



Emirates Schools Establishment  
Zakher Private School Cycle 3

Final Assessment Booklet  
10 Advanced  
Term 2  
2023-2024

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## Term 2 Exam Prep

# VOCABULARY

## Core Lexis

Business	Environment	Money
determination	toxic	economy
risk	preserve	savings
passion	disrupt	budget
potential	survive	finance
citizen	severe	contribute
commitment	pressure	statement
secure	cause	invest
propose	expected	banking
brand	nature	poverty

Business
determination
risk
passion
potential
citizen
commitment
secure
propose
brand

Fill in the blanks with the correct words.

To be an entrepreneur requires **determination, passion and commitment (any position)**, \_\_\_\_\_ and \_\_\_\_\_. Without these, you can **risk** failing in the business almost immediately.

For a new start-up, you should **propose** a product that is beneficial to the environment and its citizen. The **potential** product should be **branded** to **secure** its place in the market.

Environment
toxic
preserve
disrupt
survive
severe
pressure
cause
expected
nature

Fill in the blanks with the correct words.

**Nature**

is a gift from God for humans live harmoniously in. Thus, we are

**expected**

to

**preserve**

it from

**severe**

destruction. We mustn't

**disrupt**

the way of nature in order

to

**survive**

.

Money
economy
savings
budget
finance
contribute
statement
invest
banking
poverty

Fill in the blanks with the correct words.

How much **money** do you have? Do you have any **savings** in the bank or at home? When you go shopping, do you have a **budget** you abide by? Would you **invest** money in something to double or triple it?

Do you **contribute** to the income of your family? Have you ever helped anyone out of **poverty**?

# GRAMMAR

Topic(s): Business, environment, money.			
ECFE Grammar	Prerequisite Grammar	GSE Grammar	Functional Language
Past perfect continuous	Can use the past perfect in a range of common situations.	Can use the past perfect continuous in a range of common situations. (see English Grammar Profiler)	<p>Describing functions</p> <p>Describing past experiences and events</p> <p>Expressing certainty, probability and doubt</p>
Past perfect simple	<p>Can use past simple in a range of common situations.</p> <p>Can use the present perfect with 'for/since' to talk about the duration of states and conditions.</p>	Can use the past perfect with adverbial clauses of time. (63)	
Nominalisation	Can form a range of nouns from adjectives and verbs with common suffixes.	Can use noun phrases in place of verb phrases in formal written language. (64)	
Verb tense: imperative	<p>Can use verbs in the imperative.</p> <p>Can use 'I'll' + infinitive for spontaneous decisions and offers.</p>	Can use 'will' + infinitive for orders and instructions. (65)	
Conjunctions: subordinating	<p>Can link clauses and sentences with a range of basic connectors.</p> <p>Can use first, second and third conditionals.</p>	Can express purpose using 'so as to' with infinitive clauses. (66)	
Clefting and fronting	Can use a range of common linking words to sequence events or activities.	Can use adverbial phrases to make comments. (66)	



# GRAMMAR

- Past Perfect Continuous

+

**S + had + been + V-ing**

They had been playing tennis.

-

**S + had not/ hadn't + been + V-ing**

They hadn't been playing tennis.

?

**Had + S + been + V-ing ?**

Had they been playing tennis?

## Usage

To describe a past action, already started and continued up to another action or time in the past

To express the duration before something in the past

To describe the cause of something in the past

## Example

The boys had been playing soccer for about an hour when it started to rain.

Richard needed a holiday because he had been working hard for six months

He was tired because he had been jogging



Make the past perfect continuous.

1. I had been working (work) all day, so I didn't want to go out.
2. She hadn't been sleeping (not/sleep) for ten hours when I woke her.
3. They had been living (live) in Beijing for three years when he lost his job.
4. When we met, you had been working (work) at that company for six months.
5. We hadn't been eating (not/eat) all day, so we felt a bit ill.

# GRAMMAR

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- Past Perfect Simple

+

**S + had + past participle + ...**

She had finished the test.

