Al Salamah Girls School

Grade 8

General

LEARN AS YOU GROW

Term 1
Exam Booklet

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VOCABULARY RULES

1 Use Words in Context
Always try to learn new words by using them in isolation.

2 Group Words by Theme
Study words by topic (e.g.– food, travel, emotions)— it helps memory retention,

3 Practice Synonyms and Antonyms
Expanding your word network improves comprehensiion flexibility.

5 Review Regularly
Spaced repitition helps words move from short-term to long-term merro.

6 Use Visuals or Mnemonics
Crete associa-tions or drawings

7 Focus on Collocations
Learn which words go together (e.g.. make a decision.

8 Pronounce and Spell Correctly
Say each word ot loud and write several times for reinforcement.

10 Test Yourself
Quiz yourself or play vocabulary games to make learning fun and effective.

Vocabulary

Topic/ Lesson	Key Vocabulary
All About School | After school	well, badly, quickly, slowly, quietly, loudly, carefully, happily, Club, painting, chess, computer, reading, golfing, Chinese, cooking, film-making
Design and Shape | Things we use every day	inventor, invention, sunset, light bulb, drawing, to explore, bicycle, label, university, product designer, object
Culture and traditions of the UAE | Life in the UAE, visiting a museum	pearl, to dive, divers, sunrise, sunset, rope, tradition, museum, fishing, desert, jewellery, culture, building
Culture and the traditions of the UAE | Traditional dress, poetry	education, traditional, happiness, respect, modern, elderly, comfortable, poem, poet, leader, to chant, wedding, festival
Buildings and Structures | Brilliant buildings	mosque, building, ancient, to build, tourist attraction
Buildings and Structures | Buildings and nature	nature, wind, to connect, open space, sliding doors, sliding windows, cool, in the future, wheel, busy, boat, to travel, to imagine

Vocabulary

All About School & UAE Culture – Vocabulary MCQ

A. Choose the correct words to fill in the blanks.

1. After school, students go to the _____ to learn new hobbies, such as _____.

   A) classroom/ sleeping B) club / painting C) library / shouting

2. He worked very _____ on his project, but his partner finished _____ because he was in a hurry.

   A) quickly / carefully B) badly / happily C) slowly / quickly

3. The teacher asked the students to read _____ in the library, not _____ like they do in the playground.

   A) loudly / quietly B) quietly / loudly C) quickly / slowly

4. In the art class, students paint pictures _____ and display them _____ on the wall.

   A) carefully / proudly B) quickly / badly C) slowly / loudly

5. The _____ team meets every week to practice playing _____ together.

   A) cooking / food B) golfing / sports C) chess / matches

6. Learning _____ is very useful because many people around the world speak it, just like learning _____ for communication.

   A) cooking / film-making B) Chinese / English C) painting / chess

7. Emirati _____ is rich with history, and people take pride in keeping their _____ alive.

   A) tradition / culture B) building / rope C) jewellery/ desert

8. In the past, people used ___ to tie things while working near the _____.

A) rope / desert B) pearl / museum C) building / culture

9. The fishermen used _____ to find pearls and became skilled _____ over time.

A) to dive / divers B) jewellery / painters C) desert / builders

10. When you visit a _____, you can learn about Emirati _____ and how people lived in the past.

A) museum / culture B) building / desert C) rope / pearl

11. During _____ and _____, the desert looks golden and beautiful.

A) sunrise / sunset B) museum / tradition C) reading / cooking

12. People in the UAE still wear traditional _____, and they also make beautiful _____ to celebrate their heritage.

A) food / film-making B) jewellery / paintings C) clothing / jewellery

13. My sister joined a _____ club where students learn _____ from a local chef.

A) cooking / cooking B) reading / writing C) sports /swimming

14. The _____ worked hard every day_____ for valuable pearls deep in the sea.

A) teachers / studying B) divers / diving C) painters/ painting

15. The best time to take photos in the _____ is during _____ when the light is soft and golden.

A) museum / reading B) desert / sunset C) building / sunrise

16. When you visit a _____, you can learn about the UAE's rich _____ and traditions.

A) museum / culture B) building / rope C) pearl / sea

17. Students must walk _____ in the hallway and speak _____ during class time.

A) quietly / loudly B) slowly / quietly C) loudly / happily

18. Our school has a _____ club where students learn about _____ and make short videos.

A) reading / cooking B) film-making / filming C) chess / painting

19. At the pearl _____ museum, visitors can see how _____ used to collect pearls from the sea.

A) diving / divers B) fishing / painters C) desert / builders

Vocabulary Matching

B. Match each word in **Column A** with the correct meaning in **Column B.**

Column A	**Column B**
1. Club	a) A shiny stone found in oysters
2. Tradition	b) A place where people share hobbies or interests
3. Pearl	c) A practice or belief handed down through generations
4. Culture	d) To go underwater to explore or collect pearls

Column A	Column B
5. Desert	e) The way of life, customs, and beliefs of a group
6. Museum	f) A dry, sandy region with little rainfall
7. Rope	g) A strong cord used to tie or pull things
8. Divers	h) People who swim underwater to find pearls
9. Jewellery	i) Beautiful items made from gold, silver, or gems
10. Building	j) A structure made for people to live or work in

C. Read and fill in the gaps with words

university	inventor	Light bulb	invention	Product designer

Many great ideas start with a simple thought. An (1) _____is a person who creates something new. Their (2) _____ can change the world. For example, Thomas Edison made the (3) _____, which helps us see after sunset. Today, students at (4) _____ learn to design useful things. Some become (5) _____ who create smart and modern objects like bicycles, lamps, and phones.

