أوراق عمل مفردات لنهاية الفصل





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

المزيد من الملفات بحسب الصف التاسع المتقدم والمادة لغة انجليزية في الفصل الأول	
دليل مهارات الكتابة وتلخيص الأفكار الرئيسية - Success to Up Step	1
شرح قواعد الأسئلة غير المباشرة Questions Indirect	2
قائمة المفردات vocabulary 9adv English ونموذج سؤال عنها	3
توضيح ومثال لسؤال القواعد	4
نموذج أسئلة الكتابة مع الحلول	5

تحميل تطبيق المناهج للهواتف الذكية	
تطبيق المناهج على Store App (آبل)	تطبيق المناهج على Play Google (أندرويد)

English Language
End Of Term 1
9 Advanced / 10 General

Name:……

Class:……



Part 1: Vocabulary

Academic Year 2026-2027: End-of-Term 1 Exam Test Specifications:
Grade 10 GLG - Grade 9 Advanced/10 General – Stage 6 – B1.2

Grade Level Goal	**Grade 10 GLG**	**Learning Continuum Stage**	**6**
Class	**9 Advanced / 10 General**	**CEFR**	**B1.2**

Language Domain	Reading & Viewing and Writing & Representing	**Total Marks**	Reading: 60	Writing: 40
		Platform	SwiftAssess	Paper-based

Part	Level	Theme	Vocabulary	
Part 1: Vocabulary	**Towards Grade Level Goal**	**Meeting New People, Learning New Things**	roommate, colleague, privacy, community, deadline, schedule, authority, regulation, manage, cope	
		Come Rain or Shine	humidity, temperature, climate, season, absorb, reflect, hazardous, severe, ability, skill, rescue, safety, textile, fabric	
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences. Choose **A**, **B** or **C**.	**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.	• 1 text of 160 words (10% either way) with 5 gaps focusing on the target vocabulary. • 3 options, one of which is the correct answer • 2 marks each (total: 10)

Meeting New People, Learning New Things

Vocabulary and meanings

Word	Meaning
roommate	A person who shares a room or home with another person.
colleague	A person you work or study professionally with.
privacy	The ability to keep personal matters or space away from others.
community	A group of people living in the same area or sharing interests.
deadline	The latest time or date by which work must be finished.
schedule	A plan showing when activities or tasks will happen.
authority	The power or right to make decisions and enforce rules.
regulation	An official rule that controls how something is done.
manage	To organize or control tasks or situations successfully.
cope	To deal successfully with a difficult situation.



Vocabulary maze 1

Starting college can be exciting, but it also brings new responsibilities. When Lina moved into a residence hall, she met her new (1) _____, who was studying business. At first, they had different daily routines, so they agreed on quiet hours and respected each other's personal space. Lina soon learned that (2) _____ was important when sharing a room. She also joined a student club to become part of the campus community.

During her first month, Lina had several assignments and a group presentation. She used a weekly (3) _____ to plan her study sessions and club meetings. One evening, she noticed that a project was due sooner than she expected. Instead of panicking, she divided the work into smaller tasks and asked a classmate for advice. This helped her (4) _____ her responsibilities without missing classes.

College staff also explained the residence hall rules, including a (5) _____ about keeping shared kitchens clean. Lina realized that living with others requires communication, cooperation, and respect. By the end of the semester, she felt more confident and independent.

1.	A. colleague	B. roommate	C. community
2.	A. privacy	B. authority	C. deadline
3.	A. regulation	B. schedule	C. skill
4.	A. cope	B. rescue	C. manage
5.	A. regulation	B. temperature	C. schedule

Vocabulary maze 2

At the beginning of the semester, Noura joined a college project about improving student life. Her (1) _____ from the science department helped her collect information, while students from other courses shared their experiences. They wanted to create a stronger sense of (2) _____ by encouraging everyone to join campus activities. However, the group faced a tight (3) _____ because their report had to be submitted on Friday. Noura asked the student council, which had the (4) _____ to approve the event, for



permission to use the main hall. Although the work was demanding, the team learned to (5) _____ with unexpected changes and finish the project together.

1.	A. climate	B. colleague	C. regulation
2.	A. community	B. privacy	C. schedule
3.	A. roommate	B. authority	C. deadline
4.	A. authority	B. fabric	C. rescue
5.	A. manage	B. cope	C. reflect

Come Rain or Shine

Vocabulary and meanings

Word	Meaning
humidity	The amount of water vapour in the air.
temperature	A measure of how hot or cold something is.
climate	The usual weather conditions of a place over many years.
season	One of the main periods of the year with typical weather.
absorb	To take in liquid, heat, or another substance.
reflect	To send back light, heat, or sound from a surface.
hazardous	Dangerous or likely to cause harm.
severe	Very serious, strong, or extreme.
ability	The capacity to do something.
skill	An ability developed through learning or practice.
rescue	To save someone from danger.
safety	Protection from danger or harm.
textile	A type of cloth or woven material.
fabric	Material made by weaving or knitting threads.

Vocabulary maze 1

Weather affects the way people dress, travel, and plan outdoor activities. In some regions, the summer (1) _____ can rise above 40°C, making midday exercise uncomfortable. High (2) _____ can make the air feel even warmer because sweat does not evaporate as quickly. For this reason, people should check local forecasts and carry enough water before leaving home.



Clothing can also make a difference. Light-coloured (3) _____ may help people stay more comfortable because pale surfaces tend to send back more sunlight than dark ones. Some modern materials are designed to (4) _____ moisture, helping the wearer feel drier. However, no clothing can completely protect someone during dangerous weather.

When storms are expected, schools and local services may change their plans to protect public (5) _____. A strong storm can create unsafe roads and interrupt transport. Families should follow official advice and avoid unnecessary journeys. Understanding weather information helps communities prepare for changing conditions and make sensible decisions. Weather awareness is therefore useful in everyday life, not only during emergencies.

1.	A. climate	B. season	C. temperature
2.	A. humidity	B. ability	C. fabric
3.	A. deadline	B. fabric	C. rescue
4.	A. reflect	B. regulate	C. absorb
5.	A. skill	B. safety	C. season

Vocabulary Maze 2

During a school trip, students visited a weather research centre to learn how changing conditions affect communities. The guide explained that the region's (1) _____ includes patterns observed over many years, not just the weather on one day. She showed how dark surfaces (2) _____ more heat from sunlight than light ones. Next, the students watched a demonstration of how emergency teams (3) _____ people during floods. The guide warned that some storms can become (4) _____, causing serious damage to roads and homes. Before leaving, the students learned that understanding weather warnings is an important (5) _____ that can help families make safer decisions.

1.	A. temperature	B. climate	C. season
2.	A. absorb	B. reflect	C. rescue
3.	A. regulate	B. rescue	C. absorb



4. A. severe B. humid C. seasonal

5. A. fabric B. ability C. skill

Part 2: Grammar

Part	Level	Theme	Vocabulary	Grammar
Part 2: Grammar	**At Grade Level Goal**	**Come Rain or Shine** | Writing a Description of Wild Weather	cumulus cloud, thunderstorm, warning, severe, hazardous, impact, gale-force, weather phenomena, protection, damage	G.14.3 Past Time (past continuous) G.4.1 Clauses and phrases : defining relative clauses G.19.2 Verb forms (verb + to + infinitive; verb + infinitive; verb + '-ing') G.17.4 Questions (indirect questions) G.8.1 Modals (present): Expressing ability G.2.5 Adverbs (adverbial linkers) G.1.2 Adjectives (comparatives) For comparing data and making evaluations"
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences. Choose **A**, **B** or **C**.	**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.	• 1 narrative text of 160 words (10% either way) with 5 gaps • 3 options, one of which is the correct answer • 2 marks each (total: 10)

No.	Word	Meaning
1	Cumulus cloud	A large, white, fluffy cloud that usually appears in fair weather.
2	Thunderstorm	A storm with thunder, lightning, and usually heavy rain.
3	Warning	A message that tells people about possible danger.
4	Severe	Very serious, extreme, or dangerous.
5	Hazardous	Dangerous or likely to cause harm.
6	Impact	The effect or influence something has on a person, place, or situation.
7	Gale-force	Describes extremely strong winds.
8	Weather phenomena	Natural events that happen in the atmosphere, such as rain, snow, and storms.
9	Protection	Something that keeps people or things safe from danger.
10	Damage	Physical harm caused to something, making it broken or less useful.



Past time (past continuous)

Past Time (Past Continuous)

Meaning

The past continuous is used to talk about an action or event in the past that was happening at a particular time in the past.

Example: I **was sleeping** between 2 pm and 4 pm yesterday.



I was sleeping.



Form

The past continuous is formed using:

subject + was/were + verb-ing.

Positive

Subject + was/were	Verb-ing
I **was**	sleeping
You **were**	talking
He **was**	running
She **was**	eating
It **was**	working
We **were**	dancing
You **were**	laughing
They **were**	coughing

Negative

Subject + wasn't/weren't	Verb-ing
I **wasn't**	sleeping
You **weren't**	talking
He **wasn't**	running
She **wasn't**	eating
It **wasn't**	working
We **weren't**	dancing
You **weren't**	laughing
They **weren't**	coughing

Questions

To form a question, use:

Was/Were + subject + verb-ing?

- **Was** I sleeping?
- **Were** you talking?
- **Was** he running?
- **Was** she eating?
- **Was** it working?
- **Were** we dancing?
- **Were** you laughing?
- **Were** they coughing?

- **Negative question** (we expect a "yes" answer):
  Weren't you working today?
  Wasn't she reading when you called?

Uses

To emphasize an action/event at a particular time.
Example: This time last year, I **was taking** my final exams.



To talk about actions that were happening at the same time.
Example: I **was playing** football while it **was raining**.



To talk about an action that was interrupted by another action.
Example: I **was sleeping** when you called.



To give background information.
Example: As she walked through the forest, the sun **was shining**, and the birds **were singing**.



To emphasize how long something happened for.
Example: My feet **were aching** all day yesterday.



To talk about something that happened several times or was a habit.
Example: I **was reading** all the time when I was a child.



Note

We do **NOT** usually use the past continuous with **stative verbs** (verbs that often describe thoughts and feelings), such as **know, want, need,** and **feel.** We use the past simple instead.

✗ It was hot at the beach.
I **was needing** some water.

✓ It was hot at the beach.
I **needed** some water.





Read each paragraph carefully and choose the correct answer (A, B, or C) to complete each blank.

