مدرسة درب السعادة
DARB ALSAADA SCHOOL

Student's Name: ----------

Grade10/ Section: ----------

Grade 10 - Term 1

2025-2026

Training Form for the final Test

Part 1A: Vocabulary:

Part	Level	Theme	Vocabulary	
Part 1A: Vocabulary	**Towards Grade Level Goal** Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message, headings and connectors, adjusting reading rate, skimming, scanning and reading on to understand and interpret texts.	**A Picture of Health** | Handling stress, Overcoming adversity	admirable, breakthrough, gradually, unidentified, obstacle, overcome, posititive, handling (stress), evaluate, coping strategies, dealing with, perspective, circumstances	
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Gap Fill Correct the correct word(s) to complete the sentences.	**Reading Strategies** ENG.07.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message, overall organisation, structure and word choices, adjusting reading rate, skimming, scanning and reading on to understand and interpret extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	▪ 1 text of 160 words (10% either way) with 7 gaps focusing on the target vocabulary. ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total: 14)

Part 1A: Vocabulary:
Read the text carefully and fill the gaps with the correct answers:.

Text:

Life often presents challenges that test our strength and patience. When facing difficult **(1)** _____, it is important to maintain a **(2)** _____ attitude and believe that every problem has a solution. Successful people are often admired for their **(3)** _____way in **(4)** _____ stress and staying calm under pressure. They do not let every **(5)** _____ stop them; instead, they develop **(6)** _____ that help them adapt and improve. Sometimes, the best progress happens **(7)** _____, not all at once, and each small step can lead to a major breakthrough.

Questions:

1. A. inventions
   B. circumstances
   C. explanations
2.
   A. negative
   B. ordinary
   C. positive

3. A. admirable
   B. confusing
   C. temporary
4.
   A. building
   B. handling
   C. sharing
5.
   A. obstacle
   B. direction
   C. opinion
6.
   A. coping strategies
   B. secret wishes
   C. training tools
7.
   A. carefully
   B. gradually
   C. suddenly

2-On Sundays, I like to sit on the(1) _____ and watch TV all day. I often use the (2)_____ to change the(3) _____ if I get bored. Sometimes I just(4) _____ through different shows. I always lower the (5)_____ when my parents talk to me.

1. _____ a) couch potato b) couch c) gaming
2. _____ a) remote control b) blogging c) commercials
3. _____ a) channel b) gamers c) spare time
4. _____ a) surf b) volume c) commercials
5. _____ a) volume b) gamers c) spare time

3-Some people spend all their(1) _____ on watching shows or(2) _____ online. Many teenagers are called (3)_____ because they play video games for hours. Companies often make a lot of money from(4) _____ that appear between shows. Some people even enjoy (5)_____ about their experiences or hobbies.

1. _____ a) spare time b) channel c) commercials
2. _____ a) blogging b) gaming c) volume
3. _____ a) gamers b) couch potato's c) remote control
4. _____ a) commercials b) surfing c) blogging
5. _____ a) blogging b) volume c) couch

4 -While some(1) _____ spend hours on the sofa, others prefer more interactive hobbies. The rise of (2)_____ allows people to share opinions online instead of just watching TV. Teenagers often switch the (3)_____ rapidly, trying to avoid long adverts. Professional (4)_____ sometimes earn money from streaming and content creation. Even adjusting the (5)_____ can make the viewing experience more enjoyable when multiple people are watching.

1. _____ a) couch potato's b) gamers c) remote control
2. _____ a) blogging b) commercials c) volume
3. _____ a) channel b) gaming c) spare time
4. _____ a) gamers b) couch c) commercials
5. _____ a) volume b) surf c) blogging

Part 1B : Grammar :
Read the text and choose the correct answer :

Part	Level	Theme	Vocabulary	Grammar
Part 1B: Grammar	**At Grade Level Goal** Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message and overall organisation, adjusting reading rate, skimming, scanning and reading on to understand and interpret texts.	**Infotainment** | Staring at a screen, Infotainment	remote control, couch potato, channel surf, commercials, turn down, volume, gaming, gamers, streaming, blogging, vlogging, spare time,	Question tags Wh-questions Historic present - used to narrate past events in a livelier manner as if we were there, witnessing what was happening (p. 39)
		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.07.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message, overall organisation, structure and word choices, adjusting reading rate, skimming, scanning and reading on to understand and interpret extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	▪ 1 narrative text of 160 words (10% either way) with 7 gaps ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total 14)

Infotainment Overload

It's a Saturday morning, and Sam (1) _____ on the couch, scrolling through endless videos. His eyes are fixed on the screen, as if the world around him (2) _____. Suddenly, his sister Mia walks in and asks, "(3) _____ you doing, Sam? You've been here for hours!" Sam laughs and says, "I'm just watching a science vlog — it's educational, (4) _____?"Mia shakes her head. "That's what you said yesterday. Don't you think you should take a break?" Sam sighs. He remembers when weekends used to mean football with friends. "But this video explains how rockets work!" he says excitedly. "(5) _____ I stop now when it's getting interesting? "Later, when the Wi-Fi crashes, Sam stares at the blank screen. The room is silent — almost peaceful. He finally picks up a book and smiles. "It's good, (6) _____?" Mia grins. "See? Life offline isn't the end of the world, (7) _____?"

