

كتيب مراجعة نهائية وفق الهيكل الوزاري 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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المزيد من مادة
لغة انجليزية:

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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 على شاكلة الاختبار النهائي منهج أكسس

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نموذج اختبار نهائي وفق الهيكل الوزاري منهج أكسس

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حل نموذج اختبار تدريبي Exam Mock وفق الهيكل الوزاري الجديد

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رؤية المدارس الأهلية الخيرية إعداد جيل لديه انتماء للوطن قادر على استخدام تقنيات العصر لتحقيق مراكز متقدمة
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National Charity School /Dubai Girls

Academic Year 2025/2026

English Department

Final Revision booklet(Term 1)

Grade 6

Prepared by

T. Hiba Al.naami



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Academic Year 2025-2026: End of Term 1 Exam Test Specifications

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

Part	Level	Theme	Vocabulary
Part 1A: Vocabulary	Towards Grade Level Goal 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
		Sentence Cloze Choose the correct word(s) from the Word Bank to complete the sentences. There are two words you don't 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. Construct Limits • 10 sentences with one gap • Word bank with 10 words and 2 distractors • 2 marks each (total: 20)

The targeted vocabulary from each unit :

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)

VOCABULARY

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Part 1 : (Vocabulary)

Question 1 : fill in the blank with the correct words :(20 marks)

Word Bank:

painting pictures /taking photos/ reading book/free time/ playing computer games
to meet up / to eat/ to drink/ to study/ every day/ to play football/ to sleep/ to dance.

- 1- I like _____ with my friends in the park on weekends.
- 2- Every afternoon, I go to the library _____.
- 3- My brother enjoys _____ on his tablet after school.
- 4- We usually _____ at the café after class.
- 5- I use my camera _____ when I travel.
- 6- It's important _____ healthy food every day.
- 7- I love _____ because I can use many colors.
- 8- My friends and I like _____ after school on the field.
- 9- On Sundays, I have a lot of _____ to relax.
- 10- I always drink water when I am thirsty, because it's important _____

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Q2: My Free Time Fill in the Blanks (10 Marks)

Word Bank:

Taking photos / playing computer games/ reading books/ painting pictures/ free time

In my _____, I like to do many fun things. Sometimes I spend time _____
_____ on my computer. I also enjoy _____ of my family and
friends when we go outside. When I want to relax, I love _____ because it
helps me learn new things. On weekends, I sit by the window and start _____
with bright colors. All these activities make my _____ very enjoyable!

⌚ My Daily Routine – Fill in the Blanks(10 Marks)

Word Bank:

to meet up | to play football | to eat | to drink | to study | every day

I wake up early _____ before school. I like _____
breakfast with my family and _____ a glass of milk. After that, I go to
school _____ and learn new things. In the afternoon, I go to the park
_____ with my friends. Before dinner, I also like _____
for my tests. My day is busy, but I enjoy it!



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Part	Level	Theme	Vocabulary	Grammar
Part 18: Grammar	At Grade Level Goal 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.	Sport Be athlete, sports for everyone	height, older, younger, faster, slower, taller, shorter	G.1.2 Adjectives (Comparatives) G.16.1 Subject pronouns – I, you, he, she, it, we, you, they G.1.1 Parts of speech (noun, verb, adjective)
		School A Day at School	maths, science, Arabic, Islamic education, art and design, French	
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	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 descriptive text of 100 words (10% either way) with 5 gaps • 3 options, one of which is the correct answer • 2 marks each (total 10)

Part 2 :Grammar (focused on **comparative adjectives**, **subject pronouns**, and **parts of speech**, using topics like **sports** and **school**.)



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☀ Comparative Adjectives

We use **comparative adjectives** to **compare two people, animals, or things**.

They show the **difference** between them — for example, who is taller, faster, or happier.

✚ How to Form Comparative Adjectives

1. Short adjectives (1 syllable)

Add **-er** to the adjective.

Adjective	Comparative	Example
tall	taller	Ali is taller than Omar.
small	smaller	My bag is smaller than yours.
fast	faster	A car is faster than a bike.