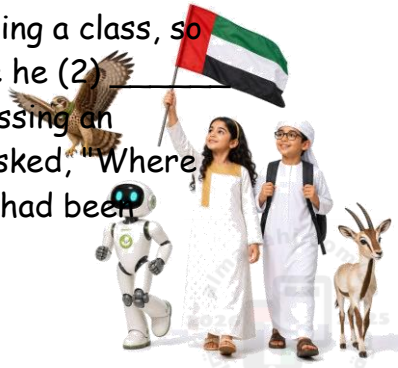
Maze 1 – An Unexpected Storm

Yesterday afternoon, Sara and her classmates were preparing for an outdoor school activity. At two o'clock, they (1) _____ their science projects in the school garden when the weather suddenly changed. While some students (2) _____ photographs of the plants, others were recording information about the temperature. Suddenly, strong winds began to blow, and heavy rain interrupted their work. Their teacher asked, "What (3) _____ when the storm started?" Sara explained that she was collecting information about different plants. Meanwhile, the other students (4) _____ near the school entrance because they wanted to stay dry. Although the storm was unexpected, everyone remained calm. By the time the rain stopped, the teacher (5) _____ the students about the importance of checking weather forecasts before planning outdoor activities.

1.A. were presenting	B. was presenting	C. presented
2.A. was taking	B. took	C. were taking
3.A. you were doing	B. were you doing	C. did you doing
4.A. were waiting	B. was waiting	C. waited
5.A. was reminding	B. were reminding	C. reminded

Maze 2 – A Busy Day at University

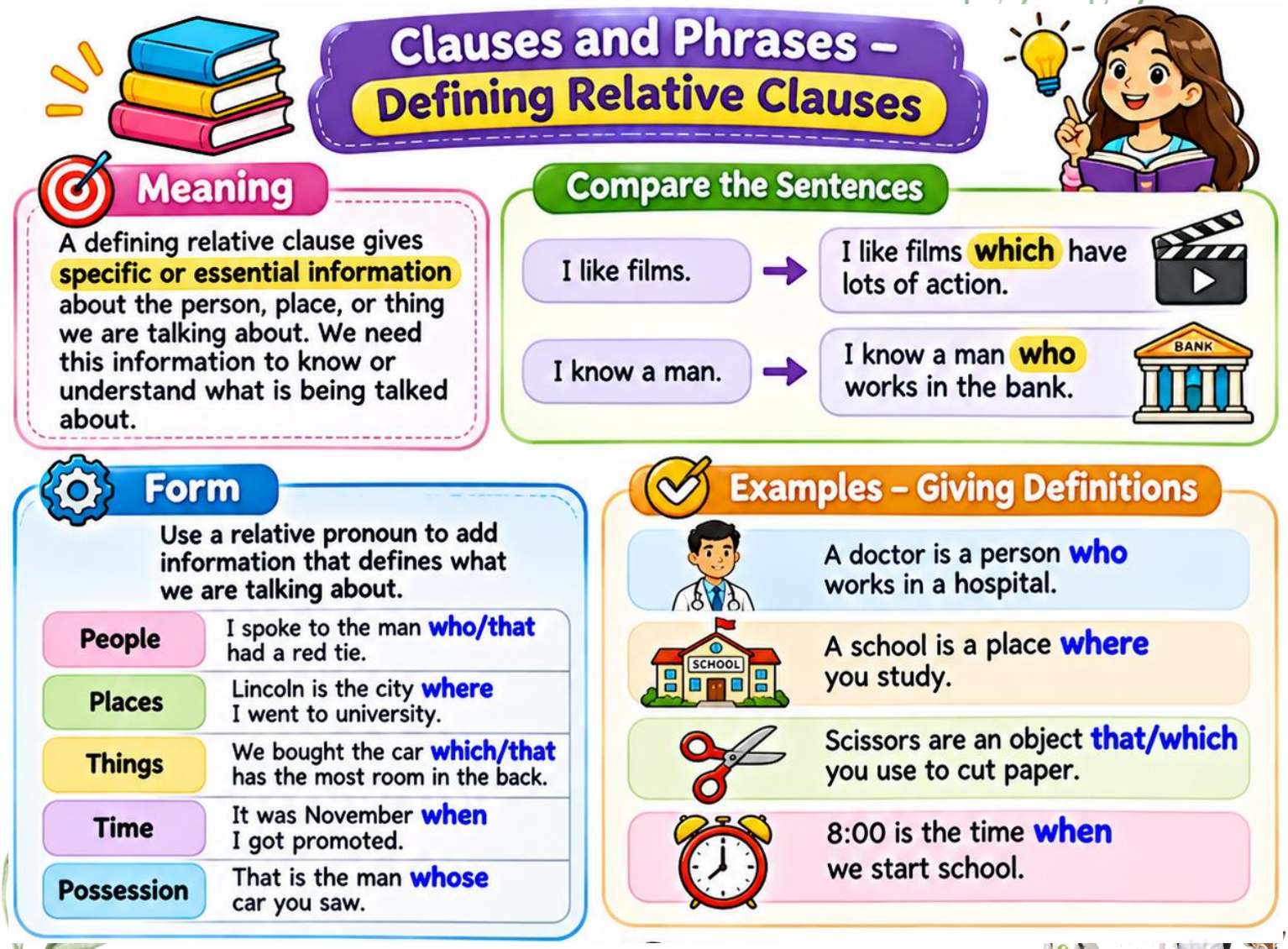
Last Monday, Ahmed visited his older brother at university. When he arrived at the campus, several students (1) _____ towards their lecture halls, while others were studying in the library. His brother was attending a class, so Ahmed decided to wait near the learning resources centre. While he (2) _____ a book about university life, he noticed a group of students discussing an important assignment. At eleven o'clock, his brother called and asked, "Where (3) _____ when I called you earlier?" Ahmed explained that he had been



waiting outside the library. Later, they visited the cafeteria, where some students (4) _____ lunch while others were preparing presentations. As they were leaving the campus, Ahmed suddenly (5) _____ that university students needed strong time-management skills to balance their responsibilities.

1.A. was walking	B. were walking	C. walked
2.A. was reading	B. were reading	C. read
3.A. you were waiting	B. did you wait	C. were you waiting
4.A. was eating	B. were eating	C. ate
5.A. was realizing	B. were realizing	C. realized

Clauses and phrases : defining relative clauses



Key Rules

- We can use **that** instead of **which** (for things) or **who** (for people).
- We can leave out **who, which, or that** when it is **NOT** the subject of the clause.
- **'What'** is never used as a relative pronoun in defining relative clauses.

Examples: Leaving Out the Relative Pronoun

That is the man (who) I spoke to today. →	✓ We can leave it out (the subject is 'I').
That is the man **who** works with me. →	✗ We cannot leave it out (the subject is the man).

Remember!

- ✗ London is the city ~~what~~ I visited last year.
- ✓ London is the city **that** I visited last year.

Read each paragraph carefully and choose the correct answer (A, B, or C) to complete each blank.

Maze 1 – A New Experience at University

Starting university is an exciting experience for students who want to become more independent. Last month, Ahmed moved into a dormitory (1) _____ is located near the university campus. He met several international students, including a young man (2) _____ father works as a university professor. During his first week, Ahmed visited the learning resources centre, (3) _____ students can find useful academic materials and receive support from tutors. He also joined a study group with classmates (4) _____ shared similar academic interests. Ahmed still remembers the day (5) _____ he gave his first presentation in front of his classmates. Although he was nervous, the experience helped him develop confidence and improve his communication skills.

1.A. who	B. which	C. where
2.A. whose	B. who	C. which
3.A. when	B. whose	C. where
4.A. who	B. which	C. where
5.A. whose	B. when	C. where

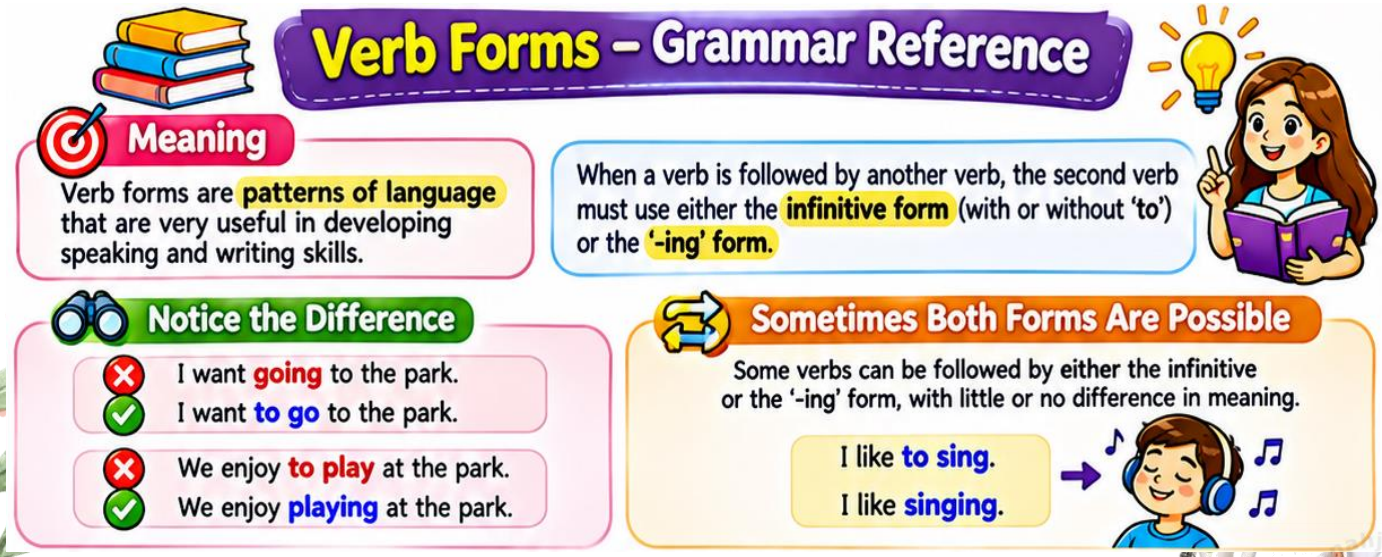


Maze 2 – Understanding Weather and Climate

Weather conditions can influence people's daily activities and travel plans. Meteorologists are scientists (1) _____ study changes in the atmosphere and predict future weather conditions. They use advanced equipment (2) _____ collects information about temperature, humidity, and wind speed. Weather stations are special places (3) _____ scientists record atmospheric conditions and analyze important data. During the summer, many countries experience periods (4) _____ temperatures rise significantly and outdoor activities become more difficult. People living in coastal communities, (5) _____ homes are sometimes affected by severe storms, must follow weather warnings carefully. Understanding weather patterns can help communities prepare for hazardous conditions and reduce possible damage.

1.A. which	B. whose	C. who
2.A. which	B. where	C. who
3.A. whose	B. where	C. when
4.A. where	B. when	C. whose
5.A. who	B. which	C. whose

Verb forms



Notice the Difference

✗ I want going to the park.
✓ I want to go to the park.

