مراجعة وحزمة تدريبية نهائية لنهاية الفصل



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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	
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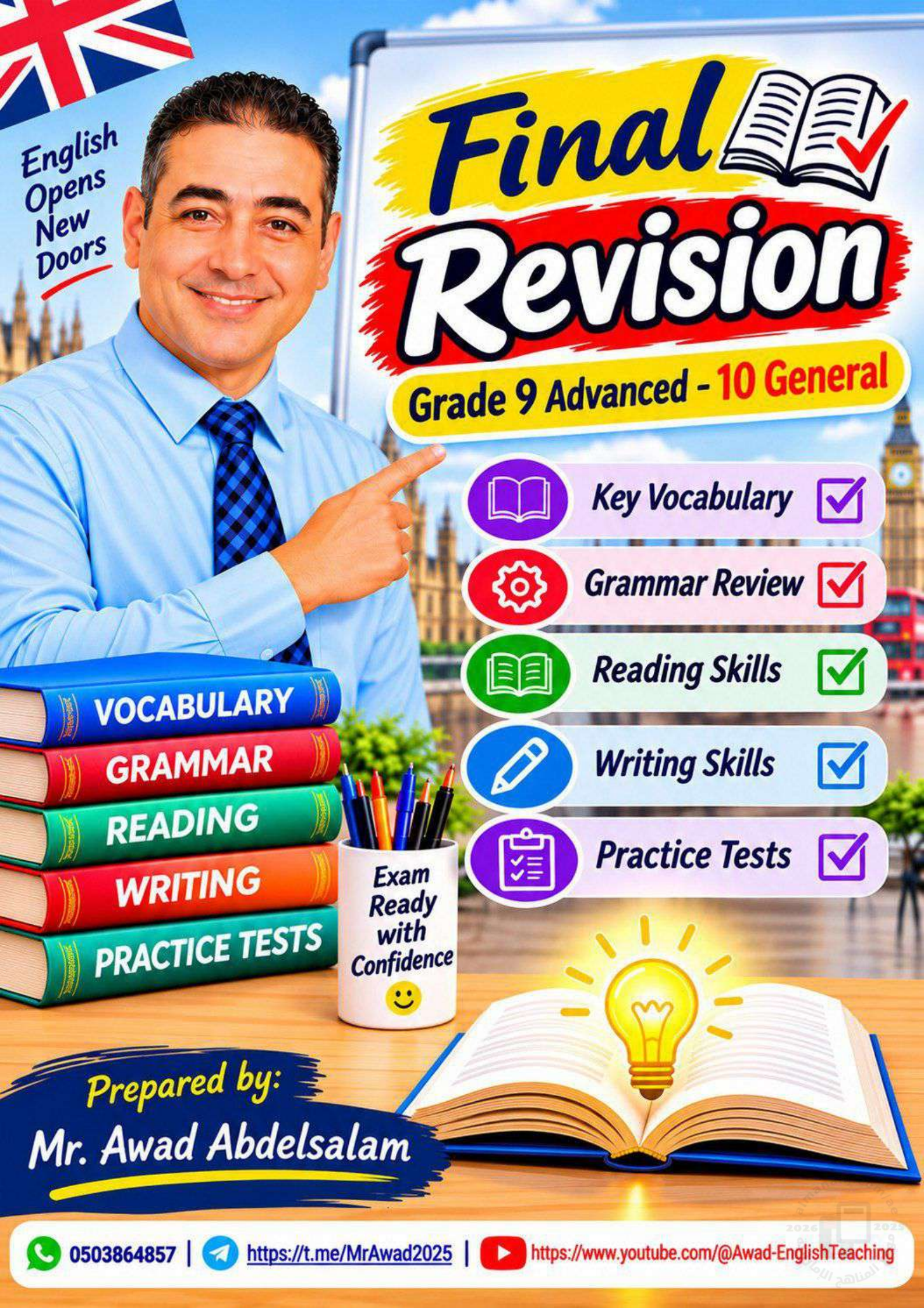
English Opens New Doors
Final Revision
Grade 9 Advanced - 10 General
Key Vocabulary
Grammar Review
Reading Skills
Writing Skills
Practice Tests
VOCABULARY
GRAMMAR
READING
WRITING
PRACTICE TESTS
Exam Ready with Confidence
Prepared by:
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END-OF-TERM 1

Revision & Practice Pack

English · Grade 9 Advanced

Grade 10 GLG · Grade 9 Advanced / 10 General · Stage 6 · CEFR B1.2

Academic Year 2026–2027 · Cycle 3

Themes

Meeting New People, Learning New Things

Come Rain or Shine

Student name:----------	**Class:----------**
Teacher: Mr. Awad Abdelsalam	**Contact: 0503864857**

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About this pack

Grade 10 GLG · Grade 9 Advanced / 10 General · Stage 6 · CEFR B1.2

This pack prepares Grade 9 Advanced students for the English End-of-Term 1 exam (Cycle 3, 2026–2027). All content follows the official test specifications: the themes **Meeting New People, Learning New Things** and **Come Rain or Shine**; every target vocabulary item; the grammar points **G.14.3, G.4.1, G.19.2, G.17.4, G.8.1, G.2.5 and G.1.2**; the reading text types and lengths; and the summary + argumentative writing task. Work through Sections 1–3 first, then try the five sample exams under timed conditions.

What is inside

Section 1	**Vocabulary Bank:** every target word with its part of speech, English meaning, Arabic meaning and an example sentence (target word in bold).
Section 2	**Vocabulary Practice:** 32 multiple-choice questions (one for every target word) with an answer key.
Section 3	**Grammar Lessons:** 7 grammar points, each with a clear explanation, examples, common mistakes and 5 practice questions with explained answers. Plus a **Writing Toolkit** of functional language.
Section 4	**Five Sample Exams:** full End-of-Term 1 papers built to the official test specifications: Reading & Viewing (60 marks) and Writing & Representing (40 marks).
Section 5	**Answer Keys & Marking:** keys for all exams with the skill each question tests, model writing answers and a marking guide.

Exam blueprint (from the specification)

Part	Level	Theme / Text	Task	Marks
Part 1 Vocabulary	Towards GLG	Meeting New People, Learning New Things · Come Rain or Shine: text of 160 words	5 gaps on target vocabulary; 3 options	10 (5 × 2)
Part 2 Grammar	At GLG	Come Rain or Shine | Writing a Description of Wild Weather: narrative text, 160 words	5 gaps; 3 options	10 (5 × 2)
Part 3A Reading	At GLG	Meeting New People, Learning New Things | Sharing Things: expository text (B1.2), 250–270 words	8 multiple-choice questions	24 (8 × 3)
Part 3B Reading	Beyond GLG	Come Rain or Shine | Feeling Under the Weather?: expository text (B2.1), 250–270 words	8 multiple-choice questions	16 (8 × 2)
Part 4 Writing	At GLG	Talking About Seasons, or Ready for a Shared-Living Experience? (FL.31, FL.16, FL.20)	1.1 main ideas of a 170-word text in 3–4 sentences; 1.2 argumentative text with 3 prompts, 150+ words	40 (15 + 25)

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Section 1 · Vocabulary Bank

Learn each word, its meaning and how it is used in a sentence. The target word is in bold in every example.

Meeting New People, Learning New Things (Part 1)

#	Word	Part of speech	Meaning	المعنى بالعربية	Example sentence
1	**roommate**	noun	a person who shares a room or flat with you	زميل السكن	My **roommate** at university always keeps our room clean and tidy.
2	**colleague**	noun	a person you work with	زميل العمل	My father invited his **colleagues** from the hospital to dinner.
3	**privacy**	noun	being alone, or keeping your personal life to yourself	الخصوصية	When you share a room, it can be hard to find **privacy** to study.
4	**community**	noun	a group of people who live in the same area or share interests	المجتمع	Our local **community** organised a beach clean-up in Fujairah.
5	**deadline**	noun	the latest time or date to finish something	الموعد النهائي	The **deadline** for the science project is next Thursday.
6	**schedule**	noun / verb	a plan that shows when things will happen	جدول زمني / يحدّد موعدًا	We made a cleaning **schedule** so everyone knows their jobs.
7	**authority**	noun	the power to make decisions; an official organisation	سُلطة / جهة مسؤولة	The local **authority** decides the parking rules in our area.
8	**regulation**	noun	an official rule	لائحة / نظام رسمي	Student housing has strict **regulations** about noise after 10 p.m.
9	**manage**	verb	to control or organise; to succeed in doing something difficult	يدير / يتمكّن من	She **manages** her time well, so she never misses a deadline.
10	**cope (with)**	verb	to deal successfully with a difficult situation	يتأقلم / يتعامل مع	It took Ali a few weeks to **cope** with living away from his family.

Come Rain or Shine (Part 1)

#	Word	Part of speech	Meaning	المعنى بالعربية	Example sentence
11	**humidity**	noun	the amount of water in the air	الرطوبة	In August, the **humidity** in Dubai can be more than 80%.
12	**temperature**	noun	how hot or cold something is	درجة الحرارة	The **temperature** in Al Ain reached 50°C last summer.
13	**climate**	noun	the usual weather of a place over a long time	المناخ	The UAE has a hot, dry **climate**.
14	**season**	noun	one of the four parts of the year	فصل (من فصول السنة)	Winter is my favourite **season** because we can camp in the desert.
15	**absorb**	verb	to take in liquid, heat or light	يمتصّ	Dark clothes **absorb** more heat than light-coloured clothes.
16	**reflect**	verb	to send back light, heat or sound	يعكس	White roofs **reflect** sunlight and keep houses cooler.

#	Word	Part of speech	Meaning	المعنى بالعربية	Example sentence
17	**hazardous**	adjective	dangerous	خَطِر	Driving in thick fog is **hazardous**, so always slow down.
18	**severe**	adjective	very bad or very serious	شديد / قاسٍ	A **severe** storm closed many roads in Ras Al Khaimah.
19	**ability**	noun	the power or skill to do something	القدرة	Camels have the **ability** to live for days without water.
20	**skill**	noun	something you can do well because you have practised it	مهارة	First aid is a useful **skill** that can save lives.
21	**rescue**	verb / noun	to save someone from danger	يُنقذ / إنقاذ	A police helicopter **rescued** three hikers on Jebel Jais.
22	**safety**	noun	being safe and protected from danger	السلامة	For your **safety**, stay indoors during a sandstorm.
23	**textile**	noun	any type of cloth; the industry that makes cloth	نسيج / منسوجات	Scientists are developing new **textiles** that keep the body cool.
24	**fabric**	noun	material used to make clothes, curtains, etc.	قماش	Cotton is a light **fabric** that is perfect for hot weather.

Come Rain or Shine | Writing a Description of Wild Weather (Part 2)

#	Word	Part of speech	Meaning	المعنى بالعربية	Example sentence
25	**cumulus cloud**	noun	a large, white, fluffy cloud	سحابة رُكامية	Big **cumulus clouds** were building up over the mountains.
26	**thunderstorm**	noun	a storm with thunder, lightning and heavy rain	عاصفة رعدية	A sudden **thunderstorm** flooded the streets of Sharjah.
27	**warning**	noun	a message that tells people about possible danger	تحذير / إنذار	The weather centre issued a fog **warning** for early morning drivers.
28	**impact**	noun	a strong effect on something	تأثير / أثر	Climate change is having a big **impact** on our weather.
29	**gale-force**	adjective	(of wind) extremely strong	بقوة العاصفة (رياح شديدة جدًا)	**Gale-force** winds knocked down trees along the corniche.
30	**weather phenomena**	noun (plural)	unusual or interesting weather events (singular: phenomenon)	ظواهر جوية	Fog, hail and sandstorms are **weather phenomena** we sometimes see in the UAE.
31	**protection**	noun	something that keeps a person or thing safe from harm	حماية	Sunglasses give your eyes **protection** from strong sunlight.
32	**damage**	noun / verb	physical harm to something	ضرر / يُتلف	The heavy rain caused serious **damage** to homes and cars.
33	**severe (also in Part 1)**	adjective	very bad or very serious	شديد	The weather centre warned of **severe** thunderstorms in the north.
34	**hazardous (also in Part 1)**	adjective	dangerous	خَطِر	Wadis become **hazardous** after heavy rain.

