



# برنامج تمكين الطلبة

حصص تدريبية لدعم مهارات الطلبة  
(إعداد أسئلة تدريبية وفق نواتج التعلم المطروحة ضمن  
هيكل الاختبار النهائي الفصلي)

Tamkeen Program for students

Supportive Sessions /Periods

(Preparing training questions according to the learning outcomes  
presented within EOT Coverage)

الصف الثامن الأساسي

8

Grade General

املادة Subject English:

املعلمة Teacher. بدرية ناصر الحمادي.

Level 5.1

2024 -2025



## مقولة QUOTE

التعليم في رؤية صاحب السمو الشيخ محمد بن زايد آل  
النهيان حفظه الله هو الطريق لبناء الكوادر البشرية  
المواطنة المؤهلة والقادرة على تحمل مسؤولية النهوض  
بالوطن، وتحقيق طموحاته الكبرى في المجالات كافة.

Education, in the vision of His Highness Sheikh  
Mohammed bin Zayed Al Nahyan  
qualified citizens capable of taking responsibility for  
the advancement of the nation and achieving its great  
ambitions in all fields.





## المحتوى Content

Vocabulary

02

01

Reading

Maze

04

03

Writing





# Core Lexis

| Travel                   | Looking back      | Places                      |
|--------------------------|-------------------|-----------------------------|
| Atmosphere (جو المكان)   | Ancient (قديم)    | Facilities (الخدمات)        |
| Climate (المناخ)         | Culture (الثقافة) | Barber (الحالق)             |
| Dangerous (خطير)         | Customs (العادات) | Bookshop (مكتبة لبيع الكتب) |
| Destination (الوجهة)     | Goods (البضائع)   | Environment (البيئة)        |
| Explore (استكشاف)        | Modern (حديث)     | Gift Shop (متجر الهدايا)    |
| Facilities (الخدمات)     | Society (المجتمع) | Pharmacy (الصيدلية)         |
| Wildlife (الحياة البرية) | Trade (التجارة)   | Post Office (مكتب البريد)   |
|                          |                   | Underground (تحت الأرض)     |





# To understand the use of **CORE LEXIS**

Complete the sentences using the correct word from the list:

{ atmosphere, climate, dangerous, destination, explore, facilities, and wildlife }

1. The -----<sup>climate</sup>-----in the mountains can be very cold, especially during the winter.
2. We wanted to visit a place where we could see unique -----<sup>wildlife</sup>----- like lions and elephants.
3. The hotel had excellent -----<sup>facilities</sup>----- including free Wi-Fi and a 24-hour gym.
4. The beach is a great -----<sup>destination</sup>-----for a relaxing holiday by the sea.
5. When we went camping, we decided to -----<sup>explore</sup>-----the nearby forest to see the beautiful scenery.
6. The -----<sup>atmosphere</sup>----- at the party was friendly and lively, everyone was dancing and laughing.
7. Climbing without proper gear can be -----<sup>dangerous</sup>----- so make sure to follow safety instructions





# To understand the use of **CORE LEXIS**

Complete the sentences using the correct word from the list:

{, culture, goods, ancient, modern, society, trade , customs}

1. The **ancient** pyramids of Egypt are one of the Seven Wonders of the World.
2. In many countries, people celebrate **customs** like weddings and birthdays with special rituals.
3. The city has a rich **culture** with many traditions that go back hundreds of years.
4. People in the past would **trade** things like spices, silk, and other products over long distances.
5. **Modern** technology has made communication much faster and easier.
6. In today's **society** people use the internet to connect with others around the world.
7. The market was full of different **goods** such as fruits, vegetables, and handmade crafts.





# To understand the use of **CORE LEXIS**

Complete the sentences below using the correct word from the list:

{ barber, bookshop, environment, gift shop, pharmacy, post office, underground }

1. I need to go to the -----<sup>pharmacy</sup>-----to buy some medicine for my cold.
2. The-----<sup>bookshop</sup>----- is a great place to buy books, especially novels and magazines.
3. He went to the-----<sup>barber</sup>-----to get a haircut before his important meeting.
4. The -----<sup>underground</sup>----- is a system of trains that run below the ground in many big cities.
5. They bought some souvenirs at the-----<sup>gift shop</sup>----- to bring back home after their holiday.
6. We should all take care of our-----<sup>environment</sup>-----by recycling and reducing pollution.
7. I need to mail a letter, so I am going to the -----<sup>post office</sup>-----after lunch.





## Summative Assessment Weighting

| Paper exam: 40% of summative assessment term grade                           |                                 |                        |           | SwiftAssess exam: 60% of summative assessment term grade |      |                                    |           |
|--|---------------------------------|------------------------|-----------|--|------|------------------------------------|-----------|
| Bloom's  | Part                            | Activity               | Weighting | Bloom's  | Part | Activity                           | Weighting |
| Remember and Understand<br>Application and analysis<br>Higher-order thinking | 1                               | Opinion                | 5%        | Remember and Understand<br>(c.25%)                       | 5    | Below-level MAZE                   | 13.33%    |
|  | 2                               | Plan                   | 5%        |  | 6    | At-level MAZE                      | 13.33%    |
| Remember and Understand<br>Application and analysis<br>Higher-order thinking | 3                               | Essay                  | 25%       | Application and analysis (c.35%)                         | 7    | Below-level reading text questions | 13.33%    |
|  |                                 |                        |           |  | 8    | At-level reading text questions    | 2.5%      |
| 9  | At-level reading text questions | 12%                    |           |  |      |                                    |           |
| Higher-order thinking (5%)   | 4                               | Inference question     | 2%        |  | 10   | At-level reading text questions    | 5.5%      |
|  |                                 | Justification question | 3%        |  |      |                                    |           |







| ECFE Alignment: Level 5.1 |   |   | Term Weighting: 40%  | Domain: Reading and Writing  |
|---------------------------|---|---|--|--|
| Sections                  | Question Type and Instruction                                   | Outcomes Assessed   | Number of Questions and Question Description   | Constructs   |
| Part 1                    | <p>Writing task</p> <hr/> <p>Free-response opinion question</p> | <p>ENG.05.4.3.XX.008 Use own and others' ideas to plan and develop ideas before writing.</p> <p>ENG.05.4.2.XX.015 Apply spelling rules and conventions with consistency when writing.</p> <p>ENG.05.4.3.XX.016 Use a range of basic language structures in writing.</p> | <p>5 marks, marked using a rubric</p> <p>Students are asked to produce at least one sentence that contains their opinion about the topic of an essay prompt.</p> | <p>Remember and Understand</p> <p>Application and Analysis</p> <p>Higher-order thinking</p> <p>A: Foundational proficiency<br/>B: Grade-level mastery<br/>C: Advanced application</p> <p>Phase 4</p> <p>A2+ - B1</p> |

How can I start my opinion sentence?

