

## ملف متكامل مراجعة شاملة 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: 2025-11-24 21:13:47

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:

### 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

|                                                                        |   |
|------------------------------------------------------------------------|---|
| المواضيع المتوقعة للاختبار مع الكلمات المساعدة في الكتابة المسار العام | 1 |
| حل مراجعة نهائية شاملة وفق الهيكل الوزاري المسار العام                 | 2 |
| مراجعة نهائية شاملة وفق الهيكل الوزاري المسار العام                    | 3 |
| حل كراسة تدريبية مراجعة وفق الهيكل الوزاري الجديد المسار المتقدم       | 4 |
| تدريبات قراءة Shopping Online متبوعة بالإجابات                         | 5 |

# English Revision Booklet

End of Term 1

Grade: 10 General/9 advanced



## PART 1: Vocabulary (6 Questions – Total: 12 Marks)

| 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                                                                                                                                                                                                                     |
|                        |                                                                                                                                                                                                                                                                                                                                              | <p>Multiple-Choice Gap-Fill</p> <hr/> <p>Read the text and choose the correct word(s) to complete the sentences.</p> | <p><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.</p> | <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> |

A short paragraph of 160 words about a topic. It has 6 gaps, where you have 3 options to choose from. The word list related to this part is on the next page. Please revise the list and memorize the meaning of the words.

في هذا القسم سيكون الاختبار عبارة عن نص من 160 كلمة. يحتوي هذا النص على ست فراغات وهناك 3 إجابات لكل فراغ يقوم الطالب باختيار الإجابة الصحيحة من هذه الخيارات. الكلمات الخاصة بهذا الجزء موجودة في الصفحة التالية. الرجاء مراجعة الكلمة وحفظ معناها.

## 1.1 Vocabulary List:

| <u>Word</u>       | <u>English Meaning</u>                         | <u>Arabic Meaning</u> | <u>Example</u>                                                            |
|-------------------|------------------------------------------------|-----------------------|---------------------------------------------------------------------------|
| off campus        | outside the university area                    | خارج حرم الجامعة      | Many students prefer to live off campus because it's quieter and cheaper. |
| graduate degree   | a university degree after a bachelor's         | درجة دراسات عليا      | She earned her graduate degree in environmental science last year.        |
| dormitory         | a building where students sleep and live       | سكن طلاب              | The dormitory was full of new students during orientation week.           |
| graduate student  | a student studying for a master's or PhD       | طالب دراسات عليا      | As a graduate student, he spends most of his time doing research.         |
| nature reserve    | a protected area for plants and animals        | محمية طبيعية          | The nature reserve protects rare species of birds and plants.             |
| eliminate         | to remove or get rid of                        | يزيل / يتخلص من       | The new rule aims to eliminate pollution from local factories.            |
| inexpensive       | not expensive                                  | غير مكلف              | We found an inexpensive restaurant near the train station.                |
| privacy           | the state of being alone or not watched        | الخصوصية              | She values her privacy and prefers to study alone.                        |
| humidity          | the amount of water in the air                 | الرطوبة               | The humidity made the air feel sticky and uncomfortable.                  |
| biometeorologists | scientists who study weather effects on people | علماء الطقس الحيوي    | Biometeorologists study how weather conditions affect human health.       |
| affect            | to influence                                   | يؤثر                  | The amount of sunlight can greatly affect your mood.                      |
| depressed         | very sad                                       | مكتئب                 | He felt depressed during the long, rainy season.                          |
| headaches         | pain in the head                               | صداع                  | Many people suffer from headaches when the air pressure changes.          |
| irritable         | easily annoyed                                 | سريع الغضب            | Lack of sleep can make anyone irritable.                                  |
| atmosphere        | the air around the Earth                       | الغلاف الجوي          | The atmosphere in the classroom was calm and focused.                     |
| temperature       | how hot or cold something is                   | درجة الحرارة          | The temperature dropped suddenly after the storm.                         |

## **1.2 Vocabulary Practice:**

### **1.2.1 Fill in the Blanks**

|          |                   |           |                |            |                 |             |
|----------|-------------------|-----------|----------------|------------|-----------------|-------------|
| affect   | biometeorologists | depressed | dormitory      | eliminate  | graduate degree | headaches   |
| humidity | inexpensive       | irritable | nature reserve | off campus | privacy         | temperature |

1. Many students choose to live \_\_\_\_\_ because it gives them more independence.
2. She earned her \_\_\_\_\_ in education after four years of study.
3. The new \_\_\_\_\_ has rooms for over 500 students.
4. As a \_\_\_\_\_, he spends a lot of time writing research papers.
5. We visited a beautiful \_\_\_\_\_ full of wild animals and rare plants.
6. The government wants to \_\_\_\_\_ plastic bags to protect the environment.
7. The cafeteria offers healthy and \_\_\_\_\_ meals for students.
8. Everyone needs some \_\_\_\_\_ to relax and focus.
9. The high \_\_\_\_\_ made the air feel sticky and hot.
10. \_\_\_\_\_ study how the weather can influence people's feelings.
11. Lack of sunlight can \_\_\_\_\_ your mood in winter.
12. She felt \_\_\_\_\_ after several days of rain and no sunshine.
13. Some people get \_\_\_\_\_ when the weather changes suddenly.
14. When I don't sleep well, I become \_\_\_\_\_ and impatient.
15. The \_\_\_\_\_ in the classroom was cheerful and friendly.
16. The \_\_\_\_\_ dropped to 10°C last night after the storm.

### **1.2.2 Choose the best answer (A, B, or C).**

1. Students who don't live in university housing live \_\_\_\_\_.  
A) on campus                      B) off campus                      C) in campus
2. She is studying for her master's, which is a type of \_\_\_\_\_.  
A) graduate degree              B) high school diploma              C) part-time course

3. The \_\_\_\_\_ is full of first-year students.

- A) laboratory                      B) dormitory                      C) library

4. A \_\_\_\_\_ usually does research after finishing a bachelor's degree.

- A) high school student              B) graduate student              C) teacher

5. You can see endangered animals in a \_\_\_\_\_.

- A) shopping mall                      B) city park                      C) nature reserve

6. The teacher wants to \_\_\_\_\_ cheating during exams.

- A) support                      B) eliminate                      C) continue

7. The restaurant was clean, delicious, and \_\_\_\_\_.

- A) expensive                      B) inexpensive                      C) crowded

8. Everyone has the right to personal \_\_\_\_\_ in their room.

- A) privacy                      B) company                      C) teamwork

9. High \_\_\_\_\_ makes people feel sticky and tired.

- A) humidity                      B) wind                      C) sunshine

10. \_\_\_\_\_ research how the weather influences human behavior.

- A) Meteorologists                      B) Biometeorologists                      C) Biologists

11. Rainy days can sometimes \_\_\_\_\_ people's mood.

- A) affect                      B) repair                      C) improve

12. She felt \_\_\_\_\_ because of the dark, cloudy weather.

- A) excited                      B) depressed                      C) motivated

13. When the air pressure changes, I often get \_\_\_\_\_.

- A) headaches                      B) dreams                      C) ideas

14. Lack of rest can make you \_\_\_\_\_.

- A) creative                      B) irritable                      C) relaxed

1.2.3 Read the text and choose the correct word(s) to complete the sentences.

## Text 1: Life on and off Campus

Living (1) \_\_\_\_\_ gives students more freedom than staying in a (2) \_\_\_\_\_, but it also comes with responsibilities. Many students who pursue a (3) \_\_\_\_\_ find that balancing research and personal life can be demanding. Those who live alone often enjoy more (4) \_\_\_\_\_, yet they might miss the social (5) \_\_\_\_\_ of university housing.

Weather can also (6) \_\_\_\_\_ how students feel. According to biometeorologists, high humidity and sudden changes in temperature can make people tired or even irritable. Some students experience headaches or feel depressed during long, humid days, while others simply adjust their study routines. Universities located near a nature reserve offer an escape where students can relax and enjoy fresh air. Spending time outdoors can help eliminate stress and restore positive energy, even when life as a graduate student gets busy.

- |                     |                    |                        |
|---------------------|--------------------|------------------------|
| (1) A) abroad       | B) off campus      | C) downtown            |
| (2) A) apartment    | B) residence hall  | C) dormitory           |
| (3) A) short course | B) graduate degree | C) research fellowship |
| (4) A) independence | B) solitude        | C) privacy             |
| (5) A) community    | B) atmosphere      | C) environment         |
| (6) A) transform    | B) affect          | C) determine           |



## Text 2: Balancing Study and Weather

Students working toward a (1) \_\_\_\_\_ often spend long hours researching and writing. Some prefer to live (2) \_\_\_\_\_ because it gives them freedom and fewer distractions. Others choose a (3) \_\_\_\_\_ for convenience and social life.

Weather, however, can influence productivity. Biometeorologists explain that high humidity and extreme temperature can (4) \_\_\_\_\_ focus and motivation.

Warm, sticky weather makes people sleepy, while sudden cold can make them (5) \_\_\_\_\_ or tense. Experts recommend regular breaks outdoors or walks near a nature reserve to help (6) \_\_\_\_\_ stress and refresh the mind. Simple actions—like opening a window—can change the classroom atmosphere and boost energy levels.

- |                        |                     |                   |
|------------------------|---------------------|-------------------|
| (1) A) graduate degree | B) language diploma | C) short training |
| (2) A) off campus      | B) inside campus    | C) abroad         |
| (3) A) dormitory       | B) laboratory       | C) canteen        |
| (4) A) disturb         | B) affect           | C) confuse        |
| (5) A) relaxed         | B) irritable        | C) cheerful       |
| (6) A) eliminate       | B) reduce           | C) transfer       |



## Text 3: A Calm Place to Learn

At Greenfield University, students can choose to live in a (1) \_\_\_\_\_ or rent a flat (2) \_\_\_\_\_. While dorm life is social and lively, many older learners, such as the average (3) \_\_\_\_\_, prefer more independence. They need quiet places to read and write, as well as personal (4) \_\_\_\_\_ to rest after long study hours.

Located near a large nature reserve, the campus offers clean air and walking trails that help students relax. Biometeorologists often visit to study how sunlight and temperature changes (5) \_\_\_\_\_ people's emotions. When the air gets too humid, some students complain of headaches or low energy. Spending time in green spaces seems to (6) \_\_\_\_\_ those negative feelings.

(1) A) library

B) dormitory

C) cafeteria

(2) A) off campus

B) abroad

C) locally

(3) A) graduate student

B) new applicant

C) lecturer

(4) A) privacy

B) connection

C) excitement

(5) A) affect

B) distract

C) impress

(6) A) eliminate

B) reduce

C) ignore

## Text 4: Weather, Mood, and Study Habits

Some students notice that the weather can strongly (1) \_\_\_\_\_ their mood and study habits. On hot, sticky days with high humidity, they feel sleepy and unfocused. Biometeorologists have found that changes in temperature and air pressure can cause (2) \_\_\_\_\_ and tiredness, especially among people who study indoors all day.

At Mountainview University, many students prefer to live (3) \_\_\_\_\_ in small apartments rather than in a crowded (4) \_\_\_\_\_, so they can enjoy more (5) \_\_\_\_\_ and quiet time. Those pursuing a graduate degree often say that spending an hour in the nearby nature reserve helps them relax and (6) \_\_\_\_\_ stress after long hours of research. Even simple habits like taking a walk or opening a window can make a big difference in energy and focus.

### Questions

- |                   |               |                   |
|-------------------|---------------|-------------------|
| (1) A) affect     | B) control    | C) transform      |
| (2) A) headaches  | B) allergies  | C) arguments      |
| (3) A) off campus | B) on duty    | C) abroad         |
| (4) A) dormitory  | B) laboratory | C) classroom      |
| (5) A) privacy    | B) popularity | C) responsibility |
| (6) A) eliminate  | B) reduce     | C) exchange       |

# Text 5: Living and Learning Environments

When students begin their studies, they often face a big choice: living in a (1) \_\_\_\_\_ or renting a flat (2) \_\_\_\_\_. Some prefer the dorm's community spirit, while others value (3) \_\_\_\_\_ and independence. For those pursuing a (4) \_\_\_\_\_, long nights of reading and research are common.

