

دليل التقييم والتحضير لنهاية الفصل



تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ⇨ المناهج الإماراتية ⇨ الصف التاسع المتقدم ⇨ لغة انجليزية ⇨ الفصل الأول ⇨ ملفات متنوعة ⇨ الملف

تاريخ إضافة الملف على موقع المناهج: 2026-10-21 17:11:45

ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي | للمدرس

المزيد من مادة
لغة انجليزية:

إعداد: Khazaleh Hekmat

التواصل الاجتماعي بحسب الصف التاسع المتقدم



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف التاسع المتقدم والمادة لغة انجليزية في الفصل الأول

دليل التقييم والتحضير لاختبار نهاية الفصل

1

الدليل الإرشادي (الهيكل الوزاري) للقواعد المقررة في الامتحان النهائي المسار المتقدم

2

نموذج امتحان كتابي مع الإجابات

3

كتاب دليل المعلم

4

تحميل تطبيق المناهج للهواتف الذكية

تطبيق المناهج على Play Google (أندرويد)

تطبيق المناهج على Store App (آبل)

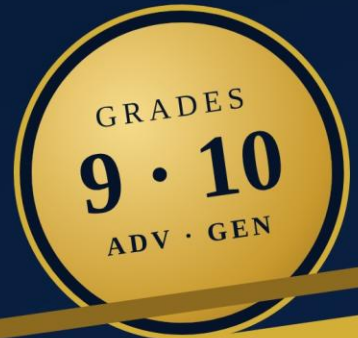
وَمَا نَيْلُ الْمَطَالِبِ إِلَّا بِالتَّمَنِّي
وَلَكِنْ تَوَخَّذُوا الدُّنْيَا غَلَابًا

ENGLISH LANGUAGE

THE

ASSESSMENT PLANNER

End-of-Term 1 · 2026 – 2027 · CEFR B1.2 → B2.1



Read smarter. Write stronger. Score higher.

Q1 · Q2

WRITING

Main-idea frames,
writing template & 4
model answers

40 marks

PART 1

VOCABULARY

24 key words in Arabic &
English + 11 mazes

10 marks

PART 2

GRAMMAR

7 rules from the
specifications + 11
mazes

10 marks

3A · 3B

READING

10 texts · 80 MCQs with
synonym-based answers

40 marks

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GOOGLE ME ▶ https://ejournal.um.edu.my/index.php/O-JIE/article/view/52410 ▶ https://ejournal.um.edu.my/index.php/aldaad/article/view/45631 ▶ https://www.researchgate.net/publication/396039638 (Expressions of Reassurance in the Quran)		

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CONTENTS

Term 1 · 2026–2027 · Grade 9 Advanced & Grade 10 General · Stage 6 · CEFR B1.2

- **Writing Task 1** Main ideas (3–4 sentences) · 2 frames · 4 model answers
- **Writing Task 2** Argumentative writing · template · 4 model answers (150+ words)
- **Vocabulary** 24 target words (Arabic · English) · 11 practice mazes
- **Grammar** 7 rules from the specifications · 11 practice mazes
- **Reading Task 1** Sharing Things · 5 texts × 8 MCQs
- **Reading Task 2** Feeling Under the Weather? · 5 texts × 8 MCQs
- **Answer Keys** All keys on the last two pages

How to use this planner: Learn the word bank and the grammar rules first, then do the mazes and reading tests under exam time. In every multiple-choice question the correct answer is a paraphrase (synonym) of the text, while wrong options reuse real words from the text – read for meaning, not for matching words.

Exam Blueprint – End-of-Term 1 Specifications

Question	Spec part	Theme	Task	Construct limits	Marks
Q1 Writing	Part 4 (1.1)	Talking About Seasons · Ready for a Shared-Living Experience?	Write the main ideas in your own words (3–4 sentences)	1 text of 170 words related to the theme	15
Q2 Writing	Part 4 (1.2)	Same theme as Q1	Write about whether you think ..., 3 prompts (FL.31 · FL.16 · FL.20)	At least 150 words in paragraphs	25
Q Vocabulary	Part 1	Meeting New People · Come Rain or Shine	MC gap-fill (A, B, C)	160 words (±10%), 5 gaps	10
Q Grammar	Part 2	Writing a Description of Wild Weather	MC gap-fill (A, B, C)	Narrative, 160 words, 5 gaps	10
Q Reading 3A	Part 3A	Sharing Things	Multiple choice (A, B, C)	Expository B1.2, 250–270 words, 8 Qs	24
Q Reading 3B	Part 3B	Feeling Under the Weather?	Multiple choice (A, B, C)	Expository B2.1, 250–270 words, 8 Qs	16

Totals: Reading 60 · Writing 40 · Exam 100 (Reading: SwiftAssess · Writing: paper-based)

PART 4 · QUESTION 1.1

WRITING TASK 1

*Main ideas in your own words · Talking About Seasons · Shared Living***4**

practice texts

2

answer frames

3–4

sentences

15

marks

Focus: Find the main facts and arguments, then say them in your own words – never copy whole sentences from the text.

IN THIS PART

- Answer frames A and B
- Useful language: FL.31 · FL.16 · FL.20
- 4 practice texts with model answers

WRITING TASK 1 · MAIN IDEAS

Part 4 · Question 1.1 · 15 marks · 3–4 sentences in your own words

Task: Read the text. What are the main ideas of the text? Write them in your own words. Write 3–4 sentences.

To answer the first question, you are advised to use this form

Frame A

The text explains that First, ...
However / In addition, ... The writer concludes that
.....

Frame B

According to the passage, ... The writer explains that
..... In addition, ... The main idea is
that

Useful language – FL.31 · FL.16 · FL.20

Describing past experiences (FL.31)	Expressing opinion (FL.16)	Necessity and obligation (FL.20)
Last winter, ... · I remember when ... · It was the best ... I have ever ... · At first, ... then ... · I felt ... because ...	In my opinion, ... · I think / believe that ... · From my point of view, ... · I agree / disagree that ...	You must ... · You have to ... · You need to ... · It is necessary to ... · You mustn't ... · You don't have to ...

Q1 Writing · Text 1: Winter in the UAE

Theme: *Come Rain or Shine · Talking About Seasons* · ≈ 154 words

For many people in the UAE, winter is the most enjoyable season of the year. Between December and February, temperatures usually stay between fifteen and twenty-five degrees Celsius, and the humidity is much lower than in summer. As a result, families spend more time outdoors.

Winter is the season of camping, picnics and festivals. Many families travel to the desert to camp under the stars, while others visit parks, beaches and outdoor markets. Popular events such as Global Village in Dubai and the Sheikh Zayed Festival in Abu Dhabi attract millions of visitors during the cooler months.

However, winter weather in the UAE can also surprise people. Sometimes there is heavy rain, strong wind or thick fog in the morning, which can make driving dangerous. Experts advise residents to check the weather forecast and follow official warnings. Even so, most people agree that winter is the perfect time to enjoy the country's natural beauty.

Q1 Writing What are the main ideas of the text? Write them in your own words. Write 3–4 sentences. (15 marks)

Model answer (Frame A)

The text explains that winter is the favourite season of many people in the UAE because the weather is mild and less humid. During these months, families enjoy outdoor activities such as camping, picnics and popular festivals. However, winter can also bring rain, wind and fog, so people should follow weather warnings. The writer concludes that winter is the best time to enjoy nature in the UAE.

Q1 Writing · Text 2: Seasons Around the World

Theme: *Come Rain or Shine · Talking About Seasons* · ≈ 153 words

Not every country has the same seasons. In places like the United Kingdom and Canada, there are four clear seasons: spring, summer, autumn and winter. Each one brings changes in temperature, plants and daily life. In autumn, for example, the leaves change colour and fall, while in winter it often snows.

Countries near the equator, such as Malaysia and Indonesia, have a different pattern. It is hot all year, so instead of four seasons, they have a wet season and a dry season. During the wet season, heavy rain falls almost every afternoon.

The seasons affect people's lives in many ways. They influence the clothes people wear, the food they eat and the festivals they celebrate. Farmers plan their work around the seasons, and tourists choose when to travel. Scientists say that climate change is now making some seasons less predictable, with hotter summers and stronger storms in many parts of the world.

Q1 Writing What are the main ideas of the text? Write them in your own words. Write 3–4 sentences. (15 marks)

Model answer (Frame B)

According to the passage, the seasons are not the same in every part of the world. The writer explains that some countries have four seasons, while countries near the equator only have a wet and a dry season. In addition, the seasons affect people's clothes, food, festivals, farming and travel. The main idea is that seasons shape our lives, but climate change is making them harder to predict.

Q1 Writing · Text 3: Sharing a Flat at University

Theme: Meeting New People · Ready for a Shared-Living Experience? · ≈ 154 words

Many students who go to university in another city or country share a flat with other students. For some, it is their first time living away from their families, and it can be both exciting and challenging.

Sharing a flat has clear advantages. It is cheaper than living alone, because students can share the rent and bills. Flatmates can also become close friends, helping each other with studies and supporting each other when they feel homesick. Living with people from different backgrounds can teach students about new cultures and improve their communication skills.

However, shared living can also cause problems. Flatmates may have different habits: one may like a quiet, tidy home, while another may enjoy music and visitors late at night. Disagreements about cleaning, noise and shared food are common. Experts say that the secret is good communication. Flatmates should agree on clear rules from the start and talk openly when problems appear.

Q1 Writing What are the main ideas of the text? Write them in your own words. Write 3–4 sentences. (15 marks)

Model answer (Frame A)

The text explains that many university students share a flat, often for the first time away from their families. Shared living is cheaper and can lead to strong friendships and learning about other cultures. However, different habits can cause arguments about cleaning, noise and food. The writer believes that clear rules and honest communication are the key to living together successfully.