- In my opinion, ...
- I believe ...
- I think ...
- I feel ...
- The best thing about ...
- The worst part about ...
- Everyone should ...
- ... is better than ... because ...



**Part 1: Opinion Question**

**Write your answer below. Use full sentences.**

Why do you think exploring new places is important?

Write at least **two** sentences below.

..... To learn new language .....

..... To know about their culture .....

.....

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.....

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.....



|        |  |   |   |   |
|--------|--|---|---|---|
| Part 2 | Writing task<br><hr/> Free-response plan | ENG.05.4.3.XX.008 Use own and others' ideas to plan and develop ideas before writing.<br>ENG.05.4.2.XX.015 Apply spelling rules and conventions with consistency when writing.<br>ENG.05.4.3.XX.016 Use a range of basic language structures in writing.<br>ENG.05.4.3.XX.007 Write simple texts on familiar and concrete topics. | 5 marks, marked using a rubric<br><br>Students are asked to produce a plan to answer an essay prompt. | Remember and Understand<br><br>Application and Analysis<br><br>Higher-order thinking<br><br>A: Foundational proficiency<br>B: Grade-level mastery<br>C: Advanced application<br><br>Phase 4<br><br>A2+ - B1 |
|--------|--|---|---|---|

**Part 1: Plan**

**Write your answer below.**

Write a plan for the essay prompt below. Please note – this question asks for a plan, not a full essay. You will write the essay in the next page.

Write about your city. ← **Topic**

Include information about:

- Where your city is.
- What your city is famous for.
- What you like about your city

5

**Plan**

```

    graph TD
        Dubai((Dubai)) --- Where((Where?))
        Dubai --- famous((famous))
        Dubai --- Like((I like.))
        
        Where --- UAE((UAE))
        Where --- Gulf((Gulf))
        Where --- Asia((Asia))
        Where --- Peninsula((Arabian Peninsula))
        
        famous --- Expo((Expo))
        famous --- Towers((Towers))
        famous --- Malls((Malls))
        
        Towers --- BurjKhalifa((Burj Khalifa))
        Towers --- Hotel((Hotel))
        Hotel --- BurjAlArab((Burj Al-Arab))
        
        Like --- desert((desert))
        Like --- weather((weather))
        Like --- safety((safety))
        Like --- beaches((beaches))
        Like --- environment((environment))
        
        Malls --- DubaiMall((Dubai Mall))
        DubaiMall --- shopping((shopping))
    
```

**How do I write my plan?**

- Read the question carefully.
- Put the main idea in the middle.
- Add details on the side for each question.
- **Keep it short!**





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|--------|--|--|---|--|
| Part 3 | <p>Writing Task</p> <p>Extended response</p> | <p>ENG.05.4.2.XX.015 Apply spelling rules and conventions with consistency when writing.</p> <p>ENG.05.4.3.XX.016 Use a range of basic language structures in writing.</p> <p>ENG.05.4.3.XX.007 Write simple texts on familiar and concrete topics.</p> <p>ENG.05.4.3.XX.009 Write simple, structured paragraphs that contain a topic sentence and supporting details.</p> | <p>25 marks, marked using a rubric</p> <p>Students are asked to produce an extended text in response to a prompt and three bullet points.</p> | <p>Remember and Understand</p> <p>Application and Analysis</p> <p>Higher-order thinking</p> <p>A: Foundational proficiency<br/>B: Grade-level mastery<br/>C: Advanced application</p> <p>Topics: Travel, looking back, places.</p> <p>Expected text length: 70 words</p> |
|--------|--|--|---|--|

## Life in the UAE

The UAE was found in 1971. Most of its land was sandy desert, so it was very difficult for people to inhabit this difficult environment. The Bedouins discovered sources of water known as oases. They planted date gardens and built their home known as Areesh in the desert . Camel was a great gift to the Bedouin. They used it to travel , race and carry their loads. Also, the camel's milk and meat were a source of nourishment. Moreover, the camel's hide and hair were used to make goods and tents. The coastline was another source of life as people went fishing and peal diving in the sea. Life in the past was very difficult.

## After - school clubs

I like going to the after school- clubs. Our school arranged many interesting after school clubs that I really enjoy. This year I joined the chess, film making and Chinese club. The chess clubs is amazing. It takes place every Monday and there are around 30 students joining this club. The Film – making club is my favorite. We get together and make awesome films. The Chinese club is really fun. I am proud of myself because I can say short sentences in Chinese. Wow!



|        |  |  |   |  |
|--------|--|--|---|--|
| Part 3 | <p>Writing Task</p> <p>Extended response</p> | <p>ENG.05.4.2.XX.015 Apply spelling rules and conventions with consistency when writing.</p> <p>ENG.05.4.3.XX.016 Use a range of basic language structures in writing.</p> <p>ENG.05.4.3.XX.007 Write simple texts on familiar and concrete topics.</p> <p>ENG.05.4.3.XX.009 Write simple, structured paragraphs that contain a topic sentence and supporting details.</p> | <p>25 marks, marked using a rubric</p> <p>Students are asked to produce an extended text in response to a prompt and three bullet points.</p> | <p>Remember and Understand</p> <p>Application and Analysis</p> <p>Higher-order thinking</p> <p>A: Foundational proficiency<br/>B: Grade-level mastery<br/>C: Advanced application</p> <p>Topics: Travel, looking back, places.</p> <p>Expected text length: 70 words</p> |
|--------|--|--|---|--|

## A historical place in the UAE

There are many historical places in the UAE. One of the most famous historical places is Al Badyah Mosque. My classmates and I went on a school trip to visit that mosque. It is located in Al Badyah region in Fujairah. It is the oldest mosque in the UAE. Many tourists come to visit this historical place everyday. The mosque was built from stones and mud. It has a beautiful garden. The mosque is very small because it was built along time ago. Many people enjoy taking photos there with their families and friends. People are still doing their prayers there. I hope I could have the chance to visit it again soon.

