

مخطط تقييم نهاية الفصل



تم تحميل هذا الملف من موقع المناهج الإماراتية

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

تاريخ إضافة الملف على موقع المناهج: 2026-10-25 10:31:50

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: Khazaleh Hekmat

التواصل الاجتماعي بحسب



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب والمادة لغة انجليزية في الفصل الأول

تحميل تطبيق المناهج للهواتف الذكية

تطبيق المناهج على Play Google (أندرويد)

تطبيق المناهج على Store App (آبل)

وَمَا نَيْلُ الْمَطَالِبِ إِلَّا بِالتَّمَنِّيِ
وَلَكِنْ تَأْخُذُ الدُّنْيَا غَلَاظًا

ENGLISH LANGUAGE

THE ASSESSMENT PLANNER

End-of-Term 1 · 2026 – 2027 · CEFR A2.2 → B1.1

Grade 7 Advanced & Grade 8 General · Stage 4

GRADES

7 · 8

ADV · GEN

Read smarter. Write stronger. Score higher.

Q1 · Q2

Writing

Main-idea frames, essay template & 4 model essays (110+ words)

40 marks

PART 1

Vocabulary

25 key words in Arabic & English + 11 sets

10 marks

PART 2

Grammar

4 rules from the specifications + 11 mazes

10 marks

3A · 3B

Reading

10 texts · 80 MCQs with synonym-based answers

40 marks

Who am I? Identity & personality

Scientific Wonders Trenches · volcanoes · reefs

PREPARED BY

Dr. HEKMAT KHAZALEH

Email: Hekmat1977@yahoo.com

Tel: 0543011441

ABOUT THE AUTHOR

Dr. HEKMAT KHAZALEH

English Teacher & Head of Department

Ph.D. in Linguistics · Researcher & Writer



English Teacher & Head of Department

مدرس / رئيس قسم اللغة الانجليزية



UAE Teaching License (Pedagogy & Specialization)

رخصة معلم / الامارات العربية المتحدة / تربوي + اختصاص



Doctorate in Linguistics (Ph.D.)

دكتوراه اللغويات / جامعة مالايا / كوالالمبور

Universiti Malaya: **56th** worldwide

QS World University Rankings 2027

جامعة مالايا - المرتبة 56 عالمياً



Master Degree in Linguistics

ماجستير اللغويات / جامعة آل البيت / الأردن



Bachelor Degree in English

بكالوريوس اللغة الانجليزية / جامعة مؤتة / الأردن



Bachelor Degree in Military Science

بكالوريوس العلوم الادارية و العسكرية / جامعة مؤتة / الأردن



Researcher & Writer

باحث و مؤلف



GOOGLE ME

- ▶ <https://ejournal.um.edu.my/index.php/O-JIE/article/view/52410>
- ▶ <https://ejournal.um.edu.my/index.php/aldaad/article/view/45631>
- ▶ <https://www.researchgate.net/publication/396039638> (Expressions of Reassurance in the Quran)

Email: Hekmat1977@yahoo.com

Tel: 0543011441

CONTENTS

Term 1 · 2026–2027 · Grade 7 Advanced & Grade 8 General · Stage 4 · CEFR A2.2–B1.1

- **Writing Task 1** Main ideas (3–4 sentences) · 2 frames · 4 texts with model answers
- **Writing Task 2** Essay · template · 4 model essays (110+ words)
- **Vocabulary** 25 target words (Arabic · English) · 11 sentence sets
- **Grammar** 4 rules from the specifications · 11 practice mazes
- **Reading Task 1** Who am I? Identity and personality · 5 expository texts × 8 MCQs
- **Reading Task 2** Scientific Wonders · 5 expository texts × 8 MCQs
- **Answer Keys** Every answer key, together on the last pages

How to use this planner: Learn the word bank and the grammar rules first, then do the mazes and reading tests under exam time. In every multiple-choice question the correct answer is a paraphrase (synonym) of the text, while wrong options reuse real words from the text – read for meaning, not for matching words.

Exam Blueprint – End-of-Term 1 Specifications

Question	Spec part	Theme	Task	Construct limits	Marks
Q1 Writing	Part 4 (1.1)	Space · Who am I?	Write the main ideas in your own words (3–4 sentences)	1 text (A2.2–B1.1) of 150 words	15
Q2 Writing	Part 4 (1.2)	Same theme as Q1	Write about ___, 3 prompts (FL.16 · FL.6 · FL.24)	At least 110 words in paragraphs	25
Q Vocabulary	Part 1	The Ocean · Space · Scientific Wonders · Who am I?	MC gap-fill (A, B, C)	5 sentences with one gap each	10
Q Grammar	Part 2	The Ocean: humans and the health of the oceans	MC gap-fill (A, B, C)	Descriptive, 130 words, 5 gaps	10
Q Reading 3A	Part 3A	Who am I? How can we define identity? · What are you like?	Multiple choice (A, B, C)	Expository A2.2–B1.1, 200–230 words, 8 Qs	24
Q Reading 3B	Part 3B	Scientific Wonders: the natural world and what science tells us	Multiple choice (A, B, C)	Expository B1.2, 200–230 words, 8 Qs	16

Totals: Reading 60 · Writing 40 · Exam 100 (Reading: SwiftAssess · Writing: paper-based)

PART 4 · QUESTION 1.1

WRITING TASK 1

Main ideas in your own words · Space · Who am I?

4

practice texts

2

answer frames

3–4

sentences

15

marks

Focus: Find the main facts and arguments, then say them in your own words – never copy whole sentences from the text.

IN THIS PART

- Answer frames A and B
- Useful language: FL.16 · FL.6 · FL.24
- 4 practice texts with model answers

WRITING TASK 1 · MAIN IDEAS

Part 4 · Question 1.1 · 15 marks · 3–4 sentences in your own words

Task: Read the text. Write the main ideas of the text in your own words. Write 3–4 sentences.

To answer the first question, you are advised to use this form

Frame A

The text explains that First, ... However / In addition, ... The writer concludes that

Frame B

According to the passage, ... The writer explains that In addition, ... The main idea is that

Useful language – FL.16 · FL.6 · FL.24

Expressing opinion (FL.16)	Describing places (FL.6)	Asking for and giving advice (FL.24)
In my opinion, ... · I strongly believe that ... · From my point of view, ... · I agree / disagree that ... · The main reason is ...	It is a huge / quiet / modern place. · There is / There are ... · It looks like ... · It is located ... · Inside, you can see ...	What should I do? · Could you give me some advice? · You should ... · You'd better ... · Why don't you ...? · If I were you, I would ...

Q1 checklist: ✓ 3–4 sentences ✓ main ideas only, no small details ✓ your own words – change the words and the sentence order ✓ linking words (First, In addition, However)

Q1 Writing · Text 1: Packing for Space

Theme: Space · What would you take on a space journey? · FL.16 · FL.24 · ≈ 155 words

Packing for a trip to space is very different from packing for a holiday. Every kilogram that goes into a rocket costs a lot of money, so space agencies control exactly what astronauts take.

Most of the bags are filled with essentials. Astronauts need special food in sealed packets, clothes that are easy to wash, and tools for their experiments. Water is recycled on the space station, so they do not need to bring much of it.

However, astronauts are also allowed a small number of personal items. Many choose photos of their families, small books or flags of their countries. When Hazza Al Mansouri flew to the International Space Station in 2019, he took a family photo and shared traditional Emirati dishes with the crew.

Experts say these personal items are important. Living far from home for months can be lonely, and familiar objects help astronauts feel calm and connected to their loved ones.

Q1 Writing Read the text. Write the main ideas of the text in your own words. Write 3–4 sentences. (15 marks)

Model answer (Frame A)

The text explains that astronauts must pack carefully because sending every kilogram to space is very expensive. First, most of their luggage contains necessary things such as food, washable clothes and equipment for experiments. In addition, they can take a few personal objects, like family photos or flags, and Hazza Al Mansouri even shared Emirati food with his crew. The writer concludes that these personal items help astronauts feel less lonely during long missions.

Q1 Writing · Text 2: A Home Above the Clouds

Theme: Space · Describing places (FL.6) · FL.16 · ≈ 158 words

The International Space Station (ISS) is the largest structure humans have ever built in space. It is about the size of a football field and travels around the Earth at about 28,000 kilometres per hour. Because it moves so fast, astronauts see sixteen sunrises and sixteen sunsets every day.

Inside, the station is like a long chain of connected tubes. There is no "up" or "down", so astronauts float from room to room using handles on the walls. They sleep in small cabins, inside sleeping bags fixed to the wall so that they do not drift around.

Daily life needs careful planning. Astronauts exercise for about two hours every day, because their muscles and bones become weak without gravity. They also clean the station, repair equipment and do hundreds of experiments.

Many astronauts say the best part of the ISS is the Cupola, a room with seven windows. From there, they can watch the beautiful blue Earth below.

