

An illustration of a classroom scene. Two children are standing in front of a large black chalkboard. The child on the left has blonde hair in a ponytail with a purple bow and is wearing a blue and orange shirt. The child on the right has brown hair and is wearing a purple shirt and orange pants. They are both holding white chalk. The chalkboard has the word 'WELCOME' written in large, white, chalky letters. Below it, the text 'to Our English Class' is written in a white, sans-serif font. The chalkboard is framed by a wooden border. Below the chalkboard, there is a shelf with several small, colorful illustrations: a house, a dog, a person, an apple, and a rainbow. The background of the entire scene is decorated with a colorful border featuring a black and white checkered pattern and a yellow star.

WELCOME

to Our English
Class

Final Exam Term 1

Revision

Level
5.1
Term 1
2023 -
2024

Term 1 preparation: Grammar




Topic(s): Education, looking back, places.

ECFE Grammar	Prerequisite Grammar	GSE Grammar	Functional Language
Determiners: quantifiers	Can use uncountable (mass) nouns with no quantifier or an appropriate quantifier. (32)	Can express sufficiency and insufficiency with 'enough' and 'too'. (39) Can use 'no' as a quantifier to indicate the absence or lack of something. (39)	Comparing and contrasting Describing past experiences and events Expressing preference
Present time: present perfect	Can make affirmative statements using common regular past simple forms. (30)	Can use the present perfect to refer to personal experiences in the past. (41) Can form questions using the present perfect with 'ever'. (41)	
Past time: past continuous	Can tell when to use the present simple and when to use the present continuous. (29)	Can distinguish between the past simple and past continuous. (40)	
Adverbs: degree	Can use adverbs of frequency and manner in the correct position. (36)	Can qualify adverbs with 'really/quite/very'. (41) Can qualify adverbs with 'too/enough'. (45)	

Qualifiers

A qualifier weakens or lessens the impact of
a word or phrase in a sentence: Qualifiers / intensifiers
modify adjectives or adverbs, telling to what degree.

- Learners may have difficulty identifying the strength of the qualifying adverbs, so you could provide a scale like the one below on the board:

extremely	really	very	rather	fairly	quite	slightly
strong						weak

These words make the adjective that follows it stronger or weaker.

some qualifiers can't be used with some adjectives; for example, we can say very/really/quite/extremely intelligent, but not totally intelligent.

we can say absolutely perfect but not very/slightly perfect.

- 1- In modern times, **quite** a few writers have started writing modern literature.
- 2- Sultan Al Qwais is a **very** popular poet.
- 3- Education in the UAE has **greatly** improved.
- 4- Today, **even** more students in the UAE finish university.
- 5- The museum had **a great deal of** fascinating Arabic art.

Determiners: Intensifiers

1- We use words like very, really and extremely to make adjectives stronger:

It's a very interesting story.

Everyone was very excited.

It's a really interesting story.

Everyone was extremely excited.

Intensifier strengthens or emphasizes the importance of a word or phrase in a sentence

We call these words intensifiers. Other intensifiers are:

amazingly/exceptionally/incredibly/unusually/ particularly

We also use enough to say more about an adjective, but enough comes after its adjective:

If you are seventeen, you are old **enough** to drive a car.

I can't wear those shoes. They're not big **enough**.

There is enough cake for the event.

Meaning

The speaker is saying that the amount of cake will be able to feed everyone at the event.

Grammatical
structure

Determiners: quantifiers
enough + noun
too many / too much + noun

Usage

We use 'enough' and 'too many' or 'too much' to describe the amount of a noun. With 'too much / many' we are saying there is more than we want. We use 'many' for countable nouns and 'much' for uncountable nouns.

Other examples

Is there enough sugar to make the cake? (uncountable noun)
There's not much sugar in the cupboard.
There are too many people to feed.
I don't have enough money to buy that book.
There were too many people at the concert. (Countable noun)
There's not so much work to do this week. (uncountable work)

M.L.S

<https://www.liveworksheets.com/w/en/english-second-language-esl/1007413>

H.L.S

<https://www.liveworksheets.com/w/en/english-second-language-esl/424734>

There is no milk for the tea.

