

## حل كراسة تدريبية مراجعة وفق الهيكل الوزاري الجديد المسار المتقدم



### تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ← المناهج الإماراتية ← الصف التاسع ← لغة انجليزية ← الفصل الأول ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 16:53:26 2025-11-18

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

المزيد من مادة  
لغة انجليزية:

إعداد: مدرسة درب السعادة

### التواصل الاجتماعي حسب الصف التاسع



صفحة المناهج  
الإماراتية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

تدريبات قراءة Shopping Online متبوعة بالإجابات

1

تدريبات فهم المقروء Success Learning and Life College متبوعة بالإجابات

2

مراجعة نهائية مفردات Vocabulary متبوعة بالإجابات المسار المتقدم

3

مراجعة نهائية اختبار تجريبي Test Mock المسار المتقدم

4

دليل التقييم لاختبار نهاية الفصل الأول المسار المتقدم

5



Subject: English

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

Grade: 9\ Section: \_\_\_\_\_

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

## Training Form for the Final Test

### Answer Keys

**Term 1 -2025/2026**

## Part 1 A – Vocabulary Section:



### Academic Year 2025-2026: End of Term 1 Exam Test Specifications: Grade 9 Advanced/ – Stage 6 – B1.2

| Grade Level Goal | Grade 9 Adv                                  | Learning Continuum Stage | 6            |
|------------------|----------------------------------------------|--------------------------|--------------|
| Class            | 9 Advanced                                   | CEFR                     | B1.2         |
| Language Domain  | Reading & Viewing and Writing & Representing | Total Marks              | Reading: 60  |
|                  |                                              | Platform                 | Swift Assess |
|                  |                                              |                          | Writing: 40  |
|                  |                                              |                          | Paper-based  |

| Part                   | Level                                                                                                                                                                                                                                                                                                                                        | Theme                                                                                                   | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                |  |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Part 1A:<br>Vocabulary | Towards Grade Level Goal<br>Apply a wide range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, the main message and known words, adjusting reading rate, skimming, scanning, rereading and reading on to understand and interpret texts. | Meeting New People, Learning New Things<br>  Unique Housing for Three College Students                  | off campus, graduate degree, dormitory, graduate student, nature reserve, eliminate, inexpensive, privacy                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                |  |
|                        |                                                                                                                                                                                                                                                                                                                                              | Come Rain or Shine   Feeling Under the Weather?                                                         | humidity, biometeorologists, affect, depressed, headaches, irritable, atmosphere, temperature                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                |  |
|                        |                                                                                                                                                                                                                                                                                                                                              | Task Description                                                                                        | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Construct Limits                                                                                                                                                                                                               |  |
|                        |                                                                                                                                                                                                                                                                                                                                              | Multiple-Choice Gap-Fill<br><br>Read the text and choose the correct word(s) to complete the sentences. | <b>Reading Strategies</b><br>ENG.06. RV. S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message and overall organization, adjusting reading rate, skimming, scanning and reading on to understand and interpret simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. | <ul style="list-style-type: none"> <li>1 text of 160 words (10% either way) with 6 gaps focusing on the target vocabulary.</li> <li>3 options, one of which is the correct answer</li> <li>2 marks each (total: 12)</li> </ul> |  |



**Q1- Read the text carefully and fill the gaps with the correct answers:**

**Text 1**

Starting university is an exciting time for many young people. It is often the first experience of living **(1)** \_\_ home, sharing spaces with students from different backgrounds. Some choose to live in a **(2)** \_\_\_\_\_, a large building where many students share rooms and facilities.

Others prefer small flats that give them more **(3)** \_\_\_\_ and independence.

Living with others teaches cooperation and understanding. Students learn to respect differences and to manage their time effectively. They also become more responsible for daily tasks such as cooking, cleaning, and budgeting. At the same time, they begin planning their future careers. Many hope to continue their studies and earn a **(4)** \_\_\_\_\_, which opens doors to better job opportunities.

University life can be expensive, so learners look for **(5)** \_\_\_\_\_ housing and try to **(6)** \_\_\_\_\_ unnecessary costs. Balancing study, work, and friendship is not always easy, but it helps students grow in confidence and prepares them for real life.