✗ We enjoy to play at the park.
✓ We enjoy playing at the park.

Sometimes Both Forms Are Possible

Some verbs can be followed by either the infinitive or the '-ing' form, with little or no difference in meaning.

I like to sing.
I like singing.



Verb + to + Infinitive

These verbs are always followed by **to + infinitive.**

Want	I want **to go** on holiday.
Need	I need **to buy** some fruit.
Agree	We agreed **to change** the schedule.
Hope	I hope **to see** you next week.
Decide	They decided **to go** out for dinner.
Refuse	She refused **to apologise** to him.
Afford	He can't afford **to buy** a new car.
Plan	Where do you plan **to go** next year?

Verb + Infinitive (without 'to')

The bare infinitive (without 'to') is used after:

- **Modal verbs:** can, will, should, must etc.
- **let**
- **make**
- **help**
- **had better**
- **in 'why' questions**

Examples:

- We can **leave** now.
- You **had better hurry**.
- I won't **let** you **play**.
- My parents **make** me **clean** the house.
- Why **worry**?

Verb + '-ing'

These verbs are always followed by the **'-ing' form.**

Enjoy	I enjoy **travelling** by train.
Keep	They keep **talking** about it.
Dislike	She dislikes **jogging** in winter.
Avoid	We avoided **being** late.
Discuss	He discussed **going** back to work.
Finish	I'll finish **cooking** the dinner.
Practise	Let's practise **speaking** English.
Miss	I miss **living** in the countryside.

Verbs of Perception

With verbs like **see, feel, hear, watch, notice, sense:**

- Use the **infinitive** for the **complete action.**
- Use the **'-ing' form** for only part of the action.

Examples:

- I **saw** them **build** the bridge. (the whole action)
- I **saw** them **building** the bridge. (part of the action)

Verbs with Both Forms (No Change in Meaning)

Some verbs can be followed by either form, with no change in meaning.

Examples:

- I love to **go / going** to the beach.
- I prefer to **take / taking** the metro.
- They continued **to talk / talking** about work.
- We will start **to learn / learning** a new chapter now.

Verbs with a Change in Meaning

Some verbs change meaning depending on whether we use the **infinitive** or the **'-ing' form.**

Verb	Verb + to + infinitive (Meaning)	Verb + '-ing' (Meaning)
Stop	He stopped **to eat.** (= took a break to eat)	He stopped **eating.** (= quit eating)
Try	You could **try to study** more. (= make a serious effort)	You could **try studying** more. (= one option)
Forget	She **forgot to turn off** the TV. (= she didn't do it)	She **forgot turning off** the TV. (= can't remember)
Remember	I **remembered to feed** the cat. (= didn't forget)	I **remember feeding** the cat. (= can recall the act)
Regret	I **regret to tell** you... (= used to give bad news)	I **regret telling** you. (= feel bad about it now)

Read each paragraph carefully and choose the correct answer (A, B, or C) to complete each blank.

Maze 1 – A Terrifying Thunderstorm

Last Friday, a powerful thunderstorm suddenly struck our town. The sky became dark, and strong winds began to damage trees and buildings. My family decided (1) _____ indoors because the weather forecast warned of hazardous conditions. While the rain was falling heavily, my younger brother wanted (2) _____ photographs of the lightning, but my father refused to let him go outside. We kept (3) _____ the weather updates on television to understand



how the storm was developing. The local authorities advised residents to avoid (4) _____ near windows during the severe weather. Fortunately, the storm became weaker after several hours. The following morning, we helped our neighbours (5) _____ their gardens and remove fallen branches. Although the experience was frightening, it taught us the importance of following safety instructions during extreme weather.

1.A. staying	B. to stay	C. stay
2.A. to take	B. taking	C. take
3.A. check	B. to check	C. checking
4.A. standing	B. to stand	C. stand
5.A. cleaning	B. clean	C. to cleaning

Maze 2 – An Unexpected Flood

Last winter, our city experienced unusually heavy rainfall that caused serious flooding in several residential areas. The weather experts had predicted severe conditions, but many people did not expect the situation to become so dangerous. My family planned (1) _____ our grandparents before the storm arrived. However, the authorities warned residents not to travel because several roads were flooded. We had to (2) _____ at home until the situation improved. During the storm, my sister suggested (3) _____ a diary to describe the powerful winds, dark clouds, and continuous rainfall. Meanwhile, my parents continued (4) _____ emergency announcements to stay informed about the changing weather conditions. After the flood, local volunteers agreed (5) _____ families whose homes had been affected. This experience reminded us that extreme weather can be unpredictable and that community cooperation is essential during emergencies.

1.A. visit	B. visiting	C. to visit
2.A. stay	B. staying	C. to stay
3.A. write	B. writing	C. to writing
4.A. monitor	B. to monitoring	C. monitoring
5.A. to help	B. helping	C. help



Question (indirect question)

Questions – Indirect Questions

Meaning

Indirect questions are questions which are part of a statement, another question, or an order. They are used to ask for information in a more polite way.

Direct vs. Indirect

Direct Question	Indirect Question
Where is the bank?	Could you tell me where the bank is?
Do you want a coffee?	I was wondering if you want a coffee.
What time is it?	Would you mind telling me what the time is?



Form

Wh- Questions

Introductory phrase + question word + positive sentence

- ✓ Can you tell me what the time is?
- ✗ Can you tell me ~~what is the time?~~

Yes/No Questions

Introductory phrase + if / whether + positive sentence

- ✓ I was wondering if you are hungry.
- ✗ I was wondering ~~if are you hungry?~~

Examples of Introductory Phrases

- Do you know...?
- I wonder / was wondering...?
- Can / Could you tell me...?
- Do you happen to know...?
- I'd like to know...?
- Would you mind telling me...?



Uses / Function

- ✓ To be more polite when asking for information, making requests, or offering something.
- ✓ When talking to people we don't know very well or in professional situations.

More Examples

Direct Question	Indirect Question
Where is the shopping mall?	Could you tell me where the shopping mall is?
How much does this cost?	Would you mind telling me how much this costs?
Can you finish the project by tomorrow?	I'd like to know if you can finish this by tomorrow.

Read each paragraph carefully and choose the correct answer (A, B, or C) to complete each blank.

Maze 1 – A Sick Day at School

Sara wasn't feeling well this morning. She had a headache, a sore throat, and a high temperature. Before leaving home, she asked her mother (1) _____ she should attend school. Her mother suggested visiting the school clinic if her symptoms continued. When Sara arrived at school, she politely asked the



receptionist, "Could you tell me (2) _____?" The receptionist directed her to the nurse's office. During the examination, Sara wondered (3) _____ because she had an important examination the following day. The nurse explained that she needed plenty of rest and advised her to drink water. Sara then asked, "Do you know (4) _____?" because she wanted to inform her parents. Before leaving, she wanted to find out (5) _____. The nurse explained that she could return when she felt better.

1.A. what B. whether C. where

2.A. where the nurse's office is

B. where is the nurse's office

C. where does the nurse work

3.A. when will she recover

B. when does she recover

C. when she would recover

4.A. when can I call my parents

B. when I can call my parents

C. when do I call my parents

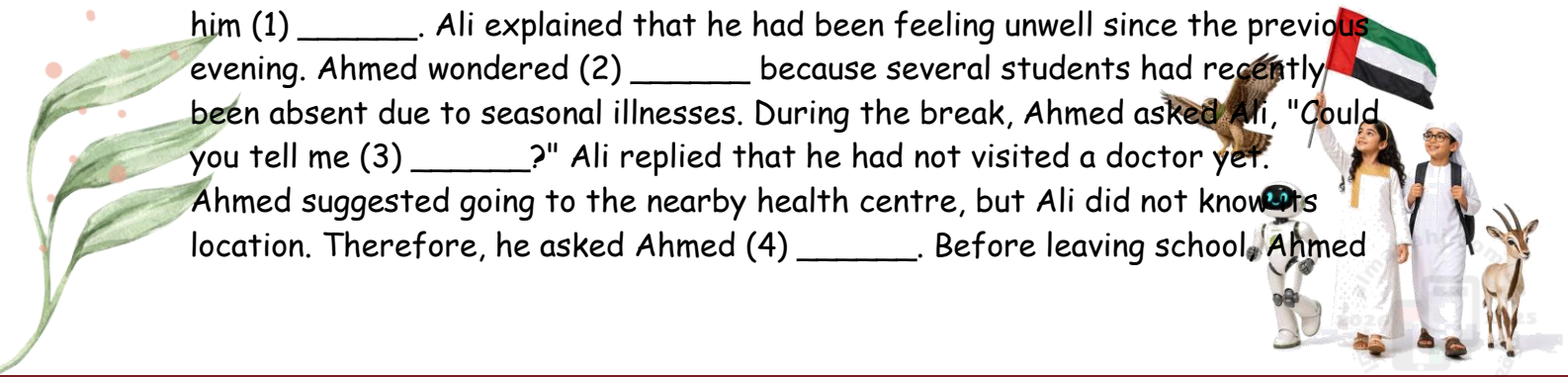
5.A. if she could attend school the next day

B. if could she attend school the next day

C. whether could she attend school the next day

Maze 2 – A Friend's Health

Ahmed noticed that his friend Ali looked exhausted and was coughing frequently during class. He was concerned about Ali's health and politely asked him (1) _____. Ali explained that he had been feeling unwell since the previous evening. Ahmed wondered (2) _____ because several students had recently been absent due to seasonal illnesses. During the break, Ahmed asked Ali, "Could you tell me (3) _____?" Ali replied that he had not visited a doctor yet. Ahmed suggested going to the nearby health centre, but Ali did not know its location. Therefore, he asked Ahmed (4) _____. Before leaving school, Ahmed



approached the receptionist and asked, "Do you happen to know (5) _____?" The receptionist confirmed that the health centre remained open until six o'clock. Ali thanked Ahmed for his concern and decided to seek medical advice.