Meaning	The speaker is saying that there isn't any milk to go in their cup of tea.
Grammatical structure	<u>Determiners</u> : quantifiers no + countable / uncountable noun
Usage	We can use 'no' before a countable or uncountable noun to show the lack of something.
Other examples	We have <u>no sugar</u> to make a cake. There is <u>no room</u> in the car. She has <u>no food</u> for lunch.

Uncountable nouns

How much sugar do you have?

There's **not much sugar** at the store.

I have **too much sugar** at home.

I don't know what to do with **so much sugar**.

I wish there was **not so much sugar** here.

There is **a lot of sugar** in candy.

Countable nouns

How many people came to the concert?

Not many people came to the concert.

There were **too many people** at the concert.

It's a problem when there are **so many people**.

There were **not so many people** last year.

There are **many people** who want to come. = There are **a lot of people** who want to come.

Present Perfect

Describing past experiences and events

We can use the present perfect to refer to personal experiences in the past. We can form questions using the present perfect with 'ever'.



I have studied English.

He has missed the bus.

Meaning	The speaker has studied English at some point in the past. The man did not get on the bus in time.
Grammatical structure	<u>Present</u> perfect 'have / has' + past participle
Usage	We can use present perfect to describe a personal experience that occurred at an unspecified point in the past. We can also use it to refer to personal experiences from an unspecified point in the past up until the time of speaking e.g. I have tried kunafa.
Other examples	<u>I have eaten</u> lunch. She <u>has run</u> away. <u>Have you seen</u> this movie?

Have you ever played tennis?

Meaning	The speaker is asking if the person has played tennis in any point in the past.
Grammatical structure	Present perfect have / has + subject + ever + past participle
Usage	We use present perfect with 'ever' to ask if a person has done something at any time in the past up until the present moment.
Other examples	<u>Have you ever eaten</u> fruit salad? <u>Has she ever drunk</u> mango lassi? <u>Have you ever seen</u> this movie?

I, we, they, you + **have + past participle** (p.p)

He, she , it + **has + past participle** (p.p)

Use of English

Past and present actions

We can use the present perfect with **for** to talk about actions that started in the past and continue in the present time.

We **have been** at the campsite **for** three hours now.

1-We **have been** in class **for 25 minutes now.**

2-He **hasn't checked** his phone **for two hours.**

3-I **haven't seen** any new films **for three weeks.**

4-They'**ve been** on holiday **for two days.**

IRREGULAR VERBS LIST

BASE FORM OF VERB	PAST TENSE	PAST PARTICIPLE	BASE FORM OF VERB	PAST TENSE	PAST PARTICIPLE
awake	awoke	awoken	draw	drew	drawn
be	was/were	been	drive	drove	driven
beat	beat	beaten	drink	drank	drunk
become	became	become	eat	ate	eaten
begin	began	begun	fall	fell	fallen
bend	bent	bent	feel	felt	felt
bet	bet	bet	fight	fought	fought
bid	bid	bid	find	found	found
bite	bit	bitten	fly	flew	flown
blow	blew	blown	forget	forgot	forgotten
break	broke	broken	forgive	forgave	forgiven
bring	brought	brought	freeze	froze	frozen
broadcast	broadcast	broadcast	get	got	gotten
build	built	built	give	gave	given
burn	burned	burnt	go	went	gone
buy	bought	bought	grow	grew	grown
catch	caught	caught	hang	hung	hung
choose	chose	chosen	have	had	had
come	came	come	hear	heard	heard
cost	cost	cost	hide	hid	hidden
cut	cut	cut	hit	hit	hit
dig	dug	dug	hold	held	held
do	did	done	hurt	hurt	hurt

