

مذكرة نهائية وفق الهيكل الوزاري الجديد المسار العام متبوعة بالإجابات



تم تحميل هذا الملف من موقع المناهج الإماراتية

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المزيد من مادة
لغة انجليزية:

إعداد: Ghfeli Al Ruqaya

التواصل الاجتماعي بحسب الصف العاشر



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف العاشر والمادة لغة انجليزية في الفصل الأول

نموذج اختبار تجريبي وفق الهيكل الوزاري الجديد المسار المتقدم

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نموذج اختبار تجريبي وفق الهيكل الوزاري الجديد المسار العام

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English Revision Booklet

End of Term 1

Grade: 10 General/9 advanced



T. Ruqaya Buti Mohammed Al Ghfeli

PART 1: Vocabulary (6 Questions – Total: 12 Marks)

Part	Level	Theme	Vocabulary	
Part 1A: Vocabulary	Towards Grade Level Goal Apply a wide range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, the main message and known words, adjusting reading rate, skimming, scanning, rereading and reading on to understand and interpret texts.	Meeting New People, Learning New Things Unique Housing for Three College Students	off campus, graduate degree, dormitory, graduate student, nature reserve, eliminate, inexpensive, privacy	
		Come Rain or Shine Feeling Under the Weather?	humidity, biometeorologists, affect, depressed, headaches, irritable, atmosphere, temperature	
		Task Description	Learning Outcomes	Construct Limits
		<p>Multiple-Choice Gap-Fill</p> <hr/> <p>Read the text and choose the correct word(s) to complete the sentences.</p>	<p>Reading Strategies ENG.06.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message and overall organisation, adjusting reading rate, skimming, scanning and reading on to understand and interpret simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p>	<ul style="list-style-type: none"> 1 text of 160 words (10% either way) with 6 gaps focusing on the target vocabulary. 3 options, one of which is the correct answer 2 marks each (total: 12)

A short paragraph of 160 words about a topic. It has 6 gaps, where you have 3 options to choose from. The word list related to this part is on the next page. Please revise the list and memorize the meaning of the words.

في هذا القسم سيكون الاختبار عبارة عن نص من 160 كلمة. يحتوي هذا النص على ست فراغات وهناك 3 إجابات لكل فراغ يقوم الطالب باختيار الإجابة الصحيحة من هذه الخيارات. الكلمات الخاصة بهذا الجزء موجودة في الصفحة التالية. الرجاء مراجعة الكلمة وحفظ معناها.

1.1 Vocabulary List:

<u>Word</u>	<u>English Meaning</u>	<u>Arabic Meaning</u>	<u>Example</u>
off campus	outside the university area	خارج حرم الجامعة	Many students prefer to live off campus because it's quieter and cheaper.
graduate degree	a university degree after a bachelor's	درجة دراسات عليا	She earned her graduate degree in environmental science last year.
dormitory	a building where students sleep and live	سكن طلاب	The dormitory was full of new students during orientation week.
graduate student	a student studying for a master's or PhD	طالب دراسات عليا	As a graduate student, he spends most of his time doing research.
nature reserve	a protected area for plants and animals	محمية طبيعية	The nature reserve protects rare species of birds and plants.
eliminate	to remove or get rid of	يزيل / يتخلص من	The new rule aims to eliminate pollution from local factories.
inexpensive	not expensive	غير مكلف	We found an inexpensive restaurant near the train station.
privacy	the state of being alone or not watched	الخصوصية	She values her privacy and prefers to study alone.
humidity	the amount of water in the air	الرطوبة	The humidity made the air feel sticky and uncomfortable.
biometeorologists	scientists who study weather effects on people	علماء الطقس الحيوي	Biometeorologists study how weather conditions affect human health.
affect	to influence	يؤثر	The amount of sunlight can greatly affect your mood.
depressed	very sad	مكتئب	He felt depressed during the long, rainy season.
headaches	pain in the head	صداع	Many people suffer from headaches when the air pressure changes.
irritable	easily annoyed	سريع الغضب	Lack of sleep can make anyone irritable.
atmosphere	the air around the Earth	الغلاف الجوي	The atmosphere in the classroom was calm and focused.
temperature	how hot or cold something is	درجة الحرارة	The temperature dropped suddenly after the storm.

1.2 Vocabulary Practice:

1.2.1 Fill in the Blanks

affect	biometeorologists	depressed	dormitory	eliminate	graduate degree	headaches
humidity	inexpensive	irritable	nature reserve	off campus	privacy	temperature

1. Many students choose to live _____ because it gives them more independence.
2. She earned her _____ in education after four years of study.
3. The new _____ has rooms for over 500 students.
4. As a _____, he spends a lot of time writing research papers.
5. We visited a beautiful _____ full of wild animals and rare plants.
6. The government wants to _____ plastic bags to protect the environment.
7. The cafeteria offers healthy and _____ meals for students.
8. Everyone needs some _____ to relax and focus.
9. The high _____ made the air feel sticky and hot.
10. _____ study how the weather can influence people's feelings.
11. Lack of sunlight can _____ your mood in winter.
12. She felt _____ after several days of rain and no sunshine.
13. Some people get _____ when the weather changes suddenly.
14. When I don't sleep well, I become _____ and impatient.
15. The _____ in the classroom was cheerful and friendly.
16. The _____ dropped to 10°C last night after the storm.

1.2.2 Choose the best answer (A, B, or C).

1. Students who don't live in university housing live _____.
A) on campus B) off campus C) in campus
2. She is studying for her master's, which is a type of _____.
A) graduate degree B) high school diploma C) part-time course

3. The _____ is full of first-year students.
- A) laboratory B) dormitory C) library
4. A _____ usually does research after finishing a bachelor's degree.
- A) high school student B) graduate student C) teacher
5. You can see endangered animals in a _____.
- A) shopping mall B) city park C) nature reserve
6. The teacher wants to _____ cheating during exams.
- A) support B) eliminate C) continue
7. The restaurant was clean, delicious, and _____.
- A) expensive B) inexpensive C) crowded
8. Everyone has the right to personal _____ in their room.
- A) privacy B) company C) teamwork
9. High _____ makes people feel sticky and tired.
- A) humidity B) wind C) sunshine
10. _____ research how the weather influences human behavior.
- A) Meteorologists B) Biometeorologists C) Biologists
11. Rainy days can sometimes _____ people's mood.
- A) affect B) repair C) improve
12. She felt _____ because of the dark, cloudy weather.
- A) excited B) depressed C) motivated
13. When the air pressure changes, I often get _____.
- A) headaches B) dreams C) ideas
14. Lack of rest can make you _____.
- A) creative B) irritable C) relaxed

1.2.3 Read the text and choose the correct word(s) to complete the sentences.

Text 1: Life on and off Campus

Living (1) _____ gives students more freedom than staying in a (2) _____, but it also comes with responsibilities. Many students who pursue a (3) _____ find that balancing research and personal life can be demanding. Those who live alone often enjoy more (4) _____, yet they might miss the social (5) _____ of university housing.

Weather can also (6) _____ how students feel. According to biometeorologists, high humidity and sudden changes in temperature can make people tired or even irritable. Some students experience headaches or feel depressed during long, humid days, while others simply adjust their study routines. Universities located near a nature reserve offer an escape where students can relax and enjoy fresh air. Spending time outdoors can help eliminate stress and restore positive energy, even when life as a graduate student gets busy.

- | | | |
|---------------------|--------------------|------------------------|
| (1) A) abroad | B) off campus | C) downtown |
| (2) A) apartment | B) residence hall | C) dormitory |
| (3) A) short course | B) graduate degree | C) research fellowship |
| (4) A) independence | B) solitude | C) privacy |
| (5) A) community | B) atmosphere | C) environment |
| (6) A) transform | B) affect | C) determine |

Text 2: Balancing Study and Weather

Students working toward a (1) _____ often spend long hours researching and writing. Some prefer to live (2) _____ because it gives them freedom and fewer distractions. Others choose a (3) _____ for convenience and social life.

Weather, however, can influence productivity. Biometeorologists explain that high humidity and extreme temperature can (4) _____ focus and motivation.

Warm, sticky weather makes people sleepy, while sudden cold can make them (5) _____ or tense. Experts recommend regular breaks outdoors or walks near a nature reserve to help (6) _____ stress and refresh the mind. Simple actions—like opening a window—can change the classroom atmosphere and boost energy levels.

- | | | |
|------------------------|---------------------|-------------------|
| (1) A) graduate degree | B) language diploma | C) short training |
| (2) A) off campus | B) inside campus | C) abroad |
| (3) A) dormitory | B) laboratory | C) canteen |
| (4) A) disturb | B) affect | C) confuse |
| (5) A) relaxed | B) irritable | C) cheerful |
| (6) A) eliminate | B) reduce | C) transfer |

Text 3: A Calm Place to Learn

At Greenfield University, students can choose to live in a (1) _____ or rent a flat (2) _____. While dorm life is social and lively, many older learners, such as the average (3) _____, prefer more independence. They need quiet places to read and write, as well as personal (4) _____ to rest after long study hours.

Located near a large nature reserve, the campus offers clean air and walking trails that help students relax. Biometeorologists often visit to study how sunlight and temperature changes (5) _____ people's emotions. When the air gets too humid, some students complain of headaches or low energy. Spending time in green spaces seems to (6) _____ those negative feelings.

- | | | |
|-------------------------|------------------|---------------|
| (1) A) library | B) dormitory | C) cafeteria |
| (2) A) off campus | B) abroad | C) locally |
| (3) A) graduate student | B) new applicant | C) lecturer |
| (4) A) privacy | B) connection | C) excitement |
| (5) A) affect | B) distract | C) impress |
| (6) A) eliminate | B) reduce | C) ignore |

Text 4: Weather, Mood, and Study Habits

Some students notice that the weather can strongly (1) _____ their mood and study habits. On hot, sticky days with high humidity, they feel sleepy and unfocused. Biometeorologists have found that changes in temperature and air pressure can cause (2) _____ and tiredness, especially among people who study indoors all day.

At Mountainview University, many students prefer to live (3) _____ in small apartments rather than in a crowded (4) _____, so they can enjoy more (5) _____ and quiet time. Those pursuing a graduate degree often say that spending an hour in the nearby nature reserve helps them relax and (6) _____ stress after long hours of research. Even simple habits like taking a walk or opening a window can make a big difference in energy and focus.

