

نموذج تدريبي لاختبار اللغة الإنجليزية (الصف الثامن Access)
القراءة – الكلمات – القواعد – الكتابة

Grade 8 Access GLG stage 4
Reading – Vocabulary – Grammar - Writing
Final exam revision

T.Hana Mesmari

The assessment is divided into three parts:

- **Part 1 – Vocabulary/Grammar:** Assesses skills toward Grade Level Goal.
- **Part 2 – Reading:** Targets working towards and at Grade Level Goal.
- **Part 3 – Reading:** Targets working at Grade Level Goal and beyond Grade Level Goal.

	Part 1: Vocabulary/ Grammar	Part 2: Reading	Part 3: Reading	Part 3: Writing
Working toward Grade Level Goal		✓		
Working at Grade Level Goal	✓	✓	✓	✓
Working beyond Grade Level Goal			✓	

مواصفات الاختبار النهائي لمادة اللغة الإنجليزية الصف
الثامن / عام Access

الاختبار الالكتروني

SwiftAsses 60 marks

Part 1A: Vocabulary

Towards Grade Level (15 marks)

Part 1B: Grammar

At Grade Level (15 marks)

Part 2: Reading

Towards Grade Level + At Grade Level (15 marks)

Part 3: Reading

At Grade Level + Beyond Grade Level (15 marks)

الاختبار الورقي

Paper-based 40 marks

1. Part 1: Opinion

(15 marks)

2. Part 2: Writing

(25 marks)

Part 1A: Vocabulary Towards Grade Level (15 marks)

Grade Level Goal Class	Grade 8 GLG 8 General	Learning Continuum Stage CEFR	4 A2.2-B1.1
Language Domain	Reading & Viewing and Writing & Representing	Total Marks Platform	Reading: 60 SwiftAssess Writing: 40 Paper-based

Part	Level	Theme	Vocabulary		
Part 1A: Vocabulary	Towards 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.	All About School After school	well, badly, quickly, slowly, quietly, loudly, carefully, happily, Club, painting, chess, computer, reading, golfing, Chinese, cooking, film-making		
		Culture and traditions of the UAE Life in the UAE, visiting a museum	pearl, to dive, divers, sunrise, sunset, rope, tradition, museum, fishing, desert, jewels, culture, building		
		Task Description	Learning Outcomes	Construct Limits	
		Multiple-Choice Gap Fill Correct the correct words to complete the sentences.	Reading Strategies ENG.04.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, the main message and known words, adjusting reading rate, skimming, scanning, rereading and reading on to understand and interpret simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	5 sentences with two gaps each 3 options, one of which is the correct answer 3 marks each (total: 15)	

Part 1A: Vocabulary Towards Grade Level (15 marks)

Multiple-Choice Gap Fill

chose the correct words to complete the sentences.

All About School |

After school well, badly, quickly, slowly, quietly, loudly, carefully, happily, Club, painting, chess, computer, reading, golfing, Chinese, cooking, film-making

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

- ☐ 5 sentences with two gaps each
- ☐ 3 options, one of which is the correct answer
- ☐ 3 marks each (total: 15)

Part 1A: Vocabulary

Topic: All About School | After school

instructions: Choose the correct word to complete each sentence.

1. In the film-making club, students must work _____ and speak _____ so everyone can hear their ideas.

- A. carefully / happily
- B. quietly / loudly
- C. quickly / quietly

2. The pearl _____ had to hold their breath for a long time as they would _____ deep into the sea.

- A. divers / dive
- B. tradition / fishing
- C. museum / pearl

3. At the _____, we saw beautiful _____, like necklaces and rings, all made from local pearls.

- A. chess / building
- B. museum / jewellery
- C. club / painting

4. After the _____ club, I always walk home _____ because I am tired but happy.

- A. cooking / quickly
- B. reading / loudly
- C. cooking / slowly

5. The old _____ of pearl diving is an important part of the _____ and history of the UAE.

- A. tradition / culture
- B. rope / desert
- C. computer / sunset

<https://www.liveworksheets.com/worksheet/en/english-language-vocabulary/8274365>



Part 1B: Grammar At Grade Level (15 marks)

Part 1B:
Grammar

At Grade Level Goal
Apply an increasing range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, known words, and rereading and reading on to understand and interpret texts.

