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ALL ABOUT THE EXAM

End-of-Term Review Worksheet

GRADE 6 — GENERAL

Term 1

Academic Year 2026 / 2027

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EXAM OVERVIEW

Section	Details	Format	Marks
Vocabulary	5 sentences with one gap, 2 options (A or B)	Sentence Cloze (A or B)	10
Grammar	1 descriptive text (A2.1) of 100 words (±10%) with 5 gaps	Multiple-Choice Gap-Fill (A, B or C)	10
Reading 3A	1 descriptive text (A2.1) of 150–170 words (Max 187), 8 questions	Multiple-Choice (A, B or C)	24
Reading 3B	1 narrative text (A2.2) of 150–170 words (Max 187), 8 questions	Multiple-Choice (A, B or C)	16
Writing	One question with 3 prompts (personal narrative, 80+ words)	Constructed Writing Response	40
Total Marks			**100**

Vocabulary Topics

Leisure and Free Time — costume, attraction, performance, entrance, hobby, colorful, dessert
Animals — carnivore, herbivore, habitat, enclosure
Our Solar System — telescope, compass, crater, asteroid, science
Exploring — explorer, expedition, journey, route, discover, survive
How to Train Animals (Grammar in Context) — beekeeper, falconer, honeycomb, lure, nectar, pollinate, talons, wax, command, guide, service animal, train

Grammar Lessons

1. G.17.2 Wh-questions • 2. G.14.1 Past Time (past simple including verb 'to be')
3. G.4.3 Clauses and Phrases: Imperatives • 4. G.8.1 Modals (Must / Must not)
5. G.14.2 Past Time (used to / would) • 6. G.11.1 Phrasal Verbs (non-separable) • 7. G.6.2 Conjunctions (subordinating)

Reading Types

Narrative (T / F / NG) warm-up • Descriptive (MCQ) — Part 3A Exploring: Famous Modern Explorers, How Exploring Has Changed • Narrative (MCQ) — Part 3B Our Solar System

Writing Themes

Exploring | Mountain Climbing and Survival • Leisure and Free Time | How did you spend your time?
Functional Language: FL.27 Describing advantages and disadvantages • FL.16 Expressing opinion • FL.31 Describing past experiences and events

VOCABULARY — Words & Meanings

Leisure and Free Time

#	Word	Meaning	المعنى
1	**costume**	clothes worn for a special event or play	زيّ/ملابس تنكرية
2	**attraction**	a place that people visit for fun	مَعلم جذّاب
3	**performance**	an act of singing, dancing or acting	عَرْض/أداء
4	**entrance**	a door or gate where you go in	مَدخَل
5	**hobby**	an activity you do for fun in your free time	هواية
6	**colorful**	having many bright colours	مُلوَّن
7	**dessert**	sweet food eaten at the end of a meal	حَلْوى

Animals

#	Word	Meaning	المعنى
1	**carnivore**	an animal that eats only meat	لاحِم
2	**herbivore**	an animal that eats only plants	عاشِب
3	**habitat**	the natural home of an animal or plant	مَوْطِن طبيعي
4	**enclosure**	a fenced area where animals are kept	حَظيرة

Our Solar System

#	Word	Meaning	المعنى
1	**telescope**	a tube-shaped tool that makes distant things look near	تِلسكوب
2	**compass**	a tool that shows direction (North, South, etc.)	بُوصلة
3	**crater**	a large round hole in the ground	فَوّهة
4	**asteroid**	a large rock that moves around in space	كويكِب
5	**science**	the study of the natural world	العلوم

Exploring

#	Word	Meaning	المعنى
1	**explorer**	a person who travels to find new places	مُستكشِف
2	**expedition**	a long journey for a special purpose	حَملة استكشافية
3	**journey**	the act of travelling from one place to another	رِحلة
4	**route**	a way from one place to another	طريق/مسار
5	**discover**	to find something for the first time	يَكتشِف
6	**survive**	to stay alive in a difficult situation	يَنجو/يبقى على قيد الحياة

How to Train Animals (Grammar in Context)

#	Word	Meaning	المعنى
1	**beekeeper**	a person who looks after bees	نحّال
2	**falconer**	a person who trains and hunts with falcons	صَقّار
3	**honeycomb**	a wax structure where bees store honey	خَلِيَّة النحل
4	**lure**	something used to attract an animal	طُعم/إغراء
5	**nectar**	the sweet liquid in flowers that bees collect	رَحيق
6	**pollinate**	to carry pollen from one flower to another	يُلَقِّح
7	**talons**	the sharp claws of a bird of prey	مَخالِب
8	**wax**	a solid substance made by bees	شَمع
9	**command**	an order to do something	أمر
10	**guide**	to show someone the way	يَهدي/يُرشِد
11	**service animal**	an animal trained to help a person	حَيوان خِدمي
12	**train**	to teach an animal or person to do something	يُدرِّب

PART 1 | VOCABULARY — 20 Marks (Practice)

Choose the correct answer (A or B) for each question.

