

قوائم مفردات لغوية إثرائية



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

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف العاشر المتقدم



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

Reading Practice: The Architecture of the Human Mind

1

10 grade of coverage English The 2025/2026 هيكمل اللغة الإنجليزية الصف العاشر المتقدم العام الدراسي
advanced New INTERACTIONS 2025-2026

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

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وزارة التربية والتعليم
MINISTRY OF EDUCATION

Grade 10 General & Grade 9 Advanced English Language Coverage- Term 1 (2026 – 2027)

إحجز مكانك واستعد لامتحان بثقة كاملة

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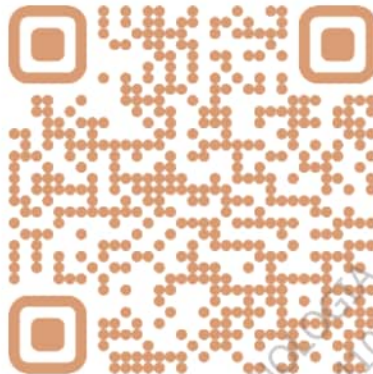
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Vocabulary List: Exciting Adventures:

Word	English Meaning	Arabic Meaning	Example
stranded	left in a place with no way to leave or get help	عالق / محاصر	The hikers were stranded on a large rock during the flash flood.
lost	unable to find your way or not knowing where you are	ضائع / تائه	"I think we're lost," Maya whispered when the trail looked different in the rain.
canyon	a deep, narrow valley with steep rocky sides, often with a river or wadi	أخدود / وادٍ عميق (وادي جبلي)	Water was rushing quickly down the narrow rocky canyon in the Hajar Mountains.
river	a large natural stream of water flowing toward the sea or a lake	نهر	Last weekend, my brother and I were kayaking slowly down the calm river.
decision	a choice that you make after thinking about what to do in a situation	قرار	Climbing onto the high rock was a smart decision that kept the children safe.
solution	a way of solving a problem or dealing with a difficult situation	حل	Blowing the whistle three times was the best solution to help their father find them.
frightened	feeling scared or afraid because of danger	خائف / مرعوب	Maya was feeling frightened during the storm, and the baby fox looked frightened too.

Vocabulary List: Meeting New People, Learning New Things

<u>Word</u>	<u>English Meaning</u>	<u>Arabic Meaning</u>	<u>Example</u>
roommate	a person who you share a room with	زميل سكن	My roommate and I share the rent.
colleague	a person that you work with	زميل عمل	She is a hard-working colleague.
privacy	being alone and not watched or disturbed	خصوصية	I close the door to have some privacy.
community	people living in one particular area	مجتمع	We live in a friendly community.
deadline	a time or day by which something must be done	موعد نهائي	I have to finish the report before the deadline.
schedule	a plan of activities or tasks and their times	جدول زمني	My schedule is very busy this week.
authority	the power or right to give orders or make decisions	سلطة / إدارة	You need to report this to the authority.
regulation	an official rule or the act of controlling something	لائحة / تنظيم	The new regulation requires us to wear masks.
manage	to succeed in doing or dealing with something	يدير / يتمكن	How do you manage your time so well?
cope	to deal successfully with a difficult situation	يتأقلم / يتغلب على	It is hard to cope with so much stress.

Vocabulary List: Come Rain or Shine

<u>Word</u>	<u>English Meaning</u>	<u>Arabic Meaning</u>	<u>Example</u>
humidity	a measure of the amount of water vapor in the air	رطوبة	The humidity makes the heat feel worse.
temperature	the measured amount of heat in a place or in the body	درجة الحرارة	The temperature dropped below zero last night.
climate	the general weather conditions usually found in a particular place	مناخ	The climate in the desert is very dry.
season	one of the four periods of the year	فصل / موسم	My favorite season is spring.
absorb	to take something in, especially gradually	يمتص	Plants absorb water from the soil.
reflect	to send back light, heat, energy, or sound from a surface	يعكس	Light colors reflect the sun's heat.
hazardous	dangerous	خطر	Smoking is hazardous to your health.
severe	causing very great pain, difficulty, worry, damage, etc.	شديد / قاسٍ	The severe storm destroyed many houses.
ability	the physical or mental power or skill needed to do something	قدرة	She has the ability to learn languages quickly.

skill	an ability to do an activity or job well	مهارة	Reading is an important skill for students.
rescue	to help someone or something out of a dangerous situation	ينقذ	The firefighters managed to rescue the cat from the tree.
safety	a state in which you are safe and not in danger	سلامة / أمان	Your safety is our main concern.
textile	a cloth made by hand or machine	نسيج	This country produces high-quality textiles.
fabric	cloth or material for making clothes	قماش	The dress is made of a soft fabric.

