



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

T3 English Exams

2017-18

Support Materials

Grades 6-10

T3 Exams_0518_RCJ

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T3 English Exams 2017-18 Support Materials

Grades: 6-10

English Reading (ER) and Writing (EW)

Both reading and writing are weighted equally. Speaking and Listening are not examined.

The English exams link to the Trimester 2-3 guiding, and essential, questions.

For more ER and EW exam specifications follow the ADEK portal pathway:

<https://portal.adek.abudhabi.ae/sites/CA/Shared%20Documents/Forms/AllItems.aspx?RootFolder=%2Fsites%2FCA%2FShared%20Documents%2FAssessment%20Development%20Section%2F2017%2D2018%2FT3%2FT3%20Exam%20Specifcation%20Table%20%20%D8%AC%D8%AF%D9%88%D9%84%20%D9%85%D9%88%D8%A7%D8%B5%D9%81%D8%A7%D8%AA%20%D8%A7%D9%85%D8%AA%D8%AD%D8%A7%D9%86%D8%A7%D8%AA%20%D8%A7%D9%84%D9%81%D8%B5%D9%84%20%D8%A7%D9%84%D8%AF%D8%B1%D8%A7%D8%B3%D9%8A%20%D8%A7%D9%84%D8%AB%D8%A7%D9%84%D8%AB%2FEnglish%20Language%20G1%2D10&FolderCTID=0x01200041F95D0BEE6EDA44BA4110FD7F68D542&View=%7B735DA53D%2D6D3E%2D4489%2D8F0B%2D2C705A06C928%7D>

Note:

- Trimester 3 exam support materials are exemplars and not grade or theme specific. The exemplar texts are for illustration purposes only. These materials are designed to support teaching and learning
- For reading and writing, Grade 6-10 will be awarded a numerical value
- For ER, each item is equally weighted (to align with the MOE). Students are awarded 2 marks for a correct response
- Exam skills should be developed in context.

English Reading

For ADEK exams, there are 4 text types: imaginative, information, procedural (How to guide), persuasive. There are 4 item levels: retrieve, interpret, reflect and language* (language* items test language in context). Refer to ADEC's exam specifications for English.

There are two item types:

- **MCQ:** multiple choice
- **CR:** constructed response

Exemplar ER instruction for the questions:

Read Text A and answer questions A1-A5

For question A1-A4, choose one answer and circle it e.g. **(A)**. For A5, write your answer in the space provided. If you make a mistake, cross out the first answer and circle the correct one e.g. ~~(A)~~ → **(C)**.

Exemplar ER front page:

ER6 Mark Check Sheet			
Question/s	Maximum	Marker	Reviewer
A1 - A6	12		
B1 - B7	14		
C1 - C6	12		
D1 - D6	12		
TOTAL	50	50	50
Name of the Marker: _____		Signature: _____	
Name of the Reviewer: _____		Signature: _____	

Writing: EW G6-9

There is **one** writing task. The writing prompt includes visuals and key words.

Exemplar EW G6-9 back page:

Text type writing: EW6					
Task Completion Information Report	Vocabulary	Grammar	Use verb tenses	Organisation	Total Mark
10	10	10	10	10	50
Name of the Marker: _____			Signature: _____		
Name of the Reviewer: _____			Signature: _____		

Refer to grade specific writing rubrics:

Grade 6 English – Writing Rubric						
<i>Please note that these rubrics have been adapted for the purpose of the exam marking. Rubrics need to be shared with the students in advance of the exam.</i>						
Learning Outcome Students will:	9-10 marks The student:	7-8 marks The student:	5-6 marks The student:	3-4 marks The student:	1-2 marks The student:	0 marks
Task Completion Produce a written Information text.	Writes an effective and cohesive text. — selects a variety of relevant ideas for purpose and audience — organizes ideas for purpose and audience — communicates ideas effectively for purpose and audience	Writes a text. — selects some relevant ideas for purpose and audience — organizes some ideas for purpose and audience — communicates ideas for purpose and audience	Attempts to write a text. — selects some ideas — organizes some ideas — communicates some ideas	- selects one relevant idea - organizes one idea - communicates one idea	- idea vaguely addresses the theme	Non Attempt/Off-point texts/Plagiarized texts
Vocabulary Use vocabulary to convey meaning related to the task.	Uses vocabulary effectively to convey meaning for task. — uses relevant vocabulary accurately in context — uses a range of vocabulary related to task — selects vocabulary that adds meaning or effect to the task	Uses vocabulary to convey meaning for task. — uses some relevant vocabulary in context — uses some vocabulary related to task	Attempts to use vocabulary to convey meaning for task. — uses some relevant vocabulary	- uses some simple vocabulary	- uses lists of words with little or confusing meaning	
Grammar Use grammar, spelling, and punctuation.	Use grammar, spelling and punctuation for clarity. — uses familiar and/or taught grammar structures correctly — spells familiar and/or taught words correctly — uses familiar and/or taught punctuation correctly	Use some grammar, spelling and punctuation for clarity. — uses some familiar and/or taught grammar structures correctly — spells some familiar and/or taught words correctly — uses some familiar and/or taught punctuation correctly	Attempt to use grammar, spelling and punctuation. — uses some grammar structures — spells some words correctly — uses some punctuation	— spelling sometimes interferes with meaning — uses capital letters and full stops sometimes	- spelling interferes with meaning - capital letters and full stops not used - lists of words	
Use verb tenses.	Uses a range of verb tenses and verbs accurately . — uses a variety of verb tenses correctly — uses a variety of verbs correctly	Uses some verb tenses and verbs accurately . — uses some verb tenses correctly — uses some verbs correctly	Attempts to use verb tenses and verbs. — attempts to use verb tenses — attempts to use verbs	- some error with tenses	- some error with subject/verb agreement	
Organisation Use simple sentences, connectors, compound and complex sentences. Uses paragraphing.	Uses a range of sentences accurately . — uses a variety of sentence structures and lengths — uses simple sentence structures effectively — uses more than one type of compound sentence — uses at least one type of complex sentence — uses clear and appropriate paragraphs	Uses some sentences accurately . — starts to use a variety of sentence structures and lengths — uses simple sentence structures including subject and verb or subject, verb and object — uses at least one type of compound sentence — uses paragraphs	Attempts to use sentences. — uses simple sentence structures including subject and verb or subject, verb and object — paragraphing is not clear	- uses simple sentence structures with some inaccuracies	- uses a list of words with confusing meaning	

Writing: EW G10

In Grade 10, *only*, there is a sentence writing task. There is **one** writing task. The writing prompt includes visuals and key words.

Exemplar EW G10 back page:

Text type writing: EW10

Task Completion Information	Vocabulary	Grammar	Use verb tenses	Organisation	Total Mark
	6	6	6	6	30

Simple sentence	Compound sentence	Complex sentence	Total Mark
6	6	8	20

Name of the Marker: _____ Signature: _____
 Name of the Reviewer: _____ Signature: _____

Refer to grade 10 writing rubrics:

Grade 10 English – Sentence Writing Rubric

Please note that these rubrics have been adapted for the purpose of the exam marking. Rubrics need to be shared with the students in advance of the exam.

Sentence Writing

- Simple and compound sentences are out of 6 marks: 0 or 2 for Meaning; 0 or 2 for Vocabulary; 0 or 2 for Grammar.
- Complex sentences are out of 8 marks: 0 or 4 for Meaning; 0 or 2 for Vocabulary; 0 or 2 for Grammar.
- Each sentence must be distinct [i.e. different from any other sentence]
- If the incorrect sentence type is used, zero is awarded for meaning but marks are still awarded for vocabulary and grammar use
- Any copying from reading texts will be considered off point/plagiarized.

Simple sentence	Meaning Uses simple sentence structures effectively related to the prompt.	Vocabulary Uses vocabulary to convey meaning related to the prompt.	Grammar Writes accurately using knowledge of grammar.
Correct	2	2	2
Incorrect	0	0	0

Compound sentence	Meaning Uses compound sentence structures effectively related to the prompt.	Vocabulary Uses vocabulary to convey meaning related to the prompt.	Grammar Writes accurately using knowledge of grammar.
Correct	2	2	2
Incorrect	0	0	0

Complex sentence	Meaning Uses complex sentence structures effectively related to the prompt.	Vocabulary Uses vocabulary to convey meaning related to the prompt.	Grammar Writes accurately using knowledge of grammar.
Correct	4	2	2
Incorrect	0	0	0

Exemplar writing rubric:

Grade 10 English – Writing Rubric

Please note that these rubrics have been adapted for the purpose of the exam marking. Rubrics need to be shared with the students in advance of the exam.