1. The clown wore a funny, colorful _____ for the show.

A. costume

B. telescope

2. The theme park's most popular _____ is the roller coaster.

A. crater

B. attraction

3. The actors gave a wonderful _____ on stage.

A. asteroid

B. performance

4. Please buy your tickets at the _____ before you come in.

A. entrance

B. habitat

5. Reading books is my favourite _____ after school.

A. carnivore

B. hobby

6. The festival was very _____ with bright decorations everywhere.

A. colorful

B. herbivore

7. After dinner, we had ice cream for _____.

A. dessert

B. compass

8. A lion only eats meat, so it is a _____.

A. costume

B. carnivore

9. A cow eats only grass, so it is a _____.

A. herbivore

B. performance

10. The forest is the natural _____ of many birds and animals.

A. habitat

B. entrance

11. The zoo built a new _____ for the monkeys.

A. enclosure

B. hobby

12. We looked at the moon through a _____ last night.

A. dessert

B. telescope

13. A _____ shows you which direction is North.

A. compass

B. attraction

14. A _____ is a large round hole, often made by a meteor.

A. costume

B. crater

15. A _____ is a big rock that moves around in space.

A. asteroid

B. hobby

16. In _____ class, we learned about the planets and stars.

A. science

B. performance

17. A person who travels to find new places is called an _____.

A. explorer

B. enclosure

18. The team went on a long _____ to the South Pole.

A. expedition

B. habitat

19. It was a long _____ from Cairo to Aswan.

A. journey

B. entrance

20. The explorers found a new _____ through the mountains.

A. route

B. dessert

GRAMMAR — Topics

Grammar Lessons Covered in This Review

1. G.17.2 Wh-questions
2. G.14.1 Past Time (past simple including verb 'to be')
3. G.4.3 Clauses and Phrases: Imperatives
4. G.8.1 Modals (Must / Must not)
5. G.14.2 Past Time (used to / would)
6. G.11.1 Phrasal Verbs (non-separable)
7. G.6.2 Conjunctions (subordinating)

LESSON 1 / 7

G.17.2 Wh-questions

How It Works

Form: Wh-questions are questions that start with a question word.
Question words: What, Where, When, Who, Why, How, Which, Whose

Structure: Question word + auxiliary (do/does/did) + subject + main verb

"What **do** you **do** at the weekend?"
"Where **does** she **live**?"
"When **did** they **arrive**?"
"Why **are** you **crying**?" *(present continuous)*
"Who **is** your teacher?" *(verb 'to be')*

Key trick: Use 'do' with I/you/we/they, 'does' with he/she/it (present simple), and 'did' for past simple. With 'be' verbs (is/are/was/were), do NOT use do/does/did. Wrong: "Where she lives?" Right: "Where **does** she **live**?" Wrong: "Where does she lives?" Right: "Where **does** she **live**?" (no -s after does).

Examples

EXAMPLE 1: **What** do you do in your free time? *(asking about an activity)*

EXAMPLE 2: **Where** does the explorer live? *(asking about place)*

EXAMPLE 3: **When** did the expedition start? *(asking about time)*

Practice Questions

1. _____ do you go at the weekend?
   A. Why
   B. Where
   C. How many

2. _____ does the zoo open?
   A. What
   B. How many
   C. When

3. _____ is your favourite hobby?

A. How many

B. Where

C. What

4. _____ did the explorer discover the cave?

A. Who

B. When

C. How many

5. _____ taught the falcon to hunt?

A. How many

B. When

C. Who

6. _____ are the bees going?

A. Why

B. Where

C. How many

7. _____ does a telescope help us see?

A. How

B. When

C. How many

8. _____ is the entrance to the park?

A. How many

B. Where

C. How

9. _____ did the journey take so long?

A. Why

B. How many

C. What

10. _____ animal eats only meat?

A. Why

B. How many

C. Which

11. _____ is that costume for?

A. Who

B. Where

C. How many

12. _____ do bees make honey?

A. How

B. When

C. How many

13. _____ is the habitat of the lion?

A. How many

B. Where

C. Who

14. _____ did the asteroid fall?

A. How

B. How many

C. When

15. _____ is the dessert on the menu?

A. Where

B. How many

C. Why

16. _____ do you need a compass for?

A. When

B. How many

C. What

17. _____ is the explorer famous?

A. Where

B. Why

C. How many

18. _____ does the beekeeper wear a special suit?

A. Why

B. How many

C. What

19. _____ talons are those on the table?

A. Whose

B. Where

C. How many

20. _____ is the best route to the mountain?

A. Which

B. Why

C. How many

LESSON 2 / 7

G.14.1 Past Time (past simple including verb 'to be')

How It Works

Form: Subject + past simple verb (regular: verb + -ed; irregular: special form)
Use: The past simple describes an action that started and finished in the past.

Regular verbs: walk → walked, play → played, discover → discovered
Irregular verbs: go → went, see → saw, find → found, eat → ate, take → took
Verb 'to be' (past): I/he/she/it → **was**; you/we/they → **were**

Negative: did + not + base verb: "She **did not go** to the zoo."
Question: Did + subject + base verb: "**Did** you **see** the comet?"

Key trick: After 'did' or 'did not', always use the base form of the verb, NOT the -ed form. Wrong: "Did he went?" Right: "Did he **go**?" Wrong: "She didn't played." Right: "She **didn't play**." For 'be' verbs, use was/were without did: Wrong: "Did she was happy?" Right: "**Was** she happy?"

Examples

EXAMPLE 1: Yesterday, we **visited** the science museum. *(regular verb)*

EXAMPLE 2: Last week, the explorer **found** a new cave. *(irregular verb)*

EXAMPLE 3: The show **was** amazing! *(verb 'to be' - past)*

Practice Questions

1. Yesterday, we _____ the theme park.
   A. visited
   B. visit
   C. visiting

2. Last week, the explorer _____ a new route.
   A. discover
   B. discovered
   C. discovering

3. The beekeeper _____ honey from the hive yesterday.

A. collected

B. collecting

C. collect

4. Last night, I _____ at the stars through the telescope.

A. looking

B. looked

C. look

5. The show _____ very exciting yesterday.

A. was

B. were

C. is

6. The visitors _____ happy with the performance.

A. are

B. were

C. was

7. She _____ to the zoo last weekend.

A. wenting

B. go

C. went

8. The falcon _____ high in the sky last night.

A. flewing

B. fly

C. flew

9. They _____ a new asteroid last month.

A. find

B. founding

C. found

10. He _____ the animal to sit on his arm.

A. command

B. commanded

C. commanding

11. _____ you see the comet last night?

A. Diding

B. Did

C. Do

12. _____ she go to the museum yesterday?

A. Did

B. Diding

C. Does

13. She _____ not visit the zoo last weekend.

A. did

B. do

C. does

14. They _____ not find the entrance yesterday.

A. do

B. did

C. do

15. The hobby _____ very popular last year.

A. is

B. is

C. was

16. We _____ a great time at the festival.

A. had

B. hading

C. have

17. The expedition _____ three months.

A. tooking

B. takes

C. took

18. He _____ a special costume for the play.

A. wore

B. wears

C. wored

19. I _____ a book about space last night.

A. reading

B. read

C. reading

20. The bees _____ lots of nectar yesterday.

A. collected

B. collect

C. collecting

G.4.3 Clauses and Phrases: Imperatives

How It Works

Form: Base form of the verb (no subject)
Use: Imperatives are used to give orders, instructions, advice, or commands.

