

Final Exam Training Booklet



تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ← المناهج الإماراتية ← الصف السادس ← لغة انجليزية ← الفصل الثالث ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 18:14:50 2026-06-14

ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي | للمدرس

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 الثالث

English EOT3 Review Booklet

1

هيكل الامتحان أسئلة وتدريبات 2026م

2

Review for Reading and Maze Test

3

الوزاري الهيكلي وفق Mega Revision Booklet

4

مراجعة أوراق عمل الوحدة التاسعة Earth Planet الأسبوع السادس

5



Subject: English

Student's name: _____

Grade: 6 / Section: _____

Date: ____/____/2026

**Final Exam Training Booklet-
Term 3-2025/2026**

Part 1: Vocabulary

Academic Year 2025-2026: End of Term 3 Exam Test Specifications: Grade 6 GLG - Grade 6 General- Stage 2 – A2.1

Grade Level Goal Class	Grade 6 GLG 6 General	Learning Continuum Stage CEFR	2 A2.1
Language Domain	Reading & Viewing	Total Marks Platform	100 SwiftAssess

Part	Level	Theme	Vocabulary
Part 1: Vocabulary	Towards Grade Level Goal	Animals Animals Around the World, Helping Animals, Describing Animals	adapt, climate, habitat, landscape, predator, prey, region, survive, wildlife, care, condition, danger, hygiene, illness, protect, shelter, treatment, appearance, dangerous, domestic, massive, peaceful, powerful, spotted, striped
		Planet Earth Clean Energy, A Story About the Future, Land and Water	conservation, environment, protect, recycle, renewable, resource, waste, wind, community, decision, improve, local, problem, project, responsibility, solution, coast, desertification, erosion, flood, region, soil, valley, volcano
		Task Description	Learning Outcomes
		Sentence Cloze Choose the correct word(s) to complete the sentences. There are five words you do not need.	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. • Word Bank of 10 words (A-J), 5 of which are distractors • 5 sentences (1-5) • 2 marks each (total: 10)

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.

Q1-Use these words to complete the sentences:

(adapt, climate, habitat, landscape, predator, prey, region, survive, wildlife, care)

1. Some animals can _____ to life in very cold places.
2. The desert _____ in the UAE is usually hot and dry.
3. A jungle is a natural _____ for monkeys and parrots.
4. The mountain _____ was covered with snow and trees.
5. A shark is a dangerous _____ in the ocean.



Q2-Use these words to complete the sentences:

(prey, region, survive, wildlife, care, adapt, climate, habitat, landscape, predator)

1. Small fish are often the _____ of larger sea animals.
2. The Arctic is a cold _____ near the North Pole.
3. Cactus plants can _____ in very dry deserts.
4. Many tourists visit Kenya to see the amazing _____.
5. People should take _____ of animals and protect them.

Q3-Use these words to complete the sentences:

(condition, danger, hygiene, illness, protect, treatment, healthy, germs, safety, doctor)

1. Wearing a helmet can _____ your head from injuries.
2. Dirty water can cause serious _____ in children.
3. Good _____ helps people stay clean and healthy.
4. Crossing the road without looking is a _____.
5. The patient's _____ improved after resting for two days.

Q4-Use these words to complete the sentences:

(shelter, treatment, appearance, dangerous, domestic, wild, rescue, healthy, cage, owner)

1. The vet gave the injured dog special _____.
2. Lions are _____ animals and should not live with people.
3. A cat is a common _____ animal in many homes.
4. During the storm, the campers looked for _____.
5. The panda's black and white _____ makes it easy to recognize.

Q5-Use these words to complete the sentences:

(massive, peaceful, powerful, spotted, striped, furry, wild, noisy, hungry, fast)

1. Tigers are _____ animals with black lines on their bodies.
2. Giraffes are _____ animals with brown marks on their skin.
3. Elephants are _____ animals that can knock down trees.
4. The whale was so _____ that it looked bigger than a bus.
5. Dolphins are usually _____ animals that do not attack people.



Q6-Use these words to complete the sentences:

(conservation, environment, protect, recycle, renewable, future, pollution, energy, planet, nature)

1. Solar power is a type of _____ energy.
2. People should _____ plastic bottles instead of throwing them away.
3. Trees help _____ the Earth by cleaning the air.
4. Air pollution is harmful to the _____.
5. Water _____ helps save natural resources for the future.

