



Access 6 – Sample Exams – F.T – Winners Academy

2025/2026

T/ Fatma Ayman

Sample 1

Part	Level	Theme	Vocabulary	
Part 1A: Vocabulary	Towards Grade Level Goal Apply basic reading strategies, including, using visuals, context, first language, culture and experiences to understand texts.	My Life Free time activities	Playing computer games, Taking photos, Reading books, Painting pictures, Free time	
		My Life Daily routines	To meet up, To play football, To eat, To drink, To study, Every day	
		Task Description	Learning Outcomes	Construct Limits
		Sentence Cloze Choose the correct word(s) from the Word Bank to complete the sentences. There are two words you don't need.	Reading Strategies ENG.02.RV.S.3.3: Apply a range of basic reading strategies, including, using visuals, context, first language, culture, experiences, developing oral language, text format and appearance, numbers, dates and proper nouns to understand simple written or multimodal texts on familiar topics that are clearly structured and use simple language.	10 sentences with one gap - Word bank with 10 words and 2 distractors 2 marks each (total: 20)

Choose the correct word(s) from the Word Bank to complete the sentences. There are two words you don't need.

Word Bank

taking photos — reading books — play football — painting pictures — meet up — to eat
drink — study — playing computer games — free time — every day — travelling

- I like _____ with my friends after school.
- In my _____, I enjoy relaxing and listening to music.
- My sister loves _____ on her phone during our trips.
- Many boys enjoy _____ because it is a fun sport.
- Ali is _____ for his English test this afternoon.
- On weekends, I enjoy _____ because it helps me learn new things.
- When we are hungry, we like _____ together as a family.
- My brother loves _____ on his computer after he finishes homework.
- Sara enjoys _____ at the art club because she likes colours.
- When I am thirsty, I like _____ cold juice.



Part	Level	Theme	Vocabulary	Grammar
Part 1B: Grammar	At Grade Level Goal Apply a range of basic reading strategies, including, using visuals, context, first language, culture, experiences, developing oral language, text format and appearance, numbers, dates and proper nouns to understand texts.	Sport Be athlete, sports for everyone	height, older, younger, faster, slower, taller, shorter	G.1.2 Adjectives (Comparatives) G.16.1 Subject pronouns – I, you, he, she, it, we, you, they G.1.1 Parts of speech (noun, verb, adjective)
		School A Day at School	maths, science, Arabic, Islamic education, art and design, French	
		Task Description Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	Learning Outcomes Reading Strategies 5 x ENG.02.RV.S.2.1 : Apply a range of basic reading strategies, including, using visuals, context, first language, culture, experiences, developing oral language, text format and appearance, numbers, dates and proper nouns to understand simple written or multimodal texts on familiar topics that are clearly structured and use simple language.	Construct Limits • 1 descriptive text of 100 words (10% either way) with 5 gaps • 3 options, one of which is the correct answer • 2 marks each (total 10)

Every day, our class has many lessons. (**He - We – It**) start with maths because it is (**worse – easier – bad**) in the morning. After that, we move to science, which is usually (**harder than – hard – hardly**) maths. Our teacher shows us pictures and videos to help us understand new ideas. In art class, students draw and make models, and this lesson is always (**more excited - more exciting – boring**) than others. During break time, everyone (**sits – sit – sitting**) together and talks. My friend Ali (likes – like – liking) French, but I think Arabic is (**worse – more good – better**) for me.

At the end of the day, we feel happy because we (**learns – learning - learn**) something new.