1. A) lies
   B) is lying
   C) lie

2. A) disappears
   B) disappearing
   C) disappear

3. A) What are
   B) Where do
   C) When are

4. A) isn't it
   B) doesn't it
   C) wasn't it

5. A) Do
   B) Why should
   C) When do

6. A) was it
   B) is it
   C) isn't it

7. A) is it
   B) was it
   C) does it

Part 2 : Reading :

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	**Towards Grade Level Goal** Identify details **At Grade Level Goal** Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.). Interpret and explain connections that may require some inference between ideas, perspectives or themes and own experience, background knowledge, other texts or the wider world. Identify the overall meaning.	**A Picture of Health** | Longevity, Medical advice and the internet	inhabitants, preservatives, longevity. altitude, unpolluted, long-lived, prevent, accurate, dishonest, patient, remedy, validity, take advantage of, attitude, fraudulent	Stage 7 grammar
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Read the text. Choose the correct answer.	**Comprehension Skills** Details: 3 x ENG.07.RV.CS.5.1: Read and identify details in extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Inference 2 x ENG.03.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Connections 2 x ENG.07.RV.CS.3.1: Interpret and explain connections that may require some inference between ideas, perspectives or themes and own experience, background knowledge, other texts or the wider world when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Overall Meaning 1 x ENG.07.RV.CS.1.1: Read and identify the overall meaning of extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	▪ 1 narrative text of 270-300 words (10% either way) ▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)

A Picture of Health

In a small mountain village, far from polluted cities, lives an old man named Haruto. At ninety years old, he still walks to the fields every morning. The air here is unpolluted, the food is simple, and the people believe that patience is the best remedy for stress. One morning, a young journalist visits the village to learn the secret of their longevity. “Why do people live so long here?” she asks. Haruto smiles and replies, “Because we respect nature, eat what we grow, and never rush life.” His answer sounds simple, yet it carries deep wisdom. Later, the journalist searches online for scientific explanations. She reads about the benefits of altitude and fresh food, but she also finds websites offering “miracle pills” that claim to prevent aging. Some of the sites seem dishonest, filled with fraudulent promises and false testimonials. She remembers Haruto’s calm words and begins to question the validity of modern medical advice on the internet. Before leaving, she walks with Haruto through the fields. “What’s the most important thing about health?” she asks. He laughs softly. “A positive attitude,” he says, “and knowing when not to take advantage of what you can’t trust.” The journalist returns home with a new perspective: true health is not just about medicine or money—it’s about balance, honesty, and peace of mind.

Comprehension Questions:

1. **Where does Haruto live?**
   A. In a noisy city
   B. In a small mountain village
   C. Near the ocean

2. **What does Haruto do every morning?**
   A. Walks to the fields
   B. Goes online
   C. Visits the doctor

3. **What does the journalist want to discover?**
   A. The secret of the villagers' longevity
   B. How to buy medicine
   C. Why cities are polluted

4. **What does Haruto believe is the best remedy for stress?**
   A. Patience
   B. Medicine
   C. Exercise

5. **How does the journalist feel about the websites she reads?**
   A. She fully trusts them
   B. She doubts their honesty
   C. She ignores them completely

6. **What word best describes the websites selling "miracle pills"?**
   A. Accurate
   B. Fraudulent
   C. Patient

7. **What lesson does the journalist learn from Haruto?**
   A. To buy more products
   B. To work harder
   C. To value honesty and balance

   8 . What is the overall meaning of the text?
   A. Real health comes from nature, trust, and a positive attitude
   B. Technology is always dangerous
   C. Old people know everything