"Put on your costume." *(instruction)*
"Turn left at the traffic lights." *(direction)*
"Be careful!" *(warning)*
"Don't touch the animals." *(negative command)*

Negative form: Don't + base verb
"Don't feed the animals."
"Don't be late!"

Key trick: Imperatives do NOT have a subject ('you' is implied). They can be polite (add 'please') or strong. Wrong: "You put on your costume." (this is a statement, not an imperative). Right: "**Put on** your costume." For negatives, always use 'Don't' + base verb. Wrong: "No feed the animals." Right: "**Don't feed** the animals."

Examples

EXAMPLE 1: **Open** the door, please. *(instruction)*

EXAMPLE 2: **Turn** left at the entrance. *(direction)*

EXAMPLE 3: **Don't touch** the telescope! *(negative command)*

Practice Questions

1. _____ your ticket at the entrance.
   A. Showing
   B. Showing
   C. Show

2. _____ left at the corner to find the zoo.
   A. Turn
   B. Turning
   C. Turning

3. _____ feed the animals in the enclosure.

A. Not

B. Not

C. Don't

4. _____ careful when you look through the telescope.

A. Being

B. Being

C. Be

5. _____ your hands before you eat the dessert.

A. Washing

B. Wash

C. Washing

6. _____ the door behind you, please.

A. Closing

B. Close

C. Closing

7. _____ touch the hot wax!

A. Don't

B. Not to

C. Not

8. _____ straight on until you see the sign.

A. Going

B. Go

C. Going

9. _____ the falcon gently so it does not fly away.

A. Holding

B. Holding

C. Hold

10. _____ late for the performance!

A. Not be

B. Not be

C. Don't be

11. _____ your telescope at the night sky.

A. Point

B. Pointing

C. Pointing

12. _____ the instructions before you start.

A. Read

B. Reading

C. Reading

13. _____ noise in the library.

A. Not make

B. Don't make

C. Not make

14. _____ a compass so you do not get lost.

A. Take

B. Taking

C. Taking

15. _____ the animals in their natural habitat.

A. Watch

B. Watching

C. Watching

16. _____ the beekeeper's advice at all times.

A. Following

B. Following

C. Follow

17. _____ the exit when the show is over.

A. Using

B. Using

C. Use

18. _____ the crystals with care.

A. Holding

B. Hold

C. Holds

19. _____ your seatbelts before the journey.

A. Fastening

B. Fasten

C. Fastening

20. _____ the explorer's footprints in the snow.

A. Follow

B. Following

C. Follows

LESSON 4 / 7

G.8.1 Modals (Must / Must not)

How It Works

Form: Must / Must not (mustn't) + base form of the verb
Use: 'Must' expresses obligation, necessity, or strong advice. 'Must not' expresses prohibition (something you are not allowed to do).

"You **must wear** a helmet on the expedition." *(obligation)*
"You **must not feed** the animals." *(prohibition)*
"You **must keep** your ticket." *(necessity)*

Key trick: 'Must' is followed by the base form of the verb, WITHOUT 'to'. Wrong: "You must to wear a helmet." Right: "You **must wear** a helmet." 'Must not' means 'it is forbidden'. 'Must' has no -s in the third person: "He **must go**." (not "musts"). There is no 'do/does' with must: Wrong: "Do you must go?" Right: "**Must** you go?"

Examples

EXAMPLE 1: You **must wear** a seat belt in the car. *(obligation)*

EXAMPLE 2: You **must not touch** the telescope lens. *(prohibition)*

EXAMPLE 3: Students **must arrive** on time for the show. *(necessity)*

Practice Questions

1. You _____ wear a helmet on the expedition.
   A. must
   B. must to
   C. must to

2. You _____ feed the animals in the zoo.
   A. must not to
   B. don't must
   C. must not

3. Students _____ keep their tickets.
   A. must to
   B. must
   C. musts

4. He _____ be careful with the hot wax.

A. must to

B. must

C. musts

5. You _____ make noise during the performance.

A. must not

B. don't must

C. don't must

6. We _____ follow the guide on the journey.

A. must to

B. must

C. must to

7. You _____ touch the telescope lens.

A. don't must

B. not must

C. must not

8. The beekeeper _____ wear a special suit.

A. must

B. must to

C. musts

9. You _____ run near the enclosure.

A. must no

B. must not

C. don't must

10. Every visitor _____ show a ticket at the entrance.

A. must

B. musting

C. must to

11. _____ I wear a costume for the show?

A. Do must

B. Must

C. Do must

12. You _____ leave before the show ends.

A. must not

B. don't must

C. mustn't to

13. The explorers _____ take a compass with them.

A. must to

B. must

C. must to

14. You _____ eat dessert before dinner.

A. not must

B. don't must

C. must not

15. She _____ train the falcon every day.

A. must

B. must to

C. musts

16. You _____ be late for the expedition.

A. don't must

B. mustn't being

C. must not

17. We _____ discover the route before dark.

A. must to

B. must

C. must to

18. You _____ play near the crater.

A. don't must

B. must no

C. must not

19. The visitors _____ respect the animals' habitat.

A. must to

B. musting

C. must

20. _____ we bring a telescope?

A. Do must

B. Must

C. Do must

LESSON 5 / 7

G.14.2 Past Time (used to / would)

How It Works

Form:

used to + base verb: for past habits and states that are no longer true

would + base verb: for past habitual actions (but NOT states)

"I **used to live** in Dubai." *(past state - no longer true)*

"She **used to play** tennis every weekend." *(past habit)*

"We **would visit** the zoo every summer." *(past habitual action)*

Negative: didn't use to + base verb: "He **didn't use to** like science."

Question: Did + subject + use to + base verb: "**Did** you **use to** watch the stars?"