D. Fill in the spaces:

angrily – slowly- carefully- happily- quickly- easily – sleepily- quietly- well

1. They had a very good time. They played Hopscotch _____.

2. Jenny thought the exam wasn't difficult at all, so she answered all the questions _____.

3. They didn't win the race because they ran very _____.

4. Robert was upset and he answered his teacher's questions _____.

5. She didn't want to make any mistakes, so she wrote all the answers _____.

6. Katy was exhausted, so she said goodbye to everyone very _____ and went to bed.

7. That famous chef cooks very _____. His dishes are delicious!

8. I didn't want to miss the train so I walked to the train station very _____.

9. Her dad was sleeping and she didn't want to wake him up, so she opened the door very _____.

Sara's Blog Exercise

D. Fill in the blanks:

well – hard – carefully – noisily – quickly

I go to school in Toronto, Canada. I like my school. My favourite subject is P.E. I don't like French because I can't speak _____. I have to study _____. I have six classes every day. After school I go home _____. When I get home, I do my homework. I write _____ because I don't want to make mistakes. Sometimes my brother plays games _____ in his room so it's difficult to study.

E. <u>Fill in the gaps with words from the word bank.</u>

pearl – to dive – divers – sunrise – sunset – rope – tradition – museum –fishing – desert – jewelry – culture – building – visiting a museum

1. Long ago, Emirati men used _____ deep into the sea to find valuable _____.
2. The _____ tied around the boats helped the _____ stay safe in the water.
3. Many families enjoy _____ to learn about the history and _____ of the UAE.
4. The _____ is very hot during the day but cool at night.
5. At _____, the sky turns orange and red over the sand dunes.
6. People wear beautiful _____ made from gold and silver during special occasions.
7. Fishing is an old _____ that shows the UAE's connection to the sea.
8. Every modern _____ in the city reminds us of how the country has grown since the old days.

F. Choose the correct word from the options to complete each sentence. Each sentence has two

1. In the UAE, children receive a strong **(1)** _____ that teaches them values such as **(2)** _____ for others.

   (1) a) education b) vacation c) decoration

   (2) a) noise b) respect c) sport

2. During a **(3)** _____, families gather to celebrate together, share food, and show **(4)** _____ and joy.

   (3) a) market b) meeting c) festival

   (4) a) happiness b) silence c) anger

3. At a **(5)** _____, guests wear **(6)** _____ clothes and enjoy music and dancing.

   (5) a) classroom b) wedding c) museum

   (6) a) traditional b) broken c) plastic

4. The **(7)** _____ in each community is respected for wisdom, and young people often help the **(8)** _____.

   (7) a) leader b) player c) visitor

   (8) a) animals b) elderly c) students

5. A famous **(9)** _____ once **(10)** _____ a beautiful poem about the desert and the spirit of the people.

(9) a) driver b) teacher c) poet

(10) a) chanted b) built c) cooked

GRAMMAR RULES

1 **Learn Parts of Speech**
Understanding how nouns, verbs, and adetives

2 **Study Sentence Structure**
Examineng how subjects rpredicates

3 **Avoid Sentence Fragments**
Create complete sentences

7 **Identify Parts of a Sentence**
Identify prooeecies

8 **Practice Subject-Verb Agreement**
Ensure subjects and verbs agree

4 **Use Correct Verb Tenses**
(past, present, fitue)

6 **Know the Articles**
Alvoid ohe artices as articles.

8 **Identify Parts of a Sentence**
Subjects, predicates, and objects.

9 **Practice Subject-Verb Agreement**
Ensure subjects, and verbs agree

10 **Get Feedback**
Have others review writing

Grammar - Past time (past simple (including verb 'to be')

Meaning Past simple is used to describe actions that started and finished in the past.

Regular Form

Positive	Question	Negative
I worked.	*Did I work?*	*I did not work.*
You worked.	*Did you work?*	*You did not work.*
He worked.	*Did he work?*	*He did not work.*
She worked.	*Did she work?*	*She did not work.*
It worked.	*Did it work?*	*It did not work.*
We worked.	*Did we work?*	*We did not work.*
You worked.	*Did you work?*	*You did not work.*
They worked.	*Did they work?*	*They did not work.*

Irregular Form

Present	Past
do	*did*
go	*went*
see	*saw*
have	*had*
get	*got*
speak	*spoke*
eat	*ate*
Drink	*drank*
meet	*met*

Notice when we **use *did***, the verb is in the present form.

Did you worked? *Incorrect*

Did you work? Correct

For negative sentences, we can contract do not/does not. (I ***didn't*** work.)

Verb "to be":

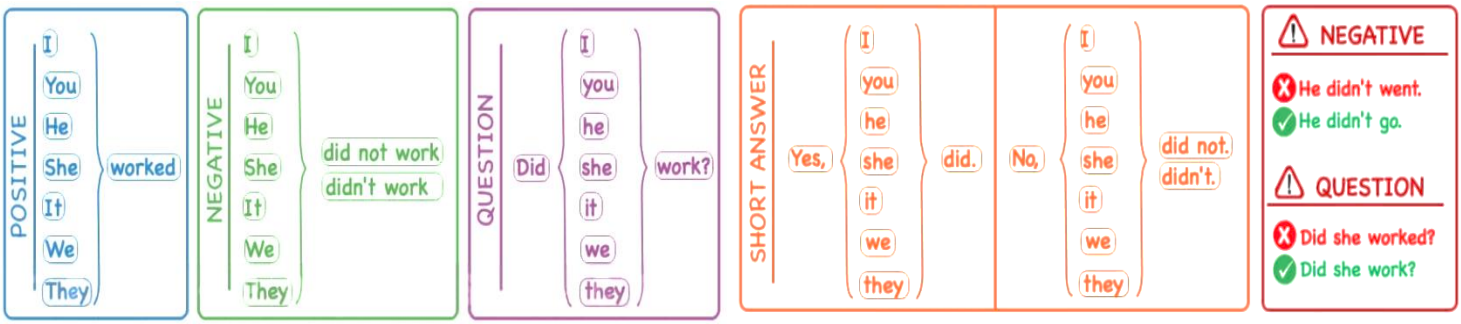
Remember, we can use contractions for negative sentences. For example:

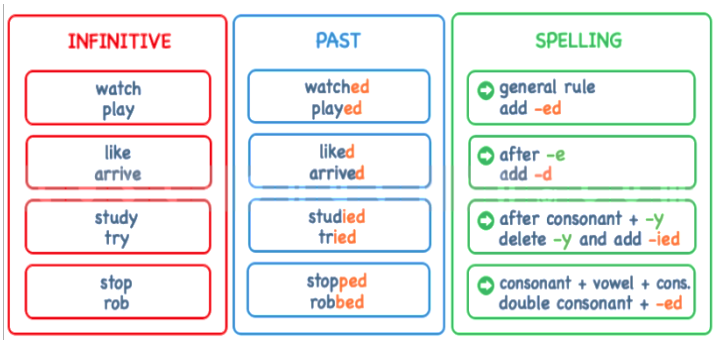
She wasn't a student. ***They weren't*** students.

