كتيب مراجعة نهاية الفصل



تم تحميل هذا الملف من موقع المناهج الإماراتية	
موقع المناهج ⇦ المناهج الإماراتية ⇦ الصف العاشر المتقدم ⇦ لغة انجليزية ⇦ الفصل الأول ⇦ ملفات متنوعة ⇦ الملف	
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المزيد من مادة لغة انجليزية:	ملفات ا كتب للمعلم ا كتب 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
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التواصل الاجتماعي بحسب الصف العاشر المتقدم					
صفحة المناهج الإماراتية على فيسبوك					
المواد على تلغرام	التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات	

المزيد من الملفات بحسب الصف العاشر المتقدم والمادة لغة انجليزية في الفصل الأول	
1	كتيب مراجعة نهاية الفصل
2	دليل مهارات الكتابة وتلخيص النصوص – Success Launch ,Set ,Ready
3	تدريبات قواعد مع الحلول
4	اختبارات المتاهة للمفردات والقواعد
5	مراجعة مفردات وقواعد

تحميل تطبيق المناهج للهواتف الذكية	
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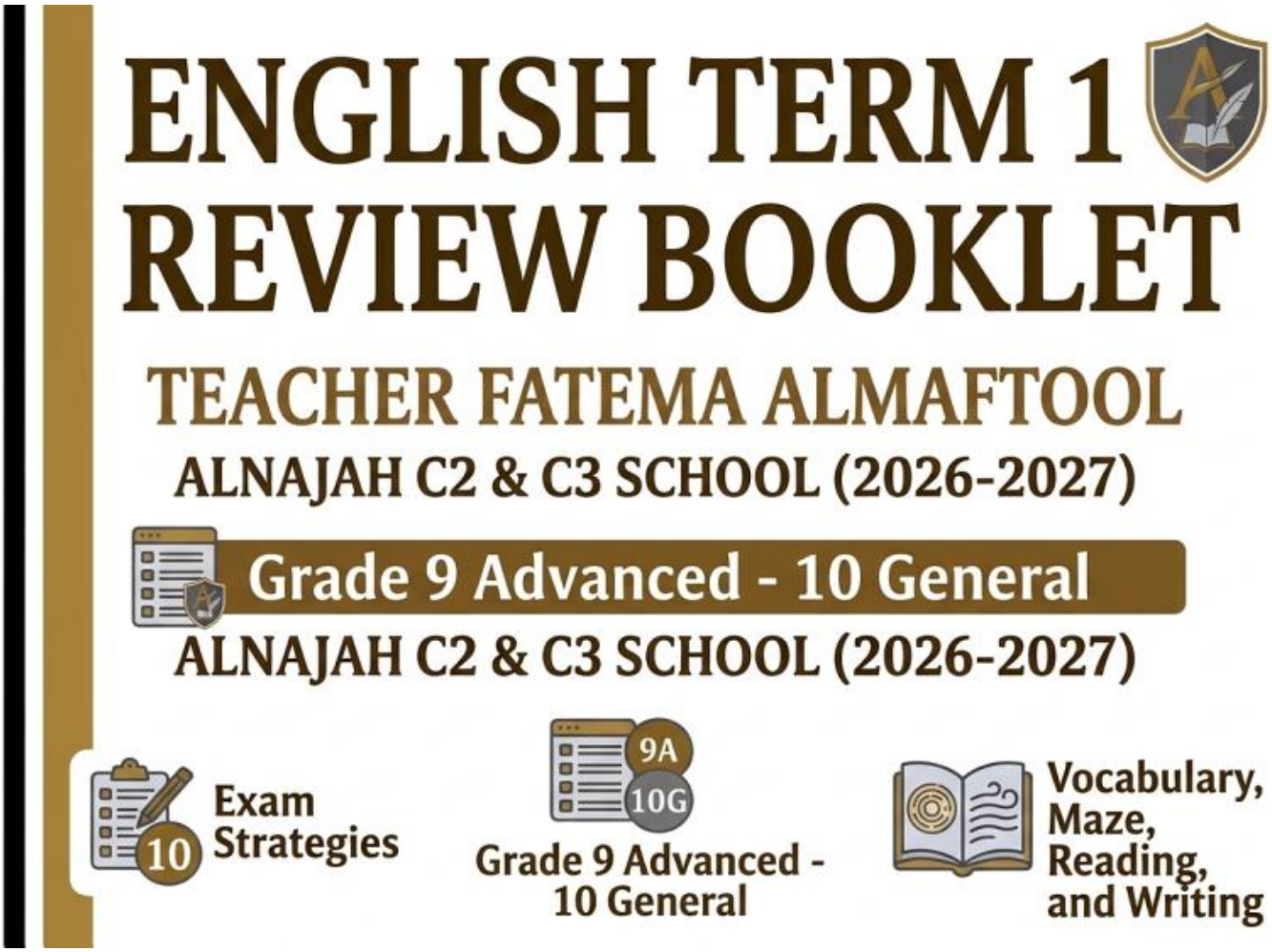

Grade 9 Advanced - 10 General

End-of-Term 1 Revision Booklet

English Language – Reading & Viewing and Writing & Representing

Academic Year 2026–2027 | Cycle 3 | Learning Continuum Stage 6 | CEFR B1.2

Student name: _____ Class: 10 ____

What is inside this booklet?

Section	Content
1	Exam analysis: structure, marks, skills tested, grammar and vocabulary targets, and exam-day strategies for every part.
2	Language bank: 32 vocabulary items with meanings and examples, and a one-page grammar summary for the seven tested grammar points.
3	Mock exam (100 marks) in the new Grade 10 format: Vocabulary, Grammar, Reading 3A, Reading 3B and Writing.
4	Mock exam answer key with explanations, sample answers for the writing tasks and marking guides.
5	Extra practice in exam format: 4 vocabulary texts, 4 grammar texts, 1 extra Reading 3A, 1 extra Reading 3B and 1 extra writing task.
6	Answer key for the extra practice.