Learning Outcome Students will:	5-6 marks The student:	4 marks The student:	3 marks The student:	2 marks The student:	1 mark The student:	0 marks
Task Completion Produce a written information report text.	Writes an effective and cohesive text. — selects a variety of relevant ideas for purpose and audience — organizes ideas for purpose and audience — communicates ideas effectively for purpose and audience	Writes a text. — selects some relevant ideas for purpose and audience — organizes some ideas for purpose and audience — communicates ideas for purpose and audience	Attempts to write a text. — selects some ideas — organizes some ideas — communicates some ideas	- selects one relevant idea - organizes one idea - communicates one idea	- idea vaguely addresses the theme	Non Attempt/Off-point texts/Plagiarized texts
Vocabulary Use vocabulary to convey meaning related to the task.	Uses vocabulary effectively to convey meaning for task. — uses relevant vocabulary accurately in context — uses a range of vocabulary related to task — selects vocabulary that adds meaning or effect to the task	Uses vocabulary to convey meaning for task. — uses some relevant vocabulary in context — uses some vocabulary related to task	Attempts to use vocabulary to convey meaning for task. — uses some relevant vocabulary	- uses some simple vocabulary	- uses lists of words with little or confusing meaning	
Grammar Use grammar, spelling, and punctuation.	Use grammar, spelling and punctuation for clarity. — uses familiar and/or taught grammar structures correctly — spells familiar and/or taught words correctly — uses familiar and/or taught punctuation correctly	Use some grammar, spelling and punctuation for clarity. — uses some familiar and/or taught grammar structures correctly — spells some familiar and/or taught words correctly — uses some familiar and/or taught punctuation correctly	Attempt to use grammar, spelling and punctuation. — uses some grammar structures — spells some words correctly — uses some familiar and/or taught punctuation	— spelling sometimes interferes with meaning — uses capital letters and full stops sometimes	- spelling interferes with meaning - capital letters and full stops not used - lists of words	
Use verb tenses.	Uses a range of verb tenses and verbs accurately . — uses a variety of verb tenses correctly — uses a variety of verbs correctly	Uses some verb tenses and verbs accurately . — uses some verb tenses correctly — uses some verbs correctly	Attempts to use verb tenses and verbs. — attempts to use verb tenses — attempts to use verbs	- some error with tenses	- some error with subject/verb agreement	
Organisation Use simple sentences, connectors, compound and complex sentences. Uses paragraphing.	Uses a range of sentences accurately . — uses a variety of sentence structures and lengths — uses simple sentence structures effectively — uses more than one type of compound sentence — uses at least one type of complex sentence — uses clear and appropriate paragraphs	Uses some sentences accurately . — starts to use a variety of sentence structures and lengths — uses simple sentence structures including subject and verb or subject, verb and object — uses at least one type of compound sentence — uses paragraphs	Attempts to use sentences. — uses simple sentence structures including subject and verb or subject, verb and object — paragraphing is not clear	- uses simple sentence structures with some inaccuracies	- uses a list of words with confusing meaning	

Marking

For ER and EW, students will be awarded a numerical mark /100.

For ER, each question is equally weighted and awarded 2 marks. Incorrect responses will be awarded a 0 mark. How mark values are awarded is indicated on the front page of the reading exam. The total mark is /50.

For EW, marks are awarded according to the criteria outlined in the writing rubrics. How marks are awarded is indicated on the front page of the writing exam. The total mark is /50.

ER and EW are added together to calculate the total mark /100 for the English examination.

Standardised Marking

The process for marking exams in schools has traditionally involved the whole department marking together. However, this process is not appropriate for marking Grade 6 - 10 exam papers. The Trimester 3 Exam papers must only be marked by Grade 6 - 10 teachers, as they are familiar with assessing against Learning Outcomes. Where there is more than one teacher teaching Grade 6 - 10 English at a school, it is appropriate for teachers to mark each other's classes or sit together to mark and make joint decisions in line with the mark scheme. The control room staff at each school should check the addition on the front page of the exams and ensure the final mark has been calculated correctly.

Preparing Students for Trimester 3 Exams

Whole-class test practice

Whole class test practice can be useful for all students, especially for those who try hard but find higher level reading questions more challenging. To organize practice with such questions, select a particular type of question and guide the class through the stages of formulating an answer - model how this is done. Teachers can organise students into groups to devise answers that can be shared and compared. Working with targeted groups of students gives an insight into the working processes which might otherwise be difficult to recognize.

Feedback tutorial

After completing practice reading questions, students may be offered a feedback tutorial. This might involve:

- detailed feedback which identifies strengths and weaknesses in performance, and identifying critical next steps
- emphasizing where students gained marks and lost marks
- clarifying strategies for improving performance, for example eliminating multiple choice responses which you know are incorrect. Create a 'Top Tips' leaflet.
- suggesting checking strategies

Mini-marking

Students take part in a mini-marking or moderation activity. Ask students to mark their answers against clear assessment criteria. For constructed response answers, students could rank the order of the

responses and identify what makes a successful answer. This activity allows students to see examples of well-formulated responses.

Personal targets

As the exam approaches, it is appropriate to agree on personal targets with the students. For example:

- I will check for the three common errors I know I make
- I will read questions carefully, highlight the stem verbs, identify specific sections of the text where I will find the answer
- I will answer all of the questions and all sections of the paper
- I will finish on time and leave check time. I will identify questions which need more think time
- I will attempt to make a point and explain my point - for constructed response answers
- I will remember to use paragraphs
- I will plan an ending to my writing, so I know where I am going

ER Exemplar Exam Materials

Text A: Imaginative

The Snail and the Whale

This is the bell on the school in the bay,
Ringing the children in from their play.
This is the teacher, holding her chalk,
Telling the class, "Sit straight! Don't talk!"
This is the board, as black as soot...
And this is the snail with the itchy foot!
"A snail! A snail!"



The teacher turns pale.
"Look!" say the children.
"It's leaving a trail."
This is the trail
Of the tiny snail,
A silvery trail saying... 'SAVE THE WHALE...'

These are the children, running from school,
Fetching the firemen, digging a pool,
Squirting and spraying to keep the whale cool.
This is the tide coming into the bay,
And these are the villagers shouting, "Hurray!"
As the whale and the snail travel safely away...



Adapted from 'The Snail and the Whale' by Donaldson and Sheffler

Exemplar questions for Text A: Narrative

Retrieve:

[2]

A1. What is the title of the text?

- A. The teacher turns pale
- B. These are the children
- C. 'A snail! A snail.'
- D. The Snail and the Whale

Language:

A2. 'The teacher turns pale.'

[2]

Which of these words is an adjective?

- A. The
- B. teacher
- C. turns
- D. pale

Interpret:

A3. 'This is the bell on the school in the **bay**. Ringing the children in from their **play**.'"

[2]

'**bay**' and '**play**' are an example of which poetic feature?

- A. repetition
- B. metaphor
- C. simile
- D. rhyme

Interpret:

A4. 'This is the teacher, holding her chalk,'

[2]

Why does the writer say this?

- A. to start the story
- B. to introduce a new paragraph
- C. to introduce a new character
- D. to conclude the story

Reflect:

A5. How do the pictures help you understand the text?

[2]

- A. they help you understand what is happening in the story
- B. they show you what firemen in a red lorry look like
- C. they use bright colours for characters
- D. they make the story funny

Text A: An Ordinary Girl

An Ordinary Girl

"Good morning, girls. Today, we have an interesting assignment," announced Ms. Muna, the Grade 10 English teacher. She had a soft voice and was friendly. Her lessons were always interesting and all the girls at Al Shawamekh School liked her very much. She was their favourite teacher. As the girls stared at Ms. Muna eagerly, she said, "Today I am giving you a different assignment. You will write about yourself. You can write a poem, a legend or an essay. I want you to show me, the *real* you. Oh, and just one more thing - if everyone completes the assignment and turns it in, we will go to Yas Water World on a school trip!"

That evening, Fatema thought about the assignment and what she could write about. She was an average girl who had never won a single prize. She did not have any special talents or abilities like the heroes she had read about in her History class - the heroes who had saved peoples' lives and helped others in need. Still, Fatema was a kind and caring girl. She had many friends and they often asked for her advice.

No-one knew that Fatema enjoyed reading. She loved English. She liked words - long and short ones. Every time she came across a new word, she would look it up in the dictionary. She loved stories and would make notes in her special notebook that her grandmother gave her. Fatema admired her grandmother. Her grandmother was a good and brave person, who many people liked. Fatema, however, thought that she was just an ordinary girl. No-one seemed to notice her. Fatema opened her notebook and began thinking. After some time, she started writing.

The next day Fatema looked for her notebook in her bag. She realized that she had given it to Ms. Muna accidentally. She did not want anyone to find her notebook and read it. She ran to the teachers' room, but she could not find Ms. Muna.

Later that day, Ms. Muna spoke to the class. "Well girls, I read all of your assignments. I must say that I enjoyed reading them. I will read a poem written by one of you, which inspired me." Ms. Muna began to read in her soft, clear voice.

About Me

I have not one but two names; 'Hey you!' and 'What's your name?'
That's how I am known, for who would remember someone
Of no particular fame.
But wait, could I be unique or rare?
For each of us has a gift to share
So judge me by this measure
An ordinary girl who cares.



After Ms. Muna finished reading the poem, the room was so quiet that you could hear a pin drop. Then Aisha started clapping. Soon the whole class clapped with enthusiasm. Ms. Muna asked, "Do you know who the poet is? Our poet is Fatema." Everyone turned to look at Fatema.

"Thank you, Fatema, for teaching me something new. We all have something to share with the world", said Ms. Muna.

Later on the trip to Yas Water World, Fatema was surrounded by her classmates. That day, for the very first time, Fatema realised that she was someone special just like her grandmother and the many women who she had read about in her History class.