Positive	Questions	Negative
I ***was*** a student.	***Was*** I asleep?	I ***was not*** a student.
You ***were*** a student.	***Were*** you asleep?	You ***were*** not a student.
He/she ***was*** a student.	***Was*** he/she asleep?	He/she ***was not*** a student.
	Was it hot yesterday?	It ***was not*** a book.

It ***was*** hot yesterday. *We* ***were*** students. You ***were*** students. They ***were*** students.	***Were*** we asleep? ***Were*** you asleep? ***Were*** they asleep?	*We* ***were not*** students. You ***were not*** students. They ***were not*** students.

Grammar - Past time (past simple (including verb 'to be')





Fill in the gaps with the correct past simple forms of the verbs in brackets.

A Holiday in the UAE

Two winters ago we _____ 1 (**have**) a holiday in the Northern Emirates. We _____ 2 (**drive**) there from Abu Dhabi, but our car _____ 3 (**break down**) on the highway, and _____ 4 (**spend**) the first night in Dubai.

When we _____ 5 (**get**) to Ras Al Khaimah, we _____ 6 (**not can**) find a good hotel – there 7 (**not be**) any available rooms. We _____ 8 (**not know**) what to do, but in the end we _____ 9 (**find**) a small guesthouse, and we _____ 10 (**stay**) there for the week. We _____ 11 (**see**) the old forts, _____ 12 (**go**) to the desert, and we _____ 13 (**buy**) some souvenirs. We _____ 14 (**want**) to visit Fujairah, but we _____ 15 (**not have**) much time, and it _____ 16 (**be**) quite far away. The weather _____ 17 (**be**) nice, but it _____ 18 (**start**) raining the day we _____ 19 (**leave**). We _____ 20 (**have**) a great time.

Adverbial Linkers

Explanation of Adverbial Linkers

Adverbial linkers (also called conjunctive adverbs) are words or phrases used to connect ideas between sentences or clauses. They express relationships such as addition, contrast, cause and effect, time, and more. They make writing coherent and smooth.

Addition

also, moreover, furthermore, besides, in addition

Contrast

however, nevertheless, on the other hand, yet, instead

Cause and Effect

therefore, thus, consequently, as a result, hence

Time/Sequence

then, next, afterwards, finally, meanwhile

Comparison/Similarity

similarly, likewise, in the same way

Emphasis

indeed, in fact, above all, particularly

Condition

otherwise, if not

Example/Illustration

for example, for instance, namely, in particular

Examples of Adverbial Linkers in Sentences

- Addition: She enjoys music; moreover, she plays the piano well.
- Contrast: He worked hard; however, he didn't succeed.
- Cause and Effect: It was raining; therefore, we stayed indoors.
- Time/Sequence: First, finish your homework; then, you can play.
- Comparison/Similarity: She loves reading; likewise, her brother spends hours with books.
- Emphasis: He is indeed a talented artist.
- Condition: Hurry up; otherwise, we'll be late.

- Example/Illustration: Many fruits, for instance apples and bananas, are rich in vitamins.

Test Your Knowledge

Fill in the blanks with the correct adverbial linker from the list below.

List: however, therefore, moreover, for example, then, otherwise, indeed, similarly

1. She was tired; _____, she finished her work on time.

2. It was raining; _____, the match was canceled.

3. He loves sports; _____, he plays football every weekend.

4. You must study; _____, you may fail the exam.

5. First, cut the vegetables; _____, heat the oil.

6. Some animals, _____ lions and tigers, are carnivores.

7. The teacher is kind; _____, the students respect her.

8. He worked hard; _____, his brother was lazy.

Grammar - Nouns (compound nouns)

Meaning: Compound nouns are nouns made of two or more existing words.

For example, *bed + room = bedroom*

Form: Compound nouns can be open (space in between), hyphenated, or closed (no space in between) for example,

- ***bus stop*** *(open)*
- ***well-being*** *(hyphenated)*
- ***football*** *(closed)*

Examples of compound nouns

Form	Examples	My Examples
noun + noun	*lunchtime, football, tennis shoes, motorcycle*	
verb + noun	*breakfast, swimming pool, washing machine, driving licence*	
noun + verb	*haircut, sunrise, rainfall, trainspotting*	
adjective + noun	*smartphone, full moon, greenhouse, software*	
adjective + verb	*dry-cleaning, public speaking, long lasting, highlight*	
preposition + noun	*underground, upstairs, overnight, underline*	
preposition + verb	*input, output, understand, outburst*	
noun + prepositional phrase	*mother-in-law, father-in-law, son-in-law, Jack-of-all-trades*	

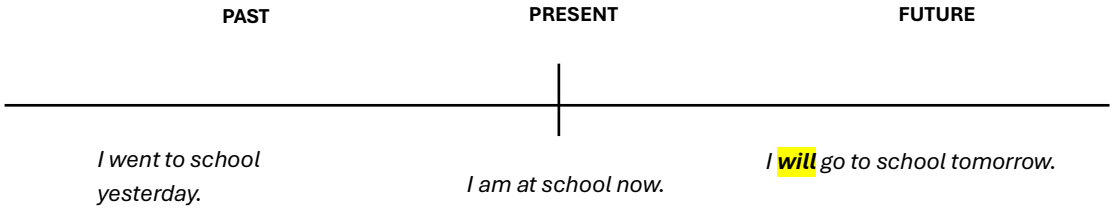
Some compound nouns are closed or hyphenated to reduce confusion.

For example:

- ***greenhouse –*** a structure made of glass where plants are grown
- ***green house*** – a house that is painted green

Grammar - Future Time (simple future 'will and shall')

Meaning: We can use 'will' to refer to the future.



