in case of	في حال - اذا ما
explanation	شرح - تفسير	exactly	بدقة - تماما	actually	في الحقيقة
remember	يتذكر	scenario	سيناريو	remind	يذكر شخصا
match	يناسب - يطابق	unique	لا مثيل له	combine	يجمع - يمزج

1. Be careful what you say to him. He takes everything _____, so it's very easy to upset him.

- A. actually B. exactly C. literally D. really

2. Black rhinos are very _____ these days.

- A. rare B. single C. unique D. limited



3. Leave it to me. This _____ requires someone who can stay calm.

- A. comment B. situation C. event D. scenario

4. If you _____ these two wires here, you will have electricity.

- A. combine B. connect C. match D. mix

5. I had _____ the whole book, so the exam was easy.

- A. memorised B. remembered C. reminded D. considered

Module 5 Vocab p. 70 - Word formation

'-ed' adjectives

Adjectives that end in **-ed** are used to describe how people feel:

'He was **surprised** to find that he had been upgraded to first class.'

'-ing' adjectives

Adjectives that end in **-ing** are used to describe things and situations. Compare these example sentences to the ones above:

'Being upgraded to first class is **surprising**.'

1. Jennifer was _____ that the children behaved so badly.

- A. appealing B. appealed

2. I woke up to the _____ sound of singing birds.

- A. pleasing B. pleased

3. What is that _____ smell?

- A. Disgusted B. disgusting

4. _____ residents left their houses when they saw the flood waters rising.

- A. Alarmed B. Alarming

Module 5 Vocab p. 70 - Word formation

-ment		-ion		-ation	
measure	measurement	introduce	introduction	explain	explanation
disappoint	disappointment	describe	description	apply	application
achieve	achievement	decide	decision	satisfy	satisfaction
announce	announcement	fascinate	fascination	realise	realisation
adjust	adjustment	connect	connection	expect	expectation
develop	development	reflect	reflection	cancel	cancellation
		prevent	prevention	imagine	imagination
		motivate	motivation	inspire	inspiration
		invent	invention	inform	information
				relax	relaxation



1. The Internet _____ (connect) at the hotel was really slow.
2. I'm sorry sir, but we have no record of the _____ (cancel) of your booking.
3. I consider building up a successful business as my greatest _____ (achieve).
4. Losing the last match of his long career came as a huge _____ (disappoint) to him.
5. Is it my _____ (imagine) , or does it feel colder inside than outside today?
6. The artist's _____ (inspire) for this painting was a little cottage he stayed in last summer.
7. The workers at the factory have no _____ (motivate) when their wages are so low.

Module 5 Vocab p. 76 - Word formation

-al		-ive		-y	
benefit	beneficial	intense	intensive	health	healthy
finance	financial	decide	decisive	dirt	dirty
education	educational	cooperate	cooperative	risk	risky
globe	global	protect	protective	dust	dusty
-ous / ious		able / -ible			
space	spacious	access	accessible		
adventure	adventurous	predict	predictable		
humour	humorous	reuse	reusable		
fury	furious	advise	advisable		

1. Climate change is a _____ (globe) issue requiring worldwide cooperation.
2. It's _____ (advise) to book seats at least a week in advance.
3. The old bookshelf was covered in a thick, _____ (dust) layer.
4. Only some bacteria are harmful - many are _____ (benefit).
5. I was late and he was _____ (fury) with me.
6. He put the leftover food in _____ (reuse) plastic containers.



Module 3 : 5 Grammar

Module 3 - Past Simple

AFFIRMATIVE	I/You/He/She/It/We/They waited/saw .
NEGATIVE	I/You did not/didn't wait/see . He/She/It did not/didn't wait/see . We/You/They did not/didn't wait/see .
INTERROGATIVE	Did I/you/he/she/ it/we/they wait/ see ?
SHORT ANSWERS	Yes , I/you/he/she/it/we/ they did . No , I/you/he/she/it/we/ they didn't .

Past Continuous : **Subj. + was/were + verb + ing**

AFFIRMATIVE	I/He/She/It was living . We/You/They were living .
NEGATIVE	I/He/She/It wasn't living . We/You/They weren't living .
INTERROGATIVE	Was I/he/she/it living ? Were we/you/they living ?
SHORT ANSWERS	Yes , I/he/she/it was . No , I/he/she/it wasn't . Yes , we/you/they were . No , we/you/they weren't .