Section 2 · Vocabulary Practice

Choose the correct word to complete each sentence. Choose A, B or C.

1. My _____ at university is from Fujairah, and we share a small room.
A roommate B deadline C authority

2. My mother has lunch with her _____ from the office every Thursday.
A colleagues B roommates C seasons

3. Please knock before you enter. Everyone needs some _____.
A humidity B privacy C deadline

4. Our _____ organised a charity event to help families in need.
A community B fabric C temperature

5. The _____ for applications is 30 November, so don't be late.
A schedule B season C deadline

6. The bus _____ shows that the first bus leaves at 6:30.
A safety B regulation C schedule

7. You need permission from the school _____ to use the main hall.
A authority B humidity C ability

8. Fire safety _____ say that every building must have smoke alarms.
A seasons B regulations C abilities

9. She _____ to finish the project on time, even though she was ill.
A absorbed B managed C coped

10. It was difficult to _____ with the heat when we first moved to the UAE.
A manage B cope C reflect

11. The _____ is so high that my glasses steam up when I go outside.
A privacy B humidity C authority

12. The _____ dropped to 8°C on Jebel Jais last night.
A community B climate C temperature

13. The UAE has a desert _____, with hot summers and mild winters.
A fabric B climate C season

14. Spring is a very short _____ in the UAE.
A season B schedule C climate

15. A good towel _____ water quickly.
A reflects B rescues C absorbs

16. The calm sea _____ the orange colours of the sunset.
A coped B absorbed C reflected

17. Chemicals that can catch fire are _____, so keep them away from children.
A humid B hazardous C seasonal

18. The _____ storm destroyed several boats in the harbour.
A private B severe C flexible

19. Some birds have the _____ to find their way home over thousands of kilometres.
A deadline B ability C authority

20. Swimming is an important life _____ that everyone should learn.
A fabric B skill C season

21. The coast guard _____ two fishermen after their boat sank.
A managed B absorbed C rescued

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22. For your _____, please fasten your seatbelt.
A humidity B privacy C safety

23. The _____ industry makes cloth for clothes, curtains and carpets.
A textile B community C climate

24. Silk is a soft, smooth _____.
A fabric B regulation C temperature

25. _____ look like big pieces of white cotton floating in the sky.
A Warnings B Cumulus clouds C Thunderstorms

26. We heard thunder and saw lightning during the _____.
A thunderstorm B season C schedule

27. The police gave a _____ to drivers about the thick fog.
A warning B protection C damage

28. Social media has a big _____ on how teenagers spend their free time.
A rescue B fabric C impact

29. _____ winds blew the roof off the old building.
A Gale-force B Seasonal C Cumulus

30. Hail, fog and sandstorms are all examples of _____.
A textiles B regulations C weather phenomena

31. Sunscreen gives your skin _____ from the sun.
A warning B damage C protection

32. The flood caused serious _____ to the roads and bridges.
A protection B damage C ability

Answer key

1. A 2. A 3. B 4. A 5. C 6. C 7. A 8. B 9. B 10. B 11. B 12. C 13. B 14. A 15. C 16. C 17. B 18. B 19. B 20. B
21. C 22. C 23. A 24. A 25. B 26. A 27. A 28. C 29. A 30C 31. C 32. B

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Section 3 · Grammar Lessons

Each lesson explains one grammar point from the specification, then gives you 5 practice questions.

G.14.3 Past time: the past continuous

We use the **past continuous** to talk about an action that was **in progress** at a time in the past. It is very common in stories and descriptions of weather, because it sets the scene.

1. Form and patterns

Positive	I / He / She / It **was** + verb-ing	It **was raining** all night.
Positive	You / We / They **were** + verb-ing	We **were driving** to Hatta.
Negative	was not (wasn't) / were not (weren't) + verb-ing	The wind **wasn't blowing**.
Question	Was / Were + subject + verb-ing?	**Were** you **sleeping** when the storm started?

2. How we use it

An action in progress at a time in the past	At 8 p.m. yesterday, it **was raining** heavily.
Background in a story	The sun **was shining** and children **were playing** on the beach.
A long action interrupted by a short one (past simple)	I **was walking** home **when** the thunderstorm **started**.
Two long actions at the same time (while)	**While** Mum **was cooking**, Dad **was watching** the news.

3. Common mistakes

✗ ~~I was walk home when it started to rain.~~ → ✓ I **was walking** home when it started to rain.

✗ ~~They was waiting for the bus.~~ → ✓ They **were** waiting for the bus.

✗ ~~I was knowing the answer.~~ → ✓ I **knew** the answer. (state verbs like know, like, want are not used in the continuous)

> **Tip:** Use **when** + past simple for the short action and **while** + past continuous for the long action.

Practice: the past continuous

Choose the correct answer. Choose A, B or C.

1. At 10 p.m. last night, it _____ heavily.
A was raining B is raining C rained

2. We _____ in the park when the thunderstorm started.
A walked B were walking C was walking

3. While I _____ to school, I saw a rainbow.
A drove B was driving C were driving

4. They _____ for the bus when the fog came.
A were waiting B waited C was waiting

5. What _____ you doing when the power went off?
A did B was C were

Answer key

1. A (was raining): An action in progress at a specific time in the past.
2. B (were walking): A long action (we + were + -ing) interrupted by a short one.
3. B (was driving): While + past continuous; I takes was.
4. A (were waiting): They takes were.
5. C (were): Question form: Were + you + -ing.

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G.4.1 Clauses and phrases: defining relative clauses

A **defining relative clause** gives **essential information**. It tells us exactly **which** person, thing or place we mean. Without it, the sentence is not clear. We **do not** use commas.

1. Form and patterns

who	people	The pilot **who rescued the hikers** was very brave.
which / that	things and animals	The fabric **that keeps you cool** is cotton.
where	places	This is the beach **where we saw the storm**.
whose	possession	She is the student **whose roommate is from Japan**.
when	times	Winter is the season **when we go camping**.

2. How we use it

We can leave out who / which / that when it is the object of the clause	The jacket **(that) I bought** keeps me dry.
We cannot leave it out when it is the subject	The man **who called** me was my teacher. (not: The man called me...)

3. Common mistakes

✗ ~~The girl which lives next door is my friend.~~ → ✓ The girl **who** lives next door is my friend.

✗ ~~That's the house where I live in it.~~ → ✓ That's the house **where I live**.

✗ ~~The man who he rescued us is a firefighter.~~ → ✓ The man **who rescued** us is a firefighter.

Tip: Ask **"Which one?"** If the clause answers the question, it is a defining clause and needs **no commas**.

Practice: defining relative clauses

Choose the correct answer. Choose A, B or C.

1. A meteorologist is a person _____ studies the weather.
A who B where C which

2. This is the jacket _____ protects you from the rain.
A where B that C who

3. Al Ain is the city _____ the temperature reached 50°C.
A whose B where C which

4. He's the student _____ roommate won the prize.
A whose B who C which

5. The storm _____ hit the city last night caused a lot of damage.
A who B which C where

Answer key

1. A (who): who is used for people.
2. B (that): that / which is used for things.
3. B (where): where is used for places.
4. A (whose): whose shows possession (his roommate).
5. B (which): which / that is used for things (the storm).

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G.19.2 Verb forms: verb + to-infinitive / infinitive / -ing

When one verb follows another, the second verb can be a **to-infinitive** (to go), a **bare infinitive** (go) or an **-ing form** (going). The **first verb** decides the pattern, so learn the verbs in groups.

1. Form and patterns

verb + to-infinitive	want, would like, decide, hope, plan, agree, refuse, promise, learn, need, manage, offer	We **decided to stay** indoors.
verb + bare infinitive	modals (can, must, should, will) and make / let + object	The teacher **let us leave** early.
verb + -ing	enjoy, finish, avoid, mind, keep, suggest, practise, can't stand, miss	I **enjoy watching** the rain.
verb + to / -ing (different meaning)	remember, forget, stop, try	I **stopped to buy** water. / I **stopped buying** fizzy drinks.

2. How we use it

remember + -ing = a memory of the past	I **remember seeing** my first hailstorm.
remember + to = do something you must do	**Remember to take** your umbrella.
stop + -ing = no longer do something	He **stopped driving** because of the fog.
stop + to = stop in order to do something	We **stopped to take** photos of the rainbow.

3. Common mistakes

✗ ~~I enjoy to swim in winter.~~ → ✓ I **enjoy swimming** in winter.

✗ ~~She decided going home early.~~ → ✓ She **decided to go** home early.

✗ ~~My father made me to wash the car.~~ → ✓ My father **made me wash** the car.

Tip: Make a three-column list in your notebook: **+ to**, **+ bare infinitive** and **+ -ing**. Write a personal example for each verb.

Practice: verb + to-infinitive / infinitive / -ing

Choose the correct answer. Choose A, B or C.

1. We decided _____ indoors because of the sandstorm.
A to stay B stay C staying

2. My roommate enjoys _____ in the morning.
A cooking B cook C to cook

3. The teacher let us _____ early because of the weather warning.
A to leave B leaving C leave

4. You should avoid _____ in wadis during heavy rain.
A walking B to walk C walk

5. I'll never forget _____ my first hailstorm.
A see B seeing C to see

Answer key

1. A (to stay): decide + to-infinitive.
2. A (cooking): enjoy + -ing.
3. C (leave): let + object + bare infinitive.
4. A (walking): avoid + -ing.
5. B (seeing): forget + -ing = a memory of the past.

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G.17.4 Questions: indirect questions

Indirect questions are more polite than direct questions. They begin with phrases like **Can you tell me…?**, **Do you know…?**, **Could you explain…?** or **I wonder…**. After the question word, we use **statement word order** (subject + verb) and **no do / does / did**.

1. Form and patterns

Direct: Where is the bus stop?	Indirect	Can you tell me **where the bus stop is**?
Direct: What time does the storm start?	Indirect	Do you know **what time the storm starts**?
Direct: Did it rain yesterday?	Indirect (yes/no → if / whether)	I wonder **if it rained** yesterday.
Direct: Why are the clouds so dark?	Indirect	Could you explain **why the clouds are so dark**?

2. How we use it

Reported questions also use statement word order and move one tense back	She asked me **where I lived**.
Use if / whether for yes/no questions	He asked **if I was** ready.

3. Common mistakes

✗ ~~Can you tell me where is the bank?~~ → ✓ Can you tell me where **the bank is**?

✗ ~~Do you know what time does the bus leave?~~ → ✓ Do you know what time **the bus leaves**?

✗ ~~I wonder will it rain tomorrow.~~ → ✓ I wonder **if it will rain** tomorrow.

> **Tip:** After the question word, put the **subject before the verb**, just like a normal sentence.

Practice: indirect questions

Choose the correct answer. Choose A, B or C.

1. Can you tell me what time _____?
A starts the class B the class starts C does the class start

2. Do you know _____ it will rain tomorrow?
A that B what C if

3. I wonder where _____.
A does my roommate B my roommate is C is my roommate

4. Could you explain how _____?
A form clouds B do clouds form C clouds form

5. My mother asked me _____ my homework.
A did I finish B had I finished C if I had finished

Answer key

1. B (the class starts): Statement word order, no does.
2. C (if): Yes/no question → if.
3. B (my roommate is): Subject before verb.
4. C (clouds form): Statement word order, no do.
5. C (if I had finished): Reported yes/no question: if + subject + verb.