Form

Positive (subject + will)	Negative (subject + will not / won't)	Question (Will / Won't* + subject)
*I **will start** tomorrow* *You/We/They **will start** tomorrow* *He/She/It **will start** tomorrow.*	*I **will** not / won't **start** tomorrow.* *You/We/They **will not** / **won't start** tomorrow.* *He/She/It **will not / won't start** tomorrow.*	***Will/Won't** I **start** tomorrow?* ***Will/ Won't** you/we/they **start** tomorrow?* ***Will/ Won't** I he/she/it **start** tomorrow?*

*A negative question is always formed with the contraction, 'won't'.

Will not it start tomorrow?	**incorrect**
Won't it start tomorrow?	**correct**

Uses: 'Will' can be used to:

Function	Example
• Describing the future	*Next year will be a wonderful year!*
• make predictions	*The red car will finish the race first.*
• express a decision at the time of speaking	*Ah, I forgot my wallet; I'll just go back for it.*
• make a request	*Will you help me?*
• make promises and offers	*I'll drive you to the airport, no problem.*
• Describe the consequences of an action	*If it is sunny, we will have a picnic!*

Shall 'Shall' has a very similar meaning to 'will' but is used mostly to ask for and make offers and suggestions. It is used mainly with 'I' and 'we'.

> ***Shall*** *I drive you to the airport?*
>
> *Where* ***shall*** *we go?*
>
> *What* ***shall*** *we do?*
>
> *I* ***shall*** *help you with the project tomorrow.*

Part 1B: Grammar

Reading strategy: using **context clues** to select the best answer

G.14.1 Past Time (past simple (including verb 'to be'))	**Design and Shape** | Things we use every day
G.2.5 Adverbs (adverbial linkers)	Inventor invention sunset light bulb drawing to explore bicycle label university object product designer
G.12.2 Prepositions (time)	
G.12.1 Prepositions (place)	

Theme: *Things We Use Every Day*
Text Type: Descriptive Text

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

Thomas Edison was one of the most famous **inventors** in history. He _____ (1) the light bulb in 1879, which changed the way people lived. Before that, people used candles and lamps. _____ (2), houses became brighter and safer. Edison worked in his lab every day. He often started experiments early **in the morning** and finished late **at night**. His laboratory was located _____ (3) a large building near his home. He created many **inventions**, and he never gave up when his ideas failed. _____ (4), he believed that every mistake was a lesson. Today, we still use many objects he created. His work continues to inspire students in **universities** around the world. _____ (5), his light bulb remains one of the most important inventions in history.

Choose the correct answer for each blank:

1. A. invents

   B. invented

   C. inventing

2. A. Moreover

   B. As a result

   C. On the other hand

3. A. on

   B. in

   C. inside

4. A. However

   B. Nevertheless

   C. Therefore

5. A. That's why

   B. Furthermore

   C. Besides

Part 1B: Grammar

Reading strategy: using **context clues** to select the best answer.

G.14.1 Past Time (past simple (including verb 'to be'))	**Buildings and Structures | Brilliant buildings**	
G.2.5 Adverbs (adverbial linkers)	Mosque	to build
G.12.2 Prepositions (time)	Building	tourist
G.12.1 Prepositions (place)	attraction	
	Ancient	

Theme: *Brilliant Buildings*
Text Type: Descriptive Text (approx. 130 words) – 5 gaps – 3 marks each =15 marks

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

The Sheikh Zayed Grand **Mosque** in Abu Dhabi is one of the most beautiful **buildings** in the world. It _____ (1) in 2007 and quickly became a famous **tourist attraction**. Thousands of people visit it every year. The mosque is built _____ (2) white marble and decorated with gold details. It is especially stunning **at night**, when the lights make it shine. _____ (3), visitors can admire the world's largest hand-knotted carpet inside the prayer hall. The mosque opens every day **in the morning** and welcomes people from all cultures. _____ (4), it represents peace and unity. Many ancient mosques around the world inspired its design. _____ (5), the Sheikh Zayed Grand Mosque remains a symbol of modern Islamic architecture.

Choose the correct answer for each blank:

1. A. build
   B. was built
   C. built
2. A. on
   B. from
   C. at
3. A. Moreover
   B. Therefore
   C. However
4. A. Nevertheless
   B. As a result
   C. Furthermore

5. A. That's why

   B. On the other hand

   C. Today

Exam Grammar - Adjectives followed by prepositions and infinitives

Meaning Some adjectives are followed by certain *prepositions*. There are no grammatical rules for which preposition to use, but it is useful to look for patterns.

Some adjectives are followed by the *to-infinitive*. Again, there are no grammatical rules for this, but it is a good idea to look for

I'm **interested in** learning Spanish.

He's **worried about** failing the exam.

She's really **good at** maths.

The receptionist was very **polite to** me.

It is **unlikely to rain**.

I'm **happy to see** you.

We are **sorry to hear** your bad news.

It's **easy to speak** English, but it's **difficult to**

We can use the 'to-infinitive' after some adjectives to give opinions about people:

You were **kind to buy** me a present.

He was **wrong to shout** at the teacher.

We can use 'at' after adjectives to talk about skills and abilities:

I'm **good at** languages.

They are **amazing at** playing tennis.

We are so **bad at** time management.

We can also use 'of' after other adjectives of feeling:

I'm **scared of** flying.

She's **terrified of** having an accident.

We are **proud of** you.

We can use 'in' and 'for' after other adjectives:

He's very **interested in** history.

Do you have any **experience in** coding?

Smoking is **bad for** your health.

We can use 'about' after adjectives of feeling to explain what is causing that feeling:

I'm **worried about** my exam.

He's **angry about** his manager's decision.

We are **excited about** seeing you.

We can use 'to' after adjectives to show a connection between people or things, or to talk about someone's behaviour towards someone else:

She is **married to** Salem.

I am **allergic to** nuts.

The shop assistant was very **rude to** me.

We can use the 'to-infinitive' after some adjectives to give a reason for the adjective:

I'm **sorry to hear** that.

I'm **pleased to meet** you.

He was **surprised to see** me there.

We often use 'It + be + adjective + to-infinitive' to give opinions:

It's easy to play the piano.

It was impossible to go out at the weekend because of the bad weather.