(Adapted from a story by Ramendra Kumar)

Text A: An Ordinary Girl

Look at text A and answer question A1-A5. Choose one answer and circle it: e.g. **A**. If you make a mistake, cross out the first answer and circle the correct one ~~**X**~~ **C**. For A 2, write your answer in the space provided.

A1. What was the English assignment? [2]

- A. Talk about a hero.
- B. Write about yourself.
- C. Talk about your teacher.
- D. Write about Yas Water World.

A2. Fatema is in which grade? [2]

A3. Look at paragraph 1. [2]

- 'She was their favourite teacher'.
What part of speech is 'favourite'?
- A. adverb
 - B. verb
 - C. adjective
 - D. noun

A4. Which word best describes Fatema at the start of the text? [2]

- A. popular
- B. unfriendly
- C. tired
- D. nice

A5. By the end of the text, what had Fatema learned about herself? [2]

- A. She was just like everyone else.
- B. She had special abilities and talents.
- C. She was the best student in the class.
- D. She had poor writing skills.

Text A: Imaginative

The Brother of Invention

I was in the middle of a dream when a loud noise startled me. *Bam! Bam!* It sounded like a hammer hitting a nail. *Bam! Bam! Bam!*

‘Who could be making all that noise at one o’clock in the morning?’ I mumbled to myself. It must be my young brother, Fasil, making another invention.

Just as I was putting on my slippers and bathrobe, the noise changed. I sat at the edge of my bed and listened. *Tick! Tick! Tick!* It reminded me of my first watch, a watch that my grandfather gave me as a gift. Its regular ticking had always helped me fall asleep.

I started to fall asleep again, when the ticking suddenly stopped. It was now replaced by a buzz. The ticking was like the noise that comes from beehives in the middle of summer. Only this noise was louder. I shivered. I am allergic to bees! Even thinking about the buzzing made my body shake.



‘That’s it,’ I shouted, now wide awake. ‘I can’t take this anymore.’ I marched down the hallway and knocked on Fasil’s door.

Fasil, immediately opened the door. His curly brown hair was sticking up high on his head. He looked at me curiously.

‘Hi Abdullah,’ he said. ‘How can I help you?’

I pointed at my watch. ‘Do you know what time it is?’ I asked. I was a bit annoyed.

He looked at my watch; ‘Brother, I did not realize that it was that late. I am sorry. I was working on a machine that can help people go to sleep quicker and longer. Do you want to see it?’ he asked excitedly.



I was tired, but I wanted to see his latest invention. My brother’s inventions were always useful and interesting.

Text A: Imaginative

Read Text A and answer questions A1-A7. For question A1-A7, choose one answer and circle it. If you make a mistake, cross out the first answer and circle the correct one.

A1. Who is the narrator of the story? [2]

- A. Fasil
- B. Abdullah
- C. grandfather
- D. grandmother

A2. Fasil is the narrator's [2]

- A. grandfather.
- B. grandmother.
- C. brother.
- D. sister

A3. When does the story take place? [2]

- A. in the middle of summer
- B. in the middle of winter
- C. at one in the morning
- D. at one in the afternoon

A4. Look at paragraph 4. [2]

'It was now replaced by a buzz.'
Which part of speech is 'replaced'?

- A. adverb
- B. verb
- C. noun
- D. pronoun

A5. Look at paragraph 1. [2]

'...when a loud noise startled me'.
Which of the following words is closest in meaning to 'startled'?

- A. scared
- B. calmed
- C. excited
- D. pushed

A6. Look at paragraph 3.

[2]

'Tick' is an example of which literary feature?

- A. simile
- B. metaphor
- C. onomatopoeia
- D. rhyme

A7. Look at paragraph 4.

[2]

'The ticking was like the noise that comes from beehives...'

This is an example of which literary feature?

- A. metaphor
- B. simile
- C. alliteration
- D. rhyme

Text A: Salim's Discovery

Salim's Discovery

Many centuries ago, there was a boy, named Salim, who lived in Egypt. He lived in a small house along the Nile River. The Nile is the longest river in the world. Many families worked and lived along the Nile because the land was fertile and rich. Salim's father was a farmer who planted seeds along the river. The soil was good for growing crops. He harvested dates, onions, leeks, and beans. Now, times were good for the families who worked along the Nile. However, six years ago, there was very little water - it hadn't rained for years - so Salim's brother had left home to earn a living for the family. Since then, Salim had not seen his brother and missed him a lot. Salim's brother now worked on the Nile, as a merchant transporting gold, papyrus, and cloth.

Salim often walked down to the river at the end of the day. It gave him time to think about his family and how well they were doing and how life was good. They had water for cooking and bathing and good soil for growing fruits and vegetables. However, his thoughts quickly turned to his oldest brother. He missed their evening talks. Often, they had talked about traveling to different countries. He was a hero to Salim.

One hot evening, Salim went down to the river. As Salim walked along the river, he saw two boats in the distance on the river bank. A group of men were loading fruit, grain, and nets onto the boats. One of the workers waved at Salim. Salim walked over and greeted the five men. He asked about their journey. The men were sailing down the Nile to take their fruit and grain to the next village. Salim thought that this would be a great opportunity. He wanted to go with the men and search for his brother. He ran home to ask his father if he could go - Salim promised that he would return in three weeks. His father knew that, although Salim loved his life on the river with his family, he was sad when he thought of his eldest brother.



After two weeks of traveling down the Nile River, the boat reached a port. Although Salim had not found his brother and wanted to continue on the journey, he remembered his promise to his father. He must return in three weeks. Salim thanked the men for their help and left the boat.

Salim looked out into the distance. He could see the dry desert, but the land by the river was green and full of life. Salim continued on walking. He walked for many days through the green land beside the river. At the end of three weeks, Salim reached the coast. In the distance, Salim saw a large ship sailing towards him. He wondered what goods the ship was carrying and if his brother might be on the boat.

As the ship arrived at the port, he noticed a familiar face amongst the crowd. It was his brother. Salim shouted, waving his arms in greeting. His brother turned around and smiled. The two brothers ran towards each other and hugged. Salim's brother shared the happy news that he had earned enough money for their family and could return home. The brothers walked together towards the Nile. They were excited to return to their family and their old way of life. Salim discovered that he admired his brother even more now.

Text A: Salim's Discovery

Read text A and answer questions A1-A7. Choose one answer and circle it: e.g. **(A)**. For A2, write your answer in the space provided. If you make a mistake cross out the first answer and circle the correct one e.g. ~~(X)~~ → **(C)**

- A1.** Where did Salim and his family live? [2]
A. in the fields
B. next to a farm
C. on a boat
D. along the River Nile
- A2.** How many years had passed since Salim saw his brother? [2]
A. five
B. six
C. many
D. centuries
- A3.** Look at paragraph 1. [2]
'...the land was fertile and rich'.
Which of the following words has the closest meaning to 'fertile'?
A. productive
B. empty
C. full
D. dead
- A4.** Look at the last paragraph. [2]
'They were excited to return to their family...'
What part of speech is 'excited'?
A. an adverb
B. a noun
C. an adjective
D. a preposition
- A5.** Look at paragraph 3. [2]
'...although Salim loved his life on the river with his family,
he was sad when he thought of his eldest brother.'
What does this suggest about Salim?
A. He is happy but worried about his father.
B. He is worried about life on the river.
C. He is unhappy with life on the river.
D. He is happy but misses his brother.

A6. Look at paragraph 5. [2]

'Salim continued on walking. He walked for many days...'

What does this tell you about Salim?

- A. He is determined.
- B. He regrets looking for his brother.
- C. He wishes he was back at home.
- D. He is very unfit.

A7. The title of the story is 'Salim's Discovery'. [2]

What does Salim discover?

- A. some lost jewels
- B. how much he misses his brother
- C. that he likes to travel
- D. the River Nile is good for transport

Text A: The Secret to Happiness

The Secret to Happiness

A father sent his son, Yusuf Ahmed, to learn about the secret of happiness from a wise ruler, named Ali Sultan. Yusuf walked through the desert for thirty days to find Ali Sultan. Yusuf became tired and hungry, but wanted to reach Ali Sultan's fort.

Finally, Yusuf arrived at the fort where Ali Sultan lived. When he entered the fort, he saw wise men drinking traditional coffee, people talking about important things, and paintings of wise rulers from the past. The fort was buzzing with activity.

Yusuf wanted to speak to Ali Sultan. Yusuf waited patiently for three hours while Ali Sultan spoke, first with the gardener, then the chef, and finally the captain of the guard. At last, it was Yusuf's turn to speak to Ali Sultan. Ali Sultan listened carefully, as Yusuf explained why he had come. Yusuf explained that his father had sent him to learn about the secret of happiness.

Ali Sultan suggested that Yusuf walk around the fort and return in two hours. "While you walk about, I want you to do something," said Ali Sultan. He gave Yusuf a glass full of water. "As you wander around, carry this glass and be sure not to spill any of the water."

Yusuf went into the garden. He then entered the fort and climbed and descended many steps, as he walked around. Yusuf always kept his eyes fixed on the glass of water, so he would not spill the water.