Part 1: Vocabulary

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

Choose A, B or C

Text 1: Meeting New People, Learning New Things

Before college, most young people around the world live in a family home. Their first living experience away from home may be in a dormitory or a shared-living (1) _____ on a university campus. In these residence halls, you will meet people from many different backgrounds and lifestyles. Sometimes, you may have to share a bedroom with a (2) _____ who has very different daily habits. Because of this shared space, you might find that you have much less (3) _____, space, and quiet than you did at home. Without good solutions, these differences can turn into big problems. Therefore, to succeed in your new environment, you must learn how to (4) _____ with these challenges effectively. In addition to personal relationships, college life also requires you to (5) _____ your time wisely between studying, attending classes, and participating in educational events. If you follow the house rules, stay out of trouble, and remain considerate of others, this experience can become one of the best memories of your life.

(1) A) community

B) colleague

C) deadline

(2) A) authority

B) roommate

C) regulation

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(3) A) schedule

B) privacy

C) textile

(4) A) absorb

B) reflect

C) cope

(5) A) manage

B) rescue

C) reflect

Text 2: Come Rain or Shine

When you live in a region with extreme weather, staying comfortable is not just about preference; it is a matter of good health. Traditional clothing in many hot parts of the world provides an effective solution to this problem. People often wear loose garments made from lightweight (1) _____ such as cotton or linen. These materials allow air to circulate and help regulate body (2) _____ naturally. The colors of the clothes also play a very important role. White and very pale colors tend to (3) _____ sunlight rather than absorbing it, which keeps the wearer significantly cooler. Modern science has used this traditional wisdom to produce high-performance clothing. Engineers now design synthetic materials that move moisture away from the skin. Whether you are dealing with the high (4) _____ of a tropical summer or the freezing cold of an Arctic winter, wearing the right clothes is essential for your (5) _____ and wellbeing. Good clothing can actively protect us from the most severe weather conditions.

- | | | | |
|-----|----------------|--------------|-------------|
| (1) | A) fabric | B) community | C) season |
| (2) | A) temperature | B) humidity | C) schedule |
| (3) | A) absorb | B) reflect | C) cope |

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(4) A) ability

B) deadline

C) humidity

(5) A) privacy

B) safety

C) authority

Grammar Rules:

1. Past Time: Past Continuous

We use the Past Continuous to talk about actions that were in progress at a specific time in the past, to describe a background scene, or to show an action interrupted by a sudden event (which is in the Past Simple).

Key Rules:

1. Verb 'to be' in the Past: Use 'was' with singular subjects (I, he, she, it, Emma, the wind) and 'were' with plural subjects (you, we, they, the clouds, researchers).
2. Regular spelling: Add '-ing' to the base verb (walk → walking, rain → raining).
3. Spelling exceptions: If the verb ends in 'e', drop the 'e' (make → making). If it ends in a short vowel + consonant, double the consonant (get → getting).
4. Keywords: often used with 'while', 'when', or 'as' to connect with Past Simple.

◆ Structure:

Affirmative: Subject + was/were + verb-ing

Negative: Subject + was/were + not + verb-ing

Questions: Was/Were + subject + verb-ing?

◆ Examples from the Textbook:

Grammar Pattern	Verb Forms / Triggers	Example Sentences
Background Action	was/were + v-ing	Emma was walking home from the local college.
Interrupted Action	was/were v-ing + when + past simple	She was looking for a safe place when she saw the lightning.

Practice on Past Time: Past Continuous:

A. Fill in the blanks with the correct form:

1. Emma _____ (walk) home when she saw a cumulus cloud.
2. The wind _____ (get) very strong during the storm.
3. While the raindrops _____ (fall), she looked for a safe place.
4. What _____ you _____ (do) when the storm started?
5. The sky _____ (darken) quickly while she was outside.

