

## حل كراسة تدريبية مراجعة وفق الهيكل الوزاري الجديد منهج أكسس



### تم تحميل هذا الملف من موقع المناهج الإماراتية

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

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ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل  
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المزيد من مادة  
لغة انجليزية:

إعداد: مدرسة درب السعادة

### التواصل الاجتماعي بحسب الصف السادس



صفحة المناهج  
الإماراتية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

مراجعة نهائية وفق الهيكل الوزاري منهج أكسس

1

حل نموذج تدريبي axam Mock 7 للاختبار النهائي

2

نموذج تدريبي axam Mock 7 للاختبار النهائي

3

حل نموذج تدريبي axam Mock 6 للاختبار النهائي

4

نموذج تدريبي axam Mock 6 للاختبار النهائي

5



Subject: English

Student's name: \_\_\_\_\_

Grade: 6 / Section: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/2025

## Training Form for the Final Exam

### Answer Keys

Term 1 -2025/2026

### Part 1 A: Vocabulary

|                  |                                              |                          |             |
|------------------|----------------------------------------------|--------------------------|-------------|
| Grade Level Goal | Grade 6 GLG                                  | Learning Continuum Stage | 2           |
| Class            | 6 General                                    | CEFR                     | A2.1        |
| Language Domain  | Reading & Viewing and Writing & Representing | Total Marks              | Reading: 60 |
|                  |                                              | Platform                 | SwiftAssess |
|                  |                                              |                          | Writing: 40 |
|                  |                                              |                          | Paper-based |

| Part                | Level                                                                                                                                                       | Theme                                                                                                                                     | Vocabulary                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                  |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 1A: Vocabulary | Towards Grade Level Goal<br>Apply basic reading strategies, including, using visuals, context, first language, culture and experiences to understand texts. | My Life   Free time activities                                                                                                            | Playing computer games, Taking photos, Reading books, Painting pictures, Free time                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                  |
|                     |                                                                                                                                                             | My Life   Daily routines                                                                                                                  | To meet up, To play football, To eat, To drink, To study, Every day                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                  |
|                     |                                                                                                                                                             | Task Description                                                                                                                          | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                        | Construct Limits                                                                                                                                                 |
|                     |                                                                                                                                                             | <p>Sentence Cloze</p> <p>Choose the correct word(s) from the Word Bank to complete the sentences. There are two words you don't need.</p> | <p><b>Reading Strategies</b><br/>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.</p> | <ul style="list-style-type: none"> <li>10 sentences with one gap</li> <li>Word bank with 10 words and 2 distractors</li> <li>2 marks each (total: 20)</li> </ul> |

### Cloze Sentences: (free time activities)

#### Q1-Choose the correct answer:

- On weekends, I enjoy (**reading books** / running races / cooking dinner) in my room.
- My brother loves (**playing video games** / washing the car / painting the walls) after school.
- We sometimes go (**visiting my grandparents** / fixing bikes / shopping for gold) on Fridays.
- I like (**drawing** / driving / sleeping all day) when I have free time.
- My parents enjoy (**watching movies** / cleaning the street / climbing mountains) in the evening.
- On sunny days, my friends and I like (**riding our bikes** / writing exams / cooking soup) in the park.
- Every night, I spend some time (**reading stories** / fixing machines / doing sports) before bed.
- My sister prefers (**listening to music** / building houses / driving trucks) after homework.
- At the weekend, we often go (**having a picnic** / cleaning the school / doing homework) near the lake.
- Sometimes I help my grandma (**watering the plants** / making robots / building cars) in her garden



Read the text and circle the correct word in each bracket.

Last weekend, my family went to the (**amusement** / animal / busy) park.  
We bought our (**tickets** / fruits / pencils) at the entrance and entered the park.  
First, we tried the (/ lion / **rollercoaster** / office) — it was very fast and exciting!  
Then, we had lunch with (**cheeseburgers** / notebooks / trainers) and juice.  
Before going home, I bought some (/ elephants / books / **cotton candy**) for my little brother.

(daily routine)

Fill in the gaps with these words, there are 2 extra words you will not need.