When Yusuf returned, Ali Sultan asked him; "Did you see the date palms in the garden? Did you see the Arabian carpets in my dining hall? Did you see the painted walls in my library?"

Yusuf was nervous. He realized that he had not seen the wonders that Ali Sultan had talked about. Ali Sultan spoke to Yusuf again. "This time, I would like you to go back and observe the wonders of my world," Ali Sultan told Yusuf.

Yusuf felt better. He picked up the glass and started to walk down the long hallway leading to the main entrance. He studied the paintings on the walls. He studied the designs on the ceilings. He went outside into the garden and noticed the beautiful flowers. Yusuf looked all around. He noticed all the wonders of the fort and he felt happy.

Yusuf returned to Ali Sultan and told him about everything he had seen. "You have seen many things, my son, but where is the water that I gave you?" asked Ali Sultan. Yusuf looked down at the glass in his hand and saw that the glass was almost empty.



"Well, there is only one other thing that I can tell you," said Ali Sultan, "You came to me to ask about the secret of happiness and now you have discovered it." Yusuf took a few minutes to think about what Ali Sultan had taught him. Yusuf said; "I saw many things the second time I walked outside, but I spilled all the water in the glass."

Ali Sultan nodded his head. "Have you learnt the secret of happiness?" Ali Sultan asked Yusuf, and smiled. Then, Yusuf also smiled. He now understood why his father had sent him to meet his hero – a wise man called Ali Sultan.

(Adapted from a story by Courtney Carver)

Text A: The Secret to Happiness

Look at text A and answer question A1-A6. Choose one answer and circle it: e.g. (A). If you make a mistake, cross out the first answer and circle the correct one (X) → (C).

- A1.** For how many days did Yusuf walk through the desert? [2]
A. three
B. thirty
C. many
D. hundreds
- A2.** Look at paragraph 5. [2]
'...kept his eyes fixed on the glass of water'
Which of the following is closest in meaning to 'fixed on'?
A. opening at
B. looking past
C. blinking at
D. staring at
- A3.** Look at paragraph 2. [2]
'...wise rulers from the past'.
What part of speech is the 'wise'?
A. adjective
B. adverb
C. noun
D. verb
- A4.** Why was Yusuf sent to see Ali Sultan? [2]
A. to survive in the desert
B. to learn about the secret of happiness
C. to learn about history
D. because his father did not like him
- A5.** Look at paragraph 3. [2]
'Yusuf waited patiently for three hours while Ali Sultan spoke...'
What does this suggest about Yusuf?
A. he is tired
B. he is impatient
C. he is determined
D. he is friendly
- A6.** Look at the last paragraph. [2]
'He now understood why his father had sent him to meet his hero'.
Why does the writer say this?
A. because Yusuf wanted to become a ruler
B. because Ali Sultan had many friends
C. because Yusuf had learned a lesson about life
D. because Ali Sultan was a friendly host

The Shadow of the Eagle

My name is Sultan. My story takes place a few years ago, when I was in the desert on a hunting trip with my father, my uncle, and my cousin. Traveling together on a hunting trip was always an event; inside the 4x4 we talked excitedly. The desert landscape flashed past. The sun reflected off the window, as we made our way to the family farm. We arrived late at night and slept under a blanket of stars.



The next morning, we awoke to the dampness of dew on our tents. My uncle packed food and water, in preparation for a great day's hunting. My cousin and I were going to hunt desert hares with my uncle's falcon. We set off into the desert in the 4x4.

The falcon is a strong and powerful bird, known for its hunting skills; so strong that no hare can escape its clutches. Our falcon had caught two hares that morning, when suddenly an eagle flew overhead, casting a shadow across the desert sand. My uncle bent to pick up a rock; he threw it into the sky, with all his might, in order to attract the falcon's attention. Our falcon sat and watched the rock. Then, it spotted the eagle. Rather than flying away [as my uncle had intended], it lifted off its perch, aiming straight for the eagle. The two powerful birds fought for supremacy. The sound of scratching and the frantic flapping of wings seemed to fill the desert. The atmosphere grew tense, as we watched from a distance. The hot sun was beating down on our backs. The clashing of beaks and claws clouded my emotions; I was scared for our falcon. I could not move; my feet were stuck to the sand.

My uncle ran towards the 4x4 and he yelled out; "Come on Sultan, get in. Can you drive Sultan? Go, go, go!" Still in shock, I jumped into the vehicle. I could see the eagle had the falcon in its talons, as we drove towards the birds. Suddenly, the eagle flew up. I felt like I could have touched its tail, as it swerved, swooped and turned sharply left and then right. Then, the eagle flew calmly away and continued on its way. We had saved our falcon.

As our 4x4 slowed, our sense of relief, that the eagle had gone, quickly turned to dismay. The arm of the petrol gauge pointed sharply to red. We had run out of petrol and did not have much food or water left. The air was still and we sat in silence. After what seemed like an age, I heard the sound of a distant motor. We listened as the sound got closer and closer. Then, I watched as my father's quad bike flew over the crest of a dune. After helping us refuel, my father went back to the farm. We returned the falcon to the 4x4. The hunting trip had ended. We would never forget the shadow of the eagle.

Read Text A and answer questions A1-A6

For question A1-A6, choose one answer and circle it. If you make a mistake, cross out the first answer and circle the correct one.

A1. Why did the family go to the desert? [2]

- A. to hunt
- B. to sleep
- C. to see hares
- D. to fly a falcon

A2. What is the main setting for the story? [2]

- A. desert
- B. 4x4
- C. quad bike
- D. farm

A3. 'The falcon is a strong and powerful bird.' [2]

Which part of speech is 'powerful'?

- A. verb
- B. adjective
- C. noun
- D. adverb

A4. "...a blanket of stars," is an example of which literary device? [2]

- A. rhyme
- B. simile
- C. personification
- D. metaphor

A5. 'The air was still and we sat in silence.' [2]

Why does the writer say this about Sultan and his family?

- A. to show they were excited
- B. to show they were shocked
- C. to show they were tired
- D. to show they were relieved





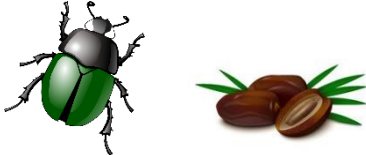
A6. 'We would never forget the shadow of the eagle.' [2]

Why does the writer say this?

1. _____

2. _____

The Blanford's Fox

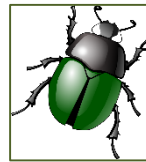
Name	*The Blanford's fox 
Habitat (where it lives)	*The Blanford's fox lives in mountains in the UAE 
Size	*The fox grows up to 42 cm in length  42 cm
Colors	*The fox's fur is brown, grey, and black 
Food (what it eats)	*The fox eats small animals, insects, and fruit 

Text B: The Blanford's Fox

- B1.** Where does the Blanford's fox live? [2]
- A. in deserts
 - B. near the sea
 - C. in zoos
 - D. in mountains

- B2.** What does the Blanford's fox eat? [2]
- A. large animals
 - B. fruit and insects
 - C. animals and plants
 - D. small plants

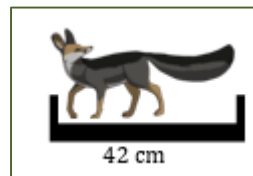
- B3.** What is this? [2]
- A. some fruit
 - B. an animal
 - C. a plant
 - D. an insect



- B4.** What color is the fox's fur? [2]
- A. grey and white
 - B. white and black
 - C. brown and grey
 - D. yellow and brown

- B5.** The Blanford's fox grows up to [2]
- A. 42 cm.
 - B. 43 cm.
 - C. 44 cm.
 - D. 45 cm.

- B6.** What does this image show? [2]
- A. the height of the Blanford's fox
 - B. where the Blanford's fox lives
 - C. the length of the Blanford's fox
 - D. what the Blanford's fox eats



THE GHAF TREE

1. The ghaf tree is the national tree of the UAE.
2. The ghaf tree is small and strong. It lives in hot and dry places.
3. Ghaf trees are found in the deserts of Oman, Saudi Arabia, and the United Arab Emirates.

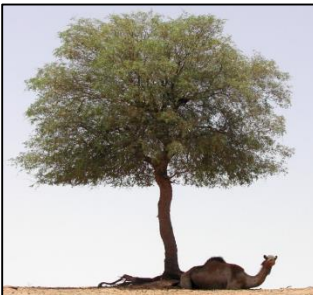


4. The seeds of the ghaf tree are eaten by both animals and people.
5. The flowers of the ghaf tree can be yellow or white.



IT'S A FACT

**Many birds make their homes in the ghaf tree.
Some birds live in holes in the trunk, and some birds
live in nests in the branches.**



**Animals and people rest under the shade of the ghaf
tree to shelter from the sun.**

Text B: The Ghaf Tree

B1. What is this?

- A. a branch
- B. flowers
- C. a trunk
- D. roots



[2]

B2. The ghaf tree protects animals and people from

- A. the rain.
- B. birds.
- C. branches.
- D. the sun.

[2]

B3. What colour are the flowers of the ghaf tree?

- A. green
- B. yellow
- C. red
- D. black

[2]

B4. Which part of the ghaf tree is eaten by birds and people?