B. Choose the correct answer (A, B, or C):

1. Emma _____ for a safe place when she saw lightning.
A) was looking B) looked C) is looking
2. While the researchers _____ the weather, they noticed a change.
A) was studying B) were studying C) studied
3. The clouds _____ disappearing when she went outside.
A) was B) were C) are

4. I _____ about the warning signs when the thunder started.

A) was thinking B) were thinking C) thought

5. What was Emma _____ when the thunderstorm reached the second stage?

A) do B) did C) doing

2. Clauses and Phrases: Defining Relative Clauses

We use defining relative clauses to give essential information to identify who or what we are talking about. No commas are used in these clauses.

Key Rules:

1. Use 'who' or 'that' for people (e.g., biometeorologists, students, Emma).
2. Use 'which' or 'that' for things or animals (e.g., thunderstorms, clouds, clothing, wind).
3. Use 'where' for places (e.g., cities, regions, the convenience store).

◆ Structure:

Noun + relative pronoun (who/which/that/where) + essential information

◆ Examples from the Textbook:

Grammar Pattern	Verb Forms / Triggers	Example Sentences
Relative clause (people)	who / that	Biometeorologists are scientists who study the weather.
Relative clause (things)	which / that	Asthma is a lung disorder which causes breathing problems.

Practice on Clauses and Phrases: Defining Relative Clauses:

A. Fill in the blanks with the correct form:

1. Biometeorologists are scientists _____ study how weather affects health.
2. Asthma is a lung disorder _____ causes breathing problems.
3. Florida is a place _____ there are many thunderstorms.
4. People _____ live in hot climates wear lightweight fabrics.
5. The convenience store is the place _____ Emma found protection.

B. Choose the correct answer (A, B, or C):

1. The clothing _____ she bought is perfect for the hot climate.
A) who B) which C) where
2. Emma is a student _____ knows all about the warning signs.
A) who B) which C) where
3. A hurricane is a dangerous storm _____ causes flash flooding.
A) who B) which C) where
4. Do you know the region _____ thunderstorms are most common?
A) who B) that C) where
5. Those _____ experience Seasonal Affective Disorder need more light.
A) who B) which C) where

3. Verb Forms (verb + to + infinitive; verb + '-ing')

In English, when two verbs are used together, the second verb must be in a specific form depending on the first verb.

Key Rules:

1. Verbs followed by 'to + infinitive': decide, want, need, learn, allow, hope (e.g., learn to stay safe).
2. Verbs followed by '-ing' (gerund): avoid, finish, enjoy, mind, prevent, consider (e.g., avoid standing near metal).
3. Prepositions are always followed by the '-ing' form (e.g., interested in studying).

◆ Structure:

Verb + to + base verb OR Verb + verb-ing

◆ Examples from the Textbook:

Grammar Pattern	Verb Forms / Triggers	Example Sentences
Verb + to + infinitive	decide, need, allow	She decided to go inside the convenience store.
Verb + -ing	enjoy, avoid, prevent	You should avoid standing near tall objects.

Practice on Verb Forms (verb + to + infinitive; verb + '-ing'):

A. Fill in the blanks with the correct form:

1. Emma decided _____ (go) inside the convenience store.
2. You should avoid _____ (stand) near tall objects during a storm.
3. She learned how _____ (stay) safe in high school.
4. Living in his van allowed him _____ (eliminate) other expenses.
5. They enjoy _____ (walk) in the cool and clear weather.

B. Choose the correct answer (A, B, or C):

1. People everywhere have experienced bad headaches because of _____ powerful winds.

A) have B) having C) to have

2. She needs _____ more light during the winter.

A) getting B) to get C) get

3. Weather conditions can prevent the body from _____ heat.

A) lose B) losing C) to lose

4. Do you want _____ a video blog?

A) starting B) to start C) start

5. The students avoid _____ debt by living creatively.

A) having B) to have C) have

4. Questions (Indirect Questions)

We use indirect questions to ask for information in a more polite or formal way.

Key Rules:

1. Introductory Phrases: Start with phrases like 'Do you know...', 'Can you tell me...', 'I wonder...'
2. Wh- Questions: Keep the question word but change the word order to Subject + Verb (e.g., What is it? → I wonder what it is).
3. Yes/No Questions: Use 'if' or 'whether' + Subject + Verb (e.g., Is it safe? → Do you know if it is safe?).
4. Do NOT use the auxiliary verbs 'do/does/did' in the second part of the sentence.