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Section 1: Exam Analysis End-of-Term 1 specification, Grade 10 General

Exam at a glance

Total marks	Reading	Writing	Platform	Level
100	**60 marks**	**40 marks**	Reading: SwiftAssess Writing: paper-based	Stage 6 – B1.2

Structure of the exam

Part	Level	Theme	Task and text	Items	Marks	Skill
1 Vocabulary	Towards grade level	Meeting New People, Learning New Things; Come Rain or Shine	Multiple-choice gap-fill: one text of ~160 words, 5 gaps on target vocabulary, 3 options	5	10 (2 each)	S.3.3
2 Grammar	At grade level	Come Rain or Shine: Writing a Description of Wild Weather	Multiple-choice gap-fill: one narrative text of ~160 words, 5 gaps, 3 options	5	10 (2 each)	S.3.3
3A Reading	At grade level	Meeting New People, Learning New Things | Sharing Things	Multiple-choice: one expository text of 250–270 words, 8 questions, 3 options	8	24 (3 each)	CS.2.1, 5.1, 4.1, 1.1
3B Reading	Beyond grade level	Come Rain or Shine | Feeling Under the Weather?	Multiple-choice: one expository text (B2.1) of 250–270 words, 8 questions, 3 options	8	16 (2 each)	CS.5.1, 4.1, 3.1, 4.2, 1.1
4 Writing	At grade level	Talking About Seasons, or Ready for a Shared-Living Experience?	Guided constructed response: 1.1 main ideas of a 170-word text in 3–4 sentences; 1.2 argumentative text with three prompts, at least 150 words	2	40 (15 + 25)	WR.S.6.1, P.3.1, P.1.1, P.4.1, P.2.1

Item types are the same for every learner: choose A, B or C in the Reading parts; write on paper in the Writing part. Functional language for writing: FL.31 describing past experiences and events, FL.16 expressing opinion, FL.20 expressing necessity and obligation.

Reading skills behind the questions

Skill	LO	What the question asks you to do
Specific information	RV.CS.2.1	Find a fact (number, name, place, reason) that is stated directly. Scan the text for the key words in the question. Part 3A: 4 questions.
Details	RV.CS.5.1	Understand a supporting detail or an example. Read the paragraph around the key word. Part 3A: 2 questions; Part 3B: 4 questions.
Inference: unknown words	RV.CS.4.1	Work out a word's meaning from the sentence and word parts (prefixes and suffixes). Part 3A: 1 question; Part 3B: 1 question.
Connections	RV.CS.3.1	Link an idea in the text to your own experience, other texts or the wider world. Part 3B: 1 question.
Predictions / line of argument	RV.CS.4.2	Decide what the writer would probably say or suggest, using the whole text and its organisation. Part 3B: 1 question.
Overall meaning	RV.CS.1.1	Choose the best summary of the whole text. Part 3A and 3B: 1 question each.

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Section 2: Language Bank Vocabulary and grammar targets

Meeting New People, Learning New Things

Word	Arabic meaning	Meaning	Example
roommate	زميل سكن	a person who shares a room or flat with you	My roommate and I share the cleaning.
colleague	زميل عمل	a person you work with	My colleague helped me with the report.
privacy	خصوصية	the state of being alone, away from other people's attention	Teenagers often want more privacy.
community	مجتمع	a group of people who live in the same area or share interests	The club brings the community together.
deadline	موعد نهائي	the last day or time to finish something	The deadline for the project is Thursday.
schedule	جدول زمني	a plan that lists activities and times	My schedule is very full this week.
authority	سلطة	an organisation or person with the power to make decisions	The city authority opened a new park.
regulation	تنظيم	an official rule	There is a safety regulation in the lab.
manage	إدارة	to organise or control; to succeed in dealing with something	She manages her time well.
cope	تأقلم	to deal successfully with a difficult situation (cope with)	He copes with stress by exercising.

Come Rain or Shine

Word	Arabic meaning	Meaning	Example
humidity	رطوبة	the amount of water vapour in the air	The humidity is high near the sea.
temperature	درجة حرارة	how hot or cold something is	The temperature rose to 45 degrees.
climate	مناخ	the usual weather of a region over many years	The climate in the Gulf is hot and dry.
season	فصل	one of the periods of the year (summer, winter…)	Winter is my favourite season.
absorb	يمتص	to take in a liquid, heat or light	Dark clothes absorb heat.
reflect	يعكس	to send back light or heat from a surface	White walls reflect sunlight.
hazardous	خطير	dangerous	Driving in a sandstorm is hazardous.
severe	شديد	very serious or extreme	A severe storm hit the coast.
ability	قدرة	the power or skill to do something	She has the ability to stay calm.
skill	مهارة	something you can do well after training or practice	First aid is a useful skill.
rescue	إنقاذ	to save someone from danger	The team rescued the fishermen.
safety	سلامة	being protected from danger	Safety comes first in the lab.
textile	نسيج	cloth made by weaving or knitting	The textile industry makes cotton and linen.
fabric	قماش	cloth or material used to make clothes	Cotton is a light fabric.

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Writing a Description of Wild Weather

Word	Arabic meaning	Meaning	Example
cumulus cloud	سحابة ركامية	a fluffy white cloud with a flat base	Cumulus clouds often appear on warm days.
thunderstorm	عاصفة رعدية	a storm with thunder, lightning and heavy rain	A thunderstorm woke us at midnight.
warning	تحذير	a statement that tells people about a danger	The warning said to stay indoors.
gale-force	رياح عاتية	very strong (used for wind)	Gale-force winds broke the branches.
weather phenomena	ظواهر جوية	natural weather events such as storms, fog and hail	Scientists study weather phenomena.
impact	تأثير	a strong effect	The impact of the storm was serious.
damage	ضرر	harm caused to something	The wind caused a lot of damage.
protection	حماية	keeping someone or something safe from harm	Helmets give protection to workers.