Q7-Use these words to complete the sentences:

(resource, waste, wind, community, decision, future, recycle, energy, nature, protect)

1. The teacher asked the class to make a good _____ about saving water.
2. Strong _____ can help produce electricity from turbines.
3. Water is an important natural _____ for all living things.
4. Throwing plastic into the sea creates a lot of _____.
5. The whole _____ worked together to clean the beach.

Q8-Use these words to complete the sentences:

(improve, local, problem, project, responsibility, solution, teamwork, clean, help, save)

1. Students worked together on a science _____ about clean energy.
2. Everyone has a _____ to protect the environment.
3. The school wants to _____ the playground by planting more trees.
4. Air pollution is a serious _____ in big cities.
5. The beach clean-up was a _____ event for the whole area.

Q9-Use these words to complete the sentences:

(solution, coast, desertification, erosion, flood, drought, river, climate, soil, land)

1. A long period without rain can cause a _____ in farming areas.
2. Strong rain can lead to a _____ that damages homes and roads.
3. The _____ is the land next to the sea.
4. Wind and water can cause soil _____ over time.
5. Cutting down trees can increase _____ in dry areas.



Q10-Use these words to complete the sentences:

(flood, region, soil, valley, volcano, mountain, earthquake, desert, river, coast)

1. Heavy rain can cause a _____ that damages houses and roads.
2. A _____ is a low area of land between hills or mountains.
3. A _____ can erupt and release lava and ash.
4. Plants grow in healthy _____ that contains nutrients.
5. The Amazon is a large _____ with many plants and animals.

Part 2: Grammar

Part	Level	Theme	Grammar	
Part 2: Grammar	At Grade Level Goal	Planet Earth Talking about Hobbies, My Weekend	G.1.2 Adjectives (comparatives) G.1.3 Adjectives (superlatives) G.12.1 Prepositions of place G.6.1 Conjunctions (coordinating) G.14.1 Past time past simple including verb to be G.2.2 Adverbs (sequencing) G.4.1 Adjectives for description	
		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 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.	• 1 narrative text (A2.1) of 100-110 words (10% either way) with 5 gaps • 3 options, one of which is the correct answer • Items can require: -One word (e.g., <i>went</i>) -OR multiple words (e.g., <i>is going, has been playing</i>) • 2 marks each (total 10)

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.

Read the text and choose the correct answer between brackets:

Text 1:

Lina and Sara are good friends who love sports. Lina is (**strong / stronger / more strong**), but Sara is even (**strong / stronger / more strong**) when they train together. Last month, they joined a school fitness competition. Lina trained every day, but Sara trained (**carefully / more carefully / most carefully**) and improved a lot. During the race, Lina started quickly, but Sara



ran (**fast / faster / fastest**) in the final part. In the end, Sara finished first, and Lina finished second. Lina was happy for her friend because Sara is (**fit / fitter / more fit**) than Lina. Both girls agreed that training harder makes you healthier and more confident.

Text 2:

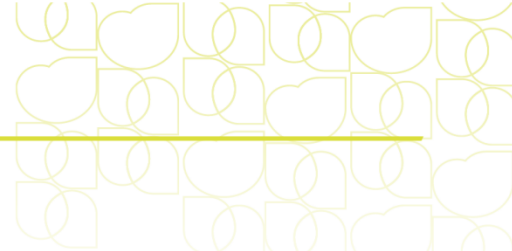
Tom, Ali, and Sara are classmates who enjoy sports. Tom is tall, but Ali is the (**tall / taller / tallest**) in the class. Sara thinks Ali is also the (**fast / faster / fastest**) runner. Last week, their school organized a sports day. Tom tried hard, but Ali jumped the (**high / higher / highest**) in the long jump. Sara ran well, but Ali finished the race in the (**short / shorter / shortest**) time. Everyone cheered for Ali because he was the (**good / better / best**) athlete in the competition. The teacher said Ali showed great effort and became the (**strong / stronger / strongest**) student in sports that day.

Text 3:

Maya is looking for her school bag before class starts. She checks her desk, but it is (**in / on / under**) the chair. Then she looks (**in / on / under**) her table and finds her pencil case there. Her friend tells her that the bag might be (**in / on / behind**) the classroom door. Maya walks (**in / on / into**) the corridor and checks carefully. Finally, she sees her bag (**in / on / next to**) the teacher's desk. She smiles because everything is in the right place, and she is ready for her lesson.