It's hard to find good workers.

We can use the 'to-infinitive' after some adjectives to give opinions about people:

You were **kind to buy** me a present.

He was **wrong to shout** at the

We can sometimes use 'It + be + adjective + for/of + to-infinitive' to show who the adjectives refer to:

It's kind of you to help us.

It will be foolish of him to refuse the job.

Past tense

A. Choose the correct past simple forms for the gaps below.

1. He always _____ on the same chair.

A.sat B.sit C.sitted

2. Where _____ the keys?

A.you found B.did you found C.did you find

3. He _____ the cable with a cutting knife.

A.did cut B.cut C.cutted

4. I _____ where to go.

A.knew not B.didn't knew C.didn't know

5. They _____ very friendly to us.

A.weren't B.didn't be C.wasn't

6. She _____ her son upstairs to bed.

A.carryed B.carried C.was carry

7. We _____ to New York last summer.

A.were fly B.flow C.flew

8. _____ that noise?

A.Did you hear B.You heard C.Did you heard

9. I _____ that glass. It _____ Daisy.

A.didn't break / was B.didn't break / were C.wasn't break / was

10. He _____ me some chocolates, but I _____ them.

A.bringed/didn't accept B.brought/didn't accept C.brought /wasn't accept

B. complete each sentence with the correct past simple form of the verb in brackets.

1. She _____ (draw) a beautiful picture of her cat yesterday.
2. I _____ (dream) about flying last night.
3. He _____ (fall) off his bike last week.
4. The baby _____ (sleep) early yesterday.
5. We _____ (go) to the museum on Sunday.
6. **C. Choose the correct answer for each sentence.**

1.- Yesterday the party _____ at 9:00 pm.

a.- begin

b.- grew

c.- began

2.- Last year the best student of my class _____ a prize.

a.- won

b.- cooked

c.- payed

3.- We_____ the party last night, we _____ a lot.

a.- enjoy/ danced

b.- enjoyed/ began

c.- enjoyed/danced.

4.- He _____ a delicious sandwich because he was hungry.

a.- drove

b.- eat

c.- ate

5.- She _____ tennis yesterday, but she _____.

a.- played /did not won

b.-plays/ did not win

c.- played/did not win

6.- Did you _____ for the test?

a.- study

b.- studied

c.- studies

7. Yesterday he _____ a beautiful ring for his girlfriend.

a.- buy

b.-cooked

c.-bought

8.- They _____ to the mall last weekend.

a.- go

b.- went

c.- made

9.- He _____ to write a letter but he _____ any paper.

a.- wanted/did not had

b.- wants/did not buy

c.- wanted/did not have

10.- Did they _____ the football match last Sunday?

a.-watch

b.-went

c.- watched

D. Choose the right option for each sentence.

1. I _____ to the store yesterday.

a) went b) gone

2. What did Jerry _____ as a gift to his mom?

a) buy b) bought

3. Neil _____ her new necklace before she left the house.

a) hide b) hid

4. My dog _____ play with me as he was sick.

a) don't b) didn't

5. We _____ twenty books in a week.

a) read b) readed

6. Did she _____ her homework?

a) do b) done

7. Mary _____ a hamster when she was 10.

a) have b) had

8. The doctor _____ him against smoking.

a) warn b) warned

9. She baked me a chocolate cake! It _____ yummy!

a) was b) were

10. Laila _____ her sister for setting the dinner table.

a) didn't help b) didn't helped

F.Choose the connector that best completes each sentence.

1. I put gas in the car _____ it wasn't on empty.

A. after B. because

C. as long as D. although

2. I bought some carrots _____ we still had a bag at home.

A. before B. so

C. unless D. even though

3. I opened the door _____ I heard his car pull up.

A. when B. now that

C. provided that D. though

4. We can watch this show _____ it's not violent.

A. since B. in order that

C. so long as D. whereas

5. We'll open the curtains and watch _____ it starts to rain.

A. until B. as if

C. if D. even if

6. I have to travel for work _____ I want to or not.

A. as soon as B. whether

C. while D. whenever

READING STRATEGIES

1 **Set a Purpose**
Know why you are reading

2 **Preview the Text**
Look at headings, pictures, etc.

3 **Make Predictions**
Guess what will happen next

4 **Ask Questions**
Imagine the scenes

6 **Make Connections**
Relate to what you know

2 **Make Predictions**
Guess what will happen next

4 **Ask Questions**
Inquire about the content

5 **Take Notes**
Write down important points

8 **Summarize**
Restate the main ideas

Reading Comprehension:

Culture and Traditions of the UAE

Last week, our school organized a special event about **the culture and traditions of the UAE**. It was part of our **education** program, and everyone was excited. The hall **was** beautifully decorated with flags and traditional fabrics. **First**, our teacher explained how Emiratis show **respect** to the **elderly** by greeting them politely and listening carefully. **Then**, she showed us the **traditional** dress. The girls wore abayas and shaylas, while the boys wore kanduras. They all looked proud and **comfortable**.

After that, a famous **poet** performed a beautiful **poem** about **happiness** and unity. He began **to chant** slowly, and soon everyone joined him. The rhythm **was** strong, and the words touched our hearts deeply. **Later**, we watched a video about **modern** festivals and **weddings** in the UAE. We learned that, although life has changed, traditions still play an important role.

Finally, our school **leader** thanked everyone for keeping the Emirati spirit alive. I realized that our culture connects the past and the present, teaching us pride and respect. The event **was** unforgettable, and I left feeling truly proud of my heritage.

A. Read the text again and answer the following questions.

1. *What did the students wear during the traditional dress activity?* **(Reading for Details)**

A) Jeans and T-shirts

B) Sports uniforms

C) Kanduras and abayas

2. ***What can we infer about the poet's performance when he began to*** **chant slowly**?

