مراجعة نهائية لمفردات نهاية الفصل





تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ⇦ المناهج الإماراتية ⇦ الصف السادس ⇦ لغة انجليزية ⇦ الفصل الأول ⇦ ملفات متنوعة ⇦ الملف

تاريخ إضافة الملف على موقع المناهج: 25-11-2026 13:12:24

المزيد من مادة لغة انجليزية:	ملفات ا كتب للمعلم ا كتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس
	إعداد: Ebrahim Rehab

التواصل الاجتماعي بحسب الصف السادس

صفحة المناهج الإماراتية على فيسببوك

المواد على تلغرام	التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات

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

1	مراجعة نهائية لمفردات نهاية الفصل
2	مراجعة نهائية لمفردات مع الحل (محلول)
3	ملزمة مراجعة نهائية شاملة للغة الإنجليزية نهاية الفصل
4	كل ما يخص اليوم الثاني في الامتحان 26/11/2026
5	كتاب عمل اختبار الكتابة











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



Grade 6 (General)

EOT 1 Final Revision -Term 1 (2026-2027)

Name: ..... **Class:** .....

Prepared by T. Rehab Ebrahim

Academic Year 2026-2027: End-of-Term 1 Exam Test Specifications: Grade 6 GLG - Grade 5 Advanced / 6 General – Stage 2 – A2.1

Grade Level Goal	Grade 6 GLG	Learning Continuum Stage	2
Class	5 Advanced / 6 General	CEFR	A2.1

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

Part	Level	Theme	Vocabulary	Task Description	Learning Outcomes	Construct Limits
Part 1: Vocabulary	Towards Grade Level Goal	Leisure and Free Time	costume, attraction, performance, entrance, hobby, colorful, dessert	Sentence Cloze _____ Choose the correct word to complete the sentence. Choose A or B.	**Reading Strategies** ENG.02.RV.S.3.3: Apply a range of basic reading strategies, including, using visuals, context, first language, culture, experiences, developing oral language, text format and appearance, numbers, dates and proper nouns to understand simple written or multimodal texts on familiar topics that are clearly structured and use simple language.	▪ 5 sentences with one gap ▪ 2 options per sentence (A or B): 1 correct answer and 1 distractor ▪ 2 marks each (total: 10)
		Animals	carnivore, herbivore, habitat, enclosure			
		Our Solar System	telescope, compass, crater, asteroid, science			
		Exploring	explorer, expedition, journey, route, discover, survive			

Par1: Vocabulary

Choose the correct word to complete the sentence. Choose A or B.