## Using technology at school

Technology helps the teachers to teach subject to student. And give student a big opportunity and easier to understand and education. Technology is a good source of information needed by the teacher and student. Technology is a good source between the teacher and student to talk on the internet.



|        |  |  |   |  |
|--------|--|--|---|--|
| Part 3 | <p>Writing Task</p> <p>Extended response</p> | <p>ENG.05.4.2.XX.015 Apply spelling rules and conventions with consistency when writing.</p> <p>ENG.05.4.3.XX.016 Use a range of basic language structures in writing.</p> <p>ENG.05.4.3.XX.007 Write simple texts on familiar and concrete topics.</p> <p>ENG.05.4.3.XX.009 Write simple, structured paragraphs that contain a topic sentence and supporting details.</p> | <p>25 marks, marked using a rubric</p> <p>Students are asked to produce an extended text in response to a prompt and three bullet points.</p> | <p>Remember and Understand</p> <p>Application and Analysis</p> <p>Higher-order thinking</p> <p>A: Foundational proficiency<br/>B: Grade-level mastery<br/>C: Advanced application</p> <p>Topics: Travel, looking back, places.</p> <p>Expected text length: 70 words</p> |
|--------|--|--|---|--|

### A trip to the Desert

Last week, our school arranged a trip to the desert. We reached there at 11 a.m. The weather was hot and dry. There were sand dunes everywhere and an oasis. Camels were everywhere. The Bedouins believes that the camels is a great gift. It was the main source of nourishment, transport, income and even fun. Interestingly, camels find smart ways to survive in the desert. They have long eyelashes to protect their eyes from the dust. Also, they store fat in their humps. The fat gives them energy, so they can go for many days without food or water. While walking in the desert we saw many tents and homes made from the date palms . They are known as 'arishah'. At 12 o'clock, we were very hungry. The Bedouins invited us to their tent. We were amazed by the huge trays full of rice with meat and bottles of fresh camel milk. The food was delicious. After lunch , we tried the Arabic coffee and dates. The taste and smell were fantastic. Around 3 o'clock, we gathered in one area to watch camel- racing. It was really fun. At 5 p.m. we boarded the bus and went back to school. My joy knew no bounds on seeing this wonderful place. Its memory will always remain fresh in my mind.



|        |  |   |  |   |
|--------|--|---|--|---|
| Part 3 | Writing Task<br><u>Extended response</u> | ENG.05.4.2.XX.015 Apply spelling rules and conventions with consistency when writing.<br>ENG.05.4.3.XX.016 Use a range of basic language structures in writing.<br>ENG.05.4.3.XX.007 Write simple texts on familiar and concrete topics.<br>ENG.05.4.3.XX.009 Write simple, structured paragraphs that contain a topic sentence and supporting details. | 25 marks, marked using a rubric<br>Students are asked to produce an extended text in response to a prompt and three bullet points. | Remember and Understand<br>Application and Analysis<br>Higher-order thinking<br>A: Foundational proficiency<br>B: Grade-level mastery<br>C: Advanced application<br>Topics: Travel, looking back, places.<br>Expected text length: 70 words |
|--------|--|---|--|---|

### My favourite city

Dubai, in the UAE, is one of the cities that I have visited and I want to visit again and again. It is called "The Pearl of the Gulf". Dubai was a simple city in the past. Its people worked in fishing, trading and farming. Now, it is one of the most modern cities in the world. It has a huge number of people from different nationalities. It has many attractive places to visit. Dubai Souq is the place where the past meets the present. I like walking and discovering the rich culture and the fascinating history of the city. The view of the colorful fabrics on table is just like the view of rainbow in the sky. For the latest, newest and the most modern goods, I head to The Dubai Mall, the place where the shopping experience is different. I enjoy the view of the world greatest dancing fountains at night. Watching the lights in Burj Khalifa, the tallest tower in the world, is unforgettable scene. I love wandering in the streets after dark, stopping to buy delicious shawarma sandwiches. I like the smell of grilled kebab in traditional restaurants. Among all the cities that I have visited, Dubai has a special place in my heart. If I had the chance to live in a city, I would prefer living in Dubai.

**EOT 1 - Part 3**  
**Inference question**

A) Read the passage and answer the following questions.

Once upon a time, there was a king to whom people from all over the world came for his wise judgments.

One day, Emily and Lily, two ladies, appeared before the king with a baby in their arms. Each woman claimed the child as her own. Each one proved that she was the real mother of the boy. Both women were arguing loudly, and the king wanted to find out who the true mother was.

The wise king had an idea. "Bring me a sword!", he ordered.

The king looked at the two ladies and said, "I still cannot decide who of you is the mother of the baby. So, I have an idea that will satisfy you both." Each woman looked at the king, hoping that he would give her the child.

The king continued, "We will cut the boy in two, and each of you will receive half."

Emily smiled at the king, while Lily screamed in terror. She cried out, "No, no, please! The boy is hers. Emily is the true mother. Let her have the boy. I would rather see him alive and happy."

The wise king smiled at one of the ladies and said, "Only a true mother would give up her own happiness for her child. The baby is yours."



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|--------|--|--|---|---|
| Part 4 | Free-response question<br>Read the text and answer the question. Use full sentences. | LL4.R.In.1 Infer complex information needed for comprehension when it is not directly stated in complex, extended texts.<br>LL4.R.P.2 Consider how information from extended texts can be used after reading or listening. | Inference - 2 marks, marked using a rubric<br>A free-response inference question that tests deep understanding of the text.<br>Justification - 3 marks, marked using a rubric<br>A free-response justification of the student's answer to the inference question. | Higher-order thinking<br>C: Advanced application<br>Phase 4<br>B1 - B1+<br>Text:<br>- extended<br>- concrete and abstract topics<br>- narrative<br>Text length: 230 words |
|--------|--|--|---|---|

|  |
|--|
| <b>Part 3: Justification question</b>  |
| <b>Write your answer below. Use full sentences.</b>  |
| Why is your answer to the inference question the best answer?<br>Use the information in the text above to support your answer. |
| .....  |
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| .....  |
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|   |
|---|
| <b>Write your answer below. Use full sentences.</b> |
| Who did the king give the baby to?                  |
| Lily  |
| .....   |
| .....   |
| .....   |

## EOT 1 - Part 3

### Inference question

A) Read the passage and answer the following questions.

Far away in Mexico, Martha lived in a small town. She was extremely fond of learning. She had a big dream for her future job, but, unfortunately, she couldn't go to school because the nearest one was about 10 kms away.

One day, Janicke, Martha's mother, heard about the Khan Academy. Curious and excited, Janicke quickly signed up her daughter so that Martha could fulfil her dream.