Questions

- | | | |
|-------------------|---------------|-------------------|
| (1) A) affect | B) control | C) transform |
| (2) A) headaches | B) allergies | C) arguments |
| (3) A) off campus | B) on duty | C) abroad |
| (4) A) dormitory | B) laboratory | C) classroom |
| (5) A) privacy | B) popularity | C) responsibility |
| (6) A) eliminate | B) reduce | C) exchange |

Text 5: Living and Learning Environments

When students begin their studies, they often face a big choice: living in a (1) _____ or renting a flat (2) _____. Some prefer the dorm's community spirit, while others value (3) _____ and independence. For those pursuing a (4) _____, long nights of reading and research are common.

Weather can also influence academic performance. Biometeorologists have discovered that high (5) _____ combined with warm temperature can reduce energy and focus. When classrooms feel stuffy, students may become (6) _____ or sleepy. Universities now design learning spaces with better airflow to make studying more comfortable and productive.

(1) A) dormitory

B) cafeteria

C) gym

(2) A) abroad

B) off campus

C) in city

(3) A) privacy

B) connection

C) community

(4) A) graduate degree

B) short course

C) diploma program

(5) A) humidity

B) air pressure

C) sunlight

(6) A) depressed

B) irritable

C) enthusiastic

Text 6: The Science of Study Comfort

Some universities work with (1) _____ to understand how weather influences student success. They've found that changes in (2) _____ and humidity can (3) _____ concentration and mood. On warm, sticky days, students may feel lazy or even (4) _____, while cold, dark mornings make others less motivated to study.

Living (5) _____ often gives students more control over their environment—they can adjust lighting, open windows, or use fans to create a positive atmosphere. Simple habits like morning walks in a nearby nature reserve can help (6) _____ stress and improve well-being. As part of wellness programs, some universities now teach relaxation methods to support mental balance during exams.

- | | | |
|--------------------|----------------------|------------------|
| (1) A) geologists | B) biometeorologists | C) psychologists |
| (2) A) temperature | B) altitude | C) light level |
| (3) A) affect | B) repair | C) strengthen |
| (4) A) irritable | B) confident | C) energetic |
| (5) A) off campus | B) downtown | C) abroad |
| (6) A) eliminate | B) ignore | C) develop |

PART 2: Grammar (6 Questions – Total: 12 Marks)

Part	Level	Theme	Vocabulary	Grammar
Part 1B: Grammar	At Grade Level Goal Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message and overall organisation, adjusting reading rate, skimming, scanning and reading on to understand and interpret texts.	Come Rain or Shine Writing a Description of Wild Weather	blizzard, cumulus cloud, gust, phenomena, gale- force, hazardous, severe, soaked, weather forecast, chance of, pouring (rain), freezing, sick of, winter break, prefer, snowboarding	Parts of Speech Comparatives and Superlatives Modal Verbs (should/could) Collocations – do, make, take, have
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	Reading Strategies ENG.06.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message and overall organisation, adjusting reading rate, skimming, scanning and reading on to understand and interpret simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	<ul style="list-style-type: none"> ▪ 1 narrative text of 160 words (10% either way) with 6 gaps ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total 12)

A narrative paragraph of 160 words about a topic. It has 6 gaps, where you have 3 options to choose from. The word list related to this part is on the next page. Please revise the grammar rules.

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2.1 Grammar Rules:

2.1.1 Parts of Speech

In English grammar, every word has a role or function in a sentence. These functions are called Parts of Speech. There are eight main parts of speech, and each one helps us understand how sentences are formed.

- **Noun**

Names a person, place, thing, or idea.

Rules:

- Can be singular or plural.
- May be countable or uncountable.
- Can act as subject or object in a sentence.

Examples: teacher, Dubai, table, freedom

Sentences: Ali is a good student. We went to the park yesterday.

- **Pronoun**

Replaces a noun to avoid repetition.

Rules:

- Must agree with the noun in number and gender.
- Types: personal, possessive, reflexive, demonstrative, relative, interrogative.

Examples: I, she, they, who, myself

Sentences: She loves her job. They are watching a movie.

- **Verb**

Expresses an action or a state of being.

Rules:

- Shows tense (past, present, future).
- Must agree with subject.
- Can be main, helping, or linking.

Examples: run, eat, be, have

Sentences: She runs every morning. He is a doctor.

- **Adjective**

Describes a noun or pronoun.

Rules:

- Comes before noun or after linking verb.
- Can show comparison.

Examples: tall, happy, expensive

Sentences: This is a beautiful flower. The test was easy.

- **Adverb**

Describes a verb, adjective, or another adverb.

Rules:

- Often ends in -ly.
- Tells how, when, where, or to what extent.

Examples: quickly, always, here, very

Sentences: She sings beautifully. He is very smart. We arrived early.

- **Preposition**

Shows relationship between noun/pronoun and another word.

Rules:

- Always followed by a noun or pronoun.
- Never stands alone.

Examples: in, on, at, for, with, by

Sentences: The book is on the table. She lives in Dubai. We talked about the plan.

- **Conjunction**

Joins words, phrases, or clauses.

Rules:

- Coordinating (and, but, or), Subordinating (because, although), Correlative (either...or).

Examples: and, because, but, although

Sentences: I like coffee and tea. She didn't go out because it was raining.

- **Interjection**

Expresses strong emotion or feeling.

Rules:

- Usually stands alone and ends with !.

Examples: Wow!, Oh!, Ouch!, Hey!

Sentences: Wow! That's amazing! Ouch! It hurts!

- **Determiner/Article**

Comes before a noun to show which one, how many, or whose.

Examples: a, an, the, my, this, some, two

Sentences: The cat is sleeping. My brother has two cars.

Summary Table:

Part of Speech	Function	Example
Noun	Names a person, place, thing	student, city, water
Pronoun	Replaces a noun	he, she, it
Verb	Shows action or state	run, be, have
Adjective	Describes a noun	happy, tall
Adverb	Describes verb/adjective/adverb	quickly, very
Preposition	Shows relationship	in, on, at
Conjunction	Joins words/clauses	and, because
Interjection	Expresses emotion	wow!, ouch!

8. She gave the gift to him.

a) Pronoun

b) Verb

c) Adverb

9. The blue sky looks wonderful.

a) Adjective

b) Noun

c) Verb

10. We will visit Dubai soon.

a) Verb

b) Adverb

c) Noun

C. Read each sentence and identify the part of speech of the bold word.

1. The **children** are playing outside.

2. She **runs** fast.

3. The movie was **interesting**.

4. He spoke **politely**.

5. They walked **through** the forest.

6. **After** the party, we went home.

7. I love **my** school.

8. **But** he didn't answer.

9. **Wow!** You did it!

10. **This** is my favorite color.

D. Fill in the Blanks with the Correct Part of Speech

an	under	teacher	is	wow
she	blue	but	quickly	

1. _____! You did an excellent job.

2. The _____ teaches English at our school.

3. _____ is my best friend.

4. The cat is hiding _____ the bed.

5. He runs very _____ in the race.

6. The sky looks _____ this morning.

7. She bought _____ umbrella.

8. He tried hard, _____ he didn't win.

9. My brother _____ tall.

E. Underline two different parts of speech and label them.

1. Ali plays football every weekend.
2. Although it was late, they continued working.
3. The happy children laughed loudly.
4. She put the bag on the table.
5. We will go to the beach tomorrow.
6. The small puppy ran into the house.
7. Hurray! Our team won the match.
8. The teacher gave us a difficult test.
9. I can't eat this because it's too hot.
10. They walked through the park together.

F. Match the Word to Its Part of Speech

Word	Part of Speech
1. run	a) adjective
2. quickly	b) noun
3. school	c) preposition
4. happy	d) verb
5. she	e) adverb
6. on	f) pronoun
7. wow	g) interjection
8. and	h) conjunction

2.1.2 Comparatives and Superlatives:

● **Comparatives:** Comparatives are used to **compare two people, animals, things, or ideas.**

◆ **Structure:**

Adjective + -er + than

or

more + adjective + than

◆ **Examples:**

Adjective	Comparative	Example Sentence
tall	taller	Ali is taller than Omar.
fast	faster	A cheetah is faster than a lion.
beautiful	more beautiful	This garden is more beautiful than the park.
expensive	more expensive	A laptop is more expensive than a phone.

◆ **Rules:**

1. **One-syllable adjectives:** add **-er** (e.g., small → smaller)
2. **Adjectives ending in -e:** add **-r** (e.g., large → larger)
3. **Adjectives ending in consonant + y:** change **y** → **i** and add **-er** (e.g., happy → happier)
4. **Two or more syllables:** use **more + adjective** (e.g., more comfortable, more interesting)
5. **Irregular forms:**
 - good → **better**
 - bad → **worse**
 - far → **farther / further**

● **Superlatives:** Superlatives are used to **compare three or more** people, animals, things, or ideas. Example: They show the **highest degree** of a quality.

◆ **Structure:**

the + adjective + -est

or

the most + adjective

◆ **Examples:**

Adjective	Superlative	Example Sentence
tall	the tallest	Ali is the tallest boy in the class.
fast	the fastest	The cheetah is the fastest animal.
beautiful	the most beautiful	She is the most beautiful girl in the group.
expensive	the most expensive	This car is the most expensive one.

◆ **Rules:**

1. **One-syllable adjectives:** add **-est** (e.g., small → the smallest)
2. **Adjectives ending in -e:** add **-st** (e.g., large → the largest)
3. **Adjectives ending in consonant + y:** change **y** → **i** and add **-est** (e.g., happy → the happiest)
4. **Two or more syllables:** use **the most + adjective** (e.g., the most comfortable)
5. **Irregular forms:**
 - good → **the best**
 - bad → **the worst**
 - far → **the farthest / the furthest**

● **Adverbs**

You can also compare actions:

- He runs **faster** than me.
- She sings **more beautifully** than her sister.
- Of all the singers, she sings **the most beautifully**.