Design and Shape Things we use every day	inventor, invention, sunset, light bulb, drawing, to explore, bicycle, label, university, product designer, object	G.14.1 Past Time (past simple (including verb 'to be')) G.2.5 Adverbs (adverbial linkers) G.12.2 Prepositions (time) G.12.1 Prepositions (place)
Buildings and Structures Brilliant buildings	mosque, building, ancient, to build, tourist attraction	
Task Description	Learning Outcomes	Construct Limits
Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	Reading Strategies ENG.04.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, the main message and known words, adjusting reading rate, skimming, scanning, rereading and reading on to understand and interpret simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	▪ 1 descriptive text of 130 words (10% either way) with 5 gaps ▪ 3 options, one of which is the correct answer ▪ 3 marks each (total 15)

Part 1B: Grammar At Grade Level (15 marks)

Multiple-Choice Gap-Fill

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

Design and Shape |

Things we use every day inventor, invention,
sunset, light bulb, drawing, to explore,
bicycle, label, university, product designer,
object

Buildings and Structures |

Brilliant buildings mosque, building, ancient,
to build, tourist attraction

1. Past Time (past simple (including verb 'to be'))
2. Adverbs (adverbial linkers)
3. Prepositions (time)
4. Prepositions (place)

- ☐ 1 descriptive text of 130 words with 5 gaps
- ☐ 3 options, one of which is the correct answer
- ☐ 3 marks each (total 15)

Grammar

1. Past Time (past simple (including verb 'to be'))

Vowels: U A E I O

What is the Past Simple Tense?

The Past Simple tense is used to talk about actions or states that are **finished** and happened at a **specific time in the past**. The time could be recent or a long time ago.

1. Past Simple with Regular Verbs (Action Verbs)

This is for most verbs that describe actions

How to Form:

1. Add **-ed** to the verb.

- work -> **worked**
- play -> **played**

2. For verbs ending in a consonant + **y**, change the **y** to **i** and add **-ed**.

- study -> **studied**
- try -> **tried**

3. For verbs ending in a short vowel + a single consonant, double the consonant and add **-ed**.

- stop -> **stopped**
- plan -> **planned**

Examples

• "Thomas Edison **invented** the light bulb."

(The action is completely finished.)

• "I **watched** a movie last night."

(The action happened at a specific, finished time.)

• "They **visited** the museum **last year**."

Grammar

1. Past Time (past simple (including verb 'to be'))

What is the Past Simple Tense?

The Past Simple tense is used to talk about actions or states that are **finished** and happened at a **specific time in the past**. The time could be recent or a long time ago.

2. Past Simple with the Verb 'To Be' (State Verb)

The verb 'to be' is irregular and does not use **-ed**. It is used to describe a past state (how something or someone was).

How to Form:

• I / He / She / It -> **was**

• You / We / They -> **were**

Examples:

• "I **was** a student **ten years ago**." (A past state of being.)

• "The architects **were** very creative."
(Describing a past state of the architects.)

• "We **were** at the park."

• "She **was** happy yesterday."

<https://www.baamboozle.com/game/2149>

<https://www.baamboozle.com/game/84325>



Grammar

2. Adverbs (adverbial linkers)

What are they?

Words that connect ideas and show relationships between sentences.

Common Types

1. Sequence (Order)

- **First, Next, Then, Finally**
- "First, we buy ingredients. **Then**, we cook. **Finally**, we eat."

2. Addition (Adding More)

- **Also, Moreover, Furthermore**
- "She speaks English. **Also**, she speaks Arabic."
- "He is smart. **Moreover**, he works hard."

3. Contrast (Different Ideas)

- **However, But, On the other hand**
- "It's expensive. **However**, it's good quality."
- "I'm tired, **but** I will finish my work."

4. Result (What Happens Because)

So, Therefore, As a result

- "It was raining, **so** we stayed home."
- "She practiced daily. **Therefore**, she improved quickly."

5. Time (When Things Happen)

Meanwhile, Afterwards, Later

- "I was cooking. **Meanwhile**, my sister was setting the table."
- "We ate dinner. **Afterwards**, we watched a movie."

Grammar

2. Adverbs (adverbial linkers)

What are they?

Words that connect ideas and show relationships between sentences.

Where to Put
Them

Beginning of Sentence

- "**First**, open the book."
- "**However**, it was too late."

Middle of Sentence

- "The food, **however**, was cold."