Q1 Writing · Text 4: Are You Ready to Live Away from Home?*Theme: Meeting New People · Ready for a Shared-Living Experience? · ≈ 161 words*

Moving away from home to study or work is an important step in a young person's life. However, experts say that many teenagers are not fully prepared for it. A survey of first-year university students in the United Kingdom found that many of them did not know how to cook a simple meal or manage a weekly budget.

Living independently requires practical skills. Young people need to know how to shop, cook, wash clothes and pay bills. They also have to manage their time, because nobody will wake them up or remind them about deadlines. Emotional skills are equally important. Students who can cope with stress and make new friends usually feel happier in their new home.

Parents can help by giving teenagers responsibilities before they leave. Cooking a family meal once a week, planning a shopping list or managing pocket money can build confidence. Experts believe that young people who practise these skills at home find shared living much easier.

Q1 Writing What are the main ideas of the text? Write them in your own words. Write 3–4 sentences. (15 marks)

Model answer (Frame B)

According to the passage, many young people are not ready to live away from home because they lack basic skills. The writer explains that independent living requires practical skills such as cooking and budgeting, as well as the ability to manage time and stress. In addition, parents can prepare their children by giving them responsibilities at home. The main idea is that practising life skills early makes shared living easier.

PART 4 · QUESTION 1.2

WRITING TASK 2

*Write about whether you think ... · FL.31 · FL.16 · FL.20***4**

model answers

3

prompts

150+

words

25

marks

Focus: Answer all three prompts: describe a past experience, give your opinion with reasons, and say what people must do.

IN THIS PART

- The 4 parts of an introduction
- Conclusion phrases, essay skeleton and essay template
- 4 model answers (150+ words)

WRITING TASK 2 · ARGUMENTATIVE WRITING

Part 4 · Question 1.2 · 25 marks · at least 150 words

The 4 Parts of an Essay Introduction

Hook → Thesis Statement → Purpose → Your Touch

1. Hook	2. Thesis Statement	3. Purpose	4. Your Touch
عبارة جاذبة	العنوان مع بيان أهميته	الهدف من المقال	لمسة الكاتب (وعد برأي ونصيحة)
As a matter of fact... There is no doubt that... It is undeniable that... It has been recognized that... Undoubtedly, ... First and foremost, ...	_____ is a debatable matter, as there are opposing opinions regarding it. _____ is a debatable issue, with opinions divided over its implications. _____ is widely discussed as a significant matter that deserves to be highlighted.	The current essay aims to reveal / discuss / explain / clarify / elaborate / unveil ... • Advantages & disadvantages of ... • Reasons and solutions of ... • Causes and effects of ... • A personal point of view concerning ...	Moreover, ... / Further, ... / Furthermore, ... / In addition, ... / Also, ... a personal opinion along with some recommendations will be proposed in the conclusion.
في الواقع... لا شك أن... مما لا يمكن إنكاره أن... لقد أُقرَّ بأن... بلا شك... أولاً وقبل كل شيء...	تُعدّ _____ مسألة مثيرة للجدل، إذ توجد آراء متباينة بشأنها. تُحظى _____ بنقاش واسع باعتبارها مسألة مهمة تستحق تسليط الضوء عليها.	تهدف هذه المقالة إلى الكشف عن / مناقشة / شرح / توضيح / تفصيل / إظهار	علاوة على ذلك... وبالإضافة إلى ذلك... سيتم طرح رأي شخصي مصحوباً ببعض التوصيات في الخاتمة.

The Conclusion

Concluding Phrase	Opinion	Recommendation
Finally, / In conclusion, / To sum up, / To conclude, / Last but not least, / Lastly,	I do believe that / In my opinion, / From my point of view, / From my perspective, ...	As a result, I recommend that ... / As a consequence, I recommend that ...
أخيراً، ...	في رأيي ...	ونتيجة لذلك، ...

Essay skeleton – 4 paragraphs

Paragraph	What to write	Starters
1 Introduction	Hook + thesis + purpose + your touch	As a matter of fact, ... The current essay aims to reveal ... As well as, a personal opinion ...

Paragraph	What to write	Starters
2 Body – Reasons	3–4 reasons or a past experience (FL.31)	First and foremost, there are several ... to be considered. For instance, ... Also, ... Further, ... Moreover, ...
3 Body – Rules / advice	3–4 things people must / should do (FL.20)	Undoubtedly, there are a lot of ... to be suggested in this context. For example, ... Furthermore, ... In addition, ...
4 Conclusion	Opinion (FL.16) + recommendation	In conclusion, I do believe that ... As a consequence, I recommend that ...

Essay template – use it as a reference for every essay

Introduction: As a matter of fact, _____ is widely discussed as a significant matter that deserves to be highlighted. The current essay aims to reveal _____. As well as, a personal opinion along with some recommendations will be presented in the conclusion.

Body 1: First and foremost, there are several _____ to be considered. For instance, _____. Also, _____. Further, _____. Moreover, _____.

Body 2: Undoubtedly, there are a lot of _____ to be suggested in this context. For example, _____. Furthermore, _____. In addition, _____. Also, _____. Moreover, _____.

Conclusion: In conclusion, I do believe that further research and studies must be conducted to reorient priorities and raise awareness concerning this topic. As a consequence, I recommend that people should think intelligently about their choices before making decisions.

Fill the blanks with your own ideas. The model essays below follow this template but vary the hook, thesis, purpose, opinion and recommendation.

Checklist: ✓ at least 150 words ✓ 4 paragraphs ✓ all 3 prompts answered
 ✓ must / have to / need to ✓ your opinion and a recommendation

Q2 Writing · Model Essay 1: Winter in the UAE

Q2 Writing Write about whether you think winter is the best season in the UAE. Include: (25 marks)

- a description of a memorable experience you had in winter,
- reasons why you prefer this season or another one,
- what people must do to stay safe in winter weather.

Write at least 150 words in paragraphs.

As a matter of fact, the best season in the UAE is widely discussed as a significant matter that deserves to be highlighted. The current essay aims to reveal why many people love winter. As well as, a personal opinion along with some recommendations will be presented in the conclusion.

First and foremost, there are several reasons to be considered. For instance, last January my family camped in the desert near Al Ain, and we watched the stars all night. Also, the weather is mild and dry. Further, there are many festivals. Moreover, people can exercise outdoors.

Undoubtedly, there are a lot of safety tips to be suggested in this context. For example, drivers must slow down in fog. Furthermore, people have to follow weather warnings. In addition, campers need to bring warm clothes. Also, families should avoid valleys after rain.

In conclusion, I do believe that winter is the best season in the UAE. As a consequence, I recommend that everyone enjoys it safely.

Word count: 165 words

Q2 Writing · Model Essay 2: Seasons Around the World

Q2 Writing Write about whether you think the weather affects people's mood.

Include: (25 marks)

- ▶ a description of a day when the weather changed how you felt,
- ▶ your opinion, with reasons,
- ▶ advice for people who feel unhappy in certain weather.

Write at least 150 words in paragraphs.

There is no doubt that the effect of weather on mood is a debatable issue, with opinions divided over its implications. The current essay aims to explain how the weather can change our feelings. Furthermore, a personal opinion along with some recommendations will be presented in the conclusion.

First and foremost, there are several examples to be considered. For instance, last winter it rained for three days, and I felt tired and bored. Also, sunny days make most people feel happier. Further, very hot weather can make people angry. Moreover, scientists say sunlight improves our mood.

Undoubtedly, there are a lot of pieces of advice to be suggested in this context. For example, people should go outside when the sun shines. Furthermore, they need to exercise regularly. In addition, they should keep their homes bright. Also, they must sleep well.

In conclusion, I do believe that the weather affects our mood. As a result, I recommend that people plan positive activities for every season.

Word count: 164 words

Q2 Writing · Model Essay 3: Sharing a Flat at University

Q2 Writing Write about whether you think sharing a flat is a good idea for university students. Include: (25 marks)

- ▶ the advantages and disadvantages of sharing a flat,
- ▶ the rules that flatmates must follow,
- ▶ your opinion, with reasons.

Write at least 150 words in paragraphs.

It is undeniable that sharing a flat at university is widely discussed as a significant matter that deserves to be highlighted. The current essay aims to clarify the advantages and disadvantages of shared living. In addition, a personal opinion along with some recommendations will be presented in the conclusion.

First and foremost, there are several advantages to be considered. For instance, sharing is cheaper than living alone. Also, flatmates can become close friends. Further, students learn about other cultures. Moreover, it teaches responsibility. However, different habits can cause arguments about noise and cleaning.

Undoubtedly, there are a lot of rules to be suggested in this context. For example, flatmates must clean the kitchen after cooking. Furthermore, they have to respect each other's privacy. In addition, they need to keep quiet at night. Also, they should share the bills fairly.

In conclusion, I do believe that sharing a flat is a good idea if flatmates follow clear rules. As a consequence, I recommend that students agree on rules from the first day.

Word count: 171 words

Q2 Writing · Model Essay 4: Are You Ready to Live Away from Home?

Q2 Writing Write about whether you think teenagers are ready to live away from home. Include: (25 marks)

- the skills young people need for independent living,
- what they must do to prepare,
- your opinion, with reasons.

Write at least 150 words in paragraphs.

It has been recognized that the readiness of teenagers to live away from home is a debatable matter, as there are opposing opinions regarding it. The current essay aims to discuss the skills young people need. Moreover, a personal opinion along with some recommendations will be presented in the conclusion.

First and foremost, there are several skills to be considered. For instance, young people need to cook simple meals. Also, they have to manage their money. Further, they must organise their time and meet deadlines. Moreover, they should be able to cope with stress and loneliness.

Undoubtedly, there are a lot of pieces of advice to be suggested in this context. For example, teenagers should cook for their family once a week. Furthermore, they need to plan a monthly budget. In addition, they must wash their own clothes. Also, they should spend short periods away from home.