Key trick: 'Used to' can be used for both past habits AND past states (live, be, like, know). 'Would' can ONLY be used for past actions, NOT states. Wrong: "I would live in Dubai." Right: "I **used to live** in Dubai." In negative and question forms, drop the 'd': "didn't **use to**" (not "didn't used to"). Wrong: "Did you used to play?" Right: "Did you **use to** play?"

Examples

EXAMPLE 1: I **used to visit** the zoo every month. *(past habit)*

EXAMPLE 2: She **used to be** a beekeeper. *(past state)*

EXAMPLE 3: We **would watch** the stars through our telescope. *(past habitual action)*

Practice Questions

1. I _____ visit the zoo every month when I was young.

   A. use to

   B. used to

   C. use to

2. She _____ be a falconer before she retired.

   A. would

   B. use to

   C. used to

3. We _____ watch the stars through our telescope every night.

A. would to

B. would to

C. would

4. He _____ live near the science museum.

A. would

B. used to

C. use to

5. They _____ go on an expedition every summer.

A. woulds

B. would to

C. would

6. I _____ not like science when I was younger.

A. didn't use to

B. didn't used to

C. didn't used to

7. _____ you _____ play computer games after school?

A. Did / used to

B. Did / use to

C. Did / used to

8. My grandfather _____ tell us stories about explorers.

A. would to

B. would

C. would to

9. There _____ be a small zoo near our house.

A. would

B. use to

C. used to

10. She _____ collect colourful costumes for festivals.

A. would to

B. would

C. woulding

11. We _____ spend our free time at the theme park.

A. used to

B. use to

C. use to

12. He _____ love watching the comets at night.

A. would

B. used to

C. use to

13. _____ there _____ be an enclosure here?

A. Did / use to

B. Did / used to

C. Did / used to

14. The beekeeper _____ sell honey at the market every Friday.

A. would to

B. would

C. would to

15. I _____ not understand how telescopes worked.

A. didn't use to

B. didn't used to

C. didn't used to

16. They _____ discover new routes through the mountains.

A. use to

B. used to

C. use to

17. She _____ train animals for the circus.

A. would to

B. used to

C. use to

18. We _____ believe that the Earth was flat.

A. use to

B. used to

C. would

19. _____ you _____ eat dessert before dinner?

A. Did / used to

B. Did / used to

C. Did / use to

20. The explorer _____ write in his journal every evening.

A. would to

B. would

C. woulds

LESSON 6 / 7

G.11.1 Phrasal Verbs (non-separable)

How It Works

Form: A phrasal verb is a verb + a particle (preposition or adverb).
Non-separable phrasal verbs: the verb and particle must stay together.

Common non-separable phrasal verbs:
look after = take care of: "She **looks after** the animals."
look for = search: "I am **looking for** my compass."
look at = watch: "**Look at** the stars!"
listen to = hear: "**Listen to** the guide."
belong to = be owned by: "This telescope **belongs to** the school."
depend on = need: "Bees **depend on** flowers for nectar."
wait for = stay until someone comes: "We are **waiting for** the show to start."
ask for = request: "She **asked for** a refund."

Key trick: Non-separable phrasal verbs cannot be split. Wrong: "Look the stars at." Right: "**Look at** the stars." The object goes AFTER the whole phrasal verb. Wrong: "She looks after them the animals." Right: "She **looks after** the animals."

Examples

EXAMPLE 1: She **looks after** the bees every day. *(takes care of)*

EXAMPLE 2: I am **looking for** my telescope. *(searching)*

EXAMPLE 3: **Listen to** the guide's instructions. *(hear)*

Practice Questions

1. She _____ the bees every morning.
   A. looks the bees after
   B. looks after them after
   C. looks after

2. I am _____ my compass.
   A. looking for it for
   B. looking for it for
   C. looking for

3. _____ the stars! They are beautiful tonight.

A. Look at them at

B. Look at

C. Look at it at

4. _____ the guide's instructions carefully.

A. Listen to him to

B. Listen to him to

C. Listen to

5. This telescope _____ the school.

A. belongs to it to

B. belongs to

C. belongs to it to

6. Bees _____ flowers for nectar.

A. depend on them on

B. depend on

C. depends on it on

7. We are _____ the show to start.

A. waiting for it for

B. waiting for

C. waiting for it for

8. She _____ a refund at the shop.

A. asked for

B. asked for it for

C. asked for it for

9. The falconer _____ his birds.

A. looks after

B. looks after them after

C. looks after them after

10. _____ the explorer's story! It is amazing.

A. Listen to

B. Listen

C. Listen to him to

11. I am _____ the entrance to the zoo.

A. looking for it for

B. looking for it for

C. looking for

12. The honey _____ the beekeeper.

A. belongs to it to

B. belongs to

C. belongs to it to

13. The expedition _____ the weather.

A. depends on it on

B. depends on

C. depends on it on

14. We are _____ the bus to the museum.

A. waiting for it for

B. waiting for

C. waiting for it for

15. He _____ directions to the crater.

A. asked for

B. asked for it for

C. asked for it for

16. _____ the comet through the telescope!

A. Look at it at

B. Look at

C. Look at it at

17. The zookeeper _____ the animals in the enclosure.

A. looks after them after

B. looks after them after

C. looks after

18. The performance _____ the costumes.

A. depends on it on

B. depends on

C. depends on it on

19. She _____ her hobby very much.

A. looks after them after

B. cares for

C. looks after

20. I am _____ the dessert menu.

A. looking for it for

B. looking for

C. looking for it for

LESSON 7 / 7

G.6.2 Conjunctions (subordinating)

How It Works

Form: Subordinating conjunctions join a main clause to a subordinate (dependent) clause.
Common subordinating conjunctions: because, although, when, while, if, since, before, after, until, so that

Reason: because, since, as
"We went home **because** it was raining."
Contrast: although, even though
"**Although** it was cold, the explorer continued his journey."
Time: when, while, before, after, until
"**When** the show started, everyone was quiet."
Condition: if
"**If** you see an asteroid, tell the teacher."
Purpose: so that
"She took a compass **so that** she would not get lost."