- |                              |                      |                      |
|------------------------------|----------------------|----------------------|
| 1. A) on campus              | B) inside the campus | <b>C) off campus</b> |
| 2.A) school                  | <b>B) dormitory</b>  | C) library           |
| 3.A) privacy                 | B) noise             | C) help              |
| 4. <b>A) graduate degree</b> | B) course book       | C) language exam     |



5.A) expensive

B) inexpensive

C) crowded

6.A) eliminate

B) add

C) collect

**Q2- Read the text carefully and fill the gaps with the correct answers:**

**Text 2**

Many people enjoy watching the rain, but extreme weather can affect our health and daily life. When the temperature suddenly changes, some people feel tired or get headaches. (1) \_\_\_\_\_ believe that air pressure and humidity can influence our mood. During hot and humid days, people often feel (2) \_\_\_\_\_ and lose energy quickly.

Doctors advise everyone to drink enough water and stay in cool places. When the air is too dry, it can cause (3) \_\_\_\_\_ problems and make breathing difficult. In cold seasons, strong winds and rain increase the chance of catching a (4) \_\_\_\_\_.

Recently, scientists called (5) \_\_\_\_\_ have started studying how weather affects emotions and behavior. They say that by understanding these effects, people can learn to protect their health. Whether it's sunny, rainy, or windy, taking care of your body and mind should always be a (6) \_\_\_\_\_.

1.A) Farmers

B) Doctors

C) Biometeorologists

2.A) depressed

B) relaxed

C) excited

3.A) skin

B) stomach

C) sleep

4 A) flu

B) sunburn

C) allergy

5. A) meteorologists

B) Biometeorologists

C) geologists

6. A) challenge

B) routine

C) priority

## Part 1B – Grammar Section:

| Part                | Level                                                                                                                                                                                                                                                                    | Theme                                                                                                   | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Grammar                                                                                                                                                                                              |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 1B:<br>Grammar | At Grade Level Goal<br>Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message and overall organisation, adjusting reading rate, skimming, scanning and reading on to understand and interpret texts. | Come Rain or Shine   Writing a Description of Wild Weather                                              | blizzard, cumulus cloud, gust, phenomena, gale- force, hazardous, severe, soaked, weather forecast, chance of, pouring (rain), freezing, sick of, winter break, prefer, snowboarding                                                                                                                                                                                                                                                                                    | Parts of Speech<br>Comparatives and Superlatives<br>Modal Verbs (should/could)<br>Collocations – do, make, take, have                                                                                |
|                     |                                                                                                                                                                                                                                                                          | Task Description                                                                                        | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Construct Limits                                                                                                                                                                                     |
|                     |                                                                                                                                                                                                                                                                          | Multiple-Choice Gap-Fill<br><br>Read the text and choose the correct word(s) to complete the sentences. | <b>Reading Strategies</b><br>ENG.06.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message and overall organisation, adjusting reading rate, skimming, scanning and reading on to understand and interpret simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. | <ul style="list-style-type: none"> <li>1 narrative text of 160 words (10% either way) with 6 gaps</li> <li>3 options, one of which is the correct answer</li> <li>2 marks each (total 12)</li> </ul> |



**Q1-Read the text carefully and fill the gaps with the correct answers:**

**Text 1**

Last winter, the mountains were hit by a severe blizzard that lasted for three days. Strong winds and heavy snow blocked the roads, making travel almost impossible. Many drivers had to **(1)** \_\_\_\_\_ shelter in their cars until help arrived. Rescue teams worked day and night to clear the paths and deliver supplies to those in need.

People in nearby villages **(2)** \_\_\_\_\_ stay indoors because the temperature fell below zero. The storm was one of the **(3)** \_\_\_\_\_ ever recorded in the region. Schools closed, and families had to **(4)** \_\_\_\_\_ plans for outdoor events. When the sky finally cleared, everything was covered with a thick layer of snow that shone brightly in the sunlight.

The authorities **(5)** \_\_\_\_\_ have warned people earlier about such dangerous conditions, but unexpected weather changes made it difficult to predict. Everyone agreed that they **(6)** \_\_\_\_\_ be more careful and prepared for future storms. The experience taught them respect for nature and the importance of community support during hard times.

- |                    |                  |                |
|--------------------|------------------|----------------|
| 1.A) do            | B) make          | <b>C) take</b> |
| 2.A) had to        | <b>B) should</b> | C) must        |
| 3.A) worse         | <b>B) worst</b>  | C) most bad    |
| 4. A) make         | <b>B) cancel</b> | C) do          |
| <b>5.A) should</b> | B) must          | C) can         |
| 6. A) could        | <b>B) should</b> | C) would       |



**Q2-Read the text carefully and fill the gaps with the correct answers:**

**Text 2**

Last month, our class joined a school project to help clean the beach. Everyone worked together and learned that cooperation **(1)** \_\_\_\_\_ make a big difference. We started early in the morning, and although the sun was hot, no one gave up.