(Reading for Inference)

A) The audience felt bored

B) The poem was emotional and meaningful

C) The event was about music lessons

3. *Why did the writer mention modern festivals and weddings?* (Reading to make Connections)

A) To show that traditions are no longer important

B) To describe only entertainment events

C) To explain how traditions continue in modern times

4. *How can the writer's experience connect to your own life?* (Reading to make Connections)

A) School events often help us learn about our culture and respect others

B) Every school day is the same and boring

C) We only learn about other countries' traditions

5. *What is the main message of the narrative?* (Reading for Overall Meaning)

A) Education helps students understand and value their traditions

B) Festivals are more fun than school

C) Old traditions should be replaced by modern ideas

Reading:

The Spirit of Emirati Traditions

Last month, my class **visited** a cultural center to learn about **the traditional dress and poetry of the UAE**. The hall **was** full of beautiful kanduras, abayas, and colourful

scarves. **First**, our guide explained how Emiratis wear their clothes with pride and **respect**, especially during a **festival** or **wedding**. The fabrics looked soft and very **comfortable**.

Next, an **elderly** man, who **was** a famous **poet**, greeted us warmly. He recited a **poem** about unity and **happiness**. As he began **to chant**, his deep voice echoed across the room. Everyone listened quietly, and even the teachers smiled proudly. The man said that poetry has always been an important part of Emirati **education** and heritage.

Afterwards, we watched a short film about how **modern** poets still keep the old traditions alive. They write about their country's **leaders**, families, and daily life. **Finally**, our teacher asked us to write our own short poems. I wrote about the desert at sunset, and I felt proud to share it. The visit **was** both inspiring and unforgettable, reminding us how culture connects the past and present.

A. Read the text again and answer the following questions.

1. Who recited the poem during the visit? (Reading for Details)

A) The class leader

B) An elderly poet

C) The teacher

2. What can we infer about the poet's voice when it "echoed across the room"? (Reading for Inference)

A) He was speaking softly

B) He was nervous

C) His voice was powerful and full of feeling

3. Why did the teacher ask the students to write their own poems? (Reading to make Connections)

A) To help them understand how poetry expresses tradition

B) To prepare them for a test

C) To make the lesson longer

4. How can students relate this visit to their own experiences? (Reading to make Connections)

A) They often learn about culture through school trips

B) They always wear kanduras and abayas to school

C) They only study poems from other countries

5. What is the main idea of the text? (Reading for Overall Meaning)

A) The UAE's traditions continue to inspire young people today

B) Poetry is less popular in modern times

C) Traditional clothing is only for special events

Reading

Buildings and Structures

In the future, buildings will be designed to connect people with nature. Many architects imagine homes that have open spaces, sliding doors, and sliding windows to let fresh air in and keep rooms cool. Some buildings might even use wheels to move from one place to another, or float like a boat to travel across water. In busy cities, people will still need quiet areas to relax. Designers like Wina believe that we can mix modern technology with natural elements. She imagines green roofs, large windows, and materials that save energy. These ideas will make our homes not only beautiful but also friendly to the planet.

Multiple Choice Questions

1. What will buildings in the future do to connect people?

- A. They will close all windows.
- B. They will connect people with nature.
- C. They will make cities busier.
- D. They will stop using energy.

2. How will rooms stay cool in future homes?

- A. By using sliding doors and windows.
- B. By adding more lights.
- C. By keeping windows closed.
- D. By removing open spaces.

3. What can some future buildings do, according to the text?

- A. Travel like a boat.
- B. Stay under the ground.
- C. Have no windows.
- D. Never move.

4. Who is Wina in the passage?

- A. A scientist studying the ocean.
- B. A designer who likes technology and nature.
- C. A person who builds cars.
- D. A traveler who writes books.

5. What is one goal of future buildings?

- A. To use more energy.
- B. To be friendly to the planet.
- C. To make cities smaller.
- D. To avoid using wheels.

Polo Picasso

Read the text and answer the questions.

Pablo Picasso was an artist who is most famous for inventing new and very different ways to paint. Picasso was born on October 25, 1881, in Malaga, Spain. His father was also an artist. When he was young, Picasso studied art with his

father and at art schools in Malaga and then in Barcelona. In 1897, he went to the Royal Academy in Madrid, but left and went home to Barcelona.

In Barcelona, he became part of a group of artists and writers. Picasso began to travel to Paris in 1900 to meet and work with other young artists. After 1904, he lived in France most of the time.

During his long life, Picasso painted in many different ways. From 1901 to 1904, he did most of his paintings in blue. This is called his Blue Period. From 1904 to 1906, he used mostly red and pink, which is called his Pink Period.
In 1907, he invented a new kind of painting called cubism. People and objects were not painted as they are seen in real life. Instead, they were painted as geometrical forms, such as cubes. At first, most people did not like this new type of painting, but it slowly became more popular. In 1937, Picasso painted Guernica, one of his most famous cubist paintings. It shows his view of the death and destruction caused when Spanish civilians were bombed during the Spanish Civil War. The painting is now considered to be a masterpiece.

Picasso worked on many other new types of paintings, but he was also a sculptor and a designer. In 1917, he designed the set and the costumes for a ballet. In the 1940s, he wrote a play and two books of poetry. Picasso was very poor when he was a young artist, but he became wealthy and very famous. He was married twice and had four children. He died at age 91 in Antibes, France, on April 8, 1973.

Read the statements below. Write True or False next to the statements.

1. Picasso was born in France and died in Spain.

_____

2. Picasso made a lot of money when he was young.

_____

3. Picasso created new styles of art.

_____

4. Guernica was painted during his Blue Period.

_____

5. The style of cubism became popular immediately

_____

Choose the best answer from a, b, or c.

1.Picasso is most famous for inventing new and …….

a. excellent way of writing.

b. very different ways to paint.

c. dangerous way of travelling.

2. He studied art with his father as well as at art schools in ……

a. Spain

b. Paris.

c. France

3.He spent a lot of time in France because he wanted …….. with other young artists who were living there.

a. to meet and work

b. to live in France

c. to write books of poetry

4. During one period he did most of his paintings in blue and in another style he painted with ……, where people and objects are painted as geometric forms.

a. pink

b. design

c. cubes

5. Guernica is a……which represents death and destruction that occurred during the Spanish Civil War.

a. cubist

b. period

c. masterpiece

6. Picasso was a painter and also a……., a designer and a writer.

a. sculptor

b. traveller

c. soldier

7. Although Picasso was poor when he was young, He became ……..

a. an inventor if a new kind of painting

b. wealthy and famous.

c. designer of ballet costumes.