In conclusion, I do believe that most teenagers are not ready yet, but they can prepare. As a consequence, I recommend that parents give them more responsibilities at home.

Word count: 176 words

PART 1 · TOWARDS GRADE LEVEL GOAL

VOCABULARY

Meeting New People, Learning New Things · Come Rain or Shine

24

target words

11

practice mazes

55

gaps

10

marks

Focus: Learn each word with its meaning and part of speech – the wrong options are always other target words.

IN THIS PART

- Word bank: 24 words with Arabic and English meanings
- 11 practice mazes (5 gaps each)

VOCABULARY · 1. WORD BANK

Part 1 · 24 target words from the specifications · Arabic and English meanings

Theme 1: Meeting New People, Learning New Things

#	Word	Type	Arabic meaning	Short English meaning
1	roommate	noun	شريك السكن	a person you share a room or flat with
2	colleague	noun	زميل عمل	a person you work with
3	privacy	noun	الخصوصية	being alone, without other people watching
4	community	noun	مجتمع	the people who live in the same area
5	deadline	noun	موعد نهائي	the latest time to finish something
6	schedule	noun	جدول زمني	a plan that shows when things will happen
7	authority	noun	جهة مسؤولة / سلطة	an official group that makes decisions
8	regulation	noun	لائحة / نظام	an official rule
9	manage	verb	يتدبر / ينجح في	succeed in doing something difficult
10	cope	verb	يتكيف / يتعامل مع	deal successfully with a difficult situation

Theme 2: Come Rain or Shine

#	Word	Type	Arabic meaning	Short English meaning
11	humidity	noun	الرطوبة	the amount of water in the air
12	temperature	noun	درجة الحرارة	how hot or cold something is
13	climate	noun	المناخ	the usual weather of a place
14	season	noun	فصل (من السنة)	one of the four parts of the year
15	absorb	verb	يمتص	take in heat, light or liquid
16	reflect	verb	يعكس	send back light or heat from a surface
17	hazardous	adjective	خطر	dangerous
18	severe	adjective	شديد / قاسٍ	very bad or serious
19	ability	noun	قدرة	being able to do something
20	skill	noun	مهارة	something you can do well after practice

#	Word	Type	Arabic meaning	Short English meaning
21	rescue	verb / noun	يُنقذ / إنقاذ	save someone from danger
22	safety	noun	السلامة	being safe from danger
23	textile	noun	منسوجات	cloth made by weaving or knitting
24	fabric	noun	قماش	material used to make clothes

Grammar-text vocabulary (Part 2: Writing a Description of Wild Weather)

Word	Arabic meaning	Short English meaning
cumulus cloud	سحابة ركامية	a large, white, fluffy cloud
thunderstorm	عاصفة رعدية	a storm with thunder and lightning
warning	تحذير	information about a possible danger
severe	شديد	very bad or serious
hazardous	خطر	dangerous
impact	تأثير	a strong effect
gale-force (wind)	رياح عاتية	very strong wind
weather phenomena	ظواهر جوية	unusual weather events
protection	حماية	keeping someone safe from harm
damage	ضرر	physical harm to something

VOCABULARY · 2. PRACTICE MAZES

Choose the correct words to complete the sentences. Choose A, B or C. (5 gaps × 2 marks)

Q Vocab · Maze 1: My New Roommate

When Sara started university in Sharjah, she was nervous about living with a stranger. Her new (1) _____, Layan, came from Fujairah and was very friendly. However, the girls soon discovered that they had different habits. Sara liked to study late at night, while Layan woke up at five o'clock every morning. At first, Sara missed her (2) _____, because their room was small and they were always together. To solve the problem, they made a weekly (3) _____ that showed when each of them needed quiet time. They also agreed to keep the lights low after eleven o'clock. It took a few weeks, but they learned to (4) _____ with their differences. They also joined the university's student (5) _____, where they met girls from many different countries. By the end of the year, Sara and Layan were best friends. "Sharing a room taught me to be patient," Sara says. "Now I cannot imagine university life without her."

- | | | |
|-----------------|--------------|---------------|
| 1. a) roommate | b) schedule | c) colleague |
| 2. a) deadline | b) community | c) privacy |
| 3. a) roommate | b) schedule | c) regulation |
| 4. a) reflect | b) absorb | c) cope |
| 5. a) community | b) privacy | c) authority |

Q Vocab · Maze 2: First Week at Work

Fatima felt excited and a little nervous on her first day at a bank in Abu Dhabi. Her manager introduced her to every (1) _____ in the office and showed her where to find everything. On her desk, there was a printed (2) _____ with all her meetings and training sessions for the week. On Wednesday, Fatima received her first project. The (3) _____ was Friday morning, so she did not have much time. Instead of panicking, she divided the work into small tasks and asked questions when she was not sure. In the end, she was able to (4) _____ everything on time. Her manager was pleased and said that she had shown great confidence. Fatima also learned that every important decision in the bank needs approval from a senior (5) _____, such as the head of the department. “The first week was hard,” Fatima admits, “but I learned more in five days than in a whole term at university.”

- | | | |
|-----------------|--------------|-------------|
| 1. a) textile | b) colleague | c) roommate |
| 2. a) schedule | b) privacy | c) climate |
| 3. a) community | b) fabric | c) deadline |
| 4. a) manage | b) reflect | c) absorb |
| 5. a) authority | b) humidity | c) season |

Q Vocab · Maze 3: Rules in the Dormitory

Every university dormitory has rules that students must follow. At Ruba's university, each new student receives a booklet that explains every (1) _____ clearly. For example, visitors must leave the building by ten o'clock, and cooking is only allowed in the shared kitchen. These rules are made by the university (2) _____, which is responsible for the students' well-being. Some rules protect students' (3) _____. Nobody can enter another student's room without permission, and cleaners only visit at agreed times. Other rules are about (4) _____. Candles and heaters are not allowed in bedrooms because they can cause fires. Ruba admits that she found some rules strict at first. However, her (5) _____, Maram, reminded her that the rules exist for everyone's benefit. "When two hundred students live together, there have to be rules," Maram explained. Now Ruba is a student representative, and she helps new students understand why the rules matter. She believes that clear rules make dormitory life calmer and friendlier.

- | | | |
|----------------|---------------|--------------|
| 1. a) skill | b) regulation | c) schedule |
| 2. a) fabric | b) authority | c) ability |
| 3. a) deadline | b) humidity | c) privacy |
| 4. a) season | b) safety | c) textile |
| 5. a) roommate | b) climate | c) colleague |

Q Vocab · Maze 4: Living Abroad

Last year, Hala moved to Scotland to study engineering. She was excited, but she soon discovered that life there was very different. The biggest surprise was the (1) _____. In the UAE, she was used to sunshine almost every day, but in Edinburgh it rained often and the sky was grey for weeks. During her first (2) _____ there, autumn, the days became shorter and darker. The (3) _____ was also high, so her clothes took a long time to dry. At first, Hala found it hard to (4) _____ with the cold, and she missed her family. However, she soon found support. She joined an international students' club, where she met people from many countries. The local (5) _____ was also friendly, and her neighbours invited her for tea. Gradually, Hala began to enjoy her new life. She bought warm clothes, learned to cook Scottish dishes and even started to enjoy walking in the rain. “Living abroad made me stronger,” she says.

1. a) schedule

b) privacy

c) climate

2. a) season

b) colleague

c) deadline

3. a) humidity

b) authority

c) regulation

4. a) reflect

b) cope

c) absorb

5. a) textile

b) ability

c) community

Q Vocab · Maze 5: A Summer in Dubai

Summer in Dubai can be extremely hot. In July and August, the (1) _____ often rises above forty-five degrees Celsius. To make things harder, the (2) _____ near the coast can be very high, which makes the air feel heavy and sticky. Architects and designers use clever ideas to keep people cool. Dark surfaces (3) _____ heat from the sun, so they become very hot. Light colours, on the other hand, (4) _____ sunlight and stay cooler. That is why many buildings in the UAE are painted white or cream. Clothes are important too. Doctors advise people to wear loose clothes made of a light (5) _____, such as cotton or linen, which allows air to move around the body. People should also drink plenty of water and avoid going outside in the middle of the day. Despite the heat, summer has its advantages: shopping centres, indoor parks and ice rinks offer many ways to have fun while staying cool.

- | | | |
|-----------------|----------------|-------------|
| 1. a) schedule | b) temperature | c) privacy |
| 2. a) authority | b) humidity | c) ability |
| 3. a) cope | b) reflect | c) absorb |
| 4. a) reflect | b) absorb | c) manage |
| 5. a) fabric | b) community | c) deadline |

Q Vocab · Maze 6: Clothes for Every Climate

People around the world wear very different clothes, and the main reason is the (1) _____. In cold countries, thick wool keeps the body warm because it traps air. In hot, dry places, people prefer loose clothes that protect them from the sun. The (2) _____ industry has a long history in the Gulf. Traders once brought cotton and silk from India and other countries to markets in Dubai and Sharjah. Today, scientists are developing new materials. Some sports clothes are made from a special (3) _____ that moves sweat away from the skin. Other materials (4) _____ water quickly, which makes them useful for towels and swimwear. Some outdoor jackets have a silver layer that can (5) _____ the body's heat back inside to keep people warm in snowy mountains. Designers say that the best clothes are both beautiful and practical. In the future, we may even wear clothes that change colour or temperature automatically.