In the maths classes, Martha learned to solve problems correctly. Although she did not like math, Mr. Salman Khan's friendly voice guided her through each step. Martha clicked the answers, and she got most of them right.

In the English lessons, Martha read short stories, learned new words and listened to English songs. She felt happy. However, she found English grammar quite difficult.

For Martha, health sciences classes were magical. Martha enjoyed animations of how the human body works. She also loved the videos about how vaccines protect us against diseases. The best part was when Martha learned how to take care of people with skin cuts. During the health science lessons, Martha felt that her wonderful dream was coming true.

Write your answer below. Use full sentences.

What was Martha's dream job?

teacher



|        |  |  |   |   |
|--------|--|--|---|---|
| Part 4 | Free-response question<br>Read the text and answer the question. Use full sentences. | LL4.R.In.1 Infer complex information needed for comprehension when it is not directly stated in complex, extended texts.<br>LL4.R.P.2 Consider how information from extended texts can be used after reading or listening. | Inference - 2 marks, marked using a rubric<br>A free-response inference question that tests deep understanding of the text.<br>Justification - 3 marks, marked using a rubric<br>A free-response justification of the student's answer to the inference question. | Higher-order thinking<br>C: Advanced application<br>Phase 4<br>B1 - B1+<br>Text:<br>- extended<br>- concrete and abstract topics<br>- narrative<br>Text length: 230 words |
|--------|--|--|---|---|

### Part 3: Justification question

Write your answer below. Use full sentences.

Why is your answer to the inference question the best answer?  
Use the information in the text above to support your answer.

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### The Great Sandy Desert

Zahra woke up as the sun was beginning to rise over the surrounding sand dunes. Quietly, so that she didn't wake her sleeping parents, she crept out of the tent and into the nearby camp. In the distance, she could see the beautiful shimmering pool that she had seen when they had arrived last night, and she set off to explore it. As she wandered further from the camp, Zahra noticed some large shapes moving in the distance.

"Camels! I have never seen one!" she shouted and excitedly ran to chase them. *If I can catch one, she thought, my parents will be so proud!* Running across the thick sand and over the hilly dunes, Zahra became extremely exhausted, her legs ached and suddenly she was very thirsty. The camels were moving further and further away, and she knew that she had no hope of catching them.

"Let me go back," she said to herself, but as she turned around, she noticed with a fright that the desert wind had blown her footprints away and the trail leading back to her parents and safety was gone! Not to be discouraged, Zahra climbed to the top of the nearest dune and looked out at the mass of desert before her. All she could see was the red sand stretching in all directions with no camp, tents or horses in view.

"Oh!" cried Zahra, "Where is the camp? My parents will be worrying by now," and she threw herself down on the top of the sandy hill and cried.

### Inference Question

1- Why did Zahra begin to cry at the end of the story?

-----  
----- she was lost -----  
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### Justification Question

2\_ Why is your answer to the inference question the best answer

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## My Camping Trip

I'm Hamdan and I want to tell you about what happened when I went on a camping trip into the mountains. There were four of us on the trip – myself , Abdullah , Ahmed and Saif . We agreed that I would camp with Abdullah and Ahmed would camp with Saif . First, we needed to decide what to bring with us. I had my tent, of course, and then I checked my bag. I had some food , water , a first aid kit for accidents, my cooking equipment and some warm clothes. It seemed like Abdullah and I were ready. Ahmed did the packing for Saif and him.

When we arrived at the camp site, it was time to put up our tents . Once we got out the city, I realized how dark it was out here in the mountains. There was no moon, only the small light from the stars. Trying to put up the tent in the dark was very difficult and took us a long time. When we finished, we went over to Ahmed and Saif. They were relaxing and eating food- they laughed at how stressed we looked . " We put our tent up very quickly " said Saif, " We had no problems !"

Later on , Abdullah went out for a walk into the mountains. After he left, it started to rain. I became very worried because I knew there could be flooding in the mountains when it rained. I went out to find Abdullah- I called his name. Although I could hear him shouting back, I couldn't see him. Now, I was really starting to panic. However, I soon heard Ahmed's voice, " It's OK, I found him- no problem. " They were both walking back to the camp site with smiles on their faces. We needed to put all of our stuff back in the car and leave quickly. Luckily, I had Ahmed and Saif to help us with this

### Inference question

What did Ahmed bring with him on the trip that Hamdan forgot to bring ?

-----  
flah light  
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### Justification Question

Why is your answer to the inference question the best answer ?  
Use the information in the text above to support your answer

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## SwiftAssess exam

| ECFE Alignment: Level 5.1 |   |   | Term Weighting: 60%  | Domain: Reading   |
|---------------------------|---|---|--|---|
| Sections                  | Question Type and Instruction   | Outcomes Assessed   | Number of Questions and Question Description   | Constructs  |
| Part 5                    | <p>MAZE task<br/>multiple-choice questions</p> <hr/> <p>Read the text and answer<br/>a, b or c.</p> | ENG.02.2.3.XX.002 Read and identify familiar words and set phrases in short, simple texts on familiar topics. | <p>5 questions</p> <p>Gap-fill sentences within a MAZE text that test students' awareness of basic grammar and sentence phrasing.</p>    | <p>Remember and Understand</p> <p>A: Foundational proficiency</p> <p>Phase 2</p> <p>A1 – A1+</p> <ul style="list-style-type: none"> <li>- simple</li> <li>- familiar</li> <li>- informative</li> </ul> <p>Text length: 80 words</p>                           |
| Part 6                    | <p>MAZE task<br/>multiple-choice questions</p> <hr/> <p>Read the text and answer<br/>a, b or c.</p> | ENG.05.2.2.XX.012 Recognise key features of text organisation and structure.                                  | <p>9 questions</p> <p>Gap-fill sentences within a MAZE text that test students' awareness of at-level grammar and sentence phrasing.</p> | <p>Remember and Understand</p> <p>B: Grade-level mastery</p> <p>Phase 4</p> <p>A2+ - B1</p> <ul style="list-style-type: none"> <li>- simple, extended</li> <li>- familiar and concrete topics</li> <li>- informative</li> </ul> <p>Text length: 200 words</p> |