Grammar summary

Point	Rule	Examples	Common mistake
G.14.3 Past continuous	was / were + verb-ing: an action in progress at a past moment; often interrupted by a past simple action (while / when).	While we were driving, the sky turned dark. / She was reading while the others were packing.	Avoid: While we drove, … (for the longer action in progress).
G.4.1 Defining relative clauses	who / that for people; which / that for things; where for places. No commas; the clause identifies the noun.	A man who sold fruit warned us. / The café where we waited was warm.	Avoid: which for people.
G.19.2 Verb patterns	verb + to-infinitive: decide, agree, plan, hope, manage. Verb + -ing: enjoy, avoid, finish, suggest, keep. Verb + object + to-infinitive: tell, ask, advise, allow.	We decided to stay. / She enjoys listening to music. / He told us not to go.	Avoid: enjoy to listen / decide staying.
G.17.4 Indirect questions	Use statement word order; no do / does / did; use if or whether for yes / no questions.	I asked him what the warning meant. / She asked if it was safe.	Avoid: I asked him what did the warning mean.
G.8.1 Modals: ability	can / can't (present), could / couldn't (past general ability), be able to (all tenses).	He could repair almost anything. / I couldn't sleep.	Avoid: can for a past situation.
G.2.5 Adverbial linkers	However (contrast), Therefore / As a result (result), In addition (adding), For example (example), First / Then / Finally (sequence). Use a comma after the linker.	The storm was severe. However, nobody was hurt.	Avoid: Because at the start of a sentence for a result.
G.1.2 Comparatives	short adjective + -er than; long adjective: more + adjective + than; irregular: better, worse.	The wind was stronger than before. / It was more severe than the forecast said.	Avoid: more stronger / severer.

Writing toolkit

Opinion (FL.16): In my opinion, … / I believe that … / I (don't) think that … / It seems to me that …

Necessity and obligation (FL.20): You should / must / have to … / It is important to … / Students need to … / You mustn't …

Past experiences (FL.31): Last summer I … / While we were …, … happened / At that moment … / After that …

Linkers: First, / In addition, / However, / As a result, / For example, / Therefore, / In conclusion,

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Section 3: Mock Exam Grade 10 General – End-of-Term 1 (100 marks)

Name: _____ Class: 10 ____ Date: _____ Score: _____

Part 1: Vocabulary (10 marks)

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C. (2 marks each)

Making Roommates Work

When Noor started university, she had to share a room with a **(1)** _____ *[A. deadline B. roommate C. climate]* called Hessa. At first, the two girls found it hard to agree on a daily **(2)** _____ *[A. authority B. humidity C. schedule]* because Noor liked to study late at night, while Hessa woke up very early. Noor also missed her **(3)** _____ *[A. privacy B. fabric C. community]* , since she was never alone in the room.

Soon they decided that honest conversation was the best solution. They wrote a timetable for cleaning and quiet hours, and each girl promised to **(4)** _____ *[A. reflect B. manage C. absorb]* her time carefully so that nobody was disturbed. When an important assignment **(5)** _____ *[A. skill B. season C. deadline]* came closer, Hessa even offered to study in the library so that Noor could work in peace.

By the end of the first semester, the girls were not only neighbours but also close friends. They agreed that sharing a room had taught them how to respect other people and how to talk about problems calmly.

Part 2: Grammar (10 marks)

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C. (2 marks each)

A Storm on the Coast

Last summer, my family took a trip along the coast. We **(1)** _____ *[A. were driving B. drive C. have driven]* along the road when the sky suddenly turned dark grey. A man **(2)** _____ *[A. which B. who C. where]* sold fruit by the roadside warned us that gale-force winds and a thunderstorm were coming, so we decided **(3)** _____ *[A. finding B. find C. to find]* shelter in a small café. Inside, the owner told us that the weather had been very strange all week. I asked him **(4)** _____ *[A. when would the storm end B. when did the storm end C. when the storm would end]* , and he said that nobody could be sure.

Outside, the rain was falling heavily and the wind was bending the trees. The storm was severe. **(5)** _____ *[A. Therefore B. However C. Because]* , nobody was hurt, and the café stayed warm and safe. After about an hour, the clouds began to move away, and we could see a bright blue sky again. My little brother was very excited, and he kept asking if we could watch another storm next year. My mother laughed and said that one was more than enough!

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Part 3A: Reading (24 marks)

Read the text and choose the correct answer. Choose A, B or C. (3 marks each)

Sharing Tools, Building Community

Most families own a few tools, such as a drill, a ladder or a saw. However, many of these tools are used only a few times a year, and for the rest of the time they stay in a cupboard or a garage. This is one reason why some neighbourhoods have started to open tool libraries.

A tool library works in a similar way to a book library. Members pay a small yearly fee and can then borrow equipment for a few days. Volunteers repair broken tools, and they also teach beginners how to use machines safely. Because people share, nobody needs to buy expensive equipment that they will rarely use.

Tool libraries offer more than financial benefits. They reduce waste, since fewer tools are produced and thrown away. They also bring people together. A retired carpenter may help a student to build a bookshelf, and two neighbours who have never spoken before may discover that they share the same interests. In this way, a simple loan can become the start of a friendship.

Of course, there are challenges. Some borrowers return tools late or damage them, so libraries must create clear regulations and sometimes ask for a small deposit. Running a library also requires a place to store the equipment and enough volunteers to manage it. Without regular help, a project can quickly become too difficult to continue.

Despite these difficulties, the idea is spreading in many countries. Supporters believe that borrowing instead of buying is a practical way to save money, protect the environment and strengthen the community.

1. How often are many household tools used, according to the text?
- **A.** Several times every single week
- **B.** Only a few times a year
- **C.** Once every day for many hours

2. How do people become members of a tool library?
- **A.** By repairing broken tools for free
- **B.** By donating a book every month
- **C.** By paying a small yearly fee

3. Who repairs the broken tools in a tool library?
- **A.** Volunteers
- **B.** The neighbours' children
- **C.** Local government workers

4. What do volunteers teach beginners?
- **A.** How to sell old tools online
- **B.** How to build a new library
- **C.** How to use machines safely

5. Which example shows how tool libraries bring people together?
- **A.** A carpenter helps a student build a bookshelf.
- **B.** Two neighbours open a small shop in the town.
- **C.** Members paint the library wall every spring.

6. Why do some libraries ask for a small deposit?
- **A.** Members often forget to pay the yearly fee on time.
- **B.** Borrowers may damage tools or return them late.
- **C.** Volunteers need extra money to buy new machines.