Between Two Ideas

- "I was hungry, **so** I ate."
- "She studied hard, **and** she

- "He will, **therefore**, need

help."

<https://www.baamboozle.com/game/3719108>

Practice

Choose the correct
linker:

1. I like apples. (Also/But) I like oranges.
2. It was raining. (Therefore/First) we took umbrellas.
3. Finish your work. (Then/Moreover) you can play.



Grammar

3. Prepositions (time)

The Main
Prepositions of

What Are They?
Small words that tell **when** something happens.

The prepositions	Use for	examples
At	• Specific times: at 3:00, at noon, at midnight • Festivals: at Eid • Night: at night	• The class starts at 9:00 AM." • "We eat family dinner at Eid." • "I study at night."
On	• Days: on Monday, on Friday • Dates: on May 1st, on December 25th • Special days: on my birthday, on National Day	• "I have football practice on Tuesday." • "Our exam is on March 15th." • "We celebrate on National Day."
In	• Months: in January, in Ramadan • Seasons: in winter, in summer • Years: in 2020, in 1999 • Long periods: in the 20th century • Morning/afternoon/evening: in the morning, in the afternoon	• "Schools start in September." • "It's hot in summer." • "I was born in 2010." • "I drink coffee in the morning."

Grammar

3. Prepositions (time)

The Main Prepositions of

What Are They?

Small words that tell **when** something happens.

Time

The prepositions	Use for	examples
For	•How long something lasts	•I studied for two hours." •"We lived there for five years."
Since	•From a specific time in the past until now	•"I have been here since 2020." •"She has waited since 8:00 AM."
From...To	•Start time to end time	•"The shop is open from 9:00 to 17:00." •"We have class from Monday to Thursday."

Practice

Choose the correct
preposition:

<https://www.baamboozle.com/game/979017>

<https://www.baamboozle.com/game/1762460>

1. We have a test (**on/in**) Monday.

2. I wake up (**at/on**) 6:30 AM.

3. My birthday is (**at/or**) May 10th.

4. It snows (**on/in**) winter.

5. She has worked here (**since/for**) 2018.



Grammar

4. Prepositions (Place)

The Main Prepositions of

What Are They?
Small words that tell **where** something is.

The prepositions	Use for	examples
At	•Specific points: at the bus stop, at the door, at the top •Addresses: at 15 Main Street •Buildings (as a point): at the hospital, at school, at the mall	•"Wait for me at the entrance." •"She lives at 25 Green Road." •"I'll meet you at the cinema."
On	•Surfaces: on the table, on the wall, on the floor •Public transport: on the bus, on the train, on a plane •Roads/streets: on Main Street, on this road •Technology: on TV, on the phone, on the computer, on website •Enclosed spaces: in the room, in the car, in the box	•"The book is on the desk." •"He's on the bus right now." •"I saw it on television." •"She's in the kitchen."
In	•Countries/cities: in the UAE, in Dubai, in Abu Dhabi •Areas with boundaries: in the park, in the garden •Liquid/colours: in the water, in black and white	•"They live in Sharjah." •"The children are playing in the park."

Grammar

4. Prepositions (Place)

What Are They?

Small words that tell **where** something is.

The Main Prepositions of

The prepositions	Use for	examples
Under	•Below something	•"The cat is under the table."
Next to/beside	•At the side of something	•"My house is next to the school."
Between	•In the middle of two things	•"The bank is between the hotel and the restaurant."
In front of	Facing something (opposite of behind)	"The car is in front of the house."
Behind	At the back of something	"He is hiding behind the tree."
Above/over	Higher than something	"The picture is above the sofa."
Opposite	Facing something on the other side	"The bank is opposite the post office."

Grammar

4. Prepositions (place)

What Are They?

Small words that tell **where** something is.

Practice

Choose the correct preposition:

1. The keys are **(on/in)** the table.
2. She works **(at/in)** a hospital.
3. Wait for me **(on/at)** the bus stop.
4. Dubai is **(at/in)** the UAE.
5. The cat is hiding **(under/between)** the bed.

Easy Memory Trick

- **AT** a specific point (imagine pointing at a spot)
- **ON** a surface (imagine something sitting on top)
- **IN** an enclosed space (imagine being inside a box)

<https://www.baamboozle.com/game/13493>

<https://www.baamboozle.com/game/89>

05:00

Example of the grammar maze

Choose the correct preposition:

Historical building

Qasr Al Hosn 1. **a. is** / b. was / c. are) the oldest stone building in Abu Dhabi.