-

**S + had not/hadn't + past participle + ...**

She hadn't finished the test.

?

**Had + S + past participle + ...?**

Had she finished the test?

## Usage

## Example

To describe an action finished  
before another past action

Richard had gone out when his wife  
arrived in the office.

Describe an action that happened  
before a specific time in the past

Christine had never been to an opera  
before last night.

To describe cause and effect  
(combine with Past Simple)

I got stuck in traffic because there had  
been an accident.

To emphasize the result of an  
activity in the past

I had been to London twice by the time I  
got a job in New York.

**Complete the sentences in past perfect simple (affirmative form.)**

1. I lost the key that he (give) **had given** to me.
2. He told me that he (see) **had seen** the film .
3. I went outside as I (hear) **had heard** a noise.
4. When they came home, Liza (cook) **had cooked** dinner.
5. We could not send you a postcard because we (lose) **had lost** your address.

**Complete the sentences in past perfect simple (negative).**

1. The waiter served something that we (not / order) **hadn't ordered**.
2. He went to the country which he (not / visit) **hadn't visited** before.
3. She picked out the red dress, which she (not / wear) **hadn't worn** for ages.
4. He (not / swim) **hadn't swam** the beach before that day.
5. His mother was angry because he (not / do) **hadn't done** the shopping for her.

# GRAMMAR

- Nominalisation

## Nominalisation

### Example Sentence

- We **analysed** the data from the experiment, and it revealed that children **react** when they have too much sugar.

REWRITTEN IN NOMINALISED FORM

- The **analysis** of the data revealed children's **reaction** to excessive sugar intake.

Noun phrase

Verb

Noun phrase

Give the noun forms of the following verbs:

Admit	admission
Contradict	contradiction
Appreciate	appreciation
Correct	correction
Provide	provision
Convey	conveyance
Permit	permission

Give the noun forms of the following adjectives:

Clear	clarity
Smart	smartness
Brief	briefness
Bold	boldness
Clever	cleverness
High	height
Deep	depth



# GRAMMAR

- Verb Tense: Imperative

-The Imperative is the Infinitive without **to**.

**Affirmative:** Sit down!

**Negative:** Don't sit down!

-We use the Imperative in:

- **Instructions:** Open your books.
- **Warnings:** Look out!
- **Offers:** Have some juice.
- **Advices:** Stay at home. Don't go to school if you are ill.
- **Requests:** Pass the sugar, please.
- **Invitations:** Come for dinner.



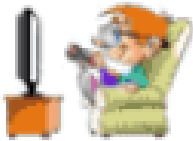
**DIRECTIONS:** Write an imperative sentence to go with each picture.