Some students collected plastic bottles **(2)** \_\_\_\_\_ others carried large bags of trash. We laughed and talked while we worked. It was clear that we could achieve more **(3)** \_\_\_\_\_ we helped each other.

When the project ended, our teacher said, “You all did a great job! You **(4)** \_\_\_\_\_ be proud of your teamwork.” She also reminded us that we **(5)** \_\_\_\_\_ protect the environment even in small ways. If everyone **(6)** \_\_\_\_\_ to act responsibly, the world would become a cleaner and safer place for all.

1.A) should

B) can

C) might

2.A) because

B) while

C) although

3. A) if

B) when

C) since

4. A) must

B) could

C) would

5. A) should

B) may

C) can

6. A) decide

B) decided

C) decides





## Part 2 – Reading Comprehension

| Part            | Level                                                                                                                                                                                                                                                                                                                                                                                                                      | Theme                                                            | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Grammar                                                                                                                                                                                                 |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 2: Reading | Towards Grade Level Goal<br>Identify specific information.<br><br>At Grade Level Goal<br>Identify and interpret conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types.<br><br>Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.).<br><br>Identify the overall meaning. | Meeting New People, Learning New Things   Sharing Things         | dockless bike, bike- sharing program, smartphone app, traffic, pollution, noise, litter bikes, public-transport authority, damage, theft, incentives, cooperating.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Expressing purpose.: in order to / to + verb (infinitive)<br>Modals for Opinion/Possibility - <i>should, must, and have to</i>                                                                          |
|                 |                                                                                                                                                                                                                                                                                                                                                                                                                            | Task Description                                                 | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Construct Limits                                                                                                                                                                                        |
|                 |                                                                                                                                                                                                                                                                                                                                                                                                                            | Multiple-Choice<br><br>Read the text. Choose the correct answer. | <b>Comprehension Skills</b><br>Specific Information:<br>2 x ENG.06.RV.CS.2.1: Read and identify specific information in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.<br><br><b>Strategies</b><br>Text features<br>1 x ENG.06.RV.S.2.1: Identify and interpret conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.<br><br><b>Comprehension Skills</b><br>Inference<br>2 x ENG.06.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.<br><br>Overall Meaning<br>1 x ENG.01.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, especially if they have visual support. | <ul style="list-style-type: none"> <li>1 expository text of 250-270 words (10% either way)</li> <li>6 questions with 3 options, one of which is the correct answer (3 marks each, total: 18)</li> </ul> |

**Q1-Read the text carefully then answer the questions.**

### Sharing Spaces, Sharing Ideas

In many modern cities, young professionals and students are choosing to live in shared housing instead of traditional apartments. This growing trend is not just about saving money — it's also about building a sense of community and learning from one another.

In shared houses or co-living spaces, residents come from different backgrounds and countries. They cook together, share experiences, and often create lifelong friendships. Many people say that living with others teaches them cooperation, patience, and cultural understanding. It also





helps them improve their communication skills and practice new languages in daily life.

Technology has made this lifestyle easier. Apps and online platforms allow people to find reliable housemates and manage shared costs such as rent and utilities. Some buildings even have shared workspaces where residents can study or work together on creative projects. This combination of living and learning supports both personal and professional growth.

Although co-living has many advantages, it also has challenges. People must respect differences, follow house rules, and solve problems peacefully. When residents cooperate and care for one another, a shared home can become more than just a place to live — it becomes a community that encourages learning, friendship, and mutual respect.

**1. What is the main idea of the text?**

- A) Shared housing helps people learn and connect with others
- B) Living alone is better for students
- C) Co-living is a temporary fashion

**2. Why do many young people choose shared housing?**

- A) To build community and save money
- B) To avoid meeting others
- C) Because they dislike technology