📄 **Rule:** If the adjective ends in **e**, just add **-r**.

Example: nice → **nicer** (This cake is **nicer** than that one.)

📄 **Rule:** If the adjective ends with a **consonant + vowel + consonant**, double the last consonant before adding **-er**.

Example: big → **bigger** (An elephant is **bigger** than a horse.)

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2. Long adjectives (2 or more syllables)

Use **more** + adjective.

Adjective	Comparative	Example
beautiful	more beautiful	This flower is more beautiful than that one.
expensive	more expensive	A car is more expensive than a bike.
interesting	more interesting	English is more interesting than maths.

3. Irregular comparatives

Some adjectives change completely.

Adjective	Comparative	Example
good	better	This book is better than that one.
bad	worse	My test score is worse than last time.
far	farther / further	Dubai is farther than Sharjah.

👉 [Noun/Subject] + [verb] + [comparative adjective] + **than** + [noun/object]

Example:
Sara is **younger than** her brother.
My house is **bigger than** yours.

🌟 Comparative Adjectives

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Adjective Comparative

Example

good	better	This book is better than that one.
bad	worse	My test score is worse than last time.
far	farther / further	Dubai is farther than Sharjah.

Sentence Pattern

👉 [Noun/Subject] + [verb] + [comparative adjective] + than + [noun/object]

Example:

Sara is **younger than** her brother.
My house is **bigger than** yours.

Fill in the blanks with the correct form of the adjective:

1. My cat is _____ (small) than your cat.
2. Today is _____ (hot) than yesterday.
3. This story is _____ (interesting) than the last one.
4. My bag is _____ (heavy) than yours.
5. This exam is _____ (good) than the last one.

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☀ Subject Pronouns

What are Subject Pronouns?

A **subject pronoun** is a word that **takes the place of a person's or thing's name** when it is the **subject** of a sentence (the one doing the action).

Instead of saying names again and again, we use **subject pronouns** to make sentences shorter and easier to read.

The Subject Pronouns in English

Singular (One) Plural (More than one)

I	We
You	You
He	They
She	
It	

Examples in Sentences

Pronoun	Example Sentence
I	I like playing football.
You	You are my best friend.
He	He runs fast. (for a boy/man)
She	She is a good student. (for a girl/woman)
It	It is a sunny day. (for things or animals)
We	We go to school every morning.
They	They are playing basketball.

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Remember:

- “He” is used for **boys or men**.
- “She” is used for **girls or women**.
- “It” is used for **things, animals, or objects**.
- “We” means **me + someone else**.
- “They” means **more than one person or thing**.

Fill in the blanks with the correct **subject pronoun**:

1. _____ am your English teacher.
2. My brother plays football. _____ loves sports.
3. Fatima is very kind. _____ helps everyone.
4. The cat is hungry. _____ wants food.
5. Ali and I are friends. _____ go to school together.
6. The boys are running. _____ are fast.

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☀️ Parts of Speech

Words in English are divided into different groups called **parts of speech**.
Each group tells us what the word **does** in a sentence.

Today, we'll learn about **three main parts of speech**:

☞ **Nouns, Verbs, and Adjectives**

✚ 1. Noun

A **noun** is a **name** of a **person, place, thing, or animal**.

Type	Example
Person	teacher, Ahmed, doctor
Place	school, Dubai, park
Thing	book, pencil, car
Animal	cat, dog, camel

Example sentences:

- The **teacher** is kind.
- I have a **book**.
- The **dog** is in the **park**.

✚ *Tip:* If you can put “a” or “the” before it, it’s often a noun.
→ a car, the school, the teacher

⚡ 2. Verb

A **verb** is an **action word**.
It tells what someone or something **does**.

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Action Example

run He **runs** fast.
eat They **eat** lunch at school.
read I **read** every day.
play We **play** football.

Example sentences:

- She **jumps** high.
- The students **study** hard.
- My father **drives** to work.

✨ Tip: If you can do it, it's a **verb**! (run, jump, eat, sleep, read...)

3. Adjective

An **adjective** describes a **noun**.