1.A. how was he feeling B. how did he feel C. how he was feeling

2.A. if Ali had caught a cold

B. if had Ali caught a cold

C. whether did Ali catch a cold

3.A. whether have you visited a doctor

B. whether you have visited a doctor

C. whether did you visit a doctor

4.A. where was the nearest health centre

B. where did the nearest health centre locate

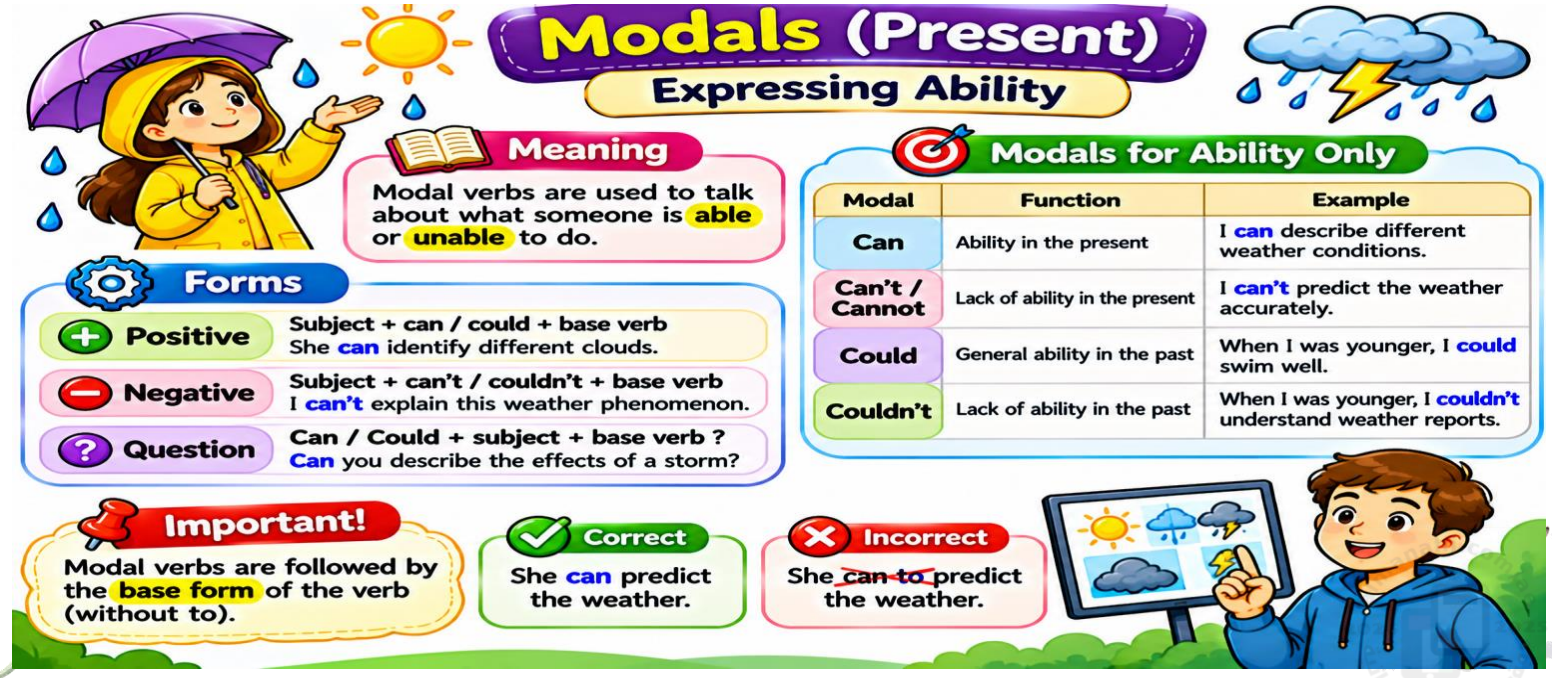
C. where the nearest health centre was

5.A. whether the health centre is open after school

B. whether is the health centre open after school

C. if does the health centre open after school

Modals (present)(expressing ability)



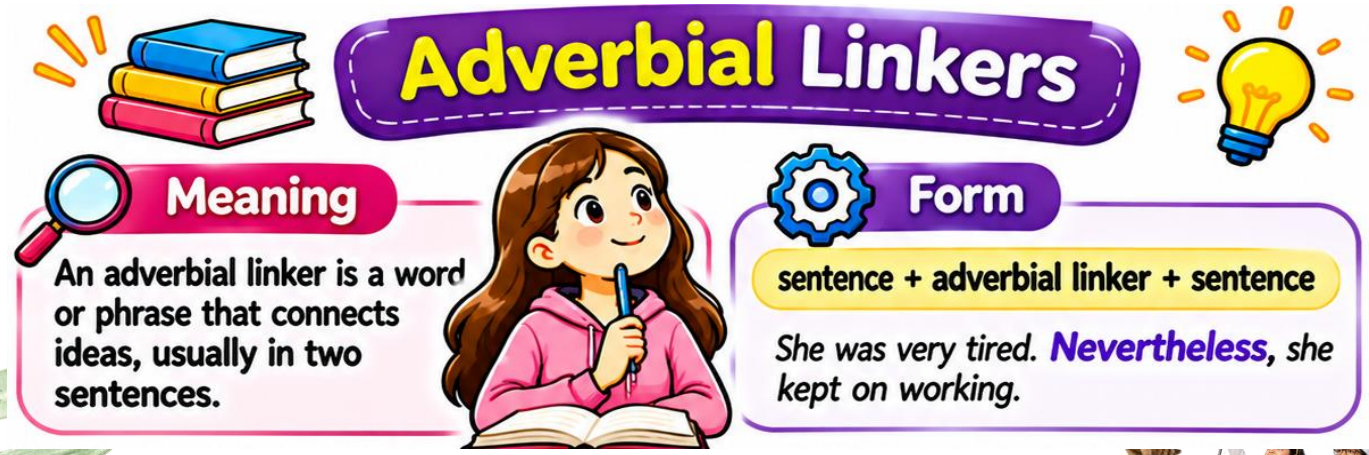
Read the paragraph carefully and choose the correct answer (A, B, or C) to complete each blank.

Maze 1 – A Weather Field Trip

Yesterday, our class went on a weather field trip to learn about different weather phenomena. The guide explained that we (1) _____ use special equipment to measure wind speed and rainfall during the visit. I (2) _____ read weather maps easily now because I have practised interpreting them in science lessons. However, my friend Ali (3) _____ understand the symbols on the weather map at first, so the guide helped him. When I was younger, I (4) _____ identify different types of clouds, but now I can recognize them without difficulty. During the activity, we also discovered that scientists (5) _____ always predict extreme weather accurately because atmospheric conditions can change unexpectedly. By the end of the trip, we had developed a better understanding of weather forecasting.

1.A. can't	B. could	C. couldn't
2.A. can	B. could	C. couldn't
3.A. can	B. could	C. couldn't
4.A. can	B. couldn't	C. could
5.A. can't	B. could	C. can

Adverbs (adverbial linkers)





Uses / Functions

To contrast and compare two ideas.

- However,
- On the other hand,
- Nevertheless,
- Conversely,

Example

*I work long hours. **However**, I love my job.*



To show the cause and effect between two ideas.

- Therefore,
- As a result,
- Consequently,
- So,
- That's why

Example

*The job was important. **Consequently**, we worked late.*



To add a point or an idea.

- Furthermore,
- Moreover,
- In addition,
- Additionally,
- Besides,
- What's more

Example

*We can't afford a new car. **In addition**, we don't need one at the moment.*



Read the paragraph carefully and choose the correct answer (A, B, or C) to complete each blank.

Maze 1 – An Unexpected Thunderstorm

Last weekend, our town experienced a severe thunderstorm that caused considerable damage to several buildings. The weather forecast had predicted light rain. (1) _____, the storm was much stronger than expected. Heavy rainfall flooded several roads and made transportation extremely difficult. (2) _____, the local authorities decided to close the main roads to protect residents. Strong winds damaged trees and electricity lines. (3) _____, several neighbourhoods experienced temporary power cuts. Emergency workers arrived quickly to help affected families. (4) _____, volunteers provided food, water, and temporary shelter for people who had to leave their homes. Although the storm caused serious difficulties, the community worked together to overcome the challenges. (5) _____, the experience reminded everyone of the importance of preparing for extreme weather conditions.



1.A. Furthermore	B. However	C. Therefore
2.A. As a result	B. Nevertheless	C. In addition
3.A. However	B. Moreover	C. Consequently
4.A. Nevertheless	B. In addition	C. Therefore
5.A. Furthermore	B. Conversely	C. Nevertheless

Maze 2 – Preparing for Extreme Weather

Extreme weather conditions have become an important concern for many communities around the world. Meteorologists use advanced technology to predict dangerous weather phenomena. (1) _____, weather forecasts are not always completely accurate because atmospheric conditions can change unexpectedly. Governments encourage people to follow safety instructions during severe storms. (2) _____, schools often organize awareness programmes to teach students how to respond to hazardous weather. Some families ignore weather warnings and continue their outdoor activities. (3) _____, they may face dangerous situations when strong winds or heavy rainfall suddenly develop. Preparing an emergency plan can reduce possible risks. (4) _____, keeping essential supplies at home can help families manage unexpected situations. Weather conditions cannot always be controlled. (5) _____, people can reduce their impact by taking appropriate precautions and staying informed.

1.A. Therefore	B. Moreover	C. However
2.A. Furthermore	B. Nevertheless	C. Consequently
3.A. In addition	B. As a result	C. Conversely
4.A. However	B. Therefore	C. Moreover
5.A. Nevertheless	B. Consequently	C. In addition



Comparative

Comparative Adjectives

Rules, Forms and Uses

Rules: Forming Comparatives

1. One-syllable adjectives → + er — old → older
2. Adjectives ending in –e → + r — large → larger
3. Adjectives ending in –y → change y to i + er — happy → happier
4. Short adjectives (CVC) → double final consonant + er — big → bigger
5. Two-syllable or longer adjectives → more + adjective — boring → more boring

Irregular Comparatives

Adjective	Comparative
good	better
bad	worse
little	less

Examples: Change to the Comparative

1. old / new → **older** — The blue bag is older than the red bag.
2. large / larger → **larger** — The second elephant is larger than the first one.
3. happy / happier → **happier** — She is happier today than yesterday.
4. big / bigger → **bigger** — The orange cat is bigger than the grey cat.
5. boring / more boring → **more boring** — The town is more boring than the city.

Uses / Functions

More than / Less than

- Use more + adjective + than to show a higher degree.
- Use less + adjective + than to show a lower degree.
  - Cars are more expensive than bicycles.
  - This book is less interesting than the film.

As ... as (Equality)

- Use as + adjective + as to show that two things are equal.
  - My bike is as good as his bike.
  - I am as fast as you.

Not as ... as (Inferiority)

- Use not as + adjective + as to show that one thing is less than another.
  - Spain is not as hot as the UAE.
  - My brother is not as tall as me.

Remember!

- Use than before the second item.
- If it is clear what is being compared, you can drop than.

Read each paragraph carefully and choose the correct answer (A, B, or C) to complete each blank.