Practice on Comparatives and Superlatives:

A. Fill in the blanks with the correct comparative or superlative form:

1. My house is _____ (big) than yours.
2. This exam is _____ (difficult) than the last one.
3. Ali is _____ (young) in his family.
4. Today is _____ (cold) day of the year.
5. Sarah runs _____ (fast) than her sister.
6. This hotel is _____ (comfortable) than the old one.
7. Mount Everest is _____ (high) mountain in the world.
8. My car is _____ (expensive) than your car.
9. This movie is _____ (interesting) than the book.
10. That shop is _____ (cheap) in the city.

B. Choose the correct answer:

1. This road is _____ than the other one.
A) wide B) wider C) widest
2. She is _____ girl in the class.
A) the more intelligent B) intelligent C) the most intelligent
3. Winter is _____ than autumn.
A) cold B) colder C) coldest
4. My phone is _____ than yours.
A) most expensive B) more expensive C) expensive
5. Dubai is one of _____ cities in the world.
A) modern B) the most modern C) more modern

C. Rewrite the sentences using comparatives:

1. My house is big. Your house is small.

.....

2. This book is interesting. That one is boring.

.....

3. Ali is tall. Omar is short.

.....

4. Today is hot. Yesterday was cool.

.....

5. My car is fast. Your car is slow.

.....

D. Rewrite the sentences using superlatives:

1. This mountain is high. (in the world)

.....

2. That building is tall. (in Dubai)

.....

3. She is beautiful. (in the class)

.....

4. Today is cold. (in the week)

.....

5. This shop is cheap. (in town)

.....

E. Find and correct the mistake:

1. This car is more faster than that one.
2. He is the most tall boy in the class.
3. My bag is heavyer than yours.
4. This is the goodest restaurant in the city.
5. She is more happier now.

F. Complete the sentences:

1. My school is _____ than my old one.
2. The weather today is _____ than yesterday.
3. This restaurant is _____ place to eat.
4. My phone is _____ than my friend's phone.
5. Of all my friends, Ahmed is _____.

G. Write the comparative and superlative forms of these irregular adjectives:

1. good → _____ / _____
2. bad → _____ / _____
3. far → _____ / _____
4. little → _____ / _____
5. much → _____ / _____

H. Read the statements and write True or False:

1. We use 'more' with short adjectives. _____
2. The opposite of 'better' is 'worse'. _____
3. We use 'the most' with long adjectives. _____
4. 'Big' becomes 'bigger' in the comparative form. _____
5. 'Gooder' is the correct comparative form of 'good'. _____

I. Choose the Correct Answer (Extended Practice - B1-B2)

1. This hotel is _____ than the one we stayed in last summer.
A) comfortabler B) more comfortable C) most comfortable
2. Your handwriting is _____ than mine.
A) good B) better C) best
3. Of all the seasons, winter is _____.
A) cold B) colder C) the coldest
4. My neighborhood is _____ now than it used to be.
A) noisy B) noisier C) the noisiest
5. This exam was _____ than I expected.
A) more easy B) easier C) easiest
6. She is _____ person in her family.
A) more responsible B) most responsible C) the most responsible
7. This street is _____ than the one near the park.
A) narrow B) narrower C) the narrowest
8. Today is _____ day of the year.
A) hotter B) the hottest C) more hot
9. The movie was _____ than the book.
A) more exciting B) exciting C) the most exciting
10. His new car is _____ than mine.
A) fast B) faster C) fastest
11. The restaurant we went to was _____ than we thought.
A) cheap B) cheaper C) the cheapest
12. My teacher is _____ than my last one.
A) patient B) more patient C) most patient
13. This mountain is _____ than that one.
A) high B) higher C) the highest

- B) drier C)
- at science than his brother.
- B) better C)
- than yours.
- B) heavier C)
- than the last one we watched.
- B) most boring C)
- than the one in my village.
- B) bigger C)
- Fatima is _____.

J. Form Sentences (Comparatives & Superlatives - B1-B2)

1. Form a correct sentence using: (Ali / tall / Omar)

.....

2. Form a correct sentence using: (This book / interesting / that one)

.....

3. Form a correct sentence using: (Today / hot / yesterday)

.....

4. Form a correct sentence using: (My house / big / my neighbor's house)

.....

5. Form a correct sentence using: (This road / narrow / that road)

.....

6. Form a correct sentence using: (Mount Everest / high / mountain in the world)

.....

7. Form a correct sentence using: (This movie / exciting / movie I have ever seen)

.....

8. Form a correct sentence using: (My handwriting / neat / yours)

.....

9. Form a correct sentence using: (The exam / difficult / test this year)

.....

10. Form a correct sentence using: (My car / expensive / my friend's car)

.....

11. Form a correct sentence using: (This chair / comfortable / one in the office)

.....

12. Form a correct sentence using: (Your idea / good / all ideas today)

.....

13. Form a correct sentence using: (My city / clean / city in the country)

.....

14. Form a correct sentence using: (This laptop / light / mine)

.....

15. Form a correct sentence using: (My brother / young / my family)

.....

2.1.3 Modal Verbs (should/could):

☀ Modal Verbs: *Should* and *Could*

1. What Are Modal Verbs?

Modal verbs are helping verbs that show the **mood, ability, possibility, advice, or permission** in a sentence.

They are always followed by the **base form of the main verb** (without to).

■ Should

◆ Meaning

"Should" is used to express:

- Advice or suggestions
- Obligation or duty (weaker than "must")
- Expectation or probability

◆ Structure

Subject + should + base verb

◆ Examples

✓ Advice or Suggestion

- You **should** eat more vegetables.
- He **should** study harder for the exam.

(= *It's a good idea.*)

✓ Obligation or Duty

- People **should** respect their parents.
- You **should** arrive on time.

(= *It's the right thing to do.*)

✓ Expectation / Probability

- The train **should** arrive at 6:00.
- She **should** be here soon.

(= *I expect it will happen.*)

◆ Negative Form

should not (shouldn't) + base verb

- You **shouldn't** smoke in public places.
 - They **shouldn't** be late for class.
-

■ Could

◆ Meaning

"Could" is used to express:

- Past ability
- Polite requests
- Possibility
- Suggestions

◆ Structure

Subject + could + base verb

◆ Examples

✓ Past Ability

- When I was younger, I **could** run very fast.
- (= *I was able to.*)

✓ Polite Request

- **Could** you help me with my homework?
- **Could** I borrow your pen, please?

✓ Possibility

- It **could** rain later.
- This idea **could** work if we plan carefully.

(= *It's possible.*)

✓ Suggestion

- You **could** try calling him again.

(= *That's one possible option.*)

◆ Negative Form

could not (couldn't) + base verb

- I **couldn't** finish the project on time.
- We **couldn't** see the stars because of the clouds.

⚖ Comparison Between "Should" and "Could"

Function	Should	Could
Advice / Suggestion	You should rest more.	You could go to the doctor.
Possibility	The plan should work.	The plan could work.
Ability (Past)	—	I could swim when I was 5.
Request	Should I call her now?	Could you lend me your book?
Obligation	You should be polite.	—

Practice on Modal Verbs (Should/ Could):

A. Multiple-Choice Questions

1. You ____ see a doctor if you still feel sick.

- A) could B) should C) can

2. When I was five, I ____ ride a bike very well.

- A) could B) should C) can

3. It looks cloudy. It ____ rain later today.

- A) could B) should C) can

4. You ____ be more careful when crossing the road.

- A) could B) should C) can

5. I ____ help you with your homework if you like.

- A) could B) should C) can

6. You ____ apologize to your friend for what happened.

- A) could B) should C) can

7. When we lived in London, we ____ walk to school every day.

- A) could B) should C) can

8. I'm not sure, but he ____ be at the library now.

- A) could B) should C) can

9. You ____ tell your parents the truth.

- A) could B) should C) can

10. ____ you help me carry these boxes, please?

- A) could B) should C) can

B. Fill-in-the-Blanks

1. You _____ study more if you want to pass the exam.
2. We _____ visit Grandma this weekend; she will be happy.
3. He _____ drive when he was sixteen.
4. I think you _____ take an umbrella; it might rain.
5. You _____ eat so much junk food—it's unhealthy.
6. _____ you lend me your notes from class?
7. When I was younger, I _____ run faster than anyone.
8. You _____ be polite to your teacher.
9. I'm not sure, but we _____ finish this by Friday.
10. You _____ not speak to your parents like that!

C: Rewrite the Sentences

1. It's a good idea to see the dentist.

.....

2. I was able to play football very well when I was a child.

.....

3. It's possible that they come tomorrow.

.....

4. I advise you not to waste your time.

.....

5. I politely ask you to open the door.

.....

D: Advanced Mixed Practice

1. You _____ talk to your boss before making that decision.
2. He _____ finish the report tomorrow if he starts early.
3. If I had more time, I _____ learn another language.
4. You _____ have told me earlier about your problem.
5. We _____ go to the park, or we _____ stay home — it's your choice.
6. You look tired; you _____ take a short break.
7. They _____ reach the airport by now if they left on time.

8. I _____ help you, but I'm really busy today.
9. She _____ join us, but she's not sure yet.
10. You _____ listen carefully to what the teacher says.

E. Multiple-Choice Questions

1. You look pale; you ____ go to the clinic.
- A) should B) could C) might
2. When I was a child, I ____ stay up late on weekends.
- A) should B) could C) might
3. She ____ play the piano when she was seven.
- A) should B) could C) might
4. I ____ help you, but I have to leave soon.
- A) should B) could C) might
5. He ____ be at home; I saw his car outside.
- A) should B) could C) might
6. You ____ not interrupt your teacher while she's speaking.
- A) should B) could C) might
7. ____ you tell me how to get to the bus station?
- A) should B) could C) might
8. It's getting dark; we ____ go back now.
- A) should B) could C) might
9. When we lived near the sea, we ____ swim every day.
- A) should B) could C) might
10. You ____ save your money instead of wasting it.
- A) should B) could C) might

F. Fill-in-the-Blanks

1. You _____ call your parents more often.
2. I _____ run very fast when I was at school.
3. We _____ leave early to avoid the traffic.
4. You _____ help others whenever you can.
5. _____ you please explain this rule again?
6. It _____ be difficult, but I'll try my best.
7. You _____ not lie to your best friend.
8. When I was younger, I _____ lift heavier weights.
9. You _____ check your answers before submitting the exam.
10. The meeting _____ take longer than expected.