7. The word “regulations” in paragraph 4 is closest in meaning to …
- **A.** rules
- **B.** prices
- **C.** tools

8. What is the text mainly about?
- **A.** Why families should never buy any tools again
- **B.** How volunteers repair tools in their own homes
- **C.** How tool libraries help neighbours share things

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Part 3B: Reading (16 marks)

Read the text and choose the correct answer. Choose A, B or C. (2 marks each)

Feeling Under the Weather?

Have you ever felt tired and slow on a hot, humid afternoon, or cheerful after a bright, sunny morning? Many people believe that the weather affects how they feel, and researchers have started to examine this idea carefully.

One factor is temperature. When the air is very hot, the body works harder to stay cool, and people often feel sleepy and find it harder to concentrate. Humidity can make this worse. When there is a lot of moisture in the air, sweat evaporates more slowly, so the body cools down less efficiently and people feel uncomfortable even when they are resting. In some cities, schools even shorten the afternoon lessons during heat waves.

Sunlight is another important influence. Bright light helps the brain to produce chemicals that improve mood, while long periods of grey skies may leave some people feeling low. In countries with very short winter days, doctors sometimes recommend spending time outdoors at midday or using special lamps.

However, scientists warn that the connection is not simple. Some people feel energetic during a storm, while others become nervous and unable to sleep. Sleep habits, diet and stress also play a role, so it is difficult to blame the weather alone. In other words, the same storm can make two people feel completely different.

Experts suggest a few practical steps. Drink plenty of water in hot weather, get fresh air and natural light every day, and take regular exercise, even when it is raining. These habits can protect both physical and mental health, whatever the forecast says.

1. According to the text, why can humidity make people feel uncomfortable?
- **A.** The body produces less sweat.
- **B.** The air becomes much colder.
- **C.** Sweat evaporates more slowly.

2. What can bright light help the brain to do?
- **A.** Produce chemicals that improve mood
- **B.** Sleep for much longer hours each night
- **C.** Store new information more quickly

3. What do doctors sometimes recommend in countries with very short winter days?
- **A.** Staying indoors until the spring
- **B.** Spending time outdoors at midday
- **C.** Sleeping through the whole afternoon

4. How do people react to storms, according to the text?
- **A.** Reactions differ from person to person.
- **B.** Everyone becomes nervous and cannot sleep.
- **C.** Everyone feels energetic and ready to work.

5. In paragraph 3, “feeling low” most likely means feeling …
- **A.** very hungry
- **B.** unhappy
- **C.** weak and ill

6. Which situation best matches the idea in paragraph 2?
- **A.** A student feels cold after swimming in a cool lake at night.
- **B.** A student feels excited about a school trip to the mountains.
- **C.** A student feels sleepy on a crowded, humid bus in summer.

7. What would the writer most likely say to someone who blames only the weather for feeling tired?
- **A.** Sleep, diet and stress may also matter.
- **B.** The weather is the only possible reason.
- **C.** Tiredness is never connected to anything.

8. What is the main idea of the text?
- **A.** Hot weather is always dangerous for people’s health in every country.
- **B.** Doctors can predict storms by watching the mood of their patients.
- **C.** Weather can affect how we feel, but it is not the only factor.

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Part 4: Writing (40 marks)

Task 1.1 (15 marks)

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

Ready for a Shared-Living Experience?

Sharing a home with other people can be exciting, but it is not always easy. Many students move into a dormitory or a shared flat when they start university. The biggest advantage is often the cost, because rent and bills are divided between several people. Living together also helps students to make friends quickly, and they can support each other when studying becomes stressful.

However, shared living has some disadvantages. Roommates may have different habits: one person may enjoy loud music at night, while another needs silence to sleep. Cleaning the kitchen or the bathroom can also cause arguments if the work is not shared fairly. In addition, some people find it difficult to have little privacy. Even small problems can become serious if nobody speaks about them.

Experts suggest that roommates should talk about rules early. For example, they can agree on quiet hours, cleaning days and the use of shared food. Respect and honest communication are the most important skills for a successful shared home.

Task 1.2 (25 marks)

Write about whether you think living with roommates is a good idea for university students. **Include:**

- the benefits of sharing a home
- the problems that can appear
- what roommates should or must do to live together successfully

Write at least 150 words in paragraphs.

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Section 4: Mock Exam Answer Key with explanations and sample answers

Part 1: Vocabulary (10)

Gap	Answer	Why
1	**B. roommate**	a person who shares your room
2	**C. schedule**	a daily plan of activities and times
3	**A. privacy**	being alone, away from other people
4	**B. manage**	manage your time = organise it well
5	**C. deadline**	the last date to finish an assignment

Part 2: Grammar (10)

Gap	Answer	Why
1	**A. were driving**	G.14.3 past continuous: a longer action in progress (were driving) interrupted by a past simple action (turned)
2	**B. who**	G.4.1 defining relative clause: who for people
3	**C. to find**	G.19.2 decide + to-infinitive
4	**C. when the storm would end**	G.17.4 indirect question: statement word order, no auxiliary inversion
5	**B. However**	G.2.5 adverbial linker of contrast (severe storm / nobody hurt)

Part 3A: Reading (24)

Q	Skill (LO)	Key	Evidence / explanation
1	Specific information (CS.2.1)	**B**	Paragraph 1: used only a few times a year.
2	Specific information (CS.2.1)	**C**	Paragraph 2: members pay a small yearly fee.
3	Specific information (CS.2.1)	**A**	Paragraph 2: Volunteers repair broken tools.
4	Specific information (CS.2.1)	**C**	Paragraph 2: teach beginners how to use machines safely.
5	Details (CS.5.1)	**A**	Paragraph 3: a retired carpenter may help a student to build a bookshelf.
6	Details (CS.5.1)	**B**	Paragraph 4: some borrowers return tools late or damage them.
7	Inference (word meaning) (CS.4.1)	**A**	Context: libraries create clear regulations because borrowers are late or damage tools, so regulations = rules.
8	Overall meaning (CS.1.1)	**C**	The whole text explains how tool libraries work, their benefits and challenges.