Maze 1 – Comparing Weather Around the World

Weather conditions vary significantly between countries and seasons. In the United Arab Emirates, summer temperatures are generally (1) _____ winter temperatures, making outdoor activities more challenging. Coastal cities often experience high humidity, while desert areas are usually (2) _____ because they receive less rainfall. Although both summer and winter can be

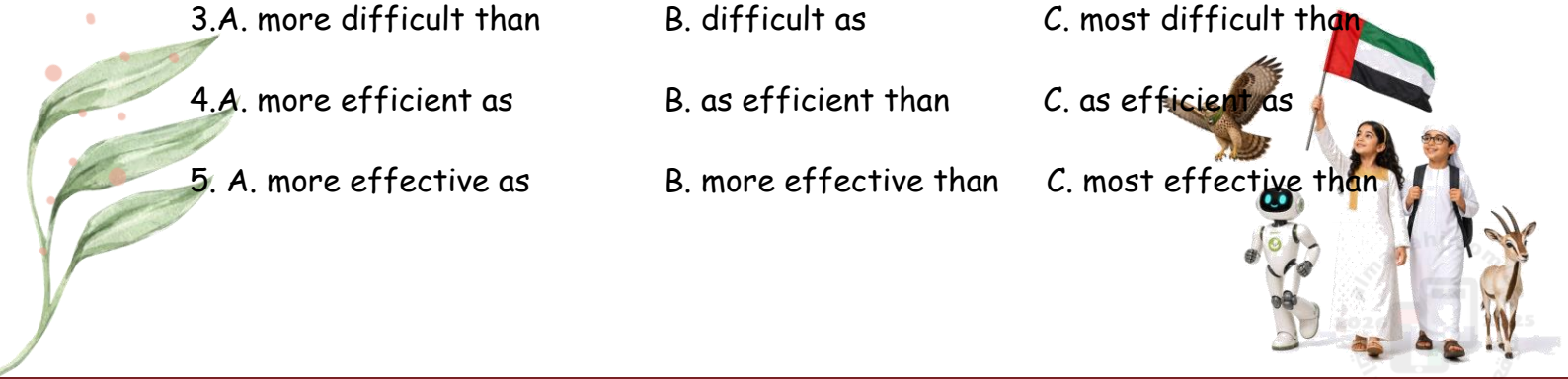
enjoyable, winter is often (3) _____ summer for people who prefer outdoor activities. During a severe thunderstorm, travelling by car may be (4) _____ walking outside because passengers are protected from heavy rainfall and strong winds. However, weather forecasts are not always (5) _____ people expect, since atmospheric conditions can change unexpectedly. Understanding these differences helps people make better decisions about their daily activities.

1.A. hottest than	B. hotter than	C. more hot than
2.A. drier	B. more dry	C. driest
3.A. more comfortable as than	B. comfortabler than	C. more comfortable
4.A. safer than	B. more safe as	C. safest than
5.A. as accurate than	B. as accurate as	C. more accurate as

Maze 2 – A Changing Climate

Climate change has influenced weather patterns in many parts of the world. Scientists have observed that some summers are becoming (1) _____ they were several decades ago. In certain regions, rainfall is becoming less predictable, and dry seasons are lasting longer. As a result, some communities experience (2) _____ rainfall than they did in the past, increasing the risk of water shortages. Although modern forecasting technology is advanced, predicting sudden storms is sometimes (3) _____ predicting ordinary weather conditions. In addition, small towns may not have emergency services that are (4) _____ those in major cities. Nevertheless, public awareness campaigns are becoming (5) _____ before because people increasingly understand the importance of preparing for hazardous weather.

1.A. warmest than	B. as warmer as	C. much hotter than
2.A. fewer	B. less	C. little
3.A. more difficult than	B. difficult as	C. most difficult than
4.A. more efficient as	B. as efficient than	C. as efficient as
5. A. more effective as	B. more effective than	C. most effective than



Read each narrative text carefully and choose the correct answer (A, B, or C)

Maze 1 – An Unexpected Thunderstorm

Last Friday, our class was preparing for an outdoor science activity when the weather suddenly changed. While we (1) _____ different types of clouds, our teacher noticed a large cumulus cloud forming above the school. A few minutes later, strong winds began to blow, and dark clouds covered the sky. Our teacher, (2) _____ had checked the weather forecast earlier, immediately warned us about a possible thunderstorm. We decided (3) _____ inside the school building because the conditions were becoming hazardous. The rain was much (4) _____ than we had expected, and the wind was shaking the classroom windows. Fortunately, everyone remained calm and followed the safety instructions. After the storm, we discovered that several trees had fallen near the playground. (5) _____, the school decided to cancel all outdoor activities for the rest of the day. Although the thunderstorm caused some damage, it taught us an important lesson about weather warnings and protection.

1. A. observed	B. were observing	C. was observing
2. A. which	B. whose	C. who
3. A. to stay	B. staying	C. stay
4. A. heavier	B. heaviest	C. more heavy
5. A. However	B. Furthermore	C. Therefore

Maze 2 – A Dangerous Storm at the Beach

Last summer, my family visited a coastal town where the weather was usually pleasant. While we (1) _____ along the beach, we noticed that the wind was becoming unusually strong. A lifeguard, (2) _____ job was to protect visitors, warned everyone about approaching gale-force winds. My younger brother asked, "Could you tell me (3) _____?" because he wanted to understand the danger. The lifeguard explained that a severe thunderstorm was developing offshore. Although the sky was still partly clear, the wind was becoming stronger, and the waves were much higher than usual. We avoided (4) _____ near the water and returned to our hotel immediately. Soon afterwards, heavy rainfall began, and several roads became flooded. (5) _____, local authorities closed the beach and advised residents to remain



indoors. The following morning, we learned that the storm had caused considerable damage to nearby buildings. This experience helped us understand why weather warnings should never be ignored.

1. A. were walking B. was walking C. walked

2. A. who B. which C. whose

3. A. why is the wind becoming stronger

B. why the wind is becoming stronger

C. why does the wind become stronger

4. A. to stand B. stand C. standing

5. A. As a result B. Nevertheless C. Moreover

Maze 3 – Surviving an Extreme Weather Event

Last winter, our town experienced one of the most severe thunderstorms in its history. Meteorologists had issued warnings about unusual weather phenomena, but few residents expected such a powerful storm.While emergency workers (1) _____ damaged roads, gale-force winds were knocking down trees and interrupting electricity supplies. The situation became particularly dangerous in neighbourhoods (2) _____ houses were located near the river. Although modern technology has improved weather forecasting, scientists (3) _____ always predict the exact impact of sudden atmospheric changes. During the storm, I wondered (4) _____ because several families had already left their homes. My father explained that the authorities were monitoring the situation carefully. The storm caused more damage than previous storms in our area. (5) _____, the community remained determined to recover. Volunteers worked together to provide protection and assistance to affected families. Looking back, I realised that preparing for hazardous weather is just as important as understanding its causes.

1. A. repaired B. were repairing C. was repairing

2. A. whose B. which C. where

3. A. can B. could C. cannot



4. A. when would the storm end

B. when the storm would end

C. when did the storm end

5. A. Consequently B. Furthermore C. Nevertheless

Part3 : Reading

Part	Level	Theme		
Part 3A: Reading	At Grade Level Goal	**Meeting New People, Learning New Things** | Sharing Things		
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Read the text and choose the correct answers. Choose **A**, **B** or **C**.	**Comprehension Skills** Specific Information: 4 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. Details: 2 x ENG.06.RV.CS.5.1: Read and identify details 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: 1 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. Overall Meaning: 1 x ENG.06.RV.CS.1.1: Read and identify the overall meaning of 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.	▪ 1 expository text (B1.2) of 250-270 words (10% either way) ▪ 8 questions with 3 options, one of which is the correct answer (3 marks each, total: 24)

Reading Passage 1 – Sharing Things in Everyday Life

Sharing things is an important part of everyday life. People share objects, spaces, and resources with family members, friends, and neighbours. For example, students often share textbooks, school supplies, and learning materials. Families may share household equipment, while neighbours sometimes lend each other tools. Sharing helps people save money, reduce waste, and build stronger relationships within their communities.

One major advantage of sharing is that it allows people to use resources more efficiently. Instead of buying something that will only be used occasionally, people can borrow it from someone else. For instance, a student who needs a calculator for one lesson may borrow one from a classmate. This simple action saves money and prevents unnecessary purchases. Sharing can also encourage cooperation because people learn to trust and support one another.



However, sharing is not always easy. Some people worry that their belongings might be damaged or returned late. Others prefer having their own things because they value privacy and independence. These concerns can sometimes create disagreements, particularly when people do not communicate clearly about their expectations. Therefore, setting rules about borrowing and returning items is important.

Successful sharing depends on responsibility and respect. People should ask for permission before using someone else's belongings and return borrowed items in good condition. When everyone follows these basic principles, sharing becomes a positive experience. It not only makes daily life more convenient but also teaches valuable social skills that help people live together peacefully.

1. What do students often share according to the passage?

A. Household furniture
B. Textbooks and school supplies
C. Personal bank accounts

2. Why might someone borrow an item instead of buying it?

A. To avoid unnecessary spending
B. To increase the number of purchases
C. To avoid communicating with others

3. What is one social benefit of sharing?

A. It eliminates all disagreements.
B. It allows people to avoid responsibility.
C. It encourages cooperation and trust.

4. Why do some people prefer owning their belongings?

A. They dislike all forms of cooperation.
B. They value privacy and independence.
C. They want to increase waste.

5. What problem may occur when people share belongings?

A. Items may be damaged or returned late.
B. Everyone becomes more independent.
C. Borrowing always becomes expensive.



6. What should people do before borrowing something?

A. Keep it without informing the owner.
B. Give it to another person.
C. Ask the owner for permission.

7. What does the word efficiently in paragraph 2 most nearly mean?

A. Without making plans
B. Without wasting resources
C. Without helping other people

8. What is the overall message of the passage?

A. Sharing is beneficial when people act responsibly and respectfully.
B. Sharing should be avoided because it causes problems.
C. People should always buy everything they need.