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G.8.1 Modals (present): expressing ability

We use **can / can't** and **be able to** to talk about ability. **Can** is followed by the **bare infinitive** and never changes (no -s, no to). We use **be able to** when we need other tenses, for example the future.

1. Form and patterns

can / cannot (can't) + verb	present ability	Camels **can survive** for days without water.
am / is / are able to + verb	present ability (more formal)	Smart fabrics **are able to keep** the body cool.
will be able to + verb	future ability	Next year, I **will be able to drive**.
could / was able to + verb	past ability	When I was five, I **could swim**. / We **were able to escape** the storm.

2. How we use it

Questions: Can + subject + verb?	**Can** you **hear** the thunder?
Negative: can't / am not able to	I **can't come** because I have an exam.

3. Common mistakes

✗ ~~She can to swim very well.~~ → ✓ She **can swim** very well.
✗ ~~He cans speak three languages.~~ → ✓ He **can speak** three languages.
✗ ~~I will can come tomorrow.~~ → ✓ I **will be able to** come tomorrow.
✗ ~~Do you can help me?~~ → ✓ **Can you** help me?

> **Tip:** **can** never takes **to** and never takes **-s**. If you need another tense, change to **be able to**.

Practice: expressing ability

Choose the correct answer. Choose A, B or C.

1. Some animals _____ sense a storm before it arrives.
A cans B are able C can

2. I _____ come to the party because I have an exam.
A can't B don't can C am not able

3. After the course, you will _____ give first aid.
A able to B be able to C can

4. _____ you hear the thunder?
A Do you can B Are you able C Can

5. My roommate _____ cook very well.
A is able B cans C can

Answer key

1. C (can): can + bare infinitive.
2. A (can't): Negative of can = can't + verb.
3. B (be able to): Future ability: will be able to.
4. C (Can): Question: Can + subject + verb.
5. C (can): can (no -s); is able needs to.

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G.2.5 Adverbs: adverbial linkers

Adverbial linkers connect the ideas in two sentences. They usually come at the **start of the second sentence**, followed by a **comma**. Choose the linker that matches the meaning.

1. Form and patterns

Contrast	however, on the other hand, nevertheless	The forecast was good. **However**, it rained all day.
Result	therefore, as a result, consequently	The roads were flooded. **As a result**, schools closed.
Addition	moreover, in addition, also, besides, furthermore	Cotton is light. **In addition**, it dries quickly.
Time / sequence	first, then, afterwards, finally, meanwhile	Dad fixed the window. **Meanwhile**, Mum called the neighbours.

2. How we use it

Linker at the start + comma	**Therefore**, we stayed at home.
Linker in the middle (between commas)	The storm, **however**, did not last long.

3. Common mistakes

✗ ~~However the weather was bad.~~ → ✓ **However,** the weather was bad. (add a comma)

✗ ~~The rain was heavy, therefore the roads closed.~~ → ✓ The rain was heavy. **Therefore,** the roads closed.

✗ ~~It was hot. However, it was humid.~~ → ✓ It was hot. **Moreover,** it was humid. (adding, not contrasting)

Tip: Ask yourself: is the second sentence a **contrast**, a **result**, an **addition** or the **next step**? Then choose the linker.

Practice: adverbial linkers

Choose the correct answer. Choose A, B or C.

1. The forecast said it would be sunny. _____, it rained all day.
A Moreover B However C Therefore

2. The roads were flooded. _____, schools were closed.
A Besides B As a result C However

3. Cotton is light. _____, it dries quickly.
A However B Therefore C In addition

4. I studied hard for weeks. _____, I passed the exam easily.
A On the other hand B Therefore C Meanwhile

5. Dad was fixing the window. _____, Mum was calling the neighbours.
A However B Therefore C Meanwhile

Answer key

1. B (However): Contrast.
2. B (As a result): Result.
3. C (In addition): Addition.
4. B (Therefore): Result.
5. C (Meanwhile): Two things happening at the same time.

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G.1.2 Adjectives: comparatives for comparing data and making evaluations

We use **comparatives** to compare two things, for example temperatures, rainfall or seasons. Add **much / far / a lot** for a big difference and **slightly / a bit** for a small difference.

1. Form and patterns

short adjectives: + -er	hot → hotter, wet → wetter, cold → colder	July is **hotter than** May.
long adjectives: more / less + adjective	humid → more humid, dangerous → more dangerous	Dubai is **more humid than** Al Ain.
irregular	good → better, bad → worse, far → further	The storm was **worse than** we expected.
as + adjective + as	equal / not equal	Today is **not as hot as** yesterday.
more / fewer (countable), more / less (uncountable)	comparing numbers and amounts	There were **fewer storms** but **more rain** this year.

2. How we use it

Big difference: much / far / a lot + comparative	August is **much hotter** than January.
Small difference: slightly / a bit + comparative	Humidity was **slightly higher** on Tuesday.
Multiples: twice / three times as + adjective + as	This year we had **twice as much** rain **as** last year.

3. Common mistakes

✗ ~~Summer is more hotter than winter.~~ → ✓ Summer is **hotter than** winter.
✗ ~~The storm was badder than last year.~~ → ✓ The storm was **worse** than last year.
✗ ~~There were less sandstorms this year.~~ → ✓ There were **fewer** sandstorms this year.
✗ ~~It is very hotter today.~~ → ✓ It is **much** hotter today.

> **Tip:** Never use **more** and **-er** together, and never use **very** with a comparative. Use **much**.

Practice: comparatives for comparing data and making evaluations

Choose the correct answer. Choose A, B or C.

1. August is _____ than January in the UAE.
A hot B hotter C hottest

2. The storm was _____ than we expected.
A worse B badder C more bad

3. Coastal cities are _____ humid than desert areas.
A more B most C much

4. This year there were _____ sandstorms than last year.
A fewer B less C little

5. Today is _____ colder than yesterday, only one degree.
A far B slightly C much

Answer key

1. B (hotter): Short adjective + -er + than.
2. A (worse): bad → worse (irregular).
3. A (more): Long adjective: more + adjective.
4. A (fewer): sandstorms is countable → fewer.
5. B (slightly): Small difference → slightly.

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Part 4 Writing Toolkit: functional language and essay plan

In Part 4 you write about **whether you think** something is true or a good idea. Use the phrases below to show the functional language in the specification.

FL.31 Describing past experiences and events

- Last summer / Two years ago / When I was ten, …
- I will never forget the day when …
- At first, … Then, … In the end, …
- While we were …, suddenly …
- It was one of the best / most frightening experiences of my life.

FL.16 Expressing opinion

- In my opinion, … / I strongly believe that …
- I think / I feel that …
- From my point of view, …
- I agree / disagree that … because …
- For these reasons, I believe …

FL.20 Expressing necessity and obligation

- Roommates must / have to … (strong rule)
- Everyone needs to … / It is necessary to …
- You should / shouldn't … (advice)
- You mustn't … (not allowed)
- You don't have to … (not necessary)

Plan for 1.2 (at least 150 words)

Introduction	Introduce the topic and give your opinion clearly (In my opinion, …).
Paragraph 1	Answer prompt 1 with reasons and a personal example.
Paragraph 2	Answer prompt 2: compare, describe a past experience, or give rules (must / have to / need to).
Paragraph 3	Answer prompt 3: your opinion with reasons. You can mention the other side (However, …).
Conclusion	Repeat your opinion in different words and add a final thought.

1.1 Main ideas: 3–4 sentences

Start with **The text explains / says that …** Write only the **main ideas** (no small details, no personal opinion) and use **your own words**. Useful linkers: **It also mentions …, However, …, Finally, …**

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Section 4 · Five Sample Exams

Each exam follows the official End-of-Term 1 test specification. Time yourself and answer every question.

SAMPLE EXAM 1

English End-of-Term 1 · Grade 10 GLG · Grade 9 Advanced / 10 General

Stage 6 · CEFR B1.2 · Academic Year 2026–2027

Name:		**Class:**	
Date:		**Score:**	/ 100

Section	Platform	Marks
Reading & Viewing (Parts 1–3B)	SwiftAssess	60
Writing & Representing (Part 4)	Paper-based	40

Part 1: Vocabulary — Towards Grade Level Goal — 10 marks

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

Theme: Meeting New People, Learning New Things

My First Month with a Roommate

Last September, I moved into student housing at university and met my new **(1)** _____, Khalid. At first, sharing a small room was not easy. I am a quiet person, and I often wanted some **(2)** _____ to read or call my family. Khalid, on the other hand, loved music and had lots of visitors.

After a few difficult weeks, we sat down and talked. We made a weekly **(3)** _____ that showed when we could invite friends and when the room had to be quiet for studying. We also shared the cleaning jobs.

Slowly, I learned to **(4)** _____ with the changes in my life. I joined the university football club and met students from many countries. Now I feel part of a friendly **(5)** _____ on campus, and Khalid has become one of my best friends.

Living with someone new taught me to listen, be patient and solve problems together.

1.	A roommate	B season	C authority
2.	A deadline	B regulation	C privacy
3.	A community	B schedule	C season
4.	A manage	B cope	C reflect
5.	A humidity	B privacy	C community

Part 2: Grammar — At Grade Level Goal — 10 marks

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

Theme: Come Rain or Shine | Writing a Description of Wild Weather

Caught in the Storm

Last March, my family and I **(6)** _____ to Hatta when the sky suddenly turned dark. Huge cumulus clouds were building over the mountains, and the wind was getting stronger. Then the radio gave a warning for drivers **(7)** _____ were travelling near the wadis. My father decided **(8)** _____ the car in a safe place next to a petrol station.

Within minutes, a thunderstorm started. The rain was so heavy that we **(9)** _____ see the road in front of us. Lightning lit up the sky, and the sound of the thunder was louder than anything I had heard before. My little brother kept asking when the storm would stop.

After about an hour, the rain stopped and the sun came out. **(10)** _____, many roads were closed because of flooding, so we had to wait. When we finally arrived, we saw that the storm had caused damage to several farms. It was the most frightening but exciting journey of my life.

6.	A were driving	B was driving	C are driving
7.	A who	B which	C where
8.	A to park	B park	C parking
9.	A weren't able	B couldn't	C can't
10.	A Although	B However	C Because

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Part 3A: Reading — At Grade Level Goal — 24 marks

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

Theme: Meeting New People, Learning New Things | Sharing Things

Sharing is Caring: How Sharing Things Brings People Together

Think about the things in your home that you rarely use: a drill, a camping tent or a pile of old books. Many people buy expensive items, use them once or twice and then leave them in a cupboard for years. Today, more and more communities are finding a smarter solution: sharing.

One popular idea is the 'library of things'. It works like a normal library, but instead of books, members borrow useful items such as tools, sewing machines and party equipment. Members usually pay a small yearly fee, and they can keep each item for about a week. The first libraries of this kind opened in Europe and North America, and the idea has now spread to many other countries.

Sharing also happens online. Neighbours use apps and social media groups to lend and borrow things, give away furniture or swap children's clothes. In the UAE, many residential communities have online groups where people offer items they no longer need. Some apartment buildings even have a shared shelf in the lobby where residents leave books for others.

Supporters say sharing has three main benefits. First, it saves money. Second, it is better for the environment, because fewer new products need to be made. Finally, and perhaps most importantly, it helps people meet their neighbours. Many members say they started as strangers and became friends.