People 2. (a. build / b. builds / **c. built**) this ancient fort in 1761. 3. (a. First / b. Then / **c. Today**), it serves as a museum and tourist attraction. Many visitors 4. **a. explore** / b. explores / c. explored) its historic rooms every day. The fort's walls 5. (a. tells / **b. tell** / c. told) stories from the past.

1. a. is (Present tense for current status)
2. c. built (Past simple for completed action)
3. c. Today (Time adverb showing present situation)
4. a. explore (Present simple for habitual action)
5. b. tell (Present simple for plural subject "walls")



Example of the grammar maze

Choose the correct preposition:



The story of the light bulb

Thomas Edison (1. **a) is** / **b) was** / **c) were**) a famous inventor who created many useful objects. His most famous invention, the light bulb, (2. **a) is** / **b) are** / **c) were**) still used today. (3. **a) First** / **b) Then** / **c) Finally**), after many failed attempts, he succeeded in 1879. This important discovery happened (4. **a) at** / **b) on** / **c) in**) the 19th century. Today, we can see his early light bulbs (5. **a) at** / **b) on** / **c) in**) museums around the world.

1.b) was (Past tense for historical figure)

2.a) is (Present tense for current use - light bulb is singular)

3.c) Finally (Shows successful conclusion after many attempts)

4.c) in (Preposition for centuries)

5.a) at (Preposition for specific locations like museums)

Choose the correct preposition:

Example of the grammar maze



Sheikh Zayed Grand Mosque

The Sheikh Zayed Grand Mosque 1. **(a. is / b. was / c. are)** one of the largest mosques in the world. Construction 2. **(a. begin / b. begins / c. began)** in the 1990s and took over ten years to complete. 3. **(a. First / b. Then / c. Finally)** in 2007, the magnificent building opened to the public. Today, thousands of visitors 4. **(a. visit / b. visits / c. visited)** this amazing place every week. The beautiful white domes 5. **(a. shines / b. shine / c. shone)** brilliantly in the desert sun.

1. **b. was** (Past tense for completed status)
2. **c. began** (Past simple for action starting in the past)
3. **c. Finally** (Adverb showing conclusion after long process)
4. **a. visit** (Present simple for habitual action)
5. **b. shine** (Present simple for general truth)

<https://www.liveworksheets.com/worksheet/en/english-language-grammar/8274494>

Part 2: Reading Towards Grade Level + At Grade Level (15 marks)

Part 2: Reading		Buildings and nature	sliding windows, cool, in the future, wheel, busy, boat, to travel, to imagine	U.10.1 Future time (simple future (will and shall))
	Towards Grade Level Goal Identify specific information	Task Description	Learning Outcomes	Construct Limits
	At Grade Level Goal Identify some details Infer the meaning of unknown words and expressions from the context. Identify the overall meaning.	Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Specific Information: ENG.04.RV.CS.2.1: Read and identify specific information in simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured. Details: ENG.04.RV.CS.5.1: Read and identify details in simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured. Inference ENG.04.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context when reading simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured. Overall Meaning ENG.04.RV.CS.1.1: Read and identify the overall meaning of simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	1 expository text of 200-23 words (10% either way) 5 questions with 3 options one of which is the correct answer (3 marks each, total 15)

Part 2: Reading Towards Grade Level + At Grade Level (15 marks)

Multiple-Choice

Read the text. Choose the correct answer.

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

- ☐ 1 expository text of 200-230 words
- ☐ 5 questions with 3 options, one of which is the correct answer
- ☐ (3 marks each, total: 15)

Part 2: Reading Towards Grade Level + At Grade Level (15 marks)

Read and chose the correct answer

Houses That Work With Nature

Architects today are creating new kinds of buildings that work with **nature**. Instead of fighting the weather, they use it. In a hot country, a clever idea is to design a house with an **open space** in the middle. This open area lets the **wind** flow through the house to keep it **cool**.

To **connect** the inside of the house with the garden, architects use large **sliding doors** and **sliding windows**. When you open them, the house and garden become one big living **space**.

What will houses be like **in the future**? Some people **imagine** houses that can move! Perhaps we **will travel** in a house on a **boat** or even on wheels.