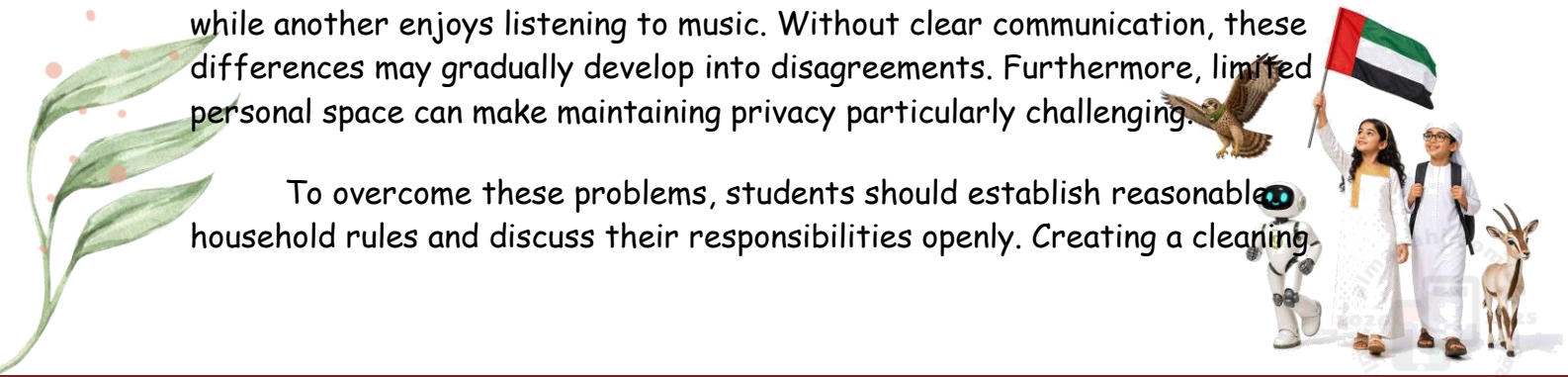
Reading Passage 2 – The Benefits and Challenges of Shared Accommodation

Shared accommodation has become increasingly common among university students, particularly those studying away from home. Instead of renting individual apartments, many students choose to share dormitories or houses with classmates. This arrangement offers financial advantages and opportunities for social interaction, but it also requires patience, cooperation, and responsibility.

One significant benefit of shared accommodation is the reduction in living expenses. Students can divide the costs of rent, electricity, internet access, and household supplies. Consequently, they may have more money available for educational materials and transportation. Living with others can also reduce feelings of loneliness, especially for students who are adjusting to an unfamiliar environment. Roommates may support one another academically and emotionally.

Nevertheless, sharing accommodation can create difficulties. Students often have different lifestyles, sleeping schedules, and expectations about cleanliness. For example, one roommate may prefer studying in complete silence, while another enjoys listening to music. Without clear communication, these differences may gradually develop into disagreements. Furthermore, limited personal space can make maintaining privacy particularly challenging.

To overcome these problems, students should establish reasonable household rules and discuss their responsibilities openly. Creating a cleaning



schedule, respecting quiet hours, and agreeing on how shared expenses will be managed can prevent unnecessary conflicts. Students should also recognise that compromise is essential when living with people from different backgrounds.

Ultimately, shared accommodation can become a valuable learning experience. Although students may initially struggle to adjust, the experience can strengthen their communication skills, independence, and ability to cooperate with others.

1. Why do many university students choose shared accommodation?

A. To avoid attending university activities
B. To live without responsibilities
C. To reduce living expenses

2. Which expenses can roommates divide?

A. Rent, electricity, and internet access
B. University examination results
C. Personal academic grades

3. How can living with roommates help students who are away from home?

A. It guarantees academic success.
B. It can reduce feelings of loneliness.
C. It removes the need to manage money.

4. What may cause disagreements between roommates?

A. Having identical study habits
B. Sharing similar expectations
C. Having different lifestyles and schedules

5. What example of a disagreement is mentioned?

A. Different preferences about noise while studying
B. Different choices of university subjects
C. Different opinions about examination questions



6. Which strategy can help prevent conflicts?

A. Avoiding discussions about responsibilities
B. Establishing household rules and schedules
C. Allowing one roommate to make every decision

7. What does the word compromise in paragraph 4 most nearly mean?

A. Refusing to change personal habits
B. Avoiding contact with other people
C. Reaching an agreement through mutual adjustments

8. What is the main idea of the passage?

A. Shared accommodation offers advantages but requires cooperation and responsibility.
B. University students should never share accommodation.
C. Living alone is the only way to become independent.

Reading Passage 3 – The Sharing Economy: A Modern Approach to Community Living

In recent years, the sharing economy has transformed how individuals access goods and services. Rather than purchasing every product they need, people increasingly use digital platforms to borrow, rent, or exchange resources. This approach has influenced transportation, accommodation, and household consumption, raising important questions about convenience, sustainability, and personal responsibility.

Supporters argue that sharing resources can reduce unnecessary consumption. For example, car-sharing services allow several individuals to use the same vehicle at different times, potentially decreasing the need for private car ownership. Similarly, community libraries of household equipment enable residents to borrow expensive tools that would otherwise remain unused for long periods. These arrangements may improve resource efficiency while reducing individual expenses.

However, the sharing economy also presents significant challenges. Digital platforms often depend on trust between strangers, particularly when valuable possessions or private accommodation are involved. Users may encounter damaged products, unexpected charges, or disagreements about responsibilities.



Furthermore, some services operate under regulations that differ between cities, making consumer protection and accountability more complicated.

Another concern involves the unequal availability of sharing services. Although technology makes these platforms accessible to many users, individuals without reliable internet connections or digital skills may struggle to participate. Consequently, the benefits of sharing are not necessarily distributed equally throughout society.

For the sharing economy to develop responsibly, communities must balance innovation with appropriate regulations and clear expectations. Ultimately, its success depends not simply on technological convenience but on whether participants can establish fair, trustworthy, and sustainable systems of cooperation.

1. What is one characteristic of the sharing economy?

A. People must purchase every product they use.
B. People access goods through borrowing, renting, or exchanging.
C. People avoid using digital technology.

2. How can car-sharing services reduce unnecessary consumption?

A. By encouraging every user to purchase another vehicle
B. By preventing people from travelling
C. By allowing multiple users to access the same vehicle

3. What is the purpose of community equipment libraries?

A. To allow residents to borrow tools they rarely need
B. To require residents to purchase expensive equipment
C. To prevent neighbours from sharing resources

4. Which challenge is associated with digital sharing platforms?

A. They eliminate the possibility of disagreements.
B. They require trust between people who may not know each other.
C. They guarantee that all products are undamaged.



5. Why can consumer protection become complicated?

A. All sharing platforms follow identical regulations.
B. Users are never charged for services.
C. Regulations may differ between cities.

6. Which group may experience difficulty accessing sharing platforms?

A. People without reliable internet access or digital skills
B. People who frequently use online services
C. People who understand digital technology

7. What does the word accountability in paragraph 3 most nearly mean?

A. The ability to avoid all responsibilities
B. The obligation to accept responsibility for actions
C. The opportunity to increase personal profits

8. What is the overall meaning of the passage?

A. The sharing economy is successful only when technology becomes cheaper.
B. Digital sharing services should replace every traditional business.
C. The sharing economy offers opportunities but requires trust, fairness, and appropriate regulations.

Part	Level	Theme		
Part 3B: Reading	**Beyond Grade Level Goal**	**Come Rain or Shine** | Feeling Under the Weather?		
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Read the text and choose the correct answers. Choose **A**, **B** or **C**.	**Comprehension Skills** Details: 4 x ENG.06.RV.CS.5.1: Read and identify details 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: 1 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. Connections: 1 x ENG.06.RV.CS.3.1: Make logical connections between ideas, perspectives or themes and own experience, background knowledge, other familiar texts or the wider world and explain how the connections influence meaning 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. Predictions: 1 x ENG.06.RV.CS.4.2: Make inferences or predictions about text content, line of argumentation, and the meaning of sections of text, using whole text comprehension, and text features and organisation 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. Overall Meaning: 1 x ENG.06.RV.CS.1.1: Read and identify the overall meaning of 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.	▪ 1 expository text (B2.1) of 250-270 words (10% either way) ▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)

Passage 1 – How Weather Affects Our Health

Weather influences more than our choice of clothing or daily activities. Changes in temperature, humidity, and air pressure can affect how comfortable and energetic people feel. Although weather does not directly cause every illness, certain conditions can make existing health problems worse or increase exposure to environmental risks.

During extremely hot weather, the human body works harder to maintain a normal temperature. Sweating helps cool the body, but excessive sweating without replacing lost fluids may lead to dehydration. People who spend long periods outdoors, particularly athletes and construction workers, face greater risks. Health experts therefore recommend drinking sufficient water, taking regular breaks, and avoiding demanding activities during the hottest hours.

Cold weather presents different challenges. Lower temperatures can make breathing uncomfortable for people with certain respiratory conditions. Furthermore, people often gather indoors during colder months, which may increase opportunities for respiratory infections to spread. However, cold air itself does not automatically cause the common cold, which is produced by viruses.

Weather can also influence emotional well-being. Some individuals feel less motivated during long periods of cloudy weather, while others enjoy cooler temperatures and find them refreshing. These responses vary considerably between individuals.

Understanding the relationship between weather and health allows people to make informed decisions. By checking forecasts, choosing appropriate clothing, and adjusting outdoor activities, individuals can reduce unnecessary risks. Ultimately, maintaining good health requires awareness of both environmental conditions and personal needs.

1. According to the passage, what is one effect of extremely hot weather?

A. It prevents the body from sweating.
B. It increases the body's need to regulate temperature.
C. It eliminates the risk of dehydration.



2. Why are outdoor workers particularly vulnerable during hot weather?

A. They may spend extended periods in high temperatures.
B. They are naturally unable to tolerate sunlight.
C. They rarely need to drink water.

3. What can increase the spread of respiratory infections during colder months?

A. Wearing warm clothing
B. Breathing cold air alone
C. Spending more time together indoors

4. What does the passage suggest about emotional responses to weather?

A. Everyone prefers sunny weather.
B. Individuals may respond differently to similar conditions.
C. Cloudy weather always causes serious emotional problems.

5. What does the word vulnerable in paragraph 2 most nearly mean?

A. More likely to be affected by harm
B. Completely protected from danger
C. Uninterested in environmental changes

6. A student has a sports competition scheduled during extreme heat. Which action best connects the passage to this situation?

A. Ignore the weather forecast.
B. Avoid drinking water before the competition.
C. Discuss safer activity times and hydration with the coach.

7. If a city experiences a prolonged heatwave, what is most likely to happen?

A. Residents will no longer need weather forecasts.
B. More people may need to adjust outdoor activities.
C. Respiratory viruses will disappear.



8. What is the overall message of the passage?

A. Weather conditions can influence health, making preparation important.
B. Cold weather is more dangerous than every other weather condition.
C. People should avoid all outdoor activities throughout the year.

Passage 2 – Why Changing Weather Can Make Us Feel Unwell

Many people report headaches, tiredness, or breathing difficulties when weather conditions change suddenly. Although such experiences are common, the relationship between atmospheric conditions and human health is complex. Researchers suggest that several environmental factors may contribute to physical discomfort, but their effects differ according to individual sensitivity and existing medical conditions.

One factor is atmospheric pressure. Some individuals experience headaches when pressure changes rapidly before a storm. Scientists have investigated possible connections between these changes and migraine symptoms, although the precise mechanisms remain uncertain. Consequently, it would be inaccurate to assume that every headache occurring before rainfall is caused by the weather.