When vs While / As

1- When	past simple (v+ ed)	past continuous (was-were+v.+ing)
ex. When the phone rang, Ali was watching TV.		
2- When	past simple (v+ ed)	past simple (v+ ed)
ex. When the phone rang, Ali arrived home.		
3- While/As	past continuous (was-were+v.+ing)	past simple (v+ ed)
ex. While Ali was watching TV, the phone rang.		
4- While/As	past continuous (was-were+v.+ing)	past continuous (was-were+v.+ing)
ex. While I was watching TV, my brother was painting his room.		

Used to – Would – be/get used to

Form: subject + used to + bare infinitive الفعل بدون إضافة

AFFIRMATIVE اثبات	الفاعل + used to + مصدر الفعل + I/You/He/She/It/We/They used to play tennis.	مصدر الفعل + would + الفاعل + I would sleep
NEGATIVE نفي	الفاعل + didn't use to + مصدر الفعل + I/You/He/She/It/We/They didn't use to drive cars.	مصدر + wouldn't + الفاعل + الفعل + I wouldn't sleep
INTERROGATIVE استفهام	Did + الفاعل + use to + مصدر الفعل + ? Did I/you/he, etc use to fly planes?	مصدر الفعل + would + الفاعل + ? would you sleep ?



1• We use **used to** to talk about past habits or actions that happened regularly in the past, but no longer happen.
تدل على عادة ماضية أُلِّغ عنها الشخص في الحاضر

She used to eat seafood. (She doesn't do that anymore.)

2• We use **would/used to** for repeated actions or routines in the past. We don't use **would** with stative verbs.
تستخدم لتعبير عن شيء كان متكرر الحدوث في الماضي

He used to go/would go to Paris every summer.

BUT She used to have a ski lodge in the Alps. (NOT: She would have a ski lodge in the Alps.)

3• We use **be used to + noun/pronoun/-ing form** to talk about habits (= be accustomed to/be in the habit of).
تستخدم لتعبير عن أشياء معتاد الشخص على فعلها

She isn't used to travelling by aeroplane.

4• We use **get used to + noun/pronoun/-ing form** to talk about habits (= become accustomed to).
تستخدم لتعبير عن أشياء معتاد الشخص على فعلها

She will soon get used to driving on the left-hand side of the road.

was/were going to + base form

is used to talk about actions somebody intended to do in the past (but probably didn't).

ثم الشكل الرئيسي للفعل going to ثم was أو were تستخدم كل من

للتحدث عن أحداث عزم على القيام بها شخص ما في الماضي. (لكن من المحتمل أنه لم يقوم بها).

I was going to visit my cousins over the weekend, but they came to visit me instead.

كنت على وشك الذهاب لزيارة أبناء عمي في عطلة نهاية الأسبوع, لكنهم بدلا من ذلك جاءوا لزيارتي

I told you he was going to come to the party. plan

Jane said Sam was going to bring his sister with him, but he came alone. plan

1.	The explorers _____ Mount Everest in 1953.
A.	climb
B.	is climbing
C.	climbed
D.	was climbing

2.	While I _____ my suitcases, Hady was checking into the hotel.
A.	am carrying
B.	have carried
C.	was carrying
D.	had carried

3.	While we _____ our food on the beach, it turned dark and started to rain suddenly.
A.	are cooking
B.	had been cooking
C.	were cooking
D.	have been cooking

4.	I lost my mobile phone when I _____ to school.
A.	walk
B.	walked
C.	was walking
D.	am walking

5.	Yesterday evening, I _____ an action movie.
A.	watch
B.	watches
C.	was watching
D.	am watching

6.	My father _____ to London two years ago.
A.	travel
B.	travels
C.	travelled
D.	was travelling



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الماضي التام Past Perfect

Usage	past action happened before another one
used with	By + past date (2010) / 2 o'clock
Formation التكوين	
Affirmative	التصريف الثالث + had + V(3) Ex. By 2016 my father had bought a new house.
Negative	التصريف الثالث + had + not + V(3) Ex. By 2016 I hadn't bought my old car.
Question	? التصريف الثالث + V(3) + فاعل + had + wh Ex. Where had you done your homework?

We use the past perfect:

يدل على شيء حدث في الماضي قبل حدث آخر

- for an action which finished before another past action or before a stated time in the past.

The ferry had already left by the time we arrived at the port.

(past perfect: **had left** before another past action: **arrived**)

The shops had closed by 6:00.