Part 3B: Reading (16)

Q	Skill (LO)	Key	Evidence / explanation
1	Details (CS.5.1)	**C**	Paragraph 2: sweat evaporates more slowly, so the body cools less efficiently.
2	Details (CS.5.1)	**A**	Paragraph 3: bright light helps the brain to produce chemicals that improve mood.
3	Details (CS.5.1)	**B**	Paragraph 3: spending time outdoors at midday or using special lamps.
4	Details (CS.5.1)	**A**	Paragraph 4: some feel energetic, others nervous.
5	Inference (word meaning) (CS.4.1)	**B**	It contrasts with bright light that improves mood, so low = unhappy.
6	Connections (CS.3.1)	**C**	Paragraph 2: heat and humidity make people sleepy and uncomfortable.

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Q	Skill (LO)	Key	Evidence / explanation
7	Predictions (line of argument) (CS.4.2)	**A**	Paragraph 4: sleep habits, diet and stress also play a role.
8	Overall meaning (CS.1.1)	**C**	The text explains links between weather and mood and warns that the connection is not simple.

Part 4: Writing (40)

Task 1.1 – sample answer (15 marks)

The text explains that living with other people at university has both good and bad sides. Sharing costs and making friends are the main benefits, but different habits, cleaning arguments and less privacy can cause problems. The writer says that roommates should make rules together and communicate with respect so that they can live well together.

Suggested marking guide for Task 1.1

Criterion	Marks	What to look for
Main ideas	6	Benefits (cost, friends), problems (habits, cleaning, privacy) and advice (rules, communication) are all covered.
Own words	5	Ideas are paraphrased; no whole sentences copied from the text.
Accuracy and structure	4	3–4 clear sentences with linkers; mostly accurate grammar, spelling and punctuation.

This 15-mark guide is a suggestion for self-marking; your teacher's marking scheme is final.

Task 1.2 – sample answer (25 marks, 210 words)

In my opinion, living with roommates is a good idea for university students, although it is not always easy. When students move away from home, sharing a flat or a dormitory can make the first months much less lonely.

The main benefit is that roommates share the cost of rent and bills, so students can save money for books and transport. In addition, they can make friends quickly and help each other with homework. For example, when I was preparing for an important exam last year, my cousin and her roommate studied together every evening and both of them improved their marks.

However, there can also be problems. Roommates may have different schedules, and one person may need silence while the other wants to listen to music. Cleaning can cause arguments, and some students miss their privacy because they are never alone.

To live together successfully, roommates must speak honestly about their needs from the first week. They should agree on quiet hours and cleaning days, and everyone has to respect the rules. It is also important to be patient and to say sorry when a mistake happens. If students follow these simple steps, I believe that sharing a home can be one of the best parts of university life.

Marking guide for Task 1.2 (5 criteria × 5 marks)

Criterion	5 (top)	3 (middle)	1 (lowest)
Task completion	Extended response that reaches or exceeds the length and covers all aspects of the prompt.	Several ideas covering more than one aspect; more than one area missed or too short.	Does not cover any aspect of the prompt.
Structure	Clear paragraphs with an opening and a closing.	Connected sentences and ideas, not always in paragraphs.	No conventional structure, even sentences.
Grammar	Range of simple and some complex structures; errors are infrequent and do not affect meaning.	Basic grammar; errors may be frequent.	No identifiable grammatical structures.
Vocabulary	A few examples of uncommon or topic-specific vocabulary.	Limited range but just enough for the topic.	Very little appropriate vocabulary.
Spelling and punctuation	Accurate in places, even with harder words; errors rarely affect readability.	Accurate in places but frequent errors.	Almost every word is unreadable or there is no punctuation.

Bands 4 and 2 sit between the descriptors shown. Use your teacher's official rubric for final marking.

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Writing self-check

- Did I cover all three prompts?
- Did I write at least 150 words in paragraphs?
- Did I give my opinion and at least two reasons or examples?
- Did I use linkers and a modal of necessity (should / must / have to)?
- Did I check spelling, capital letters and full stops?

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Section 5: Extra Practice in Exam Format Vocabulary · Grammar · Reading · Writing

Practice A: Vocabulary texts (4 texts × 10 marks)

Read each text and choose the correct word(s). Choose A, B or C. (2 marks each)

Vocabulary text 1 – Meeting New People, Learning New Things

A New Start at Work

Fatima had just started her first job at a small marketing company. During the first week she felt nervous, but her new **(1)** _____ *[A. community B. colleague C. schedule]* , Mariam, was friendly and helped her to understand the daily routine. At the beginning, the amount of work was very high, and Fatima found it difficult to **(2)** _____ *[A. cope B. reflect C. rescue]* with the pressure. Her colleagues reminded her that nobody expects a new employee to know everything on the first day.

Her manager explained that the company is an important part of the local **(3)** _____ *[A. temperature B. fabric C. community]* , so employees often join events to help their neighbours. Last month, the staff cleaned a public garden after the city **(4)** _____ *[A. humidity B. authority C. skill]* gave permission. Before they used the equipment, the team also had to follow a new safety **(5)** _____ *[A. regulation B. season C. fabric]* . Fatima learned that a job is not only about earning money; it is also about being useful to the people around you. After three months, she felt confident, and she was happy that she had accepted the job.

Vocabulary text 2 – Come Rain or Shine

Summer in the Gulf

In the United Arab Emirates, summer is the hottest **(1)** _____ *[A. season B. fabric C. rescue]* of the year. The **(2)** _____ *[A. authority B. skill C. temperature]* often rises above forty degrees, and the high **(3)** _____ *[A. regulation B. humidity C. colleague]* near the coast makes the air feel heavy and wet. Visitors from countries with a cooler **(4)** _____ *[A. climate B. deadline C. textile]* sometimes find it difficult to spend long periods outdoors. Even so, the beaches and parks are crowded in the evening, when the air becomes a little cooler.

Local people prefer to wear light, loose clothes that **(5)** _____ *[A. reflect B. absorb C. manage]* sweat and keep the body comfortable. They also plan outdoor activities for the early morning or the evening, when the sun is less strong. Schools and offices keep their rooms cool with air conditioning, and drivers never leave children or pets inside parked cars. Doctors also advise everyone to drink water regularly, even when they do not feel thirsty. These simple habits show how people can adapt to the weather around them.