It tells us more about a person, place, or thing — like its color, size, shape, or quality.

Type Example

Color red, blue, green
Size big, small, tall
Quality beautiful, smart, funny

Example sentences:

- It is a **big** house.
- The **red** car is fast.
- She is a **kind** girl.

✨ Tip: Adjectives answer questions like:

What kind? (nice, tall)

How many? (three, many)

What color? (blue, yellow)

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Choose the correct part of speech for each word:

Word Noun / Verb / Adjective

teacher _____

run _____

beautiful _____

book _____

eat _____

Q1: Fill in the blank (10 marks)

Be an Athlete — Sports for Everyone

Everyone can enjoy sports. Some people are taller, others are shorter, but that doesn't matter! I like running because I am getting (1) _____ every day. My friend Ahmed plays football; he is (2) _____ than me, but I can run (3) _____. My sister plays basketball; she is (4) _____, so she can reach the hoop easily. We all enjoy sports together because (5) _____ help us stay healthy and happy.

Questions (5 gaps, 3 options each):

1. I am getting _____ every day.
a) fast
b) faster
c) fastest
2. He is _____ than me.
a) older
b) old
c) oldest
3. I can run _____.
a) slow
b) slower
c) faster
4. She is _____.
a) tall
b) taller
c) tallest

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5. _____ help us stay healthy and happy.
- a) It
 - b) We
 - c) They

Q 2 : Sports for Everyone (10 Marks)

Read the text and choose the correct word to complete each sentence.

My friends and I love sports. I like running because I am very fast. Ahmed is
----- (1) than me, but he is older.

Fatima plays football. ____----- (2) likes to run and kick the ball.

Sara is ----- (3) than Fatima, but she can jump high.

We all play together after school. ----- (4) are happy when we play.

Running is fun, and it makes us ----- (5) every day!

Choose the correct word for each blank:

(1)-----

- A. slower
- B. faster
- C. shortest

(2)-----

- A. He
- B. She
- C. It

3)-----

- A. younger
- B. older
- C. taller

(4)-----

- A. I
- B. You
- C. We

5)-----

- A. strong
- B. taller
- C. slower

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Q3: A Day at School

Read the text and choose the correct word to complete each sentence.

Every morning, my friends and I go to school. ----- (1) start our day with maths.
Then we have science. It is ----- (2) than maths, but I like both subjects.
After break, Ahmed and Laila go to art and design. ----- (3) draw pictures and paint.
Fatima is ----- (4) than Laila, but she loves to learn new things.
School is fun because ----- (5) can study, play, and help each other.

Choose the correct word for each blank:

(1)

- A. I
- B. We
- C. You

(2)

- A. easier
- B. fast
- C. short

(3)

- A. They
- B. He
- C. She

(4)

- A. taller
- B. shorter
- C. older

(5)

- A. I
- B. You
- C. Everyone

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Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	Towards Grade Level Goal Identify familiar words and set phrases. At Grade Level Goal Identify some details Infer the meaning of unknown words for a concrete action or object. 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	Comprehension Skills Specific Information: 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: 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.	1 descriptive text of 150-170 words (10% either way) 5 questions with 3 options, one of which is the correct answer (3 marks each, total: 15)
		Read the text. Choose the correct answer.		



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Part 2

1-Reading comprehension (Descriptive Text): “The Amazing Adventure”

Last Saturday, I watched a film called *The Amazing Adventure*. The main character is a young girl named Mia. She goes on an exciting journey to find a hidden treasure. The plot is very interesting because there are many surprises. Some scenes are funny, like when Mia tries to ride a tiny donkey, but some scenes are sad, like when she loses her map.

The special effects are really amazing. The jungle looks so real, and the animals move like they are alive. The ending is very happy because Mia finds the treasure and helps her friends. Overall, the film is extremely exciting, and I liked it a lot. I think my family will also enjoy it because it is both funny and amazing.