(before a stated time in the past: **by 6:00**)

Time expressions used with the past perfect:

عبارات تستخدم مع الماضي التام

before, after, already, just, for, since, till/until, by, never, etc.

After / Before / By the time

Past Simple & Past Perfect

العلاقة بين الماضي البسيط و الماضي التام

After As soon as Because	ماضي تام (had + p.p.) past perfect	ماضي (v.+ed-d) past simple بسيط
--------------------------------	---	---

Ex. After I had done my homework, I went out with my friends.

Ex. After I had been working in Qatar for 5 years, I travelled abroad.

Ex. I was tired because I had played all day.

Before By the time When	ماضي بسيط (v.+ed-d) past simple	ماضي (had + p.p.) past perfect تام
-------------------------------	--------------------------------------	--

Ex. Before I went out with my friends, I had done my homework.

Ex. Before I travelled abroad, I had been working in Qatar for 5 years.

Choose the correct answers:

1. After we _____ our work, we went home.

- A. finish B. finished C. had finished D. have finished

2. I had studied my lesson when my father _____.

- A. come B. came C. has come D. had come

3. Before we _____, we had called our friends.

- A. go B. went C. had gone D. have gone



4. Before they arrived home, they _____ their lunch.

- A. have eaten B. eats C. eat D. had eaten

5. After I _____ my flat, the accident happened.

- A. build B. building C. builds D. had built

Correct the verbs between brackets:

1. After the boy _____ (cook) his food, he went to club.
2. Before we went home, we _____ (paint) our flat.
3. My father _____ (read) the newspaper before he ate lunch.
4. We had changed our flat before the accident _____ (happen)
5. Salem _____ (watch) TV, before he went to the club.

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Clauses of Reason express the reason for something.

- because / as / since + subject + verb
- because of / due to + noun/-ing form

Clauses of Concession express contrast or opposition.

- although / even though + subject + verb
- in spite of / despite + noun / -ing form

Clauses of Result express the result of an action or a conclusion.

- so + adjective/adverb + (that)
- such + (a/an +) (adjective +) noun + (that)

Clauses of Purpose to show the purpose of an action.

- to / so as (not) to / in order (not) to + base form.
- so that + can / may / will (not) (present / future time reference)
- so that + could / might / would (not) (past time reference)

1. He spoke too quickly for me to understand. (so)

2. It proved to be a very difficult problem. No body could solve it. (such)

3. We had a very good time. We didn't want to go home. (such)

4. The food was very good. We ate far too much. (so)



Module 5 - Modal Verbs

الأفعال الناقصة

N.	Usage	Modal Verbs	Example	Replaced with	Example
1	Obligation necessity الالتزام	must / have to/ought to / should	You <i>must</i> obey your parents.	You are obliged to ... It is obligatory to ...	It is obligatory to obey your parents.
2	absence of necessity غياب الضرورة (present)	don't have to don't need to needn't didn't have to	You <i>don't have to</i> bring anything for the event. You <i>didn't have to</i> add salt I already added	It isn't necessary ... It wasn't necessary to	It isn't necessary to attend the meeting. It wasn't necessary to add salt.
3	prohibition التحريم	Mustn't Can't	You <i>mustn't</i> talk during the lesson. You <i>can't</i> park here .	You are not allowed to .. It is prohibited to	It is forbidden to talk during the lesson.
4	advice النصيحة	should / ought shouldn't	You <i>should</i> do your homework daily.	It is advisable to ... It is a good idea to ..	It is advisable to do your homework daily.
5	possibility الامكانية	can "general" could "specific"	He <i>can</i> be kind hearted.	It is possible to ... It was possible to	I <i>can't</i> get it all done by Friday - it's just not possible.
6	probability الاحتمالية	may + v1 Perhaps will	He <i>may</i> buy a new car.	It is probable ..	It is probable that he <i>may</i> buy a new car.
7	ability القدرة	can مضارع could ماضي	Now I <i>can</i> drive cars. When I was ten, I <i>could</i> drive cars.	am/is/are + able to .. was/were + able to .. He managed to ...	Now I <i>am</i> able to drive cars. When I was ten, I <i>was</i> able to drive cars.
8	offers العروض	Could/ Can I Would you like me to	Would you like me to carry these bags for you?	Do you want me to ...	Do you want me to carry these for you?
9	suggest الاقتراح	You could	You <i>could</i> go on a trip.	Let's + v1 . How about + v ing ? What about + v ing?	What about going on a trip? Let's go on a trip.
10	permission الاستئذان	May I ... Can I	Can I use your mobile phone?	Is it OK if I Do you mind if I	Is it OK if I use your mobile phone?