The mystery of longevity

The pursuit of longevity—2the extension of human life beyond the statistical norm—has long fascinated both philosophers and scientists. While average life expectancy has risen dramatically in the past century due to advances in medicine, sanitation, and nutrition, certain communities demonstrate unusually high proportions of individuals surpassing the age of one hundred. These enclaves of extraordinary vitality invite inquiry into the determinants of human longevity and the broader implications of an aging global population. Research into “Blue Zones,” regions such as Okinawa in Japan and Sardinia in Italy, has revealed a constellation of factors that appear to converge in these communities. Diets emphasize plant-based foods, lean proteins, and moderate caloric intake; daily routines integrate physical exertion not as regimented exercise but as a natural part of work and social life. Equally significant are cultural values: an enduring sense of purpose, ritualized community engagement, and intergenerational solidarity. These practices appear to buffer individuals against the corrosive effects of stress and social isolation, which modern epidemiology increasingly identifies as silent but lethal threats to longevity. Yet, the celebration of extreme longevity conceals unsettling questions. Does a longer lifespan necessarily equate to an enhanced quality of life, or does it merely prolong the period of physical decline and dependency? Economists warn of the immense strain that rapidly aging populations will impose on healthcare systems, pension structures, and labor markets. Ethicists, meanwhile, raise concerns about emerging biotechnologies—gene editing, anti-aging pharmaceuticals, even the prospect of radical life extension—that risk exacerbating inequalities if accessible only to the privileged. Paradoxically, the quest to conquer aging may undermine the very conditions that support healthy longevity. A culture obsessed with extending biological limits could overlook the social bonds, simplicity, and moderation that have historically sustained long-lived communities. Perhaps the true challenge is not to prolong life at any cost, but to cultivate societies in which longevity is not merely measured in years, but in resilience, dignity, and meaning.

1.**Based on the passage, which factor is implied to be most underestimated in discussions about longevity?**
A) Access to advanced biotechnology.
B) Social and cultural connections.
C) Nutritional supplements and lean proteins.
D) Government healthcare policies.

2**-The author contrasts *modern urban centers* with *Blue Zones* primarily to:**
A) argue that technological progress inevitably reduces lifespan.
B) emphasize that longevity cannot be achieved in large cities.
C) highlight how lifestyle pace and environment influence well-being.
D) demonstrate that urban communities lack genetic diversity.

3. What assumption underlies the economists' concern about aging populations?
A) Longer lifespans will always reduce the productivity of younger generations.
B) Increased longevity automatically leads to greater dependency on state resources.
C) Economic systems are unprepared to sustain a large elderly demographic.
D) Biotechnology will eliminate most of the costs associated with aging.

4. Which of the following statements best captures the author's perspective on biotechnology and life-extension research?
A) Such advancements are the most reliable path to universal longevity.
B) They risk shifting attention away from social and cultural factors essential to healthy aging.
C) They guarantee a solution to inequality in healthcare.
D) They have already replaced traditional practices in Blue Zones.

5. The author's tone in the final paragraph can best be described as:
A) skeptical and cautionary.
B) celebratory and optimistic.
C) detached and indifferent.
D) technical and purely descriptive.

6. The passage suggests that societies should prioritize:
A) prolonging biological lifespan regardless of cost.
B) ensuring dignity, purpose, and social resilience in aging.
C) implementing biotechnology as quickly as possible.
D) reducing population growth to balance resources.

7. Which of the following questions would BEST extend the discussion in the passage?
A) How do pension policies differ across nations with long-lived populations?
B) What role do genetic mutations play in human longevity?
C) Should governments regulate access to life-extending technologies to ensure equity?
D) What percentage of Okinawans consume soy products daily?

Stress: A Modern Challenge

Stress is a natural reaction of the human body and mind when faced with challenges or pressures. It can arise from academic demands, family responsibilities, social expectations, or even personal ambitions. While a small amount of stress can sometimes be beneficial—motivating students to work harder and stay focused—excessive stress often has harmful effects. Psychologists describe stress as both a physical and emotional response. Physically, stress can increase heart rate, raise blood pressure, and disrupt sleep patterns. Emotionally, it may lead to feelings of anxiety, frustration, or helplessness. Prolonged stress can weaken concentration, reduce productivity, and even harm long-term health by weakening the immune system. In today's fast-paced world, many young people face continuous stress, particularly during examinations or when balancing school and personal life. Effective strategies such as time management, regular exercise, relaxation techniques, and seeking support from family or friends can help reduce stress. Most importantly, recognizing the early signs of stress allows individuals to take action before it becomes overwhelming. Stress is unavoidable, but learning how to manage it wisely is an essential life skill that can lead to better well-being and greater success in the future.