A. Match the words on the left with the correct meaning on the right. (6)

1. invent	a) a person who makes pieces of art out of clay, wood, metal, etc.
2. designer	b) well-liked
3. popular	c) opinion, way of thinking or seeing things
4. view	d) create or make something new
5. sculptor	e) well-known
6. Famous	f) someone who draws, creates, makes something

Reading

Read the text and answer questions 1-7 below by circling the best answer –

Driving is the usual way of getting around the Emirates. There are good quality motorways and there is an efficient, modern network of roads in the cities. However, with increased traffic congestion, many Dubai residents are looking for other means of transport. The most common form of public transport is the taxi. They are found all over Dubai and are safe, quite inexpensive and convenient, except during the rush hour when you are likely to be stuck in a traffic jam.

For a less stressful journey, using Dubai's fast and efficient network of public transport is a sensible option. There is the fully automated metro rail network, which has been a great success since it opened in 2009, with tens of thousands of residents using it for their daily commute. Connecting the metro to the Dubai tram route in 2014 was one of the first steps to the expansion and integration of the public transport system. There are also plans to link the metro with the UAE's planned national railway network, Etihad Rail, which will carry both passengers and freight throughout the Emirates.

Then, there are the buses that run frequently throughout Dubai and connect it with the six other Emirates. Travelling by bus is becoming increasingly popular as routes and schedules are improved. They are clean, comfortable, air conditioned and cheap. Away from land there are water buses, taxis and the traditional abra. Crossing the Dubai Creek in a wooden abra or a new electric water bus is a safe and relaxing way to travel. If you want to navigate the Arabian Sea or would just prefer to travel without other people, then an air-conditioned water taxi is perfect.

Choosing the best way to travel in Dubai is becoming easier every year as the government continues to improve the public transport system. And for those wishing to travel out of Dubai to other cities, an even more exciting development is coming for the future! The government has just announced plans for a new 'hyperloop' system. This is an extremely fast train – it can travel up to 1,200

km/hr – which will link Dubai to Abu Dhabi as well as to other major cities in the Gulf region. This will cut down on travel time a lot – it is thought it will only take 12 minutes to get from Dubai to Abu Dhabi. So, perhaps soon, we will be getting on a train and arriving in Muscat or Riyadh in just under an hour

1. Choose the best title for the text.

A) An Inexpensive Way to Travel

B) The New Train System

C) Every Means of Transport Available

D) The Taxi is the Way to Go

2. Why are some residents looking for other means of transport?

A) It is too expensive to run a car.

B) There are too many cars on the road.

C) The taxis are too expensive.

D) The roads aren't good enough.

3. What reasons does the text suggest for the Metro's continued success?

A) It runs every day.

B) It opened in a good year.

C) It was linked to other train networks.

D) It is separate from other trains.

4. Which reason is given for buses getting more popular?

A) They don't get stuck in traffic.

B) They have got cheaper.

C) The routes have got better,

D) You can travel without people.

5. What kind of transport is mentioned for people who want to be alone?

A) a water taxi.

B) an abra

C) a water bus

D) a dhow

6. A future transport development for Dubai is ___.

A) reducing taxi numbers

B) more metro stations

C) bigger boats

D) a very fast train

7. Which city will it take under 20 minutes for the Hyperloop to reach from Dubai?

A) Abu Dhabi

B) Jeddah

C) Muscat

D) Riyadh

Now, read the text again and decide whether the sentences are True (T), False (F) or Not Given (NG)

8. The metro rail and Jumeirah tram connected in 2009. T / F / NG

9. Water busses are cheaper than taxis or the metro. T / F / NG

10. The hyperloop will take less than 20 minutes to reach Abu Dhabi. T / F / NG

WRITING RULES

1 **Choose a Topic**
Decide what to write about

2 **Understand Your Audience**
Consider their interests and level

3 **Plan Your Writing**
Create an outline

4 **Use Proper Grammar**
Correct tense, punctuation, etc.

5 **Be Clear and Concise**
Express ideas clearly and directly

6 **Write a Strong Introduction**
Hook the reader

5 **Be Clear and Concise**
Express ideas clearly and directly

6 **Write a Strong Introduction**
Hook the reader

7 **Organize Your Content**
Use paragraphs and transitions

8 **Revise and Edit**
Improve and proofread your work

10 **Get Feedback**
Ask others to review your writing

Writing exam part 1

Writing Exam- Part 4.1:

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 an increasing range of words with irregular spellings. Write sentences using capital letters, full stops, commas and question marks correctly, and apostrophes and other punctuation with increasing control. Produce short, simple written or multimodal texts, expressing simple comparisons and justifications where appropriate. Express simple ideas, information and opinions with developing coherence. Summarise and describe the main points and information in simple written, spoken or multimodal texts.	**All about School** | Study in another country	Term 1 Vocabulary	G.1.5 Adjectives (followed by prepositions and infinitives)	FL.16 Expressing Opinion
		Task Description	**Learning Outcomes**		**Construct Limits**
		Constructed Writing Response 4.1 Read the text and write your opinion about _____. 4.2 Question 3 Writing prompts Write at least 110 words.	**Spelling** ENG.04.WR. S.2.2 Spell many challenging words with accuracy. **Fluency in text production** ENG.04.WR.P.1.1: Produce simple and some extended written or multimodal texts on familiar and concrete topics, expressing comparisons and justifications where appropriate with an increasing ability to convey meaning, although there may be some inaccuracies and repetition of vocabulary and structures. **Presentation and development of ideas** ENG.04.WR.P.2.1: Express simple ideas, information, opinions, feelings, emotions and personal perspectives on familiar and concrete topics using a wide range of phrases and expressions in simple and some extended written or multimodal texts, although there may be some inaccuracies and repetition of vocabulary and structures. **Processing text in Writing** ENG.04.WR.S.6.1 :Summarise and describe the main points and information in simple written, spoken or multimodal texts on familiar and concrete topics using a wide range of phrases and expressions in writing, although there may be some inaccuracies and repetition of vocabulary and structures.		4.1 One text of 100 words related to theme. One question asking for an opinion. 4.2 ▪ One question with three prompts to elicit a narrative text related to theme. ▪ Word count: 110 words ▪ 40 marks (based on rubric)