Think about a **busy** city where there is no more land. A house with a **wheel** at its base could move to a new, quiet location whenever you want. These future homes **will connect** us with the world in amazing new ways.

1. According to the text, what is one way architects use nature to cool a house?

- A. They use sliding doors to connect rooms.
- B. They create an open space for the wind to flow through.
- C. They build houses on boats to travel.

2. What specific feature makes the house and garden feel like one big room?

- A. The open space in the middle.
- B. The large sliding doors and windows.
- C. The wheel at the base of the house.

3. In the text, the compound noun "open space" (paragraph 1) most likely means:

- A. A busy area with many people
- B. A room that is locked
- C. An area that is not closed in

4. What is the main idea of the final paragraph?

- A. Houses are becoming more busy.
- B. Future houses might be able to move to new locations.
- C. Everyone will live on boats in the future.

5. According to the text, what is one reason a house might need to move in the future?

- A. Because the wind is too strong.
- B. Because there might be no more land in a busy city.
- C. Because sliding doors are broken.

Part 3: Reading At Grade Level + Beyond Grade Level (15 marks)

Reading	At Grade Level Goal Identify some details Beyond Grade Level Goal Infer the meaning of unknown words and expressions from the context. 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 support understanding of new texts.	of the UAE traditional dress, poetry	elderly, comfortable, poem, poet, reader, to chant, wedding, festival	G.14.1 Past Time (past simple (including be'))
		Task Description	Learning Outcomes	Construct Limit
		Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Details: ENG.04.RV.CS.5.1: Read and identify details in simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured. Inference ENG.04.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context when reading simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured. Connections ENG.04.RV.CS.4.2: Make basic inferences or predictions about text content, line of argumentation and sequence of events in a narrative, using text features and basic connectors when reading simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured. ENG.04.RV.CS.3.1: Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to support understanding of new texts when reading simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Overall Meaning ENG.04.RV.CS.1.1: Read and identify the overall meaning of simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	1 narrative text of 200 words (10% either way) 5 questions with 3 options each, one of which is the correct answer (3 marks each, 15)

Part 3: Reading At Grade Level + Beyond Grade Level (15 marks)

Multiple-Choice

Read the text. Choose the correct answer.

Culture and the traditions of the UAE |

Traditional dress, poetry education, traditional, happiness, respect, modern, elderly,
comfortable, poem, poet, leader, to chant, wedding, festival

- ☐ 1 narrative text of 200-230 words
- ☐ 5 questions with 3 options, one of which is the correct answer
- ☐ 3 marks each, total: 15

Part 3: Reading At Grade Level + Beyond Grade Level (15 marks)

Read and chose the correct answer

A Special Festival

Last year, I attended a wonderful **traditional** Emirati **wedding** with my family. The atmosphere was full of **happiness** and **respect** for the culture. One of the most memorable parts of the evening was the poetry recitation.

An elderly poet, a man highly respected as a community **leader** in arts, stood up. He began to **chant** a beautiful **poem**. His voice was strong and clear, and the words told a story about heritage and unity. The poem **was** specially written for the couple. **Afterwards**, everyone clapped with great appreciation. I felt a strong connection to our history.

This experience helped me understand that while our lives are **modern**, these traditions keep our culture alive. They are a **comfortable** and important bridge between the past and the present. At a national **festival** later that year, I heard another poet, and it reminded me of that special wedding.

1. According to the text, what was the atmosphere like at the wedding?

- A. Modern and busy.
- B. Full of happiness and respect.
- C. Quiet and uncomfortable.

2. What did the poet do *after* he finished chanting the poem?

- A. He became the community leader.
- B. He wrote a poem for the couple.
- C. Everyone clapped with appreciation.

3. In the text, the word "chant" most likely means:

- A. to sing or say in a repetitive and musical way
- B. to write quickly in a book
- C. to talk quietly to one person

4. What is the main message of the text?

- A. Weddings are expensive.
- B. Traditional poetry at celebrations helps keep culture alive.
- C. Elderly people are always good poets.

5. If you were at a different cultural celebration, like Eid, what would you most likely expect to see based on this text?

- A. People ignoring old traditions.
- B. Modern activities only, like video games.
- C. Traditional practices that connect people to their culture.