Weather can also influence academic performance. Biometeorologists have discovered that high (5) \_\_\_\_\_ combined with warm temperature can reduce energy and focus. When classrooms feel stuffy, students may become (6) \_\_\_\_\_ or sleepy. Universities now design learning spaces with better airflow to make studying more comfortable and productive.

(1) A) dormitory

B) cafeteria

C) gym

(2) A) abroad

B) off campus

C) in city

(3) A) privacy

B) connection

C) community

(4) A) graduate degree

B) short course

C) diploma program

(5) A) humidity

B) air pressure

C) sunlight

(6) A) depressed

B) irritable

C) enthusiastic

## Text 6: The Science of Study Comfort

Some universities work with (1) \_\_\_\_\_ to understand how weather influences student success. They've found that changes in (2) \_\_\_\_\_ and humidity can (3) \_\_\_\_\_ concentration and mood. On warm, sticky days, students may feel lazy or even (4) \_\_\_\_\_, while cold, dark mornings make others less motivated to study.

Living (5) \_\_\_\_\_ often gives students more control over their environment—they can adjust lighting, open windows, or use fans to create a positive atmosphere. Simple habits like morning walks in a nearby nature reserve can help (6) \_\_\_\_\_ stress and improve well-being. As part of wellness programs, some universities now teach relaxation methods to support mental balance during exams.

- |                    |                      |                  |
|--------------------|----------------------|------------------|
| (1) A) geologists  | B) biometeorologists | C) psychologists |
| (2) A) temperature | B) altitude          | C) light level   |
| (3) A) affect      | B) repair            | C) strengthen    |
| (4) A) irritable   | B) confident         | C) energetic     |
| (5) A) off campus  | B) downtown          | C) abroad        |
| (6) A) eliminate   | B) ignore            | C) develop       |

## PART 2: Grammar (6 Questions – Total: 12 Marks)

| 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> |

A narrative paragraph of 160 words about a topic. It has 6 gaps, where you have 3 options to choose from. The word list related to this part is on the next page. Please revise the grammar rules.

في هذا القسم سيكون الاختبار عبارة عن قصة من 160 كلمة. يحتوي هذا النص على ست فراغات وهناك 3 إجابات لكل فراغ يقوم الطالب باختيار الإجابة الصحيحة من هذه الخيارات. القواعد الخاصة بهذا الجزء موجودة في الصفحة التالية. الرجاء مراجعة القواعد قبل حلها .

## Words to learn:

| Word or Phrase      | Part of Speech                        | Other Form(s)                      | Meaning                                                                 | Example Sentence                                 |
|---------------------|---------------------------------------|------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------|
| 1. blizzard         | noun                                  | —                                  | A severe snowstorm with strong winds.<br>عاصفة ثلجية شديدة مع رياح قوية | The blizzard caused schools to close.            |
| 2. cumulus cloud    | noun phrase                           | cumulus (noun), cloudy (adj.)      | A type of fluffy white cloud.<br>سحابة ركامية                           | The sky was filled with cumulus clouds.          |
| 3. gust             | noun / verb                           | gust (verb), gusty (adj.)          | A sudden strong rush of wind.<br>هبة رياح مفاجئة                        | A gust of wind blew my hat away.                 |
| 4. phenomena        | plural noun                           | phenomenon (singular noun)         | Events or facts that can be observed.<br>ظواهر                          | Natural phenomena like storms are fascinating.   |
| 5. gale-force       | adjective                             | gale (noun)                        | Very strong wind.<br>رياح شديدة القوة                                   | The gale-force winds damaged the trees.          |
| 6. hazardous        | adjective                             | hazard (noun), hazardously (adv.)  | Dangerous or risky.<br>خطير                                             | The road was closed after the hazardous storm.   |
| 7. severe           | adjective                             | severely (adverb), severity (noun) | Very intense or serious.<br>شديد                                        | The severe weather caused flooding.              |
| 8. soaked           | adjective / verb (past participle)    | soak (verb), soaking (verb/adj.)   | Completely wet.<br>مبلل بالكامل                                         | After the rain, we were all soaked.              |
| 9. weather forecast | noun phrase                           | forecast (noun / verb)             | Prediction of future weather.<br>توقعات الطقس                           | The weather forecast says it will snow tomorrow. |
| 10. chance of       | phrase (prepositional)                | chance (noun)                      | The possibility that something will happen.<br>فرصة حدوث شيء            | There is a chance of rain this afternoon.        |
| 11. pouring (rain)  | verb (present participle) / adjective | pour (verb), pour (noun)           | Rain falling heavily.<br>أمطار غزيرة                                    | It was pouring rain all night.                   |
| 12. freezing        | adjective / verb (present participle) | freeze (verb), freezer (noun)      | Very cold, below 0°C<br>متجمد / تجمد                                    | The freezing temperatures caused icy roads.      |
| 13. sick of         | phrase (adj. + prep.)                 | sick (adj.), sickness (noun)       | Tired or annoyed with something.                                        | I am sick of the cold weather.                   |

| Word or Phrase   | Part of Speech          | Other Form(s)                                                 | Meaning                                                             | Example Sentence                                |
|------------------|-------------------------|---------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------|
|                  |                         |                                                               | مللت من                                                             |                                                 |
| 14. winter break | noun phrase             | winter (noun),<br>break (noun/verb)                           | A holiday period<br>during winter.<br>عطلة الشتاء                   | We go skiing during winter<br>break.            |
| 15. prefer       | verb                    | preference (noun),<br>preferable (adj.),<br>preferably (adv.) | To like something<br>more than another.<br>يفضل                     | I prefer sunny days more<br>than rainy ones.    |
| 16. snowboarding | noun / verb<br>(gerund) | snowboard (verb /<br>noun)                                    | A sport of sliding<br>on snow with a<br>board.<br>التزلج على الجليد | Snowboarding is popular<br>during winter break. |





## **2.1 Grammar Rules:**

### **2.1.1 Parts of Speech**

In English grammar, every word has a role or function in a sentence. These functions are called Parts of Speech. There are eight main parts of speech, and each one helps us understand how sentences are formed.

- **Noun**

Names a person, place, thing, or idea.

Rules:

- Can be singular or plural.
- May be countable or uncountable.
- Can act as subject or object in a sentence.

**Examples:** teacher, Dubai, table, freedom

Sentences: Ali is a good student. We went to the park yesterday.

- **Pronoun**

Replaces a noun to avoid repetition.

Rules:

- Must agree with the noun in number and gender.
- Types: personal, possessive, reflexive, demonstrative, relative, interrogative.

**Examples:** I, she, they, who, myself

Sentences: She loves her job. They are watching a movie.

- **Verb**

Expresses an action or a state of being.

Rules:

- Shows tense (past, present, future).
- Must agree with subject.
- Can be main, helping, or linking.

**Examples:** run, eat, be, have

Sentences: She runs every morning. He is a doctor.

## • Adjective

Describes a noun or pronoun.

Rules:

- Comes before noun or after linking verb.
- Can show comparison.

**Examples:** tall, happy, expensive

Sentences: This is a beautiful flower. The test was easy.

## • Adverb

Describes a verb, adjective, or another adverb.

Rules:

- Often ends in -ly.
- Tells how, when, where, or to what extent.

**Examples:** quickly, always, here, very

Sentences: She sings beautifully. He is very smart. We arrived early.

## • Preposition

Shows relationship between noun/pronoun and another word.

Rules:

- Always followed by a noun or pronoun.
- Never stands alone.

**Examples:** in, on, at, for, with, by

Sentences: The book is on the table. She lives in Dubai. We talked about the plan.

## • Conjunction

Joins words, phrases, or clauses.

Rules:

- Coordinating (and, but, or), Subordinating (because, although), Correlative (either...or).

**Examples:** and, because, but, although

Sentences: I like coffee and tea. She didn't go out because it was raining.

- **Interjection**

Expresses strong emotion or feeling.

Rules:

- Usually stands alone and ends with !.

**Examples:** Wow!, Oh!, Ouch!, Hey!

Sentences: Wow! That's amazing! Ouch! It hurts!

- **Determiner/Article**

Comes before a noun to show which one, how many, or whose.

**Examples:** a, an, the, my, this, some, two

Sentences: The cat is sleeping. My brother has two cars.

### **Summary Table:**

| Part of Speech | Function                        | Example              |
|----------------|---------------------------------|----------------------|
| Noun           | Names a person, place, thing    | student, city, water |
| Pronoun        | Replaces a noun                 | he, she, it          |
| Verb           | Shows action or state           | run, be, have        |
| Adjective      | Describes a noun                | happy, tall          |
| Adverb         | Describes verb/adjective/adverb | quickly, very        |
| Preposition    | Shows relationship              | in, on, at           |
| Conjunction    | Joins words/clauses             | and, because         |
| Interjection   | Expresses emotion               | wow!, ouch!          |

# Practice on Classifying the Parts of Speech

**A. Identify the Part of Speech:** Write the part of speech (noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection) for each underlined word.

1. The sun is shining brightly.
2. She runs very fast.
3. The cat is under the table.
4. They and their friends went to the park.
5. Wow! What a beautiful painting!
6. The students are reading quietly.
7. That was a funny joke.
8. We arrived early at the airport.
9. He bought an umbrella.
10. Because it was raining, we stayed inside.

**B. Choose the Correct Part of Speech:** the underlined word.

- The book is on the table.  
a) Verb                                      b) Noun                                      c) Adjective
- She quickly finished her homework.  
a) Adverb                                      b) Adjective                                      c) Verb
- They are happy.  
a) Noun                                      b) Verb                                      c) Preposition
- The baby is sleeping peacefully.  
a) Verb                                      b) Adjective                                      c) Pronoun
- Wow! That's amazing!  
a) Conjunction                                      b) Interjection                                      c) Adverb
- He sat beside his brother.  
a) Preposition                                      b) Noun                                      c) Verb
- Although it was cold, they went swimming.  
a) Conjunction                                      b) Adjective                                      c) Noun

8. She gave the gift to him.

a) Pronoun

b) Verb

c) Adverb

9. The blue sky looks wonderful.

a) Adjective

b) Noun

c) Verb

10. We will visit Dubai soon.

a) Verb

b) Adverb

c) Noun

**C. Read each sentence and identify the part of speech of the bold word.**

1. The **children** are playing outside.

2. She **runs** fast.

3. The movie was **interesting**.

4. He spoke **politely**.

5. They walked **through** the forest.

6. **After** the party, we went home.

7. I love **my** school.

8. **But** he didn't answer.

9. **Wow!** You did it!

10. **This** is my favorite color.

**D. Fill in the Blanks with the Correct Part of Speech**

|     |       |         |         |     |
|-----|-------|---------|---------|-----|
| an  | under | teacher | is      | wow |
| she | blue  | but     | quickly |     |

1. \_\_\_\_\_! You did an excellent job.

2. The \_\_\_\_\_ teaches English at our school.

3. \_\_\_\_\_ is my best friend.

4. The cat is hiding \_\_\_\_\_ the bed.

5. He runs very \_\_\_\_\_ in the race.

6. The sky looks \_\_\_\_\_ this morning.

7. She bought \_\_\_\_\_ umbrella.

8. He tried hard, \_\_\_\_\_ he didn't win.

9. My brother \_\_\_\_\_ tall.

**E. Underline two different parts of speech and label them.**

1. Ali plays football every weekend.
2. Although it was late, they continued working.
3. The happy children laughed loudly.
4. She put the bag on the table.
5. We will go to the beach tomorrow.
6. The small puppy ran into the house.
7. Hurray! Our team won the match.
8. The teacher gave us a difficult test.
9. I can't eat this because it's too hot.
10. They walked through the park together.