1. The actor wore a funny _____ in the school play.

   A. costume B. compass

2. The famous zoo is a popular tourist _____.

   A. habitat B. attraction

3. The dancers gave an amazing _____ on stage.

   A. performance B. expedition

4. We waited at the _____ of the museum.

   A. crater B. entrance

5. My favorite _____ is collecting stamps.

   A. hobby B. route

6. The garden was full of _____ flowers.

   A. colorful B. carnivore

7. We ate chocolate cake for _____ after dinner.

   A. telescope B. dessert

8. A lion is a _____ because it eats meat.

   A. herbivore B. carnivore

9. A rabbit is a _____ because it eats plants.

   A. herbivore B. asteroid

10. The forest is the natural _____ of many wild animals.

    A. entrance B. habitat

T.Rehab

11. The zookeeper put the tiger in a safe _____.

A. enclosure B. journey

12. We used a _____ to look at the stars.

A. compass B. telescope

13. A _____ helps hikers find the right direction.

A. compass B. dessert

14. The large hole on the Moon's surface is called a _____.

A. costume B. crater

15. An _____ is a small rocky object that travels around the Sun.

A. asteroid B. hobby

16. We learn about plants, animals, and the natural world in _____.

A. entrance B. science

17. The brave _____ traveled to a place no one had visited before.

A. explorer B. herbivore

18. The team went on an _____ to explore the jungle.

A. performance B. expedition

19. Our _____ to the mountains took three hours.

A. journey B. enclosure

20. We chose the shortest _____ to reach the village.

A. dessert B. route

21. Scientists hope to _____ a new species of animal.

A. discover B. survive

T.Rehab

22. Animals need food, water, and shelter to _____.

A. discover

B. survive

T. Rehab

Part	Level	Theme	Vocabulary	Grammar
Part 2: Grammar	At Grade Level Goal	**Animals** | How to train animals	beekeeper, falconer, honeycomb, lure, nectar, pollinate, talons, wax, command, guide, service animal, support, independence, obstacle, behaviour, train	G.17.2 Wh-questions G14.1 Past time (past simple (including verb 'to be')) G.4.3 Clauses and Phrases: Imperatives, G8.1 Modals (Must / Must not) G14.2 Past Time (used to/would) G.11.1 Phrasal Verbs (non-separable) G.6.2 Conjunctions (subordinating)
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Gap-Fill _____ Read the text and choose the correct word(s) to complete the sentences. Choose **A**, **B** or **C**.	**Reading Strategies** ENG.02.RV.S.3.3: Apply a range of basic reading strategies, including, using visuals, context, first language, culture, experiences, developing oral language, text format and appearance, numbers, dates and proper nouns to understand simple written or multimodal texts on familiar topics that are clearly structured and use simple language.	▪ 1 descriptive text (A2.1) of 100 words (10% either way) with 5 gaps ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total 10)

Grammar Rules-Grade 6
Final Exam-Term 1

1 Wh-questions

We use question words to ask for information.

Where = place
When = time
What = thing
Who = person
Why = reason

Examples:

- **Where** do bees live?
- **When** did you visit the zoo?



2 Past Simple (including to be)

We use the past simple to talk about things that happened in the past.

- **Regular verbs:** add **-ed** (visit → visited).
- **Irregular verbs:** change the verb (go → went).
- **To be: was / were.**

Examples:

- We **visited** the farm yesterday.
- The animals **were** hungry.



3 Imperatives

We use imperatives to give instructions, orders, or advice. Start with the base form of the verb.

Examples:

- **Feed** the animals carefully.
- **Be** kind to the birds.



4 Modals: Must / Must not

- **Must** means something is necessary or important.
- **Must not** means something is not allowed.

Examples:

- You **must** feed the animals.
- You **must not** touch the wild birds.



5 Past Time: Used to / Would

We use **used to** or **would** to talk about past habits or repeated actions.



Examples:

- I **used to** visit the farm every weekend.
- We **would** watch the birds every morning.

*Note: We usually use **used to** for past situations, too. For example: "I used to have a pet rabbit."*

6 Phrasal Verbs (Non-separable)

A phrasal verb combines a verb with another word. In a non-separable phrasal verb, the words stay together.

Examples:

- **Look after** = take care of.
  The beekeeper looks after the bees.
- **Look for** = try to find.
  The falconer looked for his bird.



7 Conjunctions

Conjunctions connect words or ideas.

And	But	So	Because	However
= adds information.	= shows a difference.	= shows a result.	= gives a reason.	= shows a contrast.
Bees collect nectar and make honey.	The bird was small, but it was strong.	The bird was hungry, so we fed it.	Bees are important because they pollinate flowers.	The animal was tired. However, it continued walking.

Part2:Grammar

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

How to Train Animals

A beekeeper looks after bees, while a falconer trains birds of prey. Last year, our class visited a beekeeper who showed us a honeycomb made of wax. He explained how bees collected nectar and **(1)** _____ flowers. He also told us that bees were important for nature.

At the farm, we met a falconer and learned how he trained his bird. He gave it a **(2)** _____ to help it return to him. The bird used its sharp talons to catch food.

We also met a trainer with a service animal. The animal was trained, **(3)** _____ it could help a person with daily tasks. The trainer said, "**(4)** _____ patient and give clear instructions." Animals **(5)** _____ be treated kindly, and trainers must never hurt them.

1. A. pollinate	**B. pollinated**	**C. pollinating**
2. A. honeycomb	**B. lure**	**C. wax**
3. A. Where	**B. Because of**	**C. so**
4. A. Being	**B. Be**	**C. Were**
5. A. must	**B. must not**	**C. used to**

Training Animals on a Farm

Last weekend, we visited a farm to learn how people train animals. The guide asked us, "**(1)** _____ does a beekeeper collect honey from?" We learned that bees make honeycomb from wax and collect nectar from flowers to pollinate plants.

The farmer told us that he **(2)** _____ use simple commands to train his dog when he was younger. He also explained that falconers look after birds of prey and protect them carefully.

At the farm, we watched a trainer work with a service animal. The animal faced an obstacle, **(3)** _____ it followed its trainer's instructions. The trainer said, "**(4)** _____ calm and never frighten the animal." The birds were beautiful, **(5)** _____ visitors were not allowed to touch them because their talons were sharp.