(to meet up) (to play) (to eat) (to drink) (to study) (everyday) (to do homework) (to have lunch)  
(to review) (to see) (to rest) (to talk)

- I usually **eat** breakfast with my family at 7 a.m.
- My sister likes **to drink** tea in the morning.
- We **meet up** our friends after school to talk and have fun.
- I always **do homework** before dinner.
- My brother loves **play football** with his classmates.
- We **have lunch** at school every day.
- I **review** my lessons in the evening to prepare for tests.
- On weekends, we sometimes **rest** at the park.
- My parents **drink** coffee before going to work.
- I go to bed at 10 p.m. because I need to wake up early **everyday**.



## Part 1 B: Grammar

| Part                | Level                                                                                                                                                                                                                                                 | Theme                                                                                                   | Vocabulary                                                                                                                                                                                                                                                                                                                                                                            | Grammar                                                                                                                                                                                                |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 1B:<br>Grammar | At Grade Level Goal<br>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 texts. | <b>Sport</b>   Be athlete, sports for everyone                                                          | height, older, younger, faster, slower, taller, shorter                                                                                                                                                                                                                                                                                                                               | G.1.2 Adjectives (Comparatives)<br>G.16.1 Subject pronouns – I, you, he, she, it, we, you, they<br>G.1.1 Parts of speech (noun, verb, adjective)                                                       |
|                     |                                                                                                                                                                                                                                                       | <b>School</b>   A Day at School                                                                         | maths, science, Arabic, Islamic education, art and design, French                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                        |
|                     |                                                                                                                                                                                                                                                       | <b>Task Description</b>                                                                                 | <b>Learning Outcomes</b>                                                                                                                                                                                                                                                                                                                                                              | <b>Construct Limits</b>                                                                                                                                                                                |
|                     |                                                                                                                                                                                                                                                       | Multiple-Choice Gap-Fill<br><br>Read the text and choose the correct word(s) to complete the sentences. | <b>Reading Strategies</b><br>5 x ENG.02.RV.S.2.1 : 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. | <ul style="list-style-type: none"> <li>1 descriptive text of 100 words (10% either way) with 5 gaps</li> <li>3 options, one of which is the correct answer</li> <li>2 marks each (total 10)</li> </ul> |

### Text 1

Ali and Omar are brothers. Ali is older than Omar, but Omar is taller. They love running together in the park. Omar runs faster than Ali, but Ali can jump higher. Both boys enjoy playing football every weekend. They always try to help **(c) each other**. Their coach says that Ali is stronger, but Omar is more careful. **(b) They** always listen to their coach and work hard. After training, **(c) they** go home and do their homework. Sports make **(b) them** healthy and happy. Everyone in the family thinks **(c) they** are good athletes.

### Questions (Choose the correct answer):

- (a) himself (b) each (c) each other (d) themselves
- (a) He (b) They (c) She (d) It
- (a) he (b) she (c) they (d) it
- (a) him (b) them (c) he (d) their
- (a) he (b) she (c) they (d) we

### Text 2

Sara and Huda are best friends at school. Sara likes maths, but Huda prefers art. Sara is faster at solving problems, but Huda is more creative. During break time, **(b) they** talk about their favorite subjects. Huda says art is easier than maths, but Sara thinks it's harder. After class, **(b) they** go to the library to study. The librarian knows **(a) them** very well. She helps **(c) them** find good books for their projects. Both girls enjoy learning new things every day because **(c) they** want to be teachers in the future.



### Questions:

1. (a) she (b) they (c) he (d) we
2. (a) he (b) they (c) it (d) she
3. (a) they (b) them (c) their (d) him
4. (a) they (b) he (c) them (d) she
5. (a) she (b) he (c) they (d) we

### Part 2: Reading

| Part            | Level                                                                                                                                                                                                                                    | Theme                                                            | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Grammar                                                                                                                                              |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 2: Reading | Towards Grade Level Goal<br>Identify familiar words and set phrases.<br><br>At Grade Level Goal<br>Identify some details<br><br>Infer the meaning of unknown words for a concrete action or object.<br><br>Identify the overall meaning. | Cinema   Describing Films                                        | special effects, plot, main character, ending, scene, boring, funny, exciting, amazing, sad                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | G.2.8 Adverbs (degree)                                                                                                                               |
|                 |                                                                                                                                                                                                                                          | Task Description                                                 | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Construct Limits                                                                                                                                     |
|                 |                                                                                                                                                                                                                                          | Multiple-Choice<br><br>Read the text. Choose the correct answer. | <b>Comprehension Skills</b><br>Specific Information:<br>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.<br><br>Details:<br>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.<br><br>Inference<br>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.<br><br>Overall Meaning<br>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 of 150-170 words (10% either way)<br>• 5 questions with 3 options, one of which is the correct answer (3 marks each, total: 15) |

