# تمارين نهائية 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

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

المزيد من مادة الغة انجليزية:

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## التواصل الاجتماعي بحسب الصف التاسع











صفحة المناهج الإماراتية على فيسببوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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# **English Booklet**

Term (1)

# English EOT Review Booklet For Grade 9 Advanced

هيكل اللغة الإنجليزية مع التمارين لصف تاسع متقدم

Mr. Ibrahim Zaky



# **Vocabulary:**

Word	Meaning in English	Meaning in Arabic	Example
off campus	outside the university area	خارج حرم الجامعة	Many students live off campus to save money.
graduate degree	a university degree after	درجة دراسات	She is studying for a graduate
	a bachelor's	عليا	degree in engineering.
dormitory	a building where students sleep and live	سكن طلاب	The dormitory is close to the main library.
	•	= 1 to e1 ( ) tit	•
graduate student	a student studying for a master's or PhD	طالب دراسات عليا	He is a graduate student in biology.
nature reserve	a protected area for plants and animals	محميّة طبيعية	We visited a nature reserve last weekend.
eliminate	to remove or get rid of	يُزيل /يتخلص من	The new system helps eliminate errors.
inexpensive	not expensive	غیر مکلف	This restaurant is good and inexpensive.
privacy	the state of being alone or not watched	الخصوصية	She wants more privacy in her room.
humidity	the amount of water in the air	الرطوبة	The humidity is very high today.
biometeorologists	scientists who study weather effects on people	علماء الطقس الحيوي	Biometeorologists study how weather affects health.
affect	to influence	بوثر	Weather can affect your mood.
depressed	very sad	مكتنب	She felt depressed during the long winter.
headaches	pain in the head	صداع	Loud noise gives me headaches.
irritable	easily annoyed	سريع الغضب	Hot weather makes some people irritable.
atmosphere	the air around the Earth	الغلاف الجوي	The atmosphere protects us from the sun.



temperature	how hot or cold	درجة الحرارة	The temperature dropped
	something is		last night.
blizzard	a severe snowstorm	عاصفة ثلجية	We couldn't drive because of
			the blizzard.
cumulus cloud	a large, fluffy white cloud	سحابة ركامية	Cumulus clouds often
			appear on sunny days.
gust	a sudden strong wind	هبة ريح	A gust of wind blew the door
			open.
phenomena	events that can be	ظواهر	Rainbows are natural
	observed		phenomena.
gale- force	very strong wind	رياح شديدة	Gale-force winds damaged
			the trees.
hazardous	dangerous	خطير	Hazardous conditions made
	211	0	driving difficult.
severe	very strong or serious	حاد /شدید	The region experienced
			severe weather.
soaked	very wet	مبلل تمامًا	We got soaked in the heavy
			rain.
weather forecast	prediction of weather	توقعات الطقس	Check the weather forecast
			before traveling.
chance of	possibility of something	احتمال	There is a chance of rain
	happening		today.
pouring (rain)	raining very heavily	أمطار غزيرة	It was pouring when we left
	~~~		home.
freezing	very cold	بارد جدًا	It's freezing outside.
sick of	tired or annoyed with	سئمت من	I'm sick of this hot weather.
	something		
winter break	a vacation in winter	إجازة الشتاء	Students travel during winter
_			break.
prefer	to like more	يفضل	I prefer tea to coffee.
snowboarding	a winter sport using a	التزلج على الجليد بلوح	They went snowboarding in
	board	40 %	the mountains.
dockless bike	a bike you can rent	دراجة بدون محطة	Many cities use dockless
	without a station	شین	bike systems.
bike- sharing	a system to borrow bikes	برنامج مشاركة	The bike-sharing program is
program		الدراجات	popular.



