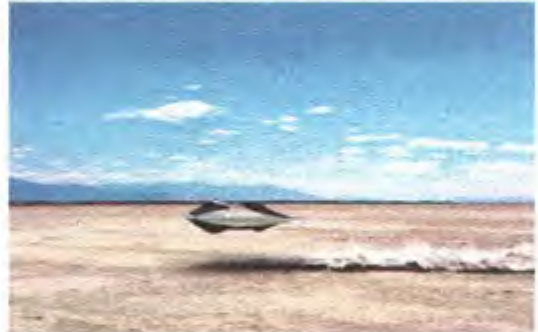




## Text B: 'The Machine'

### The Machine

The machine howled and roared as it flew at great speed above the desert floor. From its engines came heat and bright lights. Its metal shell shone in the intense, golden, evening sun.



Through the tinted glass dome at the front of the machine could be seen a calm face. This was the face of the driver. The face stared out at the hot desert. He looked calm and relaxed.

The driver easily controlled the machine. He read the digital displays which were on a screen in front of him. He controlled the machine through the movement of his hands. By moving his hands, he was able to guide the machine over the desert floor. In the desert, the machine created dust and noise.

As the machine began to slow down, so the noise began to calm and the dust began to settle. Eventually the machine stopped. The machine had stopped completely. Calm returned to the desert. The machine settled and the dust began to settle all around it.

Now, the machine stood, hovering and shimmering, some distance above the desert floor. The engines began to cool. The metal engines made a clicking sound as they cooled and became calm. The air was hot and dry.

Sometime after the machine had stopped, there was a hissing and a swirling of air as the two doors of the huge machine swung open. Dust, once again, shot into the desert, as the huge doors opened. The open doors looked like the wings of a great golden bird.

At the door of the machine, appeared the driver. He was wearing a silver suit and a helmet. He looked out of the door, then stepped down onto a metal pathway. The pathway hovered, so it did not touch any plant or animal life on the desert floor below. The metal pathway was floating just above the earth. The driver placed both of his heavy silver boots onto the metal pathway.

Then, the driver knelt down at the edge of the metal pathway. His gloved hand reached down to the desert floor and picked a small flowering plant from the dust.



The driver had searched for many years for this small plant. This small plant would help to support life in the future. The driver held the plant in his gloved hand. The driver had found what he had been looking for. He placed the plant in a special glass container, turned and then re-entered the machine.

**Text C: 'Robocop'**

## ROBOCOP



Abu Dhabi police are working on a plan to introduce robots, and the use of artificial intelligence, into the police force by 2020. Robocops are the latest high-tech move by the police, to include technologies such as Artificial Intelligence (AI), robotics, and 3D printing.



Robocop is a 6 feet tall police robot; it is a prototype which will be able to salute and shake hands with members of the public. Robocop has a head which can turn, is skillful at using its fingers, and is able to follow voice commands.

Robocop looks important and official - the robot is designed to display a sense of authority. It has facial recognition and can learn to identify suspicious activities. Robocop can collect data and can inform local authorities if it detects trouble. A touchscreen on the robot's body can be used to report crime and pay fines like traffic violations.

The General Director of the Smart Department, said: "Robots could do the work of a police officer in certain situations." He added: "The project we are working on will involve robots interacting with people and performing some responsibilities of a police officer. Our project aims to introduce robots into the police force by 2020."

Police Officer		Robocop	
<ul style="list-style-type: none"> <li>Prevents crime and reduces the fear of crime. Provides a visible presence to prevent crime</li> </ul>	<ul style="list-style-type: none"> <li>Can display a sense of authority and looks important. Assists tourists on the street and in shopping malls</li> </ul>		
<ul style="list-style-type: none"> <li>Protects people and property</li> </ul>	<ul style="list-style-type: none"> <li>Capable of watching people and can monitor crowds</li> </ul>		
<ul style="list-style-type: none"> <li>Works with communities. Reassures the community</li> </ul>	<ul style="list-style-type: none"> <li>Interacts with people (can recognize faces). <u>Salutes and shakes hands</u>. Virtual assistance: can follow voice commands</li> </ul>		
<ul style="list-style-type: none"> <li>Responds to calls and requests from the public to assist with incidents</li> </ul>	<ul style="list-style-type: none"> <li>Has facial recognition (scans license plates, captures audio and 360-degree video)</li> </ul>		
<ul style="list-style-type: none"> <li>Gathers, records, and analyses data</li> </ul>	<ul style="list-style-type: none"> <li>Collects data and alerts local authorities if it detects any trouble</li> </ul>		
<ul style="list-style-type: none"> <li>Enforces road traffic laws and issues fines for traffic offences</li> </ul>	<ul style="list-style-type: none"> <li>Touch screen on the robots body can be used to report crime and pay fines for traffic violations</li> </ul>		