- A. the trunk
- B. seeds
- C. the branches
- D. flowers

[2]

B5. Which point tells the reader where ghaf trees are found?

- A. 1
- B. 2
- C. 3
- D. 4

[2]

B6. The ghaf tree is the national tree of which country?

- A. Oman
- B. Saudi Arabia
- C. UAE
- D. Egypt

[2]

Cycle 2 Student's Blog

A blog or a diary is a personal space. You can write stories, poems, articles, and post pictures, for family and friends. The following blog was written by a Cycle 2 student, called **Mohammed**.

1

Tuesday, April 12

Not a good day. Can't Sleep

Today was awful. I didn't understand the mathematics lesson, the teacher told me off in Arabic, plus my best friend wouldn't talk to me. I don't know why. Boo hoo.

I am writing this in bed. I can't get to sleep because there is a big fly buzzing in my room. Aargh! I hate flies! I'm going to try and catch the fly. Bye.

Reactions: funny interesting (6) cool

2

Thursday, April 18

Fun Time. Homework.

I'm speaking to my best friend again – he told me some great riddles. They make me laugh!

What has a face and two hands but no arms and legs? (a clock)

Which letter of the alphabet has the most water? (the c)

What starts with an e and ends with an e and has one letter in it? (an envelope)

I've got homework for mathematics, English, Arabic and Islamic Education. I thought that this weekend I could spend time with family and friends. It's going to take me hours.

Reactions: funny (10) interesting cool (5)

3

Saturday April 25

Beach find

Today, very early in the morning, I went to the beach with my best friend. We went to see if we could find any turtles. And guess what – we found some baby ones! I picked up some turtle eggs and held them in my hand, before covering them again with sand.

Reactions: funny interesting (20) cool (15)

Text B: Information

Retrieve:

- B1.** On which day did Mohammed get homework? [2]
- A. Tuesday
 - B. Thursday
 - C. Saturday
 - D. weekend

Language:

- B2.** 'I hate flies!' What is the main reason the writer uses an exclamation mark [!]? [2]
- A. to ask a direct question
 - B. to show strong feelings
 - C. to separate items in a list
 - D. to end a sentence

Interpret:

- B3.** On Saturday, 12th April, what is the main reason Mohammed wrote his blog? [2]
- A. to inform the reader about maths
 - B. to describe a bad day
 - C. to make a friend laugh
 - D. to explain why he does not like flies

Reflect [constructed response]:

- B4.** On Monday, April 27, Mohammed posts another blog. [2]

My best friend
For ever friends
He talked to me yesterday
But I walked to school alone today
I don't know why
It makes me sigh

Do you think Mohammed talks to his best friend again? Put a ✓ in one box and give reasons from the text to support your answer.

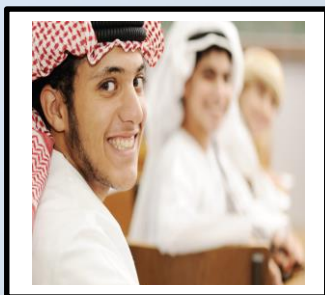
Yes No

TALKING CARTOONS

Film Magazine interviewed four people about the cartoon **series** Freej

Freej is a cartoon about four older women, who live in Dubai.

Osama, 14



Freej is the best cartoon. The characters are so funny. I like the character of Um Khammas, who is an old woman and is always getting in trouble.

Reem, 12



I like the humour and the characters. Um Saeed is always complaining about her knees and making coffee. Um Allawi is always playing with her computer. Um Khammas is always dreaming of new ways of making money.

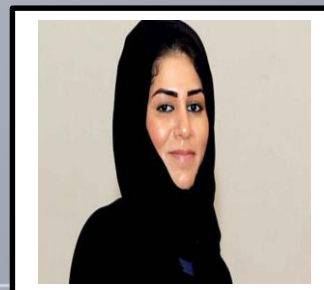
Amal, 17



I like Freej because it is the UAE's first cartoon series. The director is Mohammed Saeed Harib. When I leave school, I would like to study animation at the Cartoon Network Animation Academy.

Moza

Married with 3 children



There isn't anything I don't like about Freej. I love it all. I do not mind my children watching Freej. I like it that the cartoon shows our culture. It talks about some of our problems, like what will we do if there is no water.

Text B: Information

Exemplar questions

Retrieve:

- B1.** Whose favorite cartoon is Freej? [2]
- A. Amal
 - B. Reem
 - C. Moza
 - D. Osama

Language:

- B2.** ‘...cartoon **series**...’ In the text, what is the closest meaning to ‘**series**’? [2]
- A. a list of cartoon characters in a program
 - B. a group of people discussing a program
 - C. the order of important cartoon characters
 - D. a daily or weekly program with the same characters

Interpret:

- B3.** What is the main reason Moza lets her children watch Freej? [2]
- A. she likes Freej, so she wants her children to watch it
 - B. she does not like Freej
 - C. Freej reflects her children’s culture
 - D. Freej finds solutions to her children’s problems

Interpret:

- B4.** In the text, what do *both* Osama and Reem like about Freej? [2]
- A. it is the best cartoon
 - B. its characters and humour
 - C. Um Khammas is an old woman
 - D. it is about trouble and money

- B5.** What is the main message of the text? [2]
- A. Freej is a cartoon.
 - B. Freej is a cartoon about older women.
 - C. Freej is a cartoon enjoyed by all age groups.
 - D. Freej is a cartoon liked by children.

Steve Jobs - Creator of Apple

Steve Jobs, born Stephen Paul Jobs, was an American inventor. Many people admired Steve Jobs for his brilliant mind and creativity.

Steve was born on February 24, 1955. His mother taught him to read before he started KG. Steve and his father were close. They spent time building and fixing electronic items. They built fences and cabinets. They worked on televisions and radios in the family garage. In addition to building and fixing electronics, Steve enjoyed calligraphy, which is hand writing using a special tool or brush. His love of calligraphy later influenced his interest in design.

Steve was often bored during school. Although he was bored, he scored high in his exams. He was one of the best students in his class. His teachers thought he was brilliant. Steve eventually went to college, but dropped out of college after six months.

In 1970, Steve Jobs met Steve Wozniak, a computer programmer. They shared a love of electronics and jokes. Together, they started a company and began building computers. Jobs and Wozniak created the Apple I and Apple II computers. Wozniak was responsible for the electronics and Steve focused on the design. The Apple I was a desktop computer that was hand built. The Apple II was the first personal computer capable of color graphics.

In the early 1980s, Steve visited Xerox PARC, a research and development company in California. He noticed desktop icons on their computer screens. At this time, most computers used text only. Steve made an arrangement with Xerox so he could use their idea of using graphics. He improved it so computers would be simpler to use.

Steve said; "In 1984, Apple introduced the first Macintosh. It didn't just change Apple; it changed the whole computer industry. In 2001, we introduced the first iPod. It didn't just change the way we all listen to music. It changed the entire music industry."

Steve has been described as a brilliant perfectionist. He was a technologist, a businessman, an artist and designer. His employees were extremely loyal because he knew how to motivate them. Steve Jobs went on to create Apple II, Macintosh, iMac, MacBook, iPod, iTunes, iPhone, and iPad. Steve Jobs died of cancer on Oct. 5, 2011.



(Apple 1 Computer from 1976)

Today, Apple is the world's largest IT company. It is estimated that Apple earns \$300,000 per minute. Apple has over 480 stores in more than 17 countries. The Apple brand is estimated to be worth \$118.9 billion - it is the world's most valuable brand.

Text B: Steve Jobs - Creator of Apple

Look at text B and answer question B1-B7. Choose one answer and circle it: e.g. (A). If you make a mistake, cross out the first answer and circle the correct one (X) → (C).

- B1.** Who was Steve Jobs? [2]
A. a science teacher
B. an inventor
C. a musician
D. a fashion designer
- B2.** How did Steve and his father spend their time together? [2]
A. painting the house
B. practicing handwriting
C. building and fixing electronics
D. designing and studying computers
- B3.** Look at paragraph 3. [2]
'His teachers thought he was brilliant.'
Which of the following words has the closest meaning to 'brilliant'?
A. nice
B. intelligent
C. unintelligent
D. bored
- B4.** Look at paragraph 4. [2]
'...Steve focused on the design'.
What part of speech is 'design'?
A. adjective
B. adverb
C. verb
D. noun
- B5.** Look at paragraph 7. [2]
'His employees were extremely loyal because he knew how to motivate them.'
What does this suggest about Steve Jobs?
A. he liked his job
B. he was a funny man
C. he was a good leader
D. he spoke clearly
- B6.** Look at paragraph 6 and the last paragraph. [2]
What do these paragraphs tell the reader about Apple?
A. It has positively influenced the computer industry.
B. It has negatively influenced the computer industry.
C. It has made other computer companies a lot of money.
D. It has upset other computer companies.

B7. What is the main purpose of the text?