Q1 Writing Read the text. Write the main ideas of the text in your own words. Write 3–4 sentences. (15 marks)

Model answer (Frame B)

According to the passage, the International Space Station is a huge, fast-moving home where astronauts live and work. The writer explains that it has no up or down, so people float between rooms and sleep in bags attached to the walls. In addition, astronauts must exercise every day to keep their bodies strong, and they spend time cleaning, fixing things and doing experiments. The main idea is that life on the ISS is unusual and organised, but the view of Earth makes it special.

Q1 Writing · Text 3: What Makes a Good Friend?

Theme: Who am I? · How can I be a good friend? · FL.24 · FL.16 · ≈ 162 words

Friendship is one of the most important parts of our lives. Research shows that people with strong friendships are often happier, less stressed and even healthier than people who feel lonely.

So, what makes a good friend? Psychologists agree on several qualities. The first is trust. A good friend keeps your secrets and tells you the truth, even when it is difficult. The second is respect. True friends accept your opinions and your differences, and they never try to change who you are.

Good friends are also good listeners. Instead of thinking about what to say next, they pay attention and try to understand how you feel. Finally, friends support each other in difficult times, not only when everything is fun.

Of course, friendship takes effort. Experts advise young people to make time for their friends, to apologise when they make mistakes and to celebrate their friends' successes. As one saying goes, "To have a good friend, you must first be one."

Q1 Writing Read the text. Write the main ideas of the text in your own words. Write 3–4 sentences. (15 marks)

Model answer (Frame A)

The text explains that friendship has a big effect on our happiness and health. First, it describes the main qualities of a good friend, such as trust, respect, careful listening and support during hard times. In addition, the writer advises young people to spend time with their friends, to say sorry for their mistakes and to be happy for their friends' achievements. The writer concludes that we need to be good friends ourselves if we want to have good friends.

Q1 Writing · Text 4: What Are You Like?

Theme: Who am I? · What are you like? · FL.16 · FL.24 · ≈ 162 words

Describing your own personality is surprisingly difficult. When we describe others, we usually notice their behaviour. When we describe ourselves, however, we often focus on what we think and feel, and we may not see ourselves clearly.

One useful method is to ask people who know you well. Your family, friends and teachers can tell you which qualities they notice most. You may discover that others see you as patient or creative.

Another method is to think about your actions. Do you prefer to plan everything, or do you enjoy surprises? Do you feel energetic after a party, or do you need time alone to relax? Your answers can reveal a lot about your personality.

It is also important to remember that personality is not fixed. With practice, a shy person can become a confident speaker, and a disorganised student can learn to manage time. Knowing what you are like is the first step to becoming the person you want to be.

Q1 Writing Read the text. Write the main ideas of the text in your own words. Write 3–4 sentences. (15 marks)

Model answer (Frame B)

According to the passage, it is hard to describe our own personality because we do not always see ourselves clearly. The writer explains that we can learn about ourselves by asking family, friends and teachers which qualities they see in us. In addition, thinking about our everyday choices and reactions can show what kind of person we are. The main idea is that personality can change with effort, so understanding ourselves helps us to improve.

PART 4 · QUESTION 1.2

WRITING TASK 2

Write about ____ · FL.16 · FL.6 · FL.24

4

model essays

3

prompts

110+

words

25

marks

Focus: Answer all three prompts in paragraphs: describe, give your opinion with reasons, and give clear advice.

IN THIS PART

- The 4 parts of an introduction
- Conclusion phrases, essay skeleton and essay template
- 4 model essays (110+ words)

WRITING TASK 2 • ESSAY

Part 4 • Question 1.2 • 25 marks • at least 110 words in paragraphs

The 4 Parts of an Essay Introduction

Hook → Thesis Statement → Purpose → Your Touch

1. Hook	2. Thesis Statement	3. Purpose	4. Your Touch
عبارة جاذبة	العنوان مع بيان أهميته	الهدف من المقال	لمسة الكاتب (وعد برأي ونصيحة)
As a matter of fact... There is no doubt that... It is undeniable that... It has been recognized that... Undoubtedly, ... First and foremost, ...	_____ is a debatable matter, as there are opposing opinions regarding it. _____ is a debatable issue, with opinions divided over its implications. _____ is widely discussed as a significant matter that deserves to be highlighted.	The current essay aims to reveal / discuss / explain / clarify / elaborate / unveil ... • Advantages & disadvantages of ... • Reasons and solutions of ... • Causes and effects of ... • A personal point of view concerning ...	Moreover, ... / Further, ... / Furthermore, ... / In addition, ... / Also, ... a personal opinion along with some recommendations will be proposed in the conclusion.
في الواقع... لا شك أن... مما لا يمكن إنكاره أن... لقد أُقرَّ بأن... بلا شك... أولاً وقبل كل شيء... شيء...	تُعدّ _____ مسألة مثيرة للجدل، إذ توجد آراء متباينة بشأنها. تحظى _____ بنقاشٍ واسعٍ باعتبارها مسألة مهمة تستحق تسليط الضوء عليها.	تهدف هذه المقالة إلى الكشف عن / مناقشة / شرح / توضيح / تفصيل / إظهار	علاوة على ذلك... وبالإضافة إلى ذلك... سيتم طرح رأي شخصي مصحوباً ببعض التوصيات في الخاتمة.

The Conclusion

Concluding Phrase	Opinion	Recommendation
Finally, / In conclusion, / To sum up, / To conclude, / Last but not least, / Lastly,	I do believe that / In my opinion, / From my point of view, / From my perspective, ...	As a result, I recommend that ... / As a consequence, I recommend that ...
أخيراً، ...	في رأيي ...	ونتيجة لذلك، ...

Essay skeleton – 4 paragraphs

Paragraph	What to write	Starters
1 Introduction	Hook + thesis + purpose + your touch	As a matter of fact, ... The current essay aims to reveal ... As well as, a personal opinion ...

2 Body – Description / reasons	Prompts 1 and 2: describe (FL.6) and give your opinion (FL.16)	First and foremost, there are several ... to be considered. For instance, ... Also, ... Further, ... Moreover, ...
3 Body – Advice	Prompt 3: 3–4 pieces of advice (FL.24)	Undoubtedly, there are a lot of ... to be suggested in this context. For example, ... Furthermore, ... In addition, ...
4 Conclusion	Opinion + recommendation	In conclusion, I do believe that ... As a consequence, I recommend that ...

Essay template – use it as a reference for every essay

Introduction: As a matter of fact, _____ is widely discussed as a significant matter that deserves to be highlighted. The current essay aims to reveal _____. As well as, a personal opinion along with some recommendations will be presented in the conclusion.

Body 1: First and foremost, there are several _____ to be considered. For instance, _____. Also, _____. Further, _____. Moreover, _____.

Body 2: Undoubtedly, there are a lot of _____ to be suggested in this context. For example, _____. Furthermore, _____. In addition, _____. Also, _____. Moreover, _____.

Conclusion: In conclusion, I do believe that **further research and studies must be conducted to reorient priorities and raise awareness concerning this topic.** As a consequence, I recommend that **people should think intelligently about their choices before making decisions.**

Fill the blanks with your own ideas. The model essays below follow this template but vary the hook, thesis, purpose, opinion and recommendation.

Checklist: ✓ at least 110 words ✓ 4 paragraphs ✓ all 3 prompts answered ✓ opinion phrases (FL.16) ✓ advice phrases (FL.24) ✓ a recommendation

Q2 Writing · Model Essay 1: Packing for Space

Q2 Writing Write about what you would take on a journey to space. (25 marks)

- ▶ Describe three things you would take with you and explain why.
- ▶ Say what you think you would miss most about life on Earth.
- ▶ Give advice to a friend who dreams of becoming an astronaut.

Write at least 110 words in paragraphs.

As a matter of fact, travelling to space is widely discussed as a significant dream that deserves to be highlighted. The current essay aims to reveal what I would take on a space journey. As well as, a personal opinion along with some recommendations will be presented in the conclusion.

First and foremost, there are several items I would take. For instance, I would pack a family photo to feel close to my parents. Also, I would take my diary to record my experiences. Further, I would bring a small UAE flag to show my identity. Moreover, I think I would miss my mother's cooking and walking on the beach.

Undoubtedly, there are a lot of pieces of advice to be suggested for future astronauts. For example, you should study science and mathematics carefully. Furthermore, you need to exercise every day. In addition, you should learn to stay calm under pressure.

In conclusion, I do believe that space travel needs both knowledge and courage. As a consequence, I recommend that young people never give up on their dreams.

Word count: 178 words

Q2 Writing · Model Essay 2: Life on a Space Station

Q2 Writing Write about what life would be like on a space station. (25 marks)

- ▶ Describe the space station and what you would see there.
- ▶ Say whether you would like to live there for six months, and why.
- ▶ Give advice to someone who is going to the space station for the first time.

Write at least 110 words in paragraphs.