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Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	Towards Grade Level Goal Identify familiar words and set phrases. At Grade Level Goal Identify some details Infer the meaning of unknown words for a concrete action or object. Identify the overall meaning.	Cinema Describing Films	special effects, plot, main character, ending, scene, boring, funny, exciting, amazing, sad	G.2.8 Adverbs (degree)
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Specific Information: ENG.02.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar topics that are clearly structured and use simple language. Details: ENG.02.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language. Inference ENG.02.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object and unknown expressions from their position in a text when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language. Overall Meaning ENG.02.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.	1 descriptive text of 150-170 words (10% either way) 5 questions with 3 options, one of which is the correct answer (3 marks each, total: 15)

Going to the cinema

Many students enjoy going to the cinema because it is a fun and exciting way to spend time with friends. Last weekend, I watched a new film about a young girl who becomes a brilliant inventor. The plot was really interesting, and the main character was very brave. She faced many problems, but she never gave up. The special effects were amazing, especially in the scenes where she created powerful machines. Some parts were quite funny, and the audience laughed loudly. Other scenes were sad, but they helped us understand the character's feelings.

The ending of the film was surprising. I thought it would be boring, but it was actually extremely exciting. My friends also enjoyed it because the story was clear and easy to follow. After the film, we talked about our favourite scenes. Most of us liked the moment when the girl fixed a broken robot during a storm. Overall, it was a fantastic film and I would love to watch it again.



Questions

1. What was the film mainly about?

- a) A girl who becomes an inventor
- b) A boy who travels the world
- c) A family on vacation

2. How were the special effects described?

- a) boring
- b) amazing
- c) slow

3. What did the audience do during the funny scenes?

- a) They cried
- b) They shouted
- c) They laughed

4. How did the writer feel about the ending?

- a) It was very slow
- b) It was confusing
- c) It was very thrilling

5. What did the group do after the film?

- a) They watched another movie
- b) They talked about their favourite scenes
- c) They went straight home



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Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	At Grade Level Goal Identify some details Beyond Grade Level Goal Infer the meaning of unknown words for a concrete action or object and unknown expressions from their position in a text. Identify the overall meaning. Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to help understand the topic or structure of new content.	Sports A Healthy Life	Healthy, Go for a walk, Stairs, To take the lift, To bring, Warm up, Run on the spot, Ankle, Shoulder, Thighs, Heart, Hip, Arm, Toes, Knees	G.8.1 Should / shouldn't for advice G.2.3 Adverbs of frequency G.8.1 Modals (suggestions)
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Details: ENG.02.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language. Inference ENG.02.RV.CS.3.1: Infer the meaning of unknown words for a concrete action or object and unknown expressions from their position in a text when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language. Connections ENG.02.RV.CS.4.1: Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to help understand the topic or structure of new content when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language. Overall Meaning ENG.02.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.	1 narrative text of 120-150 words (10% either way) 5 questions with 3 options, one of which is the correct answer (3 marks each, total: 15)

Lina always tries to live a healthy life. Every morning, she goes for a walk with her father before school. She usually walks for twenty minutes to warm up her body. One day, her father suggested that she should take the stairs instead of the elevator to get stronger. Lina agreed, but halfway up the stairs her ankle started to hurt. She stopped and rested for a moment. Her father told her she shouldn't push herself too hard.

After school, Lina joined a fitness club. The coach taught her how to run on the spot, stretch her shoulders, and move her hips safely. Lina enjoyed it a lot. She learned that staying healthy is not only about exercise, but also about listening to your body and making good choices every day.

Choose the correct answer.

1. **Why does Lina go for a walk every morning?**

- A. To warm up her body
- B. To meet her friends
- C. To feed her dog



2. **What happened when Lina took the stairs?**

- A. Her shoulder hurt
- B. She finished quickly
- C. Her ankle hurt

3. **What advice did Lina's father give her?**

- A. She should push herself harder
- B. She should take the stairs
- C. She should stop walking

4. **What did the fitness coach teach Lina?**

- A. How to paint pictures
- B. How to run on the spot
- C. How to cook healthy food

5. **What is one lesson Lina learned?**

- A. Healthy life is only about hard exercise
- B. She should ignore pain
- C. She should understand what her body is telling her.



Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	At Grade Level Goal Spell a wide range of words using regular spelling patterns and a limited range of words with irregular spellings.	Cinema Describing films, what makes a good film	Term 1 Vocabulary	G.1.2. Adjectives (Comparatives and superlatives) G.8.1 Modals (suggestions)	FL.3 Expressing likes and dislikes FL.9 Talking about film genres and favourites FL.7 Vocabulary to describe film types
	Write sentences using capital letters, full stops, commas and question marks correctly, and apostrophes and other punctuation with increasing control.	Task Description	Learning Outcomes		Construct Limits
	Produce short, simple written or multimodal texts, expressing simple comparisons and justifications where appropriate. Express simple ideas, information and opinions with developing coherence.	Constructed Writing Response Question 3 Writing prompts Write at least 80 words.	Spelling ENG.02.WR. S.2.2: Spell a wide range of words using regular spelling patterns and an increasing range of words with irregular spellings. Punctuation ENG.02.WR.S.3.1: Write sentences using capital letters, full stops, commas and question marks correctly, and apostrophes and other punctuation with increasing control. Fluency in text production ENG.02.WR.P.1.1: Produce short, simple written or multimodal texts on familiar topics, expressing simple comparisons and justifications where appropriate in a simple list of points and linked sentences, although there may be inaccuracies and some limitations in vocabulary or structure. Presentation and development of ideas ENG.02.WR.P.2.1: Express simple ideas, information and opinions on familiar topics using an increasing range of familiar phrases and expressions in short, simple written or multimodal texts with developing coherence, although there may be inaccuracies and some limitations in vocabulary or structure.		- One question with three prompts to elicit an expository text. - Word count: 80 words 40 marks (based on rubric)

Writing Task

Write about “ **The Secret to a Powerful Film** “

Use the prompts to help you:

1. What important **elements** عناصر should a film include (story, music, actors, effects)?
.....
2. Which element is the most important, and why?
.....
3. What is one memorable film you watched, and what made it special?
.....

Paragraph

The Secret to a Powerful Film

Movies have a magical way of taking us to new worlds, and the best films stay in our memories long after they end. A good film should include a strong story, good music, talented actors, and exciting special effects. All these elements make a film interesting, but I believe the story is the most important because it gives the film emotion and meaning. One memorable film I watched was *The Lion King*. It was special because its powerful story, beautiful music, and unforgettable characters made it truly inspiring. What elements make a film unforgettable for you? Which film would you choose as your most memorable one?

لأفلام سحرٌ خاصٌ في نقلنا إلى عوالم جديدة، وأفضل الأفلام تبقى عالقةً في ذاكرتنا طويلاً بعد انتهائها. الفيلم الجيد يجب أن يتضمن قصةً قويةً، وموسيقى رائعةً، وممثلين موهوبين، ومؤثراتٍ خاصةً مثيرة. كل هذه العناصر تجعل الفيلم مثيراً للاهتمام، لكنني أعتقد أن القصة هي الأهم لأنها تُضفي عليه عاطفةً ومعنى. من الأفلام التي لا تُنسى التي شاهدتها فيلم "الأسد الملك". كان مميزاً بفضل قصته القوية، وموسيقاه الجميلة، وشخصياته التي لا تُنسى، مما جعله ملهماً بحق. ما هي العناصر التي تجعل الفيلم لا يُنسى بالنسبة لك؟ أي فيلم ستختاره ليكون الأكثر تميزاً بالنسبة لك؟

Sample 2

Part	Level	Theme	Vocabulary
Part 1A: Vocabulary	Towards Grade Level Goal Apply basic reading strategies, including, using visuals, context, first language, culture and experiences to understand texts.	My Life Free time activities	Playing computer games, Taking photos, Reading books, Painting pictures, Free time
		My Life Daily routines	To meet up, To play football, To eat, To drink, To study, Every day
		Task Description	Learning Outcomes
		Sentence Cloze Choose the correct word(s) from the Word Bank to complete the sentences. There are two words you don't need.	Reading Strategies ENG.02.RV.S.3.3: Apply a range of basic reading strategies, including, using visuals, context, first language, culture, experiences, developing oral language, text format and appearance, numbers, dates and proper nouns to understand simple written or multimodal texts on familiar topics that are clearly structured and use simple language. Construct Limits 10 sentences with one gap - Word bank with 10 words and 2 distractors 2 marks each (total: 20)

Choose the correct word(s) from the Word Bank to complete the sentences. There are two words you don't need.