IRREGULAR VERBS LIST

BASE FORM OF VERB	PAST TENSE	PAST PARTICIPLE	BASE FORM OF VERB	PAST TENSE	PAST PARTICIPLE
keep	kept	kept	show	showed	showed/ shown
know	knew	known	shut	shut	shut
lay	laid	laid	sing	sang	sung
lead	led	led	sit	sat	sat
leave	left	left	sleep	slept	slept
lend	lent	lent	speak	spoke	spoken
let	let	let	spend	spent	spent
lie	lay	lain	stand	stood	stood
lose	lost	lost	swim	swam	swum
make	made	made	take	took	taken
mean	meant	meant	teach	taught	taught
meet	met	met	tear	tore	torn
pay	paid	paid	tell	told	told
put	put	put	think	thought	thought
read	read	read	throw	threw	thrown
ride	rode	ridden	understand	understood	understood
ring	rang	rung	wake	woke	woken
rise	rose	risen	wear	wore	worn
run	ran	run	win	won	won
say	said	said	write	wrote	written
see	saw	seen			
sell	sold	sold			
send	sent	sent			

Past Continuous Vs Past Simple

We use the **past simple** to talk about events, states or habits at **definite** times in the past.

Regular past simple verbs have **-ed** at the end (e.g. called, played, arrived).

Irregular verbs have a different form (e.g. wake → woke, break → broke, feel → felt).

My parents called me **yesterday**.

I woke up early **this morning**.

The **past continuous** emphasises the action or event in progress around a time in the past. The event (working) was in progress at 4 pm.

What were you doing at 8 p.m. last night? I **was studying**.

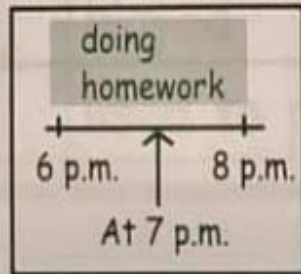
This means that I started studying before 8 p.m. and I continued after 8 p.m.

I tried to give him some advice, but he **wasn't listening**.

https://quizizz.com/admin/quiz/654287a7b65b56e433540364?source=quiz_share

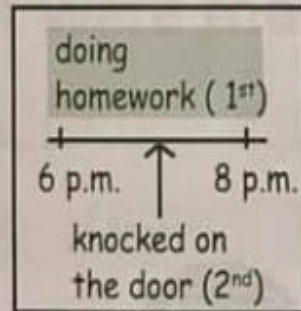
the past continuous tense: past actions that continued for a period of time

(1) an action that was going on at a particular time in the past



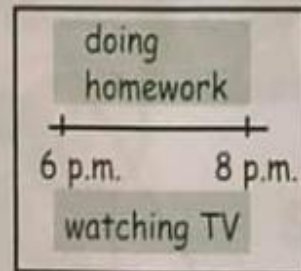
I was doing homework	<u>at seven o'clock</u> yesterday.
	(<u>all</u>) yesterday evening.

(2) one action which lasted longer than and began before another action



(a longer action)		(a shorter action)
I was doing homework	when	he knocked on the door.

(3) two actions both continuing at the same time in the past



I was doing homework	while	he was watching TV.
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She was playing chess when her mother arrived.
 She played chess, then her mother arrived.
 When the guests arrived, Jane was cooking dinner.
 When the guests arrived, Jane cooked dinner.

Meaning	She was playing chess for some period of time in the past.
Grammatical structure	Past continuous: subject + was/were + verb-ing Past simple: subject + verb-ed + object We often use these tenses to show an action interrupting another action
Usage	We use past continuous to describe a completed action that happened in the past and continued for a duration of time. We often use it to say that an action was in progress when another action interrupted it. The action that interrupts the past continuous action is in the past simple tense. We use simple past to describe an action that happened and was completed at one point in the past. In the first example above, with past continuous, the girl hasn't finished her game at the point that her mother arrives. In the second example, with past simple, the girl has finished her game before her mother arrives.
Other examples	They were riding their bikes when the accident happened. Ahmad read a book after he got home from school. Were you doing your homework when I called? Did you finish your homework before you watched TV? While I was studying, I suddenly felt sleepy. I broke my leg when I was skiing.