Opinion Writing Rubric

	Task completion	Language Use	Organisation and Clarity
5	Clearly states and develops a strong opinion with well-supported reasons and relevant examples. Addresses all parts of the prompt.	Uses clear, precise, and formal language. Demonstrates strong control of grammar and varied sentence structures. Few or no errors.	Response is well-organised, cohesive, and easy to follow. Ideas connect smoothly with appropriate linking words.
4	States a clear opinion and provides supporting reasons, though some points may lack depth or examples.	Mostly accurate use of language and sentence variety. Minor grammar or spelling errors do not affect meaning.	Response is generally clear and logically ordered. Transitions between ideas are mostly effective.
3	Expresses an opinion but may not develop it fully. Some reasons or examples may be unclear or repetitive.	Uses simple language with occasional errors that sometimes affect clarity. Limited sentence variety.	Some organisation is present but ideas may not flow smoothly. Some linking words used incorrectly or inconsistently.
2	Attempts to express an opinion but lacks clear support or examples. Response may not fully address the prompt.	Limited control of language with frequent grammar or spelling errors that obscure meaning.	Response lacks clear organisation. Ideas may be repetitive or hard to follow.
1	Does not clearly state an opinion or provide supporting ideas. Response may be irrelevant or copied.	Very limited or inaccurate language. Meaning is often unclear or confusing.	Writing is disorganised or incoherent. No logical sequence of ideas.
0	No response, or entirety of response plagiarised.		

📖 Writing Exam- Part 4.1 – Practice 1

Topic: All about School | Study in another country
Format: One text of 100 words related to theme. One question asking for an opinion. (15 marks)

1.1Read the text. Write your opinion about wearing normal clothes to school. **Write at least 3-4 sentences.**

Many schools around the world ask students to wear uniforms, but some schools let them wear normal clothes.

We talked to Sara from Dubai, who is studying in Sydney, Australia. Her new school doesn't have a uniform. "I really like that," she said. "I can choose what to wear and show my own style. It makes me feel more comfortable and confident."

Sara thinks wearing normal clothes helps students express themselves. "Everyone looks different, and that's what makes it interesting," she said. She also believes it helps her focus. "When I feel relaxed, I can learn better."

Sometimes it's hard to decide what to wear each morning, but Sara doesn't mind. "I prefer that over wearing the same thing every day," she laughed.

Opinion_____

_____

_____

_____**Reason**_____

_____

_____

_____**Example**_____

_____

_____

_____**Opinion**_____

EXAM SKILL: Expressing opinions

I think *that is the right decision.*
I believe *that is the right decision.*
My opinion is *that is the right decision.*
In my opinion, *that is the right decision.*
I'm sure *that is the right decision.*
I feel *that is the right decision.*
I guess *that is the right decision.*
I strongly believe *that is the right decision.*
To be honest, *that is the right decision.*
I reckon *that is the right decision.*
From my point of view, *that is the right decision.*
From my perspective, *that is the right decision.*
As far as I'm concerned, *that is the ....*
The way I see it, *that is the right decision.*
To my mind, *that is the right decision.*
I am of the opinion *that it is the right decision.*
I can't help thinking/feeling *that it is the right decision.*
I'm absolutely certain *that it is the right decision.*

_____

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

📖 Writing Exam- Part 4.1: Responding to an opinion writing question

First- Read and Understand the Text

Think about what the speaker said.
Ask yourself — do you agree or disagree with their opinion? Why?

Second- write your opinion :make sure to make an **OREO.**

O

<u>Step 1</u>: Start with Your Opinion (First Sentence)

Write a clear sentence showing your opinion (use expressions of opinion).
Example:

- *I think .....*
- *In my opinion, ...*

R

<u>Step 2</u>: Give Reasons (2–3 Sentences)

Explain **why** you think that.
Give 1–2 reasons.

E

<u>Step 3</u>: Give Example (1-2 Sentences)

Give 1–2 examples.

O

<u>Step 4</u>: End with a Closing Sentence

Finish with a short final thought.
Example:

- *That's why I prefer .....* *That's why I think.....*

Opinion Writing Self-Checklist	
1. Task Completion	3. Organization and Clarity
☐ I said my opinion clearly. ☐ I gave good reasons and examples.	☐ My writing has a beginning, middle, and end. ☐ My ideas are in order and easy to follow. ☐ I used linking words (because, for example).
2. Language Use	4. Final Check
☐ My sentences are clear and correct. ☐ I used good grammar and spelling.	☐ My writing makes sense. ☐ I checked and fixed my mistakes. ☐ My opinion is clear and strong

📖 Writing Exam- Part 4.1 – Practice 2

Topic: All about School | Study in another country
Format: One text of 100 words related to theme. One question asking for an opinion. (15 marks)

1.1Read the text. Write your opinion about wearing normal clothes to school. **Write at least 3-4 sentences.**

Many students dream about studying in another country. They want to see new places, meet new people, and learn in a different way.

We talked to Omar from Abu Dhabi, who is studying in Canada. "At first, it was difficult to live away from my family," he said. "But I've learned to be more independent and confident."

Omar enjoys learning about different cultures and traditions. "I made friends from many countries," he explained. "It helps me understand the world better."

He sometimes misses home, but he believes studying abroad is a great experience. "You grow as a person," he said. "I think every student should try it if they can."

Opinion_____

_____

_____

_____

_____**Reason**_____

_____

_____

_____

_____**Example**_____

_____

_____

_____**Opinion**_____

_____

_____

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

Writing Test

Write an essay about studying in another country, at least 120 words. Use the following questions to write

1. What are the main advantages of studying in another country?

2. What challenges might students face when they live abroad, and how can they overcome them?

3. How can studying abroad help students in their future life and career?

.....

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Imagine you are studying in another country.

Write about:

- **What you like most about your new school**
- **What is difficult for you**
- **What you miss about your home country**

Use expressions of opinion (e.g., 'I think,' 'In my opinion,' 'I believe that').

Word Count: About 110 words - Marks: 40 (based on rubric)