1. a) regulation

b) climate

c) schedule

2. a) colleague

b) textile

c) privacy

3. a) fabric

b) deadline

c) community

4. a) cope

b) reflect

c) absorb

5. a) absorb

b) manage

c) reflect

Q Vocab · Maze 7: Storm Warning

Last winter, the National Center of Meteorology issued a warning about a storm moving towards the UAE. Forecasters said that the weather would be **(1)** _____, with strong winds, heavy rain and hail in some areas. The authorities advised people to stay at home and avoid driving through flooded roads, which can be extremely **(2)** _____. Schools moved their lessons online for two days. During the storm, the **(3)** _____ dropped quickly, and many residents were surprised to see hailstones on their balconies. Police and civil defence teams worked through the night. In one area, they had to **(4)** _____ a family whose car was trapped in deep water. Fortunately, nobody was badly hurt. After the storm, the authorities reminded everyone that **(5)** _____ must always come first. They asked residents to follow official news, keep emergency numbers on their phones and never try to cross flooded valleys. Many people praised the emergency teams for their quick and brave response.

- | | | |
|-----------------------|---------------------|-----------------------|
| 1. a) severe | b) schedule | c) textile |
| 2. a) humidity | b) ability | c) hazardous |
| 3. a) privacy | b) colleague | c) temperature |
| 4. a) reflect | b) rescue | c) absorb |
| 5. a) humidity | b) schedule | c) safety |

Q Vocab · Maze 8: Volunteering with the Red Crescent

Every Saturday, Noor volunteers with the Emirates Red Crescent. She started two years ago because she wanted to help her local (1) _____. At first, she packed food boxes for families in need. Later, she joined a first-aid course, where she learned how to help people who are injured. “The most important (2) _____ I learned was staying calm,” she says. Noor now works with a team that helps during emergencies. Last year, they helped to (3) _____ people whose homes were damaged by heavy rain. One of her favourite things about volunteering is working with each (4) _____ in the team, because they come from different backgrounds but share the same goal. Noor believes that everyone has the (5) _____ to help others, even if they only have a few hours a week. “You do not need to be rich or famous,” she says. “You just need a kind heart and a little time.”

- | | | |
|------------------|--------------|--------------|
| 1. a) regulation | b) authority | c) community |
| 2. a) fabric | b) skill | c) season |
| 3. a) cope | b) rescue | c) absorb |
| 4. a) colleague | b) textile | c) roommate |
| 5. a) humidity | b) ability | c) climate |

Q Vocab · Maze 9: Learning to Swim

When Rahaf was twelve, she could not swim at all. Her family often went to the beach, but she always stayed on the sand. Last summer, she decided that it was time to learn. She joined a swimming course at her local sports club. Her instructor explained that swimming is not only a fun (1) _____ but also an important part of (2) _____ near water. In the first lesson, Rahaf was nervous and held on to the side of the pool. Slowly, however, she learned to float and kick. Her instructor told her that everyone has the (3) _____ to learn to swim, as long as they practise regularly. The course had a clear (4) _____: by the end of eight weeks, every student had to swim twenty-five metres. Rahaf practised every day, and she was able to (5) _____ it in only six weeks. Now she swims in the sea with her cousins. “I wish I had learned earlier,” she says. “It has given me so much confidence.”

1. a) deadline

b) privacy

c) skill

2. a) safety

b) climate

c) textile

3. a) authority

b) ability

c) humidity

4. a) deadline

b) fabric

c) community

5. a) absorb

b) reflect

c) manage

Q Vocab · Maze 10: The Four Seasons

Many countries have four clear seasons: spring, summer, autumn and winter. In the UAE, however, the (1) _____ is different. There are really only two main seasons: a long, hot summer and a short, mild winter. For many residents, winter is the best (2) _____ of the year. Between December and February, the (3) _____ is usually between fifteen and twenty-five degrees Celsius, which is perfect for camping, picnics and outdoor sports. In contrast, summers can be (4) _____, with very high temperatures and strong sunshine. People who move to the UAE from cooler countries sometimes find it difficult to (5) _____ with the summer heat. They soon learn to plan their days carefully, doing outdoor activities early in the morning or late in the evening. In recent years, some people have also noticed changes in the weather, with more rain and stronger storms. Scientists are studying these changes to understand how they may affect the region in the future.

- | | | |
|-------------------|--------------|---------------|
| 1. a) climate | b) privacy | c) regulation |
| 2. a) colleague | b) schedule | c) season |
| 3. a) temperature | b) authority | c) community |
| 4. a) privacy | b) severe | c) fabric |
| 5. a) cope | b) absorb | c) reflect |

Q Vocab · Maze 11: Smart Fabrics

Imagine a jacket that can warm you up, check your heartbeat or charge your phone. This may sound like science fiction, but smart clothes already exist. Scientists in the (1) _____ industry are combining traditional materials with tiny electronic parts. Some firefighters' uniforms now include sensors that warn them when the air is (2) _____ or the heat is too high. Doctors are also testing shirts that can monitor patients' health and send information to their phones. These clothes help people (3) _____ health problems more easily at home. Of course, there are challenges. Smart clothes must be safe, comfortable and easy to wash. Every product must meet strict (4) _____ before it can be sold, especially when it is used in medical care. Experts believe that the (5) _____ of clothes to collect information will change the way we live. In the future, your T-shirt might tell you when to drink water or take a break.

1. a) textile

b) deadline

c) roommate

2. a) severe

b) deadline

c) hazardous

3. a) reflect

b) manage

c) absorb

4. a) humidity

b) regulation

c) community

5. a) season

b) privacy

c) ability

PART 2 · AT GRADE LEVEL GOAL

GRAMMAR

Come Rain or Shine | Writing a Description of Wild Weather

7

grammar rules

11

practice mazes

55

gaps

10

marks

Focus: Past continuous · defining relative clauses · verb patterns · indirect questions · modals of ability · adverbial linkers · comparatives.

IN THIS PART

- 7 rules with forms, examples and traps
- 11 practice mazes (5 gaps each)

GRAMMAR · 1. THE SEVEN RULES

Part 2 · Narrative text · Writing a Description of Wild Weather

Part 2 tests seven grammar points in one **narrative** text about *Come Rain or Shine – Writing a Description of Wild Weather*. Each rule below gives the form, the use, examples in the weather context and the trap students fall into.

Rule 1 – Past Continuous (G.14.3)

Form	Use	Example
was / were + verb-ing	an action in progress at a time in the past	At six o'clock, it was raining heavily.
past continuous + when + past simple	a longer action interrupted by a short one	I was walking home when the storm started.
while + past continuous	two actions happening at the same time	While we were waiting , the lights went out.

- ▶ Trap: walked ✗ for the longer background action → **was walking** ✓ · I was walk ✗ → I was **walking** ✓.

Rule 2 – Defining Relative Clauses (G.4.1)

Pronoun	Use	Example
who / that	people	The man who warned us was a fisherman.
which / that	things	The storm which hit the coast was severe.
whose	possession	The family whose car was trapped was rescued.
where	places	This is the valley where the flood happened.

- ▶ A defining clause gives **necessary** information, so there are **no commas**.
- ▶ Trap: a person + **which** ✗ → **who** ✓ · a place + **which** happened ✗ → **where** it happened ✓.

Rule 3 – Verb Patterns (G.19.2)

Pattern	Common verbs	Example
verb + to + infinitive	decide, want, hope, plan, agree, learn, need, forget	We decided to stay at home.
verb + object + to + infinitive	tell, ask, advise, teach, warn	The police advised drivers to slow down.
verb + infinitive (no to)	modals, make, let, help	The storm made us stay inside.
verb + -ing	enjoy, love, suggest, finish, stop, avoid, keep	She suggested going inside.

- ▶ Trap: suggest to go ✗ → suggest **going** ✓ · decide running ✗ → decide **to run** ✓.

Rule 4 – Indirect Questions (G.17.4)

Direct question	Indirect question
How long will the storm last?	She asked how long the storm would last .
What causes hail?	I wanted to know what caused hail.
Will school be cancelled?	I wondered whether / if school would be cancelled.

- ▶ Use **statement word order** (subject + verb) and no *do / does / did*.
- ▶ Trap: asked why did she take ✗ → asked why she **took** ✓.

Rule 5 – Modals of Ability (G.8.1)

Form	Use	Example
can + infinitive	ability now	Satellites can track storms.
can't / cannot + infinitive	no ability now	I can't see the road.
be able to + infinitive	ability (all tenses)	Scientists are able to predict floods.
could / couldn't	ability in the past	They couldn't cross the river.

- ▶ Modals have no -s and no *to* after them: She cans ✗ · can to ✗ → She **can** see ✓.

Rule 6 – Adverbial Linkers (G.2.5)

Function	Linkers	Example
Addition	moreover, in addition, also, furthermore	In addition , roads were closed.
Contrast	however, on the other hand, instead	However , nobody was hurt.
Result	therefore, as a result, so	As a result , schools closed.
Time / sequence	meanwhile, in the end, finally, then	Meanwhile , the rain continued.
Example	for example, for instance	For example , trees fell.
Comment	fortunately, unfortunately	Fortunately , everyone was safe.

- Choose the linker by the **logical relation** between the two sentences.

Rule 7 – Comparatives (G.1.2) – comparing data and making evaluations

Form	Rule	Example
short adjective	adjective + -er + than	July is hotter than May.
long adjective	more / less + adjective + than	Forecasts are more accurate today.
irregular	good → better · bad → worse	The weather got worse .
data	twice as ... as · much / far + comparative	It was much colder than usual.

GRAMMAR · 2. PRACTICE MAZES

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.

Q Grammar · Maze 1: The Thunderstorm

Last Thursday, I (1) _____ home from school when the sky suddenly turned dark. Huge cumulus clouds were building over the mountains, and the wind was getting stronger. A woman (2) _____ lived on my street shouted that a thunderstorm was coming. I decided (3) _____ as fast as I could, but within seconds the rain began. It was (4) _____ than any rain I had seen before, and lightning lit up the whole sky. I hid under a bus shelter with three other people. (5) _____, the shelter did not protect us from the gale-force winds, and soon we were all wet. Twenty minutes later, the storm passed as quickly as it had arrived. When I finally reached home, my mother gave me a towel and a cup of hot tea. Later, the news showed pictures of fallen trees and flooded roads. I will never forget that afternoon, and now I always check the weather forecast before I leave school.