1. A. When	B. What	C. Who
2. A. use to	B. is used to	C. used to
3. A. so	B. but	C. because
4. A. Staying	B. Stay	C. Stayed
5. A. and	B. However	C. but

T. Rehab

Helping Animals

Yesterday, our class visited an animal centre. The guide asked us, "**(1)** _____ do service animals help people?" We learned that these animals support people and give them more independence.

One trainer told us that she **(2)** _____ train dogs to follow simple commands when she worked on a farm. The dogs learned to guide people safely and overcome each obstacle.

The trainer explained that animals need patience **(3)** _____ clear instructions. One young dog was afraid of a new obstacle, **(4)** _____ the trainer encouraged it to try again. The dog finally crossed it successfully.

The guide reminded us, "**(5)** _____ patient with animals, and never frighten them." We all enjoyed the visit because we learned how to care for animals responsibly.

1. A. How	**B. Where**	**C. Who**
2. A. use to	**B. used to**	**C. using to**
3. A. but	**B. so**	**C. and**
4. A. but	**B. because**	**C. so**
5. A. Being	**B. Be**	**C. Were**

T. Rehab

A Visit to the Animal Centre

Last Monday, our class visited an animal centre to learn how trainers care for animals. Our teacher asked, "**(1)** _____ did the falconer take his bird?" He explained that he took it to a quiet field to practise flying. Later, another student asked, "**(2)** _____ did the training begin?" The falconer said it began early in the morning.

The falconer **(3)** _____ the bird carefully before the lesson started. He used a lure to guide it back to his glove. At the centre, we also met a beekeeper who looked after hundreds of bees. He showed us a honeycomb made of wax and explained how bees collect nectar.

One bee landed near a flower, **(4)** _____ the beekeeper explained how bees help pollinate plants. Before we left, our guide said, "**(5)** _____ attention to the instructions and never frighten the animals!"

1.	**A. When**	**B. Where**	**C. Who**
2.	**A. Where**	**B. Why**	**C. When**
3.	**A. checked**	**B. check**	**C. checks**
4.	**A. because**	**B. but**	**C. so**
5.	**A. Paid**	**B. Pay**	**C. Paying**

T. Rehab

Part	Level	Theme		
Part 3A: Reading	At Grade Level Goal	**Exploring** | Famous modern explorers, How exploring has changed, What are some difficulties explorers face		
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Read the text. Choose the correct answer. Choose **A**, **B** or **C**.	**Comprehension Skills** Specific Information: 4 x ENG.02.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar topics that are clearly structured and use simple language. Details: 2 x ENG.02.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language. Inference 1 x ENG.02.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object and unknown expressions from their position in a text when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language. Overall Meaning 1 x ENG.02.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language.	▪ 1 descriptive text (A2.1) of 150-170 words (10% either way – Max: 187) ▪ 8 questions with 3 options, one of which is the correct answer (3 marks each, total: 24)

Part3A: Reading Read the text. Choose the correct answer. Choose A, B or C.

Exploring the World

Modern explorers travel to discover new places and learn about our planet. One famous explorer is Felicity Aston, a British scientist and adventurer. In 2012, she became the first woman to ski alone across Antarctica using only her own power. Her solo journey was difficult because she faced freezing temperatures, strong winds, and dangerous ice.

Before starting her expedition, Felicity had to organize her equipment, food, and clothing carefully. She also planned her route to stay safe during the long journey. Good leadership and careful planning are important for explorers because they often face unexpected problems.

Other explorers travel to deserts, mountains, and oceans. Some even cross the equator to study different environments and wildlife. Modern technology, such as GPS devices and satellite phones, helps explorers find their way and contact others in emergencies. However, explorers still need courage, patience, and determination. Their adventures help scientists understand the world better and inspire young people to explore new places.

1. Who is Felicity Aston?

A. A British scientist and adventurer
B. A famous mountain climber from Australia
C. A scientist who studies ocean animals

2. What did Felicity do in 2012?

A. She crossed the equator on foot.
B. She skied alone across Antarctica.
C. She climbed the highest mountain in the world.

3. Why was her journey difficult?

A. She lost all her equipment.
B. She could not find any food.
C. She faced freezing temperatures and strong winds.

T.Rehab

4. What did Felicity organize before her expedition?

A. Her equipment, food, and clothing
B. A group of tourists
C. A science lesson for children

5. Why is planning important for explorers?

A. It makes every journey short.
B. It helps them stay safe and prepare for problems.
C. It allows them to avoid using equipment.