Humidity can also affect physical comfort. When humidity is high, sweat evaporates less efficiently, making it harder for the body to release heat. This can increase discomfort during warm conditions. Conversely, very dry air may irritate the nose and throat, particularly among people who already experience respiratory sensitivity.

Another important influence is behaviour. During periods of unpleasant weather, people may exercise less, spend additional time indoors, or experience changes in sleeping patterns. These adjustments can influence well-being independently of temperature or atmospheric pressure.

Understanding these interactions requires distinguishing between direct environmental effects and indirect lifestyle changes. Rather than attributing every symptom to the weather, individuals should observe patterns and consider alternative explanations. Weather awareness can support healthier decisions, but persistent or unusual symptoms should be assessed by a qualified healthcare professional.



1. Why is the relationship between weather and health described as complex?

A. Weather affects every person in exactly the same way.
B. Scientists have proved that all illnesses result from weather changes.
C. Several environmental and individual factors may influence symptoms.

2. What does the passage state about atmospheric pressure and headaches?

A. Possible connections have been studied, but the mechanisms remain uncertain.
B. Atmospheric pressure is the confirmed cause of every migraine.
C. Pressure changes have no possible relationship with physical discomfort.

3. Why can high humidity make hot weather uncomfortable?

A. It completely prevents people from producing sweat.
B. It reduces the efficiency of sweat evaporation.
C. It automatically lowers the body's temperature.

4. Which behavioural change may influence health during unpleasant weather?

A. An immediate improvement in everyone's sleeping patterns
B. A complete disappearance of respiratory problems
C. Reduced exercise and increased time indoors

5. What does the word attributing in the final paragraph most nearly mean?

A. Explaining something as being caused by a particular factor
B. Preventing a problem before it develops
C. Measuring a change using scientific equipment

6. A person experiences headaches whenever a storm approaches. Which response best reflects the passage?

A. Conclude immediately that weather is the only possible cause.
B. Record symptoms and consider other possible contributing factors.
C. Ignore persistent symptoms because weather-related headaches are always harmless.



7. What might researchers investigate next to understand weather-related discomfort more accurately?

A. Whether weather forecasts should be discontinued
B. Why every person reacts identically to atmospheric changes
C. How environmental conditions and individual characteristics interact

8. Which statement best expresses the overall meaning?

A. Weather may influence well-being through several interacting factors, but conclusions require caution.
B. Atmospheric pressure is responsible for nearly every physical symptom.
C. Lifestyle changes have no relationship with weather-related discomfort.

Passage 3 – Extreme Weather: An Overlooked Public Health Challenge

Extreme weather is increasingly recognised as a public health challenge rather than merely an environmental inconvenience. Heatwaves, severe storms, and prolonged periods of poor air quality can affect communities in ways that extend beyond immediate physical danger. Their consequences often reveal existing inequalities in access to healthcare, housing, and reliable infrastructure.

During intense heatwaves, densely populated urban areas may experience higher temperatures than surrounding rural regions. Buildings and paved surfaces absorb and retain heat, creating what researchers call the urban heat island effect. Residents without effective cooling systems may therefore face greater exposure to hazardous temperatures, particularly when high nighttime temperatures prevent buildings from cooling.

Severe storms present additional complications. Flooding can interrupt access to medical facilities, damage sanitation systems, and disrupt the delivery of essential supplies. Individuals who depend on regular treatment may be disproportionately affected when transportation networks become unreliable. Consequently, the impact of a storm cannot be measured solely through visible damage to buildings and roads.

Public health specialists increasingly advocate preventive strategies that combine accurate forecasting with community planning. These may include accessible warning systems, designated cooling centres, and coordinated assistance for vulnerable residents. Nevertheless, the effectiveness of such measures depends on whether information reaches those who need it most.



Ultimately, responding to extreme weather requires more than technological improvements. Communities must recognise that environmental hazards interact with social conditions, making cooperation between healthcare providers, local authorities, and residents essential for long-term resilience.

1. Why may densely populated cities experience higher temperatures during heatwaves?

A. Urban areas always receive more direct sunlight than rural regions.
B. Buildings and paved surfaces absorb and retain heat.
C. Rural communities have no buildings or roads.

2. Why can high night time temperatures increase health risks?

A. They prevent storms from developing.
B. They guarantee that humidity will decrease.
C. They may prevent buildings from cooling sufficiently.

3. How can severe storms affect people who require regular medical treatment?

A. Transportation disruptions may limit access to healthcare.
B. Storms automatically improve medical services.
C. Flooding eliminates the need for medical appointments.

4. According to the passage, what influences the effectiveness of public health warnings?

A. Whether warnings contain complicated scientific terminology
B. Whether essential information reaches vulnerable populations
C. Whether every resident owns advanced forecasting equipment

5. What does the word disproportionately in paragraph 3 most nearly mean?

A. In a completely predictable manner
B. Without any noticeable consequences
C. To a greater extent than others



6. A neighbourhood has many elderly residents and limited access to air conditioning. Which measure best applies the passage's ideas?

A. Establish accessible cooling centres and targeted assistance programmes.
B. Depend exclusively on online warnings without additional support.
C. Assume that all residents can manage extreme temperatures independently.

7. If extreme weather events become more frequent, what development is most likely?

A. Communities will no longer require emergency planning.
B. Governments may need stronger cooperation between health and emergency services.
C. Social inequalities will automatically disappear.

8. What is the central argument of the passage?

A. Technological forecasting alone can eliminate extreme weather risks.
B. Extreme weather affects all communities equally, regardless of resources.
C. Effective public health responses must address both environmental hazards and social vulnerabilities.

Part 4: Writing

<table>
<tr><th>Part</th><th>Level</th><th colspan="2">Theme</th><th>Functional Language</th></tr>
<tr><td rowspan="4">Part 4: Writing</td><td rowspan="4">At Grade Level Goal</td><td colspan="2">Writing Task will be based around one of these themes:
Talking About Seasons</td><td>FL.31 Describing past experiences and events

FL.16 Expressing opinion</td></tr>
<tr><td colspan="2">Ready for a Shared-Living Experience?</td><td>FL.20 Expressing necessity and obligation

FL.16 Expressing opinion</td></tr>
<tr><th>Task Description</th><th>Learning Outcomes</th><th>Construct Limits</th></tr>
<tr><td>Guided constructed response

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

1.2 Write about whether you think _____. Include:
• prompt 1
• prompt 2
• prompt 3

Write at least 150 words in paragraphs.</td><td>ENG.06.WR.S.6.1: Summarise and paraphrase information and arguments in simple, extended written, spoken or multimodal texts on familiar and some unfamiliar concrete topics, giving details where needed using simple and an increasing range of complex language and expressions in writing.

ENG.06.WR.P.3.1: Recount detailed stories, past experiences and events that are clearly sequenced, and clearly express feelings and reasons for those feelings in response to the event or experience using simple and an increasing range of complex language and expressions in simple and extended written or multimodal texts.

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.

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.

ENG.06.WR.P.2.1: Express ideas, information, opinions, feelings, emotions and personal perspectives on familiar and some unfamiliar concrete topics, giving simple reasons and explanations using simple and an increasing range of complex language and expressions in simple and extended written or multimodal texts, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures.</td><td>1.1 (15 marks)
One text of 170 words related to theme

One question asking for the main ideas of the text, using their own words.

1.2 (25 marks)
▪ One question with three prompts to elicit an argumentative text.

▪ Word count: 150 words
▪ 40 marks total</td></tr>
</table>

How to write the main idea in an academic way?
The text mainly discusses…… . It also highlights…… . Furthermore, the writer mentions that…… . Overall, the main message is that…… .

Theme 1: Talking About Seasons

Part 1: Main Idea: Read the text carefully. Then write the main idea in your own words (3–4 sentences).

Why People Enjoy Different Seasons

Every season brings different weather conditions and opportunities for activities. Some people enjoy summer because the days are longer and they can spend time at the beach or travel with their families. However, extremely high temperatures may make outdoor activities uncomfortable, especially in countries with hot climates.

Winter is another popular season because temperatures are usually lower. In the United Arab Emirates, many families enjoy camping, visiting parks, and spending time outdoors during winter. The pleasant weather encourages people to participate in activities that may be difficult during summer.

Spring is often associated with flowers, warmer temperatures, and new beginnings. Autumn, on the other hand, brings cooler weather and changes in the natural environment. Although these seasons may be less noticeable in some regions, they still influence people's routines and experiences.

People's favourite seasons often depend on their lifestyles, interests, and personal experiences. While some prefer sunny days and outdoor adventures, others enjoy cooler temperatures and peaceful activities. Therefore, each season offers different advantages, and personal preferences play an important role in how people experience the weather.

What is the main idea of the text? Write 3–4 sentences in your own words.

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Part 2: Essay Writing

Write an essay of at least 150 words about your favourite season. Include the following three prompts:

1. Describe your favourite season and explain what the weather is usually like.
2. Discuss the activities you enjoy during this season and describe a memorable experience.
3. Explain why you prefer this season to other seasons, giving reasons and examples.

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Part 1: Main Idea: Read the text carefully. Then write the main idea in your own words (3–4 sentences).

The Influence of Seasons on Our Lifestyle

Seasons influence how people organise their daily routines, choose their clothes, and spend their free time. During summer, high temperatures often encourage people to remain indoors, particularly during the afternoon. In hot countries, families may prefer visiting shopping malls or participating in indoor sports instead of spending long hours outside.

In contrast, winter provides opportunities for outdoor activities. Many people enjoy walking, cycling, camping, and visiting natural attractions when temperatures become cooler. Students may also find outdoor school activities more comfortable during this period.

Seasonal changes can influence people's health and energy levels. Extremely hot weather may cause tiredness and dehydration, while colder conditions can make some outdoor activities less enjoyable. Consequently, individuals need to adjust their habits and take suitable precautions.

Although seasons create different challenges, they also offer valuable experiences. Understanding seasonal weather patterns allows people to plan activities, manage their time, and make appropriate decisions. By adapting their lifestyles to changing weather conditions, individuals can remain active, comfortable, and prepared throughout the year.

What is the main idea of the text? Write 3–4 sentences in your own words.

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Part 2: Essay Writing

Write an essay of at least 150 words about how different seasons affect people's lives. Include the following three prompts:

1. Describe how people's daily routines and activities change during summer and winter.
2. Discuss the advantages and disadvantages of different seasons, using examples from your own experience.
3. Express your opinion about which season is more suitable for studying, travelling, and outdoor activities, giving clear reasons.

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Theme 2: Ready for a Shared-Living Experience?

Part 1: Main Idea

Read the text carefully. Then write the main idea in your own words (3–4 sentences).