It is undeniable that living on a space station is widely discussed as a significant matter that deserves to be highlighted. The current essay aims to describe life on the space station. As well as, a personal opinion along with some recommendations will be presented in the conclusion.

First and foremost, there are several features of the station to be considered. For instance, it is a long chain of white tubes full of computers and handles. Also, there is no up or down, so astronauts float everywhere. Further, the windows show the blue Earth and sixteen sunrises every day. Moreover, I would love to live there, because the view would be amazing.

Undoubtedly, there are a lot of tips to be suggested for new astronauts. For example, you should follow your daily schedule carefully. Furthermore, you must exercise for two hours a day. In addition, you should call your family often so that you do not feel lonely.

In conclusion, I do believe that life on the station is difficult but unforgettable. As a result, I recommend that every astronaut enjoys the view as often as possible.

Word count: 187 words

Q2 Writing · Model Essay 3: How Can I Be a Good Friend?

Q2 Writing Write about how you can be a good friend. (25 marks)

- ▶ Describe your best friend and the qualities you admire in him or her.
- ▶ Say what you think makes a friendship strong, and why.
- ▶ Give advice to a new student who wants to make friends.

Write at least 110 words in paragraphs.

There is no doubt that friendship is widely discussed as a significant matter that deserves to be highlighted. The current essay aims to explain how we can be good friends. Furthermore, a personal opinion along with some recommendations will be presented in the conclusion.

First and foremost, there are several qualities of my best friend, Ahmed, to be considered. For instance, he is honest and always tells me the truth. Also, he is patient and helps me with mathematics. Further, he respects my opinions even when we disagree. Moreover, I believe that trust is what makes a friendship strong, because friends need to feel safe with each other.

Undoubtedly, there are a lot of pieces of advice to be suggested for new students. For example, you should smile and introduce yourself to classmates. Furthermore, you could join a club to meet people with the same interests. In addition, you should listen more than you talk.

In conclusion, I do believe that a good friend is honest, loyal and kind. As a consequence, I recommend that students treat others the way they want to be treated.

Word count: 185 words

Q2 Writing · Model Essay 4: What Are You Like?

Q2 Writing Write about what you are like. (25 marks)

- ▶ Describe your personality and your best qualities.
- ▶ Say which skills you would like to develop, and why.
- ▶ Give advice to younger students who want to feel more confident.

Write at least 110 words in paragraphs.

It has been recognized that understanding our personality is a significant matter that deserves to be highlighted. The current essay aims to describe what I am like. Moreover, a personal opinion along with some recommendations will be presented in the conclusion.

First and foremost, there are several qualities that describe me. For instance, I am curious and I love asking questions in science lessons. Also, I am responsible, so I always finish my homework on time. Further, my friends say that I am a good listener. Moreover, I would like to develop my public speaking skills, because I want to become a lawyer one day.

Undoubtedly, there are a lot of pieces of advice to be suggested for younger students. For example, they should try new activities, even if they feel nervous. Furthermore, they should practise speaking in front of their family first. In addition, they must not compare themselves with others.

In conclusion, I do believe that everyone has special qualities. As a consequence, I recommend that students focus on their strengths and work patiently on their weaknesses.

Word count: 179 words

PART 1 · TOWARDS GRADE LEVEL GOAL

VOCABULARY

The Ocean · Space · Scientific Wonders · Who am I?

25

target words

11

sentence sets

55

gaps

10

marks

Focus: Read the whole sentence – the wrong options are other target words. Watch the pairs that students mix up: **weather / climate, arteries / veins, qualities / skills, respect / trust.**

IN THIS PART

- Word bank: 25 words with Arabic and English meanings
- 11 practice sets (5 sentences each)

VOCABULARY • 1. WORD BANK

Part 1 • 25 target words from the specifications • Arabic and English meanings

Theme: The Ocean

#	Word	Type	Arabic meaning	Short English meaning
1	pollution	noun	التلوث	harmful things in the air, water or land
2	toxins	noun	سموم	poisonous substances
3	predator	noun	حيوان مفترس	an animal that hunts and eats other animals
4	carnivore	noun	حيوان لاحم (آكل لحوم)	an animal that eats meat
5	creature	noun	مخلوق / كائن حي	any living animal
6	bacteria	noun	بكتيريا	very small living things; some cause illness

Theme: Space

#	Word	Type	Arabic meaning	Short English meaning
7	climate	noun	المناخ	the usual weather of a place over a long time
8	weather	noun	الطقس	the conditions outside on a particular day
9	gravity	noun	الجاذبية	the force that pulls things towards the ground
10	oxygen	noun	الأكسجين	the gas that we need to breathe
11	mission	noun	مهمة	an important journey or job, for example into space
12	experiment	noun	تجربة علمية	a scientific test to find something out

Theme: Scientific Wonders

#	Word	Type	Arabic meaning	Short English meaning
13	canyon	noun	وادي عميق (أخدود)	a deep valley with very steep sides
14	volcano	noun	بركان	a mountain that can send out hot lava and gas
15	arteries	noun	شرايين	tubes that carry blood away from the heart
16	veins	noun	أوردة	tubes that carry blood back to the heart
17	trench	noun	خندق بحري / أخدود	a long, very deep valley in the ocean floor
18	reef	noun	شعاب (مرجانية)	a line of rock or coral near the surface of the sea
19	erosion	noun	التعرية / التآكل	the slow wearing away of rock or soil by water, wind or ice

Theme: Who am I?

#	Word	Type	Arabic meaning	Short English meaning
20	identity	noun	الهوية	who a person is: name, culture, beliefs and values
21	personality	noun	الشخصية	the kind of person you are
22	qualities	noun	صفات	good parts of a person's character
23	skills	noun	مهارات	abilities you get by learning and practice
24	respect	noun	احترام	a feeling that someone is important and should be treated well
25	trust	noun	ثقة	believing that someone is honest and will not hurt you

Grammar-text vocabulary (Part 2: The Ocean | humans and the health of the oceans)

Word	Arabic meaning	Short English meaning
plastic	بلاستيك	a light material made in factories
chemicals	مواد كيميائية	substances made or used in science and industry
garbage / trash	قمامة	things you throw away
toxins	سموم	poisonous substances
floats	يطفو	stays on top of the water
harbor	ميناء / مرفأ	a safe area of water where boats stay
installed	رُكِّب	put a machine in place
current	تيار مائي	water that moves in one direction
machine	آلة	equipment that does a job
technology	تكنولوجيا	scientific knowledge used in practical ways
huge	ضخم	very big
pollution	التلوث	harmful things in the environment

VOCABULARY · 2. PRACTICE SET

Choose the correct word(s) to complete the sentences. Choose A, B or C. (5 sentences × 2 marks)

Q Vocab · Set 1: The Ocean 1

- Plastic bags and oil spills cause serious _____ in the sea.
 a) gravity b) pollution c) trust
- Some factories pour dangerous _____ into rivers, and these poisons reach the ocean.
 a) qualities b) arteries c) toxins
- The shark is a powerful _____ that hunts fish and seals.
 a) predator b) volcano c) mission
- The deep sea is home to many strange _____ that glow in the dark.
 a) experiments b) creatures c) identities
- Not all _____ are harmful; some help us to digest our food.
 a) bacteria b) canyons c) skills

Q Vocab · Set 2: The Ocean 2

- A killer whale is a _____ because it eats meat such as fish and seals.
 a) reef b) climate c) carnivore
- Scientists found _____ in the fish, so people were told not to eat them.
 a) qualities b) toxins c) missions
- Some _____ in dirty water can make swimmers ill.
 a) volcanoes b) veins c) bacteria
- The octopus is a clever sea _____ with eight arms.
 a) weather b) trench c) creature
- Air _____ from big ships is also a problem for ocean life.
 a) respect b) erosion c) pollution

Q Vocab · Set 3: Space 1

- On the Moon, _____ is much weaker, so astronauts can jump very high.
a) gravity b) climate c) oxygen
- Astronauts carry tanks of _____ because there is no air to breathe in space.
a) bacteria b) gravity c) oxygen
- The Hope Probe's _____ was to study the atmosphere of Mars.
a) mission b) identity c) trench
- On the ISS, astronauts do an _____ to see how plants grow without gravity.
a) erosion b) reef c) experiment
- The _____ in Dubai today is sunny and hot, with a light wind.
a) weather b) climate c) gravity

Q Vocab · Set 4: Space 2

- The _____ of Mars is cold and dry all year round.
a) weather b) mission c) climate
- Without _____, everything on Earth would float away.
a) oxygen b) pollution c) gravity
- Sultan Al Neyadi's six-month _____ on the ISS made the UAE proud.
a) mission b) creature c) canyon
- Plants produce _____, which humans and animals need to live.
a) toxins b) oxygen c) gravity
- The students did an _____ to find out which material keeps ice frozen the longest.
a) experiment b) mission c) identity