### Reading: text 1

Last Friday, my family and I went to the cinema to watch a new adventure movie called *The Lost Island*. The story was **really exciting** and full of surprises. The **main character**, Tom, was an explorer who tried to find a hidden treasure in a mysterious cave. The **special effects** were **very impressive**, especially when the volcano exploded! The music made the movie **even more amazing**.

However, some parts were **too long**, and the **ending** was a bit **sad**. Still, I think it was one of the **most enjoyable** films I have ever seen. My little sister laughed a lot during the funny scenes, while my dad said it was **quite** dramatic. After the movie, we talked about our favorite moments all the way home. I would definitely watch it again because it was **extremely entertaining** and beautifully made.

1. What is the main idea of the text?  
a) A boy describes his school day.  
**b) A family's experience watching a movie.**  
c) A review of a sad book.
2. What was special about the movie?  
**a) The music and special effects.**



- b) The short story.
- c) The boring scenes.
- 3. What did the writer think about the ending?
  - a) It was very happy.
  - b) It was a bit sad.**
  - c) It was funny.
- 4. What does the word “impressive” most likely mean?
  - a) Not interesting.
  - b) Very good or amazing.**
  - c) Too long.
- 5. How did the family feel about the movie?
  - a) They all disliked it.
  - b) They found it exciting and funny.**
  - c) They were angry at the ending.

### Reading text 2

Last night, I watched a new cartoon movie called *The Magic Forest*. It was **really funny** and **very colorful**. The **main character** was a small fox named Lilo who wanted to save her forest from a big storm. The **special effects** were **amazing**, and the animals looked **almost real**. The **music** was **extremely beautiful**, and I enjoyed every song.

The **plot** was simple but interesting. Lilo worked hard and never gave up. Her friends — a bear and a bird — helped her during the journey. The **ending** was **quite happy**, and everyone in the forest danced together. I liked how the movie taught an important lesson about teamwork and caring for nature.

I think *The Magic Forest* is one of the **best** movies for children. It is **very exciting**, **a little sad**, and **full of adventure**. I would love to watch it again with my friends!

- 1. What kind of movie is *The Magic Forest*?
  - a) A cartoon movie**
  - b) A scary movie
  - c) A science-fiction movie
- 2. Who is the main character in the film?
  - a) A small fox named Lilo**
  - b) A big bear
  - c) A boy named Tom
- 3. What lesson does the movie teach?
  - a) To work alone
  - b) To care for nature and work as a team**
  - c) To play games all day
- 4. How was the music in the movie?
  - a) Extremely beautiful**
  - b) Quite boring
  - c) Too loud
- 5. How did the story end?
  - a) The storm destroyed the forest
  - b) Everyone danced happily**
  - c) Lilo lost her friends

## Part 3: Reading

| Part            | Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Theme                                                            | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Grammar                                                                                                                                                                                                |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 3: Reading | <b>At Grade Level Goal</b><br>Identify some details<br><br><b>Beyond Grade Level Goal</b><br>Infer the meaning of unknown words for a concrete action or object and unknown expressions from their position in a text.<br><br>Identify the overall meaning.<br><br>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. | Sports   A Healthy Life                                          | Healthy, Go for a walk, Stairs, To take the lift, To bring, Warm up, Run on the spot, Ankle, Shoulder, Thighs, Heart, Hip, Arm, Toes, Knees                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | G.8.1 Should / shouldn't for advice<br>G.2.3 Adverbs of frequency<br>G.8.1 Modals (suggestions)                                                                                                        |
|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Task Description                                                 | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Construct Limits                                                                                                                                                                                       |
|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Multiple-Choice<br><br>Read the text. Choose the correct answer. | <b>Comprehension Skills</b><br>Details:<br>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.<br><br>Inference<br>ENG.02.RV.CS.3.1: 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.<br><br>Connections<br>ENG.02.RV.CS.4.1: 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.<br><br>Overall Meaning<br>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. | <ul style="list-style-type: none"> <li>1 narrative text of 120-150 words (10% either way)</li> <li>5 questions with 3 options, one of which is the correct answer (3 marks each, total: 15)</li> </ul> |