Text 4 :

Tom wanted to go to the park, (**or / but / so**) it started raining. He stayed at home, (**and / but / so**) he read a book. His sister wanted to watch a movie, (**but / or / so**) Tom wanted to play games. They could not decide, so their mother helped them choose a film. Tom liked action movies, (**yet / but / so**) his sister liked cartoons. In the end, they watched a movie together, (**and / but / so**) they were both happy. Tom learned that making decisions is easier when you listen to others and work together.



Text 5:

Yesterday, Tom (**was / were / is**) at school early. He (**go / went / goes**) to the library before class started. His friends (**is / was / were**) in the playground playing football. Tom (**is / was / were**) very happy because he met them there. They (**play / played / were playing**) together during the break. After school, Tom (**go / went / goes**) home and (**do / did / does**) his homework. It (**is / was / were**) a busy but fun day for him. In the evening, he (**is / was / were**) tired, so he went to bed early.

Text 6:

(**First / Next / After that**) Sara woke up early on Sunday morning. She was excited because she had a school trip to the museum. (**First / Next / After that**) she got dressed and prepared her backpack. (**First / After that / Finally**) she ate breakfast quickly with her family. (**Next / After that / Finally**) she met her friends at school, and they waited for the bus together. (**Next / After that / Finally**) the bus arrived, and they travelled to the museum.

Text 7:

Maya visited a (**beautiful / tall / noisy**) garden near her house. She saw a (**colorful / tall / noisy**) butterfly flying over the flowers. The trees were very (**tall / noisy / small**), and the birds made (**beautiful / tall / small**) sounds. Maya felt very happy because everything looked so (**beautiful / noisy / tall**).

Text 8:

Maya went to school early because she had an important day. She was (**happy / happier / happiest**) than usual because there was a science project competition. Her group was the (**good / better / best**) in the class. They worked in a room (**in / on / next to**) the library. Ali, her friend, was (**tall / taller / tallest**) than Maya, so he placed the posters on the wall. Sara was the (**fast / faster / fastest**) writer in the group. The teacher said their project was the (**good / better / best**) in the school. It was a successful and exciting day.



Text 9:

During the school science exhibition, Sam arrived early because he (**was / were / is**) responsible for setting up his group's project. He felt (**nervous / more nervous / most nervous**) than usual, but his team was the (**good / better / best**) in preparation. The project board was placed (**in / on / next to**) the main entrance, so many students saw it first. Sam (**was / were / is**) taller than his partner, so he helped fix the top posters. The lights suddenly went off, (**and / but / or**) they continued working using a torch. (**Next / After that / Finally**) they presented confidently and impressed the judges.

Part 3A: Reading

Part	Level	Theme		
Part 3A: Reading	Towards Grade Level Goal	Planet Earth Protecting the Environment, Land and Water		
		Task Description	Learning Outcomes	Construct Limits
		True, False, Not Given Read the text. Choose the correct answer. Choose True, False or Not Given for each statement.	Comprehension Skills Details: 3 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. 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 expository text (A1.2-A2.1) of 150-170 words (10% either way) 6 statements with 3 options, one of which is the correct answer (4 marks each, total: 24) - Ensure one of each: True (supported), False (contradicted), Not Given (no evidence)

Comprehension Skills

Details:

3 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.

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.



Read the text. Choose the correct answer

Choose True, False, or Not Given for each statement.

Text 1:

Planet Earth is the only known planet that supports life. It has land, water, and air, which are essential for all living things. Forests, oceans, deserts, and mountains are different environments that support a wide variety of animals and plants. However, the Earth is facing many environmental problems today. Pollution from factories, cars, and plastic waste is harming air, water, and soil. Cutting down trees also destroys animal habitats and increases climate change. Protecting the environment is very important for the future of the planet. People can help by recycling waste, saving water, planting trees, and using renewable energy like wind and solar power. Governments and communities are also working to reduce pollution and protect natural resources. If everyone takes small actions, the Earth can become cleaner and healthier. Protecting the environment is not only a choice but a responsibility for all humans.