H.L.S

<https://www.liveworksheets.com/w/en/english-second-language-esl/2223761>

L.L.S

<https://www.liveworksheets.com/w/en/english-second-language-esl/550120>

The elephant is eating very slowly.

Meaning	That animal is slow when it eats.
Grammatical structure	Adverbs: degree 'really / very / quite' + adverbs
Usage	We can use 'really', 'very' or 'quite' to <u>qualify</u> adverbs and give more information about <u>the degree of intensity</u> . We use 'really' and 'very' to strengthen the adverb and say that the effect of it is great. We also use 'quite' to strengthen the adverb, but not as much as 'very' or 'really'. Someone who runs 'really' fast will run at a similar speed to someone who runs 'very' fast. Someone who runs 'quite' fast is still fast, but slower than people running 'really' and 'very' fast.
Other examples	My mother spoke <u>really</u> quietly. They played football <u>quite</u> dangerously. She walked <u>very</u> quickly.

Adverbs: degree

The car is travelling too fast!

Meaning	The car is moving at a speed that is greater than necessary.
Grammatical structure	Adverbs: degree ' too ' + adverbs of manner adverb of manner + ' enough '
Usage	We use 'too' to say something is more than we need. When we use 'too' before an adverb, it intensifies the adverb and says that it is more than necessary. It has a negative meaning. We use 'enough' when there is as much as necessary – just the right amount. When we use ' enough ' after an adverb with a positive sentence, it has a positive meaning – I ran fast enough to win the race. When it is used in a negative sentence, it has a negative meaning - I didn't run fast enough to win the race.
Other examples	I ran fast enough to win the race. → positive meaning I could write <u>quickly</u> enough to finish the exam. → positive meaning The class were <u>too</u> busy talking to hear the bell. → negative meaning They played football <u>well</u> enough to get to the final.



Term 2 preparation: Functional language

Her dress has spots, but yours has stripes.
He runs very quickly and so does his brother.
The night is much darker than the day.

Functional language
point

Comparing and contrasting

Associated grammar

adjectives, nouns, comparatives and superlatives

She went to the museum.
She had a fantastic time.
I used to take photos with my camera.
What did you do last weekend?

Functional language
point

Describing past experiences and events

Associated grammar

wh-questions, past time, adverbs of time

I would rather have eggs for breakfast than toast.
I would prefer to eat inside.
What would you rather do?
I would rather stay home tonight than go out.

Functional language point

Expressing preference

Associated grammar

nouns, verbs, adverbs, adjectives, comparatives

Term 1 preparation: Vocabulary



Core Lexis

Education	Looking back	Places
water cycle	traditional	country
poem	to sail	vacation
subject	modern	travel
language	trade	trip
second language	goods	lake
translate	luxury	school
book	silk	bookshop
circle		gym
square		post office
		gift shop
		city centre

<https://quizlet.com/845764340/grade-8-term-1-exam-2023-24-vocabulary-part-2-flash-cards/?i=1ctnta&x=1jqt>

<https://quizlet.com/845756029/grade-8-term-1-exam-2023-24-vocabulary-part-1-flash-cards/?i=1ctnta&x=1qqt>

Term 1 Assessment

Term 1 Assessments

Assessment	Weighting	
	Term	Year
Continuous Assessment	33.33% Overall	10% Overall
Reading and Writing Summative Assessment	66.66% Overall	20% Overall