### Reading Text1:

Omar was a student who **never** liked sports. He **always** took the lift at school instead of using the stairs. One day, while walking to class, he felt tired and his **legs** hurt. His teacher, Mr. Salem, said kindly, "You **should** do some exercise every day, Omar."

The next morning, Omar decided to change his habits. He started to **go for a walk** with his father after school. He also learned to **warm up** before playing football with his friends. Sometimes he **runs on the spot** when it's too hot to go outside.

After two weeks, Omar felt much better. His **heart** was stronger, and he could climb stairs easily. Now he tells his classmates, "You **shouldn't** sit all day! Move your body and stay healthy." Everyone agrees that Omar looks happier and more active than before.

- What problem did Omar have at the beginning of the story?
  - a) He was always hungry.
  - b) He felt tired and his legs hurt.**
  - c) He couldn't find his teacher.
- What advice did Mr. Salem give Omar?
  - a) He should do some exercise every day.**
  - b) He should sleep in class.
  - c) He should eat more fast food.



3. What activity did Omar start doing with his father?  
  - a) **Going for a walk**
  - b) Watching TV
  - c) Riding a bus
4. What does Omar sometimes do when it's too hot outside?  
  - a) **He runs on the spot.**
  - b) He goes swimming.
  - c) He takes a nap.
5. What is the main idea of the story?  
  - a) **Exercise helps people stay healthy and happy.**
  - b) School is hard work.
  - c) Teachers don't like sports.

## Part 4: Writing

| Part            | Level                                                                                                                                                  | Theme                                                                | Vocabulary                                                                                                                                                                                                                                                                                                                                                   | Grammar                                                                         | Functional Language                                                                                                                                                                 |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 4: Writing | <b>At Grade Level Goal</b><br>Spell a wide range of words using regular spelling patterns and a limited range of words with irregular spellings.       | <b>Cinema</b>   Describing films, what makes a good film             | Term 1 Vocabulary                                                                                                                                                                                                                                                                                                                                            | G.1.2. Adjectives (Comparatives and superlatives)<br>G.8.1 Modals (suggestions) | FL.3 Expressing likes and dislikes<br>FL.9 Talking about film genres and favourites<br>FL.7 Vocabulary to describe film types                                                       |
|                 | Write sentences using capital letters, full stops, commas and question marks correctly, and apostrophes and other punctuation with increasing control. | <b>Task Description</b>                                              | <b>Learning Outcomes</b>                                                                                                                                                                                                                                                                                                                                     |                                                                                 | <b>Construct Limits</b>                                                                                                                                                             |
|                 | Produce short, simple written or multimodal texts, expressing simple comparisons and justifications where appropriate.                                 | <b>Constructed Writing Response</b>                                  | <b>Spelling</b><br>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.                                                                                                                                                                                                   |                                                                                 | <ul style="list-style-type: none"><li>▪ One question with three prompts to elicit an expository text.</li><li>▪ Word count: 80 words</li><li>▪ 40 marks (based on rubric)</li></ul> |
|                 | Express simple ideas, information and opinions with developing coherence.                                                                              | <b>Question</b><br>3 Writing prompts<br><br>Write at least 80 words. | <b>Punctuation</b><br>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.                                                                                                                                                                |                                                                                 |                                                                                                                                                                                     |
|                 |                                                                                                                                                        |                                                                      | <b>Fluency in text production</b><br>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.                          |                                                                                 |                                                                                                                                                                                     |
|                 |                                                                                                                                                        |                                                                      | <b>Presentation and development of ideas</b><br>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. |                                                                                 |                                                                                                                                                                                     |

## Writing Task 1 (80 words)

### Main Question:

What is your favorite film?