Vocabulary text 3 – Come Rain or Shine

Working in the Heat

Construction workers in hot countries face **(1)** _____ *[A. calm B. cheap C. hazardous]* conditions every summer. Their work is physically hard, and the sun can be very strong from ten in the morning until four in the afternoon. In **(2)** _____ *[A. severe B. mild C. cool]* heat, a worker can quickly become tired or even ill. For this reason, companies provide light-coloured helmets and vests that **(3)** _____ *[A. absorb B. reflect C. cope]* the sun's rays instead of keeping the heat. Managers must also plan the day carefully and give workers short breaks in shaded areas.

Workers also receive training, because the **(4)** _____ *[A. ability B. fabric C. climate]* to recognise the first signs of heat exhaustion can save a colleague's life. Some teams use a buddy system, so that every worker watches a partner for signs of dizziness or headache. Fresh water and rest areas are also compulsory on all large building sites. Learning first aid is an important **(5)** _____ *[A. authority B. rescue C. skill]* for anyone who works outdoors, and many companies now organise courses every year.

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Vocabulary text 4 – Come Rain or Shine

Rescue at Sea

When a sudden storm hit the coast, the **(1) _____** *[A. schedule B. rescue C. deadline]* team worked through the night to help the fishermen who were trapped at sea. The waves were several metres high, and the wind made it almost impossible to use the radio. Helicopters could not fly until the clouds moved away, so the team had to use boats. For their own **(2) _____** *[A. safety B. privacy C. humidity]* , the rescuers wore waterproof jackets made from a special **(3) _____** *[A. colleague B. skill C. fabric]* that keeps the rain out. The jackets are light, they dry quickly, and they have bright yellow strips so that rescuers can be seen in the dark.

This material is produced by the **(4) _____** *[A. textile B. regulation C. season]* industry, which has developed many new products for the **(5) _____** *[A. authority B. protection C. temperature]* of workers in dangerous jobs. By morning, all the fishermen were safe, and the team received a message of thanks from the local community. Volunteers from nearby villages even brought hot food and blankets.

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Practice B: Grammar texts (4 texts × 10 marks)

Read each text and choose the correct word(s). Choose A, B or C. (2 marks each)

Grammar text 1

A Day at the Beach

On Friday, my cousins and I went to the beach. We had brought plenty of water, sandwiches and fruit for a long afternoon. We **(1)** _____ *[A. were playing B. play C. have played]* volleyball when a few small cumulus clouds appeared over the sea. The lifeguard, a young man **(2)** _____ *[A. which B. where C. who]* always wore a red cap, told us to be careful. By lunchtime, the wind was getting **(3)** _____ *[A. strong B. stronger C. more strong]* than before, and the waves were rising. Some children were building sandcastles near the water.

Soon it started to rain; **(4)** _____ *[A. as a result B. on the other hand C. in addition]* , we ran to the car. My aunt was sitting under the umbrella when the first drops fell, but she was not worried. At that moment she **(5)** _____ *[A. has read B. reads C. was reading]* a magazine, while the rest of us were packing the bags. Everybody laughed when my uncle tried to open the umbrella in the wind, but he finally succeeded. We drove home slowly, listening to the radio, and decided to come back again next weekend.

Grammar text 2

A Severe Weather Warning

Last night, a severe weather warning appeared on my phone. My father works as an engineer, so he often reads weather reports. I asked him **(1)** _____ *[A. what the warning meant B. what did the warning mean C. what does the warning mean]* . My mother was cooking dinner at that moment, and she told us to charge our phones and to bring candles from the cupboard. He explained that strong winds were expected, so we agreed **(2)** _____ *[A. closing B. to close C. close]* all the windows. Then he asked me **(3)** _____ *[A. where had I put B. where did I put C. where I had put]* the garden chairs.

My little sister enjoyed **(4)** _____ *[A. to listen B. listen C. listening]* to the thunder from her bed, although she **(5)** _____ *[A. can't B. couldn't C. isn't able to]* sleep because the noise was so loud. The thunder was so strong that the windows were shaking. At breakfast, we read a message from the city authority, which said that schools would open one hour later. In the morning, the streets were wet, and my brother decided to take photographs of the fallen branches, but nobody in our neighbourhood was hurt.

Grammar text 3

At the Weather Station

A group of students visited a weather station last week. The weather station is on top of a hill, and the students could see the whole city from the window. They met a scientist **(1)** _____ *[A. who B. which C. where]* studies thunderstorms. She **(2)** _____ *[A. shows B. has shown C. was showing]* them how the instruments worked when a gale-force wind started to blow outside. The storm was **(3)** _____ *[A. severer B. more severe C. most severe]* than the forecast had said, and some branches fell onto the road.

It was dangerous; **(4)** _____ *[A. however B. although C. therefore]* , the teacher decided that the group should stay inside. She told the students **(5)** _____ *[A. not to stand B. don't stand C. not standing]* near the windows, and they watched the radar screen instead. Later, they discussed the impact of severe weather on the city. At the end of the visit, the scientist gave each student a small chart of cloud types, including cumulus clouds, and invited them to come back in the winter. Everybody thanked her for a fascinating morning, and they took many photographs.

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Grammar text 4

Preparing for a Storm

Before the storm arrived, the radio announced that people should prepare. It was a hot, still afternoon, and the sky was turning orange. My mother was worried because the news said that gale-force winds were approaching. The neighbour **(1)** _____ *[A. which B. who C. where]* lived next door was a retired engineer, and he **(2)** _____ *[A. could B. can C. must]* fix almost anything, so he repaired our broken window in a few minutes. I asked him **(3)** _____ *[A. that B. what C. if]* it would be safe to stay at home, and he said that it would.

While he **(4)** _____ *[A. has closed B. was closing C. closes]* the shutters, I was carrying the garden chairs inside. The storm lasted all night. **(5)** _____ *[A. However B. Therefore C. For example]* , the damage to our street was small, and everybody agreed that the warning had been useful. In the morning, we collected broken branches from the garden and helped the neighbours to clean their yards. Our neighbour even offered tea to everybody who helped, and everyone was tired but happy.

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Practice C: Reading 3A (24 marks)

Read the text and choose the correct answer. Choose A, B or C. (3 marks each)

Making Friends in a New Place

Moving to a new school or city can be exciting, but it can also feel lonely. At first, everything is unfamiliar: the streets, the timetable and, most of all, the people. Psychologists say that this feeling is normal and that most newcomers need several weeks to settle in.