smartphone app	an application on a phone	تطبيق هاتف ذكي	You can rent bikes using a smartphone app.
traffic	vehicles on the road	حركة المرور	Traffic is heavy this morning.
pollution	harmful substances in	التلوث	Car pollution affects the
poliucion.	air, water, etc.		environment.
noise	loud or unwanted sound	الضوضاء	The noise from the street
110130	toud of unwanted sound	,	kept me awake.
litter bikes	abandoned shared bikes	دراجات مهملة	Litter bikes block the
titter bikes	in public places		sidewalks.
public transport	the agency managing	هيئة النقل العام	The public transport
authority	buses, trains, etc.	ρω. <b>σ</b>	authority introduced new
ductionity	buses, trains, etc.		buses.
damage	harm or break something	ضرر /يُتلف	The storm caused a lot of
damage	nam of break something		damage.
theft	stealing	سرقة	Bike theft is a problem in big
there	Steating	-,-	cities.
incentives	rewards to encourage	حوافز	The company offers
	behavior		incentives to workers.
cooperating	working together	التعاون	The teams are cooperating
			on the project.
hurricanes	very strong tropical	أعاصير	Hurricanes can destroy
	storms		homes.
flooding	water covering land	فيضانات	Heavy rain caused flooding.
injuries	physical harm	إصابات	The accident resulted in
	2//1 .	71:0	several injuries.
blood pressure	the force of blood in the	ضغط الدم	Stress can raise blood
	body		pressure.
blocking (roads)	stopping movement on	إغلاق الطرق	Fallen trees were blocking
	roads		the roads.
pneumonia	a serious lung infection	الالتهاب الرئوي	Pneumonia requires medical
			care.
asthma	a condition causing	المربو	Dust can trigger asthma
	breathing difficulty		attacks.
flu (influenza)	a viral illness causing	الإنفلونزا	Many people catch the flu in
	fever		winter.
moods	emotional states	المزاج	Weather can affect people's
			moods.



## **Grammar:**

#### **Grammar:**

Grammar Point	Rule / Use	Form / Structure	Example
Parts of Speech	Words are	Noun, Verb, Adjective,	- Noun: car
	divided into	Adverb, Pronoun,	- Verb: run
	categories based	Preposition,	- Adjective: tall
	on their function	Conjunction,	
		Interjection	
Comparatives and	Used to compare	Comparative: adj + -er /	- My house is bigger than
Superlatives	people or things	more + adj	yours.
		Superlative: the + adj + -	- This is the most
	- 1	est / the most + adj	interesting movie.
Modal Verbs	Used to give	should / shouldn't +	- You should study more.
(should/could)	advice or suggest	base verb	- We could go to the park.
	possibilities	could + base verb	
Collocations - do,	Common verb +	do homework	- She made a decision.
make, take, have	noun	make a decision	- I take a break at noon.
	combinations	take a break	23
	0.1	have lunch	
Expressing	Used to show the	in order to + base verb	- I exercise to stay healthy.
purpose (in order	reason for an	to + base verb	- She studies in order to
to / to + verb)	action	. 9/	pass.
Modals for	Expresses	should / must / have to +	- You must wear a seatbelt.
Opinion/Possibility	opinions,	base verb	- She should rest.
(should, must,	obligations, or	. Garage	
have to)	probability		
Zero Conditional	Used for general	If + present simple,	- If you heat water, it boils.
	truths and facts	present simple	
Present Simple	Used for facts,	Subject + base verb	- He works at a bank.