Like - Live — Favourite — My life — Where — Play — Interview- camping — Sports — Who — After school — dislike

- _____ is your best friend?
- I _____ in a small apartment with my family.
- We play football _____ on Thursdays.
- _____ do you go after class?
- She wants to do an _____ with a singer.
- This photo is from _____ last year.
- I _____ eating ice cream in the summer.
- They _____ basketball at the weekend.
- What is your _____ subject at school?
- He enjoys watching different _____ on TV.



Part	Level	Theme	Vocabulary	Grammar
Part 1B: Grammar	At Grade Level Goal Apply a range of basic reading strategies, including, using visuals, context, first language, culture, experiences, developing oral language, text format and appearance, numbers, dates and proper nouns to understand texts.	Sport Be athlete, sports for everyone	height, older, younger, faster, slower, taller, shorter	G.1.2 Adjectives (Comparatives) G.16.1 Subject pronouns – I, you, he, she, it, we, you, they G.1.1 Parts of speech (noun, verb, adjective)
		School A Day at School	maths, science, Arabic, Islamic education, art and design, French	
		Task Description Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	Learning Outcomes Reading Strategies 5 x ENG.02.RV.S.2.1 : Apply a range of basic reading strategies, including, using visuals, context, first language, culture, experiences, developing oral language, text format and appearance, numbers, dates and proper nouns to understand simple written or multimodal texts on familiar topics that are clearly structured and use simple language.	Construct Limits • 1 descriptive text of 100 words (10% either way) with 5 gaps • 3 options, one of which is the correct answer • 2 marks each (total 10)

On weekends, I usually **(go – goes – going)** to the park with my family. We like to **(play – plays – playing)** games and relax under the trees. Sometimes, we **(watches – watch – watching)** a movie at home, but going to the cinema is always **(the most fun – funner – more fun)** than watching TV. My sister **(prefer – preferring – prefers)** action films, but I enjoy **(comedies – comedy – comedically)** more.

After the movie, we often **(eating – eats – eat)** ice cream or snacks.

(on – at – in) the evening, I **(read – reads – reading)** a book or **(listening – listen – listens)** to music before I **(going – goes – go)** to sleep. Leisure time helps me feel **(happy – happier than – happiest)** and relaxed. On some days, I **(met – meet – meets)** friends at the park, which is even **(better – best – good)** than staying at home alone.



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Every weekend, my family and I go to the cinema to watch different kinds of films. My brother loves science fiction movies because he enjoys stories about space and robots. My sister prefers scary movies, but I think they are too frightening. I enjoy adventure films the most because they are exciting and full of action.

Before the film starts, we look at the giant screen and wait for the beginning of the movie. Sometimes we watch animation films, which have colourful characters and creative artwork. Last week, we watched a movie about a theme park where the characters had to solve clues to save their home. My favourite scene was when they worked together to escape a puzzle room.

The ending of the film was surprising, and the loud sounds in the cinema made the adventure feel real. Watching movies together helps us relax and enjoy time as a family.

Multiple-Choice Questions

1. What kind of movies does the writer enjoy the most?

- a) Scary movies
- b) Adventure films
- c) Science fiction movies

2. What do they wait for before the movie starts?

- a) The ending
- b) The screen to turn off
- c) The beginning

3. What type of film has colourful characters?

- a) Animation
- b) Science fiction
- c) Adventure

4. Where did the movie last week take place?

- a) In a castle
- b) In a theme park
- c) In a school

5. What made the adventure feel real?

- a) Loud sounds
- b) Quiet music
- c) Soft voices



Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	Towards Grade Level Goal Identify familiar words and set phrases. At Grade Level Goal Identify some details. Infer the meaning of unknown words for a concrete action or object. Identify the overall meaning.	Cinema Describing Films	special effects, plot, main character, ending, scene, boring, funny, exciting, amazing, sad	G.2.8 Adverbs (degree)
		Task Description	Learning Outcomes	
		Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Specific Information: ENG.02.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar topics that are clearly structured and use simple language. Details: ENG.02.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language. Inference: ENG.02.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object and unknown expressions from their position in a text when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language. Overall Meaning ENG.02.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.	