One of the easiest ways to meet people is to join a club or a team. Activities such as football, drama or volunteering give students a shared goal, so conversation starts naturally. Many schools also organise welcome days, when older students show newcomers around the building and explain the rules. Some schools also give each newcomer a buddy, a friendly student who looks after them during the first month.

Online groups can help as well. Before arriving, new students often talk to future classmates through messaging apps. This allows them to ask practical questions about transport, homework and lunch. However, experts advise people to meet face to face as soon as possible, because first impressions can be different from the person in a photograph. Some students also join local groups that organise walks, language lessons and weekend trips.

Finally, small actions can make a big difference. Smiling, asking questions and remembering names show other people that you are interested in them. It is also important to be patient. Strong friendships usually grow slowly, after people have spent time together and learned to trust one another. Remembering a classmate's favourite subject or hobby is also a good way to start a conversation next time.

With a little courage and some patience, a new place can quickly start to feel like home.

1. How long do most newcomers need to settle in, according to psychologists?
- **A.** A single day or two
- **B.** More than two whole years
- **C.** Several weeks

2. Why does conversation start naturally in clubs and teams?
- **A.** Students share a goal.
- **B.** Teachers ask all the questions.
- **C.** Everyone wears the same clothes.

3. Who shows newcomers around the building on welcome days?
- **A.** The parents
- **B.** Older students
- **C.** The head teacher

4. What do new students often ask about in online groups?
- **A.** Transport, homework and lunch
- **B.** Exam results and school prizes
- **C.** Holiday dates and ticket prices

5. Which small actions show other people that you are interested in them?
- **A.** Talking very loudly and always sitting alone
- **B.** Giving presents and borrowing money often
- **C.** Smiling, asking questions and remembering names

6. How do strong friendships usually grow?
- **A.** Immediately, after one conversation
- **B.** Slowly, as people spend time together
- **C.** Only through online messages and photos

7. The word "unfamiliar" in paragraph 1 is closest in meaning to …
- **A.** new and not known
- **B.** very popular
- **C.** easy to remember

8. What is the text mainly about?
- **A.** Why moving to a new city is almost always a bad idea
- **B.** How newcomers can make friends with simple steps
- **C.** Why online groups are the only good way to meet people

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Practice D: Reading 3B (16 marks)

Read the text and choose the correct answer. Choose A, B or C. (2 marks each)

Dressing for the Heat

In hot countries, choosing the right clothes can be as important as drinking enough water. The fabric you wear affects how the body handles heat, and scientists in the textile industry have spent years improving materials for extreme climates. Many people are surprised by how much a simple change of clothes can improve their comfort.

Dark colours absorb more of the sun's energy, which turns into heat on the surface of the clothes. Light colours, such as white and pale yellow, reflect a large part of the sunlight, so the material stays cooler. This is why traditional clothing in desert regions is often loose and light-coloured.

The material is equally important. Cotton and linen allow air to move through the cloth and absorb sweat, which helps the skin to feel dry. Some synthetic fabrics are less breathable; they can trap moisture and make a person feel hotter, although modern versions are designed to move sweat away from the body.

Loose clothes are better than tight ones because they leave space for air to circulate. A hat or head covering also gives protection from direct sunlight, and sunglasses protect the eyes from strong light.

Of course, clothes alone cannot solve the problem. Workers and athletes must still rest in the shade and drink water regularly. Nevertheless, the right choice of clothing can reduce the risk of heat exhaustion and make hot days more bearable. For example, a worker who wears a light hat and a loose cotton shirt may feel much less tired by the end of the day.

1. Why do dark colours feel hotter?
- **A.** They produce their own heat inside the cloth.
- **B.** They absorb more of the sun's energy.
- **C.** They block all the air from the body.

2. Which colours reflect a large part of the sunlight?
- **A.** Black and navy blue
- **B.** Dark green and brown
- **C.** White and pale yellow

3. What do cotton and linen allow?
- **A.** Air to move through the cloth
- **B.** Water to freeze inside the cloth
- **C.** Heat to enter more easily

4. Why are loose clothes better than tight ones?
- **A.** They are always much cheaper to buy in shops.
- **B.** They leave space for air to circulate.
- **C.** They keep sweat close to the skin all day.

5. The word "breathable" in paragraph 3 probably describes a fabric that …
- **A.** is very heavy and thick
- **B.** cannot be washed in water
- **C.** lets air pass through it

6. Which everyday choice is most similar to the idea in paragraph 2?
- **A.** Wearing a white shirt instead of a black one on a sunny day
- **B.** Carrying an umbrella to school on a very windy afternoon
- **C.** Drinking hot tea on a warm morning before going to school

7. What would the writer most likely advise a football coach who trains players in the afternoon sun?
- **A.** Choose tight, dark kits to keep all the players warm.
- **B.** Choose light, loose kits and plan rests in the shade.
- **C.** Cancel all water breaks so that training can finish early.

8. What is the main idea of the text?
- **A.** Light, loose, breathable clothing helps people cope with heat.
- **B.** Synthetic fabrics are the best choice for every climate and person.
- **C.** Drinking water is not really useful when the weather is hot.

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Practice E: Writing (40 marks)

Task 1.1 (15 marks)

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

Seasons Around the World

In many countries, the year is divided into four seasons: spring, summer, autumn and winter. Each season has its own temperature, length of day and typical activities. In some places, people look forward to snow in winter, while in others they enjoy warm evenings at the end of summer. This change in weather affects what people wear, eat and do after school.

In the Gulf, the climate is different. There are two main seasons: a very hot summer and a mild winter. During the summer, the temperature is high and the humidity near the coast can make the air feel heavy, so many families spend more time indoors or travel to cooler countries. Winter is usually the favourite season for outdoor life. People go camping in the desert, visit beaches and have picnics in the parks.

However, extreme weather can happen in every season. Strong winds, sandstorms and heavy rain can interrupt plans, and people must follow official warnings to stay safe. Schools usually move outdoor lessons indoors on those days.