Tense	routines, and	(s/es for he/she/it)	- The sun rises in the east.
	identity		
Cohesive devices	Words used to	and, but, because,	- I was tired, so I went to
	connect ideas	however, therefore,	bed.
		first, then, finally	



Part	Level	Theme	Theme Vocabulary		
		Meeting New People, Learning New Things   Unique Housing for Three College Students	off campus, graduate degree, dormitory, graduate inexpensive, privacy	student, nature reserve, eliminate,	
Towards Grade Level Goal Apply a wide range of reading strategies,	Come Rain or Shine   Feeling Under the Weather?	humidity, biometeorologists, affect, depressed, he temperature	adaches, irritable, atmosphere,		
	including, using context, first language, culture, experiences, developing	Task Description	Learning Outcomes	Construct Limits	
Part 1A: Vocabulary	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.	Multiple-Choice Gap-Fill  Read the text and choose the correct word(s) to complete the sentences.	Reading Strategies 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.	1 text of 160 words (10% either way) with 6 gaps focusing on the target vocabulary.     3 options, one of which is the correct answer     2 marks each (total: 12)	

# Choose the correct word to complete each sentence. (12 marks — 2 marks each) Feeling the Weather

Feeling the	e Weather
Many people claim that changes in the weather ca	an seriously 1their mood and physical
well-being. This phenomenon is often discussed,	but what does the science say? Studies show
that when the 2 is high, combined with	rising temperatures, some individuals report
feeling more tired or having intense 3	- 1
4quick to anger or simply in a bad te	
2020	2023
5, the scientists who study weather patt	erns, are investigating the precise mechanisms
behind this. One theory is that sudden shifts in 6.	or barometric pressure can impact the
body's neurochemistry, leading to feelings of being	
link isn't fully understood, many believe it confir	ms that the environment truly has a deep
influence on how we feel.	
1.	(2)
(A) affect	(A) atmosphere
(B) eliminate	(B) privacy
(C) develop	(C) humidity
(3)	(4)
(A) headaches	(A) inexpensive
(B) degrees	(B) irritable
(C) graduates	(C) unique
· / C	(6)
(5)	(6)
(A) Students	(A) culture
(B) Meteorologists	(B) temperature
(C) Residents	(C) context



Part	Level	Theme	Vocabulary	Grammar	
	At Grade Level Goal Apply a wide range of reading strategies, including, using context,	Description of Wild Weather  At Grade Level Goal Apply a wide range of reading strategies,	Come Rain or Shine   Writing a Description of Wild Weather	blizzard, cumulus cloud, gust, phenomena, gale- force, hazardous, severe, soaked, weather forceast, chance of, pouring (rain), freezing, sick of, winter break, prefer, snowboarding	Parts of Speech Comparatives and Superlatives Modal Verbs (should/could) Collocations – do, make, take, have
Part 1B:	first language, culture, experiences, the main	Task Description	Learning Outcomes	Construct Limits	
Grammar	message and overall organisation, adjusting reading rate, skimming, scanning and reading on to understand and interpret texts.	Multiple-Choice Gap-Fill  Read the text and choose the correct word(s) to complete the sentences.	Reading Strategies 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.	1 narrative text of 160 words (10% either way) with 6 gaps 3 options, one of which is the correct answer 2 marks each (total 12)	

Choose the correct word to complete each sen Wild Weathe	
The wind howled outside the old mountain cabin when the storm hit, and the forecast had underest the week snowboarding, but now they 2being lashed by an incredible gale-force rain.	imated its ferocity. They had planned to spend
"We 3 really <b>make</b> sure we have enough pulling on a thick sweater. Sarah was already try power has been out for an hour now, and the tem	ing to find a better signal for her phone. "The
Later that evening, after the storm had eased into certainly the <b>5.</b> weather I've ever expert that they were very lucky they had decided to <b>6.</b> ensuring they had plenty of canned food and wat freezing conditions until help could get to them.	ienced," Sarah whispered. Liam agreed, adding precautions before they left the city,
(1)	(2)
(A) winter	(A) should
(B) wintry	(B) could
(C) winter's	(C) had
(3)	(4)
(A) make	(A) cold
(B) do	(B) colder
(C) take	(C) coldest
(5)	(6)
(A) wild	(A) make
(B) wilder	(B) have
(C) wildest	(C) take



## Choose the correct word to complete each sentence. (12 marks — 2 marks each)

# **Housing for College Students**

secured a place in a graduate degr	er studies in urban planning, faced a classic dilemma. She had ee program and needed accommodation. University housing ded 2 meant sacrificing her 3, which was earch.