6. What is the opposite of *beginning*?

- a) Ending
- b) Middle
- c) Start



7. What is the opposite of *loud*?

- a) Big
- b) Quiet
- c) Fast



Lina always enjoyed reading the morning newspaper before school. One day, she saw a poster about a school sports day and became very excited. She ran to class to tell her partner, Hala. But when she arrived, she saw Hala looking angry.

“What happened?” Lina asked.

Hala explained that someone had *spread* a rumour that she didn’t want to join the sports day. “That’s not true!” she said angrily. Lina told her, “You shouldn’t listen to rumours. You should talk to the teacher.”

Together, they went to the playground to find Ms. Sara. On the way, they saw two boys running away after putting up another wrong poster. Ms. Sara thanked the girls for telling her and said, “You both behave well. You always stand up for the truth.”

Lina and Hala got ready for the sports day feeling proud and excited.

1. What surprised Lina when she arrived at class?

- a) The sports day was cancelled
- b) Her teacher was absent
- c) Hala looked angry



Part	Level	Theme	Vocabulary	Grammar
		Sports (A Healthy Life)	Healthy, Go for a walk, Stairs, To take the lift, To bring, Warm up, Roll on the spot, Juggle, Shoulder, Thighs, Heart, Hip, Arm, Toss, Knees	Q.8.1 Should / shouldn't for advice Q.2.3 Adverbs of frequency Q.8.1 Modals (suggestions)
		At Grade Level Goal Identify some details	Task Description	Learning Outcomes
		Beyond Grade Level Goal Infer the meaning of unknown words for a concrete action or object and unknown expressions from their position in a text.	Comprehension Skills Details: ENL.02.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language. Inference: ENL.02.RV.CS.3.1: Infer the meaning of unknown words for a concrete action or object and unknown expressions from their position in a text when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language. Connections: ENL.02.RV.CS.4.1: Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to help understand the topic or structure of new content when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language. Overall Meaning: ENL.02.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.	Construct Limits
Part 3: Reading	Identify the overall meaning. Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to help understand the topic or structure of new content.	Multiple Choice	Read the text. Choose the correct answer.	• 1 narrative text of 130-150 words (10% other way) • 5 questions with 3 options, one of which is the correct answer (3 marks each, total 15)

2. Why was Hala upset?

- a) She lost her sports shoes
- b) Someone spread a false rumour about her
- c) Lina didn't talk to her



3. Which action shows that Lina is responsible?

- a) She reads the newspaper every morning
- b) She ignores the poster
- c) She walks away from Hala



4. What does Ms. Sara say about the girls?

- a) They behave well and stand up for the truth
- b) They need to work faster
- c) They should stop joining clubs

5. What can we infer about the two boys?

- a) They wanted to fix the rumour
- b) They were helping the teacher
- c) They were the ones putting up wrong posters



6. What does the word "*rumour*" most nearly mean?

- a) A happy message
- b) A school announcement
- c) False information

7. What is the opposite of "*angrily*"?

- a) Loudly
- b) Calmly
- c) Quickly



Sample 3

Choose the correct word(s) from the Word Bank to complete the sentences. There are two words you don't need.

Word Bank

Go on holiday — Daily routine — Talk to friends — Quiet place — Brush teeth —
Go to sleep — Daily activities — Scary movies — Breakfast — Mother —
paint pictures

1. I usually eat _____ before going to school.
2. Listening to music in a _____ helps me relax.
3. My _____ includes waking up early and studying.
4. At night, I _____ at 9:30.
5. We love watching _____ on weekends.
6. I always _____ after eating.
7. During my free time, I _____ on my phone.
8. In the summer, we _____ with my family.
9. My _____ include homework, cleaning, and reading.
10. I like to _____ when I feel bored.