1. Who is the main character of the film?

- A) A young boy named Max
- B) A young girl named Mia
- C) A talking donkey

2. What makes the film interesting?

- A) The snacks in the cinema
- B) The plot has many surprises
- C) The advertisements before the film

3. How are the special effects described?

- A) Very bad
- B) Really amazing
- C) A little boring

4. Why is some part of the film sad?

- A) Mia loses her map
- B) Mia eats too much candy
- C) The cinema is too cold

5. What is the overall meaning of the text?

- A) The film is boring and confusing
- B) The film is exciting, funny, and amazing
- C) The film is only about a donkey

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2-Descriptive Text: “The Mystery of the Forgotten Island”

Last weekend, I watched a film called *The Mystery of the Forgotten Island*. The main character, Elena, is an adventurous teenager who explores an uncharted island to uncover its secrets. The plot is extremely intriguing because every scene introduces unexpected twists and hidden clues. Some parts are humorous, like when Elena accidentally triggers a trap and falls into a pile of leaves, but other moments are quite tense, such as when she faces a sudden storm.

The special effects are truly impressive; the waves crash realistically, and the wildlife looks astonishingly lifelike. The ending is very satisfying because Elena solves the island’s mystery and discovers a long-lost treasure while helping the island’s animals. Overall, the film is exciting, clever, and memorable. I would recommend it to anyone who enjoys adventure, suspense, and a touch of humor.

1. Who is the main character of the film?

- A) A young boy named Liam
- B) An adventurous teenager named Elena
- C) A mysterious pirate

2. Why is the plot intriguing?

- A) Every scene introduces unexpected twists and clues
- B) The music is loud and exciting
- C) The island has no animals

3. How are the special effects described?

- A) Truly impressive; waves and wildlife look realistic
- B) Boring and unrealistic
- C) Slightly confusing

4. Which part of the film is tense?

- A) When Elena triggers a trap
- B) When Elena faces a sudden storm
- C) When Elena finds the treasure

5. What is the overall meaning of the text?

- A) The film is clever, exciting, and memorable
- B) The film is too confusing to enjoy
- C) The film is only funny and not exciting

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3-Descriptive Text: “Journey to the Sky Kingdom”

Last Friday, I watched a film called *Journey to the Sky Kingdom*. The story follows Leo, a courageous young boy who dreams of flying to a magical city in the clouds. The plot is very captivating because Leo faces several challenges, including tricky puzzles, stormy skies, and mysterious creatures. Some scenes are hilarious, like when Leo accidentally floats into a giant balloon, but other moments are quite dramatic, especially when he almost falls from a tall cloud bridge.

The special effects are remarkably detailed; the city sparkles with golden towers, and the flying creatures look incredibly real. The ending is extremely satisfying because Leo reaches the Sky Kingdom, solves its ancient mystery, and learns an important lesson about courage and friendship. Overall, the film is exciting, imaginative, and inspiring. I would highly recommend it to anyone who enjoys adventure, fantasy, and a story full of surprises.

1. Who is the main character of the film?

- A) A young boy named Leo
- B) A brave girl named Mia
- C) A magical dragon

2. Why is the plot captivating?

- A) Leo faces several challenges, puzzles, and mysterious creatures
- B) The city is described as dull and empty
- C) The film only focuses on ordinary daily life

3. How are the special effects described?

- A) Remarkably detailed; the city sparkles and creatures look real
- B) Simple and boring
- C) Only black and white

4. Which scene is dramatic?

- A) Leo floats into a giant balloon
- B) Leo almost falls from a tall cloud bridge
- C) Leo eats lunch on the ground

5. What is the overall meaning of the text?

- A) The film is exciting, imaginative, and inspiring
- B) The film is scary and confusing
- C) The film is only about ordinary daily life

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National Charity School / Dubai Girls



رؤية المدارس الأهلية الخيرية إعداد جيل لديه انتماء للوطن قادر على استخدام تقنيات العصر لتحقيق مراكز متقدمة
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Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	At Grade Level Goal Identify some details Beyond Grade Level Goal Infer the meaning of unknown words for a concrete action or object and unknown expressions from their position in a text. Identify the overall meaning. 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 G.2.3 Adverbs of frequency G.8.1 Modals (suggestions)
		Task Description	Learning Outcomes	
		Multiple-Choice	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.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 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 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.	1 narrative text of 120-150 words (10% either way) 5 questions with 3 options, one of which is the correct answer (3 marks each, total: 15)	



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Part 3 (Reading comprehension) Narrative Text

A Healthy Life

Staying healthy is very important. You **should** exercise every day, even if it is for a short time. Many people like to **go for a walk** in the morning or **run on the spot** at home. Before exercising, it is good to **warm up** your **ankles, knees, shoulders, hips, arms, and thighs** to avoid injuries.