Q Vocab · Set 5: Scientific Wonders 1

- The Grand _____ in the USA was cut by the Colorado River over millions of years.
a) Canyon b) Trench c) Reef
- Mount Etna is an active _____ that sometimes sends hot lava into the sky.
a) trench b) volcano c) reef
- _____ carry blood away from the heart to the rest of the body.
a) Veins b) Trenches c) Arteries
- Blood returns to the heart through the _____.
a) arteries b) reefs c) veins
- The Mariana _____ is the deepest place in the ocean, about 11 kilometres deep.
a) Canyon b) Trench c) Volcano

Q Vocab · Set 6: Scientific Wonders 2

- The Great Barrier _____ in Australia is the largest coral system in the world.
 a) Trench b) Canyon c) Reef
- Wind and water cause _____, which slowly changes the shape of rocks.
 a) pollution b) erosion c) gravity
- Hot lava flowed down the sides of the _____ and into the sea.
 a) volcano b) canyon c) reef
- Coral _____ are home to thousands of colourful fish.
 a) veins b) trenches c) reefs
- Over thousands of years, _____ has created the amazing rock shapes in Wadi Rum.
 a) erosion b) oxygen c) identity

Q Vocab · Set 7: Who am I? 1

- Your name, family, language and culture are all part of your _____.
 a) identity b) skills c) oxygen
- Hala has a friendly, cheerful _____, so everyone likes her.
 a) personality b) identity c) experiment
- Honesty and kindness are important _____ in a good friend.
 a) skills b) qualities c) toxins
- Coding and public speaking are useful _____ for the future.
 a) qualities b) skills c) bacteria
- We show _____ to older people by listening to them politely.
 a) respect b) trust c) climate

Q Vocab · Set 8: Who am I? 2

- You can tell your best friend your secrets because there is _____ between you.
 a) trust b) erosion c) mission
- Wearing traditional clothes on National Day shows pride in our Emirati _____.
 a) identity b) personality c) climate
- Patience is one of the best _____ a teacher can have.
 a) missions b) qualities c) veins
- Swimming and first aid are _____ that can save lives.
 a) toxins b) skills c) creatures
- Everyone deserves _____, whatever their age or background.
 a) pollution b) gravity c) respect

Q Vocab · Set 9: Mixed 1

- Sea turtles are often hurt by plastic _____ in the water.
 a) pollution b) personality c) gravity
- The Rub' al Khali has a very hot, dry _____.
 a) reef b) climate c) skill
- For a blood test, the nurse takes a little blood from one of your _____.
 a) veins b) reefs c) canyons
- The lion is a _____ that hunts zebras and antelopes.
 a) volcano b) predator c) mission
- Building _____ takes a long time, but it can be lost in a second.
 a) oxygen b) trust c) canyon

Q Vocab · Set 10: Mixed 2

- A rocket must be very powerful to escape the Earth's _____.
 a) gravity b) climate c) bacteria
- Some _____ live in hot water near volcanoes under the sea.
 a) skills b) arteries c) bacteria
- Heavy rain caused _____ of the soil on the farm.
 a) erosion b) identity c) oxygen
- Wadi Shawka is a deep, narrow valley that looks like a small _____.
 a) reef b) canyon c) mission
- Leadership is one of the _____ that employers look for.
 a) toxins b) skills c) veins

Q Vocab · Set 11: Mixed 3

- The space _____ will send a robot to explore Mars.
 a) weather b) respect c) mission
- Coral reefs are dying because the _____ is getting warmer.
 a) gravity b) climate c) personality
- Strange fish live at the bottom of the deep ocean _____.
 a) volcano b) trench c) artery
- Hamad is calm and patient; his _____ suits a job as a doctor.
 a) pollution b) oxygen c) personality
- The scientists repeated the _____ three times to check the results.
 a) trench b) identity c) experiment

PART 2 · AT GRADE LEVEL GOAL

GRAMMAR

The Ocean | How do humans affect the health of the oceans? · What should we do to clean up the oceans?

4

grammar rules

11

practice mazes

55

gaps

10

marks

Focus: Present modals · second conditional · present simple passive · noun phrases.

IN THIS PART

- 4 rules with forms, examples and traps
- 11 practice mazes (130-word texts, 5 gaps each)

GRAMMAR • 1. THE FOUR RULES

Part 2 • Descriptive text • The Ocean | How do humans affect the health of the oceans?

Part 2 tests four grammar points in one descriptive text (130 words) about **The Ocean – How do humans affect the health of the oceans? What should we do to clean up the oceans?** One rule is tested twice in each text.

Rule 1 – Modals in the present (G.8.1)

Modal	Use	Example
can / can't	ability or possibility	Everyone can help the ocean. Fish can't breathe in dead zones.
must / mustn't	strong obligation / not allowed	Volunteers must wear gloves. Tourists mustn't touch coral.
have to / has to	obligation (rules)	The bag has to be emptied twice a day.
should / shouldn't	advice	We should carry reusable bags. We shouldn't use straws.
might / may	possibility	Plastic might enter our food.

- ▶ Modal + **base verb**: no -s, no *to* (except *have to*).
- ▶ **Trap**: **she cans** ✗ • **can to help** ✗ • **don't should** ✗ → **she can** ✓ • **can help** ✓ • **shouldn't** ✓

Rule 2 – Second Conditional (G.5.3)

Form	Use	Example
If + past simple, would + base verb	imaginary or unlikely situations in the present or future	If people used less plastic, fewer animals would die .
would + base verb + if + past simple	same meaning, other order	The sea would be cleaner if every harbour had a Seabin.
If I / he / she / it were ...	<i>were</i> for all persons	If the sea were cooler, corals would recover .

- ▶ **Trap**: **If people will use less plastic, ... would** ✗ → **If people used** ✓ • **If the sea is cooler, ... would** ✗ → **If the sea were** ✓

Rule 3 – Present Simple Passive (G.10.1)

Form	Use	Example
am / is / are + past participle	facts and processes when the action is more important than the doer	The rubbish is sorted into bags.
... + by + agent	when the doer is important	Plastic is carried to the sea by rivers.

- ▶ **Trap**: agreement – **The rubbish is sorted** ✓ • **The nets are recycled** ✓ • **The barrier pulls by two ships** ✗ → **is pulled** ✓

Rule 4 – Noun Phrases (G.9.8)

Pattern	Example
determiner + adjective(s) + noun	a huge area · a thick black layer · a simple but clever machine
adjective order: opinion → size → shape → colour → material/type → noun	a long U-shaped barrier · a reusable metal bottle
noun + noun	plastic bottle · ocean pollution · beach clean-up
noun + of + noun	pieces of plastic · the health of the oceans
one of / some of the most + adjective + plural noun	one of the most dangerous kinds of rubbish

- ▶ Adjectives come **before** the noun and do not take -s.
- ▶ **Trap:** **an area huge** ✗ · **a black thick layer** ✗ · **the dangerous most kinds** ✗ → **a huge area** ✓ · **a thick black layer** ✓ · **the most dangerous kinds** ✓

How grammar is tested: one descriptive text of 130 words (10% either way), 5 gaps, 3 options each (A, B, C), 2 marks per gap = 10 marks.

GRAMMAR · 2. PRACTICE MAZES

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

Q Grammar · Maze 1: The Great Pacific Garbage Patch

Between California and Hawaii, there is (1) _____ of floating rubbish called the Great Pacific Garbage Patch. It is about three times the size of France. Most of it (2) _____ of tiny pieces of plastic that are hard to see. Every year, millions of tonnes of plastic (3) _____ into the ocean by rivers and wind. Sea turtles often eat plastic bags because they look like jellyfish. If people (4) _____ less plastic, fewer sea animals would die. Scientists say that everyone (5) _____ help. We should carry reusable bottles and bags, and we must not leave rubbish on the beach. Small actions at home can make a big difference to the health of our oceans. Some young inventors are also designing machines that remove plastic from the water.

- | | | |
|--------------------------|------------------------|------------------------|
| 1. a) a huge area | b) an area huge | c) huge an area |
| 2. a) makes | b) is made | c) are made |
| 3. a) carry | b) are carried | c) carrying |
| 4. a) used | b) use | c) will use |
| 5. a) can | b) cans | c) can to |

Q Grammar · Maze 2: The Ocean Cleanup

In 2013, a Dutch teenager called Boyan Slat started a project called The Ocean Cleanup. Today, his team uses (1) _____ to catch floating plastic. The barrier (2) _____ slowly through the water by two ships, and the rubbish is pushed into a large net at the back. When the net is full, it (3) _____ onto a ship, and the plastic is taken to land for recycling. "If we (4) _____ nothing, there would be more plastic than fish in some areas," Slat says. His team has also installed machines in polluted rivers, because rivers carry plastic to the sea. Anyone (5) _____ support the project by reducing the plastic they use at home. So far, the project has removed millions of kilograms of rubbish from the ocean and rivers.