[2]

- A.** to persuade the reader to study computer programming
- B.** to describe the relationship between Steve Jobs and his father
- C.** to explain how to build and design computers
- D.** to inform the reader about the inspirational life of Steve Jobs

Desert Fact File

The Arabian Desert



Location: Arabian Peninsula

Size: 2,300,000 km²

Physical Features: covered almost entirely by sand dunes; has the largest stretches of sand in the world

Plants: acacia, saltbush

Animals: camel, lizard, oryx, gazelle

Did you know? Bedouin tribes have travelled through the Arabian Desert for thousands of years

Desert Trees and Plants

Desert plants look different to other plants. Unlike other plants, desert plants can collect and store water; this helps to reduce water loss. Desert plants and trees are important because they provide food for animals. Large trees can also provide shade for travelers.



Desert Animals

Animals in the desert survive in a very difficult environment. The hot sun, high temperatures, a lack of water, and predators are just a few of the challenges facing desert animals. Some animals get their water only from seeds and plants. Unlike some other animals, desert animals sleep during the day - they only come out at night to eat and hunt. Some desert animals spend very little time above ground.

Read Text B and answer questions B1-B5

For question B1-B5, choose one answer and circle it. If you make a mistake, cross out the first answer and circle the correct one.

- B1.** What is the title of the text? [2]
- A. Arabian Desert
 - B. Desert Fact File
 - C. Desert Trees and Plants
 - D. Desert Animals
- B2.** What is the size of the Arabian Desert? [2]
- A. covered almost entirely by sand
 - B. thousands of years
 - C. largest stretches of sand
 - D. 2,300,000 km²
- B3.** In the text, which word has the closest meaning to 'survive'? [2]
- A. die
 - B. expire
 - C. live
 - D. walk
- B4.** 'Desert animals **sleep** during the day...' Which part of speech is 'sleep'? [2]
- A. noun
 - B. verb
 - C. adverb
 - D. adjective
- B5.** In the text, how are desert plants and animals similar? [2]
- A. they have adapted to life in the desert
 - B. they provide food for other animals
 - C. they live underground
 - D. they like the shade

How to Study Guide

Want to Study Better at Home?

Follow these 5 easy steps:

Step 1: Set Up a Homework Friendly Area

Set up a well lit space for kids in the home to complete homework. Keep supplies within reach – for example, paper, pens, glue and scissors.

Step 2: Avoid Distractions

Make sure the homework space is quiet and free from distractions. Make sure there are no conversations, no television, music or phone calls.

Step 3: Make a Study Plan

Schedule regular study time. Kids often work better in the afternoon after having a snack. Break up the work into chunks and have short but regular break times. Stand up and stretch.

Step 4: Ask for Help *Only* When you Need It

Kids learn through their mistakes, so try to think for yourself. Parents can make suggestions and help but it's the kid's job to do the learning.

Step 5: Speak to Your Teachers

Ask your teacher if you need to know more about quizzes, assignments and tests. Ask your teachers to check completed homework for you and to give you feedback.

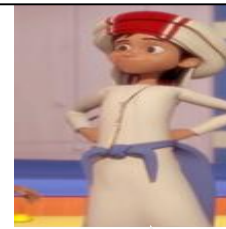
Set up a study space



Avoid distractions



Have regular breaks



**IT'S A FACT:
HOMEWORK
IMPROVES A
CHILD'S
THINKING
SKILLS AND
MEMORY**

Exemplar questions

Retrieve:

- C1.** What is the title of the text? [2]
- A. How to Study Guide
 - B. Avoid Distractions
 - C. Set Up a Study Space
 - D. Speak to Your Teachers

Retrieve:

- C2.** How many easy steps are there? [2]
- A. 1
 - B. 3
 - C. 4
 - D. 5

Language:

- C3.** In the text, what is the meaning of **avoid**? [2]
- A. stay away from
 - B. encourage
 - C. support
 - D. pass up

Interpret:

- C4.** In the text, what does homework help a child improve? [2]
- A. thinking and memory
 - B. music and television
 - C. to give you feedback
 - D. quizzes, assignments and tests

Interpret:

- C5.** 'Want to Study Better at Home?' [2]
Why does the writer use a question?
- A. to make the reader listen
 - B. to make the reader think
 - C. to help the reader
 - D. to help the reader study

Reflect:

- C6.** What is the purpose of the text? [2]
- A. to inform adults how to improve their study habits
 - B. to show children how to set up a study space
 - C. to show adults how to support their children
 - D. to inform children how to improve their homework skills

How to Guide to Al Sadu

What is Al Sadu?

Al Sadu is traditional weaving practiced by women in rural communities in the United Arab Emirates. It is a beautiful and important craft used to make soft furnishings like floor cushions and rugs, as well as decorative cloths for camel saddles. The patterns are memorised and passed between the generations by words and example - nothing is written down or recorded about the process. Al Sadi weaving is an art form which is rhythmically linked to poetry, the extension of the hand, and the graceful moving pace of a camel. Sadly, it is a craft which is in danger of dying out.

A Four Step Guide to the Tradition of Al Sadu

Step One: Prepare the wool

To begin Al Sadu you will need to prepare the wool. Traditionally, **men shear the sheep**, camels and goats. Then, wool shorn from the animals is heaped in piles according to length, type and colour. After cleaning and washing, the wool is combed to separate the individual threads. Today, imported wool is also used.



Shear the sheep



Separate the threads

Dry the wool and tie it into a ball



Step Two: Dye the wool

Next you will need to dye the wool. Dye is used to give the wool the traditional Al Sadu colours – usually white, brown, beige, and red. Formerly natural dyes were made from plants (henna, cactus, turmeric, indigo and saffron), but today chemical dyes are also used. Now, dry the wool and tie it into a ball.

Step Three: Set up a flat loom

To spin the wool into a yarn, you need to set up a portable ground loom on the floor. Traditionally, women sit on the ground surrounded by piles of wool and use a wooden drop spindle to twist the threads together.

Set up a loom on the floor



Start to weave



Step Four: Start to weave

Next, weave the wool using a wooden shuttle. Pass the shuttle by hand between a set of stationary threads to form the fabric. When choosing the product you will make, remember that Al Sadu is an artistic visual representation, symbolizing the traditional desert environment - it is linked with the identity and culture of the citizens.

Al Sadu is a traditional form of weaving, however it is also a time for women to exchange family views and for the occasional chanting and reciting of poetry.

Read Text C and answer questions C1-C7

For question C1-C7, choose one answer and circle it. If you make a mistake, cross out the first answer and circle the correct one.

- C1.** What type of craft is Al Sadu? [2]
A. traditional weaving
B. an art form
C. cushions and rugs
D. memorized patterns
- C2.** On which step do you use a wooden shuttle by hand? [2]
A. 1
B. 2
C. 3
D. 4
- C3.** ‘...men shear the sheep...’ Which part of speech is the word **shear**? [2]
A. adverb
B. adjective
C. verb
D. noun
- C4.** In which steps can you use both traditional and non-traditional materials and methods? [2]
A. Step 3 and Step 4
B. Step 2 and Step 4
C. Step 3 and Step 1
D. Step 1 and Step 2
- C5.** What type of text is the ‘how to guide’? [2]
A. story
B. description
C. procedure
D. news report
- C6.** What is the main reason the text has so many pictures? [2]
A. pictures are good to look at
B. pictures make the text more interesting
C. pictures make it easier to follow the steps
D. pictures teach the reader about the UAE
- C7.** What is the main purpose of the text? [2]
A. to show the importance of preserving traditions
B. to show the link between Al Sadu and poetry
C. to show the reader how to practice Al Sadu
D. to show the link between traditions and the community

Come to the UAE Special Olympics

Come and see over 1200 athletes, from 33 countries, compete in over 20 different sporting events.



Special Olympics

SPECIAL SPORTS EVENTS

There will be 20 special sporting events, including:

***Court sports:** badminton, basketball, beach volleyball, table tennis, tennis, and volleyball

***Race events:** cycling, kayaking, open water swimming, roller skating, sailing, swimming, and triathlon

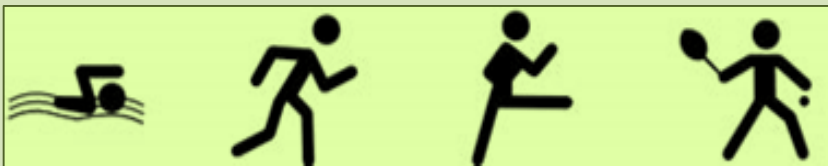
***Additional sports:** bowling, football, golf and powerlifting, horse riding, judo, and gymnastics.

SPECIAL OLYMPICS SCHEDULE

Opening Ceremony: 20th May

Sport Events: 20-27th May

Closing Ceremony: 27th May



TICKET PRICE

Adults: 100 AED

Children: Free

To purchase your tickets, please visit:

www.uaeolympics.ae

Text D: Special Olympics

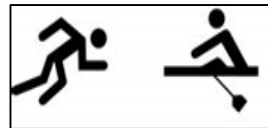
- D1.** When does the Special Olympics take place? [2]
- A. 2nd – 7th May
 - B. 7th – 10th May
 - C. 10th – 20th May
 - D. 20th – 27th May

- D2.** What is the price of an adult's ticket to the Special Olympics? [2]
-

- D3.** '...the UAE Special Olympics' [2]
What part of speech is 'Special?'
- A. noun
 - B. adjective
 - C. adverb
 - D. verb

- D4.** 'Additional sports:' [2]
Which of the following is closest in meaning to 'Additional'?
- A. less
 - B. extra
 - C. new
 - D. necessary

- D5.** Why does the writer include sports images in the text? [2]
- A. to persuade you to become a cyclist
 - B. to describe how to play different sports
 - C. to show the different sporting events
 - D. to persuade you to join a sports team



- D6.** What is the main aim of the text? [2]
- A. to inform
 - B. to persuade
 - C. to entertain
 - D. to describe



Coming to Cartoon World in
May 2018

Meet Mansour
at Al Barsha Mall
6th June – 7th July, 2018

Run Mansour!