The Experience of Sharing a Room

Sharing a room is a common experience among university students, particularly those who study away from their families. Many students choose to live in dormitories because shared accommodation is often more affordable than renting a private apartment. Sharing living expenses allows students to save money and manage their budgets more effectively.

Living with a roommate can also provide social benefits. Students have opportunities to make new friends, exchange ideas, and support one another during difficult situations. For example, roommates may study together, share responsibilities, and help each other adjust to university life.

However, shared living also presents challenges. Roommates may have different sleeping habits, study schedules, and expectations about cleanliness. Some students may find it difficult to maintain privacy or concentrate when their roommate is making noise.

To create a positive living environment, students need to communicate clearly and respect each other's personal space. Establishing rules and sharing responsibilities can prevent disagreements. Although sharing a room requires patience and cooperation, it can help students develop independence, responsibility, and valuable communication skills.

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Part 2: Essay Writing

Write an essay of at least 150 words about sharing a room with another student. Include the following three prompts:

1. Describe what sharing a room means and explain why university students choose shared accommodation.
2. Discuss the advantages and disadvantages of living with a roommate, providing relevant examples.
3. Express your opinion about whether sharing a room is better than living alone, giving clear reasons.

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Part 1: Main Idea

Read the text carefully. Then write the main idea in your own words (3–4 sentences).

How to Become a Responsible Roommate

Living with other people requires more than simply sharing a bedroom or apartment. Students who move into shared accommodation must learn to respect different personalities, routines, and personal preferences. Developing these skills can make the experience more enjoyable and reduce unnecessary disagreements.

One important responsibility is keeping shared spaces clean and organised. Roommates should agree on household duties, such as cleaning the kitchen, taking out rubbish, and organising common areas. Sharing these responsibilities fairly can prevent frustration and encourage cooperation.

Communication is equally important. Students should discuss their expectations about visitors, noise levels, and study times before problems develop. For example, a roommate who needs a quiet environment should explain this politely instead of becoming angry when others make noise.

Respecting privacy is another essential part of shared living. Students should ask permission before borrowing personal belongings and avoid entering private spaces without permission.

Although adjusting to shared accommodation can be challenging, it provides opportunities to develop independence and problem-solving skills. By communicating respectfully, following agreed rules, and considering other people's needs, students can create a comfortable and supportive living environment.



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Part 2: Essay Writing

Write an essay of at least 150 words about preparing for a shared-living experience. Include the following three prompts:

1. Describe the responsibilities students should accept when living with roommates.
2. Discuss the challenges of sharing accommodation and explain how students can solve common problems.
3. Express your opinion about the most important qualities of a good roommate, supporting your ideas with reasons and examples.





Part 1 – Vocabulary

Meeting New People – Maze 1

No.	Answer	Correct word / phrase
1	B	roommate
2	A	privacy
3	B	schedule
4	C	manage
5	A	regulation

Meeting New People – Maze 2

No.	Answer	Correct word / phrase
1	B	colleague
2	A	community
3	C	deadline
4	A	authority
5	B	cope

Come Rain or Shine – Maze 1

No.	Answer	Correct word / phrase
1	C	temperature
2	A	humidity
3	B	fabric
4	C	absorb
5	B	safety

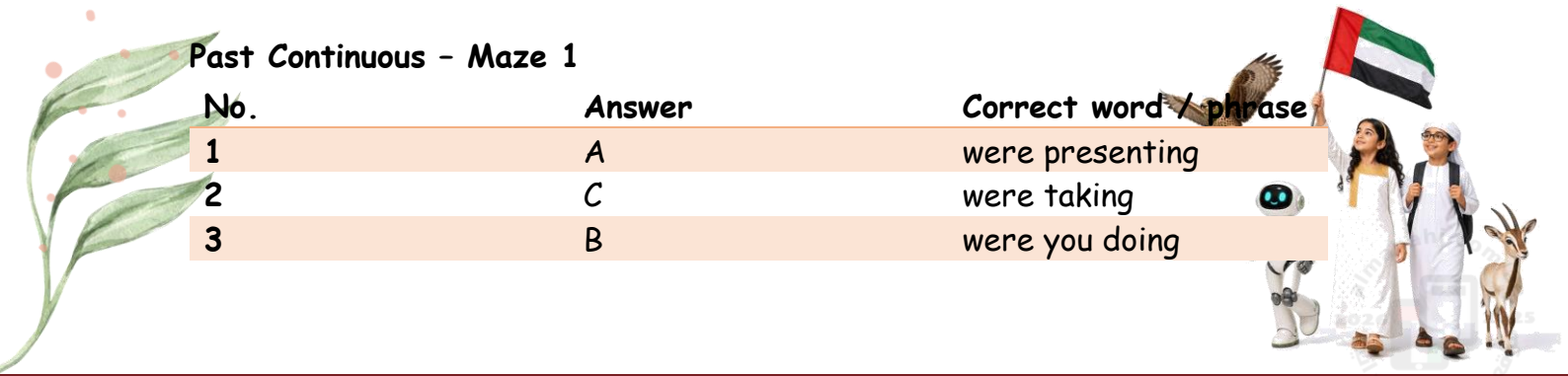
Come Rain or Shine – Maze 2

No.	Answer	Correct word / phrase
1	B	climate
2	A	absorb
3	B	rescue
4	A	severe
5	C	skill

Part 2 – Grammar

Past Continuous – Maze 1

No.	Answer	Correct word / phrase
1	A	were presenting
2	C	were taking
3	B	were you doing



4	A	were waiting
5	C	reminded

Past Continuous – Maze 2

No.	Answer	Correct word / phrase
1	B	were walking
2	A	was reading
3	C	were you waiting
4	B	were eating
5	C	realized

Defining Relative Clauses – Maze 1

No.	Answer	Correct word / phrase
1	B	which
2	A	whose
3	C	where
4	A	who
5	B	when

Defining Relative Clauses – Maze 2

No.	Answer	Correct word / phrase
1	C	who
2	A	which
3	B	where
4	B	when
5	C	whose

Verb Forms – Maze 1

No.	Answer	Correct word / phrase
1	B	to stay
2	A	to take
3	C	checking
4	A	standing
5	B	clean

Verb Forms – Maze 2

No.	Answer	Correct word / phrase
1	C	to visit
2	A	stay
3	B	writing
4	C	monitoring
5	A	to help



Indirect Questions – Maze 1

No.	Answer	Correct word / phrase
1	B	whether
2	A	where the nurse's office is
3	C	when she would recover
4	B	when I can call my parents
5	A	if she could attend school the next day

Indirect Questions – Maze 2

No.	Answer	Correct word / phrase
1	C	how he was feeling
2	A	if Ali had caught a cold
3	B	whether you have visited a doctor
4	C	where the nearest health centre was
5	A	whether the health centre is open after school

Modals of Ability – Maze 1

No.	Answer	Correct word / phrase
1	B	could
2	A	can
3	C	couldn't
4	B	couldn't
5	A	can't

Adverbial Linkers – Maze 1

No.	Answer	Correct word / phrase
1	B	However
2	A	As a result
3	C	Consequently
4	B	In addition
5	A	Furthermore

Adverbial Linkers – Maze 2

No.	Answer	Correct word / phrase
1	C	However
2	A	Furthermore
3	B	As a result
4	C	Moreover
5	A	Nevertheless



Comparatives – Maze 1

No.	Answer	Correct word / phrase
1	B	hotter than
2	A	drier
3	C	more comfortable than
4	A	safer than
5	B	as accurate as

Comparatives – Maze 2

No.	Answer	Correct word / phrase
1	C	much hotter than
2	B	less
3	A	more difficult than
4	C	as efficient as
5	B	more effective than

Mixed Grammar – Maze 1

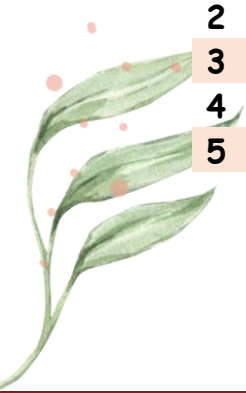
No.	Answer	Correct word / phrase
1	B	were observing
2	C	who
3	A	to stay
4	A	heavier
5	C	Therefore

Mixed Grammar – Maze 2

No.	Answer	Correct word / phrase
1	A	were walking
2	C	whose
3	B	why the wind is becoming stronger
4	C	standing
5	A	As a result

Mixed Grammar – Maze 3

No.	Answer	Correct word / phrase
1	B	were repairing
2	A	whose
3	C	cannot
4	B	when the storm would end
5	C	Nevertheless





Part 3 – Reading Comprehension

Sharing Things – Passage 1

No.	Answer	Correct word / phrase
1	B	Textbooks and school supplies
2	A	Avoid unnecessary spending
3	C	Cooperation and trust
4	B	Privacy and independence
5	A	Damaged or late items
6	C	Ask the owner for permission
7	B	Without wasting resources
8	A	Sharing benefits people when responsible

Shared Accommodation – Passage 2

No.	Answer	Correct word / phrase
1	C	Reduce living expenses
2	A	Rent, electricity and internet
3	B	Reduce loneliness
4	C	Different lifestyles and schedules
5	A	Different noise preferences
6	B	Household rules and schedules
7	C	Mutual adjustments
8	A	Advantages require cooperation

Sharing Economy – Passage 3

No.	Answer	Correct word / phrase
1	B	Borrowing, renting or exchanging
2	C	Multiple users share a vehicle
3	A	Borrow tools rarely needed
4	B	Trust between strangers
5	C	Different local regulations
6	A	People lacking internet/digital skills
7	B	Responsibility for actions
8	C	Opportunities require trust and fairness

Weather and Health – Passage 1

No.	Answer	Correct word / phrase
1	B	Body regulates temperature
2	A	Extended exposure to heat
3	C	More time indoors together



4	B	Different emotional responses
5	A	More likely to be harmed
6	C	Discuss safer times and hydration
7	B	Adjust outdoor activities
8	A	Weather influences health

Changing Weather and Health – Passage 2

No.	Answer	Correct word / phrase
1	C	Several interacting factors
2	A	Connections studied, mechanisms uncertain
3	B	Less effective sweat evaporation
4	C	Less exercise, more time indoors
5	A	Assigning a cause
6	B	Record symptoms and other factors
7	C	Interaction of environment and individuals
8	A	Multiple factors influence well-being

Extreme Weather and Public Health – Passage 3

No.	Answer	Correct word / phrase
1	B	Buildings and pavement retain heat
2	C	Buildings cannot cool enough
3	A	Healthcare access disrupted
4	B	Warnings reach vulnerable groups
5	C	Greater impact than on others
6	A	Accessible cooling centres and support
7	B	More cooperation across services
8	C	Address hazards and social vulnerability