◆ Structure:

Introductory phrase + question word / if / whether + Subject + Verb

◆ Examples from the Textbook:

Grammar Pattern	Verb Forms / Triggers	Example Sentences
Yes/No Indirect Question	if / whether + S + V	She wondered if it was a thunderstorm.
Wh- Indirect Question	Wh- word + S + V	Do you know what stage the storm is in?

Practice on Questions (Indirect Questions):

A. Fill in the blanks with the correct form:

1. She wonders if it _____ (be) a thunderstorm.
2. Do you know what stage the storm _____ (be) in?
3. Can you tell me where the safe place _____ (be)?
4. I wonder how wind _____ (affect) human health.
5. Do you know if strong winds _____ (increase) asthma attacks?

B. Choose the correct answer (A, B, or C):

1. Emma doesn't know _____ it is the first stage of the storm.
A) that B) if C) what
2. Can you tell me _____?
A) where Emma is B) where is Emma C) Emma is where
3. I wonder _____.
A) why do winds blow B) why winds blow C) why winds blowing
4. Do you know how many thunderstorms _____ each year?
A) there are B) are there C) there is
5. She wondered _____ the raindrops were becoming heavy.
A) whether B) what C) which

5. Modals (Present): Expressing Ability

We use modals like 'can' to express what someone or something is able to do in the present.

Key Rules:

1. Affirmative: Use 'can' + the base form of the verb without 'to' (e.g., We can cope with the weather).
2. Negative: Use 'cannot' or 'can't' + the base form of the verb.
3. Alternative: Use 'be able to' + base verb for similar meanings, especially when combined with other verbs or tenses.

◆ Structure:

Subject + can / can't / am/is/are able to + base verb

◆ Examples from the Textbook:

Grammar Pattern	Verb Forms / Triggers	Example Sentences
Ability (Affirmative)	can + base verb	Good clothing can actively protect us from extreme conditions.
Ability (Alternative)	be able to + base verb	Emma is able to understand the dangers of thunderstorms.

Practice on Modals (Present): Expressing Ability:

A. Fill in the blanks with the correct form:

1. With the right clothes, we _____ (can / cope) comfortably.
2. Strong winds _____ (can / cause) a number of health disorders.
3. Emma _____ (be able to / find) a convenience store quickly.
4. You _____ (cannot / walk) safely during a severe flood.
5. Good clothing _____ (can / actively / protect) us from extreme conditions.

B. Choose the correct answer (A, B, or C):

1. They _____ work well on sunny, hot days.
A) can't B) not can C) don't can
2. _____ you tell what stage the thunderstorm is in?
A) Can B) Are you able C) Does
3. The materials _____ move heat away from the body.
A) can B) cans C) can to
4. She _____ to put her extreme weather education to the test.
A) can B) is able C) able
5. Thunderstorms _____ happen at any time of year.
A) can B) can be C) can to

6. Adverbs (Adverbial Linkers for Cause and Effect)

Adverbial linkers are used to connect ideas, specifically showing cause (the reason) and effect (the result).

Key Rules:

1. Cause linkers (Reason): because, since, as, because of, due to. ('Because of' and 'due to' are followed by a noun or noun phrase).
2. Effect linkers (Result): therefore, so, as a result, consequently, thus.
3. Punctuation: Effect linkers usually start a new sentence or follow a semicolon, and take a comma after them (e.g., It rained heavily. Therefore, we stayed inside).

◆ Structure:

Cause Clause + Effect Clause OR Sentence 1. [Effect Linker], Sentence 2.

◆ Examples from the Textbook:

Grammar Pattern	Verb Forms / Triggers	Example Sentences
Cause (Reason)	Because / Since	Since she lives in Florida, she knows the warning signs.
Effect (Result)	Therefore / As a result	She learned how to stay safe. Therefore, she is well prepared.

Practice on Adverbs (Adverbial Linkers for Cause and Effect):

A. Fill in the blanks with the correct form:

1. _____ it is cold, people stay indoors.
2. Emma went inside _____ of the severe lightning.
3. The roads were flooded. _____, the cars could not pass.
4. _____ she lives in Florida, she knows all about thunderstorms.
5. The winds were gale-force, _____ they knocked down trees.