- | | | |
|------------------|-------------|----------------|
| 1. a) am walking | b) walked | c) was walking |
| 2. a) who | b) whose | c) which |
| 3. a) to run | b) running | c) run |
| 4. a) heaviest | b) heavier | c) more heavy |
| 5. a) Therefore | b) Moreover | c) However |

Q Grammar · Maze 2: Caught in a Sandstorm

Last spring, my family and I were driving to Liwa when a sandstorm hit the road. At first, the sky turned orange, and then it became almost impossible to see. My father (1) _____ slowly with the headlights on. My little sister kept asking how long the storm (2) _____. “I (3) _____ see the cars in front of us,” my father said, so he stopped carefully at a petrol station. Inside, we met a man (4) _____ worked for the National Center of Meteorology. He explained that sandstorms are common weather phenomena in the desert in spring. (5) _____, he told us that strong winds can carry dust for hundreds of kilometres. After an hour, the wind became calmer and the sky cleared. We continued our journey and arrived safely at our hotel. That night, we laughed about the adventure, but I learned to respect the power of nature. Now we always check the forecast before a long drive in the desert.

- | | | |
|---------------------|---------------|-----------------|
| 1. a) drove | b) is driving | c) was driving |
| 2. a) would it last | b) would last | c) will it last |
| 3. a) couldn't to | b) can't | c) can |
| 4. a) who | b) which | c) where |
| 5. a) In addition | b) Instead | c) However |

Q Grammar · Maze 3: The Hailstorm

It was a quiet afternoon in Al Ain. My grandmother and I (1) _____ in the garden when we heard a strange noise on the roof. Suddenly, small pieces of ice began to fall from the sky. “Is it snowing?” I asked. My grandmother laughed and explained that it was a hailstorm. She suggested (2) _____ inside immediately, because hail can be hazardous. From the window, we watched as the hailstones became (3) _____ and covered the grass like white marbles. I wanted to know what (4) _____ hail in such a hot country. My grandmother said that strong storms can carry raindrops high into the cold air, where they freeze. Today, I (5) _____ explain this to my friends, because I read about it later in a science book. The storm caused some damage to cars and plants, but nobody was hurt. It was the most unusual weather I have ever seen, and I took many photos to show my friends at school.

- | | | |
|-----------------|----------------|-----------------|
| 1. a) sat | b) are sitting | c) were sitting |
| 2. a) going | b) go | c) to go |
| 3. a) more big | b) bigger | c) biggest |
| 4. a) causes it | b) did cause | c) caused |
| 5. a) can | b) cans | c) can to |

Q Grammar • Maze 4: Gale-force Winds

Last winter, a storm with gale-force winds hit the coast near Ras Al Khaimah. My friend Lana, (1) _____ lives near the beach, told me about that frightening night. The wind was (2) _____ than she had ever felt, and the windows shook loudly. (3) _____, her family moved to the safest room in the house, away from the glass. While they (4) _____ for the storm to pass, the electricity went off. Lana's father found a torch and some candles, and they listened to the news on a small radio. The authorities warned people to stay indoors and avoid the beach, where huge waves were crashing onto the road. Lana admits that she could not stop (5) _____ about the boats in the harbour. The next morning, the wind finally stopped. The storm had caused some damage, but fortunately, everyone in her neighbourhood was safe. Lana says she now keeps a torch and spare batteries in her bedroom.

- | | | |
|-------------------|----------------|-----------------|
| 1. a) which | b) whose | c) who |
| 2. a) more strong | b) stronger | c) strongest |
| 3. a) For example | b) However | c) As a result |
| 4. a) waited | b) are waiting | c) were waiting |
| 5. a) thinking | b) to think | c) think |

Q Grammar · Maze 5: The Flood Warning

Early one morning in April, my phone made a loud noise. It was an official warning about severe rain and possible floods. I wondered whether school (1) _____ cancelled. A few minutes later, the school sent a message saying that lessons would take place online. My parents said, “We (2) _____ work from home today too.” While we (3) _____ breakfast, the rain started. It was the heaviest rain I had ever seen, and our street became a river within an hour. From our balcony, we could see a car (4) _____ was stuck in the water. Fortunately, a police team arrived and helped the driver to safety. (5) _____, my little brother was watching cartoons, completely unaware of the danger outside. By the evening, the rain had stopped, and workers began to clear the roads. The flood taught me how important it is to follow official warnings and stay at home during storms. Since that day, my family has kept an emergency bag with water, food and a torch.

1. a) would be

b) will be it

c) would it be

2. a) are can

b) can

c) can to

3. a) had

b) are having

c) were having

4. a) where

b) that

c) who

5. a) Therefore

b) For example

c) Meanwhile

Q Grammar · Maze 6: Watching the Clouds

When I was a child, I loved lying on the grass and watching the clouds. My grandfather, (1) _____ had been a fisherman, taught me how to read the sky. He explained that small white clouds usually mean good weather. However, tall cumulus clouds that grow quickly can bring thunderstorms. He also taught me (2) _____ changes in the wind. “A fisherman (3) _____ predict a storm by looking at the sky and the sea,” he used to say. Modern weather forecasts are (4) _____ than they were fifty years ago, because scientists use satellites and computers. Still, I find my grandfather's knowledge amazing. One day, I asked him how he (5) _____ so much about the weather. He smiled and said that the sea had been his teacher. My grandfather also kept a small notebook where he wrote down the weather every day for many years. Today, whenever I see dark clouds over the sea, I think of him.

- | | | |
|----------------------|----------------|------------------|
| 1. a) whose | b) who | c) which |
| 2. a) to notice | b) notice | c) noticing |
| 3. a) can | b) cans | c) can to |
| 4. a) most accurate | b) accurater | c) more accurate |
| 5. a) had he learned | b) had learned | c) did he learn |

Q Grammar · Maze 7: A Foggy Morning

On a cold morning in January, I woke up and could not see the buildings across the street. Thick fog covered the whole city. While I (1) _____ ready for school, the radio announced a warning for drivers. The fog was (2) _____ than usual, and the police asked people to drive slowly. (3) _____, my father decided to leave home thirty minutes early. On the way, we saw cars moving very carefully with their lights on. My younger brother asked my father why the fog (4) _____ only in the morning. My father explained that fog forms when warm, humid air meets the cold ground at night. By ten o'clock, the sun was warm enough to make the fog disappear. I enjoyed (5) _____ the city slowly appear again, like a picture coming into focus. It was a beautiful and mysterious morning. In my diary that evening, I described the fog as a soft grey blanket over the city.

- | | | |
|----------------------|-----------------|---------------|
| 1. a) am getting | b) was getting | c) got |
| 2. a) thicker | b) thickest | c) more thick |
| 3. a) However | b) For instance | c) Therefore |
| 4. a) does it appear | b) appeared | c) did appear |
| 5. a) watching | b) watch | c) to watch |

Q Grammar · Maze 8: Rescue in the Rain

Last November, heavy rain caused flooding in a valley near Hatta. A group of hikers (1) _____ were walking in the mountains became trapped by the rising water. One of them phoned the police and explained that they (2) _____ cross the fast-flowing river. While the rescue team (3) _____ a helicopter, the hikers climbed to higher ground. (4) _____, the helicopter reached them just before sunset and carried them to safety one by one. The pilot, a woman with fifteen years of experience, later explained that strong winds had made the rescue difficult. She advised hikers (5) _____ weather warnings before every trip. Fortunately, none of the hikers suffered serious injuries. The police reminded everyone that valleys can fill with water very quickly after storms, even when the sky above looks clear. The hikers later thanked the rescue team on social media and promised to be more careful in the future. Their story was shared thousands of times.

- | | | |
|---------------------|-----------------|---------------|
| 1. a) which | b) who | c) whose |
| 2. a) cannot to | b) couldn't | c) can't to |
| 3. a) was preparing | b) is preparing | c) prepared |
| 4. a) However | b) For example | c) In the end |
| 5. a) checking | b) to check | c) check |

Q Grammar · Maze 9: The Weather Reporter

My aunt Dima works as a weather reporter on a TV channel in Abu Dhabi. Last week, I visited the studio and asked her what a weather reporter (1) _____ every day. She explained that she studies information from satellites and weather stations before every programme. “Today's computers (2) _____ predict storms several days in advance,” she told me. The studio was (3) _____ than I had expected, and there was a big green screen behind her desk. She explained that the map that viewers see is added by computer. During the programme, she described a thunderstorm (4) _____ was moving towards the east coast. (5) _____, she advised viewers to avoid the beaches because of strong waves. After the programme, she let me stand in front of the camera and practise a short weather report. It was one of the most exciting days of my life, and now I watch her programme every evening.

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|------------------|----------------|---------------|
| 1. a) did | b) does she do | c) did she do |
| 2. a) can | b) can to | c) cans |
| 3. a) more small | b) smaller | c) smallest |
| 4. a) who | b) whose | c) that |
| 5. a) However | b) In addition | c) Instead |

Q Grammar • Maze 10: Storm Chasers

Storm chasers are people who follow dangerous storms to study or photograph them. Last year, I watched a documentary about Islam, a young scientist who loves (1) _____ extreme weather. In the film, she (2) _____ across a flat area in the United States when a huge storm appeared on the horizon. The storm was (3) _____ than anything I had seen before. Islam explained that modern radar (4) _____ show the exact position of a storm. A reporter asked her why she (5) _____ such risks. She replied that her research helps scientists improve warnings, which saves lives. Of course, she follows strict safety rules and always keeps a safe distance. I learned that weather phenomena such as tornadoes and hail are not only dangerous but also fascinating. Now I want to study science at university and perhaps become a meteorologist one day. My parents have already bought me a small weather station for our balcony.