Choose the correct answers:

- You _____ to talk to the headteacher before you arrange a football match at the school.
A. have to B. ought C. had to D. shouldn't
- You _____ take off those dirty boots before coming into the house.
A. ought B. had to C. shouldn't D. had better
- We _____ be late, because we will miss the train.
A. ought B. had to C. shouldn't D. had better

Rewrite the sentences using the modal verbs in brackets.

- It's a good idea to drink milk every morning. (should)

- It is necessary to call a technician for the printer. (must)

- It is not advisable to stay up late every day. (shouldn't)

- Students are not allowed to enter this room. (can't)



Reading - 1

1 Pizza is one of the most loved foods in the world! It has a long history that started in **Naples, Italy**, in the late 1700s. People in Naples made flatbread with tomatoes, cheese, and other tasty toppings. This was the beginning of pizza as we know it.

2 In 1889, a special pizza was made for Queen Margherita of Italy. A man named **Raffaele Esposito**, a famous pizza maker, created a pizza with red tomatoes, white mozzarella cheese, and green basil to match the colors of the Italian flag. This pizza was called **Margherita pizza** in her honor.

3 Pizza became popular in America in the early 1900s when Italian immigrants moved there. By the 1940s, pizza was loved by everyone, not just Italians. The first pizzeria in the United States was opened by **Gennaro Lombardi** in **1905** in New York City.

4 Today, pizza is enjoyed in many different ways all over the world. From thin crusts to deep dishes, pizza has become a favorite for people everywhere.

1.	What is the text MAINLY about?
----	---------------------------------------

- A. types of piza.
- B. how people make piza
- C. the history of making piza
- D. why people like eating piza

2. Where did pizza start?

- a) America
- b) Italy
- c) France
- d) China



3. Who made pizza for Queen Margherita?

- a) Gennaro Lombardi
- b) Raffaele Esposito
- c) Leonardo da Vinci
- d) Marco Polo

4. When was the first pizzeria opened in the United States?

- a) 1889
- b) 1940
- c) 1905
- d) 1800

5.	Read the text again and decide if the statements below are True, False or Not Mentioned. Write (T), (F) or (NM).		
	A.	Pizza was first made in France.	
	B.	Raffaele Esposito made pizza to honor the Italian flag.	
	C.	Gennaro Lombardi opened a pizzeria in Italy.	

6.	Why did Raffaele Esposito name his pizza after Queen Margherita?		

7.	What did the following dates refer to?		
	1900		
	1905		



Reading 2

Tennis

1 Tennis is a wonderful sport that has a long and fascinating history. It all began a very long time ago, in the 12th century, when people in France played a game called "jeu de paume," which means "game of the palm." They used their hands to hit a ball back and forth over a net.

2 But it wasn't until the 16th century that tennis started to look more like the game we know today. In England, King Henry VIII was a big fan of tennis, and he even built a tennis court at Hampton Court Palace in 1530.

3 The real breakthrough for tennis happened in the 19th century. In 1859, a man named Harry Gem and his friend Augurio Perera from England created the first rules for lawn tennis. They started using rackets instead of hands and made the game more organized.

4 Then, in 1873, Major Walter Clopton Wingfield created a simplified version of lawn tennis, which he called "sphairistikè." This version of tennis quickly became popular, and in 1877, the All England Croquet and Lawn Tennis Club held the first Wimbledon Championships. Spencer Gore won the first men's singles title, and Maud Watson won the first ladies' singles title.

5 Tennis continued to grow in popularity, and it became an Olympic sport in 1896 for men and in 1900 for women. Today, tennis is enjoyed by people all over the world, and we have many amazing tennis players like Roger Federer, Serena Williams, and Rafael Nadal who have made history in this exciting sport.

1.	What is the text MAINLY about?
----	---------------------------------------

- A. Tennis started with a game called "jeu de pamue"
- B. King henry VIII liked tennis and built a court
- C. Lawn tennis rules were developed in 1859
- D. Tennis grew in popularity.