1. What is the main idea of the passage?
a) Stress always has negative consequences
b) Stress is a natural reaction that can be both helpful and harmful
c) Stress only affects young people during exams
d) Stress is caused only by physical illness

2. According to the text, when can stress be beneficial?
a) When it makes people feel helpless
b) When it motivates students to work harder
c) When it weakens the immune system
d) When it disrupts sleep patterns

3. Which of the following is NOT mentioned as a possible physical effect of stress?
a) Increased heart rate
b) Raised blood pressure
c) Stronger concentration
d) Disrupted sleep

Part 3 : Reading Comprehension :

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	**At Grade Level Goal** Identify details **Beyond Grade Level Goal** Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. Interpret and analyse explicit and implicit connections between ideas, perspectives or themes and own experience, background knowledge, other texts or the wider world to support conclusions. Identify the overall meaning	**Infotainment |** Commercials, Visual Media and language	commercial, slogan, noticeable, original, memorable, informative , visual media, infant, passively, sense, development, limited	Stage 7 grammar
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Read the text. Choose the correct answer.	**Comprehension Skills** Details: ENG.07.RV.CS.5.1: Read and identify details in extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Inference ENG.03.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Connections ENG.07.RV.CS.3.1: Interpret and explain connections that may require some inference between ideas, perspectives or themes and own experience, background knowledge, other texts or the wider world when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Overall Meaning ENG.07.RV.CS.1.1: Read and identify the overall meaning of extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	▪ 1 expository text of 270-300 words (10% either way) ▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)

Film and Media in the Arab World

Film and media in the Arab world have played a significant role in shaping cultural identity, political discourse, and social development across the region. From the golden age of Egyptian cinema in the mid-20th century to the rise of independent filmmakers in Lebanon, Morocco, and Palestine, Arab media has undergone substantial evolution, reflecting the diverse histories, languages, and experiences of the region. Egypt has long been considered the heart of Arab cinema, producing countless films and television series that have been distributed throughout the Middle East and North Africa (MENA). Renowned directors such as Youssef Chahine and actors like Omar Sharif helped to bring Arab stories to international audiences. Meanwhile, satellite television channels like Al Jazeera and MBC have transformed the media landscape, offering a platform for both mainstream and alternative voices. In recent years, Arab filmmakers have increasingly tackled complex and often controversial themes, such as gender roles, migration, identity, and political resistance. Film festivals in cities like Cairo, Dubai, and Marrakech have provided a stage for showcasing regional talent and fostering dialogue between Arab and international artists. Despite challenges such as censorship, funding limitations, and political instability, the Arab film and media industry continues to grow. The advent of digital platforms and streaming services has further democratized content creation and distribution, allowing new voices to emerge and audiences across the globe to access Arab narratives.

1. Which country is traditionally considered the center of Arab cinema?
A. Lebanon
B. Morocco
C. Egypt
D. Saudi Arabia

2. What role have satellite television channels like Al Jazeera and MBC played in the Arab media landscape?
A. They have limited media freedom.
B. They promote only Western films.
C. They provide platforms for both mainstream and alternative voices.
D. They only broadcast government-approved content.

3. What themes are increasingly explored by contemporary Arab filmmakers?
A. Historical myths and fairy tales
B. Foreign politics
C. Gender roles, identity, and political resistance
D. Space exploration and science fiction

4. What is one major challenge faced by the Arab film and media industry?
A. Lack of audience interest
B. Too much international support
C. Censorship and funding limitations
D. Overproduction of content

5. How have digital platforms and streaming services impacted Arab media?
A. They have restricted access to Arab content.
B. They have made content more expensive to produce.
C. They have democratized content creation and broadened access.
D. They have decreased the popularity of Arab films.

6. What contribution did Egyptian cinema make to the Arab world?
A. It focused solely on documentaries.
B. It helped bring Arab stories to a global audience.
C. It discouraged cultural exchange.
D. It promoted only silent films

7. What is the purpose of Arab film festivals like those in Cairo, Dubai, and Marrakech?
A. To censor controversial content
B. To promote only government-approved films
C. To showcase regional talent and foster artistic dialogue
D. To compete with Western film industries

Enrichment Activities -Grammar :

Present Passive Voice

1. Which sentence is in the present passive voice?

A) She writes the report.
B) The report is written by her.
C) She is writing a report.
D) The report was written by her.

2. Choose the correct present passive voice form of this sentence: "They clean the room every day."

A) The room is cleaned every day.
B) The room was cleaned every day.
C) The room cleans every day.
D) They are cleaning the room every day.

3. What is the correct passive form of "He delivers the letters"?

A) The letters are delivered by him.
B) The letters were delivered by him.
C) The letters deliver by him.
D) The letters is delivered by him.

4. Which verb form is used in the present passive voice?
A) was + past participle
B) is/are + past participle
C) is/are + verb-ing
D) has/have + past participle

5. Select the sentence in the present passive voice:
A) The cakes are being baked.
B) The cakes are baked every morning.
C) The baker bakes the cakes every morning.
D) The cakes were baked yesterday.