Mansour Cartoon
Season Two
Announced

adapted from *cartoon network*

**Text D: Persuasive
Exemplar questions**

Retrieve:

- D1.** When is Mansour coming to Cartoon World? [2]
- A. June 2018
 - B. Next year
 - C. Season Two
 - D. May 2018

Retrieve:

- D2.** Where can you meet Mansour? [2]
- A. Al Wahda Mall
 - B. Al Barsha Mall
 - C. Abu Dhabi Mall
 - D. Marina Mall

Language:

- D3.** 'Season Two Announced' [2]
- What is the closest meaning of the word 'Announced'?
- A. hidden
 - B. released
 - C. told
 - D. said

Interpret:

- D4.** What is the main reason the writer uses this image of Mansour? [2]
- A. so the cartoon looks lively and fun
 - B. because Mansour is solving a problem
 - C. because Mansour is not well known
 - D. so the cartoon is interesting to scientists



Reflect:

- D5.** What is the main purpose of this text? [2]
- A. to advise
 - B. to describe
 - C. to persuade
 - D. to discuss

Abu Dhabi International Book Fair



The History of the Abu Dhabi Book Fair

The Abu Dhabi International Book Fair was founded in 1981 by Sheikh Zayed bin Sultan Al Nahyan, the founding father of the UAE.

Sheikh Zayed loved books and valued education, so he established the book fair (which is now world-famous).

"I come to the book fair every year. There is a huge selection of books, and many fun activities. Everyone should come!"
Fatima, Grade 9



When: 25 April – 1 May 2018

Time: 9:00 AM – 10:00 PM

Where: Abu Dhabi National Exhibition Centre, Abu Dhabi, U.A.E.

Admission Cost: Free

Text D: Abu Dhabi International Book Fair

- D1.** Where does the Abu Dhabi International Book Fair take place? [2]
A. at the National Exhibition Center
B. around the world
C. in different countries
D. at Sheikh Zayed Sports City
- D2.** When was the Abu Dhabi International Book Fair founded? [2]
A. 9:00 AM
B. 1981
C. 2018
D. 25th April
- D3.** What is the cost of admission to the book fair? [2]
A. Free
B. 9 AED
C. 10 AED
D. 25 AED
- D4.** 'There is a huge selection of books...' [2]
Which word is closest in meaning to 'huge'?
A. small
B. fun
C. big
D. exciting
- D5.** 'The History of the Abu Dhabi Book Fair' [2]
Which part of speech is 'History'?
A. adjective
B. adverb
C. noun
D. verb
- D6.** What is the main reason the writer uses an image of Fatima? [2]
A. to describe the types of books at the fair
B. to persuade the reader to visit the book fair
C. to inform the reader about different activities
D. to discuss who should visit the book fair

"I come to the book fair every year. There is a huge selection of books, and many fun activities. Everyone should come!"
Fatima, Grade 9



Celebrate the Mother of the Nation Festival



About the Festival

The Mother of the Nation Festival celebrates the life and values of Her Highness Sheikha Fatima bint Mubarak. The festival is open to everyone, and is full of activities, food, entertainment, and music.



Visit the Zones

On the Corniche you will find six different zones where you can partake in exciting activities. The six zones are:

- **Happiness** - visit the gardens, climb ropes, and ride in a mini jeep
- **Mother of the Nation Pavilion** - learn about the life of H.H. Sheikha Fatima bint Mubarak
- **Souq** - shop in our stylish stores, while listening to performers on the main stage
- **Beach Dining** - enjoy delicious food and beverages from our food trucks and restaurants
- **Main Stage** - listen to live music and watch dance performances, from local and international entertainers
- **Progress** - build, paint, invent, or plant a seed in this zone, related to the future of the UAE.



Text D: Celebrate the Mother of the Nation Festival

- A1.** What is the Mother of the Nation Festival? [2]
- A. an entertainment festival on the beach
 - B. a celebration of international food
 - C. an international shopping festival
 - D. a celebration of Sheikha Fatima bint Mubarak's life
- A2.** At what time can you visit the festival? [2]
-
- A3.** How many zones are there to visit? [2]
- A. 4
 - B. 5
 - C. 6
 - D. 7
- A4.** What can you do in the Main Stage zone? [2]
- A. build, paint, and invent
 - B. visit the gardens
 - C. shop in stylish stores
 - D. listen to live music
- A5.** Who is most likely to visit the Happiness Zone? [2]
- A. entertainers
 - B. children
 - C. elderly people
 - D. shoppers
- A6.** What is the main reason the writer includes pictures? [2]
- A. to show what you can buy in a Souq
 - B. to show events from the life of Sheikha Fatima
 - C. to show where festival is located
 - D. to show the activities at the festival
- A7.** What type of text is this? [2]
- A. a recount
 - B. a narrative
 - C. a persuasive
 - D. a how to guide

Exemplar Coding

Text A: The Snail and the Whale

MCQ:

A1: D	A2: D	A3: D	A4: C	A5: A
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Text B: Cycle 2 Student’s Blog

MCQ:

B1: B	B2: B	B3: B
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Constructed response:

Item	B4
Item Intent	Reflect
Key/Scoring Guide	Yes, they are best friends/ They both enjoy going to the beach [finding turtles]/Yes, they are best friends. In the past they have stopped talking but Mohammed speaks to his ‘best friend again’; he says they are, ‘for ever friends’./They have fun together, they have a sense of humour and enjoy trips to the beach [finding turtles].
	Incorrect Other responses

Text B: Talking Cartoons

MCQ:

B1: D	B2: D	B3: C	B4: B	B5: C
--------------	--------------	--------------	--------------	--------------

Text C: How to Study Guide

MCQ:

C1: A	C2: D	C3: A	C4: A	C5: B	C6: D
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Text D: Mansour

MCQ:

D1: D	D2: B	D3: B	D4: A	D5: C
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Cycle 2

EW: Exemplar writing prompts

Sheikh Zayed believed that caring for the environment is important.

Look at the pictures.

Write an information report about taking care of the environment.



You can use these words in your writing:

volunteer	endangered	resources
conserve	help	protect

Write your text here:

Cycle 3

Section 1: Sentence writing

(20 marks)

Write 3 sentences about the pictures below.

(1 simple, 1 compound, and 1 complex)



You can use these words in your writing:			
citizen	endangered	organise	protect
promote	volunteer	sustainable	together

1. (simple) _____

_____ [6]

2. (compound) _____

_____ [6]

3. (complex) _____

_____ [8]

Exam Manipulatives

The purpose of the Exam Manipulatives are:

- to stimulate thinking around a range of sample exam texts and questions
- to use strategies to unpack sample exam texts and questions
- to review language skills through exam strategies
- to provide guided practice around the process of 'exam thinking'
- to provide a resource in conjunction with the exam support materials.

Recommendations for use:

The exam manipulative materials should support the learning and teaching of exam strategies. These resources are intended to supplement the ADEK exams not to replace the curriculum.

How to Study Guide (Procedure)

This resource supports students to deconstruct the text *How to Study Guide* in order to answer example exam questions.

Directions:

1. Cut and laminate all parts on pages 52- 56.
2. Students work in pairs or small groups for all activities.
3. Model all activities before students work in pairs or small groups.

Step 1

- Provide students with the text and labels.
- Students place the labels on the text and the teacher checks for understanding.
- Project an image with correct labelling or elicit responses from groups or pairs.
- Teacher explains or clarifies any questions related to the positioning of the labels.



Step 2

- Use the *Thinking Question Card* to engage students with the procedure text.
- Students share with a partner, or within their group, what they see or notice about the text.
- Model this step, if necessary, using questions to elicit a response from students. “What do you notice about the placement of the images? / Why do you think the author used these images? / Why do you think some words are bolded, and are in a larger font? / What do you notice about the title? / What do you notice about the placement of the steps on the page? What do you notice about the question under the title?”

Step 3

- Provide students with *Question Words* (What, Why and How).
- The teacher reads each question from the **Example Exam Questions** and students identify which *Question Word* relates to the item.
- Students hold up the selected *Question Card* and the teacher checks for understanding.
- Discuss with students how the *Question Words* help with understanding what information is required to answer the questions.



Step 4

- Provide students with the **Example Exam Questions**.
- Explain to students that the highlighted words are the keywords in the questions.
- Ask students to read each question and then place the question on the space in the text, where they think they will find the answer.
- Students answer the questions orally.
- The teacher supports students as needed.



Step 5

- Students independently complete the questions in the *T3 English Exams 2017-18 Support Materials Grade 6-10* document.

How to Study Guide

Want to Study Better at Home?

Follow these 5 easy steps:

Step 1: Set Up a Homework Friendly Area

Set up a well lit space for kids in the home to complete homework. Keep supplies within reach – for example, paper, pens, glue and scissors.