2. When did the first Wimbledon championships take place?

- A. In 1877
- B. In the 12th century
- C. In 1530 at Hampton court palace
- D. In 1859 when lawn tennis rules were created

3. According to paragraph 3, what made the game more organized?

- A. using hands
- B. using rackets
- C. using tennis
- D. using lawn

4. What did the following dates refer to?

1530	
1896	
1873	

5. Read the text again and decide if the statements below are True, False or Not Mentioned. Write (T), (F) or (NM).

A.	Tennis originated from a game called “ jeu de paume”	
B.	King Henry VIII was not a big fan of tennis.	
C.	People enjoy playing tennis in the open air.	



Writing

A. Write a story P. 48/49

Tips for writing a story;

1. Simple Plot Structure:

- Encourage a basic plot structure with a clear beginning, middle, and end. Introduce the main characters, establish a problem or conflict, and resolve it by the end of the story.

2. Colorful Characters:

- Help students create characters with simple traits and personalities. Encourage them to use descriptive words to bring their characters to life. For example, ask them to describe how their characters look, feel, or what they like to do.

3. Descriptive Language:

- Introduce the use of descriptive language to make the story more engaging. Encourage the use of adjectives to describe characters, settings, and actions. Encourage the use of simple, sensory details to make the story come alive.

4. Dialogue Practice:

- Teach the basics of writing dialogue by showing how characters speak to each other. Use quotation marks to indicate when someone is talking. Keep it simple, focusing on basic conversations to move the story forward.

5. Illustrations:

- Allow and encourage students to include illustrations or drawings with their stories. This not only adds a creative element but also helps them express their ideas visually. It's a great way to reinforce the connection between words and images.

6. Encourage Creativity:

- Foster creativity by giving students the freedom to choose their topics. This could be a prompt like "Write about a magical day" or "Imagine a world where animals can talk." This helps them tap into their imagination and build enthusiasm for writing.

Remember to celebrate their efforts and focus on the joy of storytelling. As they progress, you can gradually introduce more complex elements of storytelling. The primary goal at this stage is to cultivate a love for writing and spark their creativity.



Helping phrases for writing a story;

1. **Beginning the Story:**

- Once upon a time...
- In a faraway land...
- One sunny day...
- Imagine a place where...

2. **Introducing Characters:**

- Meet [Character Name], a [adjective] [noun].
- There was a friendly [animal] named [Name] who...
- In the village, there lived a curious girl named [Name].

3. **Describing Setting:**

- The sun was shining brightly in the sky.
- The tall, green trees swayed in the wind.
- Picture a magical castle on top of a hill.
- It was a bustling town with colorful houses.

4. **Building Suspense:**

- Little did [Character Name] know that...
- Suddenly, a mysterious sound echoed through the forest.
- As the sun set, strange things began to happen.

5. **Resolving Conflict:**

- With courage in their heart, [Character Name] decided to...
- Together with their friends, they came up with a plan.
- After facing many challenges, they finally discovered...

6. **Ending the Story:**

- And so, [Character Name] lived happily ever after.
- As night fell, everyone celebrated their victory.
- The friends laughed and promised to have more adventures together.

Remember, at this grade level, the emphasis is on sparking creativity and imagination. Encourage them to express their thoughts freely and celebrate their unique storytelling styles. As they become more comfortable, you can introduce additional storytelling elements gradually.

B. Write a cause and effect essay P. 62/63

Tips for writing a cause and effect essay

Writing a cause and effect essay may be a bit advanced for students, but you can simplify the concept to make it more accessible. Here are six tips for introducing the idea of cause and effect to students:

1. Choose Simple Topics:

- Start with straightforward topics that have clear cause-and-effect relationships, such as "Why do plants need sunlight?" or "What happens when you don't water a plant?"

2. Identify Causes and Effects:

- Help the child understand the concept by asking questions like, "What makes something happen?" and "What happens as a result?"
- For example, in the context of plants, discuss how sunlight (cause) helps plants grow (effect).

3. Use Simple Language:

- Use language appropriate for third-graders. Break down complex ideas into simple sentences.
- Example: "Plants need sunlight because it helps them make food. If they don't get sunlight, they won't grow well."

4. Create Visuals:

- Use drawings or diagrams to illustrate the cause-and-effect relationships. This visual aid can enhance understanding.
- Draw a simple diagram with a sun (cause) shining on a plant, and an arrow pointing to a growing plant (effect).

5. Practice with Everyday Scenarios:

- Relate cause-and-effect to everyday experiences. For example, discuss what happens when it rains (cause) and how it makes the grass wet (effect).
- Encourage students to share their own experiences.