G. Rewrite the Sentences

1. It's a good idea for him to sleep earlier.
.....
2. It's possible that she forgot the keys.
.....
3. I had the ability to swim when I was five.
.....
4. I advise you not to spend too much time online.
.....
5. I politely ask you to close the window.
.....

2.1.4 Collocations with “Do,” “Make,” “Take,” and “Have”

1. DO

Use “do” for:

- **Work, tasks, duties, jobs, and actions in general.**

✓ Examples:

- Do homework
- Do the dishes
- Do the shopping
- Do your best
- Do business

✖ Tip: “Do” often means performing an action or activity.

2. MAKE

Use “make” for:

- **Creating, producing, or causing something to exist or happen.**

✓ Examples:

- Make a mistake
- Make a cake
- Make money
- Make a decision
- Make a phone call

✖ Tip: “Make” = create, produce, or cause.

3. TAKE

Use “take” for:

- **Actions involving movement, time, responsibility, or decisions.**

✓ Examples:

- Take a photo
- Take a break
- Take a shower
- Take notes
- Take care

✖ Tip: “Take” often means to accept, receive, or use something.

4. HAVE

Use "have" for:

- Possession, experiences, meals, conversations, or activities.

✓ Examples:

- Have breakfast
- Have fun
- Have a party
- Have an idea
- Have a good time
- Have a rest

✳ Tip: "Have" often shows experience or possession.

A. Choose the correct verb (do, make, take, have).

1. Please _____ your homework before dinner.
2. I always _____ a shower in the morning.
3. Let's _____ a party this weekend.
4. Don't _____ a noise! The baby is sleeping.
5. We usually _____ lunch at noon.
6. She will _____ notes during the meeting.
7. He _____ a lot of money in his new job.
8. You should _____ your best on the test.
9. I want to _____ a decision soon.
10. Let's _____ a break for ten minutes.

B. Fill in the blanks with the correct collocation.

1. I need to _____ a phone call before the meeting.
2. She wants to _____ a rest after working all day.
3. They _____ their shopping every Friday.
4. We _____ a great time at the picnic.
5. He _____ a mistake in his report.

C. Match the halves to make common collocations.

A	B
1. Do	a favor
2. Make	a complaint
3. Take	a photo
4. Have	a conversation
5. Do	exercise

D. Create your own sentences using each verb once.

1. Do → _____
2. Make → _____
3. Take → _____
4. Have → _____

2.1.5 Zero Conditional — Explanation and Examples

The **Zero Conditional** is used to talk about **facts, general truths, or situations that are always true** when the condition is met.

Structure:

If + Present Simple, Present Simple

➡ Both clauses (the "if" part and the main part) use the **present simple tense**.

Meaning:

We use the zero conditional for things that are **always true**, such as scientific facts, habits, or general rules.

Examples:

1. **If you heat water, it boils.**
(This is always true — a scientific fact.)
2. **If it rains, the ground gets wet.**
(It always happens under this condition.)
3. **If you don't study, you fail the test.**
(A general rule based on experience.)
4. **If people eat too much sugar, they get sick.**
(A fact that's generally true.)
5. **If the sun sets, it becomes dark.**
(A natural truth.)

Form Tip:

You can also switch the order:

➡ *The ground gets wet if it rains.*

(⚠ No comma when "if" is in the middle.)

◆ Part A - Complete the Sentences

Use the present simple tense in both parts.

1. If you _____ (heat) ice, it _____ (melt).
2. If people _____ (not recycle) plastic, pollution _____ (increase).
3. If you _____ (press) that switch, the light _____ (turn) on.
4. If cats _____ (see) a dog, they usually _____ (run) away.
5. If teachers _____ (give) a lot of homework, students _____ (complain).
6. If you _____ (not eat) breakfast, you _____ (get) hungry before lunch.
7. If it _____ (rain), the grass _____ (grow) quickly.
8. If you _____ (mix) salt and water, you _____ (make) salt water.

◆ Part B - Choose the Correct Option

If you drop a glass, it _____.

- a) breaking b) broke c) breaks

If people exercise regularly, they _____ fit.

- a) stay b) stays c) staying

If you don't lock the door, someone _____ in.

- [illegible]

If the weather is bad, the plane _____.

- a) doesn't fly b) won't fly c) didn't fly

If my phone battery dies, I _____ it.

- a) charge b) charges c) will charge

◆ Part C - Match the Halves

A (Condition)	B (Result)
1. If you don't brush your teeth	a. it rings.
2. If you drop something heavy	b. it breaks.
3. If you heat oil	c. you get toothache.
4. If the phone rings	d. it becomes hot.
5. If you eat too fast	e. you get stomach-ache.

Practice 1 – A Blizzard to Remember

Last winter break, my friends and I planned a trip to the mountains. The weather forecast said there was a good chance of heavy snow, but we didn't expect such a (1) _____ blizzard. Strong gusts of wind blew against us, and cumulus clouds covered the sky. The air was freezing, and we were quickly soaked by the pouring snow.

We could barely see the road, and driving became more (2) _____ than we had imagined. I told my friends we (3) _____ wait until the gale-force winds stopped, but they wanted to continue. "Don't worry," they said, "we'll (4) _____ the best of it!"

When we finally arrived, the view was breathtaking. The (5) _____ scenery made the long trip worth it. We spent the next day snowboarding and taking photos of this beautiful phenomena of nature. Even though it was dangerous, I'd (6) _____ go again next year!

Questions:

- | | | |
|--------------|-------------------|--------------|
| 1. A) severe | B) calmly | C) softly |
| 2. A) safer | B) more hazardous | C) most safe |
| 3. A) should | B) could | C) mustn't |
| 4. A) do | B) take | C) make |
| 5. A) more | B) beautiful | C) most |
| 6. A) rather | B) prefer | C) had |

Practice 2 – The Unexpected Storm

During our winter break, my sister and I drove to a mountain cabin. The weather forecast warned of a (1) _____ storm, but we thought it would pass. Suddenly, a strong gust of wind blew open the door, and heavy pouring rain started.

Within minutes, we were (2) _____ and shivering. The temperature dropped below zero, and it became (3) _____ dangerous to stay outside. I said we (4) _____ wait for help instead of driving in the blizzard. My sister tried to (5) _____ a fire to keep us warm, but the matches were wet.

That night, we realized how powerful nature can be. By morning, the cumulus clouds began to clear, and sunlight broke through. We both promised to always check the weather carefully before any trip.

Questions:

- | | | |
|--------------|-----------|--------------|
| 1. A) mild | B) severe | C) gentle |
| 2. A) soaked | B) sleepy | C) satisfied |
| 3. A) much | B) more | C) most |
| 4. A) should | B) could | C) might |
| 5. A) make | B) take | C) have |

Practice 3 – Sick of the Cold

I used to love snow, but after last year's (1) _____, I'm completely (2) _____ it! The weather forecast said only light snow, but instead, we got a gale-force storm. My car was stuck in the freezing wind for hours, and I got (3) _____ to the skin.

I told my friends we (4) _____ cancel our snowboarding trip, but they insisted on going. The mountain road was (5) _____ slippery than usual, and I regretted not staying home. Still, we managed to (6) _____ some fun photos before going back.

Questions:

- | | | |
|----------------|-------------|--------------|
| 1. A) sunshine | B) blizzard | C) breeze |
| 2. A) sick of | B) proud of | C) afraid of |
| 3. A) dried | B) soaked | C) melted |
| 4. A) could | B) should | C) mustn't |
| 5. A) more | B) most | C) less |
| 6. A) take | B) make | C) do |

Practice 4 – The Phenomena of Ice

Last December, we witnessed one of the strangest (1) _____ in nature. While hiking under cumulus clouds, we suddenly faced a blizzard with gale-force winds. The air turned (2) _____, and everything around was covered with ice.

My camera stopped working, but I still managed to (3) _____ some notes for my science class.

My teacher said I (4) _____ describe how the snow formed layers overnight. It was truly (5) _____ than any storm I had seen before.

Even though it was hazardous, I (6) _____ to stay and study the weather rather than leave early.

Questions:

- | | | |
|-------------------|--------------|----------------|
| 1. A) phenomena | B) forecasts | C) chances |
| 2. A) freezing | B) boiling | C) calm |
| 3. A) take | B) make | C) have |
| 4. A) could | B) should | C) would |
| 5. A) more severe | B) severely | C) most severe |
| 6. A) rather | B) prefer | C) likely |

Practice 5 – Lost in the Snow

When the weather forecast predicted a (1) _____ wind, we laughed and went camping anyway.

Soon, a gust of icy air hit our tent, and we were (2) _____ in minutes.

My brother said we (3) _____ stay inside the car until the storm passed. I agreed; the road looked (4) _____ than the one we used last time. To (5) _____ ourselves busy, we played cards and drank hot chocolate.

By morning, the blizzard stopped, and we could finally see the cumulus clouds moving away. It was one of the coldest but (6) _____ experiences of my life.

Questions:

- | | | |
|----------------------|-------------------|--------------|
| 1. A) mild | B) gale-force | C) quiet |
| 2. A) soaked | B) tired | C) frozen |
| 3. A) could | B) should | C) might |
| 4. A) more hazardous | B) most hazardous | C) safer |
| 5. A) make | B) do | C) take |
| 6. A) more memorable | B) most memorable | C) memorable |

Practice 6 – Winter Adventure

On our way to a ski resort during winter break, we faced (1) _____ conditions. The weather forecast said there was only a small chance of snow, but soon pouring rain turned into thick ice. A sudden gust almost pushed our car off the road!

I said we (2) _____ stop, but my dad kept driving slowly. The road was (3) _____ than expected, and we all felt nervous. Finally, we reached the cabin, (4) _____ and tired.

The next morning, the sky was clear, and the phenomena looked magical. We decided to (5) _____ breakfast together before going snowboarding. Although it was (6) _____, it became our favorite trip ever.