1. Planet Earth is the only known planet that supports life.

True / False / Not Given

2. The text says oceans are not important for life.

True / False / Not Given

3. Pollution can harm air, water, and soil.

True / False / Not Given

4. Cutting down trees helps animal habitats grow.

True / False / Not Given

5. Renewable energy includes wind and solar power.

True / False / Not Given

6. The text says only governments are responsible for protecting the environment.

True / False / Not Given



Text 2 :

Land and water are two important parts of Planet Earth that support all living things. Land includes mountains, deserts, valleys, and forests, while water includes rivers, lakes, seas, and oceans. Together, they create different habitats for plants and animals. Many people and animals depend on land for food, shelter, and farming, while water is needed for drinking, cleaning, and survival. However, land and water are being affected by human activities. Pollution from plastic waste, chemicals, and oil can damage rivers and oceans. Overuse of land for buildings and cutting down trees can lead to soil erosion and desertification. It is important to protect both land and water by reducing pollution, recycling waste, and using resources wisely. Saving water and keeping land clean helps protect nature for future generations. If we care for these natural resources, we can keep the Earth healthy and safe for all living creatures.

1. Land includes mountains, deserts, and forests.

True / False / Not Given

2. Water is only found in oceans.

True / False / Not Given

3. Animals depend on land for food and shelter.

True / False / Not Given

4. Pollution can damage rivers and oceans.

True / False / Not Given

5. Cutting down trees can cause soil erosion.

True / False / Not Given

6. The text says land and water do not need protection.

True / False / Not Given



Part 3B: Reading

Part	Level	Theme		
Part 3B: Reading	At Grade Level Goal	Animals Ocean Creatures, My Opinion About Animals, Animal Adaptations		
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answer. Choose A, B or C.	Comprehension Skills Details: 3 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 argumentative text (A2.1) of 120-150 words (10% either way) 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

Comprehension Skills

Details:

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

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

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.



Read the texts and choose the correct answer. Choose A, B or C

Text 1:

Many people think ocean creatures are not important, but this idea is wrong. Ocean animals like fish, dolphins, and turtles play a big role in keeping the sea healthy. For example, fish help balance the food chain, and turtles keep oceans clean by eating jellyfish and sea plants. Without these animals, the ocean would become unhealthy and full of problems. Some people also believe that humans should not protect sea animals because it is too expensive. However, protecting ocean life is necessary because people depend on the sea for food and jobs. If we continue to pollute the ocean, many creatures will disappear. In my opinion, we must protect ocean creatures by reducing plastic waste and keeping the sea clean. This will help both animals and humans in the future.

Questions :

1. **What is the main idea of the text?**
 - a) Ocean creatures are not important
 - b) Ocean creatures are important
 - c) Oceans are too small
2. **What do fish help to do?**
 - a) Destroy plants
 - b) Balance the food chain
 - c) Clean the air
3. **What do turtles eat according to the text?**
 - a) Jellyfish and sea plants
 - b) Plastic only
 - c) Rocks
4. **Why should we protect ocean creatures?**
 - a) Because it is fun
 - b) Because oceans are empty
 - c) Because people depend on the sea
5. **What will happen if we pollute the ocean?**
 - a) More fish will appear
 - b) Animals will disappear
 - c) Water will become sweet
6. **What is one way to protect the ocean?**
 - a) Add more plastic
 - b) Reduce plastic waste
 - c) Catch more turtles



7. The writer thinks protecting sea animals is:

- a) unnecessary
- b) important
- c) impossible

Text 2:

I believe animals are very important and we should protect them. Animals are not just part of nature; they also help keep the world balanced. For example, birds help spread seeds, and bees help flowers grow. Many animals also give us food, like cows, chickens, and fish. However, some people think animals are not important or they only live for humans to use. I disagree with this idea because animals have their own life and value. If people harm animals or destroy their habitats, many species may disappear. This can also affect humans in a negative way. In my opinion, we should treat animals with kindness and respect. We can help by protecting their homes, avoiding pollution, and not hunting them unfairly. Animals deserve care because they are part of our planet.