Of course, sharing is not always easy. Items can be lost or damaged, and some people worry about trusting strangers. For this reason, most sharing groups have clear rules and ask members to return items clean and on time.

Sharing will not replace shopping, but it reminds us that we do not need to own everything to enjoy it.

11. What do members of a 'library of things' borrow?
- **A** useful items such as tools
- **B** only books
- **C** new furniture

12. How long can members usually keep an item?
- **A** one day
- **B** about a week
- **C** a whole month

13. Where did the first libraries of things open?
- **A** in Europe and North America
- **B** in the UAE
- **C** in Asia

14. According to the text, what do some apartment buildings in the UAE have?
- **A** a shared shelf for books
- **B** a free café
- **C** a tool library

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15. Which benefit does the writer think is perhaps the most important?

A meeting neighbours
B helping the environment
C saving money

16. Why do most sharing groups have clear rules?

A They want to make money from members.
B The government tells them to.
C Items can be lost and some people worry about trusting strangers.

17. In paragraph 3, the word "swap" is closest in meaning to ____.

A sell
B wash
C exchange

18. What is the text mainly about?

A why people should stop shopping
B how to open a public library
C how sharing things saves money and brings people together

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Part 3B: Reading Beyond Grade Level Goal **16 marks**

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

Theme: Come Rain or Shine | Feeling Under the Weather?

Can the Weather Really Change How We Feel?

"I'm feeling under the weather" is a common English expression meaning "I feel slightly ill". But can the weather genuinely affect our health and mood? Scientists believe the answer is yes, although the effects vary greatly from person to person.

The best-known example is Seasonal Affective Disorder, or SAD. In countries with long, dark winters, such as Norway or Canada, some people experience low energy, sadness and difficulty concentrating during the colder months. Researchers believe that a lack of sunlight disturbs the body's internal clock and reduces levels of serotonin, a chemical linked to happiness. Many sufferers feel better when they sit in front of special bright lamps each morning.

Hot weather brings different challenges. Studies have found that when temperatures and humidity rise, people tend to sleep badly, become irritable and find it harder to concentrate. In extreme heat, the body struggles to cool itself, which can lead to dehydration and heatstroke. This is why doctors in the Gulf advise residents to drink plenty of water and avoid outdoor activity at midday during summer.

Some people even claim they can "feel" a storm coming. Before a thunderstorm, air pressure drops, and a number of people with headaches or joint pain report that their symptoms get worse. Scientists are still investigating this link, but many patients are convinced it is real.

So, what can we do? Experts recommend spending time outdoors when the weather is pleasant, keeping a regular sleep routine and staying active indoors when conditions are severe. Understanding how the weather affects us is the first step towards protecting our wellbeing, whatever the season.

19. According to the text, what is believed to cause SAD?
- **A** high humidity
- **B** too much heat
- **C** a lack of sunlight

20. How do many people with SAD feel better?
- **A** by drinking more water
- **B** by sleeping during the day
- **C** by sitting in front of bright lamps

21. What happens to many people when temperature and humidity rise?
- **A** They sleep better than usual.
- **B** They feel more energetic.
- **C** They become irritable and find it harder to concentrate.

22. What happens to air pressure before a thunderstorm?
- **A** It drops.
- **B** It stays the same.
- **C** It rises.

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23. In paragraph 3, "irritable" most likely means ____.

A very sleepy
B extremely hot
C easily annoyed

24. Which situation best matches the doctors' advice in paragraph 3?

A A family goes for a long walk on the beach at 1 p.m. in August.
B A worker drinks water often and stays indoors at noon in July.
C A student plays football outside all afternoon in summer.

25. If the writer added another paragraph, it would most likely give ____.

A the history of the English language
B a scientific description of how clouds form
C more practical tips for staying healthy in different weather

26. What is the main message of the text?

A People in hot countries are happier than people in cold countries.
B Weather can affect our body and mood, but we can take steps to protect ourselves.
C The weather only affects people who are already ill.

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Part 4: Writing	At Grade Level Goal	40 marks

Theme: Ready for a Shared-Living Experience?

Living with Others: What You Need to Know

Sharing a home with people who are not your family, such as roommates at university or colleagues in company housing, can be an exciting experience. However, it also brings new responsibilities.

Experts say that clear communication is the most important part of shared living. Housemates should talk early about rules for cleaning, noise, guests and paying bills. Many successful groups create a written schedule so that everyone does a fair share of the housework.

Respecting privacy is also essential. Everyone needs some quiet time and personal space, so it is important to knock before entering someone's room and to ask before borrowing their things.

Problems will happen, but they can be solved. Instead of complaining to others, housemates should discuss issues calmly and look for solutions together.

Finally, shared living can teach valuable life skills. Young people learn to manage money, cope with differences and become more independent. For many, these lessons are just as useful as anything they learn in the classroom.

1.1 Read the text. Write the main ideas in your own words. Write 3–4 sentences. **(15 marks)**

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1.2 Write about whether you think young people should live with roommates before they live on their own. Include: **(25 marks)**

- the advantages of sharing a home with others
- the rules that roommates must follow
- your opinion, with reasons and examples

Write at least **150 words** in paragraphs.

Word count: _____

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SAMPLE EXAM 2

English End-of-Term 1 · Grade 10 GLG · Grade 9 Advanced / 10 General

Stage 6 · CEFR B1.2 · Academic Year 2026–2027

Name:		**Class:**	
Date:		**Score:**	/ 100

Section	Platform	Marks
Reading & Viewing (Parts 1–3B)	SwiftAssess	60
Writing & Representing (Part 4)	Paper-based	40

Part 1: Vocabulary — Towards Grade Level Goal — 10 marks

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

Theme: Come Rain or Shine

Dressing for the Heat

Living in the UAE means dealing with very high temperatures and **(1)** _____ for much of the year. Choosing the right clothes can make a big difference to how comfortable you feel.

Light colours are a good choice because they **(2)** _____ sunlight instead of taking it in. Dark colours, on the other hand, **(3)** _____ heat, so you feel hotter. This is one reason why the traditional white kandura is so practical in summer.

The type of **(4)** _____ is important too. Cotton and linen are natural materials that let air pass through and help sweat dry quickly. Some sports clothes are made from special materials that pull sweat away from the skin.

Today, the **(5)** _____ industry is developing "smart" clothes that can cool the body or protect it from harmful UV rays. In the future, our clothes may even change colour depending on the weather! Until then, remember to wear loose, light clothes, a hat and sunscreen whenever you go outside in summer.

1.	**A** authority	**B** humidity	**C** privacy
2.	**A** absorb	**B** rescue	**C** reflect
3.	**A** reflect	**B** absorb	**C** cope
4.	**A** season	**B** deadline	**C** fabric
5.	**A** climate	**B** community	**C** textile

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Part 2: Grammar — At Grade Level Goal — 10 marks

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

Theme: Come Rain or Shine | Writing a Description of Wild Weather

The Morning the Fog Came

It was a cold January morning, and I **(6)** _____ for the school bus when a thick fog suddenly covered our neighbourhood. I couldn't see the houses across the street. My mother came outside and asked me **(7)** _____ the bus was coming.

The weather centre had issued a fog warning that morning. In some areas, drivers could see **(8)** _____ than 100 metres ahead, which made driving extremely hazardous. **(9)** _____, many schools delayed the start of the day.

Finally, the bus arrived thirty minutes late. The driver was moving very slowly, and he kept his headlights on. Luckily, he **(10)** _____ get us to school safely.

In class, our teacher explained that fog forms when warm, moist air cools quickly at night. She said it is one of the most common weather phenomena in the UAE in winter. Now, whenever I see fog, I remember that slow, quiet journey to school.

6.	**A** was waiting	**B** am waiting	**C** waited
7.	**A** what	**B** that	**C** if
8.	**A** less	**B** fewer	**C** least
9.	**A** As a result	**B** Because	**C** Although
10.	**A** can	**B** were able	**C** was able to

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Part 3A: Reading — At Grade Level Goal — 24 marks

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

Theme: Meeting New People, Learning New Things | Sharing Things

Skill Swapping: Learn Something New for Free

Have you ever wanted to learn to play the guitar, cook a new dish or speak another language, but found classes too expensive? A growing number of people are solving this problem through "skill swapping".

The idea is simple. Instead of paying money, people exchange their knowledge. For example, someone who speaks Spanish might teach a neighbour the language, and in return the neighbour teaches them photography. Each person is both a teacher and a student.

Skill swapping is not new. For centuries, people in villages shared their abilities, from building houses to making clothes. However, the internet has made it much easier. Today, websites and apps connect thousands of users who want to trade skills. Users create a profile, list what they can teach and what they want to learn, and then arrange to meet, either in person or by video call.

Language exchanges are especially popular. In the UAE, where people from around 200 nationalities live together, many universities and community centres organise conversation meetings where Arabic speakers practise English and English speakers practise Arabic.

Supporters say skill swapping builds confidence. Teaching something you know well makes you feel valued, and learning something new keeps your brain active. It also helps people make friends with others they might never have met.

Experts do have some advice. Be clear about how often you will meet, set small goals and always meet new people in public places. With a little planning, skill swapping can be a fun and free way to grow.

11. What do people exchange in skill swapping?
- **A** knowledge
- **B** clothes
- **C** money

12. In the example in paragraph 2, what does the neighbour teach in return?
- **A** Spanish
- **B** cooking
- **C** photography

13. How can skill swappers meet?
- **A** only at university
- **B** only in person
- **C** in person or by video call

14. Who practises English at language exchange meetings in the UAE?
- **A** tourists
- **B** Arabic speakers
- **C** English teachers

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15. How has the internet changed skill swapping?

- **A** It has made it more expensive.
- **B** It has replaced meeting in person.
- **C** It has made it much easier to find people.

16. Why does teaching help people feel more confident?

- **A** They earn extra money.
- **B** They receive a certificate.
- **C** It makes them feel valued.

17. In paragraph 3, the word "trade" is closest in meaning to ____.

- **A** buy
- **B** forget
- **C** exchange

18. What is the main purpose of the text?

- **A** to advertise a new language school
- **B** to compare the costs of different classes
- **C** to explain what skill swapping is and why it is useful

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Part 3B: Reading Beyond Grade Level Goal **16 marks**

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

Theme: Come Rain or Shine | Feeling Under the Weather?

Does Cold Weather Really Make You Sick?

Many of us grew up hearing warnings such as "Put your jacket on or you'll catch a cold!" It is true that colds and flu are far more common in the cooler months. But is the cold itself to blame? The answer is more complicated than most people think.

Colds and flu are caused by viruses, not by low temperatures. You cannot catch a cold simply by going outside with wet hair. However, scientists have discovered several reasons why these viruses spread more easily in winter.

First, people spend more time indoors in winter, often in crowded rooms with closed windows. This means viruses can pass quickly from one person to another. Second, many viruses survive longer in cool, dry air. Third, some research suggests that our noses are slightly less able to fight infection when they are cold.

Interestingly, the pattern can be different in hot countries. In the UAE, for example, many people catch colds in summer. Doctors explain that moving repeatedly between the extreme heat outside and powerful air-conditioning inside can put stress on the body, while closed, air-conditioned spaces again allow viruses to spread.

So how can we stay healthy all year round? Experts agree on a few simple habits: wash your hands regularly, let fresh air into rooms, get enough sleep and eat plenty of fruit and vegetables. Setting the air-conditioner to a reasonable temperature, around 24°C, can also help.

In other words, the weather does not make us ill directly, but it changes our behaviour in ways that can.

19. What causes colds and flu?
- **A** viruses
- **B** wet hair
- **C** low temperatures

20. According to paragraph 3, why do viruses spread more easily in winter?
- **A** The sun is stronger in winter.
- **B** People spend more time outside.
- **C** People stay indoors in crowded rooms with closed windows.