# Grammar Coverage

| Topic(s): Travel, looking back, places. |   |  |  |
|---|---|--|--|
| ECFE Grammar                            | Prerequisite  | GSE Grammar  | Functional Language  |
| Determiners: quantifiers                | Can ask about quantities using 'how much/many' with count and uncountable nouns. (30) | Can express sufficiency and insufficiency with 'enough' and 'too'. (39)<br><br>Can use 'no' as a quantifier to indicate the absence or lack of something. (39) | Comparing and contrasting<br><br>Describing past experiences and events<br><br>Expressing preference |
| Present time: present perfect           | Can use negative forms of the simple past. (29)                                       | Can use the present perfect to refer to personal experiences in the past. (41)<br><br>Can form questions using the present perfect with 'ever'. (41)           |  |
| Past time: past continuous              | Can use the present continuous to refer to events at the time of speaking. (30)       | Can distinguish between the past simple and past continuous. (40)  |  |
| Adverbs: degree                         | Can use a range of common adverbs of frequency. (33)                                  | Can qualify adverbs with 'really/quite/very'. (41)<br><br>Can qualify adverbs with 'too/enough'. (45)  |  |







# Present Perfect

|                                |   |
|--------------------------------|---|
| I <u>have studied</u> English. |   |
| He <u>has missed</u> the bus.  |   |
| Meaning                        | The speaker has studied English at some point in the past. The man did not get on the bus in time.  |
| Grammatical structure          | <u>Present perfect</u><br>'have / has' + past participle  |
| Usage                          | We can use present perfect to describe a personal experience that occurred at an unspecified point in the past. We can also use it to refer to personal experiences from an unspecified point in the past up until the time of speaking e.g. I have tried kunafa. |
| Other examples                 | I <u>have eaten</u> lunch.<br>She <u>has run</u> away.<br><u>Have</u> you <u>seen</u> this movie?   |

**Activity:** Choose the correct word to complete the sentence.

•Sarah \_\_\_\_\_ her homework already.

- do
- did
- has done
- does

•We \_\_\_\_\_ a new puppy.

- get
- got
- have gotten
- gets

•Tom \_\_\_\_\_ to the new movie that just came out.

- go
- goes
- went
- has gone

•My family \_\_\_\_\_ a fun vacation last summer.

- have
- had
- has had
- having

•They \_\_\_\_\_ many books from the library.

- read
- reads
- have read
- reading





# Past Simple

She played chess, then her mother arrived.

|                       |   |
|-----------------------|---|
| Meaning               | She was playing chess in the past.  |
| Grammatical structure | <u>Past simple</u> : subject + verb-ed + object   |
| Usage                 | We use simple past to describe an action that happened and was completed at one point in the past. In the first example above, with past continuous, the girl hasn't finished her game at the point that her mother arrives. In the second example, with past simple, the girl has finished her game before her mother arrives. |
| Other examples        | Ahmad <u>read</u> a book after he got home from school.<br><u>Did</u> you finish your homework before you watched TV?   |



Activity: Choose the correct word to complete the sentence.

a) Sarah \_\_\_\_\_ to the park yesterday.

1. go
2. goes
3. **went**
4. gone

b) We \_\_\_\_\_ our favorite movie last night.

1. watch
2. watching
3. **watched**
4. watches

c) Tom \_\_\_\_\_ a great cake for his birthday.

1. bake
2. bakes
3. **baked**
4. baking

d) My family \_\_\_\_\_ a picnic by the river last weekend.

1. have
2. having
3. has
4. **had**

e) They \_\_\_\_\_ their homework before dinner.

1. finish
2. **finished**
3. finishing
4. finishes



# Past Continuous

|  |  |
|--|--|
| It <u>was getting</u> dark as I left the bookshop. |  |
| Meaning  | The day turned to night as the person walked out of the bookshop.  |
| Grammatical structure                              | Past time: past continuous subject + was / were + verb-ing   |
| Usage  | In the example, the past continuous tense is used to describe an action that took place over a period of time in the past and was interrupted by another past action.  |
| Other examples                                     | <p>I <u>was sleeping</u> when the phone rang. I <u>was doing</u> my homework when my father came home.</p> <p>We <u>were watching</u> the TV when you arrived.</p> <p>I, he, she, it = was</p> <p>You, they, we = were</p> |

Activity: Use the given verb to complete the sentence using the past continuous.

• He ----- was playing - the guitar when his mom came home.

(play)

• Martin was copying his classmate's homework when the teacher saw him.

(copy)

• My sister was crying when she came home from school (cry)

• A bad boy was bullying a younger student after school. (bully)

• My mom was practicing the violin at nine last night.

(practice)







# Adverbs of Degree

words that tell you how strong something is

It is very likely that it will rain today.

|                              |   |
|------------------------------|---|
| <b>Meaning</b>               | It will probably rain today.  |
| <b>Grammatical structure</b> | Adverbs: degree<br>(really, very, quite )<br>adverb of degree + adverb  |
| <b>Usage</b>                 | The adverb of degree tells us how strong something is. They are placed before the adjective or verb that they modify. In this example, the adverb (very) is being used to modify another adverb (likely). |
| <b>Other examples</b>        | They ran <u>really</u> quickly.<br>She talks <u>very</u> slowly.<br>My family go to the cinema <u>quite</u> often.  |



|  |   |
|--|---|
| <b>The car is travelling too fast!</b> |   |
| <b>Meaning</b>                         | The car is moving at a speed that is greater than necessary.  |
| <b>Grammatical structure</b>           | <u>Adverbs: degree</u><br>'too' + adverbs of manner<br>adverb of manner + 'enough'  |
| <b>Usage</b>                           | <u>We use 'too' to say something is more than we need.</u> When we use 'too' before an adverb, it intensifies the adverb and says that it is more than necessary. It has a negative meaning. <u>We use 'enough' when there is as much as necessary – just the right amount.</u> When we use 'enough' after an adverb with a positive sentence, it has a positive meaning – I ran fast enough to win the race. When it is used in a negative sentence, it has a negative meaning - I didn't run fast enough to win the race. |
| <b>Other examples</b>                  | I could write quickly enough to finish the exam.<br>The class were <u>too busy</u> talking to hear the bell. They played football <u>well enough</u> to get to the final.   |

**Activity:** choose the correct adverb of degree to complete the sentences.

- 1. She sings \_\_\_\_\_ to be heard in the back row.**
  - a) loud enough**
  - b) too loudly
  - c) quickly enough
  - d) very fast
- 2. The water was \_\_\_\_\_ for swimming, so we jumped in.**
  - a) too cold
  - b) warm enough**
  - c) so hot
  - d) pretty fast
- 3. He walked \_\_\_\_\_ to catch the bus, but he missed it.**
  - a) too slow
  - b) fast enough**
  - c) too fast
  - d) really slowly
- 4. My ice cream melted \_\_\_\_\_ on that hot summer day.**
  - a) too quickly**
  - b) quite deliciously
  - c) enough sweet
  - d) very loudly
- 5. The teacher spoke \_\_\_\_\_ for the students at the back of the classroom to hear.**
  - a) too quietly
  - b) pretty smart
  - c) quickly enough**
  - d) enough tired**