**F. Match the Word to Its Part of Speech**

| Word       | Part of Speech  |
|------------|-----------------|
| 1. run     | a) adjective    |
| 2. quickly | b) noun         |
| 3. school  | c) preposition  |
| 4. happy   | d) verb         |
| 5. she     | e) adverb       |
| 6. on      | f) pronoun      |
| 7. wow     | g) interjection |
| 8. and     | h) conjunction  |

## 2.1.2 Comparatives and Superlatives:

● **Comparatives:** Comparatives are used to **compare two people, animals, things, or ideas.**

### ◆ **Structure:**

**Adjective + -er + than**

or

**more + adjective + than**

### ◆ **Examples:**

| Adjective | Comparative    | Example Sentence                                    |
|-----------|----------------|-----------------------------------------------------|
| tall      | taller         | Ali is <b>taller than</b> Omar.                     |
| fast      | faster         | A cheetah is <b>faster than</b> a lion.             |
| beautiful | more beautiful | This garden is <b>more beautiful than</b> the park. |
| expensive | more expensive | A laptop is <b>more expensive than</b> a phone.     |

### ◆ **Rules:**

1. **One-syllable adjectives:** add **-er** (e.g., small → smaller)
2. **Adjectives ending in -e:** add **-r** (e.g., large → larger)
3. **Adjectives ending in consonant + y:** change **y** → **i** and add **-er** (e.g., happy → happier)
4. **Two or more syllables:** use **more + adjective** (e.g., more comfortable, more interesting)
5. **Irregular forms:**
  - good → **better**
  - bad → **worse**
  - far → **farther / further**

● **Superlatives:** Superlatives are used to **compare three or more** people, animals, things, or ideas. Example: They show the **highest degree** of a quality.

◆ **Structure:**

**the + adjective + -est**

or

**the most + adjective**

◆ **Examples:**

| Adjective | Superlative        | Example Sentence                                    |
|-----------|--------------------|-----------------------------------------------------|
| tall      | the tallest        | Ali is <b>the tallest</b> boy in the class.         |
| fast      | the fastest        | The cheetah is <b>the fastest</b> animal.           |
| beautiful | the most beautiful | She is <b>the most beautiful</b> girl in the group. |
| expensive | the most expensive | This car is <b>the most expensive</b> one.          |

◆ **Rules:**

1. **One-syllable adjectives:** add **-est** (e.g., small → the smallest)
2. **Adjectives ending in -e:** add **-st** (e.g., large → the largest)
3. **Adjectives ending in consonant + y:** change **y** → **i** and add **-est** (e.g., happy → the happiest)
4. **Two or more syllables:** use **the most + adjective** (e.g., the most comfortable)
5. **Irregular forms:**
  - good → **the best**
  - bad → **the worst**
  - far → **the farthest / the furthest**

● **Adverbs**

You can also compare actions:

- He runs **faster than** me.
- She sings **more beautifully than** her sister.
- Of all the singers, she sings **the most beautifully**.



## Practice on Comparatives and Superlatives:

**A. Fill in the blanks with the correct comparative or superlative form:**

1. My house is \_\_\_\_\_ (big) than yours.
2. This exam is \_\_\_\_\_ (difficult) than the last one.
3. Ali is \_\_\_\_\_ (young) in his family.
4. Today is \_\_\_\_\_ (cold) day of the year.
5. Sarah runs \_\_\_\_\_ (fast) than her sister.
6. This hotel is \_\_\_\_\_ (comfortable) than the old one.
7. Mount Everest is \_\_\_\_\_ (high) mountain in the world.
8. My car is \_\_\_\_\_ (expensive) than your car.
9. This movie is \_\_\_\_\_ (interesting) than the book.
10. That shop is \_\_\_\_\_ (cheap) in the city.

**B. Choose the correct answer:**

1. This road is \_\_\_\_\_ than the other one.  
A) wide B) wider C) widest
2. She is \_\_\_\_\_ girl in the class.  
A) the more intelligent B) intelligent C) the most intelligent
3. Winter is \_\_\_\_\_ than autumn.  
A) cold B) colder C) coldest
4. My phone is \_\_\_\_\_ than yours.  
A) most expensive B) more expensive C) expensive
5. Dubai is one of \_\_\_\_\_ cities in the world.  
A) modern B) the most modern C) more modern

**C. Rewrite the sentences using comparatives:**

1. My house is big. Your house is small.

.....

2. This book is interesting. That one is boring.

.....

3. Ali is tall. Omar is short.

.....

4. Today is hot. Yesterday was cool.

.....

5. My car is fast. Your car is slow.

.....

**D. Rewrite the sentences using superlatives:**

1. This mountain is high. (in the world)

.....

2. That building is tall. (in Dubai)

.....

3. She is beautiful. (in the class)

.....

4. Today is cold. (in the week)

.....

5. This shop is cheap. (in town)

.....

**E. Find and correct the mistake:**

1. This car is more faster than that one.
2. He is the most tall boy in the class.
3. My bag is heavyer than yours.
4. This is the goodest restaurant in the city.
5. She is more happier now.

**F. Complete the sentences:**

1. My school is \_\_\_\_\_ than my old one.
2. The weather today is \_\_\_\_\_ than yesterday.
3. This restaurant is \_\_\_\_\_ place to eat.
4. My phone is \_\_\_\_\_ than my friend's phone.
5. Of all my friends, Ahmed is \_\_\_\_\_.

**G. Write the comparative and superlative forms of these irregular adjectives:**

1. good → \_\_\_\_\_ / \_\_\_\_\_
2. bad → \_\_\_\_\_ / \_\_\_\_\_
3. far → \_\_\_\_\_ / \_\_\_\_\_
4. little → \_\_\_\_\_ / \_\_\_\_\_
5. much → \_\_\_\_\_ / \_\_\_\_\_

**H. Read the statements and write True or False:**

1. We use 'more' with short adjectives. \_\_\_\_\_
2. The opposite of 'better' is 'worse'. \_\_\_\_\_
3. We use 'the most' with long adjectives. \_\_\_\_\_
4. 'Big' becomes 'bigger' in the comparative form. \_\_\_\_\_
5. 'Gooder' is the correct comparative form of 'good'. \_\_\_\_\_

## **I. Choose the Correct Answer (Extended Practice - B1-B2)**

1. This hotel is \_\_\_\_\_ than the one we stayed in last summer.  
A) comfortabler                      B) more comfortable                      C) most comfortable
2. Your handwriting is \_\_\_\_\_ than mine.  
A) good                      B) better                      C) best
3. Of all the seasons, winter is \_\_\_\_\_.  
A) cold                      B) colder                      C) the coldest
4. My neighborhood is \_\_\_\_\_ now than it used to be.  
A) noisy                      B) noisier                      C) the noisiest
5. This exam was \_\_\_\_\_ than I expected.  
A) more easy                      B) easier                      C) easiest
6. She is \_\_\_\_\_ person in her family.  
A) more responsible                      B) most responsible                      C) the most responsible
7. This street is \_\_\_\_\_ than the one near the park.  
A) narrow                      B) narrower                      C) the narrowest
8. Today is \_\_\_\_\_ day of the year.  
A) hotter                      B) the hottest                      C) more hot
9. The movie was \_\_\_\_\_ than the book.  
A) more exciting                      B) exciting                      C) the most exciting
10. His new car is \_\_\_\_\_ than mine.  
A) fast                      B) faster                      C) fastest
11. The restaurant we went to was \_\_\_\_\_ than we thought.  
A) cheap                      B) cheaper                      C) the cheapest
12. My teacher is \_\_\_\_\_ than my last one.  
A) patient                      B) more patient                      C) most patient
13. This mountain is \_\_\_\_\_ than that one.  
A) high                      B) higher                      C) the highest

14. My phone is \_\_\_\_\_ than yours, but it was cheaper.

- A) newer                      B) the newest                      C) most new

15. English is \_\_\_\_\_ than Arabic for me.

- A) easy                  B) easier                  C) the easiest

16. That shop sells \_\_\_\_\_ clothes in town.

- A) more fashionable                      B) fashionable                      C) the most fashionable

17. This road is \_\_\_\_\_ than I remember.

- A) busier                  B) busy                  C) the busiest

18. The desert is \_\_\_\_\_ than the beach.

- [illegible]

19. He is \_\_\_\_\_ at science than his brother.

- A) gooder                      B) better                      C) best

20. My bag is \_\_\_\_\_ than yours.

- A) heavy                  B) heavier                  C) heaviest

21. This film is \_\_\_\_\_ than the last one we watched.

- A) more boring      B) most boring      C) boringer

22. Our school is \_\_\_\_\_ than the one in my village.

- A) big                  B) bigger                  C) the biggest

23. Of all my friends, Fatima is \_\_\_\_\_.

- A) the friendliest                      B) friendlier                      C) friendly

24. My room looks \_\_\_\_\_ after I cleaned it.

- [illegible]

25. That test was \_\_\_\_\_ than I imagined.

- A) harder                  B) hard                  C) the hardest

## **J. Form Sentences (Comparatives & Superlatives - B1-B2)**

1. Form a correct sentence using: (Ali / tall / Omar)  
.....
2. Form a correct sentence using: (This book / interesting / that one)  
.....
3. Form a correct sentence using: (Today / hot / yesterday)  
.....
4. Form a correct sentence using: (My house / big / my neighbor's house)  
.....
5. Form a correct sentence using: (This road / narrow / that road)  
.....
6. Form a correct sentence using: (Mount Everest / high / mountain in the world)  
.....
7. Form a correct sentence using: (This movie / exciting / movie I have ever seen)  
.....
8. Form a correct sentence using: (My handwriting / neat / yours)  
.....
9. Form a correct sentence using: (The exam / difficult / test this year)  
.....
10. Form a correct sentence using: (My car / expensive / my friend's car)  
.....
11. Form a correct sentence using: (This chair / comfortable / one in the office)  
.....
12. Form a correct sentence using: (Your idea / good / all ideas today)  
.....
13. Form a correct sentence using: (My city / clean / city in the country)  
.....
14. Form a correct sentence using: (This laptop / light / mine)  
.....
15. Form a correct sentence using: (My brother / young / my family)  
.....

### 2.1.3 Modal Verbs (should/could):

#### 👉 Modal Verbs: *Should* and *Could*

#### 1. What Are Modal Verbs?

Modal verbs are helping verbs that show the **mood, ability, possibility, advice, or permission** in a sentence.

They are always followed by the **base form of the main verb** (without to).

#### ■ **Should**

##### ◆ **Meaning**

"Should" is used to express:

- **Advice or suggestions**
- **Obligation or duty (weaker than "must")**
- **Expectation or probability**

##### ◆ **Structure**

**Subject + should + base verb**

##### ◆ **Examples**

#### ■ **Advice or Suggestion**

- You **should** eat more vegetables.
- He **should** study harder for the exam.

(= *It's a good idea.*)

#### ■ **Obligation or Duty**

- People **should** respect their parents.
- You **should** arrive on time.

(= *It's the right thing to do.*)

## ■ Expectation / Probability

- The train **should** arrive at 6:00.
- She **should** be here soon.

(= *I expect it will happen.*)

## ◆ Negative Form

**should not (shouldn't) + base verb**

- You **shouldn't** smoke in public places.
  - They **shouldn't** be late for class.
- 

## ■ Could

### ◆ Meaning

"Could" is used to express:

- Past ability
- Polite requests
- Possibility
- Suggestions

### ◆ Structure

**Subject + could + base verb**

### ◆ Examples

## ■ Past Ability

- When I was younger, I **could** run very fast.
- (= *I was able to.*)



## ■ Polite Request

- **Could** you help me with my homework?
- **Could** I borrow your pen, please?