21. When do many people in the UAE catch colds?
- **A** in summer
- **B** in spring
- **C** in winter

22. What temperature do experts suggest for the air-conditioner?
- **A** about 30°C
- **B** about 24°C
- **C** about 16°C

23. In paragraph 1, "to blame" means ____.
- **A** responsible for something bad
- **B** helpful in some way
- **C** easy to explain

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24. Which person is following the advice in the text?

A Huda spends all day in a crowded room.
B Sara keeps her windows closed and sets the AC to 16°C.
C Omar washes his hands often and sleeps eight hours a night.

25. Based on the text, what will probably happen if a family keeps all the windows closed all winter?

A Viruses will spread more easily among them.
B The air in the house will become hotter.
C They will never catch a cold.

26. What is the main idea of the text?

A Cold weather directly causes illness.
B Weather changes our behaviour in ways that help viruses spread.
C People in the UAE never get sick in winter.

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Part 4: Writing	At Grade Level Goal	40 marks

Theme: Talking About Seasons

Why Winter Is the UAE's Favourite Season

For many people in the UAE, winter is the best time of the year. Between November and March, temperatures usually drop to a pleasant 20 to 30°C, and the humidity is much lower than in summer.

As a result, outdoor life returns. Families have picnics in parks, go camping in the desert and walk along the beach in the evening. Popular attractions, such as Global Village and many outdoor festivals, open during these months and attract millions of visitors.

Winter is also the busiest tourist season. Visitors from colder countries come to enjoy the sunshine, which helps hotels, restaurants and shops.

However, not everyone loves this season. Some residents say that roads, parks and malls become very crowded. Others actually prefer the quiet summer months, when they can travel abroad or relax indoors.

Still, for most people, the cool, sunny days of winter are the perfect time to spend time outdoors and enjoy the country's natural beauty.

1.1 Read the text. Write the main ideas in your own words. Write 3–4 sentences. **(15 marks)**

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1.2 Write about whether you think winter is the best season of the year in the UAE. Include: **(25 marks)**

- a past experience or event that you enjoyed during a season in the UAE
- a comparison between winter and another season
- your opinion, with reasons

Write at least **150 words** in paragraphs.

Word count: _____

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SAMPLE EXAM 3

English End-of-Term 1 · Grade 10 GLG · Grade 9 Advanced / 10 General

Stage 6 · CEFR B1.2 · Academic Year 2026–2027

Name:		**Class:**	
Date:		**Score:**	/ 100

Section	Platform	Marks
Reading & Viewing (Parts 1–3B)	SwiftAssess	60
Writing & Representing (Part 4)	Paper-based	40

Part 1: Vocabulary — Towards Grade Level Goal — 10 marks

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

Theme: Meeting New People, Learning New Things

My First Internship

Last summer, I did a two-week internship at a government office in Abu Dhabi. On my first day, I was nervous, but my **(1)** _____ were very friendly and helped me find my way around.

My manager gave me a small project: I had to collect information about new building **(2)** _____ and put it into a report. These official rules explain how tall buildings can be and what safety equipment they need.

The **(3)** _____ for the report was Thursday at 2 p.m., so I had to plan my time carefully. I made a list of tasks and worked on one each day. It was not easy to **(4)** _____ everything, but I asked questions whenever I was confused.

On Thursday, I handed in the report on time. My manager, who has the **(5)** _____ to approve all reports in the department, said it was excellent. I felt very proud. The internship taught me that hard work and good teamwork really pay off.

1.	**A** seasons	**B** colleagues	**C** roommates
2.	**A** fabrics	**B** regulations	**C** deadlines
3.	**A** privacy	**B** deadline	**C** schedule
4.	**A** cope	**B** manage	**C** absorb
5.	**A** authority	**B** community	**C** humidity

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Part 2: Grammar — At Grade Level Goal — 10 marks

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

Theme: Come Rain or Shine | Writing a Description of Wild Weather

Sandstorm in the Desert

Last winter, my cousins and I went camping in the desert near Liwa. On the second afternoon, we **(6)** _____ football when the wind suddenly became stronger. Within minutes, a huge sandstorm was moving towards us.

We ran to the car **(7)** _____ my uncle had parked next to the tent. Sand was hitting the windows, and we could hardly see anything outside. My youngest cousin was scared and kept asking **(8)** _____.

My uncle told us to stay calm. He remembered **(9)** _____ a similar storm years ago and said it would pass soon. He was right. After about forty minutes, the wind dropped and the sky cleared.

When we got out, everything was covered in sand. The storm had been much **(10)** _____ than the weather report had said. However, nobody was hurt, and we spent the evening telling stories around the campfire. I will never forget that adventure.

6.	**A** played	**B** are playing	**C** were playing
7.	**A** that	**B** who	**C** where
8.	**A** when would the storm end	**B** when will the storm end	**C** when the storm would end
9.	**A** see	**B** to see	**C** seeing
10.	**A** more bad	**B** worse	**C** worst

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Part 3A: Reading — At Grade Level Goal — 24 marks

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

Theme: Meeting New People, Learning New Things | Sharing Things

Community Fridges: Sharing Food, Sharing Kindness

On a busy street in Dubai, you might notice a fridge standing outside a villa or a shop. It is not broken or forgotten. It is a community fridge, and anyone who needs food is welcome to take something from it.

The idea is simple. Residents, restaurants and supermarkets put fresh food and bottled water into the fridge, and people in need, such as workers on low incomes, can help themselves for free. There is no paperwork, and no questions are asked.

Community fridges started appearing in the UAE in 2016, when a family placed a fridge outside their home during Ramadan. Others quickly followed, and soon there were many across the country. Similar projects exist in Germany, the United Kingdom, India and many other countries.

The fridges help to solve two problems at the same time. First, they support people who struggle to buy enough food. Second, they reduce food waste. Every year, large amounts of food are thrown away by homes and businesses, even though much of it is still safe to eat.

To keep the fridges safe and clean, volunteers check them regularly. Most fridges have simple rules: do not leave raw meat, label home-cooked food with the date, and never put in food that has gone off.

Supporters say the fridges do more than share food. They encourage neighbours to think about others and show that small actions can make a big difference.

11. Who can take food from a community fridge?
- **A** only volunteers
- **B** anyone who needs food
- **C** only restaurant staff

12. When did community fridges start appearing in the UAE?
- **A** in 2020
- **B** in 2010
- **C** in 2016

13. How did the idea start in the UAE?
- **A** The government built fridges in every city.
- **B** A family put a fridge outside their home during Ramadan.
- **C** A supermarket opened a free shop.

14. Who checks the fridges regularly?
- **A** the police
- **B** shop owners
- **C** volunteers

15. Which two problems do the fridges help to solve?
- **A** noise and crowding
- **B** hunger and food waste
- **C** traffic and pollution

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16. Which of these is a rule for most community fridges?

A Leave raw meat inside.
B Label home-cooked food with the date.
C Take only one item each day.

17. In paragraph 5, food that "has gone off" is food that ____.

A has been bought recently
B has just been cooked
C is no longer fresh or safe to eat

18. What is the main purpose of the text?

A to explain how community fridges work and why they help
B to complain about restaurants that waste food
C to give advice on healthy eating

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Part 3B: Reading — Beyond Grade Level Goal — 16 marks

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

Theme: Come Rain or Shine | Feeling Under the Weather?

Heatstroke: Why Extreme Heat Is More Dangerous Than You Think

When temperatures climb above 45°C, as they often do in the Gulf during summer, the human body is pushed to its limits. Most of the time, we cope by sweating: as sweat evaporates from the skin, it carries heat away and cools us down. But when the air is also extremely humid, sweat cannot evaporate easily, and the body's natural cooling system begins to fail.

If the body's temperature rises above about 40°C, a person may suffer from heatstroke, a serious medical emergency. Warning signs include confusion, a strong headache, hot, dry skin and a rapid heartbeat. Without quick treatment, heatstroke can damage the brain, heart and kidneys.

Certain groups face a higher risk. Elderly people and young children are less able to control their body temperature, while outdoor workers and athletes may lose large amounts of water through sweat. To protect workers, the UAE introduces a midday break every summer, during which outdoor work is not allowed between 12:30 and 3 p.m.

Fortunately, heatstroke is largely preventable. Doctors advise drinking water regularly, even before you feel thirsty, wearing loose, light-coloured clothing and avoiding heavy exercise in the hottest part of the day. If someone shows signs of heatstroke, you should move them to a cool place, remove extra clothing, cool their skin with water and call the emergency services immediately.

As global temperatures continue to rise, experts warn that heat-related illness will become more common. Learning to recognise the signs could one day help you rescue a friend, a family member or even a stranger.

19. How does sweating cool the body?
- **A** It reduces the humidity in the air.
- **B** As sweat evaporates, it carries heat away.
- **C** It makes the skin darker.

20. Why does the body's cooling system fail in very humid weather?
- **A** Sweat cannot evaporate easily.
- **B** The temperature drops suddenly.
- **C** People drink too much water.

21. Which of these is a warning sign of heatstroke?
- **A** a slow heartbeat
- **B** hot, dry skin
- **C** feeling hungry

22. When is outdoor work not allowed during the UAE midday break?
- **A** from 3 to 6 p.m.
- **B** from 12:30 to 3 p.m.
- **C** from 10 a.m. to 12 p.m.

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23. In paragraph 4, "largely preventable" means ____.

A mostly possible to stop before it happens
B impossible to treat
C very common in summer

24. A friend shows signs of heatstroke during a football match. What is the best action, according to the text?

A Move him into the shade, cool his skin and call for help.
B Give him a hot drink and let him rest in the sun.
C Tell him to continue playing slowly.

25. Based on the last paragraph, what does the writer expect in the future?

A Heatstroke will disappear completely.
B Heat-related illness will become more common.
C Summers in the Gulf will become cooler.

26. What is the main message of the text?

A Heatstroke is serious, but it can be prevented and treated if we know the signs.
B Only athletes need to worry about extreme heat.
C Sweating is harmful to the body.

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Part 4: Writing	At Grade Level Goal	40 marks

Theme: Ready for a Shared-Living Experience?

University Housing: Is It Right for You?

Every year, thousands of students across the UAE choose to live in university housing instead of at home. Some universities, especially those far from big cities, provide student accommodation on campus.

Living on campus has many benefits. Students save time on travel, can easily attend clubs and events, and quickly make new friends. Many also say it helps them become more independent, because they have to manage their own money, wash their clothes and organise their time.

However, there are also challenges. New students often miss their families and home-cooked food. Sharing a room or a kitchen with others requires patience, and student housing has strict regulations about visitors, noise and cleanliness. Students who break these rules may lose their place.

Experts suggest that students visit the accommodation before deciding, talk to current residents and think honestly about whether they are ready. For those who are prepared, university housing can be one of the most memorable parts of student life.

1.1 Read the text. Write the main ideas in your own words. Write 3–4 sentences. **(15 marks)**

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1.2 Write about whether you think living in university housing is better than living at home. Include: **(25 marks)**

- the rules and responsibilities that students must follow in shared housing
- the advantages and disadvantages compared with living at home
- your opinion, with reasons

Write at least **150 words** in paragraphs.

Word count: _____

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SAMPLE EXAM 4

English End-of-Term 1 · Grade 10 GLG · Grade 9 Advanced / 10 General

Stage 6 · CEFR B1.2 · Academic Year 2026–2027

Name:		**Class:**	
Date:		**Score:**	/ 100

Section	Platform	Marks
Reading & Viewing (Parts 1–3B)	SwiftAssess	60
Writing & Representing (Part 4)	Paper-based	40

Part 1: Vocabulary — Towards Grade Level Goal — 10 marks

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

Theme: Come Rain or Shine

Rescue on the Mountain

Every winter, many visitors go hiking in the mountains of Ras Al Khaimah. The views are beautiful, but the weather can change very quickly.