**Text D:** 'What is the Future for Smart Cities?'

## What is the Future for Smart Cities?

Two experts on smart cities give their opinions on the future for the UAE

**Abdulla Saeed**  
(Engineer)



The definition of a smart city is one that uses digital technology to improve everything from transport, to the use of digital technology in education. There is no doubt that digital technology can improve our lives.

In the UAE we are building new cities. This gives us the opportunity to set an example to the rest of the world. Projects, like the Buri Khalifa, show that the emirate is already a world leader, when it comes to smart cities.



Using technology can make Abu Dhabi a great place to live, work, and visit. Smart technology can be used to help improve everything from traffic lights, to traffic jams.

Abu Dhabi aims to be a global model, and pioneer, in smart, sustainable, city living.



**Sheikha Jaber**  
(Town Planner)

Abu Dhabi is one of the cities making plans to become a smart city. It plans to become one of the smartest cities in the world by 2020.

Abu Dhabi aims to be both the smartest and the happiest city in the world - residents' happiness is a key criteria of a smart city.



Energy efficiency is also important for smart cities. As populations in cities grow and environmental concerns increase, being environmentally friendly is important in a smart city.

Smart technology can help us to save energy in smart cities. For example, the environmentally friendly Dubai Metro helps save electricity, by using smart technology.

Read Text A and answer questions A1-A5. For questions A1-A5, 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. ~~A~~ → C

**A1.** What is 'Adventure 4'? [E]

- A. a car
- B. a phone
- C. a camera
- D. a motorcycle

**A2.** In the text, where, in Abu Dhabi, can you buy an 'Adventure 4'? [E]

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**A3.** 'Now, Live the ADVENTURE' [D]

Which of these words is a verb?

- A. Now
- B. Live
- C. the
- D. ADVENTURE

**A4.** What is the main reason the writer uses an image of a turtle? [D]

- A. To show that 'Adventure 4' can be used under water.
- B. Because turtles are an endangered species.
- C. Because you can see turtles in the sea.
- D. To show that 'Adventure 4' can be taken on holiday.

**A5.** What is the main reason this text has pictures? [M]

- A. to inform the reader how to use 'Adventure 4'
- B. to describe a desert adventure
- C. to persuade the reader to buy 'Adventure 4'
- D. to explain about desert adventures

Read Text B and answer questions B1-B7. For questions B1-B7, choose one answer and circle it: e.g. (A) For B2, 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

B1. Where is this story set? [E]

- A. in a city
- B. near an oasis
- C. in a desert
- D. on the beach

B2. Look at paragraph 7. [E]

What is the driver of the machine wearing?

1. \_\_\_\_\_
2. \_\_\_\_\_

B3. Look at paragraph 5. [E]

'...the machine stood, hovering...'

What is the closest meaning to the word 'hovering'?

- A. standing
- B. zooming
- C. lying
- D. floating

B4. Look at paragraph 6. [D]

'...a hissing and swirling of air...'

What part of speech is 'air'?

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

B5. Look at paragraph 2. [D]

'He looked calm and relaxed.'

What does this tell you about the driver of the machine?

- A. He feels nervous.
- B. He is very angry.
- C. He is very excited.
- D. He feels in control.

**B6.** Look at paragraph 1. [D]

'The machine howled and roared...'

What does this suggest about the vehicle?

- A. it is noisy
- B. it is moving slowly
- C. it is out of control
- D. it is quiet

**B7.** Look at paragraph 6. [M]

'The open doors looked like the wings of a great golden bird.'

Which literary feature is this?

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

**Read Text C and answer questions C1-C7. For questions C1-C7, choose one answer and circle it:**  
e.g. **A** If you make a mistake cross out the first answer and circle the correct one e.g. ~~A~~ → C

**C1.** Which police force aims to have robots by 2020? [E]

- A. Smart Department
- B. traffic violations
- C. Abu Dhabi
- D. Artificial Intelligence

**C2.** How tall is the police robot? [E]

- A. 6 feet
- B. 3D
- C. 360-degree
- D. 2020

**C3.** Look at paragraph 3. [E]

'...can display a sense of authority.'