Some people take the **lift** to reach their floor, but it is better to use the **stairs** to stay active. You **shouldn't** spend too much time sitting because it can harm your **heart**. Also, try to move your **toes** and stretch your body several times a day. Healthy habits are not only about exercise. You should eat well, drink water, and rest often. Following these tips can make your life healthier and happier.

1. What does the text suggest you do before exercising?

- a) Run very fast
- b) Warm up your muscles
- c) Drink a lot of water

2. Which advice is considered better for staying active?

- a) Take the lift
- b) Use the stairs
- c) Sit for a long time

3. Which part of the body is mentioned as important to warm up?

- a) Fingers
- b) Ankles
- c) Eyes

4. How often should you exercise according to the text?

- a) Every day
- b) Once a week
- c) Rarely

5. What is a consequence of sitting too much?

- a) It can harm your heart
- b) It makes you taller
- c) It improves your memory

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Reading comprehension (Narrative Text)

Liam loves staying active. Every morning, he **goes for a walk** with his dog and sometimes **runs on the spot** if it rains. He **should warm up** his **knees, hips, shoulders, arms, and thighs** before exercising to avoid injuries.

At school, Liam **usually takes the stairs** instead of the **lift**, because it is good for his **heart**. He **shouldn't** sit for too long during lessons or at home. Sometimes, he moves his **toes** and stretches when reading or watching TV.

Liam also plays basketball twice a week. He knows that eating healthy food and drinking water are important too. He believes that small habits, like walking instead of taking the lift and warming up before exercise, make a big difference. His friends say he is energetic and happy, and Liam knows it is because he takes care of his body.

1. What does Liam do if it rains in the morning?

- a) He skips exercise
- b) He runs on the spot
- c) He takes the lift

2. Which advice does Liam follow at school?

- a) Take the lift
- b) Use the stairs
- c) Sit all day

3. Why should Liam warm up before exercise?

- a) To avoid injuries
- b) To eat more
- c) To sleep better

4. How often does Liam play basketball?

- a) Once a week
- b) Twice a week
- c) Every day

5. What is one reason Liam is energetic and happy?

- a) He watches TV
- b) He takes care of his body
- c) He eats candy

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Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	At Grade Level Goal Spell a wide range of words using regular spelling patterns and a limited range of words with irregular spellings. Write sentences using capital letters, full stops, commas and question marks correctly, and apostrophes and other punctuation with increasing control. Produce short, simple written or multimodal texts, expressing simple comparisons and justifications where appropriate. Express simple ideas, information and opinions with developing coherence.	Cinema Describing films, what makes a good film	Term 1 Vocabulary	G.1.2. Adjectives (Comparatives and superlatives) G.8.1 Modals (suggestions)	FL.3 Expressing likes and dislikes FL.9 Talking about film genres and favourites FL.7 Vocabulary to describe film types
		Task Description	Learning Outcomes		Construct Limits
		Constructed Writing Response	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.		- One question with three prompts to elicit an expository text. - Word count: 80 words 40 marks (based on rubric)
		Question 3 Writing prompts Write at least 80 words.			



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Task W5 — Email Invitation to the Cinema (80 – 100 words) (40 marks)

Write an email to a classmate inviting them to watch a film.

Include: • When and where (time, cinema)

• Which type of film and why did you choose it.

• What to bring / how to get there. Use at least two linking words (and, but, because).

Open with Hello ..., and close with See you soon, + your name.

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Handwriting practice lines (dashed lines) for writing the email invitation.