Assessment	Description
Continuous Assessment	In term 1, continuous assessment is written by teachers based on the individual needs of their students. A continuous assessment guide and materials are available on the English assessment SharePoint and on LMS. Teachers are encouraged to develop their own continuous assessment program tailored to the gaps identified by the diagnostic and summative assessments and also formative assessment conducted during usual classroom practice.
Writing Summative Assessment	Students are also asked to demonstrate their writing ability. They will then be asked to respond to an informative writing prompt with three bullet points that corresponds to the topics in the assessment coverage. They will first be asked to produce a plan for how they will answer the prompt. This will be marked by the teacher using a holistic rubric. Students will then produce an extended response, the expected length of which is detailed in the specifications below. The extended response will be marked against an emerging, developing and mastery rubric to generate useful data that can be used formatively. The writing assessment will constitute 35% of the summative assessment marks for this term.
Reading Summative Assessment	As the culmination of the term's work, students are asked to demonstrate their accomplishments in reading. In the first part, they will be presented with five sentences and will select the order of the words by choosing them from lists. This will assess the prerequisite language needed to access the level. They will then select the correct grammatical, functional language or vocabulary point to fill ten gaps in a MAZE. The MAZE will assess the level's coverage. Students will then answer multiple-choice questions about a below-level reading text that will assess prerequisite reading comprehension skills. Next, students will answer multiple-choice questions reading comprehension questions about an at-level text. They will then answer a free-response reading question by inferring information that is not explicitly mentioned in the text. They will then justify their answer to that question by drawing on relevant evidence from the text in their explanations. The free-response questions will be marked using rubrics. The reading assessment will constitute 65% of the summative assessment marks for this term.

Reading and Writing Summative Assessment Specifications

ECFE Alignment: Level 5.1			Term Weighting: 40%	Domain: Reading and Writing
Sections	Question Type and Instruction	Outcomes Assessed	Number of Questions and Question Description	Constructs
Part 1	<p>Writing task</p> <hr/> <p>Free-response plan</p>	<p>ENG.05.4.3.XX.008 Use own and others' ideas to plan and develop ideas before writing.</p> <p>ENG.05.4.2.XX.015 Apply spelling rules and conventions with consistency when writing.</p> <p>ENG.05.4.3.XX.016 Use a range of basic language structures in writing.</p> <p>ENG.05.4.3.XX.007 Write simple texts on familiar and concrete topics.</p>	<p>5 marks, marked using a rubric</p> <p>Students are asked to produce a plan to answer an essay prompt.</p>	<p>Remember and Understand</p> <p>Application and Analysis</p> <p>Higher-order thinking</p> <p>A: Foundational proficiency B: Grade-level mastery C: Advanced application</p> <p>Phase 4</p> <p>A2+ - B1</p>
Part 2	<p>Writing Task</p> <hr/> <p>Extended response</p>	<p>ENG.05.4.2.XX.015 Apply spelling rules and conventions with consistency when writing.</p> <p>ENG.05.4.3.XX.016 Use a range of basic language structures in writing.</p> <p>ENG.05.4.3.XX.007 Write simple texts on familiar and concrete topics.</p> <p>ENG.05.4.3.XX.009 Write simple, structured paragraphs that contain a topic sentence and supporting details.</p>	<p>25 marks, marked using a rubric</p> <p>Students are asked to produce an extended text in response to a prompt and three bullet points.</p>	<p>Remember and Understand</p> <p>Application and Analysis</p> <p>Higher-order thinking</p> <p>A: Foundational proficiency B: Grade-level mastery C: Advanced application</p> <p>Topics: Education, looking back, places.</p> <p>Expected text length: 70 words</p>

Reading and Writing Summative Assessment Specifications

Sections	Question Type and Instruction	Outcomes Assessed	Number of Questions and Question Description	Constructs
Part 4	<p>Ordering words in a sentence</p> <hr/> <p>Select the correct words from the dropdown menus to make a sentence.</p>	ENG.02.2.3.XX.002 Read and identify familiar words and set phrases in short, simple texts on familiar topics.	<p>5 questions</p> <p>Single sentences that are reordered to test students' knowledge of basic grammar and sentence construction.</p>	<p>Remember and Understand</p> <p>A: Foundational proficiency</p> <p>Phase 2</p> <p>A1 – A1+</p>
Part 5	<p>MAZE task multiple-choice questions</p> <hr/> <p>Read the text and answer a, b or c.</p>	ENG.05.2.2.XX.012 Recognise key features of text organisation and structure.	<p>10 questions</p> <p>Gap-fill sentences within a MAZE text that test students' awareness of at-level grammar and sentence phrasing.</p>	<p>Remember and Understand</p> <p>B: Grade-level mastery</p> <p>Phase 4</p> <p>A2+ - B1</p> <ul style="list-style-type: none"> - simple, extended - familiar and concrete topics - informative <p>Text length: 200 words</p>
Part 6	<p>Multiple-choice questions</p> <hr/> <p>Read the text and answer a, b or c.</p>	LL1.R.1.2 Identify specific ideas or pieces of information in short, simple texts.	<p>6 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers explicitly stated.</p>	<p>Application and Analysis</p> <p>A: Foundational proficiency</p> <p>Phase 2</p> <p>A1 – A1+</p> <p>Text:</p> <ul style="list-style-type: none"> - simple - informative