	nere prices were surprisingly <b>5.</b> compared to the a unique apartment next to a <b>6.</b> , offering quiet
(1)	(2)
1. (A) inexpensive	(A) nature reserve
(B) graduate student	(B) dormitory
(C) privacy	(C) off campus
(3)	(4)
(A) degree	(A) off campus
(B) graduate	(B) dormitory
(C) privacy	(C) nature reserve
(5)	(6)
(A) inexpensive	(A) graduate student
(B) eliminate	(B) nature reserve
(C) graduate	(C) off campus

Part	Level	Theme	Vocabulary		Grammar
	-	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.	(infinitive)	urpose.: in order to / to + verb pinion/Possibility - should, must
		Task Description	Learning Outcomes		Construct Limits
Part 2: Reading	Towards Grade Level Goal Identify specific information.  At Grade Level Goal Identify and interpret conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types.  Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.).  Identify the overall meaning.	Multiple-Choice  Read the text. Choose the correct answer.	Comprehension Skills Specific Information: 2 x ENG.06.RV.CS.2.1: Read and identify specific information: 2 x ENG.06.RV.CS.2.1: Read and identify specific information: simple, extended written or multimodal texts on familing information on the structured is some nonstandard language or expressions.  Strategies Text features 1 x ENG.06.RV.S.2.1: Identify and interpret convention text, including, format, appearance, organisation, strulanguage, in a wide range of text types when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured some nonstandard language or expressions.  Comprehension Skills Inference 2 x ENG.06.RV.CS.4.1: Infer the meaning of unknown expressions from the context and knowledge of word (prefixes, suffixes, etc.) when reading simple, extendimultimodal texts on familiar and some unfamiliar conthat are clearly structured and may use some nonstation expressions.  Overall Meaning 1 x ENG.01.RV.CS.1.1: Read and identify the overall simple written or multimodal texts on familiar topics structured and use simple language, especially if the support.	liar and some and may use and may use and leatures of ucture and simple, some and may use and may use and may use dwritten or acrete topics and language meaning of that are clearly	1 expository text of 250-270 words (10% either way)     6 questions with 3 options, one of which is the correct answer (3 marks each, total: 18)



# Read the text below and choose the correct answer (a, b, or c). (18 marks - 3 marks each)

#### The Dockless Bike Revolution

**Instructions:** Read the text below and choose the correct answer for each question.

The rise of the **dockless bike-sharing program** has revolutionized urban transport. Unlike older systems with fixed stations, these new bikes rely on a **smartphone app** to locate, unlock, and pay for a ride. This flexibility offers a **cheap and simple alternative** to driving, allowing users to complete the "last mile" of their journey or entirely replace short car trips. The availability of these bikes has been a major **incentive** for city residents to reduce their reliance on personal vehicles, which in turn helps **eliminate traffic** congestion, **pollution**, and **noise** in busy central areas.

However, the rapid rollout of these systems has presented new problems for cities. Without dedicated docks, bikes are sometimes improperly parked, leading to "litter bikes" that block pedestrian walkways and cause public annoyance. Furthermore, despite the use of GPS tracking, there are still issues with **theft** and intentional **damage** to the fleet. Local authorities, particularly the **public-transport authority**, initially struggled to manage the sudden influx of bikes. They have had to work on new regulations to ensure that these private companies are properly **cooperating** with municipal rules, rather than simply dropping thousands of bikes without warning.

For the program to reach its full potential, a balance must be struck: the convenience of the dockless system must be maintained while simultaneously minimizing the negative impacts on the urban environment. City planners believe that with the right level of oversight, bike sharing can become an even **stronger complement to existing public transit**.

#### **Questions**

- 1. According to the text, what is the main difference between dockless bike-sharing and older systems?