Key trick: A subordinate clause cannot stand alone. Wrong: "Because it was raining." (incomplete). Right: "We went home **because** it was raining." If the subordinate clause comes first, use a comma: "**Although** it was cold, the explorer continued."

Examples

EXAMPLE 1: We stayed at home **because** the weather was bad. *(reason)*

EXAMPLE 2: **Although** the journey was long, they arrived safely. *(contrast)*

EXAMPLE 3: **When** the comet appeared, everyone looked up. *(time)*

Practice Questions

1. We went home _____ the show ended.

   A. when

   B. and

   C. when it

2. The explorer continued _____ he was tired.

A. although

B. but

C. although he

3. The bees collect nectar _____ they can make honey.

A. so that they

B. so that

C. and

4. _____ you see an asteroid, tell the teacher.

A. If you

B. When

C. If

5. We waited _____ the guide arrived.

A. until

B. and

C. until he

6. She took a compass _____ she would not get lost.

A. so that

B. so that she

C. and

7. _____ the weather was bad, we stayed at home.

A. And

B. Because

C. Because it

8. The falconer was happy _____ his bird caught the lure.

A. because he

B. because

C. and

9. _____ it was dark, we could still see the stars.

A. Although

B. But

C. Although it

10. I will visit the zoo _____ I have free time.

A. when I

B. and

C. when

11. _____ you finish your dessert, you can play outside.

A. After you

B. After

C. Before

12. She wore a costume _____ she wanted to look colorful.

A. because

B. and

C. because she

13. _____ the expedition was difficult, the team did not give up.

A. Although

B. Although it

C. But

14. The animals were quiet _____ the keeper came.

A. and

B. until

C. until he

15. Take a telescope _____ you can see the craters on the moon.

A. so that you

B. and

C. so that

16. _____ I was young, I used to love science.

A. When I

B. If

C. When

17. The beekeeper wore a suit _____ the bees would not sting him.

A. and

B. so that

C. so that they

18. _____ you have a compass, you will not get lost.

A. If you

B. If

C. When

19. We watched the performance _____ it finished.

A. and

B. until it

C. until

20. _____ the entrance was closed, we went to another park.

A. Because it

B. And

C. Because

GRAMMAR IN CONTEXT | Maze Texts

Maze Text 1: A Day at the Theme Park

Last Sunday, my family went to a theme park. The (1) _____ was decorated with colorful flags and lights. We showed our tickets at the (2) _____ and walked inside. The first (3) _____ we visited was the roller coaster. _____ the queue was long, we waited patiently. The actors gave a funny (4) _____ in the main square. We laughed a lot! At lunchtime, we had ice cream for (5) _____ . (6) _____ did you enjoy most? my sister asked me. I loved the show, I answered. The beekeeper at the animal zone told us, You (7) _____ feed the animals. We followed his (8) _____ carefully. Before we left, I bought a small (9) _____ as a souvenir. We (10) _____ home at sunset, tired but very happy.

Gap	A	B	C
(1)	crater	performance	attraction
(2)	asteroid	habitat	entrance
(3)	attraction	compass	costume
(4)	performance	telescope	carnivore
(5)	hobby	route	dessert
(6)	When	Where	What
(7)	must not	musting not	must to not
(8)	command	nectar	journey
(9)	costume	compass	honeycomb
(10)	going	go	went

Maze Text 2: The Beekeeper's Day

Mr. Ali is a (1) _____ . He looks (2) _____ hundreds of bees every day. The bees live in a (3) _____ made of wax. They fly to flowers and collect (4) _____ , then they (5) _____ the flowers so new plants can grow. Mr. Ali wears a special suit (6) _____ the bees do not sting him. Yesterday, he (7) _____ honey from the hive. He (8) _____ sell his honey at the market. You (9) _____ be careful around bees, he told the children. They listened (10) _____ his advice and stayed calm.

Gap	A	B	C
(1)	explorer	beekeeper	falconer
(2)	for after	after them after	after
(3)	honeycomb	costume	crater
(4)	nectar	hobby	dessert

Gap	A	B	C
(5)	survive	discover	pollinate
(6)	because he	although he	so that
(7)	collected	collects	collecting
(8)	would	woulds	would to
(9)	must	musting	must to
(10)	to it to	to	to him to

Maze Text 3: Exploring the Moon

Last night, we looked at the moon through a (1) _____ . We saw large (2) _____ on its surface. (3) _____ are they? my friend asked. They are craters, I said. Our teacher told us that a (4) _____ can make a crater when it hits a planet. In (5) _____ class, we learned about planets and stars. We (6) _____ not know much about space before, but now we love it. (7) _____ you have a telescope, you can see amazing things. I (8) _____ look at the stars every night when I was young. We (9) _____ the guide's instructions and pointed the telescope at the right spot. It was a wonderful (10) _____ of discovery.

Gap	A	B	C
(1)	telescope	costume	habitat
(2)	costumes	craters	habitats
(3)	When	Where	What
(4)	carnivore	asteroid	attraction
(5)	science	dessert	hobby
(6)	doing	do	did
(7)	If	If it	If you
(8)	used to	would to	use to
(9)	follows	following	followed
(10)	nectar	wax	journey

Maze Text 4: The Falconer

Mr. Saeed is a (1) _____ . He trains falcons to hunt. The falcon has sharp (2) _____ on its feet. Mr. Saeed uses a (3) _____ to attract the bird. He gives a (4) _____ and the falcon flies back to him. He (5) _____ the falcon every day. You (6) _____ be patient with the birds, he says. Yesterday, the falcon (7) _____ high in the sky. (8) _____ the training was hard, the falcon learned quickly. Mr. Saeed (9) _____ train birds for the king when he was young. Now he teaches young people. His students (10) _____ to his advice and try their best.