Which word has the closest meaning to 'authority'?

- A. weakness
- B. power
- C. talent
- D. loss

C4. Look at paragraph 4. [M]

'...robots interacting with people...'

Which of these words is a preposition?

- A. robots
- B. interacting
- C. with
- D. people

C5. Look at the 'Robocop' column in the table. [D]

'Salutes and shakes hands.'

What does this mainly tell you about Robocop?

- A. It greets people in a friendly way.
- B. It looks fierce and is frightening.
- C. It dresses like a real police officer.
- D. It talks like a police officer.

C6. Look at the table. [D]

What can both police officers and Robocop do?

- A. issue fines
- B. make phone calls
- C. drive police cars
- D. collect data

C7. What is the main purpose of this text? [M]

- A. to provide information about robot police
- B. to explain what a police officer's job involves
- C. to give advice about working with the community
- D. to describe what Robocop looks like

Read Text D and answer questions D1-D6. For questions D1-D6, choose one answer and circle it:  
e.g.  A If you make a mistake cross out the first answer and circle the correct one e.g.  B → C

D1. In the text, what is a smart city? [E]

- A. a city that uses technology
- B. a lively city
- C. a city that has long bridges
- D. a new city

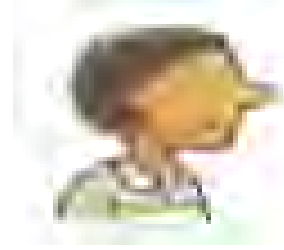
- D2.** Look at 'Sheikha Jaber'. [E]  
Sheikha says, Abu Dhabi aims to become  
**A.** the most expensive city.  
**B.** a global model city.  
**C.** the happiest city.  
**D.** the most visited city.
- D3.** Look at 'Sheikha Jaber'. [E]  
What is the example Sheikha uses of energy saving technology?  
**A.** new cities  
**B.** Dubai Metro  
**C.** traffic lights  
**D.** the Burj Khalifa
- D4.** '...populations in cities grow...' [D]  
Which of these words is a verb?  
**A.** populations  
**B.** in  
**C.** cities  
**D.** grow
- D5.** 'Projects, like the Burj Khalifa...' [D]  
What is the main reason Mubarak Hassan says this?  
**A.** because he likes digital technology  
**B.** to explain how to build a new city  
**C.** because the emirates is a nice place to live  
**D.** to use evidence to explain his point
- D6.** What is the main purpose of the text? [M]  
**A.** to persuade the reader of the benefits of smart cities  
**B.** to inform the reader that energy efficiency makes cities cleaner  
**C.** to explain how digital technology can solve population growth  
**D.** to describe Abu Dhabi's 2020 plan

## 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

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

**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, 12<sup>th</sup> 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

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## 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

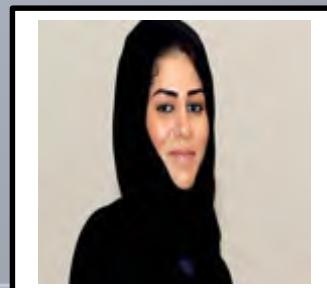


I like Freej because it is the UAE's first cartoon series. The director is Mohammed Saeed Harib. When I leave school, I would like to study animation at the Cartoon Network Animation Academy.

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 km<sup>2</sup>

**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 km<sup>2</sup>
- 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