Questions:

- | | | |
|----------------------|-----------|-------------------|
| 1. A) severe | B) softly | C) bright |
| 2. A) could | B) should | C) would |
| 3. A) more hazardous | B) less | C) most hazardous |
| 4. A) soaked | B) asleep | C) dry |
| 5. A) take | B) have | C) make |
| 6. A) hazardous | B) safe | C) mild |

3 Reading Comprehension 1:

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	<p>Towards Grade Level Goal Identify specific information.</p> <p>At Grade Level Goal Identify and interpret conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types.</p> <p>Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.).</p> <p>Identify the overall meaning.</p>	Meeting New People, Learning New Things Sharing Things	dockless bike, bike- sharing program, smartphone app, traffic, pollution, noise, litter bikes, public-transport authority, damage, theft, incentives, cooperating.	Expressing purpose.: in order to / to + verb (infinitive) Modals for Opinion/Possibility - <i>should, must, and have to</i>
		Task Description	Learning Outcomes	
		<p>Multiple-Choice</p> <hr/> <p>Read the text. Choose the correct answer.</p>	<p>Comprehension Skills Specific Information: 2 x ENG.06.RV.CS.2.1: Read and identify specific information in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> <p>Strategies Text features 1 x ENG.06.RV.S.2.1: Identify and interpret conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> <p>Comprehension Skills Inference 2 x ENG.06.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> <p>Overall Meaning 1 x ENG.01.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.</p>	<p>Construct Limits</p> <ul style="list-style-type: none"> 1 expository text of 250-270 words (10% either way) 6 questions with 3 options, one of which is the correct answer (3 marks each, total: 18)

Reading 1: A Text of 250-270 words about a topic related to chapter 1 (Sharing Things) with 6 gaps, where you have 3 options to choose from. Each question is 3 marks each. The following part has different samples of reading Comprehensions about the same topic. The more you practice, the better you get.

نص القرائي 1: في هذا القسم سيكون الاختبار عبارة عن نص معلوماتي من 250-270 كلمة. يحتوي هذا النص على ست فراغات وهناك 3 إجابات لكل فراغ يقوم الطالب باختيار الإجابة الصحيحة من هذه الخيارات بناء على النص. كل سؤال سيكون ب 3 درجات. القسم القادم يحتوي على نصوص تدريبية مختلفة لنفس الفكرة. التدريب الكثير في النصوص القرائية يقوي مهارة البحث لديك.

3.1 Reading Comprehension 1 Practices:

Text 1: Sharing Things

In many cities, people are learning new ways to share resources instead of owning everything individually. One popular example is the bike-sharing program. It allows citizens to rent bicycles for short trips around the city. Some cities use dockless bikes, which means riders don't need to return the bike to a fixed station. Instead, they can locate and unlock a bike using a smartphone app.

Bike-sharing systems are designed to help reduce traffic, pollution, and noise. When people choose bicycles instead of cars, the air becomes cleaner, and roads are less crowded. The public transport authority often supports these projects because they make transportation greener and more efficient. Sometimes, riders even receive incentives, such as bonus points or free minutes, for using bikes responsibly.

However, there are also challenges. In some places, litter bikes are left in the middle of sidewalks, which causes problems for pedestrians. There have also been cases of damage and theft, making it expensive to maintain the program. To solve these issues, companies and local governments must keep cooperating to find effective solutions.

Sharing things like bikes teaches people responsibility and respect for public property. With cooperation and awareness, sharing systems can create cleaner, safer, and more connected cities for everyone.

1. What is a bike-sharing program mainly used for?

- A) Traveling long distances B) Short city trips C) Owning personal bikes

2. How can users find dockless bikes?

- A) By calling the company B) From transport offices C) Through a smartphone app

3. What are two main goals of bike-sharing systems?

- A) To reduce traffic and pollution
B) To increase car sales
C) To create more parking

4. What problem is caused by litter bikes?

- A) They block sidewalks B) They cost too much C) They break easily

5. What does the public transport authority offer to encourage users?

- A) Free cars B) Incentives C) Tickets for buses

6. What helps solve problems like theft or damage?

- A) More police only
B) Cooperation between companies and governments
C) Making more bikes

Text 2: Sharing for a Better City

Cities today are becoming smarter and more sustainable by encouraging people to share instead of own. One successful example is the bike-sharing program, where users can rent a dockless bike for a short journey. With the help of a smartphone app, riders can find the nearest bicycle, ride it, and leave it for the next person to use.

This system helps to fight traffic, pollution, and noise caused by cars. Fewer cars mean cleaner air and less stress for drivers and pedestrians. Many cities' public transport authorities support such projects to make travel easier and more eco-friendly. They often provide incentives, such as discounts or extra riding minutes, to motivate people to use bikes more often.

However, not everyone uses the system responsibly. Some litter bikes are left in random places, blocking roads or parks. There are also reports of damage and theft, which make the programs costly to maintain. To solve these problems, local governments and companies are cooperating to improve security and teach users to care for shared property.

Sharing things is more than saving money—it builds trust and community spirit. When people share responsibly, cities become cleaner, quieter, and more pleasant for everyone.

1. What do people use to find and unlock a bike?

- A) A transport card
- B) A smartphone app
- C) A key

2. What problem does bike-sharing help reduce?

- A) Traffic and pollution
- B) Public transport use
- C) Street lighting

3. What are incentives used for?

- A) To repair bikes
- B) To reward responsible riders
- C) To buy new cars

4. What happens when litter bikes are left everywhere?

- A) They reduce accidents
- B) They get cleaner
- C) They block public spaces

5. Who supports most bike-sharing projects?

- A) Public transport authorities
- B) Local restaurants
- C) Bike shops

6. What helps improve the system?

- A) Competition
- B) Cooperation between organizations
- C) Selling more bikes

Text 3: Green Travel Choices

Modern cities are encouraging people to travel in cleaner and smarter ways. One of the most successful ideas is the bike-sharing program. It allows people to rent dockless bikes through a smartphone app for a short time and then leave them near their destination.

These programs help reduce traffic, pollution, and noise, especially in crowded city centers. Many public transport authorities support them as part of their plan to make cities greener and healthier. To attract more users, companies often offer incentives, such as free rides or special discounts.

However, there are still some issues. Some people leave litter bikes blocking sidewalks or bus stops. There are also cases of damage and theft, which make it expensive to replace and repair bikes. That's why companies and governments are cooperating to teach riders about respect and responsibility.

By sharing bikes properly, citizens can make their communities cleaner and more pleasant for everyone.

1. **What helps people rent dockless bikes?**
 - A) A smartphone app
 - B) A phone call
 - C) A ticket machine
2. **What problems do bike-sharing programs reduce?**
 - A) Traffic, pollution, and noise
 - B) Costs of buses
 - C) Fuel prices
3. **What do incentives encourage people to do?**
 - A) Stop cycling
 - B) Park cars
 - C) Ride more responsibly
4. **Why are litter bikes a problem?**
 - A) They block public spaces
 - B) They are too expensive
 - C) They are too heavy
5. **Who supports most bike-sharing programs?**
 - A) Private schools
 - B) Public transport authorities
 - C) Hospitals
6. **How can the system improve?**
 - A) By building more roads
 - B) By banning bikes
 - C) Through cooperation and education

Text 4: The Future of Shared Mobility

Sharing is changing how people move around cities. A growing number of citizens use dockless bikes that belong to a bike-sharing program. Riders simply open a smartphone app to find the nearest bike and start their trip.

This simple idea brings big results. It cuts traffic jams, lowers pollution, and reduces noise from cars. Many public transport authorities include these services in their city plans because they make traveling cheaper and cleaner. Some companies even give incentives, like extra points or small gifts, to responsible riders.

Still, not everything works perfectly. Some litter bikes are left in dangerous places. Others are lost because of damage or theft. To stop these problems, cities are cooperating with companies to build secure parking zones and educate users.

Bike sharing is not just about convenience—it's about caring for the planet and community.

1. **What does a smartphone app do for riders?**

- A) Pays the driver
- B) Fixes broken bikes
- C) Shows nearby bikes

2. **What are some results of using shared bikes?**

- A) Less traffic and pollution
- B) More noise
- C) Higher fuel costs

3. **Who gives incentives to riders?**

- A) Hospitals
- B) Bike-sharing companies
- C) Schools

4. **What causes problems in the streets?**

- A) Old cars
- B) Litter bikes
- C) Bus stops

5. **What are cities doing to solve problems?**

- A) Ignoring riders
- B) Cooperating with companies
- C) Closing bike lanes

6. **What is the main message of the text?**

- A) Sharing helps the planet
- B) Cars are faster
- C) Pollution is good

Text 5: Working Together for Clean Transport

Cities around the world are investing in smart, shared transport. The bike-sharing program is one of the best examples. It lets people rent dockless bikes using a smartphone app and return them anywhere within the service area.

This method reduces traffic, pollution, and noise from cars and buses. The public transport authority often supports these programs to make movement more eco-friendly. To motivate more people, users can earn incentives, such as free minutes or vouchers.

Unfortunately, not all users are careful. Some leave litter bikes lying on the ground or damage them. There are also cases of theft, which makes the system expensive to maintain. To prevent these issues, companies are cooperating with communities and schools to promote respect and good habits.

When citizens take care of shared bikes, they help build a cleaner and more responsible society.

1. **What does a bike-sharing program allow people to do?**

- A) Buy new bikes
- B) Rent and return bikes easily
- C) Ride for free

2. **How does the program reduce pollution?**

- A) Roads get bigger
- B) Bikes use fuel
- C) Fewer people drive cars

3. **Who supports most bike-sharing systems?**

- A) Public transport authority
- B) Schools
- C) Restaurants

4. **What do some users do wrong?**

- A) Leave litter bikes or damage them
- B) Park carefully
- C) Follow all rules

5. **How do companies solve these problems?**

- A) By making fewer bikes
- B) By closing bike stations
- C) By cooperating with communities

6. **What is one benefit of bike sharing?**

- A) Cleaner and safer cities
- B) More car traffic
- C) Louder streets

4 Reading Comprehension 2:

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	At Grade Level Goal Identify specific information Beyond Grade Level Goal Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.). Identify and interpret conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types. Identify the overall meaning.	Come Rain or Shine Feeling Under the Weather?	hurricanes, damage, flooding, injuries, blood pressure, blocking (roads), pneumonia, asthma, flu (influenza), temperature, moods	Zero Conditional Modals for Opinion/Possibility Expressing purpose.: in order to / to + verb (infinitive)
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answer. Choose A, B or C.	Comprehension Skills Specific information: ENG.06.RV.CS.2.1: Read and identify specific information in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Inference ENG.06.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Strategies Text features ENG.06.RV.S.2.1: Identify and interpret conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Comprehension Skills Overall Meaning ENG.01.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.	<ul style="list-style-type: none"> 1 expository text of 250-270 words (10% either way) 6 questions with 3 options, one of which is the correct answer (3 marks each, total: 18)

Reading 2: A Text of 250-270 words about a topic related to chapter 2 (Feeling Under the Weather) with 6 gaps, where you have 3 options to choose from. Each question is 3 marks each. The following part has different samples of reading Comprehensions about the same topic. The more you practice, the better you get.