Set up a study space

Step 2: Avoid Distractions

Make sure the homework space is quiet and free from distractions. Make sure there are no conversations, no television, music or phone calls.

Avoid distractions



Step 3: Make a Study Plan

Schedule regular study time. Kids often work better in the afternoon after having a snack. Break up the work into chunks and have short but regular break times. Stand up and stretch.

Have regular breaks



Step 4: Ask for Help *Only* When you Need It

Kids learn through their mistakes, so try to think for yourself. Parents can make suggestions and help but it's the kid's job to do the learning.

Step 5: Speak to Your Teachers

Ask your teacher if you need to know more about quizzes, assignments and tests. Ask your teachers to check completed homework for you and to give you feedback.

IT'S A FACT:
HOMEWORK
IMPROVES A
CHILD'S
THINKING
SKILLS AND
MEMORY

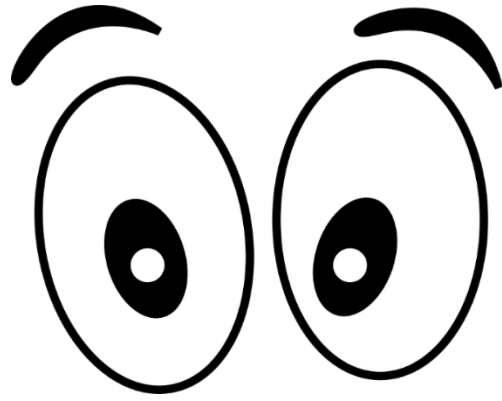
image

title

step

question

Thinking Question Card



What do you see?

Question Words

What

How

Why

Example Exam Questions

How many steps are there?			
1	3	4	5

In the text, what is the meaning of avoid ?
stay away from
encourage
support
pass on

What is the title of the text?
How to Study guide
Avoid Distractions
Set Up a Study Space
Speak to Your Teachers

In the text, what does homework help a child improve?
thinking and memory
music and television
to give you feedback
quizzes, assignments and tests

'Want to Study Better at Home?'

Why does the writer use a question?

to make the reader listen

to make the reader think

to help the reader

to help the reader study

What is the purpose of the text?

to inform adults how to improve their study skills

to show children how to set up a study space

to show adults how to support their children

to inform children how to improve their homework skills

Desert Fact Files (Information Text)

This resource supports students to deconstruct the text *Desert Fact Files* in order to answer example exam questions.

Directions:

1. Cut and laminate all parts on pages 57 - 60.
2. Students work in pairs or small groups for all activities.
3. Model all activities before students work in pairs or small groups.

Step 1

- Provide students with the text and labels.
- Students place the labels on the text and the teacher checks for understanding.
- Project an image with the correct labelling, or elicit responses from groups or pairs.
- The teacher explains, or clarifies, any questions related to the positioning of the labels.



Step 2

- Use the *Thinking Question Card* to engage students with the information text.
- Students share with a partner, or within their group, what they see or notice about the text.
- Model this step, if necessary, using questions to elicit a response from students. “What do you notice about the placement of the images? / Why do you think the author used these images? / What do you notice about the sub-headings? / Why do you think some words are bolded? / Can you see the topic sentence in the paragraphs? / Why do you think some information is presented using bullet points?”

Step 3

- Provide students with *Question Words* (What, Which and How).
- The teacher reads each question from the **Example Exam Questions** and students identify which *Question Word* relates to the question.
- Students hold up the selected *Question Card* and the teacher checks for understanding.
- Discuss with students how the *Question Words* help with understanding what information is required to answer the questions.



Step 4

- Provide students with the **Example Exam Questions**.
- Explain to students that the highlighted words are the keywords in the questions.
- Ask students to read each question and then place the question on the space in the text where they think they will find the answer.
- Students answer the questions orally.
- The teacher supports students as needed.



Step 5

- Students independently complete the questions in the *T3 English Exams 2017-18 Support Materials Grade 6-10* document.

Desert Fact File

The Arabian Desert



Location: Arabian Peninsula

Size: 2,300,000 km²

Physical Features: covered almost entirely by sand dunes; has the largest stretches of sand in the world

Plants: acacia, saltbush

Animals: camel, lizard, ~~oryx~~, gazelle

Did you know? Bedouin tribes have travelled through the Arabian Desert for thousands of years

Desert Trees and Plants

Desert plants look different to other plants. Unlike other plants, desert plants can collect and store water; this helps to reduce water loss. Desert plants and trees are important because they provide food for animals. Large trees can also provide shade for travelers.



Desert Animals



Animals in the desert survive in a very difficult environment. The hot sun, high temperatures, a lack of water, and predators are just a few of the challenges facing desert animals. Some animals get their water only from seeds and plants. Unlike some other animals, desert animals sleep during the day - they only come out at night to eat and hunt. Some desert animals spend very little time above ground.

sub-heading

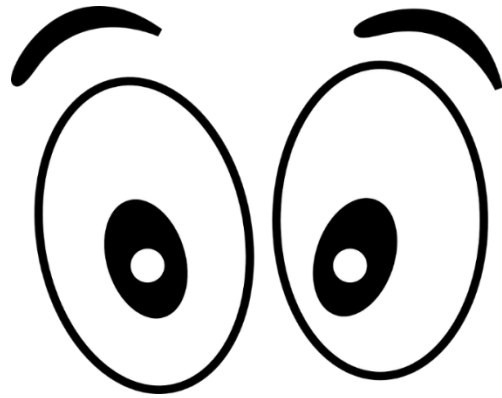
title

tree image

animal image

paragraph

Thinking Question Card



What do you see?

Question Words

What	Which
------	-------

How	
-----	--

Example Exam Questions

What is the title of the text?

Arabian Desert

Desert Fact File

Desert Trees and Plants

Desert Animals

What is the size of the Arabian Desert?

covered almost entirely by sand

thousands of years

largest stretch of sand

2,300,000 km²

In the text, which word has the closest meaning to 'survive'?

die

expire

live

walk

'Desert animals **sleep** during the day...' Which part of speech is 'sleep'?

noun

verb

adverb

adjective

In the text, how are desert plants and animals similar?

they have adapted to life in the desert

they provide food for other animals

they live underground

they like the shade

Run Mansour (Critical Response)

This resource supports students to deconstruct the text *Run Mansour* in order to answer example exam questions.

Directions:

1. Cut and laminate all parts on page 61-65.
2. Students work in pairs or small groups for all activities.
3. Model all activities before students work in pairs or small groups.

Step 1

- Provide students with the text.
- Use the *Thinking Question Card* on page 3 to engage students with the critical response text.
- Students share with a partner, or with their group, what they see, or notice, about the text.
- Model this step if necessary using questions to elicit a response from students. “What do you notice about the placement of the images? / Why do you think the author used these images? / What do you notice about the size of the text? / Why do you think some text is larger or in different colors? / What do you notice about the colors in the images? Why do you think the author used these images? What do you notice about the placement of text used?”



Step 2

- Provide students with *Question Words* (What, Where and When).
- Teacher reads each question from the **Example Exam Questions** and students identify which *Question Word* relates to the question.
- Students hold up selected *Question Card* and teacher checks for understanding.
- Discuss with students how the *Question Words* help with understanding what information is required to answer the questions.

Step 3

- Provide students with the **Example Exam Questions**.
- Explain to students that the highlighted words are the keywords in the questions.
- Ask students to read each question and then place the question on the space in the text where they think they will find the answer.
- Students answer the questions orally.
- Teacher supports students as needed.



Step 4

- Students independently complete the questions in the *T3 English Exams 2017-18 Support Materials Grade 6-10* document.

Coming to Cartoon World in
May 2018

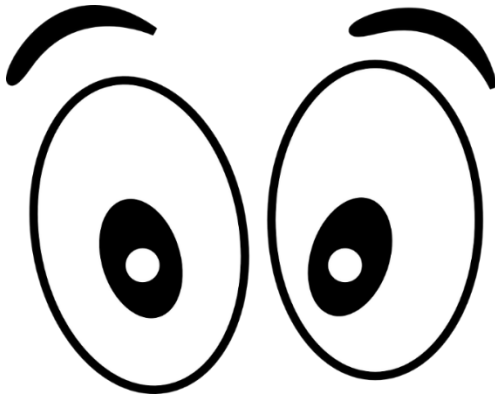
Meet Mansour
at Al Barsha Mall
6th June – 7th July, 2018

Run 

Mansour!

Mansour Cartoon
Season Two
Announced

Thinking Question Card



What do you see?

What

Where

When

Example Exam Questions

When is Mansour coming to Cartoon world?			
June 2018	Next year	Season Two	May 2018

Where can you meet Mansour?			
Al Wadha Mall	Al Barsha Mall	Abu Dhabi Mall	Marina Mall

'Season Two <u>Announced</u> '			
What is the closest meaning to the word ' Announced '?			
hidden	released	told	said

What is the main reason the writer uses the image of Mansour?			
so the cartoon looks lively and fun			
because Mansour is solving a problem			
because Mansour is not well known			
so the cartoon is interesting to scientists			

What is the main purpose of this text?	
to advise	to persuade
to describe	to discuss