

تمارين نهائية وفق الهيكل الوزاري الجديد المسار المتقدم



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تاريخ إضافة الملف على موقع المناهج: 2025-11-24 21:22:49

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المزيد من مادة
لغة انجليزية:

إعداد: Zaky Ibrahim

التواصل الاجتماعي بحسب 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

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English Booklet

Term (1)

*English EOT Review Booklet
For Grade 9 Advanced*

هيكّل 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 a bachelor's	درجة دراسات عليا	She is studying for a graduate degree in engineering.
dormitory	a building where students sleep and live	سكن طلاب	The dormitory is close to the main library.
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	محمية طبيعية	We visited a nature reserve last weekend.
eliminate	to remove or get rid of	يُزيل / يخلص من	The new system helps eliminate errors.
inexpensive	not expensive	غير مكلف	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	يؤثر	Weather can affect your mood.
depressed	very sad	مكتئب	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 something is	درجة الحرارة	The temperature dropped 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 observed	ظواهر	Rainbows are natural phenomena.
gale- force	very strong wind	رياح شديدة	Gale-force winds damaged the trees.
hazardous	dangerous	خطير	Hazardous conditions made driving difficult.
severe	very strong or serious	حاد / شديد	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 happening	احتمال	There is a chance of rain 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 something	سئمت من	I'm sick of this hot weather.
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 board	التزلج على الجليد بلوح	They went snowboarding in the mountains.
dockless bike	a bike you can rent without a station	دراجة بدون محطة تثبيت	Many cities use dockless bike systems.
bike- sharing program	a system to borrow bikes	برنامج مشاركة الدراجات	The bike-sharing program is 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 air, water, etc.	التلوث	Car pollution affects the environment.
noise	loud or unwanted sound	الضوضاء	The noise from the street kept me awake.
litter bikes	abandoned shared bikes in public places	دراجات مهملة	Litter bikes block the sidewalks.
public transport authority	the agency managing buses, trains, etc.	هيئة النقل العام	The public transport authority introduced new buses.
damage	harm or break something	ضرر / يُتلف	The storm caused a lot of damage.
theft	stealing	سرقة	Bike theft is a problem in big cities.
incentives	rewards to encourage behavior	حوافز	The company offers incentives to workers.
cooperating	working together	التعاون	The teams are cooperating on the project.
hurricanes	very strong tropical storms	أعاصير	Hurricanes can destroy homes.
flooding	water covering land	فيضانات	Heavy rain caused flooding.
injuries	physical harm	إصابات	The accident resulted in several injuries.
blood pressure	the force of blood in the body	ضغط الدم	Stress can raise blood pressure.
blocking (roads)	stopping movement on roads	إغلاق الطرق	Fallen trees were blocking the roads.
pneumonia	a serious lung infection	الالتهاب الرئوي	Pneumonia requires medical care.
asthma	a condition causing breathing difficulty	الربو	Dust can trigger asthma attacks.
flu (influenza)	a viral illness causing fever	الإنفلونزا	Many people catch the flu in 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 divided into categories based on their function	Noun, Verb, Adjective, Adverb, Pronoun, Preposition, Conjunction, Interjection	- Noun: car - Verb: run - Adjective: tall
Comparatives and Superlatives	Used to compare people or things	Comparative: adj + -er / more + adj Superlative: the + adj + -est / the most + adj	- My house is bigger than yours. - This is the most interesting movie.
Modal Verbs (should/could)	Used to give advice or suggest possibilities	should / shouldn't + base verb could + base verb	- You should study more. - We could go to the park.
Collocations - do, make, take, have	Common verb + noun combinations	do homework make a decision take a break have lunch	- She made a decision. - I take a break at noon.
Expressing purpose (in order to / to + verb)	Used to show the reason for an action	in order to + base verb to + base verb	- I exercise to stay healthy. - She studies in order to pass.
Modals for Opinion/Possibility (should, must, have to)	Expresses opinions, obligations, or probability	should / must / have to + base verb	- You must wear a seatbelt. - She should rest.
Zero Conditional	Used for general truths and facts	If + present simple, present simple	- If you heat water, it boils.
Present Simple Tense	Used for facts, routines, and identity	Subject + base verb (s/es for he/she/it)	- He works at a bank. - The sun rises in the east.
Cohesive devices	Words used to connect ideas	and, but, because, however, therefore, first, then, finally	- I was tired, so I went to bed.