Part 4: Writing At Grade Level Goal (40 marks)

Part 4: Writing	Spell a wide range of words using regular spelling patterns and an increasing range of words with irregular spellings.	All about School Study in another country	Term 1 Vocabulary	G.1.5 Adjectives (followed by prepositions and infinitives)	FL.16 Expressing Opinion
	Write sentences using capital letters, full stops, commas and question marks correctly, and apostrophes and other punctuation with increasing control.	Task Description			Learning Outcomes
	Produce short, simple written or multimodal texts, expressing simple comparisons and justifications where appropriate.	Construct Limits			
	Express simple ideas, information and opinions with developing coherence.	Constructed Writing Response	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.		
	Summarise and describe the main points and information in simple written, spoken or multimodal texts.	4.1 Read the text and write your opinion about _____. 4.2 Question 3 Writing prompts Write at least 110 words.	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 word 40 marks (based on rubric)		

Part 4: **Writing** At Grade Level Goal (40 marks based on rubric)

All about School |

Study in another country

Term 1 Vocabulary

Part 1: One text of 100 words related to theme.

- ❖ One question asking **for an opinion.**
- ❖ 15 marks

Part 2: One question with **three prompts** to elicit a narrative text related to theme.

- ❖ Word count: **110 words**
- ❖ 25 marks

Things to use in your writing:

- ✓ Spell a wide range of words.
- ✓ Write sentences using: capital letters , full stops , commas and other punctuation.
- ✓ Express simple ideas, information and opinions with developing coherence.

Task completion	Structure	Grammar	Vocabulary	Spelling & punctuation	Total / 40

Writing

Part 4: **Writing** At Grade Level Goal (40 marks based on rubric)

Part 1 : Opinion

Instructions: Read the short text below. Then, write your opinion about studying in another country.

Example 1

"Studying in another country is a big decision. Students can learn a new language and experience a different culture. However, it can be difficult to be far from your family and friends. You have to be independent and ready for new challenges."

Write your opinion here (Write 2-3 sentences):

Sample answer

I think studying abroad is a good opportunity **because** you can become more independent. **I am excited about** learning new traditions, **but I would also be** sorry for leaving my family. It is a chance to grow, but it requires to be so strong.

<https://padlet.com/nadyahali/studying-in-another-country-6zhwvqr9ktimhj3>



Writing

Part 4: **Writing** At Grade Level Goal (40 marks based on rubric)

Part 1 : Opinion

Instructions: Read the short text below. Then, write your opinion about studying in another country.

Example 2

"Studying abroad offers students the chance to experience new cultures and education systems. While it helps develop independence and language skills, it can also be challenging to adapt to different teaching methods and be away from home support systems."

Write your opinion here (Write 2-3 sentences):

Sample answer

I believe studying in another country is beneficial **because** it helps students become more independent. **I am excited about** experiencing new cultures, **though I would be** nervous about being away from family. **The advantages of** better education opportunities make it worthwhile despite the challenges.

Writing

Part 4: **Writing** At Grade Level Goal **(40 marks based on rubric)**

Part 2 : The writing task

Instructions: Your school is offering a one-year study abroad program.

Write a paragraph expressing your opinion about whether students should participate in this program.

Write your opinion paragraph here (Write at least 110 words). Use these prompts to help you:

Example 1

1. Should students join this program? Why?

2. What are the main benefits or concerns?

3. How is studying abroad different from studying in your home country?

Title

Studying Abroad

Sample answer

Introduction

I believe studying abroad is a great opportunity for students. It lets you learn in a new country and gain important life experiences.

Body

Studying abroad helps you learn in different ways and see the world from new perspectives. It makes you more independent and confident. For example, you can improve your language skills by speaking with people every day. You might feel nervous about being away from home, but this helps you grow stronger.

Conclusion

Even though it might seem scary at first, studying abroad helps you grow and can lead to better job opportunities. I think every student should consider this valuable experience.

Writing

Part 4: **Writing** At Grade Level Goal **(40 marks based on rubric)**

Part 2 : The writing task

Example 2

Your friend is considering studying English in Canada for six months. Write a paragraph to give them your opinion about this plan.

Write your opinion paragraph here (Write at least 110 words). Use these prompts to help you:

1. Is this a good plan? Why?
2. What are the main advantages?
3. How is learning English in Canada different from learning it in your home country?

Title

Learning English in Canada

Sample answer

Introduction

I think studying English in Canada is an excellent plan for your language learning journey. It offers a complete immersion experience that you cannot get in our home country.