Last year, a group of four hikers got lost on Jebel Jais after **(1)** _____ rain made the paths slippery and flooded the wadis. Their phones had little battery left, but they managed to call the police.

Conditions on the mountain were **(2)** _____, so the police sent a helicopter instead of a team on foot. The **(3)** _____ team used special equipment to lift the hikers one by one. Pilots need years of training to develop the **(4)** _____ to fly safely in strong winds.

After the operation, the police reminded the public about mountain **(5)** _____. They advised hikers to check the weather forecast, tell someone their plans, carry extra water and never walk in wadis during rain. Thanks to the quick response, all four hikers returned home safely that night.

1.	**A** private	**B** flexible	**C** severe
2.	**A** hazardous	**B** humid	**C** seasonal
3.	**A** textile	**B** season	**C** rescue
4.	**A** regulation	**B** skill	**C** schedule
5.	**A** climate	**B** safety	**C** fabric

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Part 2: Grammar — At Grade Level Goal — 10 marks

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

Theme: Come Rain or Shine | Writing a Description of Wild Weather

Ice from the Sky

I will never forget the afternoon of the hailstorm. It was a warm day in March, and I **(6)** _____ my homework in my bedroom when I heard a loud noise on the roof. I looked outside and saw small balls of ice falling from the sky!

My neighbour, a man **(7)** _____ has lived in Al Ain for fifty years, said he had never seen anything like it. Some of the hailstones were **(8)** _____ than a coin. Drivers stopped **(9)** _____ and took photos of the ice covering the streets.

The storm lasted only fifteen minutes, but it caused damage to several cars and windows. Luckily, nobody was hurt.

Later, I wanted to know **(10)** _____ in such a hot country. My science teacher explained that hail forms high in the sky inside tall thunderclouds, where the air is extremely cold, even in summer. Now I watch the sky much more carefully!

6.	A was doing	B did	C am doing
7.	A which	B where	C who
8.	A bigger	B biggest	C big
9.	A driving	B drive	C to drive
10.	A how can hail form	B how does hail form	C how hail can form

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Part 3A: Reading — At Grade Level Goal — 24 marks

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

Theme: Meeting New People, Learning New Things | Sharing Things

Carpooling: Share the Ride, Share the Benefits

Every morning, thousands of cars move slowly along busy roads, and many of them carry only one person: the driver. Carpooling, or sharing a car with others who travel the same way, is one simple idea that could change this.

Carpooling works best for people with similar routes and schedules, such as colleagues, university students or parents taking children to school. Instead of driving separately, they travel together. Some groups take turns driving, so each person only uses their own car once or twice a week.

The benefits are clear. Carpooling saves money on fuel and parking, reduces traffic and cuts pollution, because fewer cars are on the road. It can also make long journeys less boring. Many carpoolers say they have formed real friendships with people they first met as strangers.

Around the world, many companies and universities now encourage carpooling and help people find others to share with. Some even offer special parking spaces close to the entrance for cars with three or more people.

Of course, carpooling requires trust and good organisation. Members need to agree on simple rules: being on time, how to share costs, and even what music to play! It is also important to travel only with people you know or through official services that check their members, and to follow local laws.

Experts believe that if more people shared their journeys, roads would be quieter and the air cleaner. Sometimes the smartest way to travel is together.

11. What is carpooling?
- **A** taking a taxi alone
- **B** sharing a car with people who travel the same way
- **C** renting a car for a short time

12. Who does carpooling work best for?
- **A** people with similar routes and schedules
- **B** people who live alone
- **C** tourists visiting a city

13. Why do some groups take turns driving?
- **A** so each person uses their own car only once or twice a week
- **B** because their cars are very old
- **C** because the law says they must

14. What do some companies offer cars with three or more people?
- **A** special parking spaces near the entrance
- **B** free fuel
- **C** a new car every year

15. Why does carpooling reduce pollution?
- **A** People walk more.
- **B** Fewer cars are on the road.
- **C** Cars drive faster.

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16. What must carpool members agree on?

- **A** the colour of the car
- **B** rules such as being on time and sharing costs
- **C** which school to choose

17. In paragraph 2, "take turns" means ____.

- **A** pay more money
- **B** refuse to do something
- **C** do something one after another

18. What is the text mainly about?

- **A** what carpooling is, its benefits and what it needs to work
- **B** why traffic is getting worse
- **C** how to buy a cheap car

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Part 3B: Reading — Beyond Grade Level Goal — 16 marks

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

Theme: Come Rain or Shine | Feeling Under the Weather?

Breathing Dust: How Sandstorms Affect Our Health

Sandstorms are a natural part of life in desert countries. Strong winds lift tiny particles of sand and dust from the ground and carry them for hundreds, or even thousands, of kilometres. Within minutes, a clear blue sky can turn orange, and visibility can drop to just a few metres.

While sandstorms can be spectacular to watch, they can also be harmful to our health. The larger grains of sand usually irritate the eyes, nose and throat, causing coughing and sneezing. However, the smallest dust particles are more worrying. Because they are so tiny, they can travel deep into the lungs.

People with asthma or other breathing problems are particularly vulnerable. During and after dust storms, hospitals in the Gulf often report an increase in patients with breathing difficulties. Dust can also carry bacteria and pollen, which may trigger allergies.

Fortunately, there are effective ways to reduce the risk. When the weather centre issues a dust warning, people are advised to stay indoors, keep windows and doors closed and use air purifiers if possible. Anyone who must go outside should wear a face mask and sunglasses. Drivers are reminded to slow down, switch on their headlights and keep a safe distance from other vehicles.

Scientists expect dust storms to become more frequent in some regions as droughts become more common and soils dry out. As a result, learning how to protect ourselves is becoming an increasingly important life skill.

19. What can happen to visibility during a sandstorm?
- **A** It can drop to just a few metres.
- **B** It stays the same.
- **C** It improves.

20. Why are the smallest dust particles more worrying?
- **A** They can travel deep into the lungs.
- **B** They change the colour of the sky.
- **C** They are heavier than sand.

21. What do hospitals often report after dust storms?
- **A** fewer patients than usual
- **B** more patients with broken bones
- **C** more patients with breathing difficulties

22. What should people who must go outside wear?
- **A** a face mask and sunglasses
- **B** a raincoat
- **C** light summer clothes only

23. In paragraph 3, "vulnerable" means ____.
- **A** very strong
- **B** not interested
- **C** easily harmed

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24. Which person is acting sensibly during a dust warning?

A Fatima opens all the windows to let fresh air in.
B Majid drives slowly with his headlights on.
C Rashid goes jogging in the park.

25. According to the last paragraph, what may happen in the future?

A Sandstorms will stop completely.
B Face masks will no longer be needed.
C Dust storms may become more frequent in some regions.

26. What is the main idea of the text?

A Dust is good for our lungs.
B Sandstorms can harm our health, but we can protect ourselves.
C Sandstorms are only dangerous for drivers.

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Part 4: Writing	At Grade Level Goal	40 marks

Theme: Talking About Seasons

Summer in the UAE: Stay or Go?

For many families in the UAE, summer means one thing: travelling abroad. When temperatures reach 45°C or more and the humidity rises, thousands of residents head to cooler countries in Europe and Asia, where they can enjoy outdoor activities in pleasant weather.

However, a growing number of people are choosing to stay at home. Hotels offer special summer prices, and huge indoor attractions, such as theme parks, ice rinks and aquariums, make it possible to have fun without going outside. Summer events also bring shopping discounts and family activities.

Staying in the UAE can save a lot of money on flights and avoid long journeys. On the other hand, travelling abroad gives families the chance to discover new cultures, try different food and spend time in nature.

In the end, the best choice depends on each family's budget, interests and the kind of break they need. Whatever they decide, most people agree that summer is the perfect time to rest and spend more time together.

1.1 Read the text. Write the main ideas in your own words. Write 3–4 sentences. **(15 marks)**

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1.2 Write about whether you think families should spend their summer holidays abroad rather than in the UAE. Include: **(25 marks)**

- a summer holiday that you enjoyed in the past
- a comparison between summer in the UAE and summer in another country
- your opinion, with reasons

Write at least **150 words** in paragraphs.

Word count: _____

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SAMPLE EXAM 5

English End-of-Term 1 · Grade 10 GLG · Grade 9 Advanced / 10 General

Stage 6 · CEFR B1.2 · Academic Year 2026–2027

Name:		**Class:**	
Date:		**Score:**	/ 100

Section	Platform	Marks
Reading & Viewing (Parts 1–3B)	SwiftAssess	60
Writing & Representing (Part 4)	Paper-based	40

Part 1: Vocabulary — Towards Grade Level Goal — 10 marks

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

Theme: Meeting New People, Learning New Things

Three Weeks at Science Camp

Last summer, I spent three weeks at a science camp in Sharjah with students from all over the UAE. I shared a room with a boy from Fujairah called Saeed, who was my **(1)** _____ for the whole camp.

Every day followed a busy **(2)** _____: breakfast at seven, workshops in the morning, sports in the afternoon and team projects in the evening. At first, I found it hard to **(3)** _____ with waking up so early!

The camp had clear **(4)** _____. For example, phones were allowed for only one hour a day, and everyone had to be in their room by ten o'clock. Some students complained, but the rules helped us focus and get to know each other.

By the end of the camp, we felt like a real **(5)** _____. We helped each other with projects, celebrated each other's success and promised to stay in touch. The camp taught me that meeting new people can be one of the best ways to learn.

1.	**A** authority	**B** roommate	**C** colleague
2.	**A** season	**B** humidity	**C** schedule
3.	**A** manage	**B** reflect	**C** cope
4.	**A** regulations	**B** abilities	**C** fabrics
5.	**A** temperature	**B** privacy	**C** community

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Part 2: Grammar — At Grade Level Goal — 10 marks

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

Theme: Come Rain or Shine | Writing a Description of Wild Weather

The Day It Rained and Rained

In April 2024, the UAE experienced some of the heaviest rain in its history. I remember that day clearly. My brother and I **(6)** _____ a film at home when the electricity suddenly went off. Outside, the rain was falling so hard that our street looked like a river. We lit candles and sat together, listening to the thunder and watching the lightning.

My father, who works for the municipality, was called to help. Teams **(7)** _____ cleared the blocked roads worked through the night. **(8)** _____, many schools moved to online learning for several days.

After the storm, I wondered **(9)** _____ such heavy rain in a desert country. Scientists explained that very warm, moist air and powerful thunderstorms had come together over the region.

Today, weather apps **(10)** _____ warn us about storms days before they arrive, so families can prepare. I check the forecast every day now, and I always know where our emergency torch is!

6.	**A** are watching	**B** were watching	**C** watched
7.	**A** who	**B** whose	**C** where
8.	**A** Because	**B** As a result	**C** Although
9.	**A** what did cause	**B** what had caused	**C** what had it caused
10.	**A** are able	**B** cans	**C** can

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Part 3A: Reading — At Grade Level Goal — 24 marks

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

Theme: Meeting New People, Learning New Things | Sharing Things

Swap Parties: A New Way to Refresh Your Wardrobe

How many clothes in your wardrobe have you not worn for a year? According to some studies, many people regularly wear only a small part of the clothes they own. The rest sit in cupboards, forgotten. A fun solution is becoming popular around the world: the clothes swap party.

At a swap party, each guest brings a few clean items in good condition that they no longer wear, such as shirts, abayas, shoes or bags. The items are displayed on tables or rails, and guests then "shop" for new pieces without spending any money. Anything left at the end is usually donated to charity.