1. **Carry all the books.**



2. **Take an umbrella with you.**



3. **Don't watch the TV too close.**



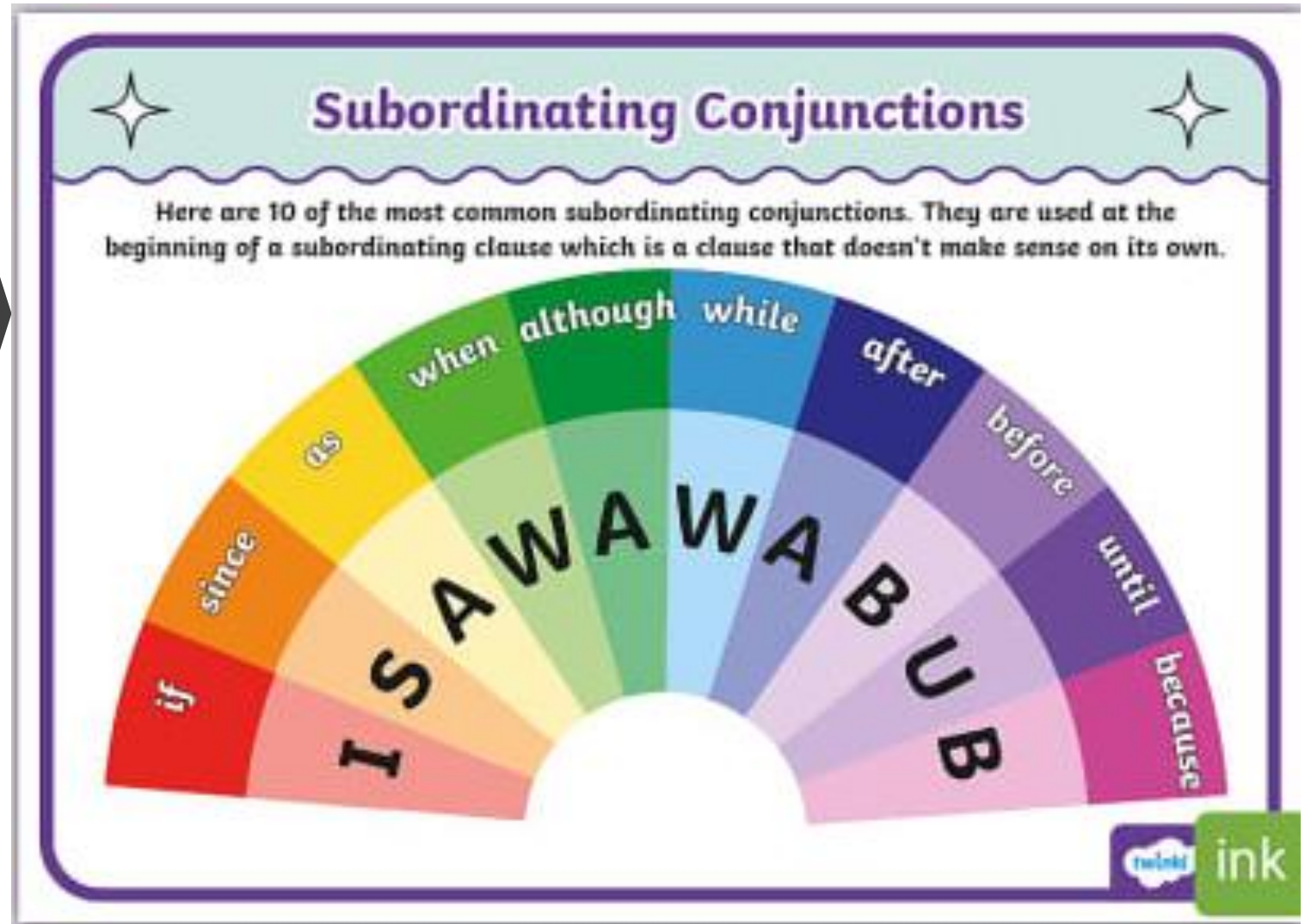
4. **Be careful when swimming.**



5. **Give me a hug.**

# Subordinating Conjunctions

## GRAMMAR



1. Before you go to bed, brush your teeth.
2. Brush your teeth before you go to bed.
3. It is cold outside although it is already summer.
4. You do not need to help me unless you want to.
5. You can come to our house whenever/if you are in the neighborhood.
6. Although it is late, you can have a glass of milk.
7. Set the table while I make supper.
8. I will wash the dishes once you finish your plate.
9. Once you start working on your homework, I will come and help you.

**Word bank:**

although

because

before

if

once

since

unless

whenever

while

# Clefting and Fronting

## FRONTING

When part of a sentence is moved from its normal position to the beginning of the sentence, we call this fronting. The part of the sentence moved to the front might be the object or some other compliment, an adverbial or even the main verb itself.

The boat **was** huge

**Huge** it **was**



Fronting is common with:

### Objects

**Twenty quid** he paid for it (he paid twenty quid for it)

### Adjectives (preceded by how)

**How lucky** you are! (you are lucky!)

### Nouns (preceded by what)

**What an idiot** I am (I am an idiot)

### Clauses

**Wh-word: Why on Earth** he would do that, I don't know.  
(I don't know why on Earth he would do that)



A cleft sentence means splitting one clause into two, each with its own verb. We do this to put emphasis and to focus on a specific part of a sentence or what we want to say.