## My Classes

I really like my school a lot. My favourite class at school is maths class. Ms Fatima is our teacher and she is really great. She always makes a project for us. We learn (1) \_\_\_\_\_ doing things in her class. I am not scared (2) \_\_\_\_\_ ask questions in her class because she is so friendly. She never tells us off for chatting in class. She even agrees to (3) \_\_\_\_\_ us after school if we don't understand something. I love maths class, however, I don't love science class. Our science teacher doesn't allow chatting in class. (4) \_\_\_\_\_, we just concentrate on our books in class. (5) \_\_\_\_\_ ideas is much more fun. My friend often gets into trouble for (6) \_\_\_\_\_ in Science class. Some teachers want students (7) \_\_\_\_\_ learn independently (8) \_\_\_\_\_ I like learning in groups. When you are in a group, you can talk about your ideas with your friends. I learn best by (9) \_\_\_\_\_ to my friends' ideas. Everyone learns to (10) \_\_\_\_\_ in different ways.

1. A for B in C by
2. A to B on C of
3. A helps B help C helping
4. A However B For C So
5. A Sharing B Shares C Shared
6. A talks B talking C talk
7. A for B to C by
8. A so B however C likewise
9. A listen B listened C listening
10. A study B studying C studies

## A Busy Day

My family has too many things to do to (1) \_\_\_\_\_ for our friends coming to our home tonight. It's a good thing my mom had my sister stop at the supermarket this morning. If we had to do it, we wouldn't (2) \_\_\_\_\_ it home in time to cook dinner. My mom is going to have her hair done (3) \_\_\_\_\_ she looks great at our dinner tonight. After we finish at the hairdressers, we will go to the post office. I (4) \_\_\_\_\_ my brother send me some things from the USA. He travelled there on holiday. My mom also needs to (5) \_\_\_\_\_ at the bank today. I am (6) \_\_\_\_\_ to walk to the clothes shop to buy a dress when we are finished at the bank. I saw a really pretty dress there last week. If I had more money, I (7) \_\_\_\_\_ also buy some shoes to match it. My mom also has some meat being (8) \_\_\_\_\_ at the butchers near our home. We will pick it up last. Then, we can go home and start (9) \_\_\_\_\_ make dinner. Our friends are supposed to arrive at 6:30, (10) \_\_\_\_\_ they are always a few minutes late.

1.           A prepared           B preparing           C prepare
2.           A make               B makes               C making
3.           A so                 B however            C but
4.           A have                B had                 C having
5.           A stopped            B stops                C stop
6.           A go                   B going             C goes
7.           A would            B could                C should
8.           A prepare            B preparing           C prepared
9.           A to                 B for                   C so
10.          A likewise          B because             C however

## Desert Life in the Past

Living (1) \_\_\_\_\_ in the desert has never been easy. It takes people working together to help each other. (2) \_\_\_\_\_, the weather is very hot, (3) \_\_\_\_\_ water is hard to find. (4) \_\_\_\_\_, people might not have found it easy to live if they did not have the help of their friends. The people (5) \_\_\_\_\_ worked together to help each other. Every time, they were there for each other. People would use camels to move (6) \_\_\_\_\_ between places in the desert. The camels always carried most of their things (7) \_\_\_\_\_ the people could save their energy. (8) \_\_\_\_\_ choosing a place to live was very important. They needed a place with water to help to grow their food and to give to their camels. They always moved around. People (9) \_\_\_\_\_ stayed in one place for too long. Life may have been hard, (10) \_\_\_\_\_ they always managed to live a good life by working together.

1. A happiest B happily C happier
2. A So B Never C Often
3. A and B although C for
4. A Sometimes B Never C Always
5. A sometimes B never C always
6. A quickly B quick C quickest
7. A for B but C so
8. A Careful B Carefully C Care full
9. A always B sometimes C never
10. A so B but C for

## Do the Right Thing

Doing the right thing might not always be easy, (1) \_\_\_\_\_ it is important and will make you feel good about yourself. (2) \_\_\_\_\_, maybe you want to make your community better, but you don't know how. There are many ways you can try to (3) \_\_\_\_\_ your city or town. It feels good to (4) \_\_\_\_\_ other people and make a difference in their lives. (5) \_\_\_\_\_ food to people who can't afford to (6) \_\_\_\_\_ their own food is a great way to help. (7) \_\_\_\_\_ clothes is another way to help. There are many places to drop off old clothes around the city. You could also help the elderly people in your community. Visiting elderly people at home and (8) \_\_\_\_\_ time with them is a great way to show you care. If you have old toys at home, you can donate them to children who don't have any. (9) \_\_\_\_\_ a meal for someone in need is another great way to help someone. Human beings do not live alone, we live in communities. So, let's (10) \_\_\_\_\_ to make the world better and help each other.

1.           A therefore           B however           C because
2.           A So                    B Although           C But
3.           A improved           B improving           C improve
4.           A help                   B helped                C helping
5.           A Giving                B Gave                   C Got
6.           A bought                B buy                    C buying
7.           A Donate                B Donating            C Donated
8.           A spent                 B spend                 C spending
9.           A Prepare               B Preparing           C Prepared
10.          A try                    B trying                 C tries