Swap parties can be organised by friends at home, by schools or by community groups. In the UAE, some university clubs and environmental groups hold swap events, especially around Earth Day and at the start of a new season.

These events have clear environmental benefits. The fashion industry uses huge amounts of water and energy, and millions of tonnes of textiles end up in landfill every year. Swapping helps clothes stay in use for longer and reduces the need to buy new ones.

Swap parties are also social occasions. Guests meet new people, share fashion ideas and sometimes discover a style they had never tried before. Many organisers add music, snacks or short workshops on repairing clothes.

To make a swap fair, organisers often set simple rules, for example "bring three, take three". With a little planning, anyone can host one.

11. What happens to the items that are left at the end of a swap party?
- **A** They are sold online.
- **B** They are usually donated to charity.
- **C** They are thrown away.

12. What must the items that guests bring be like?
- **A** expensive designer clothes
- **B** clean and in good condition
- **C** brand new

13. When do some UAE groups hold swap events?
- **A** every weekend
- **B** only during Ramadan
- **C** around Earth Day and at the start of a new season

14. What is an example of a simple swap rule?
- **A** "bring three, take three"
- **B** "bring only new clothes"
- **C** "pay five dirhams for each item"

15. Why is swapping good for the environment?
- **A** It creates more textiles.
- **B** Clothes stay in use longer, so fewer new ones are needed.
- **C** It uses more water and energy.

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16. Which social benefit of swap parties is mentioned?

A Guests meet new people and share ideas.
B Guests earn money.
C Guests win prizes.

17. In paragraph 2, "donated" is closest in meaning to ____.

A repaired
B given for free
C sold cheaply

18. What is the main purpose of the text?

A to describe the history of fashion
B to advertise a new clothes shop
C to explain what swap parties are and why they are useful

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Part 3B: Reading — Beyond Grade Level Goal — 16 marks

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

Theme: Come Rain or Shine | Feeling Under the Weather?

The Sunshine Paradox: Vitamin D in Sunny Countries

It sounds surprising, but many people living in some of the sunniest places on Earth do not get enough vitamin D, often called the "sunshine vitamin". Studies in the Gulf region have found low levels of vitamin D in a large part of the population.

Vitamin D is essential for strong bones and teeth because it helps the body absorb calcium. It also supports the immune system and may play a role in our mood. When levels are low, people can feel tired, suffer from muscle pain and become ill more often.

Our skin produces vitamin D when it is exposed to sunlight. So why is deficiency common in sunny places? The main reason is lifestyle. Because summer temperatures are so high, many people spend most of the day indoors in air-conditioned homes, cars, offices and malls. When they do go outside, they usually cover their skin or stay in the shade. In addition, people with darker skin need more sunlight to produce the same amount of vitamin D.

Doctors recommend a balanced approach. Spending a short time in the sun, early in the morning or late in the afternoon when the sun is less strong, can help the body make vitamin D without increasing the risk of sunburn. Foods such as oily fish, eggs and fortified milk also contain the vitamin, and some people may need supplements after a blood test.

Living in a hot, sunny climate, then, does not guarantee good health. Small changes to our daily routine could help us feel healthier and more energetic.

19. Why is vitamin D important for our bones?
- **A** It helps the body absorb calcium.
- **B** It reduces sugar in the blood.
- **C** It makes bones lighter.

20. Which of these can be a sign of low vitamin D?
- **A** having stronger teeth
- **B** sleeping better
- **C** feeling tired

21. What is the main reason for low vitamin D in sunny countries?
- **A** Many people spend most of the day indoors.
- **B** There is not enough sunlight.
- **C** People eat too much fish.

22. When do doctors suggest spending time in the sun?
- **A** at midday
- **B** only at the weekend
- **C** early in the morning or late in the afternoon

23. In paragraph 3, "deficiency" means ____.
- **A** a lack of something
- **B** too much of something
- **C** a type of sunburn

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24. Which person is most likely to have low vitamin D?

A Mona, who works in an office all day and drives everywhere
B Ali, who walks outside every morning
C Yousef, who often eats eggs and oily fish

25. A student feels tired all the time and rarely goes outside. The writer would probably suggest that he ____.

A drinks more fizzy drinks
B stays indoors even more
C spends some time in the morning sun and checks his vitamin D level

26. What is the main idea of the text?

A Even in sunny countries, people can lack vitamin D because of their lifestyle.
B Sunlight is always dangerous for our health.
C Vitamin D can only be found in food.

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Part 4: Writing	At Grade Level Goal	40 marks

Theme: Ready for a Shared-Living Experience?

House Rules: Why Every Shared Home Needs Them

Whether you live with your family, roommates or colleagues, sharing a home means sharing space, time and responsibilities. Psychologists say that clear house rules can make shared living much happier.

Good house rules usually cover a few key areas: cleaning, noise, guests and the use of shared things such as the kitchen and the television. For example, many homes have a rule that everyone must wash their own dishes after eating, or that loud music is not allowed after ten o'clock.

Experts recommend that everyone in the home helps to create the rules. When people take part in the decision, they are more likely to follow the rules and less likely to argue. Rules should also be fair and realistic.

Of course, rules need to change over time. As children grow older, for example, they may need more privacy and responsibility.

Most importantly, house rules are not about control. They are about respect, so that everyone feels comfortable at home.

1.1 Read the text. Write the main ideas in your own words. Write 3–4 sentences. **(15 marks)**

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1.2 Write about whether you think every shared home needs clear house rules. Include: **(25 marks)**

- the rules that people who live together must follow
- a time when rules helped (or a lack of rules caused a problem) in your home
- your opinion, with reasons

Write at least **150 words** in paragraphs.

Word count: _____

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Section 5 · Answer Keys & Marking

For teachers and self-checking. The skill column shows the grammar point or learning outcome each question targets.

Sample Exam 1 · Answer Key

Q	Part	Key	Answer	Skill / focus
1	1 Vocabulary (2)	**A**	roommate	Vocabulary in context
2	1 Vocabulary (2)	**C**	privacy	Vocabulary in context
3	1 Vocabulary (2)	**B**	schedule	Vocabulary in context
4	1 Vocabulary (2)	**B**	cope	Vocabulary in context
5	1 Vocabulary (2)	**C**	community	Vocabulary in context
6	2 Grammar (2)	**A**	were driving	G.14.3 Past continuous
7	2 Grammar (2)	**A**	who	G.4.1 Defining relative clauses (who)
8	2 Grammar (2)	**A**	to park	G.19.2 decide + to-infinitive
9	2 Grammar (2)	**B**	couldn't	G.8.1 Ability (could / couldn't)
10	2 Grammar (2)	**B**	However	G.2.5 Adverbial linkers (contrast)
11	3A Reading (3)	**A**	useful items such as tools	Specific information
12	3A Reading (3)	**B**	about a week	Specific information
13	3A Reading (3)	**A**	in Europe and North America	Specific information
14	3A Reading (3)	**A**	a shared shelf for books	Specific information
15	3A Reading (3)	**A**	meeting neighbours	Details
16	3A Reading (3)	**C**	Items can be lost and some people worry about trusting strangers.	Details
17	3A Reading (3)	**C**	exchange	Inference (word meaning)
18	3A Reading (3)	**C**	how sharing things saves money and brings people together	Overall meaning
19	3B Reading (2)	**C**	a lack of sunlight	Details
20	3B Reading (2)	**C**	by sitting in front of bright lamps	Details
21	3B Reading (2)	**C**	They become irritable and find it harder to concentrate.	Details
22	3B Reading (2)	**A**	It drops.	Details
23	3B Reading (2)	**C**	easily annoyed	Inference (word meaning)
24	3B Reading (2)	**B**	A worker drinks water often and stays indoors at noon in July.	Connections
25	3B Reading (2)	**C**	more practical tips for staying healthy in different weather	Predictions
26	3B Reading (2)	**B**	Weather can affect our body and mood, but we can take steps to protect ourselves.	Overall meaning

Part 4 · Writing: model answers

1.1 Main ideas (model):

The text explains that living with roommates or colleagues is exciting, but it also brings new responsibilities. It says that housemates must communicate clearly and agree on rules for cleaning, noise, guests and bills, often by using a schedule. It also stresses that people should respect each other's privacy and solve problems calmly together. Finally, it says that shared living teaches useful life skills, such as managing money and becoming independent.

1.2 Model response (166 words): Write about whether you think young people should live with roommates before they live on their own.

In my opinion, young people should live with roommates before they live on their own, because it prepares them for adult life.

Firstly, sharing a home has many advantages. It is cheaper, because roommates share the rent and the bills. It is also less lonely. When I stayed with my cousins during a summer course, we cooked together and helped each other when we felt homesick.

However, roommates must follow some important rules. They have to keep shared areas clean, and they need to respect each other's privacy. They mustn't make noise late at night, and they must pay their share of the bills on time. If everyone follows these rules, there will be fewer arguments.

I believe this experience teaches valuable skills. Young people learn to manage money, cope with differences and solve problems calmly. These skills are necessary at work and in family life.

In conclusion, living with roommates is not always easy, but it is an excellent way to become responsible and independent.

Sample Exam 2 · Answer Key

Q	Part	Key	Answer	Skill / focus
1	1 Vocabulary (2)	**B**	humidity	Vocabulary in context
2	1 Vocabulary (2)	**C**	reflect	Vocabulary in context
3	1 Vocabulary (2)	**B**	absorb	Vocabulary in context
4	1 Vocabulary (2)	**C**	fabric	Vocabulary in context
5	1 Vocabulary (2)	**C**	textile	Vocabulary in context
6	2 Grammar (2)	**A**	was waiting	G.14.3 Past continuous
7	2 Grammar (2)	**C**	if	G.17.4 Indirect / reported questions (if)
8	2 Grammar (2)	**A**	less	G.1.2 Comparatives (less than)
9	2 Grammar (2)	**A**	As a result	G.2.5 Adverbial linkers (result)
10	2 Grammar (2)	**C**	was able to	G.8.1 Ability (was able to)
11	3A Reading (3)	**A**	knowledge	Specific information
12	3A Reading (3)	**C**	photography	Specific information
13	3A Reading (3)	**C**	in person or by video call	Specific information
14	3A Reading (3)	**B**	Arabic speakers	Specific information
15	3A Reading (3)	**C**	It has made it much easier to find people.	Details
16	3A Reading (3)	**C**	It makes them feel valued.	Details
17	3A Reading (3)	**C**	exchange	Inference (word meaning)
18	3A Reading (3)	**C**	to explain what skill swapping is and why it is useful	Overall meaning
19	3B Reading (2)	**A**	viruses	Details
20	3B Reading (2)	**C**	People stay indoors in crowded rooms with closed windows.	Details
21	3B Reading (2)	**A**	in summer	Details
22	3B Reading (2)	**B**	about 24°C	Details
23	3B Reading (2)	**A**	responsible for something bad	Inference (word meaning)
24	3B Reading (2)	**C**	Omar washes his hands often and sleeps eight hours a night.	Connections
25	3B Reading (2)	**A**	Viruses will spread more easily among them.	Predictions
26	3B Reading (2)	**B**	Weather changes our behaviour in ways that help viruses spread.	Overall meaning

Part 4 · Writing: model answers

1.1 Main ideas (model):

The text says that winter is the favourite season for many people in the UAE because the weather is pleasant and much less humid. As a result, people enjoy outdoor activities and events, and many tourists visit, which helps local businesses. However, some residents dislike the crowds and prefer the quieter summer. Overall, most people see winter as the best time to enjoy the outdoors.