## ■ Possibility

- It **could** rain later.
- This idea **could** work if we plan carefully.  
(= *It's possible.*)

## ■ Suggestion

- You **could** try calling him again.  
(= *That's one possible option.*)

## ◆ Negative Form

**could not (couldn't) + base verb**

- I **couldn't** finish the project on time.
- We **couldn't** see the stars because of the clouds.

## 📌 Comparison Between "Should" and "Could"

| Function                   | Should                 | Could                        |
|----------------------------|------------------------|------------------------------|
| <b>Advice / Suggestion</b> | You should rest more.  | You could go to the doctor.  |
| <b>Possibility</b>         | The plan should work.  | The plan could work.         |
| <b>Ability (Past)</b>      | —                      | I could swim when I was 5.   |
| <b>Request</b>             | Should I call her now? | Could you lend me your book? |
| <b>Obligation</b>          | You should be polite.  | —                            |

# Practice on Modal Verbs (Should/ Could):

## A. Multiple-Choice Questions

1. You \_\_\_\_ see a doctor if you still feel sick.

- A) could                                      B) should                                      C) can

2. When I was five, I \_\_\_\_ ride a bike very well.

- A) could                                      B) should                                      C) can

3. It looks cloudy. It \_\_\_\_ rain later today.

- A) could                                      B) should                                      C) can

4. You \_\_\_\_ be more careful when crossing the road.

- A) could                                      B) should                                      C) can

5. I \_\_\_\_ help you with your homework if you like.

- A) could                                      B) should                                      C) can

6. You \_\_\_\_ apologize to your friend for what happened.

- A) could                                      B) should                                      C) can

7. When we lived in London, we \_\_\_\_ walk to school every day.

- A) could                                      B) should                                      C) can

8. I'm not sure, but he \_\_\_\_ be at the library now.

- A) could                                      B) should                                      C) can

9. You \_\_\_\_ tell your parents the truth.

- A) could                                      B) should                                      C) can

10. \_\_\_\_ you help me carry these boxes, please?

- A) could                                      B) should                                      C) can

## **B. Fill-in-the-Blanks**

1. You \_\_\_\_\_ study more if you want to pass the exam.
2. We \_\_\_\_\_ visit Grandma this weekend; she will be happy.
3. He \_\_\_\_\_ drive when he was sixteen.
4. I think you \_\_\_\_\_ take an umbrella; it might rain.
5. You \_\_\_\_\_ eat so much junk food—it's unhealthy.
6. \_\_\_\_\_ you lend me your notes from class?
7. When I was younger, I \_\_\_\_\_ run faster than anyone.
8. You \_\_\_\_\_ be polite to your teacher.
9. I'm not sure, but we \_\_\_\_\_ finish this by Friday.
10. You \_\_\_\_\_ not speak to your parents like that!

## **C: Rewrite the Sentences**

1. It's a good idea to see the dentist.

.....

2. I was able to play football very well when I was a child.

.....

3. It's possible that they come tomorrow.

.....

4. I advise you not to waste your time.

.....

5. I politely ask you to open the door.

.....

## **D: Advanced Mixed Practice**

1. You \_\_\_\_\_ talk to your boss before making that decision.
2. He \_\_\_\_\_ finish the report tomorrow if he starts early.
3. If I had more time, I \_\_\_\_\_ learn another language.
4. You \_\_\_\_\_ have told me earlier about your problem.
5. We \_\_\_\_\_ go to the park, or we \_\_\_\_\_ stay home — it's your choice.
6. You look tired; you \_\_\_\_\_ take a short break.
7. They \_\_\_\_\_ reach the airport by now if they left on time.

8. I \_\_\_\_\_ help you, but I'm really busy today.
9. She \_\_\_\_\_ join us, but she's not sure yet.
10. You \_\_\_\_\_ listen carefully to what the teacher says.

### **E. Multiple-Choice Questions**

1. You look pale; you \_\_\_\_ go to the clinic.
- A) should                                      B) could                                      C) might
2. When I was a child, I \_\_\_\_ stay up late on weekends.
- A) should                                      B) could                                      C) might
3. She \_\_\_\_ play the piano when she was seven.
- A) should                                      B) could                                      C) might
4. I \_\_\_\_ help you, but I have to leave soon.
- A) should                                      B) could                                      C) might
5. He \_\_\_\_ be at home; I saw his car outside.
- A) should                                      B) could                                      C) might
6. You \_\_\_\_ not interrupt your teacher while she's speaking.
- A) should                                      B) could                                      C) might
7. \_\_\_\_ you tell me how to get to the bus station?
- A) should                                      B) could                                      C) might
8. It's getting dark; we \_\_\_\_ go back now.
- A) should                                      B) could                                      C) might
9. When we lived near the sea, we \_\_\_\_ swim every day.
- A) should                                      B) could                                      C) might
10. You \_\_\_\_ save your money instead of wasting it.
- A) should                                      B) could                                      C) might

## **F. Fill-in-the-Blanks**

1. You \_\_\_\_\_ call your parents more often.
2. I \_\_\_\_\_ run very fast when I was at school.
3. We \_\_\_\_\_ leave early to avoid the traffic.
4. You \_\_\_\_\_ help others whenever you can.
5. \_\_\_\_\_ you please explain this rule again?
6. It \_\_\_\_\_ be difficult, but I'll try my best.
7. You \_\_\_\_\_ not lie to your best friend.
8. When I was younger, I \_\_\_\_\_ lift heavier weights.
9. You \_\_\_\_\_ check your answers before submitting the exam.
10. The meeting \_\_\_\_\_ take longer than expected.

## **G. Rewrite the Sentences**

1. It's a good idea for him to sleep earlier.

.....

2. It's possible that she forgot the keys.

.....

3. I had the ability to swim when I was five.

.....

4. I advise you not to spend too much time online.

.....

5. I politely ask you to close the window.

.....

## 2.1.4 Collocations with “Do,” “Make,” “Take,” and “Have”

### 1. DO

Use “do” for:

- **Work, tasks, duties, jobs, and actions in general.**

■ Examples:

- Do homework
- Do the dishes
- Do the shopping
- Do your best
- Do business

☞ Tip: “Do” often means performing an action or activity.

### 2. MAKE

Use “make” for:

- **Creating, producing, or causing something to exist or happen.**

■ Examples:

- Make a mistake
- Make a cake
- Make money
- Make a decision
- Make a phone call

☞ Tip: “Make” = create, produce, or cause.

### 3. TAKE

Use “take” for:

- **Actions involving movement, time, responsibility, or decisions.**

■ Examples:

- Take a photo
- Take a break
- Take a shower
- Take notes
- Take care

☞ Tip: “Take” often means to accept, receive, or use something.

#### 4. HAVE

Use "have" for:

- Possession, experiences, meals, conversations, or activities.

■ Examples:

- Have breakfast
- Have fun
- Have a party
- Have an idea
- Have a good time
- Have a rest

ç Tip: "Have" often shows experience or possession.

#### A. Choose the correct verb (do, make, take, have).

1. Please \_\_\_\_\_ your homework before dinner.
2. I always \_\_\_\_\_ a shower in the morning.
3. Let's \_\_\_\_\_ a party this weekend.
4. Don't \_\_\_\_\_ a noise! The baby is sleeping.
5. We usually \_\_\_\_\_ lunch at noon.
6. She will \_\_\_\_\_ notes during the meeting.
7. He \_\_\_\_\_ a lot of money in his new job.
8. You should \_\_\_\_\_ your best on the test.
9. I want to \_\_\_\_\_ a decision soon.
10. Let's \_\_\_\_\_ a break for ten minutes.

#### B. Fill in the blanks with the correct collocation.

1. I need to \_\_\_\_\_ a phone call before the meeting.
2. She wants to \_\_\_\_\_ a rest after working all day.
3. They \_\_\_\_\_ their shopping every Friday.
4. We \_\_\_\_\_ a great time at the picnic.
5. He \_\_\_\_\_ a mistake in his report.

**C. Match the halves to make common collocations.**

| A       | B              |
|---------|----------------|
| 1. Do   | a favor        |
| 2. Make | a complaint    |
| 3. Take | a photo        |
| 4. Have | a conversation |
| 5. Do   | exercise       |

**D. Create your own sentences using each verb once.**

1. Do → \_\_\_\_\_
2. Make → \_\_\_\_\_
3. Take → \_\_\_\_\_
4. Have → \_\_\_\_\_





## 2.1.5 Zero Conditional — Explanation and Examples

The **Zero Conditional** is used to talk about **facts, general truths, or situations that are always true** when the condition is met.

### **Structure:**

**If + Present Simple, Present Simple**

■ Both clauses (the "if" part and the main part) use the **present simple tense**.

### **Meaning:**

We use the zero conditional for things that are **always true**, such as scientific facts, habits, or general rules.

### **Examples:**

1. **If you heat water, it boils.**  
(This is always true — a scientific fact.)
2. **If it rains, the ground gets wet.**  
(It always happens under this condition.)
3. **If you don't study, you fail the test.**  
(A general rule based on experience.)
4. **If people eat too much sugar, they get sick.**  
(A fact that's generally true.)
5. **If the sun sets, it becomes dark.**  
(A natural truth.)

### **Form Tip:**

You can also switch the order:

■ *The ground gets wet if it rains.*

(⚠ No comma when "if" is in the middle.)

### ○ Part A - Complete the Sentences

# Practice 1 – A Blizzard to Remember

Last winter break, my friends and I planned a trip to the mountains. The weather forecast said there was a good chance of heavy snow, but we didn't expect such a (1) \_\_\_\_\_ blizzard. Strong gusts of wind blew against us, and cumulus clouds covered the sky. The air was freezing, and we were quickly soaked by the pouring snow.

We could barely see the road, and driving became more (2) \_\_\_\_\_ than we had imagined. I told my friends we (3) \_\_\_\_\_ wait until the gale-force winds stopped, but they wanted to continue. "Don't worry," they said, "we'll (4) \_\_\_\_\_ the best of it!"

When we finally arrived, the view was breathtaking. The (5) \_\_\_\_\_ scenery made the long trip worth it. We spent the next day snowboarding and taking photos of this beautiful phenomena of nature. Even though it was dangerous, I'd (6) \_\_\_\_\_ go again next year!

## Questions:

- |              |                   |              |
|--------------|-------------------|--------------|
| 1. A) severe | B) calmly         | C) softly    |
| 2. A) safer  | B) more hazardous | C) most safe |
| 3. A) should | B) could          | C) mustn't   |
| 4. A) do     | B) take           | C) make      |
| 5. A) more   | B) beautiful      | C) most      |
| 6. A) rather | B) prefer         | C) had       |

## Practice 2 - The Unexpected Storm

During our winter break, my sister and I drove to a mountain cabin. The weather forecast warned of a (1) \_\_\_\_\_ storm, but we thought it would pass. Suddenly, a strong gust of wind blew open the door, and heavy pouring rain started.

Within minutes, we were (2) \_\_\_\_\_ and shivering. The temperature dropped below zero, and it became (3) \_\_\_\_\_ dangerous to stay outside. I said we (4) \_\_\_\_\_ wait for help instead of driving in the blizzard. My sister tried to (5) \_\_\_\_\_ a fire to keep us warm, but the matches were wet.

That night, we realized how powerful nature can be. By morning, the cumulus clouds began to clear, and sunlight broke through. We both promised to always check the weather carefully before any trip.

### Questions:

- |              |           |              |
|--------------|-----------|--------------|
| 1. A) mild   | B) severe | C) gentle    |
| 2. A) soaked | B) sleepy | C) satisfied |
| 3. A) much   | B) more   | C) most      |
| 4. A) should | B) could  | C) might     |
| 5. A) make   | B) take   | C) have      |

## Practice 3 – Sick of the Cold

I used to love snow, but after last year's (1) \_\_\_\_\_, I'm completely (2) \_\_\_\_\_ it! The weather forecast said only light snow, but instead, we got a gale-force storm. My car was stuck in the freezing wind for hours, and I got (3) \_\_\_\_\_ to the skin.