Reading and Writing Summative Assessment Specifications

Part 7	<p>Multiple choice questions</p> <hr/> <p>Read the text and answer a, b or c.</p>	<p>ENG.05.2.3.XX.011 Read and understand the overall meaning of simple, extended texts on familiar and concrete topics.</p> <p>ENG.05.2.3.XX.012 Read and identify specific information in simple, extended texts on familiar and concrete topics.</p> <p>ENG.05.2.3.XX.013 Read and understand details in simple, extended texts on familiar and concrete topics.</p> <p>ENG.05.2.3.XX.016 Make connections when reading simple texts on familiar and concrete topics.</p>	<p>10 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers explicitly and implicitly stated.</p>	<p>Application and Analysis</p> <p>B: Grade-level mastery</p> <p>Phase 4</p> <p>A2+ - B1</p> <p>Text:</p> <ul style="list-style-type: none"> - simple, extended - familiar and concrete topics - narrative <p>Text length: 280 words</p>
Part 8	<p>Multiple choice questions</p> <hr/> <p>Read the text and answer a, b or c.</p>	<p>ENG.05.2.3.XX.014 Read and identify the main points of simple, extended texts on familiar and some unfamiliar concrete topics.</p>	<p>4 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers implicitly stated.</p>	<p>Application and Analysis</p> <p>B: Grade-level mastery</p> <p>Phase 4</p> <p>A2+ - B1</p> <p>Text:</p> <ul style="list-style-type: none"> - simple, extended - familiar and concrete topics - narrative <p>Text length: 280 words</p>

Name:----- Grade: 4/-- Unit 3 grammar test

Read the questions and circle the correct answers..

1-Do you cook ?

A- yes , I do

B- No, we don't

C- No, he doesn't

2-Does Mohamed cook ?

A-yes, I do

B- No , he doesn't

C- yes, they do

3-Do they play?

A-yes, they do

B-No, I don't

C-No, We don't

4-Do you play sport?

A-yes, I do

B- No , he doesn't

C- yes, they do

5-Does Fatima go camping?

A-yes, I do

B- No , she doesn't

C- yes, they do

Match the questions to the correct answers..

1-Do you like camping?

A- I eat rice with fish.

2-Where do you go camping?

B-yes, I do.

3-When do you go camping?

C-I go with my family.

4-Who go with you?
mountains.

D-I go to the

5-What do you eat?

E-I go in winter.

F-I play football.

Read and circle the right answer....

Maze

Read and circle the right answer....

Hello,1- (a- I'm - b- am c-Me) Fatima.

2- I (a-live b- lives c- lived) in Oman. I like playing football and swimming . My brother is Ali. He 3- (a-likes b-like c-liked) watching TV with my family. Ali

4- (a-are b- is c-am) clever. He 5- (a- go b-goes c- going) to bed 6-(a- in b- on c- at) 8:00 every night. He can play football but 7-(a- can b- can't c- do) tennis. I love 8- (a- he b- him c- her)

In Eid Al fitr , we 1- (a-visit b- visits c- visited) my grandparents. They 2-(a- gives b- give c- gave) me money and gifts. 3- --- (a- We b- He c- I) play volleyball together. My 4- (a- favorite b- funny c- cook) sport is diving. 5- I (a- felt b- feel c- feels) happy in Eid Alfitr.