- She writes all her novels on a typewriter.
- **What she does is (to) write all her novels on a type writer.**

### 1) EMPHASISING ONE ELEMENT

I just want *to travel* ➡ **All I want is to travel**

I need *a coffee* ➡ **What I need is a coffee**

### 2) EMPHASISING A PART OF A SENTENCE

a. With an identified subject:

I spoke to *the manager* ➡ **The person (whom) I spoke to was the manager.**

b. With "it" as a subject : *A boy* in my class won the prize > **It was a boy in my class who won the prize**

### 3) EMPHASISING AN EVENT

We left our passports at home ➡ **What happened was that we left our passports at home**

1. \_\_\_\_\_ about the place is the weather.

- a. The reason I don't like      b. What I don't like      c. That I don't like

2. \_\_\_\_\_ who lent him the money.

- a. It was Mary      b. Mary it was      c. Mary

3. What we did is \_\_\_\_\_ a letter to apologise.

- a. writing      b. write      c. wrote

4. The reason why he left \_\_\_\_\_ the embarrassment.

- a. was avoid      b. is avoiding      c. was to avoid

5. \_\_\_\_\_ that I realized she was leaving me.

- a. When I read the email      b. It was when I read the email      c. Not until I read the email

6. \_\_\_\_\_ lent you the money, remember?

- a. It's me who      b. It's me      c. It's I



# READING

## SwiftAssess exam

ECFE Alignment: Level 7.1			Term Weighting: 60%	Domain: Reading
Sections	Question Type and Instruction	Outcomes Assessed	Number of Questions and Question Description	Constructs
Part 5	<p>MAZE task multiple-choice questions</p> <p>Read the text and answer a, b or c.</p>	ENG.07.2.2.XX.016 Identify a wide range of features of text organisation and structure.	<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 5</p> <p>B1+ - B2</p> <p>Text:</p> <ul style="list-style-type: none"> <li>- extended</li> <li>- familiar and some unfamiliar concrete topics</li> <li>- informative</li> </ul> <p>Text length: 80 words</p>
Part 6	<p>MAZE task multiple-choice questions</p> <p>Read the text and answer a, b or c.</p>	ENG.08.2.2.XX.019 Identify a wide range of features of text organisation and structure.	<p>10 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 6</p> <p>B2+ - C1</p> <p>Text:</p> <ul style="list-style-type: none"> <li>- extended</li> <li>- concrete and abstract topics</li> <li>- informative</li> </ul> <p>Text length: 150 words</p>

# Maze 1:

We \_\_\_\_\_ all day that day, which caused us to be ill. We \_\_\_\_\_ all our food supplies. We were starving! Only our \_\_\_\_\_ left to help us survive.

\_\_\_\_\_ that we thought was our last. “\_\_\_\_\_!” my mum yelled, as I slowly realized it was just a dream.