1.2 Model response (164 words): Write about whether you think winter is the best season of the year in the UAE.

I strongly believe that winter is the best season to live in the UAE.

Last January, my family and I went camping in the desert near Al Ain. During the day, the weather was warm and sunny, and at night we sat around a fire and looked at the stars. It was one of the best weekends I have ever had.

Winter is much more pleasant than summer. In summer, temperatures are often higher than 45°C and the humidity is very high, so we stay indoors most of the time. In winter, however, we can have picnics, ride bikes and visit outdoor places like Global Village.

Some people say that winter is too crowded, and it is true that roads and parks are busier. Nevertheless, I think this makes the country feel lively and exciting.

In conclusion, winter gives us the chance to enjoy nature and spend time with our families outdoors. For these reasons, it is definitely my favourite season in the UAE.

Sample Exam 3 · Answer Key

Q	Part	Key	Answer	Skill / focus
1	1 Vocabulary (2)	**B**	colleagues	Vocabulary in context
2	1 Vocabulary (2)	**B**	regulations	Vocabulary in context
3	1 Vocabulary (2)	**B**	deadline	Vocabulary in context
4	1 Vocabulary (2)	**B**	manage	Vocabulary in context
5	1 Vocabulary (2)	**A**	authority	Vocabulary in context
6	2 Grammar (2)	**C**	were playing	G.14.3 Past continuous
7	2 Grammar (2)	**A**	that	G.4.1 Defining relative clauses (that)
8	2 Grammar (2)	**C**	when the storm would end	G.17.4 Indirect / reported questions
9	2 Grammar (2)	**C**	seeing	G.19.2 remember + -ing
10	2 Grammar (2)	**B**	worse	G.1.2 Comparatives (much worse)
11	3A Reading (3)	**B**	anyone who needs food	Specific information
12	3A Reading (3)	**C**	in 2016	Specific information
13	3A Reading (3)	**B**	A family put a fridge outside their home during Ramadan.	Specific information
14	3A Reading (3)	**C**	volunteers	Specific information
15	3A Reading (3)	**B**	hunger and food waste	Details
16	3A Reading (3)	**B**	Label home-cooked food with the date.	Details
17	3A Reading (3)	**C**	is no longer fresh or safe to eat	Inference (word meaning)
18	3A Reading (3)	**A**	to explain how community fridges work and why they help	Overall meaning
19	3B Reading (2)	**B**	As sweat evaporates, it carries heat away.	Details
20	3B Reading (2)	**A**	Sweat cannot evaporate easily.	Details
21	3B Reading (2)	**B**	hot, dry skin	Details
22	3B Reading (2)	**B**	from 12:30 to 3 p.m.	Details
23	3B Reading (2)	**A**	mostly possible to stop before it happens	Inference (word meaning)
24	3B Reading (2)	**A**	Move him into the shade, cool his skin and call for help.	Connections
25	3B Reading (2)	**B**	Heat-related illness will become more common.	Predictions
26	3B Reading (2)	**A**	Heatstroke is serious, but it can be prevented and treated if we know the signs.	Overall meaning

Part 4 · Writing: model answers

1.1 Main ideas (model):

The text explains that many students in the UAE choose to live in university housing instead of at home. Living on campus saves travel time, makes it easy to join activities and make friends, and helps students become independent. However, students may miss their families, need patience to share spaces and must follow strict rules. Experts advise students to visit the housing and think carefully before they decide.

1.2 Model response (169 words): Write about whether you think living in university housing is better than living at home.

In my opinion, living in university housing is better than living at home, especially for students who want to become independent.

Students in shared housing have many responsibilities. They must follow the university's regulations about visitors and noise, and they have to keep their rooms and the kitchen clean. They also need to manage their own money and time, because nobody will remind them about deadlines.

Compared with living at home, university housing has clear advantages. Students live close to their classes, so they do not waste time in traffic, and they can join clubs and events easily. On the other hand, they may feel homesick and miss their mother's cooking. Living at home is more comfortable and cheaper.

However, I believe the benefits are greater. Learning to cope with problems on your own builds confidence and prepares you for working life.

In conclusion, although living at home is easier, university housing teaches important life skills. Therefore, I would choose to live on campus if I had the chance.

Sample Exam 4 · Answer Key

Q	Part	Key	Answer	Skill / focus
1	1 Vocabulary (2)	C	severe	Vocabulary in context
2	1 Vocabulary (2)	A	hazardous	Vocabulary in context
3	1 Vocabulary (2)	C	rescue	Vocabulary in context
4	1 Vocabulary (2)	B	skill	Vocabulary in context
5	1 Vocabulary (2)	B	safety	Vocabulary in context
6	2 Grammar (2)	A	was doing	G.14.3 Past continuous
7	2 Grammar (2)	C	who	G.4.1 Defining relative clauses (who)
8	2 Grammar (2)	A	bigger	G.1.2 Comparatives (bigger than)
9	2 Grammar (2)	A	driving	G.19.2 stop + -ing
10	2 Grammar (2)	C	how hail can form	G.17.4 Indirect questions
11	3A Reading (3)	B	sharing a car with people who travel the same way	Specific information
12	3A Reading (3)	A	people with similar routes and schedules	Specific information
13	3A Reading (3)	A	so each person uses their own car only once or twice a week	Specific information
14	3A Reading (3)	A	special parking spaces near the entrance	Specific information
15	3A Reading (3)	B	Fewer cars are on the road.	Details
16	3A Reading (3)	B	rules such as being on time and sharing costs	Details
17	3A Reading (3)	C	do something one after another	Inference (word meaning)
18	3A Reading (3)	A	what carpooling is, its benefits and what it needs to work	Overall meaning
19	3B Reading (2)	A	It can drop to just a few metres.	Details
20	3B Reading (2)	A	They can travel deep into the lungs.	Details
21	3B Reading (2)	C	more patients with breathing difficulties	Details
22	3B Reading (2)	A	a face mask and sunglasses	Details
23	3B Reading (2)	C	easily harmed	Inference (word meaning)
24	3B Reading (2)	B	Majid drives slowly with his headlights on.	Connections
25	3B Reading (2)	C	Dust storms may become more frequent in some regions.	Predictions
26	3B Reading (2)	B	Sandstorms can harm our health, but we can protect ourselves.	Overall meaning

Part 4 · Writing: model answers

1.1 Main ideas (model):

The text explains that many UAE families travel abroad in summer to escape the heat and humidity. However, more people are now staying at home because of cheaper hotel prices, indoor attractions and summer events. Staying saves money and time, while travelling lets families explore new cultures and nature. The writer concludes that the best choice depends on each family's needs.

1.2 Model response (166 words): Write about whether you think families should spend their summer holidays abroad rather than in the UAE.

I think families should spend their summer holidays abroad, although staying in the UAE also has some advantages.

Two years ago, my family spent the summer in Georgia. We stayed in a small village in the mountains, where the temperature was only about 25°C. Every morning, we walked by the river, and in the evening we ate fresh food in the garden. It was much more relaxing than staying inside all day.

Summer in the UAE is very different. It is much hotter and more humid, so we cannot enjoy outdoor activities during the day. Of course, there are amazing indoor places such as theme parks and malls, and hotels are cheaper. However, indoor fun is not the same as fresh air and nature.

In my opinion, travelling is the better choice because it helps us rest, learn about other cultures and spend quality time together.

In conclusion, if a family can afford it, a summer holiday abroad is a wonderful experience that everyone will remember.

Sample Exam 5 · Answer Key

Q	Part	Key	Answer	Skill / focus
1	1 Vocabulary (2)	**B**	roommate	Vocabulary in context
2	1 Vocabulary (2)	**C**	schedule	Vocabulary in context
3	1 Vocabulary (2)	**C**	cope	Vocabulary in context
4	1 Vocabulary (2)	**A**	regulations	Vocabulary in context
5	1 Vocabulary (2)	**C**	community	Vocabulary in context
6	2 Grammar (2)	**B**	were watching	G.14.3 Past continuous
7	2 Grammar (2)	**A**	who	G.4.1 Defining relative clauses (who)
8	2 Grammar (2)	**B**	As a result	G.2.5 Adverbial linkers (result)
9	2 Grammar (2)	**B**	what had caused	G.17.4 Indirect questions (I wondered …)
10	2 Grammar (2)	**C**	can	G.8.1 Present ability (can)
11	3A Reading (3)	**B**	They are usually donated to charity.	Specific information
12	3A Reading (3)	**B**	clean and in good condition	Specific information
13	3A Reading (3)	**C**	around Earth Day and at the start of a new season	Specific information
14	3A Reading (3)	**A**	"bring three, take three"	Specific information
15	3A Reading (3)	**B**	Clothes stay in use longer, so fewer new ones are needed.	Details
16	3A Reading (3)	**A**	Guests meet new people and share ideas.	Details
17	3A Reading (3)	**B**	given for free	Inference (word meaning)
18	3A Reading (3)	**C**	to explain what swap parties are and why they are useful	Overall meaning
19	3B Reading (2)	**A**	It helps the body absorb calcium.	Details
20	3B Reading (2)	**C**	feeling tired	Details
21	3B Reading (2)	**A**	Many people spend most of the day indoors.	Details
22	3B Reading (2)	**C**	early in the morning or late in the afternoon	Details
23	3B Reading (2)	**A**	a lack of something	Inference (word meaning)
24	3B Reading (2)	**A**	Mona, who works in an office all day and drives everywhere	Connections
25	3B Reading (2)	**C**	spends some time in the morning sun and checks his vitamin D level	Predictions
26	3B Reading (2)	**A**	Even in sunny countries, people can lack vitamin D because of their lifestyle.	Overall meaning

Part 4 · Writing: model answers

1.1 Main ideas (model):

The text explains that clear house rules make shared living happier. Rules usually cover cleaning, noise, guests and shared things. Experts say that everyone should help to create the rules, so that people follow them and argue less, and that rules should be fair and change over time. The main purpose of house rules is respect, not control.

1.2 Model response (155 words): Write about whether you think every shared home needs clear house rules.

I strongly believe that every shared home needs clear house rules.

People who live together must follow some basic rules. Everyone has to clean up after themselves and help with the housework. They mustn't play loud music late at night, and they need to ask before using other people's things.

Last year, my two brothers and I often argued about the television and the games console, because each of us wanted to use them at the same time. In the end, my parents made a schedule that showed who could use them and when. After that, the arguments stopped, and we actually started playing games together.

In my opinion, rules are necessary because they make everyone feel respected. Without them, small problems can become big arguments. However, rules should be fair, and everyone should help to make them.

In conclusion, house rules are not about controlling people. They help everyone live together peacefully and happily.

Writing marking guide (suggested)

The specification marks Part 4 out of 40: Question 1.1 (15 marks) and Question 1.2 (25 marks), using a rubric based on the learning outcomes listed. The split below is a suggested guide; follow your school's official rubric where it differs.

Criterion	What a strong answer shows	Marks
1.1 Summarising (ENG.06.WR.S.6.1)	Summarises and paraphrases the main ideas of the 170-word text in 3–4 sentences, in the student's own words, without personal opinion or minor details.	15
1.2 Ideas, opinions and experiences (ENG.06.WR.P.2.1, P.3.1)	Clear opinion that covers all three prompts; simple reasons and explanations; clearly sequenced past experiences with feelings; uses FL.16 opinion, FL.31 past events and FL.20 necessity/obligation language.	9
1.2 Text structure (ENG.06.WR.P.4.1)	Introduction, paragraphs with topic sentences and supporting details, conclusion; clear organisation; cohesive linkers.	8
1.2 Fluency (ENG.06.WR.P.1.1)	Clear, detailed text with comparisons and justifications; a range of simple and some complex structures; meets the 150-word minimum.	8

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