Part	Level	Theme	Vocabulary	
Part 1A: Vocabulary	Towards Grade Level Goal 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 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 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

Many people claim that changes in the weather can seriously 1. _____ their 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. _____. They might also find themselves unusually 4. _____—quick to anger or simply in a bad temper.

5. _____, the scientists who study weather patterns, 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 **depressed** or generally unwell. While the link isn't fully understood, many believe it confirms that the environment truly has a deep influence on how we feel.

- | | |
|--|---|
| 1.
(A) affect
(B) eliminate
(C) develop
(3)
(A) headaches
(B) degrees
(C) graduates
(5)
(A) Students
(B) Meteorologists
(C) Residents | (2)
(A) atmosphere
(B) privacy
(C) humidity
(4)
(A) inexpensive
(B) irritable
(C) unique
(6)
(A) culture
(B) temperature
(C) context |
|--|---|

Part	Level	Theme	Vocabulary	Grammar
Part 1B: Grammar	At Grade Level Goal 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 Comparatives and Superlatives Modal Verbs (should/could) Collocations – do, make, take, have
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	Reading Strategies 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 sentence. (12 marks — 2 marks each)

Wild Weather Adventure

The wind howled outside the old mountain cabin. Liam and Sarah were on a **1. _____** break when the storm hit, and the forecast had underestimated its ferocity. They had planned to spend the week snowboarding, but now they **2. _____** barely see through the windows, which were being lashed by an incredible **gale-force** rain.

"We **3. _____** really **make** sure we have enough firewood to last until morning," Liam said, pulling on a thick sweater. Sarah was already trying to find a better signal for her phone. "The power has been out for an hour now, and the temperature is getting **4. _____** fast," she replied.

Later that evening, after the storm had eased into a **severe** blizzard, they sat by the fire. "This is certainly the **5. _____** weather I've ever experienced," Sarah whispered. Liam agreed, adding that they were very lucky they had decided to **6. _____** precautions before they left the city, ensuring they had plenty of canned food and water. They knew they **should** just wait out the freezing conditions until help could get to them.

- (1)
- (A) winter
- (B) wintry
- (C) winter's
- (3)
- (A) make
- (B) do
- (C) take
- (5)
- (A) wild
- (B) wilder
- (C) wildest

- (2)
- (A) should
- (B) could
- (C) had
- (4)
- (A) cold
- (B) colder
- (C) coldest
- (6)
- (A) make
- (B) have
- (C) take

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

Housing for College Students

Sarah, a new 1. _____ starting her studies in urban planning, faced a classic dilemma. She had secured a place in a **graduate degree** program and needed accommodation. University housing was an option, but living in a crowded 2. _____ meant sacrificing her 3. _____, which was essential for her to focus on her research.

She decided to look 4. _____, where prices were surprisingly 5. _____ compared to the rising costs on campus. She found a unique apartment next to a 6. _____, offering quiet surroundings and a beautiful view.

(1)

- 1. (A) inexpensive
- (B) graduate student
- (C) privacy

(3)

- (A) degree
- (B) graduate
- (C) privacy

(5)

- (A) inexpensive
- (B) eliminate
- (C) graduate

(2)

- (A) nature reserve
- (B) dormitory
- (C) off campus

(4)

- (A) off campus
- (B) dormitory
- (C) nature reserve

(6)

- (A) graduate student
- (B) nature reserve
- (C) off campus

Part	Level	Theme	Vocabulary	Grammar
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.	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) Modals for Opinion/Possibility - <i>should, must, and have to</i>
		Task Description	Learning Outcomes	
		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 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. Strategies Text features 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. Comprehension Skills Inference 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. Overall Meaning 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.	

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
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.	Come Rain or Shine Feeling Under the Weather?	hurricanes, damage, flooding, injuries, blood pressure, blocking (roads), pneumonia, asthma, flu (influenza), temperature, moods	Zero Conditional Modals for Opinion/Possibility Expressing purpose.: In order to / to + verb (infinitive)
		Task Description	Learning Outcomes	Construct Limits
		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 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. Inference 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. Strategies Text features 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. Comprehension Skills Overall Meaning 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.	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 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.

Questions

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.

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	At Grade Level Goal Use a range of cohesive devices, and referencing or substitution to connect ideas in texts that are generally coherent. 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 and structure appropriate to the task and contain paragraphs with topic sentences and some supporting details.	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
		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.	Coherence and cohesion 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. Fluency in text production 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. Text structure 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 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)

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 + اسم 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 تجاربك 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