Gap	A	B	C
(1)	explorer	beekeeper	falconer
(2)	hobbies	talons	costumes
(3)	lure	dessert	route

Gap	A	B	C
(4)	nectar	journey	command
(5)	training	trains	train to
(6)	must to	must	musts
(7)	flew	fly	flying
(8)	Because he	When he	Although
(9)	use to	used to	would to
(10)	listen to	listen to him to	listen

Maze Text 5: The Explorer's Journey

Ahmed is a famous (1) _____ . Last year, he went on an (2) _____ to the desert. The (3) _____ was long and difficult. He took a (4) _____ so that he would not get lost. You (5) _____ drink a lot of water in the desert, his guide told him. Ahmed looked (6) _____ water everywhere. _____ he was tired, he did not stop. (7) _____ did you discover? his friend asked later. I found an old cave, Ahmed answered. The cave was the natural (8) _____ of many animals. Ahmed (9) _____ write in his journal every evening. His story is now in many (10) _____ books.

Gap	A	B	C
(1)	explorer	falconer	beekeeper
(2)	performance	expedition	dessert
(3)	hobby	journey	nectar
(4)	compass	costume	honeycomb
(5)	musting	must	must to
(6)	for them for	for it for	for
(7)	Because he	When he	Although
(8)	entrance	habitat	attraction
(9)	would to	woulds	would
(10)	dessert	science	hobby

READING

24 Marks

PART 3A | READING - Passage 1 (Narrative - T / F / NG)

My Visit to the Science Museum

Last Saturday, my class went on a school trip to the science museum. We were all very excited because we had never been there before. Our teacher, Mr. Ali, told us to bring a notebook and a pencil. When we arrived, we showed our tickets at the entrance. The building was huge and very colorful. The first thing we saw was a large telescope in the main hall. Our guide told us that we could look at the moon through it. I looked and saw big round craters on the moon's surface. It was amazing! Next, we visited the animals section. We saw a model of a

carnivore and a herbivore. The guide explained that carnivores eat only meat, while herbivores eat only plants. There was also a model of a natural habitat with trees and water. After lunch, we went to the space room. We learned about asteroids and comets. The guide said that an asteroid is a big rock that moves around in space. We also learned about famous explorers who travelled to dangerous places to discover new routes. Before we left, we watched a short performance about space travel. The actors wore colorful costumes and danced on the stage. It was the best part of the day. We bought small souvenirs at the shop and took the bus back to school. I wrote about my trip in my notebook that evening.

1. The class had visited the science museum before.
   A. True
   B. False
   C. Not Given

2. The students saw real craters on the moon through the telescope.
   A. True
   B. False
   C. Not Given

3. Carnivores eat only plants.
   A. True
   B. False
   C. Not Given

4. The students ate lunch at the museum.
   A. True
   B. False
   C. Not Given

5. The guide had been to space.
   A. True
   B. False
   C. Not Given

6. The actors wore colorful costumes during the performance.
   A. True
   B. False
   C. Not Given

24 Marks

PART 3A | READING - Passage 2 (Narrative - T / F / NG)

The Falconer's Lesson

Last summer, my grandfather took me to meet his friend, Mr. Saeed, who is a falconer. I had never seen a falcon before, so I was very excited. Mr. Saeed lives in a small house near the desert. When we arrived, Mr. Saeed was training his falcon. The bird had sharp talons on its feet and beautiful brown feathers. Mr. Saeed used a lure to attract the falcon. He gave a command, and the bird flew high into the sky. You must be patient with falcons, Mr.

Saeed told me. They do not learn quickly. He said he trains his birds every day. Sometimes the falcon does not come back immediately, and he has to wait. I asked Mr. Saeed many questions. How do you train the bird? What does it eat? Where does it sleep? He answered all my questions with a smile. He told me that falcons are carnivores, so they eat only meat. Before we left, Mr. Saeed gave the falcon a command, and the bird landed gently on his arm. It was a wonderful experience. I wrote a story about it for my school hobby club. My grandfather said that he used to be a falconer when he was young. I hope I can learn this skill one day too.

1. The narrator had seen a falcon before visiting Mr. Saeed.

A. True
B. False
C. Not Given

2. The falcon had sharp talons.

A. True
B. False
C. Not Given

3. Mr. Saeed trains his falcon every day.

A. True
B. False
C. Not Given

4. Falcons are herbivores.

A. True
B. False
C. Not Given

5. The narrator's grandfather used to be a beekeeper.

A. True
B. False
C. Not Given

6. The narrator wrote a story about the visit for school.

A. True
B. False
C. Not Given

24 Marks

PART 3A | READING - Passage 3 (Descriptive - MCQ)

Famous Modern Explorers

Exploring has always been part of human life. In the past, explorers travelled to find new lands and new routes. Today, modern explorers travel to extreme places like deserts, mountains, and even space. They want to discover new things and to help science. One famous modern explorer is Reinhold Messner. He was the first person to climb all fourteen of the world's highest mountains without extra oxygen. He survived storms, cold, and dangerous ice. His expeditions showed that humans can reach the highest places on Earth. Another famous

explorer is Bertrand Piccard. He flew around the world in a special plane that used only the power of the sun. His journey took many months, but he did not use any fuel. His expedition showed that clean energy can take us anywhere. Modern explorers also travel to space. Astronauts use powerful telescopes to study asteroids, planets, and stars. They look for water on other planets and try to discover if life exists somewhere else. Space exploration is very difficult, but it helps us understand our own planet better. What makes a good explorer? Explorers must be brave, patient, and curious. They must know how to use tools like a compass and a map. They must respect the natural habitat of the animals and plants they meet. Most importantly, they must never give up, even when the journey is very hard. Exploring is not just about finding new places. It is about learning and sharing knowledge with the world.