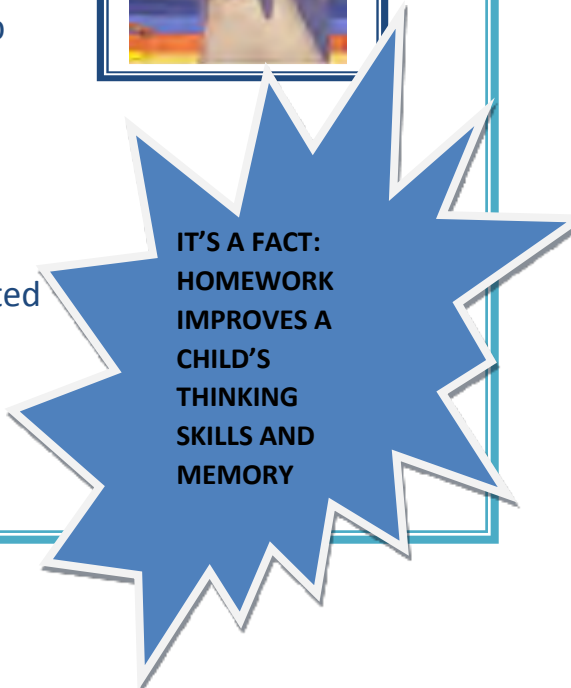
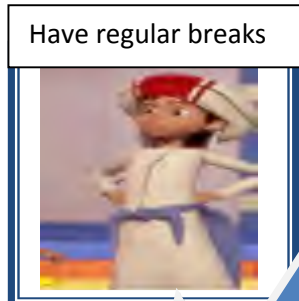
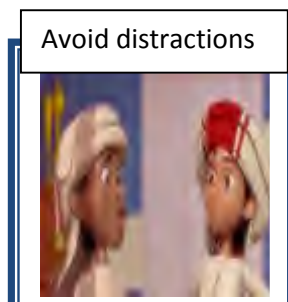
Schedule regular study time. Kids often work better in the afternoon after having a snack. Break up the work into chunks and have short but regular break times. Stand up and stretch.

### 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.



## 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.

Set up a loom on the floor



#### 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.

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.

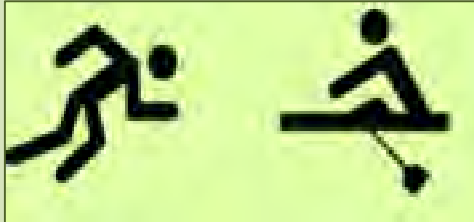
Read Text C and answer questions C1-C7

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:** 20<sup>th</sup> May

**Sport Events:** 20-27<sup>th</sup> May

**Closing Ceremony:** 27<sup>th</sup> May



### TICKET PRICE

**Adults:** 100 AED

**Children:** Free

To purchase your tickets, please visit:

[www.uaeolympics.ae](http://www.uaeolympics.ae)

**Text D: Special Olympics**

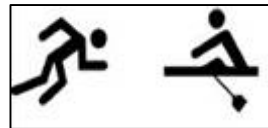
- D1.** When does the Special Olympics take place? [2]
- A. 2<sup>nd</sup> – 7<sup>th</sup> May
  - B. 7<sup>th</sup> – 10<sup>th</sup> May
  - C. 10<sup>th</sup> – 20<sup>th</sup> May
  - D. 20<sup>th</sup> – 27<sup>th</sup> May

- 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  
6<sup>th</sup> June – 7<sup>th</sup> 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. 25<sup>th</sup> 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



## 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:

<b>A1: D</b>	<b>A2: D</b>	<b>A3: D</b>	<b>A4: C</b>	<b>A5: A</b>
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**Text B:** Cycle 2 Student’s Blog

MCQ:

<b>B1: B</b>	<b>B2: B</b>	<b>B3: B</b>
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Constructed response:

<b>Item</b>	<b>B4</b>
<b>Item Intent</b>	<b>Reflect</b>
<b>Key/Scoring Guide</b>	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].
	<b>Incorrect</b> Other responses

**Text B:** Talking Cartoons

MCQ:

<b>B1: D</b>	<b>B2: D</b>	<b>B3: C</b>	<b>B4: B</b>	<b>B5: C</b>
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**Text C:** How to Study Guide

MCQ:

<b>C1: A</b>	<b>C2: D</b>	<b>C3: A</b>	<b>C4: A</b>	<b>C5: B</b>	<b>C6: D</b>
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**Text D:** Mansour

MCQ:

<b>D1: D</b>	<b>D2: B</b>	<b>D3: B</b>	<b>D4: A</b>	<b>D5: C</b>
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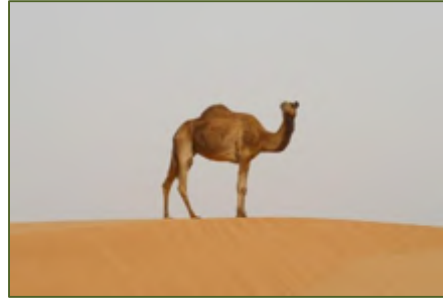
## Cycle 2

### 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:

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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]