1. a. hadn't been eating  
b. hasn't been eaten  
c. hadn't eating

3. a. resilient  
b. resilients  
c. resilience

5. a. Wake up  
b. Shut up  
c. Hurry up

2. a. had exhaustive  
b. had exhausted  
c. has exhausted

4. a. It was that day  
b. That day was  
c. That day

# READING

Part 7	<p>Multiple-choice questions</p> <p>Read the text and answer a, b or c.</p>	<p>ENG.07.2.3.XX.024 Read and identify specific information in extended texts on familiar and unfamiliar concrete topics.</p> <p>ENG.07.2.3.XX.025 Read and understand details in extended texts on familiar and unfamiliar concrete topics.</p>	<p>6 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers explicitly stated.</p>	<p>Application and Analysis</p> <p>A: Foundational proficiency</p> <p>Phase 5</p> <p>B1+ - B2</p> <p>Text:</p> <ul style="list-style-type: none"> <li>- extended</li> <li>- familiar and some unfamiliar concrete topics</li> <li>- narrative</li> </ul> <p>Text length: 340 words</p>
Part 8	<p>Multiple choice questions</p> <p>Read the text and answer a, b or c.</p>	<p>ENG.08.2.3.XX.030 Read and understand the overall meaning of extended texts on concrete and some abstract topics.</p> <p>ENG.08.2.3.XX.031 Read and identify specific information in extended texts on concrete and some abstract topics.</p> <p>ENG.08.2.3.XX.032 Read and understand details in extended texts on concrete and some abstract topics.</p> <p>ENG.08.2.3.XX.035 Identify the mood and tone in extended texts on familiar and some unfamiliar concrete topics.</p> <p>ENG.08.2.3.XX.036 Make connections when reading extended texts on familiar and unfamiliar concrete topics.</p>	<p>11 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers explicitly and implicitly stated.</p>	<p>Application and Analysis</p> <p>B: Grade-level mastery</p> <p>Phase 5</p> <p>B2 - B2+</p> <p>Text:</p> <ul style="list-style-type: none"> <li>- extended</li> <li>- concrete and abstract topics</li> <li>- narrative</li> </ul> <p>Text length: 360 words</p>
Part 9	<p>Multiple choice questions</p> <p>Read the text and answer a, b or c.</p>	<p>ENG.08.2.3.XX.033 Read and identify the main points of extended texts on concrete and some abstract topics.</p>	<p>4 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers implicitly stated.</p>	<p>Application and Analysis</p> <p>B: Grade-level mastery</p> <p>Phase 5</p> <p>B2 - B2+</p> <p>Text:</p> <ul style="list-style-type: none"> <li>- extended</li> <li>- concrete and abstract topics</li> <li>- narrative</li> </ul> <p>Text length: 360 words</p>

# WRITING

## Paper exam

ECFE Alignment: Level 7.1			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.06.4.3.XX.011 Use own and others' ideas to plan and develop writing.</p> <p>ENG.08.4.2.XX.019 Maintain a degree of control of simple and complex language structures in writing.</p>	<p>5 marks, marked using a rubric</p> <p>Students are asked to produce at least two sentences that contain 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 B: Grade-level mastery C: Advanced application</p> <p>Phase 5</p> <p>B2 - B2+</p>
Part 2	<p>Writing task</p> <hr/> <p>Free-response plan</p>	<p>ENG.06.4.3.XX.011 Use own and others' ideas to plan and develop writing.</p> <p>ENG.08.4.2.XX.019 Maintain a degree of control of simple and complex language structures in writing.</p> <p>ENG.08.4.3.XX.016 Write extended texts on familiar and unfamiliar concrete topics.</p> <p>ENG.08.4.3.XX.018 Produce extended, structured texts that contain topic sentences and supporting details.</p>	<p>5 marks, marked using a rubric</p> <p>Students are asked to produce a plan to answer an essay prompt.</p>	<p>Remember and Understand</p> <p>Application and Analysis</p> <p>Higher-order thinking</p> <p>A: Foundational proficiency B: Grade-level mastery C: Advanced application</p> <p>Phase 5</p> <p>B2 - B2+</p>

# Writing Exam

## Part 1: Opinion question (5 marks)

### **PART 1: Opinion: 5 marks**

What do you think are the best ways to live in an ecofriendly environment? Write 2 sentences.

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# Writing Exam

## Part 2: Planning (5 marks)

You will be given a writing prompt (question) with 3 bullet points. For example:

*Some people think that the UAE is a good place to start a business. If you were an entrepreneur, what start-up would you consider owning? You should include:*

- the kind of business you would conduct and why.*
- relevant skills needed for your start-up.*
- how your start-up helps the environment.*

- For Part 2, you are only planning your essay, NOT WRITING it yet!.
- You can use a table/mind map, any layout you prefer.
- DO NOT only paraphrase the questions! Include really short notes to attempt answering each bullet point.