1. According to the text, what do modern explorers travel to?

A. Only to the sea

B. Extreme places like deserts, mountains, and space

C. Only to their own cities

2. In the text, 'expedition' most likely means:

A. a kind of telescope

B. a kind of animal

C. a long journey for a special purpose

3. According to the text, who was the first person to climb all fourteen highest mountains without extra oxygen?

A. Bertrand Piccard

B. Mr. Ali

C. Reinhold Messner

4. According to the text, what did Bertrand Piccard use to fly around the world?

A. A plane that used only the power of the sun

B. A hot air balloon

C. A normal plane with fuel

5. In the text, 'survived' most likely means:

A. went home

B. stayed alive in a difficult situation

C. gave up

6. According to the text, what do astronauts use to study asteroids?

A. Powerful telescopes

B. Costumes

C. Compasses

7. According to the text, what must a good explorer be?

A. Brave, patient, and curious

B. Rich and famous

C. Tall and strong

8. What is the main idea of this text?

A. Exploring is only about climbing mountains

B. Explorers do not need any tools

C. Modern explorers travel to extreme places to discover new things and help science

24 Marks

PART 3A | READING - Passage 4 (Descriptive - MCQ)

How Exploring Has Changed

Exploring has changed a lot over the years. In the past, explorers travelled on foot, on horses, or in small boats. They did not have maps or compasses, so they often got lost. Many explorers did not survive the dangerous journeys. They faced wild animals, storms, and diseases. Today, exploring is very different. Modern explorers have many tools to help them. They use GPS to find their route, and they use satellites to talk to their team. They wear special clothes that keep them warm in the coldest places. They also have strong vehicles that can cross deserts and climb mountains. In the past, explorers discovered new lands and new routes. Today, most of the Earth has been explored. So modern explorers go to more difficult places, like the deep sea, high mountains, and space. They want to discover new things about science, not just new lands. Another big change is safety. In the past, many explorers died on their journeys. Today, explorers must train for many years before they go on an expedition. They must learn how to survive in difficult situations. They carry first aid kits and radios so that they can call for help. Exploring has also changed because of technology. Modern explorers use cameras and computers to record what they see. They share their discoveries with the whole world on the Internet. Children in schools can now learn about space, the sea, and wild animals from the comfort of their classrooms. Exploring is safer and more useful than ever before, but it is still an exciting adventure.

1. According to the text, how did explorers travel in the past?

A. In cars and planes

B. On the Internet

C. On foot, on horses, or in small boats

2. In the text, 'route' most likely means:

A. a kind of animal

B. a way from one place to another

C. a kind of costume

3. According to the text, what do modern explorers use to find their way?

A. Only paper maps

B. GPS and satellites

C. Nothing

4. According to the text, where do modern explorers go now?

A. Only to the beach

B. Only to cities

C. To the deep sea, high mountains, and space

5. In the text, 'survive' most likely means:

A. to go home

B. to stay alive in a difficult situation

C. to give up

6. According to the text, what must modern explorers do before an expedition?

A. Buy new clothes

B. Train for many years

C. Watch television

7. According to the text, how do modern explorers share their discoveries?

A. Only by talking

B. Only in books

C. With cameras, computers, and the Internet

8. What is the main idea of this text?

A. Exploring is more dangerous now than in the past

B. Exploring has not changed at all

C. Exploring has changed because of new tools, technology, and safety

16 Marks

PART 3B | READING - Passage 5 (Narrative - MCQ)

A Night of Stars

Last weekend, my family went on a special trip to the desert. My father is interested in science, and he wanted to show us the stars. He brought his telescope and a compass so that we would not get lost. We arrived at the camp before sunset. My father set up the telescope and pointed it at the sky. When it was dark, we looked through the telescope and saw the moon. It was big and bright. I could see large round craters on its surface. My father told me that these craters were made by asteroids that hit the moon a long time ago. After that, we looked at the planets. I saw Mars, which looked red, and Jupiter, which was very big. My father said that Jupiter is the largest planet in our solar system. He also told me that scientists use powerful telescopes to study asteroids and to discover new things about space. While we were watching the sky, we heard a strange noise. My little sister was scared, but my father said it was only a desert fox looking for food. He told us that the desert is the natural habitat of many animals. We must be careful and must not disturb them, he said. Before we went to sleep, my father told us a story about a famous explorer who used to travel across the desert with only a compass and a camel. The explorer survived many dangers and discovered new routes. I fell asleep under the stars and dreamed about becoming an explorer myself one day. It was the best night of my life.

1. According to the text, why did the family go to the desert?

A. To see the stars

B. To buy a telescope

C. To find a desert fox

2. In the text, 'crater' most likely means:

A. a kind of costume

B. a large round hole

C. a kind of animal

3. According to the text, what did the narrator see on the moon?

A. Houses

B. Trees and water

C. Large round craters

4. According to the text, which planet looked red?

A. Mars

B. The Moon

C. Jupiter

5. In the text, 'habitat' most likely means:

A. a kind of telescope

B. the natural home of an animal

C. a kind of dessert

6. According to the text, what did the father tell the children about the desert animals?

A. They must feed them

B. They must catch them

C. They must not disturb them

7. According to the text, what did the father tell a story about?

A. A beekeeper

B. A famous explorer who travelled across the desert

C. A falconer

8. What is the main idea of this text?

A. The family got lost in the desert

B. The family did not enjoy the trip

C. The family had a wonderful night watching stars and learning about space

16 Marks

PART 3B | READING - Passage 6 (Narrative - MCQ)

The Asteroid that Changed Everything

Last month, my science teacher, Mr. Ali, told our class an amazing story. He said that a very long time ago, a huge asteroid hit the Earth. The asteroid was so big that it changed the weather all over the world. Many scientists believe that this is why the dinosaurs did not survive. I was very interested in this story, so I decided to learn more. My father took me to the science museum on Saturday. We saw a model of an asteroid and a real piece of a meteorite in a glass box. It was dark and heavy. The guide told us that asteroids are big rocks that move around in space between Mars and Jupiter. The guide also told us about famous craters on Earth. There is a very large crater in Arizona, in the United States. It was made by an asteroid about fifty thousand years ago.

The crater is more than one kilometre wide. I could not believe how big it was! After the museum, my father bought me a book about space. I learned that scientists use powerful telescopes to watch the sky every night. They want to discover if any asteroid is coming towards the Earth. If they find one, they can warn people early. My father told me that I must not be afraid. He said that the chance of a big asteroid hitting the Earth is very small. Scientists are watching the sky all the time. I felt much better after that. Now my favourite hobby is reading about space and our solar system. I want to be a scientist one day and discover new things about the stars.