6. What is the passive voice of: “People speak English worldwide”?

A) English was spoken worldwide.
B) English is speaking worldwide.
C) English is spoken worldwide.
D) English speaks worldwide.

7. Which of these is not in the present passive voice?

A) Emails are sent daily.
B) Lunch is served at noon.
C) The car is washed.
D) The letter was written yesterday.

Past Passive Voice

1. Which sentence is in the past passive voice?

A) The book is read by many students.
B) The book was read by many students.
C) Many students read the book.
D) Many students are reading the book.

2. Choose the correct passive form of: “They painted the house.”

A) The house was painted.
B) The house is painted.
C) The house paints.
D) The house is being painted.

3. What is the correct past passive voice form of: “She baked a cake.”

A) A cake is baked by her.
B) A cake was baked by her.
C) A cake was baking by her.
D) A cake bakes by her.

4. Which verb form is used in the past passive voice?

A) is/are + past participle
B) was/were + past participle
C) has/have + past participle
D) will be + past participle

5. Choose the past passive version of: “The police arrested the thief.”

A) The thief is arrested.
B) The thief was arrested.
C) The thief arrests.
D) The thief has been arrested.

6. What is the passive form of: “People watched the movie last night”?

A) The movie is watched last night.
B) The movie was watched last night.
C) The movie has been watched last night.
D) The movie watches last night.

7. Which sentence is not in the past passive voice?

A) The window was broken by the wind.
B) The documents were signed yesterday.
C) The manager signed the documents.
D) The letter was sent on Monda

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conjunction : Subordinating

1. Which sentence uses a subordinating conjunction correctly?

A) She stayed home, and she was tired.
B) She stayed home because she was tired.
C) She stayed home; so she was tired.
D) She stayed home but she was tired.

2. Choose the correct sentence using “although”:

A) Although it was raining, we went for a walk.
B) It was raining although we went for a walk.
C) We went although for a walk it was raining.
D) It was although raining, we went for a walk.

3. Which of the following sentences uses the conjunction “unless” correctly?
A) You won’t pass unless you study.
B) Unless you won’t pass, you study.
C) Unless study, you won’t pass.
D) You study unless, you won’t pass.

4. What is the function of a subordinating conjunction?

A) To connect two main clauses
B) To join a dependent clause to an independent clause
C) To add emphasis to a sentence
D) To begin a question

5. Identify the subordinating conjunction in this sentence: "I'll wait here until you come back."

A) I'll
B) wait
C) until
D) back

6. Which sentence shows correct use of "if"?

A) I'll go to the park if it doesn't rain.
B) If I'll go to the park, it doesn't rain.
C) I go to the park if doesn't rain.
D) It doesn't rain, I'll go if to the park

Verb Form

1. Which sentence is correct ?

A) He passed the exam by to study hard.
B) He passed the exam by studied hard.
C) He passed the exam by studying hard.
D) He passed the exam by study hard.

2. Which sentence is correct?

A) She decided went home.
B) She decided to go home.
C) She decided go home.
D) She decided to going home.

3. Identify the correct sentence using the infinitive after the verb:

A) They enjoy to travel.
B) They enjoy travelling.
C) They enjoy to travelling.
D) They enjoy travel.

4. Choose the correct sentence:

A) I want going home.
B) I want to go home.
C) I want go home.
D) I want gone home.

5. Which sentence expresses intention using “want to”?

A) He want to play football.
B) He wants play football.
C) He wants to play football.
D) He wants playing football.

6. Choose the sentence that shows a plan for the future:

A) I plan to visit my parents this weekend.
B) I plan visited my parents this weekend.
C) I planning to visit my parents this weekend.
D) I plan visit my parents this weekend.

7. Which is the correct use of "intend" to talk about a future action?

A) They intend go to the meeting.
B) They intend to going to the meeting.
C) They intend to go to the meeting.
D) They intending to go to the meeting.

Adverbs : Adverbial linkers

1-Which sentence correctly uses 'despite' to show concession?
A) Despite he was tired, he continued working.
B) Despite of being tired, he continued working.
C) Despite his tiredness, he continued working.
D) Despite to be tired, he continued working.

2. Choose the sentence that correctly uses 'in spite of':
A) In spite he was late, he caught the bus.
B) In spite of the rain, they went hiking.
C) In spite that it was cold, we went swimming.
D) In spite going home, she stayed out.

3. Which sentence contains an incorrect use of 'despite'?
A) Despite her injuries, she finished the race.
B) Despite of his age, he runs fast.
C) Despite the traffic, we arrived on time.
D) Despite the delay, the event was a success.