I told my friends we (4) \_\_\_\_\_ cancel our snowboarding trip, but they insisted on going. The mountain road was (5) \_\_\_\_\_ slippery than usual, and I regretted not staying home. Still, we managed to (6) \_\_\_\_\_ some fun photos before going back.

### Questions:

- |                |             |              |
|----------------|-------------|--------------|
| 1. A) sunshine | B) blizzard | C) breeze    |
| 2. A) sick of  | B) proud of | C) afraid of |
| 3. A) dried    | B) soaked   | C) melted    |
| 4. A) could    | B) should   | C) mustn't   |
| 5. A) more     | B) most     | C) less      |
| 6. A) take     | B) make     | C) do        |

# Practice 4 – The Phenomena of Ice

Last December, we witnessed one of the strangest (1) \_\_\_\_\_ in nature. While hiking under cumulus clouds, we suddenly faced a blizzard with gale-force winds. The air turned (2) \_\_\_\_\_, and everything around was covered with ice.

My camera stopped working, but I still managed to (3) \_\_\_\_\_ some notes for my science class.

My teacher said I (4) \_\_\_\_\_ describe how the snow formed layers overnight. It was truly (5) \_\_\_\_\_ than any storm I had seen before.

Even though it was hazardous, I (6) \_\_\_\_\_ to stay and study the weather rather than leave early.

## Questions:

- |                   |              |                |
|-------------------|--------------|----------------|
| 1. A) phenomena   | B) forecasts | C) chances     |
| 2. A) freezing    | B) boiling   | C) calm        |
| 3. A) take        | B) make      | C) have        |
| 4. A) could       | B) should    | C) would       |
| 5. A) more severe | B) severely  | C) most severe |
| 6. A) rather      | B) prefer    | C) likely      |

# Practice 5 - Lost in the Snow

When the weather forecast predicted a (1) \_\_\_\_\_ wind, we laughed and went camping anyway.

Soon, a gust of icy air hit our tent, and we were (2) \_\_\_\_\_ in minutes.

My brother said we (3) \_\_\_\_\_ stay inside the car until the storm passed. I agreed; the road looked (4) \_\_\_\_\_ than the one we used last time. To (5) \_\_\_\_\_ ourselves busy, we played cards and drank hot chocolate.

By morning, the blizzard stopped, and we could finally see the cumulus clouds moving away. It was one of the coldest but (6) \_\_\_\_\_ experiences of my life.

## Questions:

- |                      |                   |              |
|----------------------|-------------------|--------------|
| 1. A) mild           | B) gale-force     | C) quiet     |
| 2. A) soaked         | B) tired          | C) frozen    |
| 3. A) could          | B) should         | C) might     |
| 4. A) more hazardous | B) most hazardous | C) safer     |
| 5. A) make           | B) do             | C) take      |
| 6. A) more memorable | B) most memorable | C) memorable |

## Practice 6 – Winter Adventure

On our way to a ski resort during winter break, we faced (1) \_\_\_\_\_ conditions. The weather forecast said there was only a small chance of snow, but soon pouring rain turned into thick ice. A sudden gust almost pushed our car off the road!

I said we (2) \_\_\_\_\_ stop, but my dad kept driving slowly. The road was (3) \_\_\_\_\_ than expected, and we all felt nervous. Finally, we reached the cabin, (4) \_\_\_\_\_ and tired.

The next morning, the sky was clear, and the phenomena looked magical. We decided to (5) \_\_\_\_\_ breakfast together before going snowboarding. Although it was (6) \_\_\_\_\_, it became our favorite trip ever.

### Questions:

- |                      |           |                   |
|----------------------|-----------|-------------------|
| 1. A) severe         | B) softly | C) bright         |
| 2. A) could          | B) should | C) would          |
| 3. A) more hazardous | B) less   | C) most hazardous |
| 4. A) soaked         | B) asleep | C) dry            |
| 5. A) take           | B) have   | C) make           |
| 6. A) hazardous      | B) safe   | C) mild           |



### 3 Reading Comprehension 1:

| 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. | • 1 expository text of 250-270 words (10% either way)<br>• 6 questions with 3 options, one of which is the correct answer (3 marks each, total: 18) |

Reading 1: A Text of 250-270 words about a topic related to chapter 1 (Sharing Things) with 6 gaps, where you have 3 options to choose from. Each question is 3 marks each. The following part has different samples of reading Comprehensions about the same topic. The more you practice, the better you get.

نص القرائي 1: في هذا القسم سيكون الاختبار عبارة عن نص معلوماتي من 250-270 كلمة. يحتوي هذا النص على ست فراغات وهناك 3 إجابات لكل فراغ يقوم الطالب باختيار الإجابة الصحيحة من هذه الخيارات بناءً على النص. كل سؤال سيكون ب 3 درجات. القسم القادم يحتوي على نصوص تدريبية مختلفة لنفس الفكرة. التدريب الكثيف في النصوص القرائية يقوي مهارة البحث لديك.

# End of Term Review Reading and Writing Grades 10G - 9A



## Vocabulary

### 1. dockless bike — دراجة بدون رصيف / بدون محطة

- Meaning: A bike that can be left anywhere; no fixed dock needed.
- sentence: You can leave a dockless bike near the park.

### 2. bike-sharing program — برنامج مشاركة الدراجات

- Meaning: A service where people borrow bikes for short trips.
- sentence: The city started a bike-sharing program last month.

### 3. smartphone app — تطبيق هاتف ذكي

- Meaning: A small program on a phone used to do tasks.
- sentence: Use the smartphone app to unlock the bike.

### 4. traffic — حركة المرور

- Meaning: Many vehicles on the road that slow movement.
- sentence: Traffic on the main road is very heavy at noon.

### 5. pollution — تلوث

- Meaning: Harmful dirt in air, water, or land.
- sentence: Smoke from cars causes air pollution.

### 6. noise — ضوضاء

- Meaning: Loud or disturbing sound.
- sentence: The noise from traffic made it hard to sleep.

### 7. litter — قمامة مبعثرة / نفايات

- Meaning: Trash left in public places.
- sentence: People threw litter on the street after the event.

### 8. public transport authority — هيئة النقل العام

- Meaning: The organization that runs buses and trains.
- sentence: The public-transport authority plans new bus routes.

### 9. damage — تلف / ضرر

- Meaning: Harm that makes something worse or broken.
- sentence: The storm caused damage to many houses.

### 10. theft — سرقة

- Meaning: Taking something that is not yours.
- sentence: They reported the theft of two bikes.

### 11. incentives — حوافز

- Meaning: Small rewards to encourage good behaviour.
- sentence: The company gave incentives for returning bikes properly.

### 12. cooperating — التعاون / متعاون

- Meaning: Working together with others.
- sentence: Neighbors are cooperating to keep the park clean.

### 13. in order to / to + verb — من أجل / لكي + فعل (تعبير الهدف)

- Meaning: Shows the reason or purpose for doing something.
- sentence: She locked the bike in order to protect it. / She locked the bike to protect it.

### 14. should (modal for opinion) — ينبغي / يجب أن (نصيحة)

- Meaning: Suggests a recommended action.
- sentence: You should wear a helmet when you ride.

### 15. must (modal for strong obligation) — يجب (ضرورة قوية)

- Meaning: Shows a strong rule or necessity.
- sentence: Riders must follow traffic rules.

### 16. have to (modal for obligation) — يجب أن / مضطر أن

- Meaning: Shows an external obligation (a rule or necessity from outside).
- sentence: I have to pay a fine if I park incorrectly.

# Steps to Success

01

## Before you read

- Look at the title and first sentence. They tell you the main idea.
- Check any pictures or bold words. They help you understand the text.

02

## While you read

- Read one paragraph at a time. Stop and ask: "What did I just read?"
- Look for names, numbers, places, or dates. These are often answers.

03

## How to read the question

- Read the question carefully and underline key words (in your mind or with a pencil).
- Key words are usually names, verbs (actions), and time words (now, then).
- Think: "What exactly is the question asking?" (main idea? a detail? a meaning?)

04

## How to choose the best answer

- Read all three choices before picking one.
- Cross out choices that are clearly wrong.
- Look back to the text to find the exact sentence or word that matches the correct choice.
- If two choices look similar, pick the one that matches the text's words or meaning more closely.
- If you are unsure, choose the answer that fits the main idea of the paragraph where the question points.

05

## Inferencing (guessing unknown words or meaning)

- Find words around the unknown word that explain it.
  - Example: "The app shows battery level, so you know if it will run out." — battery level means how much power the bike has.
- Think about the whole sentence: sometimes the sentence tells you what the unknown word means.

06

## Time-saving strategies

- Answer easy questions first, then go back to harder ones.
- If you are stuck, put a mark and move on; come back later.
- Use the process of elimination: remove choices that don't match the text.

07

## Practical practice tips

- Practice with short texts (one paragraph) and ask one or two questions about them.
- Read aloud slowly — hearing words can help you understand them.
- Work with a partner: take turns reading and explaining sentences in simple words.

08

## Calm test-taking reminders

- Read slowly and breathe. Rushing causes mistakes.
- Check your answers if you have time.
- It's okay to guess if you don't know — you have a better chance than leaving it blank.

# **3.1 Reading Comprehension 1 Practices:**

## **Text 1: Sharing Things**

In many cities, people are learning new ways to share resources instead of owning everything individually. One popular example is the bike-sharing program. It allows citizens to rent bicycles for short trips around the city. Some cities use dockless bikes, which means riders don't need to return the bike to a fixed station. Instead, they can locate and unlock a bike using a smartphone app.

Bike-sharing systems are designed to help reduce traffic, pollution, and noise. When people choose bicycles instead of cars, the air becomes cleaner, and roads are less crowded. The public transport authority often supports these projects because they make transportation greener and more efficient. Sometimes, riders even receive incentives, such as bonus points or free minutes, for using bikes responsibly.

However, there are also challenges. In some places, litter bikes are left in the middle of sidewalks, which causes problems for pedestrians. There have also been cases of damage and theft, making it expensive to maintain the program. To solve these issues, companies and local governments must keep cooperating to find effective solutions.

Sharing things like bikes teaches people responsibility and respect for public property. With cooperation and awareness, sharing systems can create cleaner, safer, and more connected cities for everyone.

**1. What is a bike-sharing program mainly used for?**

- A) Traveling long distances      B) Short city trips      C) Owning personal bikes

**2. How can users find dockless bikes?**

- A) By calling the company      B) From transport offices      C) Through a smartphone app

**3. What are two main goals of bike-sharing systems?**

- A) To reduce traffic and pollution  
B) To increase car sales  
C) To create more parking

**4. What problem is caused by litter bikes?**

- A) They block sidewalks      B) They cost too much      C) They break easily

**5. What does the public transport authority offer to encourage users?**

- A) Free cars      B) Incentives      C) Tickets for buses

**6. What helps solve problems like theft or damage?**

- A) More police only  
B) Cooperation between companies and governments  
C) Making more bikes

## Text 2: Sharing for a Better City

Cities today are becoming smarter and more sustainable by encouraging people to share instead of own. One successful example is the bike-sharing program, where users can rent a dockless bike for a short journey. With the help of a smartphone app, riders can find the nearest bicycle, ride it, and leave it for the next person to use.

This system helps to fight traffic, pollution, and noise caused by cars. Fewer cars mean cleaner air and less stress for drivers and pedestrians. Many cities' public transport authorities support such projects to make travel easier and more eco-friendly. They often provide incentives, such as discounts or extra riding minutes, to motivate people to use bikes more often.

However, not everyone uses the system responsibly. Some litter bikes are left in random places, blocking roads or parks. There are also reports of damage and theft, which make the programs costly to maintain. To solve these problems, local governments and companies are cooperating to improve security and teach users to care for shared property.