1. What is the name of the film and what is it about?
2. Who are the main characters?
3. Why do you like this film?

My favorite cartoon is **"Tom and Jerry."** It is about a cat named Tom and a mouse named Jerry. They are always chasing each other and having funny adventures. The main characters are Tom and Jerry. I like this cartoon because it is very funny and exciting. I enjoy watching their tricks and games. It makes me laugh a lot. I also like the colorful pictures and happy music. It is a fun cartoon to watch.



| Task completion | Structure | Grammar | Vocabulary | Spelling and punctuation | Total |
|-----------------|-----------|---------|------------|--------------------------|-------|
| / 8             | / 8       | / 8     | / 8        | / 8                      | / 40  |

## Writing Task 2

### Main Question:

What makes a good film?

1. What things are important in a good film (story, music, actors, etc.)?
2. Which part of a film do you enjoy the most and why?
3. How is a good film different from a boring one?

A good film has an interesting story, good actors, and nice music. The story should be exciting and easy to understand. I enjoy the action or funny scenes the most because they make me happy and excited. A good film keeps me watching until the end, while a boring film is slow and not fun. The colors, sounds, and characters also make a film enjoyable. Good films teach lessons and make people feel happy or excited.

| Task completion | Structure | Grammar | Vocabulary | Spelling and punctuation | Total |
|-----------------|-----------|---------|------------|--------------------------|-------|
| / 8             | / 8       | / 8     | / 8        | / 8                      | / 40  |

## Writing Task 3

### Main Question:

What kind of films do you prefer?

1. What is your favorite film genre (comedy, action, adventure, etc.)?
2. Who do you usually watch films with?
3. Why do you like this type of film more than others?

I like **adventure films** because they are exciting and fun. These films are about heroes who go on journeys and have many adventures. I usually watch films with my family or my friends. I like adventure films more than other films because they are interesting and keep me happy. The stories are fun, the characters are brave, and there are many exciting scenes. Adventure films make me laugh and enjoy watching them.



| Task completion | Structure | Grammar | Vocabulary | Spelling and punctuation | Total |
|-----------------|-----------|---------|------------|--------------------------|-------|
| / 8             | / 8       | / 8     | / 8        | / 8                      | / 40  |

## Additional worksheet

### Grammar

#### Adjectives (Comparatives)

##### Explanation:

Adjectives describe nouns (people, places, or things).

Comparative adjectives are used to compare **two** people or things.

We usually add **-er** or use **more** before the adjective.

##### Rules & Examples:

- Short adjectives:** add **-er + than**
  - tall → taller than → *Ali is taller than Omar.*
  - fast → faster than → *This car is faster than that one.*
- Long adjectives (2+ syllables):** use **more + adjective + than**
  - beautiful → *This movie is more beautiful than the old one.*
  - interesting → *The book is more interesting than the film.*
- Irregular forms:**
  - good → better than → *This film is better than that one.*
  - bad → worse than → *Today's weather is worse than yesterday's.*

#### Subject Pronouns

##### Explanation:

Subject pronouns replace the name of the person or thing that does the action in a sentence.

| Pronoun | Meaning              | Example                   |
|---------|----------------------|---------------------------|
| I       | the person speaking  | <i>I like English.</i>    |
| You     | the person spoken to | <i>You are my friend.</i> |
| He      | a boy or man         | <i>He plays football.</i> |
| She     | a girl or woman      | <i>She loves movies.</i>  |
| It      | a thing or animal    | <i>It is raining.</i>     |



| Pronoun | Meaning                  | Example                                |
|---------|--------------------------|----------------------------------------|
| We      | the speaker + others     | <i>We are students.</i>                |
| They    | a group of people/things | <i>They watch films every weekend.</i> |

## Parts of Speech (noun, verb, adjective)

### Explanation:

Words in English belong to **different groups** based on their function.

Here are the three main ones in this lesson:

| Part of Speech   | What it does                          | Examples                         |
|------------------|---------------------------------------|----------------------------------|
| <b>Noun</b>      | names a person, place, thing, or idea | <i>Ali, school, cat, movie</i>   |
| <b>Verb</b>      | shows an action or a state            | <i>run, eat, watch, is</i>       |
| <b>Adjective</b> | describes a noun                      | <i>big, happy, red, exciting</i> |