Part 1B: Grammar



On school days, my friends and I like to compare our (**high – height- the highest**) . Omar is (**taller – tall – tallest**) than me, but I am (**young – youngest – younger**) than him. Sara runs (**fast – faster – fastest**) than all of us, while Ali is (slower – slow – slowest) because he walks calmly.

At school, we study many subjects. I enjoy (**mathes – math – maths's**) the most because I love numbers. My sister prefers (**science – sciences – scientific**) because she likes experiments. My cousin is good at (**Arab – Arabic – Arably**), and my friend likes (**Islamic education – Islamic educate – Islamic educating**). Some students enjoy (**art design - art and design – design art**) because they can (**drew – draw – drawing**) and create new things. My class also learns (**French – France – Frenchs**), which (**are – am - is fun**) and useful.

Part 2 : Reading



Every Saturday, my family and I go to the cinema to watch a new movie. When we arrive, we stand in line to buy a ticket and choose snacks from the food menu. I always pick popcorn because it makes me smile during the film. After that, we find our seats inside the big hall and wait for the show to start.

Sometimes the film is full length, and sometimes it is shorter. Last week, we watched a very interesting adventure movie made by famous filmmakers. One scene showed a funny competition between two characters, and everyone started to laugh. My little brother said it was the best movie in the world. I agreed, because nothing felt boring in the story.

This month, the cinema is holding small film competitions to choose the best movie of the decade. Many people are excited to vote for their favourite film, and we hope to watch all the winners soon.

1. **What snack does the writer choose?**

- a) Chips
- b) Popcorn
- c) Chocolate



2. **Where do they sit to watch the movie?**

- a) On the floor
- b) In their seats
- c) On the stage

3. **What did everyone do during the funny scene?**

- a) Laugh
- b) Sleep
- c) Leave the cinema

4. **What does the writer say about the adventure movie?**

- a) It was boring
- b) It was the worst movie
- c) It was interesting



5. **Why are people excited this month?**

- a) There are film competitions
- b) The cinema is closing
- c) Movies are free

6. **What does the word "scene" mean in the text?**

- a) A large seat
- b) A type of food
- c) A part of a movie



7. **What is the opposite of "boring" in the text?**

- a) Short
- b) Interesting
- c) Quiet

Part 3 : Reading



Omar loved playing football after school, but recently he had been feeling tired and unfocused. His coach suggested that he join the Eco Club to try something new. At first, Omar wasn't sure. He thought it would be *boring*, but he decided to give it a try.

During the first meeting, the Eco Club organised a project to clean the school garden. Omar worked carefully, picking up trash and planting small flowers. Some members worked badly and messed around, but Omar stayed focused. By the end of the day, the garden looked beautiful.

Omar felt proud. He realised that helping the environment was just as exciting as sports. His friend Salim said, "You should come every week!" Omar agreed. He understood that trying new activities can teach important lessons.

Now, Omar plays football and helps in the Eco Club. He thinks everyone should try something new to stay healthy and active.

Multiple-Choice Questions

1. What is the main idea of the text?

- a) Omar becomes the best football player in school.
- b) Omar learns the value of trying new activities.
- c) Omar thinks school clubs are a waste of time.



2. Why did Omar join the Eco Club?

- a) His coach suggested he try something different.
- b) He wanted to stop playing football.
- c) His friends forced him to join.



3. What does the word “boring” most nearly mean in the text?

- a) Exciting
- b) Not interesting
- c) Dangerous

4. What is the opposite of “carefully” as used in the text?

- a) Badly
- b) Quickly
- c) Slowly



5. What can we infer about Omar after joining the Eco Club?

- a) He regrets joining the club.
- b) He learns that helping the environment is enjoyable.
- c) He stops playing football completely.