- (A) The cost is much higher.
- (B) It does not require fixed stations.
- (C) It relies on public transport authorities for management.
- 2. What is the overall main idea of the second paragraph?
- (A) The future of bike-sharing is uncertain due to a lack of city regulation.
- (B) Dockless bike-sharing programs are too expensive for city authorities to manage.
- (C) The flexibility of dockless bikes has created management challenges that require new regulations.
- 3. Which of the following problems is *not* listed as a negative consequence of dockless bikes? (A) Litter bikes blocking walkways.
- (B) Intentional damage to the bikes.
- (C) Increased costs for public transport.
- 4. Based on the first paragraph, what can be inferred about personal vehicle use in cities before the dockless bikes were introduced?
- (A) It was relatively cheap and did not cause much traffic.
- (B) It was necessary for completing short journeys.
- (C) It was entirely managed by the public-transport authority.



- 5. In the first paragraph, the word 'eliminate' is used. If 'eliminate' means to completely remove, which part of speech is the word 'elimination'?
- (A) A verb
- (B) A noun
- (C) An adjective
- 6. The final sentence states that bike sharing can become an "even stronger complement to existing public transit." What does this suggest about the current relationship between the two?
- (A) They are currently in strong competition with each other.
- (B) They are already working together to some degree.
- (C) Bike sharing must be replaced by better public transit options.

Part	Level	Theme	Vocabulary		Grammar
		Come Rain or Shine   Feeling Under the Weather?	hurricanes, damage, flooding, injuries, blood pressure, blocking (roads), pneumonia, asthma, flu (influenza), temperature, moods	Zero Condition Modals for Opi Expressing pur (infinitive)	
		Task Description	Learning Outcomes		Construct Limits
Part 3: Reading	At Grade Level Goal Identify specific information  Beyond Grade Level Goal Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.).  Identify and interpret conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types.  Identify the overall meaning.	Multiple-Choice  Read the text. Choose the correct answer. Choose A, B or C.	Comprehension Skills Specific information: ENG.06.RV.CS.2.1: Read and identify specific information: extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured some nonstandard language or expressions.  Inference ENG.06.RV.CS.4.1: Infer the meaning of unknown we expressions from the context and knowledge of word (prefixes, suffixes, etc.) when reading simple, extend multimodal texts on familiar and some unfamiliar oc that are clearly structured and may use some nonstator expressions.  Strategies Text features ENG.06.RV.S.2.1: Identify and interpret conventional including, format, appearance, organisation, structural language, in a wide range of text types when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured some nonstandard language or expressions.  Comprehension Skills Overall Meaning ENG.01.RV.CS.1.1: Read and identify the overall mewritten or multimodal texts on familiar topics that an structured and use simple language, especially if the support.	ords and d parts led written or ncrete topics ndard language features of text, re and g simple, I some and may use	1 expository text of 250-270 words (10% either way)     6 questions with 3 options, one of which is the correct answer (3 marks each, total: 18)

# Read the text below and choose the correct answer (a, b, or c). (18 $\max$ – 3 $\max$ each)

## The Lingering Toll of Hurricanes

**Hurricanes** cause immediate devastation, but their public health effects often linger long after the winds subside and the immediate **flooding** recedes. The initial **damage** to homes and public infrastructure, such as roads and power grids, creates severe challenges. For example, fallen debris and floodwaters lead to the **blocking** of essential routes, making it impossible for emergency services to reach those who have sustained **injuries**.

Even worse are the indirect health consequences. The loss of electricity means that basic services are interrupted, leading to sanitation issues. Stagnant floodwater and the damp conditions inside damaged buildings can trigger respiratory illnesses. Studies consistently report a rise in cases of **pneumonia** and worsening **asthma** symptoms in the weeks following a major storm due to mold exposure. The extreme shift in **temperature**—as homes lose heating or cooling—also poses a threat to the vulnerable, as does the spread of infectious diseases like the **flu (influenza)** in crowded shelters. Furthermore, the immense stress and loss associated with a storm can greatly



**affect** people's mental **moods**, sometimes leading to long-term anxiety and even elevated **blood pressure**. Therefore, a comprehensive disaster plan must **include measures in order to** manage this long tail of health issues, ensuring that communities can recover completely.