- | | | |
|--------------------------------------|-----------------------------------|-----------------------------------|
| 1. a) a U-shaped long barrier | b) a long U-shaped barrier | c) a barrier long U-shaped |
| 2. a) is pulled | b) pulls | c) are pulled |
| 3. a) lifts | b) is lifted | c) are lifted |
| 4. a) do | b) will do | c) did |
| 5. a) can | b) cans | c) can to |

Q Grammar · Maze 3: Plastic on the Menu

Tiny pieces of plastic, called microplastics, are now found almost everywhere in the ocean. They (1) _____ by small fish, which think they are food. Bigger fish eat the small fish, and so the plastic travels up the food chain. Scientists are worried because toxins stick to microplastics. If these toxins (2) _____ into our food, they could make people ill. So what (3) _____ we do? First, we (4) _____ wash clothes made of synthetic material too often, because tiny fibres escape into the water and reach the sea. Second, governments should ban (5) _____ in face washes and toothpaste. Some countries, such as the UK and Canada, have already done this. Scientists have even found microplastics in salt, honey and drinking water. Everyone has a part to play.

- | | | |
|---------------------------------|------------------------------|------------------------------|
| 1. a) eat | b) is eaten | c) are eaten |
| 2. a) got | b) get | c) will get |
| 3. a) can | b) cans | c) do can |
| 4. a) don't should | b) shouldn't to | c) shouldn't |
| 5. a) plastic tiny beads | b) tiny plastic beads | c) beads tiny plastic |

Q Grammar · Maze 4: A Beach Clean-up in Abu Dhabi

Every year, volunteers from schools and companies join (1) _____ on the beaches of Abu Dhabi. Last month, more than three hundred people took part. First, the rubbish (2) _____ into different bags: plastic, glass, metal and paper. Then it (3) _____ to a recycling centre outside the city. Bottle caps, straws and fishing lines are the most common items. "If every family (4) _____ one bag of rubbish from the beach each month, our coastline would be spotless," said one organiser. Volunteers (5) _____ wear gloves, because some items are sharp or dirty. Children under twelve have to stay with an adult at all times. At the end of the day, the volunteers had collected more than two tonnes of rubbish, and everyone felt tired but proud.

- | | | |
|--------------------------------------|-----------------------------------|-----------------------------------|
| 1. a) a clean-up big campaign | b) a big clean-up campaign | c) a campaign big clean-up |
| 2. a) is sorted | b) sorts | c) are sorted |
| 3. a) takes | b) are taken | c) is taken |
| 4. a) collected | b) collects | c) will collect |
| 5. a) must to | b) must | c) musts |

Q Grammar · Maze 5: Dead Zones

In some parts of the ocean, there is almost no oxygen. These areas (1) _____ "dead zones" because most sea creatures cannot survive there. They are caused mainly by chemicals from farms. When it rains, fertiliser (2) _____ from the fields into rivers and then into the sea. There, it helps tiny plants called algae to grow very quickly, and the algae use up the oxygen in the water. If farmers (3) _____ less fertiliser, the dead zones would become smaller. Scientists believe that governments (4) _____ help farmers to find natural alternatives. Today, there are more than (5) _____ around the world, including a very large one in the Gulf of Mexico. Scientists measure the oxygen in the water every summer to see if the zones are growing.

- | | | |
|-------------------------------------|----------------------------------|----------------------------------|
| 1. a) are called | b) call | c) is called |
| 2. a) carries | b) is carried | c) are carried |
| 3. a) used | b) use | c) will use |
| 4. a) should to | b) shoulds | c) should |
| 5. a) four hundred dead large zones | b) large four hundred dead zones | c) four hundred large dead zones |

Q Grammar · Maze 6: Protecting Dugongs

Dugongs are gentle sea mammals that eat sea grass. Some people call them "sea cows" because they graze slowly on the sea floor. The UAE has (1) _____ in the world after Australia: around 3,000 dugongs live in its waters. Today, they (2) _____ by law, and some kinds of fishing nets are not allowed in their areas. Boats (3) _____ slow down near sea-grass beds, because dugongs swim close to the surface. If more people (4) _____ about dugongs, they would protect them better. Every few years, the animals (5) _____ from small planes so that scientists can count them and check that the population is healthy. Dugongs can live for seventy years, but they have very few babies, so every single animal matters.

- | | | |
|--|---|---|
| 1. a) the second-largest dugong population | b) the dugong second-largest population | c) the population second-largest dugong |
| 2. a) are protected | b) protect | c) is protected |
| 3. a) must to | b) must | c) musts |
| 4. a) know | b) knew | c) will know |
| 5. a) watch | b) is watched | c) are watched |

Q Grammar · Maze 7: The Seabin

Have you ever seen a rubbish bin floating in a harbour? It is called a Seabin, and it is (1) _____ invented by two Australian surfers. The bin (2) _____ to a dock, and a small pump pulls water into it. Floating rubbish, oil and even tiny pieces of plastic (3) _____ in a bag inside the bin. The clean water then flows back into the sea. The bag (4) _____ be emptied regularly, usually once or twice a day. Seabins are now used in more than fifty countries. If every harbour in the world (5) _____ a Seabin, the water near our coasts would be much cleaner. The idea is simple, cheap and easy to copy, which is why it has become so popular.

- | | | |
|-----------------------------------|--------------------------------|----------------------------|
| 1. a) a simple but clever machine | b) a machine simple but clever | c) simple a clever machine |
| 2. a) fixes | b) is fixed | c) are fixed |
| 3. a) catch | b) is caught | c) are caught |
| 4. a) have to | b) has | c) has to |
| 5. a) had | b) has | c) will have |

Q Grammar · Maze 8: When Oil Meets the Sea

An oil spill happens when oil escapes from a ship or a pipe into the sea. The oil floats on the water and forms (1) _____ that blocks the sunlight. Seabirds are often the first victims. Their feathers (2) _____ with oil, so the birds cannot fly or keep warm. After a spill, the oil (3) _____ by special boats that use long floating barriers. Volunteers (4) _____ clean the birds carefully with warm water and washing-up liquid. It takes about an hour to wash one bird. "If we (5) _____ more ships with double walls, there would be fewer spills," says an engineer. Some birds need several washes before they are clean enough to be released. After that, they are kept warm and fed until they are strong enough to return to the sea.

- | | | |
|---------------------------|------------------------|------------------------|
| 1. a) a black thick layer | b) a layer thick black | c) a thick black layer |
| 2. a) are covered | b) cover | c) is covered |
| 3. a) collects | b) is collected | c) are collected |
| 4. a) cans | b) can to | c) can |
| 5. a) build | b) will build | c) built |

Q Grammar · Maze 9: Saving the Gulf's Coral

Coral reefs are (1) _____ on Earth. They cover less than one percent of the ocean floor, but they are home to about a quarter of all sea creatures. Unfortunately, many reefs (2) _____ by warm water and pollution. In the Gulf, scientists grow baby corals in underwater nurseries. Later, the young corals (3) _____ on damaged reefs by divers. "If the sea (4) _____ cooler, the corals would recover much more quickly," explains a marine biologist. Tourists (5) _____ touch or stand on coral, because it is a living animal and it breaks easily. Divers should also use sun cream that is safe for reefs. Many hotels now teach their guests how to protect the reefs, and every small action helps these underwater gardens to survive.

- | | | |
|--|---|--|
| 1. a) some of the colourful most places | b) some of the most colourful places | c) the most some colourful places |
| 2. a) damage | b) are damaged | c) is damaged |
| 3. a) plant | b) are planted | c) is planted |
| 4. a) is | b) will be | c) were |
| 5. a) must to not | b) must not | c) don't must |

Q Grammar · Maze 10: Ghost Nets

Old fishing nets are one of (1) _____ for sea animals. Every year, thousands of nets (2) _____ or thrown into the ocean. These "ghost nets" keep catching fish, turtles and dolphins for many years, even though nobody is using them. Today, some old nets (3) _____ into new products such as carpets, swimwear and sunglasses. Fishermen (4) _____ report lost nets, so that divers can find and remove them. If every fishing boat (5) _____ a small tracker on its nets, lost nets would be much easier to find. This simple technology could save thousands of animals. In the UAE, divers regularly join clean-up trips to remove nets from coral reefs, and each net they remove can save many sea creatures.

- | | | |
|--|---|---|
| 1. a) the dangerous most kinds of rubbish | b) the most dangerous kinds of rubbish | c) the kinds most dangerous of rubbish |
| 2. a) lose | b) is lost | c) are lost |
| 3. a) recycle | b) is recycled | c) are recycled |
| 4. a) should to | b) shoulds | c) should |
| 5. a) puts | b) put | c) will put |

Q Grammar · Maze 11: What Can You Do for the Ocean?