B. Choose the correct answer (A, B, or C):

1. _____ he was broadcasting his experience, it was difficult to keep it secret.
A) Because B) Therefore C) Due to
2. He had no money. _____, he lived on a boat.
A) Since B) As a result C) Because
3. Colds increase in winter _____ close contact indoors.
A) because B) because of C) therefore
4. The winter months were hard _____ it was cold and rainy.
A) because B) due to C) so
5. She is well prepared. _____, she knows exactly what to do.
A) Therefore B) Because C) Since

7. Adjectives (Comparatives)

We use comparatives to compare two things or situations, showing how they differ.

Key Rules:

1. Short adjectives (1 syllable): Add '-er' + 'than' (fast → faster than, cold → colder than).
2. Spelling rule: If it ends in 'y', change to 'ier' (heavy → heavier). If it ends in a short vowel + consonant, double it (big → bigger).
3. Long adjectives (2+ syllables): Use 'more' + adjective + 'than' (dangerous → more dangerous than).
4. Irregular adjectives: good → better, bad → worse, far → further/farther.

◆ Structure:

Noun 1 + verb + adj-er / more adj + than + Noun 2

◆ Examples from the Textbook:

Grammar Pattern	Verb Forms / Triggers	Example Sentences
Short Adjective	adj-er + than	The wind is stronger than before.
Long / Irregular	more...than / worse	Florida has more thunderstorms than any other place.

Practice on Adjectives (Comparatives):

A. Fill in the blanks with the correct form:

1. Florida has _____ (many) thunderstorms than any other place.
2. The sky is becoming _____ (dark) than it was an hour ago.
3. Floods kill _____ (many) people than hurricanes.
4. Some kinds of weather make you feel _____ (bad) than others.
5. The raindrops are getting _____ (large) and _____ (heavy).

B. Choose the correct answer (A, B, or C):

1. Blood diseases are _____ common in winter than in summer.
A) more B) much C) most
2. Finding a safe place is _____ than standing under a tree.
A) good B) better C) best
3. The weather in winter is _____ than in spring.
A) colder B) coldest C) cold
4. Thunderstorms are _____ dangerous than you might think.
A) more B) most C) much
5. Which is _____, a thunderstorm or a hurricane?
A) worse B) bad C) worst

Part 2: Grammar

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

Choose A, B or C

Emma's Thunderstorm

Read the text and choose the correct word to complete the sentences.

Choose A, B, or C.

Emma was walking home from her local college one afternoon when she suddenly noticed a big, fluffy white (1) _____ forming in the darkening sky. Since she lived in Florida, she knew all about the early (2) _____ signs of extreme weather. She stopped and wondered if this was a dangerous storm starting to develop. Emma knew that there are thousands of storms every day, but some can become incredibly (3) _____ and threaten both life and property. Soon, the sky grew completely black, and she heard thunder rumbling in the distance. The wind began to blow fiercely, and she remembered that (4) _____ winds could easily knock down tall trees, power lines, and even damage the roofs of houses. Emma realized she needed to find a safe place immediately. She quickly ran into a nearby convenience store across the street, knowing that going indoors is always the best (5) _____ against lightning and heavy rain. She waited there safely.

- | | | | |
|-----|------------------|------------|---------------|
| (1) | A) cumulus cloud | B) impact | C) damage |
| (2) | A) thunderstorm | B) warning | C) protection |

- | | | | |
|-----|---------------|-------------------------|------------------|
| (3) | A) severe | B) gale-force | C) cumulus cloud |
| (4) | A) hazardous | B) impact | C) gale-force |
| (5) | A) protection | B) weather
phenomena | C) damage |

A) Read the sentences. Fill in the blanks with the correct form of the verbs in brackets:

1. Emma _____ (walk) home from her local college when she noticed the cloud.
2. The wind _____ (blow) fiercely while she was looking for a safe place.
3. What _____ Emma _____ (do) when the sky grew completely black?
4. The storm _____ (develop) quickly in the darkening sky.
5. While the heavy rain _____ (fall), she waited safely indoors.

B) Choose the correct word (who, which, where, that) to complete the sentences:

1. Emma is a student _____ knows all about the early signs of extreme weather.

2. The cumulus cloud _____ formed in the sky was a warning sign.
3. She ran into a nearby convenience store _____ she could be safe from lightning.
4. The fierce winds _____ blew that afternoon knocked down tall trees.
5. Florida is a state _____ experiences thousands of storms every year.