Sharing things is more than saving money—it builds trust and community spirit. When people share responsibly, cities become cleaner, quieter, and more pleasant for everyone.

### 1. What do people use to find and unlock a bike?

- A) A transport card
- B) A smartphone app
- C) A key

### 2. What problem does bike-sharing help reduce?

- A) Traffic and pollution
- B) Public transport use
- C) Street lighting

### 3. What are incentives used for?

- A) To repair bikes
- B) To reward responsible riders
- C) To buy new cars

### 4. What happens when litter bikes are left everywhere?

- A) They reduce accidents
- B) They get cleaner
- C) They block public spaces

### 5. Who supports most bike-sharing projects?

- A) Public transport authorities
- B) Local restaurants
- C) Bike shops

### 6. What helps improve the system?

- A) Competition
- B) Cooperation between organizations
- C) Selling more bikes



## Text 3: Green Travel Choices

Modern cities are encouraging people to travel in cleaner and smarter ways. One of the most successful ideas is the bike-sharing program. It allows people to rent dockless bikes through a smartphone app for a short time and then leave them near their destination.

These programs help reduce traffic, pollution, and noise, especially in crowded city centers. Many public transport authorities support them as part of their plan to make cities greener and healthier. To attract more users, companies often offer incentives, such as free rides or special discounts.

However, there are still some issues. Some people leave litter bikes blocking sidewalks or bus stops. There are also cases of damage and theft, which make it expensive to replace and repair bikes. That's why companies and governments are cooperating to teach riders about respect and responsibility.

By sharing bikes properly, citizens can make their communities cleaner and more pleasant for everyone.

1. **What helps people rent dockless bikes?**
  - A) A smartphone app
  - B) A phone call
  - C) A ticket machine
2. **What problems do bike-sharing programs reduce?**
  - A) Traffic, pollution, and noise
  - B) Costs of buses
  - C) Fuel prices
3. **What do incentives encourage people to do?**
  - A) Stop cycling
  - B) Park cars
  - C) Ride more responsibly
4. **Why are litter bikes a problem?**
  - A) They block public spaces
  - B) They are too expensive
  - C) They are too heavy
5. **Who supports most bike-sharing programs?**
  - A) Private schools
  - B) Public transport authorities
  - C) Hospitals
6. **How can the system improve?**
  - A) By building more roads
  - B) By banning bikes
  - C) Through cooperation and education

# Text 4: The Future of Shared Mobility

Sharing is changing how people move around cities. A growing number of citizens use dockless bikes that belong to a bike-sharing program. Riders simply open a smartphone app to find the nearest bike and start their trip.

This simple idea brings big results. It cuts traffic jams, lowers pollution, and reduces noise from cars. Many public transport authorities include these services in their city plans because they make traveling cheaper and cleaner. Some companies even give incentives, like extra points or small gifts, to responsible riders.

Still, not everything works perfectly. Some litter bikes are left in dangerous places. Others are lost because of damage or theft. To stop these problems, cities are cooperating with companies to build secure parking zones and educate users.

Bike sharing is not just about convenience—it's about caring for the planet and community.

1. **What does a smartphone app do for riders?**

- A) Pays the driver
- B) Fixes broken bikes
- C) Shows nearby bikes

2. **What are some results of using shared bikes?**

- A) Less traffic and pollution
- B) More noise
- C) Higher fuel costs

3. **Who gives incentives to riders?**

- A) Hospitals
- B) Bike-sharing companies
- C) Schools

4. **What causes problems in the streets?**

- A) Old cars
- B) Litter bikes
- C) Bus stops

5. **What are cities doing to solve problems?**

- A) Ignoring riders
- B) Cooperating with companies
- C) Closing bike lanes

6. **What is the main message of the text?**

- A) Sharing helps the planet
- B) Cars are faster
- C) Pollution is good



# Text 5: Working Together for Clean Transport

Cities around the world are investing in smart, shared transport. The bike-sharing program is one of the best examples. It lets people rent dockless bikes using a smartphone app and return them anywhere within the service area.

This method reduces traffic, pollution, and noise from cars and buses. The public transport authority often supports these programs to make movement more eco-friendly. To motivate more people, users can earn incentives, such as free minutes or vouchers.

Unfortunately, not all users are careful. Some leave litter bikes lying on the ground or damage them. There are also cases of theft, which makes the system expensive to maintain. To prevent these issues, companies are cooperating with communities and schools to promote respect and good habits.

When citizens take care of shared bikes, they help build a cleaner and more responsible society.

1. **What does a bike-sharing program allow people to do?**

- A) Buy new bikes
- B) Rent and return bikes easily
- C) Ride for free

2. **How does the program reduce pollution?**

- A) Roads get bigger
- B) Bikes use fuel
- C) Fewer people drive cars

3. **Who supports most bike-sharing systems?**

- A) Public transport authority
- B) Schools
- C) Restaurants

4. **What do some users do wrong?**

- A) Leave litter bikes or damage them
- B) Park carefully
- C) Follow all rules

5. **How do companies solve these problems?**

- A) By making fewer bikes
- B) By closing bike stations
- C) By cooperating with communities

6. **What is one benefit of bike sharing?**

- A) Cleaner and safer cities
- B) More car traffic
- C) Louder streets

## 4 Reading Comprehension 2:

| 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>Multiple-Choice</b><br><br>Read the text. Choose the correct answer. Choose A, B or C. | <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.<br><br>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.<br><br><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.<br><br><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. | <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> |

Reading 2: A Text of 250-270 words about a topic related to chapter 2 (Feeling Under the Weather) with 6 gaps, where you have 3 options to choose from. Each question is 3 marks each. The following part has different samples of reading Comprehensions about the same topic. The more you practice, the better you get.

نص القرائي 2: في هذا القسم سيكون الاختبار عبارة عن نص معلوماتي من 250-270 كلمة. يحتوي هذا النص على ست فراغات وهناك 3 إجابات لكل فراغ يقوم الطالب باختيار الإجابة الصحيحة من هذه الخيارات بناء على النص. كل سؤال سيكون ب 3 درجات. القسم القادم يحتوي على نصوص تدريبية مختلفة لنفس الفكرة. التدريب الكثير في النصوص القرائية يقوي مهارة البحث لديك.

## **4.1 Reading Comprehension 2 Practices:**

### **Text 1: Feeling Under the Weather?**

Weather affects more than just our plans—it can also change how we feel and how healthy we are. When hurricanes hit, they often cause serious damage to homes, cars, and buildings. Heavy rain can lead to flooding, which makes it difficult to travel and sometimes causes injuries. Roads can be blocking for hours, and rescue teams work hard to help people reach safety.

But even normal weather changes can influence our bodies. A sudden drop in temperature can make some people catch the flu (influenza) or develop pneumonia, especially if their immune system is weak. People with asthma may find it harder to breathe when the air is cold or humid. Doctors also say that changes in the weather can raise or lower blood pressure, which might make people feel dizzy or tired.

Weather can also influence our moods. Some people feel happy and energetic on sunny days, but sad or sleepy when it's cloudy or raining. Scientists believe sunlight affects the brain chemicals that control how we feel.

So, the next time you say you're "feeling under the weather," you might actually be right! Weather really does play a big role in our health and emotions.

**1. What kind of weather can cause serious damage?**

- A) Light wind                                      B) Sunny days                                      C) Hurricanes

**2. What can flooding lead to?**

- A) Dry air                                              B) Injuries                                              C) Sunshine

**3. What illness can come from low temperature?**

- A) Flu (influenza)                                      B) Toothache                                      C) Headache

**4. Who might find it hard to breathe in cold weather?**

- A) Farmers                                              B) People with asthma                                      C) Teenagers

**5. What can weather changes affect inside our bodies?**

- A) Weight                                              B) Hair color                                              C) Blood pressure

**6. How can weather influence people's feelings?**

- A) It changes their moods                      B) It changes their jobs                      C) It makes them run faster

## Text 2: Weather and Your Health

The weather has a strong effect on our bodies, and we often don't realize it. During powerful storms like hurricanes, houses and buildings can suffer serious damage. Heavy rain after a storm can cause flooding, and this makes travel dangerous. Water on the streets can cause cars to stop and may lead to injuries. Sometimes fallen trees end up blocking roads, which slows down emergency workers.

Even without storms, sudden changes in temperature can influence our health. When the weather gets very cold, people are more likely to catch the flu (influenza) or get pneumonia, especially older adults and young children. People with asthma might breathe with difficulty in cold air because their lungs become sensitive. Doctors say the weather can also affect blood pressure, making some people feel weak or tired when the weather shifts quickly.

Weather even affects our moods. Warm sunny days often make people feel active and cheerful, while dark, rainy days may make others feel tired or sad. Scientists believe sunlight helps our brain produce chemicals that improve happiness.

So, weather is more than just sunshine or rain—it can change our body, our feelings, and even our daily plans.

### 1. What natural event can destroy buildings?

- A) Light winds
- B) Gentle rain
- C) Hurricanes

### 2. What can heavy rain lead to?

- A) Flooding
- B) Sunshine
- C) Snow

### 3. What illness is common in cold weather?

- A) Broken bones
- B) Allergy
- C) Flu (influenza)

### 4. Who struggles to breathe in cold air?

- A) Teachers
- B) People with asthma
- C) Children only

### 5. What body function can weather change?

- A) Hair color
- B) Blood pressure
- C) Eye size

### 6. How can the weather change feelings?

- A) It changes jobs
- B) It affects moods
- C) It changes names

# Text 3: Stormy Days and Health

Stormy weather can affect people in many ways. When strong winds and heavy rain arrive during hurricanes, they can cause great damage to houses and roads. After the storm, there is often flooding, and this can create dangerous situations for drivers and rescue teams. Floodwater can cause accidents and injuries, and fallen trees often end up blocking roads, making travel difficult.

Besides safety problems, weather can also affect health. A sudden drop in temperature can lead to illnesses such as the flu (influenza) or pneumonia. People with asthma may find breathing harder in cold air or during high humidity. Doctors explain that weather changes can even affect blood pressure, making some people feel weak or dizzy.

The weather can also change our moods. On bright sunny days, people often feel happier and more active. However, when skies are dark or the rain continues for days, many feel sad or tired. Scientists believe that sunlight helps the brain produce chemicals that control positive emotions.

Weather influences every part of life—from safety to health to how we feel. Being aware of it helps us stay safe and healthy every day.

## 1. What type of weather can cause great damage?

- A) Wind breeze
- B) Hurricanes
- C) Fog

## 2. What problem can happen after storms?

- A) Flooding
- B) Sunshine
- C) Warm air

## 3. What illnesses can come from a drop in temperature?

- A) Flu and pneumonia
- B) Headache and fever
- C) Allergies

## 4. Who might have trouble breathing in cold air?

- A) People with asthma
- B) Children
- C) Athletes

## 5. What part of the body can weather changes affect?

- A) Teeth
- B) Muscles
- C) Blood pressure

## 6. How does sunlight affect people?

- A) It increases sleep
- B) It makes them hungry
- C) It improves their moods

# Text 4: How Weather Affects Our Bodies

Many people don't realize how much the weather influences the human body. During hurricanes, powerful winds and rain can cause serious damage to homes and buildings. After the storm, flooding can appear and cause accidents or injuries. Sometimes roads stay closed for hours because fallen trees are blocking roads and stopping traffic.

Cold temperature is another problem. When the air gets too cold, people often catch the flu (influenza) or develop pneumonia. For people with asthma, cold or polluted air can make breathing difficult. Doctors also say that quick changes in weather can influence blood pressure, which can cause dizziness or tiredness.

Weather not only affects the body but also our moods. Sunny weather can make people feel happy and active, while cloudy or rainy days can lead to sadness or low energy. Scientists believe that light levels affect the brain chemicals that control how we feel.