# Reading Comprehension



|        |  |   |   |   |
|--------|--|---|---|---|
| Part 7 | Multiple-choice questions<br>Read the text and answer a, b or c. | LL1.R.I.2 Identify specific ideas or pieces of information in short, simple texts.  | 6 questions<br>Multiple-choice reading comprehension questions that demonstrate application of reading skills.<br>Answers explicitly stated.                | Application and Analysis<br>A: Foundational proficiency<br>Phase 2<br>A1 – A1+<br>Text:<br>- simple<br>- familiar<br>- informative<br>Text length: 250 words                        |
| Part 8 | Multiple-choice questions<br>Read the text and answer a, b or c. | ENG.05.2.3.XX.011 Read and understand the overall meaning of simple, extended texts on familiar and concrete topics.<br>ENG.05.2.3.XX.016 Make connections when reading simple texts on familiar and concrete topics. | 2 questions<br>Multiple-choice reading comprehension questions that demonstrate application of reading skills.<br>Answers explicitly and implicitly stated. | Application and Analysis<br>B: Grade-level mastery<br>Phase 4<br>A2+ - B1<br>Text:<br>- simple, extended<br>- familiar and concrete topics<br>- narrative<br>Text length: 200 words |

|         |  |   |  |   |
|---------|--|---|--|---|
| Part 9  | Multiple choice questions<br>Read the text and answer a, b or c. | ENG.05.2.3.XX.012 Read and identify specific information in simple, extended texts on familiar and concrete topics.<br>ENG.05.2.3.XX.013 Read and understand details in simple, extended texts on familiar and concrete topics. | 5 questions<br>Multiple-choice reading comprehension questions that demonstrate application of reading skills.<br>Answers explicitly stated. | Application and Analysis<br>B: Grade-level mastery<br>Phase 4<br>A2+ - B1<br>Text:<br>- simple, extended<br>- familiar and concrete topics<br>- informative<br>Text length: 250 words |
| Part 10 | Multiple choice questions<br>Read the text and answer a, b or c. | ENG.05.2.3.XX.014 Read and identify the main points of simple, extended texts on familiar and some unfamiliar concrete topics.  | 3 questions<br>Multiple-choice reading comprehension questions that demonstrate application of reading skills.<br>Answers implicitly stated. | Application and Analysis<br>B: Grade-level mastery<br>Phase 4<br>A2+ - B1<br>Text:<br>- simple, extended<br>- familiar and concrete topics<br>- informative<br>Text length: 250 words |

## Travelling to New Destinations

Travelling is one of the most exciting ways to explore the world. Whether you're going to the beach, the mountains, or a big city, every place has something special to offer. The climate of your destination can make a big difference in your travel experience. For example, tropical places have hot and humid weather, while mountainous regions are usually cooler. When you travel, it's important to choose a place with good facilities, such as hotels, restaurants, and transportation. These will make your stay more comfortable. In some areas, like remote islands or national parks, the atmosphere is peaceful and natural, allowing you to relax and enjoy the surroundings. Some people love to explore nature, visiting places where they can see beautiful wildlife like birds, elephants, or tigers. However, it's important to remember that some places can be dangerous if you're not careful. For example, you should always follow safety rules when hiking in the mountains or when visiting areas with wild animals. Travelling is a wonderful way to learn about different cultures and see new things. Whether it's relaxing on a beach, enjoying the local food, or going on an adventure, each trip brings new experiences. So, pack your bags and get ready to discover a new destination!

1. What can the climate of a destination affect?
  - a) The cost of food
  - b) **The type of activities you can do**
  - c) The number of people in the area
  
2. Why are good facilities important when travelling?
  - a) They make the trip more expensive
  - b) **They make your stay more comfortable**
  - c) They provide entertainment
  
3. What does the atmosphere in some places allow you to do?
  - a) **Relax and enjoy nature**
  - b) Work harder
  - c) Stay busy with shopping
  
4. What is something people can see when they explore nature?
  - a) Buildings
  - b) **Wildlife**
  - c) Cars







## Travelling to New Destinations

• Travelling is one of the most exciting ways to explore the world. Whether you're going to the beach, the mountains, or a big city, every place has something special to offer. The climate of your destination can make a big difference in your travel experience. For example, tropical places have hot and humid weather, while mountainous regions are usually cooler. When you travel, it's important to choose a place with good facilities, such as hotels, restaurants, and transportation. These will make your stay more comfortable. In some areas, like remote islands or national parks, the atmosphere is peaceful and natural, allowing you to relax and enjoy the surroundings. Some people love to explore nature, visiting places where they can see beautiful wildlife like birds, elephants, or tigers. However, it's important to remember that some places can be dangerous if you're not careful. For example, you should always follow safety rules when hiking in the mountains or when visiting areas with wild animals. Travelling is a wonderful way to learn about different cultures and see new things. Whether it's relaxing on a beach, enjoying the local food, or going on an adventure, each trip brings new experiences. So, pack your bags and get ready to discover a new destination!

5. Which of these places can be dangerous for travellers?

- a) A well-known city
- b) A peaceful beach
- c) A mountain hike or a wildlife area

6. What does travelling allow people to learn about?

- a) New countries and their people
- b) The weather in the area
- c) Only famous landmarks

7. What is the main idea of the passage?

- a) Travel is expensive
- b) Different destinations offer different experiences
- c) People should avoid travelling





## • My Community

I live in a friendly community with many different places where people can work, learn, and relax. My neighborhood has a variety of services that make life easier for everyone. There is a school, a library, a hospital, a supermarket, and several parks. These places help people meet their daily needs and enjoy their time in the community. The school is important because children from the community go there every day to learn. It is a large building with many classrooms, a gym, and a playground. The teachers are friendly and help students improve their reading, writing, and math skills. Next to the school is the library. The library is not just for students. Anyone from the community can visit to read books, use the computers, or attend special events like story time or language classes. It's a quiet place where people can study or work. Another important place in the community is the hospital. If people are sick or have an emergency, they can visit the hospital to get help. The doctors and nurses there are very professional and care for people's health. Across the street from the hospital is the supermarket. It is a busy place because people come to buy food, drinks, and other household items. It has a wide variety of products, from fresh fruits and vegetables to bread, meat, and dairy products. On weekends, many families spend time at one of the parks in the community. Some parks have playgrounds for children, while others have large open spaces for picnics and sports. One of the parks even has a small lake where people can go boating or fishing. I love living in my community because there is always something to do. The people are friendly, and the services are excellent. Whether I need to study, relax, or buy something, everything is close by.

1. What is this passage about?

- A) city's history
- B) Different places in the writer's community
- C) The writer's family life
- D) The weather in the writer's town

2. Where do children go every day to learn?

- A) The supermarket
- B) The school
- C) The park
- D) The library

3. What can people do at the library?

- A) Buy food and drinks
- B) See a doctor
- C) Read books, use computers, or attend events
- D) Play sports and have picnics

4. Why do people go to the hospital?

- A) To buy medicine
- B) To read books
- C) To get help when they are sick or in an emergency
- D) To play in the playground



## • My Community

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5. What is across the street from the hospital?  
A) The school  
B) **The supermarket**  
C) The park  
D) The lake
6. What can people buy at the supermarket?  
A) Only vegetables  
B) Only drinks  
C) **Food, drinks, and household items**  
D) Computers and books
7. What can families do at the parks on weekends?  
**Go boating or fishing, play sports, or have picnics**  
A) Attend school classes  
B) Visit the hospital  
C) Go shopping for food
8. Why does the writer like the community?  
A) Because it is quiet and has no people  
**Because it has many things to do and good services**  
B) Because it is very big and busy  
C) Because it is far from the school
9. What is special about one of the parks in the community?  
A) It has a large building for sports.  
B) It has a hospital inside.  
C) **It has a lake for boating and fishing.**  
D) It is the largest park in the world



### A Long Time Ago in the UAE

100 years ago, life was very different in the UAE. There were no big buildings, no fast cars, and no shopping malls. People had to work very hard to get food, water and clothes for their families.