4. What typically follows 'in spite of'?
A) A complete clause with a subject and verb
B) A question word
C) A noun phrase or gerund
D) An infinitive verb

5. Which sentence correctly uses 'although'?
A) Although the rain, they played outside.
B) Although being tired, he worked late.
C) Although it was raining, they played outside.
D) Although of his strength, he couldn’t lift it.

6. Choose the correct use of 'though':
A) Though the traffic, he arrived early.
B) He went jogging, though it was raining.
C) Though of her kindness, she was misunderstood.
D) Though tiredness, he kept going.

7. What is the function of 'although' in a sentence?
A) To introduce a cause
B) To introduce a result
C) To show contrast or concession
D) To give a definition

8. Which sentence shows incorrect use of 'though'?
A) Though it was cold, she didn’t wear a jacket.
B) I like chocolate, though I try not to eat it.
C) Though she tried, she succeeded.
D) Though of the situation, we left early.

Grammar : Revision of some important previous English Grammar Rules :

Question tag

Complete these sentences with the correct question tag.

You live in Abu Dhabi, _____?

Khalid doesn't like spicy food, _____?

The UAE is a beautiful country, _____?

They haven't finished their project, _____?

You can speak English, _____?

She won't be late, _____?

Reported speech

Direct Speech	Reported Speech
Present Simple: "I work here."	Past Simple: He said he worked there.
Present Continuous: "I am studying."	Past Continuous: She said she was studying.
Present Perfect: "I have visited Dubai."	Past Perfect: He said he had visited Dubai.
Past Simple: "I went to Abu Dhabi."	Past Perfect: She said she had gone to Abu Dhabi.
Will: "I will help you."	Would: He said he would help me.
Can: "I can swim."	Could: She said she could swim.
Must: "I must study."	Had to: He said he had to study.

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Relative clause

- **Defining relative clauses (also called identifying relative clauses) give essential information about a noun.**

They tell us exactly which person or thing we are talking about. Without this information, the sentence would not make complete sense.

- **Structure:**

A defining relative clause follows the noun it describes.

We use relative pronouns like: who, which, that, whose, whom, where, when

We don't use commas to separate defining relative clauses from the rest of the sentence

Relative Pronouns

Pronoun	Used for
who	people
which	things/animals
that	people/things/animals
whose	possession
where	places
when	times

Part 1: Complete these sentences using who, which, that, whose, where, or when.

1. The woman _____ teaches us English is from Canada.
2. The book _____ I borrowed from the library is interesting.
3. Dubai is a city _____ attracts millions of tourists every year.
4. The man _____ car was stolen reported it to the police.
5. I still remember the day _____ I arrived in the UAE.

Present perfect

❖ We use **the present perfect:**

- ❑ for something that **started in the past and continues in the present.**
- ❑ when we are talking about **our experience up to the present.**
- ❑ for something that **happened in the past but is important in the present.**

❖ **Form:**

- ❑ Positive: Subject + have/has + past participle
- ❑ Negative: Subject + have/has + not + past participle
- ❑ Question: Have/Has + subject + past participle

Part 3: Present Perfect vs. Past Simple

Choose the correct form of the verb (present perfect or past simple).

1. I _____ (visit) the Sheikh Zayed Grand Mosque last weekend.
2. She _____ (live) in Dubai for ten years now.
3. _____ you _____ (see) the news yesterday?

Part 1: Complete the sentences with the present perfect form of the verbs in brackets.

1. I _____ (visit) Dubai three times.
2. She _____ (not finish) her homework yet.
3. _____ you _____ (try) the new restaurant in the mall?
4. My brother _____ (live) in Abu Dhabi since 2018.
5. We _____ (not see) that movie.

Part 2: Choose the correct time expression (for, since, just, already, yet, never, ever).

1. I have lived in the UAE _____ five years.
2. She has studied Arabic _____ 2019.
3. Have you _____ tried Emirati food?
4. We have _____ been to the top of Burj Khalifa. We went there last week.

Present continuous

1. This computer (is working -are working –aren't working) properly!
2. She (are reading- is reading – is read) .
3. My brother is (play – played - playing) computer games .

Past Continuous

1. I (am – were - was) studying for my exam last week.
2. They were (shop -shopped – shopping) in the mall at that time.
3. I (was doing – was done – am doing) my degree in 2016.

Modals

1- I (should – can – must) speak English well .
2- We (can – must – may) wear the uniform in the school .
3- (Can – Should – Might) you please pass me the salt ?