Questions :

1. **What is the main idea of the text?**
 - a) Animals are not useful
 - b) Animals are important and should be protected
 - c) Only humans matter
2. **What do bees help to do?**
 - a) Make honey only
 - b) Help flowers grow
 - c) Destroy plants
3. **What do some animals provide for humans?**
 - a) Food
 - b) Cars
 - c) Buildings
4. **What happens if habitats are destroyed?**
 - a) Animals may disappear
 - b) Animals become stronger
 - c) Nothing changes



5. **The writer thinks animals should be treated with:**
 - a) fear
 - b) kindness
 - c) anger
6. **What is one way to help animals?**
 - a) Protect their homes
 - b) Pollute water
 - c) Cut more trees
7. **The writer disagrees with people who think animals are:**
 - a) important
 - b) valuable
 - c) not important

Text 3 :

I believe animal adaptations are very important for survival. Adaptations are special features or behaviours that help animals live in different environments. For example, polar bears have thick fur to stay warm in freezing places, while camels can survive long periods without water in the desert. Some animals also change their colour to hide from predators. Many people do not think about how amazing these changes are, but they are very important in nature. Without adaptations, many animals would not survive in their habitats. I think we should learn more about animal adaptations because they show how smart and strong nature is. We should also protect animals and their environments so they can continue to adapt and live safely. In my opinion, understanding adaptations helps us respect wildlife more.

Questions:

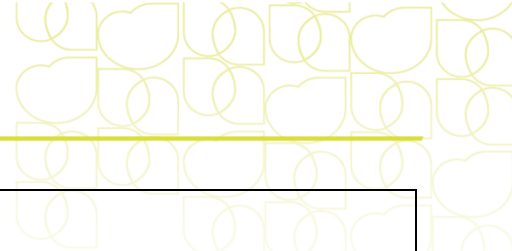
1. **What is the main idea of the text?**
 - a) Animals are dangerous
 - b) Animal adaptations are important for survival
 - c) Animals do not change
2. **What helps polar bears stay warm?**
 - a) Thin fur
 - b) Thick fur
 - c) No fur
3. **What can camels do?**
 - a) Live in water
 - b) Fly
 - c) Survive without water for a long time



4. **Why do some animals change colour?**
 - a) To hide from predators
 - b) To become bigger
 - c) To swim faster
5. **What happens without adaptations?**
 - a) Animals would survive easily
 - b) Animals would not survive in their habitats
 - c) Nothing changes
6. **What should we protect?**
 - a) Only cities
 - b) Animals and their environments
 - c) Only humans
7. The writer thinks adaptations are:
 - a) important
 - b) useless
 - c) dangerous

Part 3C: Reading

Part	Level	Theme		
Part 3C: Reading	Beyond Grade Level Goal	Planet Earth Planet Earth, Our Daily Habits		
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answer. Choose A, B or C.	Comprehension Skills Details: 3 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.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. Connections 1 x 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. 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 transactional text (A2.1-A2.2) of 120-150 words (10% either way) ▪ 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)



Comprehension Skills

Details:

3 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.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.

Connections:

1 x 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.

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.

Read the emails and choose the correct answer. Choose A, B or C

Email 1:

Dear Students,

As part of our school's Planet Earth Awareness Campaign, we are planning an environmental activity next week. The main goal of this project is to help students understand the importance of protecting our planet. All students will participate in different tasks such as recycling waste, planting trees, and cleaning the school garden. You will also attend a short presentation about pollution, climate change, and renewable energy. Please remember to bring gloves and a water bottle on the activity day. Students will work in groups to complete their tasks safely and responsibly. Your participation is very important because small actions can make a big difference to the environment. Let us work together to protect Planet Earth for future generations.

Best regards,
School Environment Team



Questions:

1. **What is the main purpose of the activity?**
 - a) To sell products
 - b) To protect Planet Earth
 - c) To travel outside school
2. **What will students NOT do in the activity?**
 - a) Plant trees
 - b) Clean the garden
 - c) Watch a movie
3. **What should students bring?**
 - a) Books only
 - b) Gloves and a water bottle
 - c) Food for animals
4. **What will students learn about?**
 - a) Sports rules
 - b) History of schools
 - c) Pollution and climate change
5. **How will students work?**
 - a) Individually only
 - b) In groups
 - c) Online only
6. **Why is participation important?**
 - a) Because small actions matter
 - b) Because it is optional
 - c) Because it is a holiday
7. **The message encourages students to:**
 - a) ignore the environment
 - b) protect the Earth
 - c) avoid school activities



Email 2:

Dear Students,

As part of our “Our Daily Habits” awareness week, we are encouraging everyone to think about their everyday routines and how they affect health and the environment. Good habits such as eating healthy food, drinking enough water, sleeping early, and exercising regularly can improve your well-being. We also remind students to reduce bad habits like wasting food, using too much plastic, and spending too much time on screens. During this week, you will complete a habit diary and record your daily activities at home and school. You will also discuss in groups how small changes in daily habits can lead to a healthier lifestyle. Please bring your diary every day and be ready to share your ideas. Remember, building good habits today helps create a better future.