نص القرائي 2: في هذا القسم سيكون الاختبار عبارة عن نص معلوماتي من 250-270 كلمة. يحتوي هذا النص على ست فراغات وهناك 3 إجابات لكل فراغ يقوم الطالب باختيار الإجابة الصحيحة من هذه الخيارات بناء على النص. كل سؤال سيكون ب 3 درجات. القسم القادم يحتوي على نصوص تدريبية مختلفة لنفس الفكرة. التدريب الكثير في النصوص القرائية يقوي مهارة البحث لديك.

4.1 Reading Comprehension 2 Practices:

Text 1: Feeling Under the Weather?

Weather affects more than just our plans—it can also change how we feel and how healthy we are. When hurricanes hit, they often cause serious damage to homes, cars, and buildings. Heavy rain can lead to flooding, which makes it difficult to travel and sometimes causes injuries. Roads can be blocking for hours, and rescue teams work hard to help people reach safety.

But even normal weather changes can influence our bodies. A sudden drop in temperature can make some people catch the flu (influenza) or develop pneumonia, especially if their immune system is weak. People with asthma may find it harder to breathe when the air is cold or humid. Doctors also say that changes in the weather can raise or lower blood pressure, which might make people feel dizzy or tired.

Weather can also influence our moods. Some people feel happy and energetic on sunny days, but sad or sleepy when it's cloudy or raining. Scientists believe sunlight affects the brain chemicals that control how we feel.

So, the next time you say you're "feeling under the weather," you might actually be right! Weather really does play a big role in our health and emotions.

1. What kind of weather can cause serious damage?

- A) Light wind B) Sunny days C) Hurricanes

2. What can flooding lead to?

- A) Dry air B) Injuries C) Sunshine

3. What illness can come from low temperature?

- A) Flu (influenza) B) Toothache C) Headache

4. Who might find it hard to breathe in cold weather?

- A) Farmers B) People with asthma C) Teenagers

5. What can weather changes affect inside our bodies?

- A) Weight B) Hair color C) Blood pressure

6. How can weather influence people's feelings?

- A) It changes their moods B) It changes their jobs C) It makes them run faster

Text 2: Weather and Your Health

The weather has a strong effect on our bodies, and we often don't realize it. During powerful storms like hurricanes, houses and buildings can suffer serious damage. Heavy rain after a storm can cause flooding, and this makes travel dangerous. Water on the streets can cause cars to stop and may lead to injuries. Sometimes fallen trees end up blocking roads, which slows down emergency workers.

Even without storms, sudden changes in temperature can influence our health. When the weather gets very cold, people are more likely to catch the flu (influenza) or get pneumonia, especially older adults and young children. People with asthma might breathe with difficulty in cold air because their lungs become sensitive. Doctors say the weather can also affect blood pressure, making some people feel weak or tired when the weather shifts quickly.

Weather even affects our moods. Warm sunny days often make people feel active and cheerful, while dark, rainy days may make others feel tired or sad. Scientists believe sunlight helps our brain produce chemicals that improve happiness.

So, weather is more than just sunshine or rain—it can change our body, our feelings, and even our daily plans.

1. What natural event can destroy buildings?

- A) Light winds
- B) Gentle rain
- C) Hurricanes

2. What can heavy rain lead to?

- A) Flooding
- B) Sunshine
- C) Snow

3. What illness is common in cold weather?

- A) Broken bones
- B) Allergy
- C) Flu (influenza)

4. Who struggles to breathe in cold air?

- A) Teachers
- B) People with asthma
- C) Children only

5. What body function can weather change?

- A) Hair color
- B) Blood pressure
- C) Eye size

6. How can the weather change feelings?

- A) It changes jobs
- B) It affects moods
- C) It changes names

Text 3: Stormy Days and Health

Stormy weather can affect people in many ways. When strong winds and heavy rain arrive during hurricanes, they can cause great damage to houses and roads. After the storm, there is often flooding, and this can create dangerous situations for drivers and rescue teams. Floodwater can cause accidents and injuries, and fallen trees often end up blocking roads, making travel difficult.

Besides safety problems, weather can also affect health. A sudden drop in temperature can lead to illnesses such as the flu (influenza) or pneumonia. People with asthma may find breathing harder in cold air or during high humidity. Doctors explain that weather changes can even affect blood pressure, making some people feel weak or dizzy.

The weather can also change our moods. On bright sunny days, people often feel happier and more active. However, when skies are dark or the rain continues for days, many feel sad or tired. Scientists believe that sunlight helps the brain produce chemicals that control positive emotions.

Weather influences every part of life—from safety to health to how we feel. Being aware of it helps us stay safe and healthy every day.

1. What type of weather can cause great damage?

- A) Wind breeze
- B) Hurricanes
- C) Fog

2. What problem can happen after storms?

- A) Flooding
- B) Sunshine
- C) Warm air

3. What illnesses can come from a drop in temperature?

- A) Flu and pneumonia
- B) Headache and fever
- C) Allergies

4. Who might have trouble breathing in cold air?

- A) People with asthma
- B) Children
- C) Athletes

5. What part of the body can weather changes affect?

- A) Teeth
- B) Muscles
- C) Blood pressure

6. How does sunlight affect people?

- A) It increases sleep
- B) It makes them hungry
- C) It improves their moods

Text 4: How Weather Affects Our Bodies

Many people don't realize how much the weather influences the human body. During hurricanes, powerful winds and rain can cause serious damage to homes and buildings. After the storm, flooding can appear and cause accidents or injuries. Sometimes roads stay closed for hours because fallen trees are blocking roads and stopping traffic.

Cold temperature is another problem. When the air gets too cold, people often catch the flu (influenza) or develop pneumonia. For people with asthma, cold or polluted air can make breathing difficult. Doctors also say that quick changes in weather can influence blood pressure, which can cause dizziness or tiredness.

Weather not only affects the body but also our moods. Sunny weather can make people feel happy and active, while cloudy or rainy days can lead to sadness or low energy. Scientists believe that light levels affect the brain chemicals that control how we feel.

Being aware of how weather affects health helps people prepare better and protect themselves during extreme conditions.

1. What can hurricanes cause?

- A) Serious damage
- B) Snowfall
- C) Warm weather

2. What happens after heavy rain?

- A) Drought
- B) Sunshine
- C) Flooding

3. What sicknesses are common in cold weather?

- A) Fever and cough
- B) Toothache and earache
- C) Flu and pneumonia

4. Who has difficulty breathing in cold air?

- A) Drivers
- B) Swimmers
- C) People with asthma

5. What can sudden weather changes influence?

- A) Blood pressure
- B) Hair color
- C) Appetite

6. How does the weather affect moods?

- A) Rainy days make everyone rich
- B) Sunny weather makes people happy
- C) Snow always makes people angry

Text 5: The Weather and Your Feelings

Weather plays a big role in how people live and feel. Strong storms such as hurricanes can cause a lot of damage to homes, cars, and even schools. Heavy rain can lead to flooding, and sometimes people get injuries when roads are wet and dangerous. In many cases, fallen trees and power lines end up blocking roads, which stops emergency vehicles from moving quickly.

Health problems can also appear when the temperature changes. Cold days can bring illnesses like flu (influenza) or pneumonia. People with asthma often find it difficult to breathe when the air is cold or full of dust. Doctors say that weather can even affect blood pressure, which may cause dizziness or headaches.

Weather can strongly affect moods too. When the sun shines, many people feel positive and energetic. On gray or rainy days, some may feel tired or sad. Scientists say that this is because sunlight helps the brain create chemicals that control happiness.

Understanding how weather influences health and emotions can help us make better choices and take care of ourselves in every season.

1. What can strong storms like hurricanes do?

- A) Cause a lot of damage
- B) Make it sunny
- C) Clean the air

2. What danger comes after heavy rain?

- A) Snowfall
- B) Flooding
- C) Sunshine

3. What illnesses happen in cold weather?

- A) Flu and pneumonia
- B) Headache and allergy
- C) Fever and stress

4. Who finds it difficult to breathe in dusty air?

- A) People with asthma
- B) Runners
- C) Teachers

5. What part of the body does weather affect?

- A) Nails
- B) Blood pressure
- C) Eyes

6. How can weather change how we feel?

- A) It affects our moods
- B) It changes our names
- C) It makes us taller

4 Writing:

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	At Grade Level Goal Use a range of cohesive devices, and referencing or substitution to connect ideas in texts that are generally coherent. Produce simple and some extended written or multimodal texts, expressing some detail with comparisons and justifications where appropriate. Produce simple and some extended written or multimodal texts that show awareness of the conventional features of text organisation and structure appropriate to the task and contain paragraphs with topic sentences and some supporting details.	Meeting New People, Learning New Things Sharing Things	Term 1 Vocabulary	Prompts to elicit: Zero Conditional Modals for Opinion/Possibility Expressing purpose.: in order to / to + verb (infinitive) Present Simple Tense - Used for stating facts and identity Cohesive devices	Describing advantages and disadvantages Comparing and Contrasting Language development for essay writing
		Task Description	Learning Outcomes		Construct Limits
		Guided constructed response 4.1 Read the text. Write the main idea in your own words. 4.2 Read the text again. Main writing prompt. <ul style="list-style-type: none"> prompt 1 prompt 2 prompt 3 Write at least 150 words.	Coherence and cohesion ENG.06.WR.S.5.1: Use an increasing range of cohesive devices, and referencing or substitution to connect ideas in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are generally coherent, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures. Fluency in text production ENG.06.WR.P.1.1 : Produce simple, extended and detailed written or multimodal texts on familiar and some unfamiliar concrete topics, expressing comparisons and justifications where appropriate, where meaning is generally clear, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures. Text structure ENG.06.WR.P.4.1 : Produce simple and extended written or multimodal texts on familiar and some unfamiliar concrete topics that show increasing awareness of the conventional features of text organisation and structure appropriate to the task and contain paragraphs with topic sentences and some supporting details, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures.		4.1 One text of 160 words related to theme One question asking for the main idea of the text, using their own words. 4.2 ▪ One question with three prompts to elicit a text asking them to respond to the text by presenting a position and supporting it with reasons. ▪ Word count: 150 words ▪ 40 marks (based on rubric)

Writing: In this part, there are two sections. The first section about extracting the main idea of a text. A text of 160 words related to theme One asking for the main idea of the text, using their own words (3-4 sentences at least). The second section, there will be 3 prompts related to the first part and students are asked to write an essay of at least 150 words. Students will be evaluated according to the rubrics. An official sample of writing is attached to the next page.