- | | | |
|----------------------|-------------------|-----------------|
| 1. a) studying | b) study | c) to studying |
| 2. a) was driving | b) is driving | c) drove |
| 3. a) most dangerous | b) more dangerous | c) dangerouser |
| 4. a) cans | b) can to | c) can |
| 5. a) took | b) does she take | c) did she take |

Q Grammar • Maze 11: After the Storm

The morning after the big storm, our neighbourhood looked completely different. Branches and leaves covered the streets, and a tree (1) _____ had stood outside our school for twenty years was lying on the ground. (2) _____, nobody was hurt, because the authorities had warned everyone to stay indoors. Our teacher asked us how we (3) _____ during the storm. Some students said they were scared, while others had slept through the whole night. Then the whole class agreed (4) _____ with the clean-up. We collected rubbish, cleaned the playground and planted two new trees. The local council sent workers with machines that (5) _____ lift heavy branches. By the afternoon, the school looked clean and tidy again. Our principal thanked us and said that the storm had shown the importance of community. I felt proud that we had worked together to repair the damage. The new trees will grow tall and give shade to students for many years.

- | | | |
|-------------------|--------------|----------------|
| 1. a) who | b) whose | c) that |
| 2. a) For example | b) Therefore | c) Fortunately |
| 3. a) did we feel | b) had felt | c) had we felt |
| 4. a) helping | b) help | c) to help |
| 5. a) can | b) cans | c) can to |

PART 3A · AT GRADE LEVEL GOAL

READING TASK 1

*Meeting New People, Learning New Things | Sharing Things***5**

expository texts

40

questions

B1.2

level

24

marks

Focus: The right answer says the same idea in different words. Options that copy words from the text are usually traps.

IN THIS PART

- 5 expository texts (250–270 words)
- 8 multiple-choice questions per text

Instruction: Read the text and choose the correct answer. Choose A, B or C. ($8 \times 3 = 24$ marks)

Q READING 3A · TEXT 1

The Sharing Economy

In the past, if you needed a car, a drill or a place to stay on holiday, you usually had to buy it or pay a company. Today, millions of people share these things with each other. This new way of doing business is called the “sharing economy”, and it has changed the way many people live and travel.

The idea is simple. People who own something they do not use all the time can rent it to others through an app or website. For example, car owners can rent their cars when they are not using them, and families can rent a spare room to tourists. Some of the biggest sharing companies were started around 2008 and 2009, and today they have customers in almost every country.

The sharing economy has many benefits. It saves money for users and gives owners extra income. It can also be good for the environment, because fewer products need to be made. A car that is shared by ten people, for instance, can replace several private cars.

However, there are also problems. Some neighbours complain about noise from tourists in rented apartments, and some workers say that they earn too little. Others worry about safety, because they do not always know who they are renting from. Governments in many cities have introduced new rules to protect both customers and local residents.

Experts believe that sharing will continue to grow. Young people in particular often prefer to pay for using something rather than owning it. As one researcher said, “You need a hole in the wall, not a drill.”

Questions

Q1 Reading The “sharing economy” is a system in which people ____.

- a) rent their belongings to others
- b) buy products from companies
- c) give their things away for free

Q2 Reading Owners can rent their things through ____.

- a) online platforms
- b) a bank
- c) a local shop

Q3 Reading Some of the biggest sharing companies began ____.

- a) before the internet existed
- b) in the last two years
- c) at the end of the 2000s

Q4 Reading According to paragraph 3, the sharing economy helps owners ____.

- a) make products
- b) earn more money
- c) buy new products

Q5 Reading One car shared by ten people can ____.

- a) make ten new cars
- b) be rented by tourists
- c) take the place of several private cars

Q6 Reading Some neighbours complain about ____.

- a) the price of drills
- b) noise from visitors
- c) new government rules

Q7 Reading In paragraph 4, the word “residents” means ____.

- a) people who live in a place
- b) tourists on holiday
- c) workers in companies

Q8 Reading The main idea of the text is that ____.

- a) everyone should buy a car
- b) sharing belongings is a growing way of doing business with benefits and problems
- c) the sharing economy should be banned

Q READING 3A · TEXT 2*Libraries of Things*

Most people know that libraries lend books. But in some cities, there are libraries that lend almost everything else. These “libraries of things” allow members to borrow tools, sports equipment, camping tents, musical instruments and even kitchen machines.

The idea is that most people only use certain items a few times a year. A drill, for example, may be used for only a few minutes in its whole life. The same is true of tents, ladders and party equipment. Instead of buying it, a person can borrow it for a small fee and return it after a few days.

Libraries of things now exist in many countries, including the United Kingdom, Canada and Germany. Members usually pay a small yearly fee or a few dirhams each time they borrow an item. Most libraries have an online catalogue, so members can check what is available before they visit. Some libraries also run workshops where volunteers teach people how to repair broken items.

There are several benefits. Members save money and space at home, because they do not need to store large items. The environment also benefits, since fewer products are made and thrown away. In addition, these libraries bring people together. Neighbours meet each other, share skills and build a stronger community.

Of course, there are some challenges. Items can be damaged, and libraries need volunteers to check and clean everything. However, supporters believe that libraries of things are a simple way to make cities greener and friendlier.

Questions

Q1 Reading Libraries of things lend ____.

- a) only books
- b) practical items people need only now and then
- c) houses and cars

Q2 Reading According to paragraph 2, a drill is often used ____.

- a) for many years
- b) every day
- c) for very little time

Q3 Reading Libraries of things can be found in ____.

- a) several countries in Europe and North America
- b) only in the UAE
- c) schools and universities

Q4 Reading Members usually pay ____.

- a) a small yearly or per-item fee
- b) the full price of the item
- c) nothing at all

Q5 Reading Some libraries organise workshops where people learn to ____.

- a) build libraries
- b) buy new products
- c) fix damaged things

Q6 Reading In paragraph 4, the word “store” is closest in meaning to ____.

- a) sell
- b) repair
- c) keep

Q7 Reading According to the text, one challenge is that ____.

- a) members do not pay anything
- b) borrowed things may get broken
- c) neighbours do not meet

Q8 Reading The main idea of the text is that libraries of things ____.

- a) will replace all shops
- b) help people save money, protect the environment and build community
- c) are only useful for tools

Q READING 3A · TEXT 3*Community Fridges*

In many neighbourhoods across the UAE, you may see a fridge standing outside a house or a mosque. It is not there by mistake. It is a community fridge, where people can leave food and drinks for anyone who needs them.

The idea became popular in the UAE during Ramadan in 2016, when a resident in Dubai placed a fridge outside her home and filled it with water, juice and fresh food. She wanted to help workers who were working outside in the summer heat. Soon, many other families copied the idea, and hundreds of fridges appeared across the country. Photos of the fridges were shared widely on social media, which helped the idea spread even faster.

The rules are simple. Anyone can put food in the fridge, and anyone can take what they need. People usually leave water, fruit, sandwiches and dates. Food must be fresh and wrapped, and cooked meals should not stay in the fridge for more than a day.

Community fridges have several benefits. They help people in need, and they also reduce food waste. In many homes, restaurants and shops, good food is thrown away every day. By sharing it, people can make sure that it is eaten instead of wasted.

Volunteers often check the fridges and clean them regularly. Some local authorities now support the project, because it encourages kindness and responsibility. For many residents, the community fridge has become a symbol of generosity and sharing. Children often help their parents fill the fridges, learning the value of giving from an early age.

Questions

Q1 Reading A community fridge is a place where people ____.

- a) leave food for anyone who needs it
- b) sell cold drinks
- c) store their own food

Q2 Reading The idea became popular in the UAE in ____.

- a) 2016
- b) 2020
- c) 2006

Q3 Reading The first fridge in Dubai was meant to help ____.

- a) restaurant owners
- b) tourists
- c) people working outdoors

Q4 Reading People usually put ____ in the fridges.

- a) medicine and clothes
- b) money and gifts
- c) drinks and simple snacks

Q5 Reading According to paragraph 3, cooked meals ____.

- a) can stay for a week
- b) should be removed after one day
- c) are not allowed

Q6 Reading Community fridges reduce food waste because ____.

- a) food is eaten instead of thrown away
- b) shops sell more food
- c) restaurants close earlier

Q7 Reading In the last paragraph, the word “generosity” means ____.

- a) being clean and tidy
- b) being kind and giving to others
- c) being careful with money

Q8 Reading The main idea of the text is that community fridges ____.

- a) are a business for restaurants
- b) are only used during Ramadan
- c) are a simple way of sharing that helps people and reduces waste

Q READING 3A · TEXT 4*Swapping Skills*

Imagine you are good at drawing but want to learn how to play the guitar. Your neighbour plays the guitar well but wants to improve her drawing. Instead of paying for lessons, you could simply swap skills. This is the idea behind skill-swapping.

Skill-swapping has become popular around the world, especially among young people. On special websites and apps, users list the skills they can teach and the skills they want to learn. The app then helps them find a suitable partner, and the two users agree on a time to meet online or in person. Popular skills include languages, cooking, coding, photography and music.

Some schools in the UAE have also started skill-sharing clubs. Every week, students take turns teaching each other something new. In one school in Sharjah, a Grade 10 student taught her classmates how to edit videos, while another student taught basic sign language.

There are many advantages. Skill-swapping is free, so everyone can take part. It also builds confidence, because teaching others helps people understand their own skills better. In addition, it helps people make new friends and feel part of a community. Many users say that they enjoy teaching as much as learning.

Of course, not every skill can be learned through swapping. Some subjects, such as medicine or engineering, need professional training. However, for hobbies and everyday skills, swapping can be fun, cheap and effective. As one student said, “Everyone is good at something, and everyone can learn something new.”

Questions

Q1 Reading Skill-swapping means people ____.

- a) teach each other without paying
- b) pay teachers for lessons
- c) sell their skills online

Q2 Reading On skill-swapping apps, users ____.