#### **Ouestions**

- 1. What is one direct, immediate effect of hurricanes on infrastructure mentioned in the text?
- (A) Long-term power grid instability.
- (B) The blocking of essential routes by debris and water.
- (C) A rise in flu and pneumonia cases.
- 2. What is the main argument of the text?
- (A) Hurricanes cause damage to roads, but the problems are usually quickly resolved.
- (B) The biggest problem caused by hurricanes is the emotional distress.
- (C) The health impacts of hurricanes are widespread and continue long after the storm has passed.
- 3. What is the stated cause for the increase in cases of pneumonia and worsening asthma after a hurricane?
- (A) Changes in blood pressure. (B) Exposure to mold in damaged buildings.
- (C)The use of generators without proper ventilation.
- 4. Based on the text, why might a person with high blood pressure be considered particularly vulnerable after a hurricane?
- (A) They are more likely to get the flu in a crowded shelter.
- (B) The stress of the event could cause their condition to worsen.
- (C) They are more likely to have injuries from the falling debris.
- 5. Which phrase would best complete the sentence: "The government should distribute medicine and bottled water \_\_\_\_\_help the victims of the storm"?
  - (A) in order to (B) could (C) had to
- 6. Which of the following is an example of a zero conditional structure?
- (A) If the power goes out, the hospital will run on backup generators.
- (B) If flooding is severe, people sometimes experience panic.
- C) If the damage had been worse, many more people would have evacuated.

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



# 1.1 Read the text. Write the main idea of the text in your own words. Write at least 3-4 sentences.

Total/40

Finding a new place to live in Riyadh, Saudi Arabia, can be exciting, but it also requires careful planning. The city is large, modern, and expanding rapidly, so every area offers a different lifestyle. For example, central Riyadh is close to offices, restaurants, and shopping centres, but rent is usually high, and traffic can be heavy. Families who prefer more space and quiet surroundings often move to neighbourhoods on the edge of the city, where homes are larger and streets are calmer.

Before moving, people usually check how close their home is to schools supermarkets, and transport in order to save time and money each day. It is also important to compare rent prices online because they can change quickly. Some people choose to share accommodation to reduce costs, while others decide to live near their workplace to avoid long commutes.

onvenience care	fully	ust balance comfort, bud	iget, sale
onvenience care	Tally!		
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	0:		
	- 10	.0	
		- O/.	
	9/1,	07	
	24/2	2017	

Task Completion	Language Use	Organisation and Clarity	Total
/5	/5	/5	/15

and



<ul> <li>1.2 Read the text again. Now write a response to the give your opinion about the advantages and disadvanta</li> <li>explain how people can make living in a busy city representation in the include one example or experience to support your experience.</li> </ul>	ges of living in a large city like Riyadh nore comfortable or convenient
Write at least 150 words.	
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Completion	Structure	Grammar	Vocabulary	Spelling and Punctuation	Total
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# 2.1 Read the text. Write the main idea of the text in your own words. Write at least 3-4 sentences.

Total/40

Meeting new people can be exciting, but it also requires confidence and preparation. In many situations, such as school, work, or community events, people meet others from different cultures and backgrounds. This makes every meeting unique and full of learning opportunities.

When meeting someone for the first time, people usually start with polite greetings, short introductions, and simple questions to break the ice. These first moments help build trust and make the conversation feel more comfortable. However, meeting new people can sometimes feel stressful, especially for those who are shy or unsure of what to say.