**3. What helps residents manage shared costs?**

- A) Friends
- B) Apps and online platforms
- C) Teachers

**4. What skill do residents often improve while living together?**

- A) Driving
- B) Cooking only
- C) Communication



5. What does “cooperate” most likely mean in the last paragraph?

A) Work together

B) Argue

C) Complain

6. What can be inferred from the text?

A) Respect and teamwork make shared living successful

B) People should always live alone

C) Shared housing never works

### Part 3 – Reading Comprehension

| Part            | Level                                                                                                                                                                                                                                                                                                                                                                                                                                  | Theme                                                                                     | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Grammar                                                                                                                                                        |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 3: Reading | <b>At Grade Level Goal</b><br>Identify specific information<br><br><b>Beyond Grade Level Goal</b><br>Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.).<br><br>Identify and interpret conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types.<br><br>Identify the overall meaning. | <b>Come Rain or Shine   Feeling Under the Weather?</b>                                    | hurricanes, damage, flooding, injuries, blood pressure, blocking (roads), pneumonia, asthma, flu (influenza), temperature, moods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Zero Conditional<br>Modals for Opinion/Possibility<br>Expressing purpose.: in order to / to + verb (infinitive)                                                |
|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Task Description</b>                                                                   | <b>Learning Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Construct Limits</b>                                                                                                                                        |
|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Multiple-Choice</p> <p>Read the text. Choose the correct answer. Choose A, B or C.</p> | <p><b>Comprehension Skills</b><br/>Specific information:<br/>ENG.06.RV.CS.2.1: Read and identify specific information in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> <p>Inference<br/>ENG.06.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> <p><b>Strategies</b><br/>Text features<br/>ENG.06.RV.S.2.1: Identify and interpret conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> <p><b>Comprehension Skills</b><br/>Overall Meaning<br/>ENG.01.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, especially if they have visual support.</p> | <p>▪ 1 expository text of 250-270 words (10% either way)</p> <p>▪ 6 questions with 3 options, one of which is the correct answer (3 marks each, total: 18)</p> |



## Q2-Read the text carefully then answer the questions.

### The Science of Storms

Every year, extreme weather events such as floods, hurricanes, and sandstorms affect millions of people around the world. Scientists who study the weather — called meteorologists — use satellites, radar, and computer models to understand these natural phenomena and to warn people before they strike.

In the past, storms caused more damage because people had little information or time to prepare. Today, thanks to improved technology, early-warning systems can predict dangerous conditions several days in advance. This helps governments organize emergency services and protect communities. For example, when heavy rain is expected, schools may close, and rescue teams stand ready to respond.

However, even with modern equipment, weather can still be unpredictable. A small change in air temperature or wind direction can make a storm stronger or weaker. That is why meteorologists continue to study climate patterns carefully. Their goal is to reduce risk and help people understand how to live safely in changing weather.

In countries such as the UAE, awareness campaigns teach families how to stay safe during sandstorms or flash floods. The key message is simple: we cannot control the weather, but we can prepare for it. Understanding nature's power helps communities act wisely — come rain or shine.

#### **1.What is the main idea of the text?**

- A) Meteorologists help people understand and prepare for extreme weather
- B) Weather never changes
- C) Technology cannot predict storms



**2. What tools do scientists use to study weather?**

- A) Satellites, radar, and computer models
- B) Cars and planes
- C) Cameras and phones

**3. What does the phrase “early-warning systems” mean?**

- A) Alarms that give people time to prepare
- B) Machines that stop storms
- C) Radio advertisements

**4. Why can weather still be unpredictable?**

- A) Small changes can affect storm strength
- B) People do not listen to news
- C) Scientists make mistakes on purpose

**5. What is the purpose of awareness campaigns in the UAE?**

- A) To teach families how to stay safe during storms
- B) To advertise new technology
- C) To close schools permanently

**6. What can be inferred from the text?**

- A) Preparation and knowledge help reduce danger from storms
- B) People can stop hurricanes
- C) Weather is not important