You do not have to live by the sea to protect it. Most of the rubbish in the ocean (1) _____ from land by rivers and wind. That means our everyday choices really matter. First, you (2) _____ refuse plastic straws and bags when you go shopping. Second, you can carry (3) _____ instead of buying plastic ones. If everyone in the UAE (4) _____ one plastic bottle a day, millions of bottles would be saved every month. Finally, join a beach clean-up with your friends or your family. Remember that the ocean (5) _____ by all of us, so we all must look after it. Small changes, repeated by millions of people, can make a huge difference. Start today, and encourage your family and friends to join you.

- | | | |
|--------------------------------------|-----------------------------------|-----------------------------------|
| 1. a) is carried | b) carries | c) are carried |
| 2. a) cans | b) can to | c) can |
| 3. a) a reusable metal bottle | b) a metal reusable bottle | c) a bottle metal reusable |
| 4. a) saved | b) saves | c) will save |
| 5. a) shares | b) are shared | c) is shared |

PART 3A · AT GRADE LEVEL GOAL

READING TASK 1

Who am I? | How can we define identity? · What are you like?

5

expository texts

40

questions

A2.2–B1.1

level

24

marks

Focus: The right answer says the same idea in different words. Options that copy words from the text are usually traps.

IN THIS PART

- 5 expository texts (200–230 words)
- 8 multiple-choice questions per text: specific information, details, word meaning and main idea

Instruction: Read the text and choose the correct answer. Choose A, B or C. ($8 \times 3 = 24$ marks)

Q READING 3A · TEXT 1

What Is Identity?

If someone asks, "Who are you?", most people answer with their name. However, your identity is much more than a name. It includes your family, your nationality, the languages you speak, your beliefs and the values that guide your choices.

Some parts of our identity are given to us when we are born, such as our family and our place of birth. Other parts develop as we grow. Our hobbies, our friends and the experiences we have all add new layers. For example, a girl who joins a robotics club may begin to see herself as an engineer.

Culture also plays an important role. For many Emiratis, identity is linked to traditions such as hospitality, Arabic coffee and respect for elders. These shared customs give people a sense of belonging.

Today, many people also have an online identity. The photos and comments we post show others a picture of who we are, so it is important to share carefully.

Psychologists say that knowing your identity helps you feel confident and make better decisions. Your identity is not fixed, though. It grows and changes throughout your life. Understanding who you are also helps you to respect people whose identities are different from your own.

Questions

Q1 Reading According to the text, what do most people say when they are asked who they are?

- a) their nationality b) their hobbies c) their name

Q2 Reading Which part of identity is given to us at birth?

- a) our family b) our friends c) our hobbies

Q3 Reading What example does the writer give of identity developing?

- a) a girl joining a robotics club b) a boy learning Arabic c) a family drinking coffee

Q4 Reading Which traditions are linked to Emirati identity in the text?

- a) robotics, engineering and science
b) photos, comments and posts
c) hospitality, Arabic coffee and respect for elders

Q5 Reading What do shared customs give people?

- a) a feeling that they belong b) better marks at school c) new languages

Q6 Reading Why should people share carefully online?

- a) Photos are expensive to post.
b) Their posts give others an image of who they are.
c) Online identity is fixed forever.

Q7 Reading In paragraph 2, "add new layers" means ____.

- a) make clothes warmer b) add more parts to who we are c) build new rooms

Q8 Reading What is the main idea of the text?

- a) Identity is made of many parts and keeps developing throughout life
b) A name is the most important part of a person
c) Online identity is more important than culture

Q READING 3A · TEXT 2

Introverts and Extroverts

Are you the kind of person who loves big parties, or do you prefer a quiet evening with a book? Your answer may say something about your personality.

About a hundred years ago, the Swiss psychologist Carl Jung described two personality types: introverts and extroverts. Extroverts get energy from being with other people. They usually enjoy talking, working in groups and meeting new friends. Introverts, on the other hand, get energy from spending time alone. They often think carefully before they speak and prefer deep conversations with a few close friends.

Many people believe that introverts are shy, but this is not always true. Shyness is a fear of being judged, while introversion is simply a preference for quiet. An introvert can be a confident speaker.

In fact, most people are not completely one type or the other. Psychologists use the word "ambivert" for people who are somewhere in the middle.

Both types have strengths. Extroverts are often good at building teams, and introverts are often good at listening and focusing on long tasks. Understanding your personality can help you choose the right study methods and, later, the right career. Neither type is better than the other; the world needs both.

Questions

Q1 Reading Who was Carl Jung?

- a) a psychologist from Switzerland b) a teacher from Sweden c) a writer of books for children

Q2 Reading Where do extroverts get their energy from?

- a) reading books alone b) being with other people c) sleeping early

Q3 Reading How do introverts often behave before they speak?

- a) They talk very quickly. b) They ask many people for advice. c) They think carefully.

Q4 Reading What is the difference between shyness and introversion?

- a) Shyness is a fear; introversion is a preference.
b) Shyness is a preference; introversion is a fear.
c) They mean exactly the same thing.

Q5 Reading According to the text, most people are ____.

- a) completely extroverted b) completely introverted c) a mix of the two types

Q6 Reading What are introverts often good at?

- a) building large teams b) listening and concentrating for a long time c) organising big parties

Q7 Reading In paragraph 4, an "ambivert" is a person who ____.

- a) is very shy b) never talks to people c) has qualities of both types

Q8 Reading What is the text mainly about?

- a) Two personality types and the strengths of each
b) How to become more confident at parties
c) The life of Carl Jung in Switzerland

Q READING 3A · TEXT 3

The Story Behind Your Name

In many cultures, a name is not just a word that other people use to call you. It tells a story about your family and your history.

Traditional Arabic names often have several parts. The first part is the person's own name, such as Mohammed or Fatima. Next comes "bin" or "bint", which means "son of" or "daughter of", followed by the father's name. Sometimes the grandfather's name is added too. Finally, there is the family or tribal name, which can show where the family comes from. So a full name can connect a person to three or four generations.

Many Arabic names also have special meanings. Saeed means "happy", Noor means "light" and Amal means "hope". Parents usually choose a name carefully, because they hope their child will grow into its meaning. Some children are named after a grandparent as a sign of love and respect.

Other cultures have different traditions. In Iceland, for example, people's last names come from their father's or mother's first name, and in China the family name is written first.

Learning the story behind your name is a simple way to understand your identity and feel proud of your roots. Why not ask your parents or grandparents why they chose your name?

Questions

Q1 Reading What does "bint" mean?

- a) son of b) daughter of c) family of

Q2 Reading In a traditional Arabic name, what usually comes last?

- a) the person's own name b) the family or tribal name c) the grandfather's name

Q3 Reading How many generations can a full name connect a person to?

- a) one or two b) more than ten c) three or four

Q4 Reading What does the name Amal mean?

- a) light b) hope c) happy

Q5 Reading Why do parents choose names carefully?

- a) They want a short name that is easy to write.
b) They hope the child will become like the name's meaning.
c) The government chooses the names.

Q6 Reading Why are some children named after a grandparent?

- a) because it is the law b) because the name is short c) to show love and respect

Q7 Reading In the last paragraph, "your roots" refers to ____.

- a) your family history and origins b) the roots of a tree c) your home address

Q8 Reading What is the main idea of the text?

- a) Names carry meaning and connect people to their family and identity
b) Arabic names are longer than Chinese names
c) Parents in Iceland choose names for their grandchildren

Q READING 3A · TEXT 4

The Big Five

How can scientists describe something as complex as personality? Today, most psychologists use a model called "the Big Five". It describes personality using five main traits.

The first is openness: how curious and creative a person is and how much they enjoy new ideas. The second is conscientiousness, which means being organised, careful and responsible. A student who plans her revision weeks before an exam is probably high in this trait. The third trait is extraversion, or how much a person enjoys social activity. The fourth is agreeableness: how kind, helpful and cooperative someone is. The last is emotional stability, which shows how calmly a person deals with stress.

Everyone has all five traits, but in different amounts. You might be very creative but not very organised, for example.

Research shows that personality is partly inherited from our parents, but it also changes over time. Most people become more responsible and calmer as they grow older. Experiences, such as a first job or caring for a younger sibling, can also change us.

Knowing your traits can help you understand your strengths and the areas you want to improve. No combination of traits is right or wrong; every personality has something valuable to offer.

Questions

Q1 Reading How many traits does the Big Five model describe?

- a) three b) ten c) five

Q2 Reading Which trait describes how curious and creative a person is?

- a) agreeableness b) openness c) extraversion

Q3 Reading A student who plans her revision early is probably high in ____.

- a) emotional stability b) conscientiousness c) openness

Q4 Reading What does agreeableness describe?

- a) how kind and cooperative someone is b) how much someone enjoys parties c) how organised someone is

Q5 Reading According to the text, most people become ____ as they grow older.

- a) more creative and noisy b) more responsible and calmer c) less kind and helpful

Q6 Reading Which experience can change personality, according to the text?