C) Choose the correct verb form to complete the sentences:

1. Emma realized she needed _____ (to find / finding) a safe place immediately.
2. She wondered if a dangerous storm was starting _____ (to develop / developing).
3. _____ (To go / Going) indoors is always the best protection against lightning.
4. She wanted _____ (to avoid / avoiding) the severe weather conditions.
5. Emma didn't mind _____ (to wait / waiting) in the store until the storm passed.

D) Choose the correct sentence structure to complete the questions and statements:

1. She wondered _____.
A) if this was a dangerous storm
B) was this a dangerous storm
2. Can you tell me where _____?
A) is the convenience store
B) the convenience store is
3. Emma didn't know how long _____.
A) would the storm last
B) the storm would last
4. I wonder what _____ when she heard the thunder.
A) did Emma do
B) Emma did
5. Do you know why _____ completely black so quickly?
A) the sky grew
B) did the sky grow

E) Choose the correct word to complete the sentences:

1. Some storms _____ (can / are able) become incredibly severe and threaten life.
2. The fierce winds _____ (could / can to) easily knock down power lines yesterday.

3. Emma _____ (was able to / can) run across the street to safety quickly.
4. She knew she _____ (couldn't / wasn't able) stay outside during the heavy rain.
5. _____ (Can / Are able) severe storms damage the roofs of houses?

F) Choose the correct linking word to complete the sentences:

1. _____ she lived in Florida, she knew all about extreme weather. (Since / Therefore)
2. The storm was incredibly severe. _____, it threatened both life and property. (As a result / Because)
3. The wind began to blow fiercely; _____, it knocked down tall trees. (consequently / however)
4. She ran into the convenience store _____ going indoors is the best protection. (because / therefore)
5. Emma noticed the darkening sky. _____, she stopped and wondered if a storm was developing. (Therefore / Since)

G) Complete the sentences with the correct comparative form of the adjective or adverb in brackets:

1. The sky grew much _____ (dark) than it was a few minutes ago.

2. Some storms can become _____ (severe) than others.
3. Going indoors is _____ (safe) than staying outside during heavy rain.
4. The wind blew _____ (fiercely) than she had ever seen before.
5. Waiting in a convenience store is a _____ (good) idea than walking in a storm.

Part 3A: Reading

Read the text and choose the correct answers. Choose A, B or C.

Sharing Things

More and more people seem to be enjoying a car-free lifestyle today. In 2016, there were about two million bikes available. Today, there are more than 1,600 bike-sharing programs around the world that provide over 18 million bicycles.

Say hello to the dockless bike, a new technology that is changing how people get around. The greatest advantage of dockless bike-sharing systems is that they don't need a dock anymore. Docks are special frames with bars that lock bikes. People who live, work or visit cities can rent a bike for an hour, a day or a week by using a smartphone. They can ride their bike anywhere in these cities and just park them wherever their journey ends. Users simply download an app on their phone to find and unlock a bike that is available nearby. It is much easier than having your own bike since you do not have to carry a lock or worry about where you leave it.

A major advantage of bike-sharing is that it reduces traffic, pollution, and noise. It also encourages a healthier lifestyle; it gets people thinking about cycling and to see it as a fun and healthy activity. For these reasons, many local governments are cooperating with private bike-sharing companies. What's more, the programs are done at little or no cost to the citizens as they are supported by public-transport authorities. For example, the German national rail company offers a bike-rental service in over 50 towns

and cities. On the whole, dockless bikes have become an effective, inexpensive, and enjoyable way to travel in many cities around the world.

1. According to the text, how many bike-sharing programs are there today?

- A. About two million
- B. More than 1,600
- C. Over 18 million

2. What is the main characteristic of dockless bike-sharing systems?

- A. They do not require a special frame to lock bikes.
- B. They only allow people to rent bikes for one hour.
- C. They are only available for people who work in the city.

3. How do users unlock a dockless bike?

- A. By carrying a special lock
- B. By downloading an app on a smartphone
- C. By calling the public-transport authority

4. What is one positive effect of bike-sharing mentioned in the text?

- A. It increases the cost of public transport.
- B. It reduces traffic, pollution, and noise.
- C. It helps private companies sell more bicycles.