- a) list what they can teach and want to learn
- b) pay for each lesson
- c) only learn languages

Q3 Reading According to paragraph 2, popular skills include ____.

- a) driving and flying
- b) speaking other languages, preparing food and programming
- c) medicine and engineering

Q4 Reading In the Sharjah school, one student taught others how to ____.

- a) draw pictures
- b) cut and improve video clips
- c) play the guitar

Q5 Reading Teaching others builds confidence because it ____.

- a) costs no money
- b) takes a long time
- c) helps people understand their own abilities

Q6 Reading In paragraph 3, the phrase “take turns” means ____.

- a) compete with each other
- b) do something one after another
- c) leave the group

Q7 Reading According to the text, skills that need professional training include ____.

- a) cooking and music
- b) photography and coding
- c) medical and technical professions

Q8 Reading The main idea of the text is that skill-swapping ____.

- a) is only for young people
- b) can replace all universities
- c) is a free and friendly way to learn everyday skills

Q READING 3A · TEXT 5*Sharing a Room at University*

For many first-year university students, sharing a room is a completely new experience. At home, most teenagers have their own space. At university, however, they may have to share a small room with a stranger for a whole year.

Universities usually try to match roommates carefully. Students complete a questionnaire about their habits, such as what time they go to bed, how tidy they are and whether they like studying in silence. The university then tries to put students with similar answers together. This does not always work perfectly, but it often reduces problems later.

Even so, problems can happen. According to surveys, the most common complaints are about noise, cleanliness and visitors. Some students also find it difficult to have privacy, especially when they want to talk to their families on the phone.

Experts suggest several ways to avoid conflict. First, roommates should talk about their expectations during the first week. Second, they can make a simple agreement about cleaning, quiet hours and guests. Third, they should solve small problems early, before they become big ones. Most universities also have advisers who can help when roommates cannot agree. In serious cases, students may be allowed to change rooms.

Despite the challenges, many students say that sharing a room was one of the best parts of university life. Some roommates even become lifelong friends. Learning to live with someone different teaches patience, respect and communication – skills that are useful in every part of life.

Questions

Q1 Reading At home, most teenagers ____.

- a) have a room of their own
- b) live in student halls
- c) share a room with strangers

Q2 Reading Universities try to match roommates by ____.

- a) asking them about their habits
- b) choosing students from the same city
- c) letting them choose

Q3 Reading The questionnaire asks students ____.

- a) how much money they have
- b) which subject they study
- c) what time they usually go to sleep

Q4 Reading According to surveys, a common complaint is about ____.

- a) exam results
- b) loud sounds
- c) food prices

Q5 Reading Some students find it hard to have privacy when they ____.

- a) study in silence
- b) go to bed
- c) phone their families

Q6 Reading In paragraph 4, the word “conflict” means ____.

- a) a disagreement
- b) an agreement
- c) a friendship

Q7 Reading Experts advise roommates to ____.

- a) avoid talking to each other
- b) change rooms every month
- c) discuss their expectations in the first week

Q8 Reading The main idea of the text is that sharing a room ____.

- a) always leads to problems
- b) can be difficult but teaches valuable life skills
- c) should be banned at universities

PART 3B · BEYOND GRADE LEVEL GOAL

READING TASK 2

Come Rain or Shine | Feeling Under the Weather?

5

expository texts

40

questions

B2.1

level

16

marks

Focus: Watch for inference, tone and connection questions – read the whole paragraph before you choose.

IN THIS PART

- 5 expository texts (250–270 words)
- 8 multiple-choice questions per text

Instruction: Read the text and choose the correct answer. Choose A, B or C. ($8 \times 2 = 16$ marks)

Q READING 3B · TEXT 1

Can Cold Weather Make You Ill?

“Put your coat on or you'll catch a cold!” Many of us have heard this warning from our parents. But is it true that cold weather makes people ill? Scientists say the answer is more complicated than it seems, and the research has produced some surprising results.

Colds and flu are caused by viruses, not by low temperatures. You cannot catch a cold simply by going outside with wet hair. However, these illnesses are clearly more common in winter, and researchers have several explanations.

First, in cold weather people spend more time indoors, often in closed rooms with poor ventilation. This makes it easier for viruses to spread from one person to another. Second, some research suggests that certain viruses survive longer in cold, dry air. Third, scientists at Yale University found evidence that the cold virus may multiply more easily in the cooler temperature inside the nose.

There may also be a link with sunlight. In winter, people receive less sunlight, which means their bodies produce less vitamin D. Some studies suggest that low levels of this vitamin may weaken the immune system, although scientists are still investigating this.

So, what can we do to stay healthy in winter? Doctors recommend washing hands regularly, opening windows to let in fresh air, sleeping well and eating plenty of fruit and vegetables. And yes, wearing a warm coat is still a good idea – not because the cold itself causes illness, but because feeling comfortable helps the body stay strong.

Questions

Q1 Reading According to paragraph 2, colds are caused by ____.

- a) low temperatures
- b) wet hair
- c) tiny germs

Q2 Reading In winter, viruses spread more easily because people ____.

- a) stay together inside rooms with little fresh air
- b) go outside more often
- c) eat less fruit

Q3 Reading In paragraph 3, the word “ventilation” refers to ____.

- a) heating in a room
- b) the movement of fresh air
- c) the number of people

Q4 Reading The Yale research suggests that the cold virus ____.

- a) grows more easily in a cooler nose
- b) cannot survive in winter
- c) is caused by vitamin D

Q5 Reading Less sunlight in winter means that people ____.

- a) sleep better
- b) make less vitamin D
- c) catch fewer colds

Q6 Reading It can be inferred that the link between vitamin D and illness ____.

- a) has been completely disproved
- b) is the only cause of colds
- c) is not yet fully proven

Q7 Reading Which advice best matches the doctors' recommendations?

- a) opening the classroom windows during breaks
- b) staying in a closed room all day
- c) avoiding fruit in winter

Q8 Reading The main idea of the text is that ____.

- a) parents are always right about the weather
- b) cold weather does not directly cause colds, but it creates conditions that help viruses spread
- c) people should never go outside in winter

Q READING 3B · TEXT 2*The Winter Blues*

Many people feel a little sad or tired when the days become shorter in winter. For some, however, these feelings are much stronger. Doctors call this condition seasonal affective disorder, or SAD. It usually begins in autumn and improves in spring.

SAD is more common in countries far from the equator, such as Norway, Canada and the United Kingdom, where winter days can be very short. In some parts of northern Norway, the sun does not rise above the horizon for several weeks in the middle of winter.

Scientists believe that a lack of sunlight affects the body clock and the chemicals in the brain that control mood and sleep. People with SAD may sleep more than usual, feel low in energy and find it difficult to concentrate. Some also want to eat more sweet foods and spend less time with friends.

Fortunately, there are effective treatments. One common method is light therapy, in which people sit in front of a special bright lamp for about thirty minutes every morning. Doctors also recommend spending time outdoors during daylight, exercising regularly and keeping in contact with friends.

Interestingly, some people experience a summer version of SAD. In very hot countries, extreme heat can keep people indoors for months, which may lead to similar feelings of tiredness and low mood. In both cases, experts say the solution is the same: stay active, get natural light when possible and talk to someone if the feelings do not go away.

Questions

Q1 Reading SAD usually starts ____.

- a) in spring
- b) as the year moves towards winter
- c) in summer

Q2 Reading SAD is more common in countries ____.

- a) in the far north or south of the world
- b) near the equator
- c) with long winter days

Q3 Reading In parts of northern Norway, ____.

- a) it snows all year
- b) the sun stays below the horizon for weeks
- c) people never feel tired

Q4 Reading Scientists think SAD is caused by ____.

- a) too much exercise
- b) not getting enough sunlight
- c) eating sweet foods

Q5 Reading In paragraph 4, the word “therapy” means ____.

- a) a lamp
- b) an illness
- c) a treatment

Q6 Reading Light therapy involves ____.

- a) sleeping in a dark room
- b) travelling to sunny countries
- c) sitting near a strong lamp each morning

Q7 Reading It can be inferred that people in the UAE might feel low in mood ____.

- a) when extreme summer heat keeps them indoors
- b) during the cool winter months
- c) when they spend time outdoors

Q8 Reading The main idea of the text is that ____.

- a) SAD only happens in Norway
- b) everyone feels sad in winter
- c) a lack of daylight can affect mood, but there are ways to feel better

Q READING 3B · TEXT 3*Beat the Heat*

Summer temperatures in the UAE often rise above forty-five degrees Celsius. While most people spend their days in air-conditioned homes, offices and shopping centres, extreme heat can still be dangerous, especially for people who work outdoors, older people and young children.

When the body becomes too hot, it tries to cool itself by sweating. However, in very hot and humid weather, sweat does not evaporate easily, so the body cannot cool down properly. This can lead to heat exhaustion, which causes headaches, dizziness and tiredness. If the body temperature continues to rise, it can become heatstroke, a serious medical emergency.

To protect workers, the UAE has introduced a midday break rule. Every summer, from mid-June to mid-September, outdoor work is not allowed in the hottest hours of the afternoon. Companies that break this rule can be fined, and inspectors visit construction sites to check that workers are resting in shaded areas.

Doctors recommend several simple steps to stay safe. People should drink water regularly, even before they feel thirsty, and avoid sugary or fizzy drinks. Light-coloured, loose clothes help the body stay cooler. Outdoor exercise should be done early in the morning or after sunset.

It is also important to recognise the warning signs. If someone feels confused, stops sweating or has very hot, red skin, they need urgent help. People nearby should move them to a cool place, give them water if they are awake and call an ambulance. Simple actions can save lives.

Questions

Q1 Reading Extreme heat is especially dangerous for ____.