Being aware of how weather affects health helps people prepare better and protect themselves during extreme conditions.

## 1. What can hurricanes cause?

- A) Serious damage
- B) Snowfall
- C) Warm weather

## 2. What happens after heavy rain?

- A) Drought
- B) Sunshine
- C) Flooding

## 3. What sicknesses are common in cold weather?

- A) Fever and cough
- B) Toothache and earache
- C) Flu and pneumonia

## 4. Who has difficulty breathing in cold air?

- A) Drivers
- B) Swimmers
- C) People with asthma

## 5. What can sudden weather changes influence?

- A) Blood pressure
- B) Hair color
- C) Appetite

## 6. How does the weather affect moods?

- A) Rainy days make everyone rich
- B) Sunny weather makes people happy
- C) Snow always makes people angry



# Text 5: The Weather and Your Feelings

Weather plays a big role in how people live and feel. Strong storms such as hurricanes can cause a lot of damage to homes, cars, and even schools. Heavy rain can lead to flooding, and sometimes people get injuries when roads are wet and dangerous. In many cases, fallen trees and power lines end up blocking roads, which stops emergency vehicles from moving quickly.

Health problems can also appear when the temperature changes. Cold days can bring illnesses like flu (influenza) or pneumonia. People with asthma often find it difficult to breathe when the air is cold or full of dust. Doctors say that weather can even affect blood pressure, which may cause dizziness or headaches.

Weather can strongly affect moods too. When the sun shines, many people feel positive and energetic. On gray or rainy days, some may feel tired or sad. Scientists say that this is because sunlight helps the brain create chemicals that control happiness.

Understanding how weather influences health and emotions can help us make better choices and take care of ourselves in every season.

## 1. What can strong storms like hurricanes do?

- A) Cause a lot of damage
- B) Make it sunny
- C) Clean the air

## 2. What danger comes after heavy rain?

- A) Snowfall
- B) Flooding
- C) Sunshine

## 3. What illnesses happen in cold weather?

- A) Flu and pneumonia
- B) Headache and allergy
- C) Fever and stress

## 4. Who finds it difficult to breathe in dusty air?

- A) People with asthma
- B) Runners
- C) Teachers

## 5. What part of the body does weather affect?

- A) Nails
- B) Blood pressure
- C) Eyes

## 6. How can weather change how we feel?

- A) It affects our moods
- B) It changes our names
- C) It makes us taller

# 4 Writing:

| 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. <ul style="list-style-type: none"> <li>prompt 1</li> <li>prompt 2</li> <li>prompt 3</li> </ul> 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) |

**Writing:** In this part, there are two sections. The first section about extracting the main idea of a text. A text of 160 words related to theme One asking for the main idea of the text, using their own words (3-4 sentences at least). The second section, there will be 3 prompts related to the first part and students are asked to write an essay of at least 150 words. Students will be evaluated according to the rubrics. An official sample of writing is attached to the next page.

القسم الكتابي يحتوي على سؤالين، السؤال الأول يتكون من نص قرائي من 160 كلمة وعلى الطالب استخراج الفكرة الرئيسية لهذا النص كتابتها في فقرة بسيطة تتكون من 3-4 جمل على الأقل. في السؤال الثاني، ستكون هناك ثلاثة أسئلة مرتبطة بالجزء الأول، ويطلب من الطلاب كتابة مقال لا يقل عن 150 كلمة. سيتم تقييم الطلاب وفقاً لمعايير التقييم.



## 4.1 Assessment's Department – Writing Sample

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

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.

To find the right home in Riyadh, you must balance comfort, budget, safety, and convenience carefully.

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

**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 living in a large city like Riyadh
- explain how people can make living in a busy city more comfortable or convenient
- include one example or experience to support your ideas

**Write at least 150 words.**

amanahj.com/ae

2026 2025

موقع الامانة

|                        |                  |                |                   |                                 |              |
|------------------------|------------------|----------------|-------------------|---------------------------------|--------------|
| <b>Task Completion</b> | <b>Structure</b> | <b>Grammar</b> | <b>Vocabulary</b> | <b>Spelling and Punctuation</b> | <b>Total</b> |
| /5                     | /5               | /5             | /5                | /5                              | /25          |

### 4.2 Writing Question 1:

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

When students move into dormitories, they often bring along not just their luggage but their habits, routines, and personalities. Some like waking up early to study, while others prefer staying up late to chat or watch movies. The small space they share quickly fills with books, clothes, and sometimes even snacks hidden in drawers. Over time, they learn new things about each other—favorite music, study styles, and even what annoys them most. There are moments of laughter, like when they decorate the room together, and moments of silence, especially during exams. Occasionally, small disagreements appear about noise, cleanliness, or who should take out the trash, but these usually pass. In the end, the shared room becomes more than just a place to sleep—it turns into a space full of memories, lessons, and stories that both roommates carry with them long after the school year ends.

2026 2023

موقع الخفافع الجارية

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

**1.2 Read the text again. Now write a response to the text in which you:**

- \* What are the advantages and disadvantages of sharing a room with another student in a dormitory?
- \* Describe an experience you had (or imagine having) with a roommate. What did you learn from it?
- \* How can students solve common problems that happen when they share a dorm room?

**Write at least 150 words.**

2026 2025

|                        |                  |                |                   |                                 |              |
|------------------------|------------------|----------------|-------------------|---------------------------------|--------------|
| <b>Task Completion</b> | <b>Structure</b> | <b>Grammar</b> | <b>Vocabulary</b> | <b>Spelling and Punctuation</b> | <b>Total</b> |
| /5                     | /5               | /5             | /5                | /5                              | /25          |

## 4.3 Writing Question 2:

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

Every year, many students and workers move to new cities, searching for a place that feels comfortable and convenient. Some start by checking online advertisements, while others visit real estate offices or ask friends for suggestions. Before choosing, they usually compare prices, locations, and what facilities are included—like internet access, air conditioning, or furniture. The process can take time because there are always many options, from small studio apartments to shared houses. Some people prefer quiet neighborhoods far from traffic, while others like being close to shops, restaurants, and public transport. Visiting several places helps them notice small details that photos often hide, such as lighting, noise, or cleanliness. Sometimes, people make quick decisions because of limited time or budget, but the results are not always satisfying. That's why many take extra care, hoping their final choice will make their daily life more comfortable and enjoyable.

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

**1.2 Read the text again. Now write a response to the text in which you:**

1. What factors do you think are most important when choosing a new place to live, and why?
2. Describe a time when you or someone you know had to find accommodation. What challenges did you face?
3. How can people make better decisions when selecting a house or apartment in a new city?

**Write at least 150 words.**

amanahj.com/ae

2026 2025

موقع الامانة

|                        |                  |                |                   |                                 |              |
|------------------------|------------------|----------------|-------------------|---------------------------------|--------------|
| <b>Task Completion</b> | <b>Structure</b> | <b>Grammar</b> | <b>Vocabulary</b> | <b>Spelling and Punctuation</b> | <b>Total</b> |
| /5                     | /5               | /5             | /5                | /5                              | /25          |

## 4.4 Writing Question 3:

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

In many modern cities, people can easily spot colorful bicycles parked near train stations, parks, or shopping areas. With just a smartphone app, anyone can unlock one, ride across town, and leave it at another docking point. On busy mornings, the streets fill with riders heading to school or work, weaving between cars and buses. Some users enjoy the freedom of not worrying about parking or fuel, while others simply like the fresh air. However, not all rides end well—sometimes bikes are left damaged, stolen, or forgotten in random places. City workers often collect and repair them to keep the system running smoothly. There are also discussions about rules, safety, and how to encourage more people to ride responsibly. Though these programs started as small local projects, they have now become part of daily life in many places, quietly changing how people move through their cities every day.

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

1. How do shared bicycle programs change the way people travel in modern cities?
2. What problems or challenges can happen when people use public items like shared bikes?
3. Describe your opinion about using shared bicycles — would you like to try it, and why or why not?

**Write at least 150 words.**

amanahj.com/ae

2026 2025

موقع الامانة

|                        |                  |                |                   |                                 |              |
|------------------------|------------------|----------------|-------------------|---------------------------------|--------------|
| <b>Task Completion</b> | <b>Structure</b> | <b>Grammar</b> | <b>Vocabulary</b> | <b>Spelling and Punctuation</b> | <b>Total</b> |
| /5                     | /5               | /5             | /5                | /5                              | /25          |



# Final Tips On Writing a good essay:

## 1. Understand the Question

Before you start writing, read the question carefully. Identify **what the topic is** and **what type of essay** you need to write (narrative, descriptive, persuasive, or informative).

## 2. Plan Your Ideas

Spend a few minutes brainstorming. Write down your **main ideas**, examples, and supporting details. Create a short **outline** with an introduction, body, and conclusion.

## 3. Write a Strong Introduction

Begin with a **hook** (a question, quote, or interesting fact). Introduce your topic and end the paragraph with a clear **thesis statement** — the main point of your essay.

## 4. Develop Clear Body Paragraphs

Each body paragraph should focus on **one main idea**. Start with a topic sentence, add explanations, and give examples to support your point.

## 5. Use Linking Words

Use transition words like *firstly*, *however*, *for example*, *in addition*, *therefore*, and *finally* to make your writing smooth and organized.

## 6. Write a Meaningful Conclusion

Summarize your main points and restate your thesis in a new way. End with a final thought or recommendation.

## 7. Check Grammar and Spelling

Always **proofread** your essay. Correct grammar, punctuation, and spelling mistakes to make your work clear and professional.

## 8. Practice Regularly

The more you write, the better you become. Practice different essay types and read good examples to learn new structures and vocabulary.

# Vocabulary Section's Answer Keys

## Activity 1: Fill-in-the-Blank:

1. off campus
2. graduate degree
3. dormitory
4. graduate student
5. nature reserve
6. eliminate
7. inexpensive
8. privacy
9. humidity
10. biometeorologists
11. affect
12. depressed
13. headaches
14. irritable
15. atmosphere
16. temperature

## Activity 2: Multiple Choice

1. B) off campus
2. A) graduate degree
3. B) dormitory
4. B) graduate student
5. C) nature reserve
6. B) eliminate
7. B) inexpensive
8. A) privacy
9. A) humidity
10. B) Biometeorologists
11. A) affect
12. B) depressed
13. A) headaches
14. B) irritable

## Activity 3: Reading Texts 1-6

- Text 1: 1-B, 2-C, 3-B, 4-C, 5-A, 6-B  
 Text 2: 1-A, 2-A, 3-A, 4-B, 5-B, 6-A  
 Text 3: 1-B, 2-A, 3-A, 4-A, 5-A, 6-A  
 Text 4: 1-A, 2-A, 3-A, 4-A, 5-A, 6-A  
 Text 5: 1-A, 2-B, 3-A, 4-A, 5-A, 6-B  
 Text 6: 1-B, 2-A, 3-A, 4-A, 5-A, 6-A

# Grammar Section's Answer Keys

## 2.1.1 Parts of Speech

### A. Identify Part of Speech

1. brightly - Adverb
2. fast - Adverb
3. under - Preposition
4. and - Conjunction
5. Wow! - Interjection
6. quietly - Adverb
7. funny - Adjective
8. early - Adverb
9. umbrella - Noun
10. Because - Conjunction

### B. Choose the Part of Speech

1. b) Noun
2. a) Adverb
3. b) Verb
4. a) Verb
5. b) Interjection
6. a) Preposition
7. a) Conjunction
8. a) Pronoun
9. a) Adjective
10. b) Adverb

### C. Identify the Part of Speech

1. outside - Adverb
2. fast - Adverb
3. interesting - Adjective
4. politely - Adverb
5. through - Preposition
6. After - Preposition
7. love - Verb
8. But - Conjunction
9. Wow! - Interjection
10. color - Noun

### D. Fill in the Blanks

1. Wow!
2. teacher
3. She
4. under
5. quickly
6. blue
7. an
8. but
9. is

### E. Underline and Label Two Parts of Speech

1. Ali (noun) plays football (noun) every weekend.
2. Although (conjunction) it was late, they continued (verb) working.
3. The happy (adjective) children laughed (verb) loudly.
4. She put (verb) the bag on (preposition) the table.
5. We will go (verb) to the beach (noun) tomorrow.
6. The small (adjective) puppy ran (verb) into the house.
7. Hurray! (interjection) Our team won (verb) the match.
8. The teacher (noun) gave us a difficult (adjective) test.
9. I can't eat (verb) this because (conjunction) it's too hot.
10. They walked (verb) through the park (noun) together.