Part 4 : Writing :

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	**At Grade Level Goal** Produce extended and detailed written or multimodal texts, expressing comparisons and justifications where appropriate. Produce extended written or multimodal texts that generally follow conventional text-type features appropriate to the task, contain paragraphs with topic sentences and supporting details, and show a developing awareness of audience. Express ideas, information, opinions, feelings, emotions and personal perspectives, giving reasons and explanations. Summarise, paraphrase, collate and describe information and arguments from different sources of extended written, spoken or multimodal texts, giving details where needed.	**A picture of Health** | Health Clubs, Talking about Stress	Term 1 Grammar	Historic present - used to narrate past events in a livelier manner as if we were there, witnessing what was happening (p. 39)	Summarising and retelling
		Task Description	**Learning Outcomes**		**Construct Limits**
		Guided constructed response 4.1 Read the text. Write the main idea in your own words. 4.2 Read the text again. Main writing prompt. • prompt 1 • prompt 2 • prompt 3 Write at least 170 words.	**Fluency in text production** ENG.07.WR.P.1.1: Produce extended and detailed written or multimodal texts on familiar and unfamiliar concrete topics, expressing comparisons and justifications where appropriate, where meaning is generally clear, although there may be some inaccuracies, especially with more complex language, and some repetition of language and structures. **Text structure** ENG.07.WR.P.4.1: Produce extended written or multimodal texts on familiar and unfamiliar concrete topics that generally follow conventional text-type features appropriate to the task, contain paragraphs with topic sentences and supporting details, and show a developing awareness of audience, although there may be some inaccuracies, especially with more complex language, and some repetition of language and structures. **Presentation and development of ideas** ENG.07.WR.P.2.1: Express ideas, information, opinions, feelings, emotions and personal perspectives on familiar and unfamiliar concrete topics, giving reasons and explanations using simple and a wide range of complex language and expressions in extended written or multimodal texts, although there may be some inaccuracies, especially with more complex language, and some repetition of language and structures. **Processing text in writing** ENG.07.WR.S.6.1: Summarise, paraphrase, collate and describe information and arguments from different sources of extended written, spoken or multimodal texts on familiar and unfamiliar concrete topics, giving details where needed using simple and a wide range of complex language and expressions in writing, although there may be some inaccuracies, especially with more complex language, and some repetition of language and structures.		4.1 One text of 160 words related to theme. One question asking for the main idea of the text, using their own words. 4.2 ▪ One question about the text with three prompts to elicit an argumentative text asking them for their opinion with evidence to support their view. ▪ Word count: 170 words ▪ 40 marks (based on rubric)

Part 1: Reading Text

In today's world, technology has turned entertainment into a powerful source of information. Through social media, streaming services, and online platforms, people can access news, tutorials, and documentaries with just a few clicks. This combination of information and entertainment, known as *infotainment*, has changed how we learn and think. On the positive side, it keeps people informed and connected to global events in an enjoyable way. However, critics argue that infotainment often sacrifices accuracy for excitement. Many online influencers and video creators focus more on views and popularity than on truth. As a result, false or exaggerated information spreads quickly. Despite these concerns, infotainment remains one of the most popular ways for people, especially youth, to stay engaged with the world. The challenge today is learning how to separate facts from opinions and entertainment from reality.

In your own words, explain the main idea of the text.

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Part 2: Argumentative Writing

Write a short argumentative essay (about **170 words**) responding to the question below:

Do you think infotainment is more helpful or more harmful to society?

Use the following prompts to guide your writing:

1. Explain your opinion clearly.
2. Give **two pieces of evidence or examples** to support your view.
3. Suggest what people can do to make infotainment more responsible.

(Sample Exam 2)

Part 1: Reading Text

The internet has blurred the line between learning and leisure. Many people now get their daily information from videos, podcasts, and social media posts instead of traditional news or textbooks. This trend, called *infotainment*, mixes facts with entertainment to keep audiences interested. While it can make education more enjoyable, it also raises concerns about credibility. Some online personalities simplify complex issues or use catchy headlines to attract more viewers, which can lead to misunderstanding or misinformation. At the same time, infotainment encourages curiosity and creativity by presenting knowledge in fun, accessible ways. Whether it's a science experiment on YouTube or a history lesson on TikTok, infotainment can inspire people to learn without feeling bored. The real question is not whether infotainment is good or bad, but how responsibly it is used by both creators and audiences.

In your own words, explain the main idea of the text.

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Part 2: Argumentative Writing

Write a short argumentative essay (about **170 words**) responding to the question below:

Should infotainment replace traditional education methods?

Use the following prompts to guide your writing:

1. State your opinion clearly.
2. Give **two reasons or examples** to support your view.
3. Explain how society can balance fun and factual learning in the future.