- a) watching a film b) buying new clothes c) looking after a younger brother or sister

Q7 Reading In paragraph 4, "inherited" means ____.

- a) learned at school b) received from parents c) bought in a shop

Q8 Reading What is the text mainly about?

- a) A model that describes personality using five traits that can change
b) Why creative people are not organised
c) How to plan revision for an exam

Q READING 3A · TEXT 5

Your Digital Footprint

Every time you post a photo, write a comment or like a video online, you leave a trace behind. These traces together are called your digital footprint. Just like footprints in sand, they show where you have been. Unlike footprints in sand, however, they do not disappear when the wind blows.

Your digital footprint is part of your identity. It shows other people what you care about and how you treat others. Surveys suggest that many universities and employers look at applicants' social media before they make a decision. A kind, thoughtful profile can help you, while rude comments or embarrassing photos may cause problems years later.

There are simple ways to protect your digital footprint. First, think before you post: would you be happy if your teacher or your grandmother saw it? Second, check your privacy settings so that only people you trust can see your accounts. Third, never share personal information such as your address or phone number with strangers.

Finally, remember that respect matters online as much as it does in real life. If you would not say something to someone's face, do not type it. A good digital footprint can open doors for you in the future.

Questions

Q1 Reading What is a digital footprint?

- a) the traces you leave when you use the internet
- b) a photo of your feet
- c) a type of social media app

Q2 Reading How is a digital footprint different from a footprint in sand?

- a) It is bigger.
- b) It can only be seen at night.
- c) It does not disappear easily.

Q3 Reading What does your digital footprint show other people?

- a) where you live and study
- b) how much money you have
- c) what you care about and how you treat others

Q4 Reading Who may look at applicants' social media, according to surveys?

- a) doctors and nurses
- b) shop assistants
- c) universities and employers

Q5 Reading What question should you ask before you post?

- a) How many likes will I get?
- b) Would I be happy if my teacher saw it?
- c) Is my phone fully charged?

Q6 Reading Why should you check your privacy settings?

- a) so that only trusted people can see your accounts
- b) so that your phone works faster
- c) so that strangers can find you easily

Q7 Reading In paragraph 1, a “trace” is ____.

- a) a kind of password
- b) a short video
- c) a sign that something has been there

Q8 Reading What is the main idea of the text?

- a) Our online activity forms part of our identity, so we should act carefully and respectfully
- b) Social media is dangerous and should be avoided
- c) Universities only accept students with many followers

PART 3B · BEYOND GRADE LEVEL GOAL

READING TASK 2

Scientific Wonders | What do you know about the wonders of the natural world? · What can science tell us about our world?

5

expository texts

40

questions

B1.2

level

16

marks

Focus: Watch for word-meaning, prediction and connection questions – read the whole paragraph before you choose.

IN THIS PART

- 5 expository texts (200–230 words)
- 8 multiple-choice questions per text: details, inference, prediction, connections and main idea

Instruction: Read the text and choose the correct answer. Choose A, B or C. ($8 \times 2 = 16$ marks)

Q READING 3B · TEXT 1

The Deepest Place on Earth

In the western Pacific Ocean lies the Mariana Trench, a long, curved scar in the sea floor about 2,500 kilometres long. At its deepest point, called the Challenger Deep, the water is almost 11 kilometres deep. If Mount Everest were placed inside it, its peak would still be more than two kilometres under the water.

Conditions at the bottom are extreme. There is no sunlight, the water is just above freezing and the pressure is more than a thousand times greater than at the surface – like having the weight of several elephants pressing on your thumb.

For a long time, people believed that nothing could live there. Then, in 1960, two explorers, Jacques Piccard and Don Walsh, reached the bottom in a vessel called the Trieste and reported seeing a flat fish. Since then, scientists have discovered shrimp-like creatures, pale snailfish and huge numbers of bacteria that survive without sunlight.

Sadly, humans have reached the trench in another way too. In 2019, an explorer found a plastic bag at the bottom. Scientists warn that if pollution can travel so far, no place on Earth is truly safe from it. Protecting the ocean, from the beach to the deepest trench, is everyone's responsibility.

Questions

Q1 Reading What is the Challenger Deep?

- a) a mountain in the Pacific Ocean b) the deepest point of the Mariana Trench c) the vessel used in 1960

Q2 Reading The comparison with Mount Everest suggests that the trench is ____.

- a) deeper than the world's highest mountain is tall
b) higher than Mount Everest
c) about the same size as Mount Everest

Q3 Reading In paragraph 1, a “scar” in the sea floor is ____.

- a) a long mark or opening in the ground b) a kind of fish c) a piece of rubbish

Q4 Reading Which condition is described at the bottom of the trench?

- a) warm water and bright light b) strong winds and waves c) enormous pressure and no sunlight

Q5 Reading The example of elephants on a thumb is used to show ____.

- a) how heavy the pressure is b) how big deep-sea animals are c) how cold the water is

Q6 Reading What did Piccard and Walsh report seeing?

- a) a plastic bag b) a snailfish c) a flat fish

Q7 Reading What can be inferred from the plastic bag found in 2019?

- a) Human pollution reaches even the most distant places.
b) Explorers leave rubbish on purpose.
c) Plastic is safe for deep-sea animals.

Q8 Reading What is the text mainly about?

- a) How the Trieste was built in 1960
b) The extreme conditions, life and pollution of the deepest part of the ocean
c) Why Mount Everest is the highest mountain

Q READING 3B · TEXT 2

Inside a Volcano

Volcanoes are some of the most powerful features on Earth. There are about 1,350 potentially active volcanoes on land, and many more under the sea.

Deep below the surface, the temperature is so high that rock melts and forms a hot liquid called magma. Because magma is lighter than the solid rock around it, it slowly rises. When the pressure becomes too great, the magma bursts through the surface. Once it reaches the air, it is called lava.

Most volcanoes are found where the giant plates that make up the Earth's surface meet. About three quarters of them are around the edge of the Pacific Ocean, in an area known as the Ring of Fire. Countries such as Japan, Indonesia and Chile have many volcanoes for this reason.

Although eruptions can destroy towns, volcanoes also bring benefits. Volcanic ash makes soil very fertile, so farmers grow excellent crops on the slopes of old volcanoes. In Iceland, heat from under the ground is used to produce electricity and warm homes.

Today, scientists watch volcanoes closely. They measure small earthquakes and gases. When these increase, an eruption may be coming, and people can be moved to safety. Thanks to this work, fewer people lose their lives in eruptions today than in the past.

Questions

Q1 Reading What is magma?

- a) rock that has cooled down b) melted rock under the ground c) gas from a volcano

Q2 Reading Why does magma rise?

- a) Scientists pump it up. b) It is pushed by the sea. c) It is lighter than the rock around it.

Q3 Reading What is magma called when it reaches the surface?

- a) lava b) ash c) plate

Q4 Reading Where are most volcanoes found?

- a) where the Earth's plates meet b) in the middle of deserts c) near the North Pole

Q5 Reading In paragraph 4, "fertile" soil is soil that ____.

- a) is good for growing plants b) is very dry c) is dangerous to touch

Q6 Reading If scientists notice more small earthquakes near a volcano, what will probably happen next?

- a) The volcano will become inactive. b) People living nearby may be moved to safety. c) Farmers will plant more crops.

Q7 Reading Which UAE example is most similar to Iceland's use of volcanoes?

- a) solar parks that turn natural energy into electricity
b) shopping malls with air conditioning
c) farms that import fruit

Q8 Reading What is the text mainly about?

- a) The history of the Ring of Fire
b) How volcanoes form, where they are and how they affect people
c) How to grow crops in Iceland

Q READING 3B · TEXT 3

The Body's Highway

Your body contains an amazing transport network. It carries oxygen and food to every cell and takes away waste. This network is called the circulatory system, and at its centre is the heart.

The heart is a muscle about the size of your fist. It beats around 100,000 times a day, pumping blood through tubes called blood vessels. There are three main kinds. Arteries carry blood rich in oxygen away from the heart. Their walls are thick and strong because the blood inside them is under high pressure. Veins bring blood back to the heart. They have thinner walls and small valves that stop the blood from flowing backwards. Between them are tiny capillaries, some thinner than a hair, where oxygen passes into the body's cells.

If all the blood vessels in an adult's body were placed end to end, they would stretch for about 100,000 kilometres – enough to go around the Earth more than twice.

Keeping this system healthy is important. Doctors recommend regular exercise, a diet low in salt and fat, and avoiding smoking. Your heart works hard every second of your life, so it deserves good care. Even a short walk every day can make a real difference.

Questions

Q1 Reading What does the circulatory system carry to the cells?

- a) waste and salt b) oxygen and food c) air and water

Q2 Reading How big is the heart?

- a) about the size of a hand b) about the size of a fist c) about the size of a football

Q3 Reading Why do arteries have thick walls?

- a) They carry waste from the cells.
b) They are very long.
c) The blood inside them is under high pressure.