## Part 4 – Writing Section:

| Part            | Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Theme                                                                                                                                                                                                                               | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Grammar                                                                                                                                                                                                                 | Functional Language                                                                                                                                                                                                                                                                                                                                        |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 4: Writing | <b>At Grade Level Goal</b><br>Use a range of cohesive devices, and referencing or substitution to connect ideas in texts that are generally coherent.<br><br>Produce simple and some extended written or multimodal texts, expressing some detail with comparisons and justifications where appropriate.<br><br>Produce simple and some extended written or multimodal texts that show awareness of the conventional features of text organisation and structure appropriate to the task and contain paragraphs with topic sentences and some supporting details. | <b>Meeting New People, Learning New Things   Sharing Things</b>                                                                                                                                                                     | Term 1 Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Prompts to elicit:<br>Zero Conditional<br>Modals for Opinion/Possibility<br>Expressing purpose.: in order to / to + verb (infinitive)<br>Present Simple Tense - Used for stating facts and identity<br>Cohesive devices | Describing advantages and disadvantages<br>Comparing and Contrasting<br>Language development for essay writing                                                                                                                                                                                                                                             |
|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Task Description</b>                                                                                                                                                                                                             | <b>Learning Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                         | <b>Construct Limits</b>                                                                                                                                                                                                                                                                                                                                    |
|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Guided constructed response</b><br><br>4.1 Read the text. Write the main idea in your own words.<br><br>4.2 Read the text again. Main writing prompt.<br>• prompt 1<br>• prompt 2<br>• prompt 3<br><br>Write at least 150 words. | <b>Coherence and cohesion</b><br>ENG.06.WR.S.5.1: Use an increasing range of cohesive devices, and referencing or substitution to connect ideas in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are generally coherent, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures.<br><br><b>Fluency in text production</b><br>ENG.06.WR.P.1.1 : Produce simple, extended and detailed written or multimodal texts on familiar and some unfamiliar concrete topics, expressing comparisons and justifications where appropriate, where meaning is generally clear, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures.<br><br><b>Text structure</b><br>ENG.06.WR.P.4.1 : Produce simple and extended written or multimodal texts on familiar and some unfamiliar concrete topics that show increasing awareness of the conventional features of text organisation and structure appropriate to the task and contain paragraphs with topic sentences and some supporting details, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures. |                                                                                                                                                                                                                         | 4.1<br>One text of 160 words related to theme<br><br>One question asking for the main idea of the text, using their own words.<br><br>4.2<br>• One question with three prompts to elicit a text asking them to respond to the text by presenting a position and supporting it with reasons.<br><br>• Word count: 150 words<br>• 40 marks (based on rubric) |

**1 Read the text. Write the main idea of the text in your own words.**

**Write at least 3-4 sentences.**

Meeting new people can open the door to learning and personal growth. Every time we meet someone from a different culture or background, we discover new ideas, customs, and perspectives. For example, when students participate in international projects or exchange programs, they learn about other traditions and languages, which helps them become more open-minded and respectful. Sharing experiences, such as food,



music, or art, allows people to build friendships and develop empathy for others.

In modern times, technology has made communication easier than ever. Social media and online learning platforms help people connect instantly, even when they live in different countries. However, building true relationships still requires honesty, patience, and respect. When people listen carefully and share ideas thoughtfully, they can solve problems together and create stronger communities.

Learning from others also helps us grow as individuals. We understand that the world is full of different opinions, but cooperation and kindness make it easier to live and work together peacefully. Meeting new people does not only teach us about others — it also helps us understand ourselves better.

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- give your opinion about why meeting new people is important for learning and personal growth
- explain how sharing ideas and experiences can make communities stronger
- include one real or personal example to support your ideas

2026 2023

موقع المناهج الدراسية





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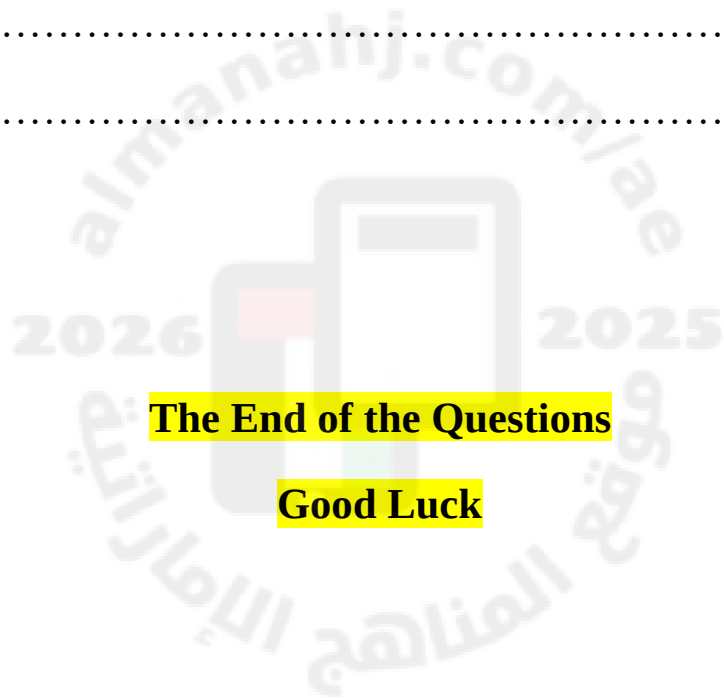
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**The End of the Questions**

**Good Luck**