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(Sample Exam 3)

Part 1: Reading Text

The rise of infotainment has transformed how people understand the world. News is no longer limited to newspapers or television; instead, millions turn to social media and online platforms for updates. Influencers, vloggers, and content creators mix humor, visuals, and storytelling to explain current events or teach new skills. This blend of information and entertainment captures attention quickly, but not always accurately. Many viewers trust online personalities more than official sources, which can spread bias or incomplete facts. Despite the risks, infotainment has made knowledge more democratic: anyone with a phone and internet connection can learn, teach, or share opinions. The challenge lies in using these platforms wisely thinking critically, checking facts, and valuing truth over trends. Infotainment's impact depends not on technology itself, but on how people choose to consume and create digital content.

In your own words, explain the main idea of the text.

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Part 2: Argumentative Writing

Write a short argumentative essay (about **170 words**) responding to the question below:

Do you think social media influencers have too much power over what people believe and learn?

Use the following prompts to guide your writing:

1. State your opinion clearly.
2. Give **two examples or reasons** to support your point of view.
3. Suggest how people can become more critical and responsible online users.

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(Sample Exam 4)

Part 1: Reading Text

Technology has transformed the way people approach health and fitness. With the rise of fitness apps, wearable devices, and online health platforms, individuals can track their exercise, monitor sleep, and even manage nutrition more effectively. These tools make it easier for people to adopt healthy habits and maintain a consistent routine. For example, wearable devices can alert users when they have been inactive for too long, encouraging movement throughout the day. Online communities also provide motivation and support, allowing people to share progress and advice. However, relying solely on technology has its drawbacks. Some users may become overly dependent on apps and devices, ignoring their body's natural signals. Despite this, when used wisely, technology can help people live healthier lives, reduce risks of chronic diseases, and encourage long-term fitness habits. Ultimately, combining technology with awareness and discipline is the key to improving overall well-being.

In your own words, explain the main idea of the text.

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Part 2: Argumentative Writing

Write a short argumentative essay (about **170 words**) responding to the question below:

Do you think technology has a positive or negative impact on people's health and fitness?

Use the following prompts to guide your writing:

1. State your opinion clearly.
2. Give **two examples or evidence** from the text or your own knowledge to support your view.
3. Suggest ways people can use technology responsibly to improve their health and fitness.

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(Sample Exam 5)

Part 1: Reading Text

Maintaining a healthy lifestyle has become easier thanks to modern technology. Today, people can access virtual workout programs, track calories with mobile apps, and join online fitness challenges that encourage regular exercise. These innovations make staying active more engaging and personalized. Wearable devices can measure heart rate, sleep patterns, and daily activity, helping users understand their bodies better. Additionally, online health forums and social media communities allow people to exchange tips, share success stories, and find motivation from others. However, experts warn that technology cannot replace common sense and discipline. Over-reliance on gadgets may lead to neglecting basic health habits, such as eating balanced meals or listening to the body's natural signals. Despite this, technology, when combined with self-awareness and consistent effort, can support long-term health goals, prevent lifestyle-related diseases, and encourage people to adopt positive habits for a longer and healthier life.

In your own words, explain the main idea of the text.

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Part 2: Argumentative Writing

Write a short argumentative essay (about **170 words**) responding to the question below:

Do you believe technology is more helpful than harmful for maintaining a healthy lifestyle?

Use the following prompts to guide your writing:

1. State your opinion clearly.
2. Give **two examples or evidence** from the text or personal experience to support your view.
3. Suggest how people can use technology wisely to improve their health and fitness habits.

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(Sample Exam 6)

Part 1: Reading Text

Many people wonder why some individuals live much longer than others. Research suggests that longevity is influenced by a combination of genetics, lifestyle, and daily habits. Those who live longer often maintain a balanced diet, exercise regularly, manage stress effectively, and avoid harmful habits like smoking or excessive drinking. Social connections and a sense of purpose also play a vital role in extending life expectancy. Interestingly, many long-lived individuals follow routines that technology can now support. For example, fitness trackers help monitor physical activity, while apps remind people to meditate, sleep well, or take medications on time. However, living longer is not only about following rules—it requires consistency, awareness, and mindful choices every day. While genetics may provide an advantage, adopting healthy habits has been shown to increase lifespan and improve quality of life. The “secret” to longevity seems to be a combination of discipline, healthy routines, and a positive mindset.

In your own words, explain the main idea of the text.

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Part 2: Argumentative Writing

Write a short argumentative essay (about **170 words**) responding to the question below:

What do you think is the most important factor in living a long and healthy life?

Use the following prompts to guide your writing:

1. State your opinion clearly.
2. Give **two examples or evidence** from the text or personal experience to support your view.
3. Suggest practical ways people can adopt healthy habits to live longer.

The End of the Questions

Good Luck