# Example

Introduction	<ul style="list-style-type: none"><li>• <b>UAE offers lots of business opportunities.</b></li><li>• <b>Its economy is great.</b></li></ul>
Start-up	<ul style="list-style-type: none"><li>• Organic make-up</li><li>• No testing on animals</li></ul>
Skills	<ul style="list-style-type: none"><li>• Creativity</li><li>• Problem-solving</li><li>• Innovative</li></ul>
How benefit environment?	<ul style="list-style-type: none"><li>• Chemical-free</li><li>• No animal testing</li><li>• Recyclable materials</li></ul>
Conclusion	<ul style="list-style-type: none"><li>• Great opportunities</li><li>• All businesses should look after the environment.</li></ul>

# WRITING

Part 3	<p>Writing Task</p> <p>Extended response</p>	<p>ENG.08.4.2.XX.019 Maintain a degree of control of simple and complex language structures in writing.</p> <p>ENG.08.4.3.XX.016 Write extended texts on familiar and unfamiliar concrete topics.</p> <p>ENG.08.4.3.XX.018 Produce extended, structured texts that contain topic sentences 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 B: Grade-level mastery C: Advanced application</p> <p>Topics: Business, environment, money.</p> <p>Expected text length: 170 words</p>
Part 4	<p>Free-response question</p> <hr/> <p>Read the text and answer the question. Use full sentences.</p>	<p>LL6.R.In.1 Infer complex information needed for comprehension when it is not directly stated in a wide range of complex, extended texts.</p> <p>LL6.R.P.2 Consider how information from a wide range of complex, extended texts can be used after reading or listening.</p>	<p>Inference - 2 marks, marked using a rubric</p> <p>A free-response inference question that tests deep understanding of the text.</p> <p>Justification – 3 marks, marked using a rubric</p> <p>A free-response justification of the student's answer to the inference question.</p>	<p>Higher-order thinking</p> <p>C: Advanced application</p> <p>Phase 6</p> <p>C1</p> <p>Text:</p> <ul style="list-style-type: none"> <li>- extended</li> <li>- concrete and abstract topics</li> <li>- narrative</li> </ul> <p>Text length: 400 words</p>

# Writing Exam

## Part 3: Writing (25 marks)

You will be given a writing prompt (question) with 3 bullet points. For example:

*Some people think that the UAE is a good place to start a business. If you were an entrepreneur, what start-up would you consider owning? You should include:*

- the kind of business you would conduct and why.*
- relevant skills needed for your start-up.*
- how your start-up helps the environment.*

- For Part 3, you are writing the full essay.
- USE the points you mention in the PLAN!
- Write in no less than 170 words.

# Writing Exam

## Part 4: Inference and Justification (5 marks)

- For Part 4, you are to read the passage.
- For question 1, you have to deduce the answer from the passage, based on your understanding.
- For question 2, you have to JUSTIFY that answer. It DOESN'T mean you can simply copy the sentences. You have to PARAPHRASE the evidence.

# Example


## Passage A

It was a pleasant, sunny day, and Matisse pushed Violet gently on the swing. Violet squealed happily as it went back and forth. After a while, Matisse began to get bored. He raced off towards the biggest slide he could see. Violet struggled to get off the swing and began to toddle her way towards the slide Matisse was already zooming down. Violet had just reached the bottom of the slide when Matisse ran towards the ladder again. "Mattie! Mattie! Wait for me," she shouted as she tried to catch up with him. Matisse scrambled his way up the ladder like a monkey scaling a tree. Violet managed to grab the first rung but couldn't pull herself up to the second. Her leg couldn't reach the rungs. She sat down on the ground and began to cry.

1. a) Where are Violet and Matisse?



b) Provide evidence from the text to support your answer.



1. a) Where are Violet and Matisse?

**They are in a park.**

b) What clues did you find in the text which helped you?

**Possible clues – They are on swings, there is a slide and a ladder.**

c) Now put the two together to make a full answer in a sentence with some evidence from the text.

**Answers will vary.**

**Example answer – I think Violet and Matisse are in a park as they are playing on the swings, Matisse runs towards a slide and they also are on a ladder.**