القسم الكتابي يحتوي على سؤالين، السؤال الأول يتكون من نص قرائي من 160 كلمة وعلى الطالب استخراج الفكرة الرئيسية لهذا النص كتابتها في فقرة بسيطة تتكون من 3-4 جمل على الأقل. في السؤال الثاني، ستكون هناك ثلاثة أسئلة مرتبطة بالجزء الأول، ويطلب من الطلاب كتابة مقال لا يقل عن 150 كلمة. سيتم تقييم الطلاب وفقًا لمعايير التقييم. كما نموذج رسمي للكتابة مرفق في الصفحة التالية.

4.1 Assessment's Department – Writing Sample

1.1 Read the text. Write the main idea of the text in your own words. Write at least 3-4 sentences.

Finding a new place to live in Riyadh, Saudi Arabia, can be exciting, but it also requires careful planning. The city is large, modern, and expanding rapidly, so every area offers a different lifestyle. For example, central Riyadh is close to offices, restaurants, and shopping centres, but rent is usually high, and traffic can be heavy. Families who prefer more space and quiet surroundings often move to neighbourhoods on the edge of the city, where homes are larger and streets are calmer.

Before moving, people usually check how close their home is to schools, supermarkets, and transport in order to save time and money each day. It is also important to compare rent prices online because they can change quickly. Some people choose to share accommodation to reduce costs, while others decide to live near their workplace to avoid long commutes.

To find the right home in Riyadh, you must balance comfort, budget, safety, and convenience carefully.

Blank lined paper for writing.

Task Completion	Language Use	Organisation and Clarity	Total
/5	/5	/5	/15

1.2 Read the text again. Now write a response to the text in which you:

- give your opinion about the advantages and disadvantages of living in a large city like Riyadh
- explain how people can make living in a busy city more comfortable or convenient
- include one example or experience to support your ideas

Write at least 150 words.

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موقع الامانة

Task Completion	Structure	Grammar	Vocabulary	Spelling and Punctuation	Total
/5	/5	/5	/5	/5	/25

4.2 Writing Question 1:

1.1 Read the text. Write the main idea of the text in your own words. Write at least 3-4 sentences.

When students move into dormitories, they often bring along not just their luggage but their habits, routines, and personalities. Some like waking up early to study, while others prefer staying up late to chat or watch movies. The small space they share quickly fills with books, clothes, and sometimes even snacks hidden in drawers. Over time, they learn new things about each other—favorite music, study styles, and even what annoys them most. There are moments of laughter, like when they decorate the room together, and moments of silence, especially during exams. Occasionally, small disagreements appear about noise, cleanliness, or who should take out the trash, but these usually pass. In the end, the shared room becomes more than just a place to sleep—it turns into a space full of memories, lessons, and stories that both roommates carry with them long after the school year ends.

2026 2023

موقع المظاهرة

Task Completion	Language Use	Organisation and Clarity	Total
/5	/5	/5	/15

1.2 Read the text again. Now write a response to the text in which you:

- * What are the advantages and disadvantages of sharing a room with another student in a dormitory?
- * Describe an experience you had (or imagine having) with a roommate. What did you learn from it?
- * How can students solve common problems that happen when they share a dorm room?

Write at least 150 words.

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المنهج

Task Completion	Structure	Grammar	Vocabulary	Spelling and Punctuation	Total
/5	/5	/5	/5	/5	/25

4.3 Writing Question 2:

1.1 Read the text. Write the main idea of the text in your own words. Write at least 3-4 sentences.

Every year, many students and workers move to new cities, searching for a place that feels comfortable and convenient. Some start by checking online advertisements, while others visit real estate offices or ask friends for suggestions. Before choosing, they usually compare prices, locations, and what facilities are included—like internet access, air conditioning, or furniture. The process can take time because there are always many options, from small studio apartments to shared houses. Some people prefer quiet neighborhoods far from traffic, while others like being close to shops, restaurants, and public transport. Visiting several places helps them notice small details that photos often hide, such as lighting, noise, or cleanliness. Sometimes, people make quick decisions because of limited time or budget, but the results are not always satisfying. That's why many take extra care, hoping their final choice will make their daily life more comfortable and enjoyabl

2026 2025

موقع الحاج

Task Completion	Language Use	Organisation and Clarity	Total
/5	/5	/5	/15

1.2 Read the text again. Now write a response to the text in which you:

1. What factors do you think are most important when choosing a new place to live, and why?
2. Describe a time when you or someone you know had to find accommodation. What challenges did you face?
3. How can people make better decisions when selecting a house or apartment in a new city?

Write at least 150 words.

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2026 2025
موقع الامانة

Task Completion	Structure	Grammar	Vocabulary	Spelling and Punctuation	Total
/5	/5	/5	/5	/5	/25

4.4 Writing Question 3:

1.1 Read the text. Write the main idea of the text in your own words. Write at least 3-4 sentences.

In many modern cities, people can easily spot colorful bicycles parked near train stations, parks, or shopping areas. With just a smartphone app, anyone can unlock one, ride across town, and leave it at another docking point. On busy mornings, the streets fill with riders heading to school or work, weaving between cars and buses. Some users enjoy the freedom of not worrying about parking or fuel, while others simply like the fresh air. However, not all rides end well—sometimes bikes are left damaged, stolen, or forgotten in random places. City workers often collect and repair them to keep the system running smoothly. There are also discussions about rules, safety, and how to encourage more people to ride responsibly. Though these programs started as small local projects, they have now become part of daily life in many places, quietly changing how people move through their cities every day.

2026 2025

Task Completion	Language Use	Organisation and Clarity	Total
/5	/5	/5	/15

1.2 Read the text again. Now write a response to the text in which you:

1. How do shared bicycle programs change the way people travel in modern cities?
2. What problems or challenges can happen when people use public items like shared bikes?
3. Describe your opinion about using shared bicycles — would you like to try it, and why or why not?

Write at least 150 words.

Handwriting practice lines (dashed lines) for writing the response.

Task Completion	Structure	Grammar	Vocabulary	Spelling and Punctuation	Total
/5	/5	/5	/5	/5	/25

Final Tips On Writing a good essay:

1. Understand the Question

Before you start writing, read the question carefully. Identify **what the topic is** and **what type of essay** you need to write (narrative, descriptive, persuasive, or informative).

2. Plan Your Ideas

Spend a few minutes brainstorming. Write down your **main ideas**, examples, and supporting details. Create a short **outline** with an introduction, body, and conclusion.

3. Write a Strong Introduction

Begin with a **hook** (a question, quote, or interesting fact). Introduce your topic and end the paragraph with a clear **thesis statement** — the main point of your essay.

4. Develop Clear Body Paragraphs

Each body paragraph should focus on **one main idea**. Start with a topic sentence, add explanations, and give examples to support your point.

5. Use Linking Words

Use transition words like *firstly*, *however*, *for example*, *in addition*, *therefore*, and *finally* to make your writing smooth and organized.

6. Write a Meaningful Conclusion

Summarize your main points and restate your thesis in a new way. End with a final thought or recommendation.

7. Check Grammar and Spelling

Always **proofread** your essay. Correct grammar, punctuation, and spelling mistakes to make your work clear and professional.

8. Practice Regularly

The more you write, the better you become. Practice different essay types and read good examples to learn new structures and vocabulary.

Vocabulary Section's Answer Keys

Activity 1: Fill-in-the-Blank: 1. off campus 2. graduate degree 3. dormitory 4. graduate student 5. nature reserve 6. eliminate 7. inexpensive 8. privacy 9. humidity 10. biometeorologists 11. affect 12. depressed 13. headaches 14. irritable 15. atmosphere 16. temperature	Activity 2: Multiple Choice 1. B) off campus 2. A) graduate degree 3. B) dormitory 4. B) graduate student 5. C) nature reserve 6. B) eliminate 7. B) inexpensive 8. A) privacy 9. A) humidity 10. B) Biometeorologists 11. A) affect 12. B) depressed 13. A) headaches 14. B) irritable	Activity 3: Reading Texts 1-6 Text 1: 1-B, 2-C, 3-B, 4-C, 5-A, 6-B Text 2: 1-A, 2-A, 3-A, 4-B, 5-B, 6-A Text 3: 1-B, 2-A, 3-A, 4-A, 5-A, 6-A Text 4: 1-A, 2-A, 3-A, 4-A, 5-A, 6-A Text 5: 1-A, 2-B, 3-A, 4-A, 5-A, 6-B Text 6: 1-B, 2-A, 3-A, 4-A, 5-A, 6-A
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Grammar Section's Answer Keys

<u>2.1.1 Parts of Speech</u>		
<u>A. Identify Part of Speech</u> 1. brightly - Adverb 2. fast - Adverb 3. under - Preposition 4. and - Conjunction 5. Wow! - Interjection 6. quietly - Adverb 7. funny - Adjective 8. early - Adverb 9. umbrella - Noun 10. Because - Conjunction	<u>B. Choose the Part of Speech</u> 1. b) Noun 2. a) Adverb 3. b) Verb 4. a) Verb 5. b) Interjection 6. a) Preposition 7. a) Conjunction 8. a) Pronoun 9. a) Adjective 10. b) Adverb	<u>C. Identify the Part of Speech</u> 1. outside - Adverb 2. fast - Adverb 3. interesting - Adjective 4. politely - Adverb 5. through - Preposition 6. After - Preposition 7. love - Verb 8. But - Conjunction 9. Wow! - Interjection 10. color - Noun
<u>D. Fill in the Blanks</u> 1. Wow! 2. teacher 3. She 4. under 5. quickly 6. blue 7. an 8. but 9. is	<u>E. Underline and Label Two Parts of Speech</u> 1. Ali (noun) plays football (noun) every weekend. 2. Although (conjunction) it was late, they continued (verb) working. 3. The happy (adjective) children laughed (verb) loudly. 4. She put (verb) the bag on (preposition) the table. 5. We will go (verb) to the beach (noun) tomorrow. 6. The small (adjective) puppy ran (verb) into the house. 7. Hurray! (interjection) Our team won (verb) the match. 8. The teacher (noun) gave us a difficult (adjective) test. 9. I can't eat (verb) this because (conjunction) it's too hot. 10. They walked (verb) through the park (noun) together.	
<u>F. Match</u> 1. run - d) verb 2. quickly - e) adverb 3. school - b) noun 4. happy - a) adjective 5. she - f) pronoun 6. on - c) preposition 7. wow - g) interjection 8. and - h) conjunction		