6. What does the word "solo" mean in the text?

A. With a large group
B. With a guide
C. Alone

7. How does modern technology help explorers?

A. It helps them find their way and contact others.
B. It stops bad weather from happening.
C. It makes dangerous places completely safe.

8. What is one benefit of modern exploration?

A. It prevents people from visiting new places.
B. It helps scientists understand the world better.
C. It removes the need for careful planning.

T.Rehab

Exploring the World: Then and Now

In the past, explorers travelled to distant places using simple maps and compasses. Their journeys were often dangerous because they knew little about the environment. Today, modern technology, such as satellites and GPS devices, makes exploring easier and safer.

Modern explorers visit places like the Amazon rainforest to study its rich biodiversity. They discover new plants and animals and learn how different species survive. Some plants may be poisonous, but scientists study them carefully to find useful substances for medicine. Explorers also use cameras and special equipment to study remote areas without disturbing wildlife.

However, exploring still has challenges. Heavy rain, dangerous animals, and difficult paths can make journeys risky. For example, reaching a hidden waterfall may require hours of walking through thick forest. Modern explorers must protect nature and respect local communities. Their discoveries help us understand our planet and find ways to protect it for future generations.

1. How has exploring changed over time?

A. Explorers no longer visit dangerous places.
B. Technology has made exploring easier and safer.
C. Explorers now travel only by boat.

2. Why do explorers study the Amazon rainforest?

A. To build new roads and houses.
B. To find places for large farms.
C. To learn about its biodiversity.

3. What do scientists study some poisonous plants for?

A. To find useful substances for medicine.
B. To make animals leave the rainforest.
C. To stop all plants from growing.

T.Rehab

4. Which of the following is NOT mentioned as a challenge for explorers?

A. Heavy rain.
B. Dangerous animals.
C. Traffic jams.

5. Why do explorers use cameras and special equipment?

A. To change the weather in remote areas.
B. To study places without disturbing wildlife.
C. To make forests easier to cross.

6. What can we infer about exploring today?

A. Explorers still need to prepare carefully, even with modern technology.
B. Modern technology has removed every danger from exploring.
C. Scientists no longer need to visit natural places.

7. Why is protecting the environment important during exploration?

A. It helps explorers finish their journeys faster.
B. It makes every plant safe to touch.
C. It helps preserve nature for future generations.

8. What might happen if explorers disturb wildlife too much?

A. All animals will become easier to find.
B. Animals may lose safe places to live and survive.
C. The rainforest will become larger immediately.

T.Rehab

The Challenges of Mountain Exploration

Mountain exploration is an exciting adventure, but it can be difficult and dangerous. Climbers who want to reach a high summit must prepare carefully. At high altitude, the air contains less oxygen, so breathing becomes harder. Climbers may feel tired or dizzy, especially when they climb too quickly.

Before starting their journey, explorers spend time planning and checking their gear. They need warm clothes, strong boots, food, and safety equipment. Good preparation helps them deal with unexpected problems. Many climbers also rest at a base camp before moving higher up the mountain. This gives their bodies time to adjust to the altitude.

Another major challenge is the weather. Strong winds, heavy snow, and freezing temperatures can make climbing dangerous. Explorers need endurance, patience, and teamwork to continue safely. Sometimes, they must turn back instead of reaching the summit. Although this can be disappointing, returning safely is more important than finishing the climb. Experienced explorers understand that making wise decisions is part of a successful adventure.

1. What is the main idea of the text?

A. Mountain exploration is easy for everyone.
B. Climbers should avoid using safety equipment.
C. Mountain explorers face difficulties and need careful preparation.

2. Why is breathing harder at high altitude?

A. There is less oxygen in the air.
B. The weather is always hot.
C. Climbers carry too much food.

3. What is the purpose of a base camp?

A. To help climbers reach the summit immediately.
B. To give climbers a place to rest and adjust to the altitude.
C. To protect climbers from every kind of danger.

T.Reno

4. Which of the following is NOT mentioned as a difficulty for climbers?

A. Freezing temperatures.

B. Strong winds.

C. Heavy traffic.

5. Why do explorers check their gear before climbing?

A. To make sure they have the equipment they need.
B. To avoid walking up the mountain.
C. To make the summit lower.

6. What can we infer when climbers decide to turn back?

A. They have forgotten their goal.
B. They may be making a wise decision to protect their safety.
C. They are always unable to climb mountains.