6. Simple Sentence Structure:

- Guide the child in constructing sentences that express cause and effect relationships. Use phrases like "because of," "leads to," or "makes."
- Example: "Plants need water because it helps them grow. Without water, they won't be healthy."

Remember, the goal is to introduce the concept in a fun and engaging way, laying the foundation for more complex writing skills in the future. As they progress in their understanding, they can gradually tackle more advanced cause-and-effect essays.

Helping phrases for writing a cause and effect essay

Absolutely, here are some simplified phrases that students can use to write a cause-and-effect essay:

1. Introduction:

- "Have you ever wondered why..."
- "Let's talk about what happens when..."
- "In this essay, we will explore the reasons why..."

2. Cause Phrases:

- "One reason is..."
- "The cause of this is..."
- "This happens because..."
- "The main reason is..."
- "One thing that makes this occur is..."

3. Effect Phrases:

- "As a result..."
- "This leads to..."
- "Because of this..."
- "The effect of this is..."
- "This makes happen..."

4. Connecting Phrases:

- "To explain further..."
- "Another way this affects is..."
- "This connects to..."
- "This is important because..."

5. Conclusion:

- "In conclusion, we can see that..."
- "Now you know why..."
- "Understanding this helps us to know..."
- "Next time you see..., remember that..."

6. Encouraging Reflection:

- "What do you think would happen if..."
- "Can you think of other things that might cause or result in..."
- "How does understanding this help us in our daily lives..."

Encourage the use of these phrases in a simple and guided manner. Remember to focus on a straightforward cause-and-effect relationship that is easy for a third-grader to understand. It's about building a foundation for more complex writing skills in the future.



C. Write a discussion essay P. 78/79

Tips for writing a discussion essay

Writing a discussion essay may be a bit advanced for students, but you can introduce the concept of expressing different opinions and discussing ideas. Here are six tips to simplify the process for students:

1. Choose Simple Topics:

- Select topics that are relatable and easy to discuss. For example, "Should we have more recess time?" or "What is the best season?"

2. Express Your Opinion:

- Begin by stating your opinion clearly. Use phrases like "I think," "In my opinion," or "I believe."
- Example: "I think the best season is summer because..."

3. Give Reasons:

- Support your opinion with reasons. Use simple sentences and relate them to personal experiences or observations.
- Example: "One reason I like summer is because I can go to the beach and play in the sand."

4. Consider Other Opinions:

- Introduce the idea of different opinions. Discuss what others might think and why.
- Example: "Some people might like winter because they enjoy playing in the snow."

5. Use Connecting Words:

- Teach basic transition words to connect ideas, such as "first," "next," and "finally." This helps organize thoughts.
- Example: "First, I like summer because of the warm weather. Next, I enjoy going swimming. Finally, I can have ice cream."

6. Conclude the Discussion:

- Summarize your main points and restate your opinion. Encourage the child to acknowledge different opinions.
- Example: "In conclusion, I believe summer is the best season for me. But everyone has different favorite seasons, and that's okay!"

Remember, the goal is to introduce the concept of expressing opinions and considering different perspectives in a simple and engaging manner. As they become more comfortable with expressing their thoughts, they can gradually explore more complex essay structures in the future.



Helping phrases writing a discussion essay.

Certainly! Here are some simplified phrases to help students write a discussion essay:

1. Introduction:

- "Have you ever thought about..."
- "Today, we are going to talk about..."
- "I want to share my thoughts on..."

2. Expressing Your Opinion:

- "I think that..."
- "In my opinion..."
- "I believe that..."
- "From my point of view..."

3. Giving Reasons:

- "One reason is..."
- "For example..."
- "I can prove this because..."
- "To explain further..."
- "Let me tell you about..."

4. Considering Other Opinions:

- "Some people might say..."
- "Others may think..."
- "Not everyone agrees with me, and that's okay..."
- "I understand that some people prefer..."

5. Connecting Ideas:

- "Firstly..."
- "Next..."
- "Another reason is..."
- "In addition..."
- "Finally..."

6. Concluding the Discussion:

- "In conclusion..."
- "To sum it up..."
- "Everyone has different opinions, and that's what makes the world interesting."
- "It's okay if you think differently from me."

Encourage the use of these phrases to guide the child in expressing their thoughts and considering different perspectives. Keep the language simple and focus on creating a foundation for more advanced writing skills in the future.