6. What does the word “proud” most nearly mean?

- a) Confused about a task
- b) Tired and bored
- c) Happy about something you did



7. What is the opposite of “unfocused”?

- a) paying attention
- b) Distracted
- c) sleepy



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Sample 4

Part	Level	Theme	Vocabulary	
Part 1A: Vocabulary	Towards Grade Level Goal Apply basic reading strategies, including, using visuals, context, first language, culture and experiences to understand texts.	My Life Free time activities	Playing computer games, Taking photos, Reading books, Painting pictures, Free time	
		My Life Daily routines	To meet up, To play football, To eat, To drink, To study, Every day	
		Task Description	Learning Outcomes	Construct Limits
		Sentence Cloze Choose the correct word(s) from the Word Bank to complete the sentences. There are two words you don't need.	Reading Strategies ENG.02.RV.S.3.3: Apply a range of basic reading strategies, including, using visuals, context, first language, culture, experiences, developing oral language, text format and appearance, numbers, dates and proper nouns to understand simple written or multimodal texts on familiar topics that are clearly structured and use simple language.	• 10 sentences with one gap • Word bank with 10 words and 2 distractors • 2 marks each (total: 20)

Choose the correct word(s) from the Word Bank to complete the sentences. There are two words you don't need.



Word Bank

Cousin — Park — Hobby — Go home — Lunch time — Classroom — Family tree —
Loud noises — Sandwich — School — Fruit — Take photos

1. I usually _____ after I finish my classes.
2. We eat together in the _____ at 12:30.
3. My uncle's son is my _____.
4. I like to _____ when I visit new places.
5. Many students play in the _____ during break.
6. My favourite _____ is drawing animals.
7. She made a _____ with cheese and tomatoes.
8. We learn new things every day at _____.
9. I don't like _____ because they hurt my ears.
10. He added photos and names to his _____ for homework.



Part 1B: Grammar



Every year, our school holds a big sports day, and everyone (**am – is – are**) excited. When the races start, the older students run (**faster – fast – fastest**) than the younger ones. My friend Khalid is in the 100-meter race, and he is (**strong – stronger – strongest**) than many of the other runners. In the end, he wins one of the gold (**medal – medals – medalling**), and his family is very proud.

During the long-jump competition, my cousin (**try – trying – tries**) his best, but his jump is (**short – shorter – shortest**) than the winner's. Still, he is happy because he shows great effort. After that, we watch the swimming competition. My sister swims very well, and she is (**better – best – good**) than most swimmers in her age group.

At the end of the day, the coach (**gives – give – giving**) all the winners their awards. Everyone (**feel – feels – feeling**) excited as they take pictures with their medals. It is a wonderful day full of sports, teamwork, and fun memories.

Part 2 : Reading



Every day, my family and I eat different kinds of food. In the morning, I usually have healthy food like fruits, oatmeal, or yogurt. My parents say these foods give us energy and keep us strong. Sometimes, I also drink fresh juice because it tastes sweet and is good for my health.

At lunch, we eat a balanced meal with vegetables, rice, and chicken or fish. I like salads because they are fresh and colourful. My little sister prefers sandwiches with cheese and tomatoes.

In the evening, we sometimes eat unhealthy food, like burgers, chips, or ice cream. My brother loves these snacks, but I know they are not good for our bodies. Sometimes, we share small portions to enjoy the taste without eating too much.

Eating healthy food makes me feel happy and energetic. I try to eat unhealthy food only on special days. My family and I always talk about which food is healthy and which is not.

Multiple-Choice Questions



1. **In the morning, the writer usually eats...**
 - a) burgers and chips
 - b) fruits, oatmeal, or yogurt
 - c) sandwiches with cheese
2. **Fresh juice is...**
 - a) good for health
 - b) not good at all
 - c) only for lunch
3. **At lunch, the family eats...**
 - a) fast food
 - b) only fruits
 - c) vegetables, rice, and chicken or fish
4. **Unhealthy food includes...**
 - a) salads
 - b) burgers, chips, or ice cream
 - c) oatmeal
5. **Eating healthy food makes the writer feel...**
 - a) tired
 - b) sleepy
 - c) happy and energetic
6. **What does “portions” mean in the text?**
 - a) types of food
 - b) small amounts of food
 - c) a meal for everyone
7. **What does “balanced” mean in the text?**
 - a) including different kinds of healthy food
 - b) only eating fruits
 - c) eating only one type of food



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