Best regards,
School Health Team

Questions:

- 1. What is the main purpose of the activity?**
 - a) To sell food
 - b) To improve daily habits
 - c) To plan a holiday
- 2. What is a good habit mentioned in the text?**
 - a) Wasting food
 - b) Eating healthy food
 - c) Using plastic
- 3. What will students do during the week?**
 - a) Watch movies
 - b) Travel abroad
 - c) Keep a habit diary
- 4. What should students avoid?**
 - a) Drinking water
 - b) Exercising
 - c) Spending too much time on screens
- 5. Where will students record their activities?**
 - a) In a diary
 - b) On social media
 - c) In a textbook



6. **Why are good habits important?**
 - a) They help create a better future
 - b) They are only for school
 - c) They are not important
7. **Students will discuss habits in:**
 - a) sports teams
 - b) exams
 - c) groups

Additional worksheets Vocabulary

- **adapt:** to change to live better in a new place
- **climate:** the usual weather of a place
- **habitat:** the natural home of an animal or plant
- **landscape:** the natural features of an area
- **predator:** an animal that hunts other animals
- **prey:** an animal that is hunted for food
- **region:** an area or part of a place
- **survive:** to stay alive
- **wildlife:** animals and plants living in nature
- **care:** to look after something or someone
- **condition:** the state of something or someone
- **danger:** something that can cause harm
- **hygiene:** keeping clean to stay healthy
- **illness:** being sick or unwell
- **protect:** to keep safe from harm
- **shelter:** a place that protects from danger or weather
- **treatment:** medical help for illness or injury
- **appearance:** how someone or something looks
- **dangerous:** likely to cause harm
- **domestic:** animals that live with people
- **massive:** very big
- **peaceful:** calm and not violent
- **powerful:** very strong
- **spotted:** having spots or marks
- **striped:** having lines or stripes
- **conservation:** protecting nature and resources



- **environment:** the natural world around us
- **protect:** to keep safe
- **recycle:** to use something again
- **renewable:** can be replaced naturally
- **resource:** something useful like water or energy
- **waste:** unwanted or useless material
- **wind:** moving air
- **community:** people living or working together
- **decision:** a choice you make
- **improve:** to make better
- **local:** from a nearby area
- **problem:** something that is wrong or difficult
- **project:** a piece of planned work
- **responsibility:** something you must do or take care of
- **solution:** an answer to a problem
- **coast:** land next to the sea
- **desertification:** land turning into desert
- **erosion:** soil being worn away by wind or water
- **flood:** too much water covering land
- **soil:** the top layer of earth where plants grow
- **valley:** low land between hills or mountains
- **volcano:** a mountain that can erupt lava

Grammar:

1. Adjectives (Comparatives)

Comparatives are used to compare **two people or things**.

Structure:

- **Adjective + -er + than**
- **more + adjective + than**

Examples:

- My house is **bigger than** yours.
- This book is **more interesting than** that book.



2. Adjectives (Superlatives)

Superlatives are used to compare **three or more people or things**.

Structure:

- **the + adjective + -est**
- **the most + adjective**

Examples:

- He is **the tallest** student in class.
- This is **the most difficult** question.

3. Prepositions of Place

Prepositions show **location (where something is)**.

Structure:

- **noun + preposition + place**

Examples:

- The pen is **on** the table.
- The cat is **under** the bed.

4. Conjunctions (Coordinating)

Conjunctions join **words or sentences**.

Structure:

- **sentence + conjunction + sentence**

Examples:

- I was tired, **so** I slept early.
- She likes apples **and** oranges.



5. Past Simple (Verb "to be")

We use **was / were** to talk about the past.

Structure:

- **I / he / she / it + was**
- **you / we / they + were**

Examples:

- I **was** at home yesterday.
- They **were** happy last night.

6. Adverbs (Sequencing)

Sequencing words show the **order of events**.

Structure:

- **First / Next / After that / Finally + sentence**

Examples:

- **First**, I woke up.
- **Next**, I had breakfast.

7. Adjectives for Description

Adjectives describe **people, places, or things**.

Structure:

- **adjective + noun**

Examples:

- a **beautiful** garden
- a **small** dog

Good Luck