1. According to the text, what did the science teacher tell the class?
   A. A story about a huge asteroid that hit the Earth
   B. A story about a falconer
   C. A story about a zoo

2. In the text, 'asteroid' most likely means:
   A. a kind of animal
   B. a big rock that moves around in space
   C. a kind of costume

3. According to the text, what did the narrator see at the science museum?
   A. A model of an asteroid and a real piece of a meteorite
   B. A falcon
   C. A real dinosaur

4. According to the text, where is the very large crater?
   A. In Arizona, in the United States
   B. In the narrator's school
   C. In Dubai

5. In the text, 'survive' most likely means:
   A. to stay alive in a difficult situation
   B. to give up
   C. to go home

6. According to the text, what do scientists use to watch the sky?
   A. Costumes
   B. Compasses
   C. Powerful telescopes

7. According to the text, what did the father tell the narrator?
   A. To be very afraid
   B. Not to be afraid, because scientists are watching the sky
   C. To stop reading about space

8. What is the main idea of this text?

A. The narrator learned about asteroids and space, and wants to be a scientist

B. Asteroids are not interesting

C. The narrator was afraid and stopped studying

WRITING

Writing Section Overview

The exam Writing paper has one task (total 40 marks):

Task (40 marks): Write about a topic in complete sentences, responding to 3 prompts. Write at least 80 words.

Themes: Exploring | Mountain Climbing and Survival • Leisure and Free Time | How did you spend your time?

Functional Language: FL.27 Describing advantages and disadvantages • FL.16 Expressing opinion • FL.31 Describing past experiences and events

PRACTICE TASK 1 — Exploring: Mountain Climbing and Survival

(40 marks) Write about a difficult journey or an exciting adventure you had (or would like to have).

- discuss whether advertising has a positive or negative effect on young people.
- give at least two reasons to support your opinion.
- suggest one way young people can make smarter buying decisions.

Write at least 80 words in complete sentences.

PRACTICE TASK 2 — Leisure and Free Time: How Did You Spend Your Time?

(40 marks) Write about how you spent your free time last weekend (a memorable leisure activity).

- discuss whether students should choose careers based on passion or on practicality.
- give at least two reasons to support your opinion.
- give one piece of advice for students who are struggling to choose a career.

Write at least 80 words in complete sentences.

ANSWER KEY

Vocabulary MCQ (1–20)

1	A	2	B	3	B	4	A	5	B
6	A	7	A	8	B	9	A	10	A
11	A	12	B	13	A	14	B	15	A
16	A	17	A	18	A	19	A	20	A

G.17.2 Wh-questions (1–20)

1	B	2	C	3	C	4	B	5	C
6	B	7	A	8	B	9	A	10	C
11	A	12	A	13	B	14	C	15	A
16	C	17	B	18	A	19	A	20	A

G.14.1 Past Time (past simple including verb 'to be') (1–20)

1	A	2	B	3	A	4	B	5	A
6	B	7	C	8	C	9	C	10	B
11	B	12	A	13	A	14	B	15	C
16	A	17	C	18	A	19	B	20	A

G.4.3 Clauses and Phrases: Imperatives (1–20)

1	C	2	A	3	C	4	C	5	B
6	B	7	A	8	B	9	C	10	C
11	A	12	A	13	B	14	A	15	A
16	C	17	C	18	B	19	B	20	A

G.8.1 Modals (Must / Must not) (1–20)

1	A	2	C	3	B	4	B	5	A
6	B	7	C	8	A	9	B	10	A
11	B	12	A	13	B	14	C	15	A
16	C	17	B	18	C	19	C	20	B

G.14.2 Past Time (used to / would) (1–20)

1	B	2	C	3	C	4	B	5	C
6	A	7	B	8	B	9	C	10	B
11	A	12	B	13	A	14	B	15	A
16	B	17	B	18	B	19	C	20	B

G.11.1 Phrasal Verbs (non-separable) (1–20)

1	C	2	C	3	B	4	C	5	B
6	B	7	B	8	A	9	A	10	A
11	C	12	B	13	B	14	B	15	A
16	B	17	C	18	B	19	C	20	B

G.6.2 Conjunctions (subordinating) (1–20)

1	A	2	A	3	B	4	C	5	A
6	A	7	B	8	B	9	A	10	C
11	B	12	A	13	A	14	B	15	C
16	C	17	B	18	B	19	C	20	C

Maze Text 1: A Day at the Theme Park (1–10)

1	C	2	C	3	A	4	A	5	C
6	C	7	A	8	A	9	B	10	C

Maze Text 2: The Beekeeper's Day (1–10)

1	B	2	C	3	A	4	A	5	C
6	C	7	A	8	A	9	A	10	B

Maze Text 3: Exploring the Moon (1–10)

1	A	2	B	3	C	4	B	5	A
6	C	7	A	8	A	9	C	10	C

Maze Text 4: The Falconer (1–10)

1	C	2	B	3	A	4	C	5	B
6	B	7	A	8	C	9	B	10	A

Maze Text 5: The Explorer's Journey (1–10)

1	A	2	B	3	B	4	A	5	B
6	C	7	C	8	B	9	C	10	B

Reading 1: My Visit to the Science Museum (1–6)

1	B	2	A	3	B	4	A
5	C	6	A				

Reading 2: The Falconer's Lesson (1–6)

1	B	2	A	3	A	4	B
5	B	6	A				

Reading 3: Famous Modern Explorers (1–8)

1	B	2	C	3	C	4	A
5	B	6	A	7	A	8	C

Reading 4: How Exploring Has Changed (1–8)

1	C	2	B	3	B	4	C
5	B	6	B	7	C	8	C

Reading 5: A Night of Stars (1–8)

1	A	2	B	3	C	4	A
5	B	6	C	7	B	8	C

Reading 6: The Asteroid that Changed Everything (1–8)

1	A	2	B	3	A	4	A
5	A	6	C	7	B	8	A

* * *

لا تنسونا من صالح الدعاء

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