Grammar Section's Answer Keys

2.1.1 Parts of Speech

A. Identify Part of Speech

1. brightly - Adverb
2. fast - Adverb
3. under - Preposition
4. and - Conjunction
5. Wow! - Interjection
6. quietly - Adverb
7. funny - Adjective
8. early - Adverb
9. umbrella - Noun
10. Because - Conjunction

B. Choose the Part of Speech

1. b) Noun
2. a) Adverb
3. b) Verb
4. a) Verb
5. b) Interjection
6. a) Preposition
7. a) Conjunction
8. a) Pronoun
9. a) Adjective
10. b) Adverb

C. Identify the Part of Speech

1. outside - Adverb
2. fast - Adverb
3. interesting - Adjective
4. politely - Adverb
5. through - Preposition
6. After - Preposition
7. love - Verb
8. But - Conjunction
9. Wow! - Interjection
10. color - Noun

2.1.2 Comparatives and Superlatives:

A. Fill in the Blanks

1. bigger
2. more difficult
3. the youngest
4. the coldest
5. faster
6. more comfortable
7. the highest
8. more expensive
9. more interesting
10. the cheapest

B. Choose the Correct Answer

1. B) wider
2. C) the most intelligent
3. B) colder
4. B) more expensive
5. B) the most modern

C. Rewrite Using Comparatives

1. My house is bigger than your house.
2. This book is more interesting than that one.
3. Ali is taller than Omar.
4. Today is hotter than yesterday.
5. My car is faster than your car.

D. Rewrite Using Superlatives

1. This is the highest mountain in the world.
2. That is the tallest building in Dubai.
3. She is the most beautiful girl in the class.
4. Today is the coldest day in the week.
5. This is the cheapest shop in town.

E. Find and Correct the Mistake

1. faster (not more faster)
2. the tallest (not the most tall)
3. heavier (not heavyer)
4. best (not goodest)
5. happier (not more happier)

F. Complete the Sentences

1. bigger
2. colder
3. the best
4. newer
5. the smartest

G. Irregular Adjectives

1. good → better / best
2. bad → worse / worst
3. far → farther (or further) / farthest (or furthest)
4. little → less / least
5. much → more / most

H. True or False

1. False
2. True
3. True
4. True
5. False

I. Choose the Correct Answer

1. B) more comfortable
2. B) better
3. C) the coldest
4. B) noisier
5. B) easier
6. C) the most responsible
7. B) narrower
8. B) the hottest
9. A) more exciting
10. B) faster

Grammar Section's Answer Keys

2.1.2 Comparatives and Superlatives:

I. Choose the ✓ Answer

11. B) cheaper
12. B) more patient
13. B) higher
14. A) newer
15. B) easier
16. C) the most fashionable
17. A) busier
18. B) drier
19. B) better
20. B) heavier
21. A) more boring
22. B) bigger
23. A) the friendliest
24. A) tidier
25. A) harder

J. Form Sentences (Comparatives & Superlatives - B1-B2)

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Ali is taller than Omar. 2. This book is more interesting than that one. 3. Today is hotter than yesterday. 4. My house is bigger than my neighbor's house. 5. This road is narrower than that road. 6. Mount Everest is the highest mountain in the world. 7. This movie is the most exciting movie I have ever seen. 8. My handwriting is neater than yours. | <ol style="list-style-type: none"> 9. The exam was more difficult than any test this year. 10. My car is more expensive than my friend's car. 11. This chair is more comfortable than the one in the office. 12. Your idea is the best of all ideas today. 13. My city is the cleanest city in the country. 14. This laptop is lighter than mine. 15. My brother is the youngest in my family. |
|--|---|

2.1.3 Modal Verbs (should/could):

A. Multiple-Choice

1. B) should
2. A) could
3. A) could
4. B) should
5. C) can
6. B) should
7. A) could
8. A) could
9. B) should
10. A) could

B. Fill-in-the-Blanks

1. should
2. could
3. could
4. should
5. shouldn't
6. Could
7. could
8. should
9. could
10. should

C. Rewrite the Sentences

1. You should see the dentist.
2. I could play football very well when I was a child.
3. They might come tomorrow.
4. You should not waste your time.
5. Could you open the door, please?

D. Mixed Practice

1. should
2. could
3. could
4. should
5. could / could
6. should
7. could
8. could
9. might
10. should

E. Multiple-Choice Questions

1. A) should
2. B) could
3. B) could
4. B) could
5. C) might
6. A) should
7. B) could
8. A) should
9. B) could
10. A) should

F. Fill-in-the-Blanks

1. should
2. could
3. should
4. should
5. Could
6. might
7. should
8. could
9. should
10. might

G. Rewrite the Sentences

1. He should sleep earlier.
2. She might have forgotten the keys.
3. I could swim when I was five.
4. You should not spend too much time online.
5. Could you close the window, please?

Grammar Section's Answer Keys

2.1.4 Collocations with "Do," "Make," "Take," and "Have"

A. Choose the correct verb:

- | | |
|---------|----------|
| 1. Do | 2. take |
| 3. have | 4. make |
| 5. have | 6. take |
| 7. make | 8. do |
| 9. make | 10. take |

B. Fill in the blanks:

- make a phone call
- have a rest
- do their shopping
- have a great time
- make a mistake

C. Match the collocations

- Do exercise
- Make a complaint
- Take a photo
- Have a conversation
- Do a Favor

D. Create your own sentences using each verb once (Sample Answers)

- Do** → I always do my homework after dinner.
- Make** → Let's make a cake for Mom's birthday.
- Take** → I take photos when I travel.
- Have** → We had lunch together yesterday.

Practice 1 - A Blizzard to Remember

Answer Key: 1-A 2-B 3-A 4-C 5-C 6-B

Practice 2 - The Unexpected Storm

Answer Key: 1-B 2-A 3-B 4-A 5-A

Practice 3 - Sick of the Cold

Answer Key: 1-B 2-A 3-B 4-B 5-A 6-A

Practice 4 - The Phenomena of Ice

Answer Key: 1-A 2-A 3-B 4-A 5-A 6-B

Practice 5 - Lost in the Snow

Answer Key: 1-B 2-A 3-B 4-A 5-B 6-A

Practice 6 - Winter Adventure

Answer Key: 1-A 2-B 3-A 4-A 5-B 6-A

2.1.5 Zero Conditional

Part A - Complete the Sentences

(Use the present simple tense in both parts)

- If you **heat** ice, it **melts**.
- If people **don't recycle** plastic, pollution **increases**.
- If you **press** that switch, the light **turns** on.
- If cats **see** a dog, they usually **run** away.
- If teachers **give** a lot of homework, students **complain**.
- If you **don't eat** breakfast, you **get** hungry before lunch.
- If it **rains**, the grass **grows** quickly.
- If you **mix** salt and water, you **make** salt water.

Part B - Choose the Correct Option

- c) breaks
- a) stay
- b) comes
- a) doesn't fly
- a) charge

Part C - Match the Halves

- c
- b
- d
- a
- e

Reading Section's Answer Keys – Part 1

Text 1: Sharing Things 1. B) Short city trips 2. C) Through a smartphone app 3. A) To reduce traffic and pollution 4. A) They block sidewalks 5. B) Incentives 6. B) Cooperation between companies and governments	Text 2: Sharing for a Better City 1. B) A smartphone app 2. A) Traffic and pollution 3. B) To reward responsible riders 4. C) They block public spaces 5. A) Public transport authorities 6. B) Cooperation between organizations	Text 3: Green Travel Choices 1. A) A smartphone app 2. A) Traffic, pollution, and noise 3. C) Ride more responsibly 4. A) They block public spaces 5. B) Public transport authorities 6. C) Through cooperation and education
Text 4: The Future of Shared Mobility 1. C) Shows nearby bikes 2. A) Less traffic and pollution 3. B) Bike-sharing companies 4. B) Litter bikes 5. B) Cooperating with companies 6. A) Sharing helps the planet	Text 5: Working Together for Clean Transport 1. B) Rent and return bikes easily 2. C) Fewer people drive cars 3. A) Public transport authority 4. A) Leave litter bikes or damage them 5. C) By cooperating with communities 6. A) Cleaner and safer cities	

Reading Section's Answer Keys – Part 2

Text 1: Feeling Under the Weather? 1. C) Hurricanes 2. B) Injuries 3. A) Flu (influenza) 4. B) People with asthma 5. C) Blood pressure 6. A) It changes their moods	Text 2: Weather and Your Health 1. C) Hurricanes 2. A) Flooding 3. C) Flu (influenza) 4. B) People with asthma 5. B) Blood pressure 6. B) It affects moods	Text 3: Stormy Days and Health 1. B) Hurricanes 2. A) Flooding 3. A) Flu and pneumonia 4. A) People with asthma 5. C) Blood pressure 6. C) It improves their moods
Text 4: How Weather Affects Our Bodies 1. A) Serious damage 2. C) Flooding 3. C) Flu and pneumonia 4. C) People with asthma 5. A) Blood pressure 6. B) Sunny weather makes people happy	Text 5: The Weather and Your Feelings 1. A) Cause a lot of damage 2. B) Flooding 3. A) Flu and pneumonia 4. A) People with asthma 5. B) Blood pressure 6. A) It affects our moods	

This is the End of the Booklet. All the Best 😊



هذه نهاية المذكرة. أتمنى التوفيق للجميع وأذكروني بدعوة طيبة