Task 1.2 (25 marks)

Write about whether you think summer or winter is the better season in the UAE. **Include:**

- something you did in that season last year
- your reasons for choosing it
- how the weather (temperature, humidity or storms) affects people's activities

Write at least 150 words in paragraphs.

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Section 6: Answer Key for Extra Practice

Practice A: Vocabulary

Vocabulary text 1

Gap	Answer	Why
1	**B. colleague**	a person you work with
2	**A. cope**	cope with = deal with a difficult situation
3	**C. community**	the people who live in the same area
4	**B. authority**	the city authority = the organisation that makes official decisions
5	**A. regulation**	an official rule

Vocabulary text 2

Gap	Answer	Why
1	**A. season**	one of the periods of the year
2	**C. temperature**	how hot or cold the air is
3	**B. humidity**	the amount of water vapour in the air
4	**A. climate**	the usual weather of a region over many years
5	**B. absorb**	to take in liquid; clothes absorb sweat

Vocabulary text 3

Gap	Answer	Why
1	**C. hazardous**	dangerous
2	**A. severe**	extreme or very serious
3	**B. reflect**	to send light or heat back from a surface
4	**A. ability**	the power to do something
5	**C. skill**	something you can do well after training

Vocabulary text 4

Gap	Answer	Why
1	**B. rescue**	a rescue team saves people from danger
2	**A. safety**	being protected from danger
3	**C. fabric**	cloth or material
4	**A. textile**	the textile industry makes cloth
5	**B. protection**	keeping someone safe from harm

Practice B: Grammar

Grammar text 1

Gap	Answer	Why
1	**A. were playing**	G.14.3 past continuous: an action in progress when something happened
2	**C. who**	G.4.1 who for people

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Gap	Answer	Why
3	**B. stronger**	G.1.2 comparative of a short adjective: stronger than
4	**A. as a result**	G.2.5 linker of result
5	**C. was reading**	G.14.3 two actions in progress at the same time

Grammar text 2

Gap	Answer	Why
1	**A. what the warning meant**	G.17.4 indirect question: no inversion
2	**B. to close**	G.19.2 agree + to-infinitive
3	**C. where I had put**	G.17.4 indirect question word order
4	**C. listening**	G.19.2 enjoy + -ing
5	**B. couldn't**	G.8.1 past ability: could / couldn't

Grammar text 3

Gap	Answer	Why
1	**A. who**	G.4.1 who for people
2	**C. was showing**	G.14.3 past continuous interrupted by a past simple event
3	**B. more severe**	G.1.2 comparative of a long adjective
4	**C. therefore**	G.2.5 linker of result
5	**A. not to stand**	G.19.2 tell + object + (not) to-infinitive

Grammar text 4

Gap	Answer	Why
1	**B. who**	G.4.1 who for people
2	**A. could**	G.8.1 past ability: could
3	**C. if**	G.17.4 indirect yes/no question uses if or whether
4	**B. was closing**	G.14.3 past continuous: two actions in progress
5	**A. However**	G.2.5 linker of contrast

Practice C: Reading 3A

Q	Skill (LO)	Key	Evidence / explanation
1	Specific information (CS.2.1)	**C**	Paragraph 1: most newcomers need several weeks to settle in.
2	Specific information (CS.2.1)	**A**	Paragraph 2: activities give students a shared goal.
3	Specific information (CS.2.1)	**B**	Paragraph 2: older students show newcomers around the building.
4	Specific information (CS.2.1)	**A**	Paragraph 3: practical questions about transport, homework and lunch.
5	Details (CS.5.1)	**C**	Paragraph 4: smiling, asking questions and remembering names.
6	Details (CS.5.1)	**B**	Paragraph 4: friendships usually grow slowly after people have spent time together.
7	Inference (word meaning) (CS.4.1)	**A**	un- (not) + familiar (known) = not known; the context lists new streets, timetable and people.

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Q	Skill (LO)	Key	Evidence / explanation
8	Overall meaning (CS.1.1)	**B**	The text gives several ways to make friends and ends with patience.

Practice D: Reading 3B

Q	Skill (LO)	Key	Evidence / explanation
1	Details (CS.5.1)	**B**	Paragraph 2: dark colours absorb more of the sun's energy.
2	Details (CS.5.1)	**C**	Paragraph 2: light colours such as white and pale yellow reflect sunlight.
3	Details (CS.5.1)	**A**	Paragraph 3: cotton and linen allow air to move through the cloth.
4	Details (CS.5.1)	**B**	Paragraph 4: loose clothes leave space for air to circulate.
5	Inference (word meaning) (CS.4.1)	**C**	breathe + -able = able to let air through; context contrasts it with trapping moisture.
6	Connections (CS.3.1)	**A**	Paragraph 2: light colours reflect sunlight, so they stay cooler.
7	Predictions (line of argument) (CS.4.2)	**B**	Paragraphs 2–5: light, loose clothing plus rest in the shade and water.
8	Overall meaning (CS.1.1)	**A**	The text explains how colour, material and fit affect comfort in the heat.

Practice E: Writing – sample answers

Task 1.1 (15 marks)

The text compares the seasons in different countries and says that the Gulf has only two main seasons, a hot summer and a mild winter. Summer is difficult because of the high temperature and humidity, but winter is good for outdoor activities such as camping and picnics. The writer also reminds readers that extreme weather can happen at any time, so people should follow warnings.

Task 1.2 (25 marks)

In my opinion, winter is the better season in the UAE because the weather is comfortable and people can enjoy many outdoor activities.

Last winter, my family went camping in the desert for a weekend. We were sitting around the fire when a cool breeze started to blow, and my father was telling stories about his childhood. I remember that the stars were brighter than in the city, and we all slept very well. The next morning, we walked up a small dune and took photographs of the sunrise.

There are several reasons for my choice. First, the temperature is mild, so you can spend the whole day outside without feeling tired. Second, the humidity is lower than in summer, which makes the air fresher. In addition, schools and clubs organise festivals and sports events during this season.

Of course, summer has some advantages, such as holidays and indoor activities. However, the heat and humidity make it difficult to play sport outdoors, and people must be careful during severe weather. For these reasons, I think winter is much better, and everybody should try camping at least once.

Use the marking guides in Section 4 to mark your own writing, and ask your teacher to check it.

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