Body

Learning English in Canada is much more effective than learning it here because you will practice with native speakers every day. You will hear English in shops, on buses, and everywhere you go. This real practice is different from classroom learning where we only use textbooks. I am excited about how quickly your speaking will improve in this environment. You might be worried about understanding Canadians at first, but this challenge will help you learn faster.

Conclusion

Although it might be difficult initially, your English skills will improve dramatically. I strongly recommend you go to Canada for this amazing opportunity to become fluent in English.

The background is a light beige color. It features several geometric shapes: a large rectangle in the top-left corner, a smaller rectangle in the top-right corner, a large rectangle in the bottom-left corner, and a large rectangle in the bottom-right corner. In the center, there is a large, tilted rectangle. The text "More practice for the grammar" is written in a black, serif font, centered within this tilted rectangle.

More practice
for the
grammar

Example of the grammar maze

Choose the correct preposition:

Education in the UAE has a remarkable history. In the past, education

1. (a. is / b. were / **c. was**) quite simple and focused on the Holy Quran. Children 2. (a. learn / **b. learnt** / c. learning) in informal classes held in homes or mosques. 3. (**a. Every day** / b. Yesterday / c. Tomorrow), a teacher, known as a *Mutawa*, would guide them.

Today, the education system is modern and advanced. You can find excellent schools 4. (a. at / **b. in** / c. on) every city across the Emirates. 5. (a. Finally / b. Unfortunately / **c. Proudly**), the UAE now has some of the best universities in the region. Last year, my cousin 6. (a. apply / **b. applied** / c. applying) to a university in Abu Dhabi. The application process 7. (**a. is** / b. are / c. were) very organized. She submitted her documents 8. (a. at / **b. on** / c. in) the university's website. She studies 9. (a. careful / b. more careful / **c. carefully**) for all her exams. Her dream 10. (**a. was** / b. were / c. are) to become an engineer and help build the future of her country.

Example of the grammar maze

Choose the correct preposition:

In the past, architecture in the UAE 1. (a. is / **b. was** / c. were) very different from today. Local communities 2. (**a. constructed** / b. construct / c. constructing) their homes from natural materials like coral stone and palm wood. 3. (a. Next week / b. Last year / **c. Often**) they built tall wind towers to catch the breeze and cool the houses. People spent time 4. (a. at / **b. in** / c. on) the comfortable, shaded rooms inside. Now, the UAE leads the world in innovative construction. When you stand 5. (a. at / **b. through** / c. on) the base of the Burj Khalifa, it seems to touch the clouds. 6. (a. Personally / b. Historically / **c. Amazingly**) this skyscraper contains enough glass to cover 17 football fields. The building's design 7. (**a. is** / b. are / c. were) inspired by a desert flower. Recently, our school 8. (a. organize / **b. organized** / c. organizing) a trip to the Louvre Abu Dhabi. We looked 9. (a. careful / b. more careful / **c. carefully**) at the amazing dome that seems to float. We saw the Qasr Al Hosn fort, which 10. (**a. was** / b. were / c. are) the original home of Abu Dhabi's ruling family.

Example of the grammar maze

Choose the correct preposition:

Long ago, life in the UAE 1. (a. is / **b. was** / c. were) very different. The Bedouin people 2. (a. travel / **b. travelled** / c. traveling) across the deserts, living in tents and moving with their camels. 3. (**a. Sometimes** / b. Yesterday / c. Tomorrow) they would stop at an oasis to rest. They often gathered 4. (a. at / **b. in** / c. on) the shade of the date palms. Today, the UAE is a modern nation, but it still honors these traditions. If you walk 5. (**a. through** / b. at / c. on) the old souks in Dubai or Al Ain, you can feel a connection to the past. 6. (a. Finally / b. Unfortunately / **c. Traditionally**), you will be offered *Gahwa* (Arabic coffee) as a sign of welcome. The traditional *Ayyala* dance 7. (**a. is** / b. are / c. were) performed at weddings and national celebrations. Last year, I 8. (a. watch / **b. watched** / c. watching) a fascinating cultural show at the heritage village. The performers danced 9. (a. beautiful / b. more beautiful / **c. beautifully**) to the beat of the drums. We learned about the history of pearl diving, which 10. (**a. was** / b. were / c. are) a very important industry here for centuries.



**THANK
YOU!**

T.Hana Mesmari