7. Why are endurance and teamwork important during a climb?

A. They make bad weather disappear.
B. They allow climbers to reach every summit in one day.
C. They help climbers manage difficulties and continue safely.

8. What should explorers do before climbing a high mountain?

A. Prepare carefully and check their equipment.
B. Start climbing without resting.
C. Ignore changes in the weather.

T.Rehab

Part	Level	Theme		
Part 3B: Reading	**Beyond Grade Level Goal**	**Our Solar System** | Planets and Space Science, Asteroids and Space Events		
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Read the text. Choose the correct answer. Choose **A**, **B** or **C**.	**Comprehension Skills** Details: 4 x ENG.02.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language. Inference 2 x ENG.02.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object and unknown expressions from their position in a text when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language. Connections 1 x ENG.02.RV.CS.3.1: Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to help understand the topic or structure of new content when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language. Overall Meaning 1 x ENG.02.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language.	▪ 1 narrative text (A2.2) of 150-170 words (10% either way – Max: 187) ▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)

Part 3B: Reading

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

A Journey Through the Solar System

Last Friday, Mia visited a space science museum with her class. She watched a film about the eight planets and imagined travelling through space. The guide explained that each planet follows an **orbit** around the Sun. Mia was surprised to learn that planets are very different in size and appearance.

Earth is a **solid planet** with mountains, oceans, and a surface where living things can survive. It also has an atmosphere that contains the air we breathe. Jupiter, however, is a **gas giant** made mostly of gases. It is much larger than Earth.

During the visit, Mia learned how scientists compare planets by measuring their size, circumference, and distance from the Sun. Mercury is the closest planet to the Sun, while Neptune is the farthest. Mia asked many questions and wrote notes in her science notebook. On the way home, she decided to study astronomy because she wanted to understand more about the amazing universe.

1. Where did Mia go last Friday?

A. To a science museum
B. To a planet
C. To a space station

2. What does each planet follow around the Sun?

A. An atmosphere
B. An orbit
C. A circumference

3. What is Earth's surface like?

A. It is made mostly of gases.
B. It has no oceans.
C. It has mountains and oceans.

4. What is Jupiter?

A. A solid planet
B. A gas giant
C. A moon

5. What does Earth's atmosphere contain?

A. The air we breathe
B. Only water
C. Rocks and mountains

6. How do scientists compare planets?

A. By counting their moons only
B. By studying their colours only
C. By measuring their size, circumference, and distance

7. Which planet is farthest from the Sun?

A. Mercury
B. Neptune
C. Earth

8. Why did Mia decide to study astronomy?

A. She wanted to learn more about the universe.
B. She wanted to become a museum guide immediately.
C. She wanted to travel to Mercury the next day.

T.Rehab

A Night of Discovery

Last Saturday, Sara visited an observatory with her uncle, an astronomer. She looked through a powerful telescope and saw a bright comet moving across the sky. Her uncle explained that comets and asteroids travel through the solar system. Asteroids are rocky objects, while comets contain ice and dust.

Sara learned that gravity affects the movement and direction of these objects. Scientists use navigation tools and careful observations to study them. Although dangerous asteroid impacts are rare, scientists collect evidence to predict possible dangers. A large impact could destroy buildings and create a huge crater on Earth.

Sara asked if people could survive such an event. Her uncle explained that scientists work hard to understand these risks and protect our planet. He also showed her a compass and explained how people use it to find directions on Earth. Sara went home excited because she discovered how science helps us understand space and prepare for possible dangers.

1. Who did Sara visit the observatory with?

A. Her science teacher
B. Her uncle
C. Her best friend

2. What did Sara see through the telescope?

A. A bright comet
B. A huge crater
C. A compass

3. What is one difference between asteroids and comets?

A. Asteroids are made only of ice.
B. Comets are always larger than planets.
C. Asteroids are rocky, while comets contain ice and dust.

T.Reha

4. Which of the following is NOT mentioned as a possible result of a large asteroid impact?

A. Buildings could be destroyed.
B. A huge crater could form.
C. The Sun could disappear.

5. Why do scientists collect evidence about asteroids?

A. To predict possible dangers
B. To make comets move faster
C. To change the direction of the planets

6. What can we infer from the passage about scientists?

A. They believe asteroid impacts will happen every day.
B. They study space objects to help protect Earth.
C. They can prevent every asteroid from entering the solar system.