Some people lived near the coast in cities like Khorfakkan. These people used the sea to live. They had jobs like pearl-diving or fishing. Being a pearl diver was a dangerous job. They would dive to the bottom of the sea and look for oysters. They would work from sunrise to sunset. It was very hard work.

Other people lived in the desert. There were many tribes or groups of people who lived together. Most of these tribes lived in tents. They lived in tents because they moved around a lot. They had to move from oasis to oasis to take care of their camels. Their camels were very important. The camels carried all of their things when they moved. They carried their tents, water, and anything else they needed. They would also drink camel milk and eat camel meat.

Life was hard back then but people still had some fun. One important tradition was to sit around a campfire in the evening and tell stories or share poetry. Life was very different back then.

**EXAMPLE:** Life was very different in the UAE 100 years ago.

**True**

**False**

**Not Given**

11. People who lived on the coast used the sea to live.

**True**

**False**

**Not Given**

12. Pearl-divers ate the oysters that had no pearls.

**True**

**False**

**Not Given**

13. A tribe is a group of people that live together.

**True**

**False**

**Not Given**

14. Bedouins like camels because they are fast.

**True**

**False**

**Not Given**

15. Sharing poetry was not an important tradition.

**True**

**False**

**Not Given**



## The UAE

There are so many things to do when you visit the UAE. The UAE is famous for the desert, shopping, and having the tallest building in the world. There are also a number of really great museums that people should visit when they come to the UAE.

If you are interested in the history of pearl diving, the Pearl Museum is a great place to visit. Here, you can learn about the history of pearl diving, see some beautiful jewellery made from pearls, and see old pictures of pearl divers and their boats.

Next, there is the Dubai Museum. It is located in the Al Fahidi Fort. It is the oldest building in Dubai. It is like going back in time when you walk into the museum. They have so many great things to see. You are going to learn a lot about the history of the UAE when you visit the Dubai Museum.

In Abu Dhabi, there is the Louvre Museum. This is one of the newest museums in the country. They have one of the most beautiful collections of art there. They have paintings made by some really famous artists.

11. The UAE is **not** well known for its desert.

True    False    Not Given

12. There are many museums people should visit when they come to the UAE.

True    False    Not Given

13. There are old pictures of boats at the Pearl Museum.

True    False    Not Given

14. The Dubai Museum has many old paintings and boats.

True    False    Not Given

15. The writing is mostly about 4 museums in the UAE.

True    False    Not Given



## Paragraphs

**EXAMPLE: H** We can divide the earth into two equal parts called hemispheres. The line that divides the earth into these two parts is called the Equator. The Equator is also the warmest place on earth because it gets the most direct sunlight.

1. **E** There are so many fun things to do after school. Some of my friends will go to the chess club but I don't know how to play chess. I really want to learn film-making, but that club is full. I could go to Chinese language club. I would like to learn Chinese.

2. **C** I hope I can find a school in Germany or the UK. I would love to go there. It would be exciting to experience another culture for a few months. I could also learn a new language and make new friends.

3. **F** I never go to the souq in my city. I prefer the mall. They have everything I want to buy and it is more comfortable to go shopping there. Also, I can get a coffee at the coffee shop in the mall.

4. **B** Having people from all over the world living in the same place makes the city unique. As you walk through the markets or malls, you are sure to hear many languages. When living in Dubai you can experience so many traditions and cultures from all over the world.

5. **G** When Ahmed arrived, he felt scared. It was his first time there. He held onto his bag tightly as he walked through the front doors. He looked around and saw a few boys standing in a group. Maybe they will be in his class. Ahmed walked towards the boys slowly.

6. **A** I work very hard everyday. I am often awake before the sunrise. When we go out on the boat, we pray for nice weather and a good catch. Sure, it is a little dangerous but it is worth it. My family eats well everyday.

- A. Life of a Fisherman
- B. Cultures of Dubai
- C. An Exchange Trip
- D. First Day at a New School
- E. Clubs for Everyone
- F. Shopping
- G. Learning to Play Chess
- ~~H. The Equator and Hemispheres~~



## Paragraphs

**EXAMPLE: G** A peninsula is land that has water on three sides of it. We live on the Arabian Peninsula. We have the Red Sea, the Arabian Sea, and the Arabian Gulf around us.

- B** I love fresh air, quiet streets and the sound of animals. I could never live in the city. Living in the countryside makes me happy. Some people say it is boring but I love it!
- A** If you are looking for a place to go shopping, we have the place for you. There are over 100 stores, 6 coffee shops, a supermarket and a place for children to play.
- D** I love going to sit outside my uncle's bakery. They always have the best smells coming from the oven. Not only do they make really good bread, they also make sweets.
- F** I am sure it was a lot of fun to live back then. Sitting around the campfire telling stories and taking care of the camels would be exciting. I would like travelling from oasis to oasis with my camels.
- C** I think it is very important to offer people some coffee if they come to my home. I also offer them juice, water, tea, and something to eat like fruit or cake. I like to take care of my visitors.

- A** The Best Mall in the World  
**B** Country Living is the Best  
**C** Hospitality at Home  
**D** More Than Bread  
**E** Hot Coffee for Everyone  
**F** Bedouin Life  
**G** ~~The Arabian Peninsula~~







# الختام The End

كل الشكر والتقدير لتعاونكم  
Thanks for Efforts

## برنامج تمكين الطلبة

حصص تدريبية لدعم مهارات الطلبة

(إعداد أسئلة تدريبية وفق نواتج التعلم المطروحة ضمن هيكل الاختبار النهائي الفصلي)

**Tamkeen Program for students**

Supportive Sessions /Periods

إعداد/ الشؤون الأكاديمية

مديرة المدرسة/ أ. فوزية عبدالله أحمد الجراح