Q4 Reading In paragraph 2, “valves” help to ____.

- a) make blood red b) carry oxygen to cells c) stop blood from going the wrong way

Q5 Reading What happens in the capillaries?

- a) Blood returns to the heart. b) Oxygen moves into the body's cells. c) The heart beats faster.

Q6 Reading The writer compares the blood vessels to the distance around the Earth to show that they are ____.

- a) very thick b) easy to see c) extremely long

Q7 Reading Which person is following the doctors' advice?

- a) a woman who eats fried food every night
b) a man who walks every day and eats less salty food
c) a boy who plays video games all day

Q8 Reading What is the text mainly about?

- a) Why the heart is the size of a fist
b) The history of medicine
c) How the heart and blood vessels work and how to keep them healthy

Q READING 3B · TEXT 4

Carved by a River

The Grand Canyon in Arizona, USA, is one of the most famous natural wonders in the world. It is about 446 kilometres long and, in places, more than 1.8 kilometres deep. Every year, around five million people visit it to see its red and orange cliffs.

How was such an enormous canyon made? The answer is erosion. For about five to six million years, the Colorado River has been flowing across the area. Little by little, the water and the sand and stones it carried cut deeper and deeper into the rock. Wind, rain and ice also played a part, breaking pieces off the canyon walls.

The walls of the canyon are like the pages of a history book. Each layer of rock formed at a different time, and the oldest layers at the bottom are almost two billion years old. By studying the fossils inside them, scientists have learned how life on Earth changed over time.

Erosion has not stopped. The river is still slowly cutting into the rock today. In the future, the Grand Canyon will be even deeper than it is now. Visitors who return in a thousand years will not see exactly the same view that tourists enjoy today.

Questions

Q1 Reading How deep is the Grand Canyon in places?

- a) about 446 kilometres b) more than 1.8 kilometres c) about five kilometres

Q2 Reading What mainly formed the Grand Canyon?

- a) a large volcano b) erosion by a river c) an earthquake

Q3 Reading According to paragraph 2, how did the river cut into the rock?

- a) with strong winds only b) with hot lava c) with water, sand and stones

Q4 Reading In paragraph 1, “enormous” means ____.

- a) very old b) very dangerous c) very large

Q5 Reading Why does the writer compare the canyon walls to “pages of a history book”?

- a) The rock layers show what happened over time.
b) People write on the canyon walls.
c) The walls are made of paper.

Q6 Reading How old are the oldest rocks in the canyon?

- a) about six million years b) about five thousand years c) almost two billion years

Q7 Reading What can be predicted about the Grand Canyon?

- a) It will become deeper. b) It will disappear soon. c) It will fill with water.

Q8 Reading What is the text mainly about?

- a) Why five million tourists visit Arizona
b) How erosion created the Grand Canyon and what its rocks tell us
c) How rivers bring water to farms

Q READING 3B · TEXT 5

Rainforests of the Sea

Coral reefs are often called the rainforests of the sea. Although they cover less than one percent of the ocean floor, they are home to about a quarter of all marine species.

Many people think that coral is a plant or a rock, but it is actually made of tiny animals called polyps. Each polyp builds a hard skeleton around itself. Over thousands of years, millions of these skeletons join together to form a reef. The Great Barrier Reef in Australia is so large that it can be seen from space.

Corals have a special partnership with tiny algae that live inside them. The algae use sunlight to make food, which they share with the coral, and they also give the coral its bright colours.

However, this partnership is fragile. When the water becomes too warm, the coral pushes out the algae and turns white. This is called bleaching. If the water stays hot for too long, the coral dies.

Reefs are also important for people. They protect coasts from storms, provide food for millions of families and attract tourists. Scientists are now growing corals in nurseries to help damaged reefs recover. If these efforts succeed, future generations will still be able to enjoy these colourful underwater worlds.

Questions

Q1 Reading Why are coral reefs called the rainforests of the sea?

- a) They grow trees under the water. b) It rains a lot near reefs. c) They are home to a huge variety of sea life.

Q2 Reading What is coral made of?

- a) tiny animals called polyps b) small plants c) pieces of rock

Q3 Reading How is a reef formed?

- a) Algae build a hard skeleton. b) Sand is pushed by the waves. c) Millions of polyp skeletons join together.

Q4 Reading What do the algae give the coral?

- a) food and colour b) a hard skeleton c) protection from storms

Q5 Reading In paragraph 4, “fragile” means ____.

- a) easily damaged b) very strong c) very old

Q6 Reading What happens during bleaching?

- a) The coral grows more quickly. b) The coral loses its algae and becomes white. c) The algae make more food.

Q7 Reading Which action would be most similar to the scientists' work in the last paragraph?

- a) building a hotel on a beach b) catching fish near a reef c) planting young trees in a burnt forest

Q8 Reading What is the text mainly about?

- a) How coral reefs work, why they are in danger and why they matter
b) How to see the Great Barrier Reef from space
c) Why algae are the most important sea creatures

ANSWER KEYS

All the answers in one place · correct answers are synonyms of the text, never copies

Balance check Vocabulary a = 19 · b = 18 · c = 18 | Grammar a = 19 · b = 18 · c = 18 | Reading 3A a = 14 · b = 13 · c = 13 | Reading 3B a = 14 · b = 13 · c = 13

Q Vocabulary – Sentence-set key

Set	1	2	3	4	5
1. The Ocean 1	b pollution	c toxins	a predator	b creatures	a bacteria
2. The Ocean 2	c carnivore	b toxins	c bacteria	c creature	c pollution
3. Space 1	a gravity	c oxygen	a mission	c experiment	a weather
4. Space 2	c climate	c gravity	a mission	b oxygen	a experiment
5. Scientific Wonders 1	a Canyon	b volcano	c Arteries	c veins	b Trench
6. Scientific Wonders 2	c Reef	b erosion	a volcano	c reefs	a erosion
7. Who am I? 1	a identity	a personality	b qualities	b skills	a respect
8. Who am I? 2	a trust	a identity	b qualities	b skills	c respect
9. Mixed 1	a pollution	b climate	a veins	b predator	b trust
10. Mixed 2	a gravity	c bacteria	a erosion	b canyon	b skills
11. Mixed 3	c mission	b climate	b trench	c personality	c experiment

Q Grammar – Maze key

R1 Present modals · R2 Second conditional · R3 Present simple passive · R4 Noun phrases

Maze	1	2	3	4	5
1. The Great Pacific Garbage Patch	a a huge area (R4)	b is made (R3)	b are carried (R3)	a used (R2)	a can (R1)
2. The Ocean Cleanup	b a long U-shaped barrier (R4)	a is pulled (R3)	b is lifted (R3)	c did (R2)	a can (R1)
3. Plastic on the Menu	c are eaten (R3)	a got (R2)	a can (R1)	c shouldn't (R1)	b tiny plastic beads (R4)
4. A Beach Clean-up in Abu Dhabi	b a big clean-up campaign (R4)	a is sorted (R3)	c is taken (R3)	a collected (R2)	b must (R1)
5. Dead Zones	a are called (R3)	b is carried (R3)	a used (R2)	c should (R1)	c four hundred large dead zones (R4)
6. Protecting Dugongs	a the second-largest dugong population (R4)	a are protected (R3)	b must (R1)	b knew (R2)	c are watched (R3)

7. The Seabin	a a simple but clever machine (R4)	b is fixed (R3)	c are caught (R3)	c has to (R1)	a had (R2)
8. When Oil Meets the Sea	c a thick black layer (R4)	a are covered (R3)	b is collected (R3)	c can (R1)	c built (R2)
9. Saving the Gulf's Coral	b some of the most colourful places (R4)	b are damaged (R3)	b are planted (R3)	c were (R2)	b must not (R1)
10. Ghost Nets	b the most dangerous kinds of rubbish (R4)	c are lost (R3)	c are recycled (R3)	c should (R1)	b put (R2)
11. What Can You Do for the Ocean?	a is carried (R3)	c can (R1)	a a reusable metal bottle (R4)	a saved (R2)	c is shared (R3)

Q Reading 3A – Key

Text	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1. What Is Identity?	c	a	a	c	a	b	b	a
2. Introverts and Extroverts	a	b	c	a	c	b	c	a
3. The Story Behind Your Name	b	b	c	b	b	c	a	a
4. The Big Five	c	b	b	a	b	c	b	a
5. Your Digital Footprint	a	c	c	c	b	a	c	a

Q Reading 3B – Key

Text	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1. The Deepest Place on Earth	b	a	a	c	a	c	a	b
2. Inside a Volcano	b	c	a	a	a	b	a	b
3. The Body's Highway	b	b	c	c	b	c	b	c
4. Carved by a River	b	b	c	c	a	c	a	b
5. Rainforests of the Sea	c	a	c	a	a	b	c	a

Writing: see the model answers after each task (Q1 – 15 marks, Q2 – 25 marks, marked with the rubric).