### F. Match

- |                          |                         |
|--------------------------|-------------------------|
| 1. run - d) verb         | 2. quickly - e) adverb  |
| 3. school - b) noun      | 4. happy - a) adjective |
| 5. she - f) pronoun      | 6. on - c) preposition  |
| 7. wow - g) interjection | 8. and - h) conjunction |

# Grammar Section's Answer Keys

## 2.1.1 Parts of Speech

### A. Identify Part of Speech

1. brightly - Adverb
2. fast - Adverb
3. under - Preposition
4. and - Conjunction
5. Wow! - Interjection
6. quietly - Adverb
7. funny - Adjective
8. early - Adverb
9. umbrella - Noun
10. Because - Conjunction

### B. Choose the Part of Speech

1. b) Noun
2. a) Adverb
3. b) Verb
4. a) Verb
5. b) Interjection
6. a) Preposition
7. a) Conjunction
8. a) Pronoun
9. a) Adjective
10. b) Adverb

### C. Identify the Part of Speech

1. outside - Adverb
2. fast - Adverb
3. interesting - Adjective
4. politely - Adverb
5. through - Preposition
6. After - Preposition
7. love - Verb
8. But - Conjunction
9. Wow! - Interjection
10. color - Noun

## 2.1.2 Comparatives and Superlatives:

### A. Fill in the Blanks

1. bigger
2. more difficult
3. the youngest
4. the coldest
5. faster
6. more comfortable
7. the highest
8. more expensive
9. more interesting
10. the cheapest

### B. Choose the Correct Answer

1. B) wider
2. C) the most intelligent
3. B) colder
4. B) more expensive
5. B) the most modern

### C. Rewrite Using Comparatives

1. My house is bigger than your house.
2. This book is more interesting than that one.
3. Ali is taller than Omar.
4. Today is hotter than yesterday.
5. My car is faster than your car.

### D. Rewrite Using Superlatives

1. This is the highest mountain in the world.
2. That is the tallest building in Dubai.
3. She is the most beautiful girl in the class.
4. Today is the coldest day in the week.
5. This is the cheapest shop in town.

### E. Find and Correct the Mistake

1. faster (not more faster)
2. the tallest (not the most tall)
3. heavier (not heavyer)
4. best (not goodest)
5. happier (not more happier)

### F. Complete the Sentences

1. bigger
2. colder
3. the best
4. newer
5. the smartest

### G. Irregular Adjectives

1. good → better / best
2. bad → worse / worst
3. far → farther (or further) / farthest (or furthest)
4. little → less / least
5. much → more / most

### H. True or False

1. False
2. True
3. True
4. True
5. False

### I. Choose the Correct Answer

1. B) more comfortable
2. B) better
3. C) the coldest
4. B) noisier
5. B) easier
6. C) the most responsible
7. B) narrower
8. B) the hottest
9. A) more exciting
10. B) faster

# Grammar Section's Answer Keys

## 2.1.2 Comparatives and Superlatives:

| I. Choose the <input type="checkbox"/> Answer                                                                                                                                                                                                                                                 | J. Form Sentences (Comparatives & Superlatives - B1-B2)                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11. B) cheaper<br>12. B) more patient<br>13. B) higher<br>14. A) newer<br>15. B) easier<br>16. C) the most fashionable<br>17. A) busier<br>18. B) drier<br>19. B) better<br>20. B) heavier<br>21. A) more boring<br>22. B) bigger<br>23. A) the friendliest<br>24. A) tidier<br>25. A) harder | 1. Ali is taller than Omar.<br>2. This book is more interesting than that one.<br>3. Today is hotter than yesterday.<br>4. My house is bigger than my neighbor's house.<br>5. This road is narrower than that road.<br>6. Mount Everest is the highest mountain in the world.<br>7. This movie is the most exciting movie I have ever seen.<br>8. My handwriting is neater than yours. | 9. The exam was more difficult than any test this year.<br>10. My car is more expensive than my friend's car.<br>11. This chair is more comfortable than the one in the office.<br>12. Your idea is the best of all ideas today.<br>13. My city is the cleanest city in the country.<br>14. This laptop is lighter than mine.<br>15. My brother is the youngest in my family. |

## 2.1.3 Modal Verbs (should/could):

|                                                                                                                                                                                                                                        |                                                                                                                                                                                                |                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A. Multiple-Choice</b><br>1. B) should<br>2. A) could<br>3. A) could<br>4. B) should<br>5. C) can<br>6. B) should<br>7. A) could<br>8. A) could<br>9. B) should<br>10. A) could                                                     | <b>B. Fill-in-the-Blanks</b><br>1. should<br>2. could<br>3. could<br>4. should<br>5. shouldn't<br>6. Could<br>7. could<br>8. should<br>9. could<br>10. should                                  | <b>C. Rewrite the Sentences</b><br>1. You should see the dentist.<br>2. I could play football very well when I was a child.<br>3. They might come tomorrow.<br>4. You should not waste your time.<br>5. Could you open the door, please? |
| <b>D. Mixed Practice</b><br>1. should<br>2. could<br>3. could<br>4. should<br>5. could / could<br>6. should<br>7. could<br>8. could<br>9. might<br>10. should                                                                          | <b>E. Multiple-Choice Questions</b><br>1. A) should<br>2. B) could<br>3. B) could<br>4. B) could<br>5. C) might<br>6. A) should<br>7. B) could<br>8. A) should<br>9. B) could<br>10. A) should | <b>F. Fill-in-the-Blanks</b><br>1. should<br>2. could<br>3. should<br>4. should<br>5. Could<br>6. might<br>7. should<br>8. could<br>9. should<br>10. might                                                                               |
| <b>G. Rewrite the Sentences</b><br>1. He should sleep earlier.<br>2. She might have forgotten the keys.<br>3. I could swim when I was five.<br>4. You should not spend too much time online.<br>5. Could you close the window, please? |                                                                                                                                                                                                |                                                                                                                                                                                                                                          |

# Grammar Section's Answer Keys

## 2.1.4 Collocations with "Do," "Make," "Take," and "Have"

### A. Choose the correct verb:

- |         |          |
|---------|----------|
| 1. Do   | 2. take  |
| 3. have | 4. make  |
| 5. have | 6. take  |
| 7. make | 8. do    |
| 9. make | 10. take |

### B. Fill in the blanks:

- make a phone call
- have a rest
- do their shopping
- have a great time
- make a mistake

### C. Match the collocations

- Do exercise
- Make a complaint
- Take a photo
- Have a conversation
- Do a Favor

### D. Create your own sentences using each verb once (Sample Answers)

- Do** → I always do my homework after dinner.
- Make** → Let's make a cake for Mom's birthday.
- Take** → I take photos when I travel.
- Have** → We had lunch together yesterday.

### Practice 1 - A Blizzard to Remember

Answer Key: 1-A 2-B 3-A 4-C 5-C 6-B

### Practice 2 - The Unexpected Storm

Answer Key: 1-B 2-A 3-B 4-A 5-A

### Practice 3 - Sick of the Cold

Answer Key: 1-B 2-A 3-B 4-B 5-A 6-A

### Practice 4 - The Phenomena of Ice

Answer Key: 1-A 2-A 3-B 4-A 5-A 6-B

### Practice 5 - Lost in the Snow

Answer Key: 1-B 2-A 3-B 4-A 5-B 6-A

### Practice 6 - Winter Adventure

Answer Key: 1-A 2-B 3-A 4-A 5-B 6-A

## 2.1.5 Zero Conditional

### Part A - Complete the Sentences

(Use the present simple tense in both parts)

- If you **heat** ice, it **melts**.
- If people **don't recycle** plastic, pollution **increases**.
- If you **press** that switch, the light **turns** on.
- If cats **see** a dog, they usually **run** away.
- If teachers **give** a lot of homework, students **complain**.
- If you **don't eat** breakfast, you **get** hungry before lunch.
- If it **rains**, the grass **grows** quickly.
- If you **mix** salt and water, you **make** salt water.

### Part B - Choose the Correct Option

- c) breaks
- a) stay
- b) comes
- a) doesn't fly
- a) charge

### Part C - Match the Halves

- c
- b
- d
- a
- e

## Reading Section's Answer Keys – Part 1

|                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Text 1: Sharing Things</u></b><br>1. B) Short city trips<br>2. C) Through a smartphone app<br>3. A) To reduce traffic and pollution<br>4. A) They block sidewalks<br>5. B) Incentives<br>6. B) Cooperation between companies and governments | <b><u>Text 2: Sharing for a Better City</u></b><br>1. B) A smartphone app<br>2. A) Traffic and pollution<br>3. B) To reward responsible riders<br>4. C) They block public spaces<br>5. A) Public transport authorities<br>6. B) Cooperation between organizations                           | <b><u>Text 3: Green Travel Choices</u></b><br>1. A) A smartphone app<br>2. A) Traffic, pollution, and noise<br>3. C) Ride more responsibly<br>4. A) They block public spaces<br>5. B) Public transport authorities<br>6. C) Through cooperation and education |
| <b><u>Text 4: The Future of Shared Mobility</u></b><br>1. C) Shows nearby bikes<br>2. A) Less traffic and pollution<br>3. B) Bike-sharing companies<br>4. B) Litter bikes<br>5. B) Cooperating with companies<br>6. A) Sharing helps the planet    | <b><u>Text 5: Working Together for Clean Transport</u></b><br>1. B) Rent and return bikes easily<br>2. C) Fewer people drive cars<br>3. A) Public transport authority<br>4. A) Leave litter bikes or damage them<br>5. C) By cooperating with communities<br>6. A) Cleaner and safer cities |                                                                                                                                                                                                                                                               |

## Reading Section's Answer Keys – Part 2

|                                                                                                                                                                                                                         |                                                                                                                                                                                                                   |                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Text 1: Feeling Under the Weather?</u></b><br>1. C) Hurricanes<br>2. B) Injuries<br>3. A) Flu (influenza)<br>4. B) People with asthma<br>5. C) Blood pressure<br>6. A) It changes their moods                     | <b><u>Text 2: Weather and Your Health</u></b><br>1. C) Hurricanes<br>2. A) Flooding<br>3. C) Flu (influenza)<br>4. B) People with asthma<br>5. B) Blood pressure<br>6. B) It affects moods                        | <b><u>Text 3: Stormy Days and Health</u></b><br>1. B) Hurricanes<br>2. A) Flooding<br>3. A) Flu and pneumonia<br>4. A) People with asthma<br>5. C) Blood pressure<br>6. C) It improves their moods |
| <b><u>Text 4: How Weather Affects Our Bodies</u></b><br>1. A) Serious damage<br>2. C) Flooding<br>3. C) Flu and pneumonia<br>4. C) People with asthma<br>5. A) Blood pressure<br>6. B) Sunny weather makes people happy | <b><u>Text 5: The Weather and Your Feelings</u></b><br>1. A) Cause a lot of damage<br>2. B) Flooding<br>3. A) Flu and pneumonia<br>4. A) People with asthma<br>5. B) Blood pressure<br>6. A) It affects our moods |                                                                                                                                                                                                    |

**This is the End of the Booklet. All the Best** 🍷