7. Why is it important to study rare asteroid impacts?

A. Because all asteroids destroy Earth.
B. Because comets never move through space.
C. Because understanding possible dangers helps people prepare for them.

8. What did Sara learn about a compass?

A. It helps people find directions on Earth.
B. It helps people see distant comets.
C. It measures the gravity of asteroids.

T.Rehab

<table>
<tr><th>Part</th><th>Level</th><th colspan="2">Theme</th><th>Functional Language</th></tr>
<tr><td rowspan="5">Part 4: Writing</td><td rowspan="5">At Grade Level Goal</td><td colspan="2">The Writing Task will be based around one of these themes:</td><td rowspan="2">FL.27 Describing advantages and disadvantages
FL.16 Expressing opinion</td></tr>
<tr><td colspan="2">Exploring | Mountain Climbing and Survival, Difficulties explorers face (desert / ocean / mountain)</td></tr>
<tr><td colspan="2">Leisure and Free Time | How did you spend your time? (Entertainment and Attractions)</td><td>FL.31 Describing past experiences and events</td></tr>
<tr><td>Task Description</td><td>Learning Outcomes</td><td>Construct Limits</td></tr>
<tr><td>Constructed Writing Response
_____
Write about _____.
- Prompt 1
- Prompt 2
- Prompt 3
Write at least 80 words in complete sentences.</td><td>Spelling
ENG.02.WR.S.2.2: Spell a wide range of words using regular spelling patterns and an increasing range of words with irregular spellings.

Punctuation
ENG.02.WR.S.3.1: Write sentences using capital letters, full stops, commas and question marks correctly, and apostrophes and other punctuation with increasing control.

Fluency in text production
ENG.02.WR.P.1.1: Produce short, simple written or multimodal texts on familiar topics, expressing simple comparisons and justifications where appropriate in a simple list of points and linked sentences, although there may be inaccuracies and some limitations in vocabulary or structure.

Presentation and development of ideas
ENG.02.WR.P.2.1: Express simple ideas, information and opinions on familiar topics using an increasing range of familiar phrases and expressions in short, simple written or multimodal texts with developing coherence, although there may be inaccuracies and some limitations in vocabulary or structure.</td><td>▪ One question with three prompts to elicit a personal narrative.
▪ Word count: 80 words
▪ 40 marks (based on rubric)</td></tr>
</table>

Part 4: Writing

Exploring | Mountain Climbing and Survival

Write a paragraph of at least 80 words in complete sentences.

Imagine you are an explorer planning an adventure in the desert, ocean, or mountains. Write about your adventure using the three prompts below.

- **Prompt 1:** Where would you like to explore, and why?
- **Prompt 2:** What difficulties might you face, and how would you survive?
- **Prompt 3:** What are the advantages and disadvantages of exploring this place? Give your opinion.

I would like to explore the mountains because I love nature and adventure. Mountain climbing is exciting, and I can enjoy beautiful views and discover new places. However, it can be dangerous because the weather may change quickly.

Climbers may face strong winds, cold temperatures, and difficult paths. To survive, I would take warm clothes, enough food and water, and safety equipment. I would also follow the guide's instructions.

In my opinion, mountain climbing is a wonderful experience, but explorers must prepare carefully and always think about their safety.

T.Rehab

Part 4: Writing

Leisure and Free Time | A Day at the Amusement Park

Write a paragraph of at least 80 words in complete sentences.

Write about a day you spent at an amusement park. Use these prompts to help you.

- **Prompt 1:** When did you visit the amusement park, and who went with you?
- **Prompt 2:** What rides and attractions did you enjoy? What activities did you do?
- **Prompt 3:** How did you feel about the experience? What was your favorite part of the day?

A Day at the Amusement Park

Last weekend, I went to an amusement park with my family. We arrived in the morning, and I felt very excited. First, we rode the roller coaster, which was fast and fun. Then, we visited a colourful attraction and took many photos together.

At lunchtime, we ate delicious burgers and ice cream. After that, we played games and watched a funny show. The park was crowded, so we waited a long time for some rides. However, we had a wonderful day.

My favorite part was riding the roller coaster with my brother. I felt happy, and I hope to visit the amusement park again soon.

T.Rehab