5. Where can riders park dockless bikes when they finish their journey?

- A. Only at special frames with bars
- B. Wherever their journey ends
- C. Outside the city limits

6. Why are bike-sharing programs usually offered at little or no cost to citizens?

- A. Because they are supported by public-transport authorities
- B. Because the German national rail company owns them
- C. Because the bikes are inexpensive to build

7. In the last paragraph, the word "inexpensive" is closest in meaning to:

- A. Expensive
- B. Low-cost
- C. Unattractive

8. What is the overall meaning or main idea of this text?

- A. Dockless bike-sharing programs are a practical and healthy way to travel in cities.
- B. Owning a private bike is better than using a smartphone app to rent one.
- C. Traffic and pollution are the biggest problems facing modern cities today.

Part 3B: Reading

Read the text and choose the correct answers. Choose A, B or C.

Feeling Under the Weather?

Biometeorologists are scientists who study how atmospheric conditions, such as sun, wind, rain, and humidity, affect human health and emotions. The weather conditions of the atmosphere greatly influence people's physical health, thinking, and feelings in many different ways across the world.

All over the world, researchers have studied how wind affects human health. Strong winds may result in a sudden change in air pressure and temperature, which can be harmful to people. According to biometeorologists in Russia, powerful winds are known to increase the number of people who have strokes. Also, Italian researchers have found that during times of strong winds, Italians have more heart attacks. Furthermore, Japanese weather scientists say forceful winds often cause an increase in the number of asthma attacks. Even if wind does not always lead to such serious health problems, people everywhere have experienced bad headaches because of it.

Other kinds of weather also influence physical health. Sudden temperature changes in winter are often associated with colds or the flu. This probably happens because people are in close contact indoors during cold weather. In most places, diseases of the blood and heart attacks are more common in winter. However, in some very hot and humid regions, there are actually more heart attacks in the summer.

Finally, these forces of nature greatly affect people's moods. For many people, winter in the northern regions is very depressing. Scientists call this condition Seasonal Affective Disorder (SAD) and believe the cause is the long periods of darkness. Naturally, they need more light to feel better, proving that the atmosphere controls how we feel.

1. What do biometeorologists study?

- A. How the atmosphere affects human health and emotions
- B. How to predict strong winds and storms
- C. How to cure diseases like asthma and strokes

2. According to Russian researchers, what is a potential effect of powerful winds?

- A. An increase in asthma attacks
- B. An increase in the number of strokes
- C. A sudden drop in air pressure

3. Why might colds and the flu increase during sudden winter temperature changes?

- A. Because people spend more time in close contact indoors
- B. Because the wind spreads the virus faster
- C. Because people's blood pressure falls

4. What do scientists believe is the main cause of Seasonal Affective Disorder (SAD)?

- A. Very hot and humid weather
- B. Long periods of darkness
- C. Strong and forceful winds

5. In the second paragraph, the word "forceful" is closest in meaning to:

- A. Gentle
- B. Strong
- C. Cold

6. How does the text connect the weather in hot, humid regions to heart attacks?

- A. It shows that heart attacks only happen in winter, regardless of the region.
- B. It highlights that extreme summer weather can cause heart attacks just like cold winter weather.
- C. It proves that humidity prevents heart diseases in warm climates.

7. Based on the text, what would a biometeorologist most likely recommend to a person suffering from SAD?

- A. To spend more time in brightly lit areas or sunlight
- B. To move to a colder, northern region
- C. To stay indoors and avoid strong winds

8. What is the overall meaning or main idea of the entire text?

- A. Wind is the most dangerous weather condition for human health.
- B. Different weather conditions and seasons have significant impacts on human physical and emotional well-being.
- C. Scientists are trying to stop the weather from causing serious diseases.

Part 4: Writing Talking About Seasons

Read the text. Write the main ideas in your own words. Write 3-4 sentences.

The seasons and weather can greatly influence our physical health and moods. Sudden temperature changes in winter are often associated with colds or the flu. This usually happens because people spend more time in close contact indoors during the cold weather. In most places, heart attacks are also much more common in winter. However, in some very hot and humid regions, there are actually more heart attacks during the summer season. Furthermore, the changing seasons greatly affect people's emotional conditions. For many individuals, the winter in northern regions is very depressing. They eat and sleep a lot, but they usually feel tired. Scientists think the cause of this mood disorder is the long periods of darkness. Naturally, these people need more sunlight to feel better. On bright, sunny days they feel much happier. However, people do not work very well on extremely hot and humid summer days. The best season and weather for good work and clear thinking is cool and clear.