To make the experience easier, people often prepare topics in advance or try to stay positive and open-minded. It is also important to listen carefully and show interest in what the other person is saying. Meeting new people can lead to new friendships, professional connections, and cultural understanding.

With patience and practice, anyone can become more confident in social situations and

enjoy the benefits o	or connecting with others	ın meaningful ways.	
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Task Completion	Language Use	Organisation and Clarity	Total
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### 2.2 Read the text again. Now write a response to the text in which you:

- give your opinion about the advantages and disadvantages of meeting new people
- explain how people can improve or handle the situation better
- include one example or experience to support your ideas

  Write at least 150 words

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#### Task

Completion	Structure	Grammar	Vocabulary	Spelling and Punctuation	Total
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#### 3-1 Read the text. Write the main idea of the text in your own words.

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

#### Total/40

Sharing things with others is an important part of building strong relationships and supportive communities. People often share everyday items such as food, books, tools, or even personal time, depending on what others need. Sharing teaches kindness, cooperation, and responsibility.

It also helps people save money and reduce waste by using resources more efficiently. However, sharing is not always easy. Sometimes people worry that their items might not be returned or may be damaged. This can create tension or misunderstandings, especially when expectations are not clear.

To avoid problems, people often set simple rules or discuss how long something will be borrowed. Despite these challenges, sharing continues to be an essential part of human interaction. It encourages trust, strengthens friendships, and creates a sense of community.

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Task Completion	Language Use	Organisation and Clarity	Total
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### 3.2 Read the text again. Now write a response to the text in which you:

- give your opinion about the advantages and disadvantages of sharing things
- explain how people can improve or handle the situation better
- include one example or experience to support your ideas Write at least 150 words.

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#### 5-1 Read the text. Write the main idea of the text in your own words.

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

#### Total/40

Camping is a popular activity for people who enjoy nature and want to escape the busy life of the city. It usually involves sleeping in tents, cooking outdoors, and exploring forests, mountains, or beaches. Many families and friends choose camping to relax, spend quality time together, and learn new outdoor skills.

Before going on a camping trip, planning is essential. People need to pack enough food, water, clothing, and safety equipment to stay comfortable and secure. Weather changes, insects, and unfamiliar environments can sometimes make camping challenging. However, these challenges also make the experience more exciting and memorable.

Campers often learn how to build fires, set up tents, and stay safe in nature. The quiet environment helps people disconnect from technology and enjoy fresh air, beautiful scenery, and peaceful surroundings. Although camping requires preparation and effort, it offers many benefits, including stress relief, physical activity, and a deeper connection with nature.

or many, the memories created during cam	ping trips last a lifetime.
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Task Completion	Language Use	Organisation and Clarity	Total
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## 1.2 Read the text again. Now write a response to the text in which you:

- give your opinion about the advantages and disadvantages of camping
- explain how people can improve or handle the situation better
- include one example or experience to support your ideas Write at least 150 words.

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Completion	Structure	Grammar	Vocabulary	Spelling and Punctuation	Total
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## كيفية التعامل مع موضوع الكتابة

**Part1** (Main Idea) (At least 3-4 Sentences)

The writer is talking about a very important topic. It is about + الموضوع

The main idea is very clear and obvious. It is + الفكرة الرئيسية للنص. He/ She provided some examples, details, reasons and ideas to support his/ her point of view.

**Part 2** (130 words)

It is very interesting to hold my pen to write about this significant topic. Everyone will deal with it from a different angle, but I will focus on the main points.

As for the first point, let's discuss the details. I would like to share my opinion about + اسم الموضوع with you. In my opinion, + رأيك عن الموضوع.

Concerning the second point, here is my point of view. People can ....

With respect to the third point, let's clarify the situation. This is an example from my own experience. I have once heard + مثال من خبرتك أو خبرتك الشخصية.

In the end, I think that what I have just written is like adding a drop of water to the ocean.

Best wishes, Mr. Ibrahim Zaky