- a) people in shopping centres
- b) people who work outside, the elderly and the very young
- c) office workers

Q2 Reading In humid weather, the body cannot cool down because ____.

- a) the air is too cold
- b) people sweat too little
- c) sweat does not dry quickly

Q3 Reading In paragraph 2, the word “evaporate” is closest in meaning to ____.

- a) become colder
- b) turn into gas and disappear
- c) increase in amount

Q4 Reading The UAE's midday break rule ____.

- a) stops outdoor work during the hottest hours in summer
- b) allows longer working hours
- c) closes companies in June

Q5 Reading Doctors advise people to ____.

- a) exercise at midday
- b) drink fizzy drinks to cool down
- c) drink water before they feel thirsty

Q6 Reading Which situation would most likely need urgent help?

- a) a worker who suddenly stops sweating and seems confused
- b) a child who feels thirsty after school
- c) a person who exercises after sunset

Q7 Reading It can be inferred that companies follow the midday rule partly because ____.

- a) the rule is only for shops
- b) they could be punished if they do not
- c) workers prefer to work at noon

Q8 Reading The main idea of the text is that ____.

- a) people should never go outside in summer
- b) air conditioning causes heatstroke
- c) extreme heat is dangerous, but simple steps and rules help keep people safe

Q READING 3B · TEXT 4*Can You Feel the Weather Coming?*

“It’s going to rain – I can feel it in my knees.” Many older people say that they can predict changes in the weather because their joints begin to ache. But is there any scientific truth behind this popular belief?

For many years, doctors considered it a myth. However, some recent studies suggest there may be a small connection. In one large study in the United Kingdom, called “Cloudy with a Chance of Pain”, thousands of people with long-term pain recorded their symptoms on a smartphone app every day. Researchers found that pain was slightly more likely on days that were humid, windy and with low air pressure.

Scientists are not completely sure why this happens. One theory is that when air pressure falls, the tissues around the joints expand slightly and press on the nerves. Another theory is that people simply move less on cold, rainy days, which makes their joints feel stiffer.

Other studies, however, have found no clear link at all, which shows how difficult this question is to answer. A study in the United States compared millions of doctors’ visits with rainfall data and found that people did not visit doctors for joint pain more often on rainy days.

So, can your knees really forecast the weather? The honest answer is that scientists are still debating. What doctors agree on is that staying active, keeping warm and maintaining a healthy weight can help reduce joint pain in any weather.

Questions

Q1 Reading According to paragraph 1, some older people believe that ____.

- a) aching joints can predict rain
- b) knees are not affected by weather
- c) rain makes people younger

Q2 Reading In the UK study, participants ____.

- a) visited doctors on rainy days
- b) recorded their pain on an app each day
- c) measured air pressure at home

Q3 Reading The UK study found that pain was slightly more likely when it was ____.

- a) damp and breezy
- b) dry and sunny
- c) cold and snowy

Q4 Reading In paragraph 3, the word “stiffer” means ____.

- a) warmer than usual
- b) less able to bend easily
- c) more painful to touch

Q5 Reading One theory is that on rainy days people ____.

- a) exercise more
- b) visit doctors more
- c) are less active

Q6 Reading The US study suggests that ____.

- a) rain always causes joint pain
- b) most people live in rainy areas
- c) rain did not increase doctors' visits for joint pain

Q7 Reading Which person is following the doctors' advice in the last paragraph?

- a) a man who stays in bed when it rains
- b) a grandmother who walks every day and keeps warm
- c) a woman who checks the forecast every hour

Q8 Reading Overall, the text suggests that the link between weather and joint pain ____.

- a) is still uncertain
- b) is a dangerous illness
- c) has been completely proved

Q READING 3B · TEXT 5*Dust, Pollen and Allergies*

For many people, spring is a time of sunshine and flowers. For others, it means sneezing, itchy eyes and difficulty breathing. These are common symptoms of allergies, which happen when the body's immune system reacts strongly to substances that are usually harmless.

In many countries, the main cause of spring allergies is pollen, a fine powder released by trees, grasses and flowers. In the UAE and other Gulf countries, dust is another major problem. During sandstorms, tiny particles of dust are carried through the air and can enter the nose and lungs, causing coughing and breathing difficulties, especially for people with asthma.

Allergies have become more common around the world in recent decades. Scientists believe there are several reasons, including air pollution, changes in climate and modern lifestyles. Some experts suggest that children who grow up in very clean environments may be more likely to develop allergies, because their immune systems have less practice fighting germs.

There are several ways to reduce symptoms. Doctors recommend checking weather and dust forecasts, keeping windows closed during sandstorms and wearing a mask outdoors when the air quality is poor. Washing your face and hair after spending time outside can also remove pollen and dust. For serious allergies, doctors may prescribe medicine.

Although allergies can be annoying, most people can manage them successfully with the right advice. Keeping homes clean and changing air-conditioner filters regularly can also make a big difference. If symptoms become severe, however, it is always important to see a doctor.

Questions

Q1 Reading Allergies happen when the immune system ____.

- a) reacts strongly to things that are normally harmless
- b) fights dangerous viruses
- c) stops working completely

Q2 Reading Pollen is ____.

- a) a kind of medicine
- b) a type of dust storm
- c) a fine powder from plants

Q3 Reading In the UAE, a major cause of breathing problems is ____.

- a) airborne sand and dirt
- b) flowers
- c) snow

Q4 Reading In paragraph 2, the word “particles” means ____.

- a) large clouds
- b) very small pieces
- c) strong winds

Q5 Reading Scientists believe allergies are more common today partly because of ____.

- a) children spending time outdoors
- b) air pollution and modern lifestyles
- c) more sandstorms in spring

Q6 Reading It can be inferred that children who play outdoors more ____.

- a) always have asthma
- b) need to wear masks
- c) may be less likely to develop allergies

Q7 Reading Which action follows the doctors' advice?

- a) opening the windows during a sandstorm
- b) playing football outside in dusty air
- c) closing the windows when a sandstorm is forecast

Q8 Reading The main idea of the text is that ____.

- a) allergies are common, but there are practical ways to control them
- b) pollen is dangerous for everyone
- c) allergies only affect children

ANSWER KEYS

All the answers in one place · correct answers are synonyms of the text, never copies

Balance check Vocabulary a = 19 · b = 18 · c = 18 | Grammar a = 19 · b = 18 · c = 18 | Reading 3A a = 13 · b = 13 · c = 14 | Reading 3B a = 13 · b = 14 · c = 13

Q Vocabulary – Maze key

Maze	1	2	3	4	5
1. My New Roommate	a roommate	c privacy	b schedule	c cope	a community
2. First Week at Work	b colleague	a schedule	c deadline	a manage	a authority
3. Rules in the Dormitory	b regulation	b authority	c privacy	b safety	a roommate
4. Living Abroad	c climate	a season	a humidity	b cope	c community
5. A Summer in Dubai	b temperature	b humidity	c absorb	a reflect	a fabric
6. Clothes for Every Climate	b climate	b textile	a fabric	c absorb	c reflect
7. Storm Warning	a severe	c hazardous	c temperature	b rescue	c safety
8. Volunteering with the Red Crescent	c community	b skill	b rescue	a colleague	b ability
9. Learning to Swim	c skill	a safety	b ability	a deadline	c manage
10. The Four Seasons	a climate	c season	a temperature	b severe	a cope
11. Smart Fabrics	a textile	c hazardous	b manage	b regulation	c ability

Q Grammar – Maze key

R1 Past continuous · R2 Defining relative clauses · R3 Verb patterns · R4 Indirect questions · R5 Modals of ability · R6 Adverbial linkers · R7 Comparatives

Maze	1	2	3	4	5
1. The Thunderstorm	c was walking (R1)	a who (R2)	a to run (R3)	b heavier (R7)	c However (R6)
2. Caught in a Sandstorm	c was driving (R1)	b would last (R4)	b can't (R5)	a who (R2)	a In addition (R6)
3. The Hailstorm	c were sitting (R1)	a going (R3)	b bigger (R7)	c caused (R4)	a can (R5)
4. Gale-force Winds	c who (R2)	b stronger (R7)	c As a result (R6)	c were waiting (R1)	a thinking (R3)
5. The Flood Warning	a would be (R4)	b can (R5)	c were having (R1)	b that (R2)	c Meanwhile (R6)
6. Watching the Clouds	b who (R2)	a to notice (R3)	a can (R5)	c more accurate (R7)	b had learned (R4)

Maze	1	2	3	4	5
7. A Foggy Morning	b was getting (R1)	a thicker (R7)	c Therefore (R6)	b appeared (R4)	a watching (R3)
8. Rescue in the Rain	b who (R2)	b couldn't (R5)	a was preparing (R1)	c In the end (R6)	b to check (R3)
9. The Weather Reporter	a did (R4)	a can (R5)	b smaller (R7)	c that (R2)	b In addition (R6)
10. Storm Chasers	a studying (R3)	a was driving (R1)	b more dangerous (R7)	c can (R5)	a took (R4)
11. After the Storm	c that (R2)	c Fortunately (R6)	b had felt (R4)	c to help (R3)	a can (R5)

Q Reading 3A – Key

Text	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1. The Sharing Economy	a	a	c	b	c	b	a	b
2. Libraries of Things	b	c	a	a	c	c	b	b
3. Community Fridges	a	a	c	c	b	a	b	c
4. Swapping Skills	a	a	b	b	c	b	c	c
5. Sharing a Room at University	a	a	c	b	c	a	c	b

Q Reading 3B – Key

Text	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1. Can Cold Weather Make You Ill?	c	a	b	a	b	c	a	b
2. The Winter Blues	b	a	b	b	c	c	a	c
3. Beat the Heat	b	c	b	a	c	a	b	c
4. Can You Feel the Weather Coming?	a	b	a	b	c	c	b	a
5. Dust, Pollen and Allergies	a	c	a	b	b	c	c	a