Answer:

Write about whether you think your favorite season affects your lifestyle and experiences.

Include:

- What your favorite season is and a past experience you had during it.
- How this season affects your daily activities and mood.
- Your opinion on why people prefer different seasons.

Write at least 150 words in paragraphs.

Answer:

This image shows a blank sheet of white paper with horizontal grey ruling lines. There are three diagonal watermarks across the page, each containing the word "NOLOGIA" above the number "0566410429". The watermarks are located in the top-left, top-center, top-right, bottom-left, bottom-center, and bottom-right areas.

Ready for a Shared-Living Experience?

Read the text. Write the main ideas in your own words. Write 3-4 sentences.

Before college, most young people around the world live in a family home. Their first living experience away from home is often in a shared residence hall on a university campus. In these dormitories, occupants have to relate to people of various lifestyles and habits in the same building. Even if they share the same major or cultural background, they will have a wide variety of interests, personalities, and preferences. What are the possible challenges of living with others? Sometimes, there is not enough space, privacy, quiet, or security. There might also be disagreements over food shopping or house cleaning. Without good solutions, these differences can grow into big problems for young people who are away from their families for the first time. To succeed in communal living, it is extremely important to get along with the other residents. You must create house rules and follow them carefully. If you are considerate, honest about your needs, and participate in shared events, this new living experience can become a wonderful memory.

Answer:

Write about whether you think living with a roommate is a good experience for college students.

Include:

- The advantages and disadvantages of sharing a room.
- The rules and obligations roommates must follow to avoid problems.
- Your opinion on whether you would like to live in a shared dorm.

Write at least 150 words in paragraphs.

Answer:

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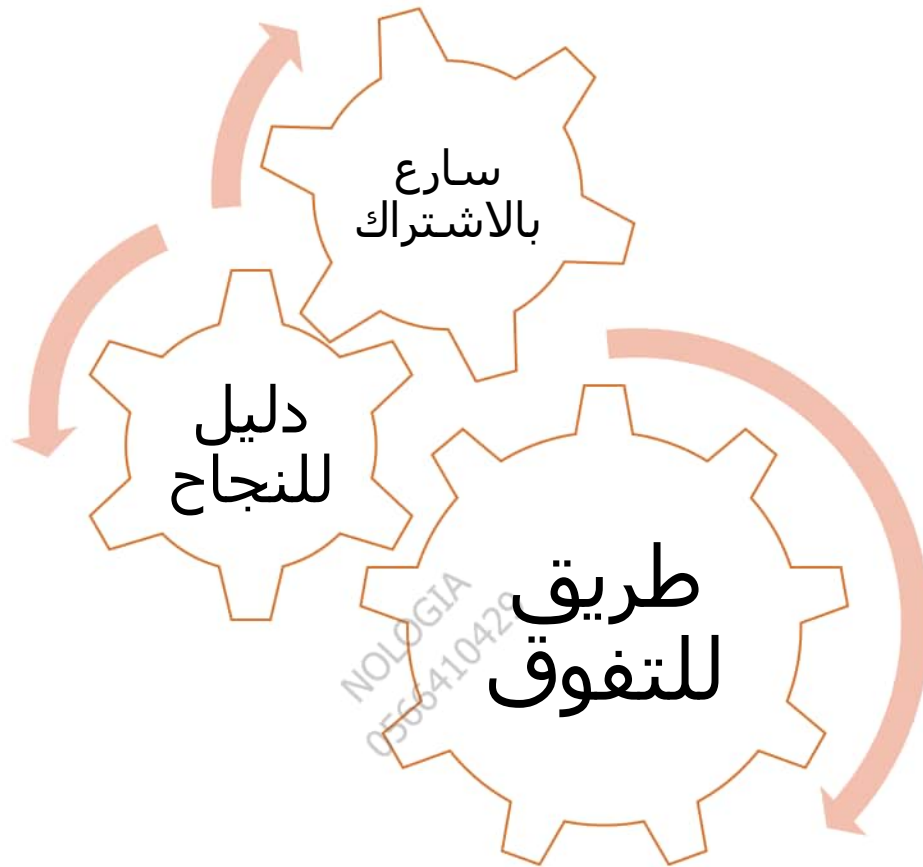
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