

نموذج تدريبي للاختبار النهائي وفق الهيكل الوزاري



تم تحميل هذا الملف من موقع المناهج الإماراتية

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ملفات اكتب للمعلم اكتب للطالب الاختبارات الكترونية الاختبارات ا حلول ا عروض بوربوينت ا أوراق عمل
منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي للمدرس

المزيد من مادة
لغة انجليزية:

إعداد: مدرسة درب السعادة

التواصل الاجتماعي بحسب الصف الحادي عشر



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف الحادي عشر والمادة لغة انجليزية في الفصل الثالث

مراجعة نهائية Concession of Adverbials المسار المتقدم

1

مراجعة MAZE :1 Fitness and Health المسار المتقدم

2

مراجعة MAZE and GRAMMAR متبوعة بالإجابات المسار المتقدم

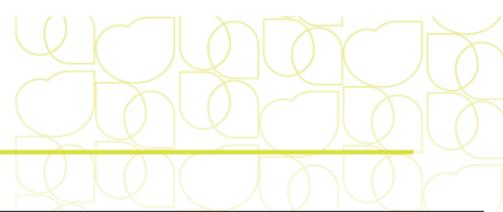
3

ورقة عمل Practice Maze المسار المتقدم بدون الحل

4

ملزمة مراجعة نهائية وفق الهيكل الوزاري متبوعة بالإجابات المسار المتقدم

5



Subject : English

Student's name: _____

Grade: 11 \ Section: _____

Date : -----/-----/2025

**Final Exam – Preparation Exercises
Term 3 -2024/2025**

Part 1: Reading Comprehension

Learning Outcomes:

ENG.08.2.3.XX.030 Read and understand the overall meaning of extended texts on concrete and some abstract topics.

ENG.08.2.3.XX.031 Read and identify specific information in extended texts on concrete and some abstract topics.

ENG.08.2.3.XX.032 Read and understand details in extended texts on concrete and some abstract topics.

ENG.08.2.3.XX.035 Identify the mood and tone in extended texts on familiar and some unfamiliar concrete topics.

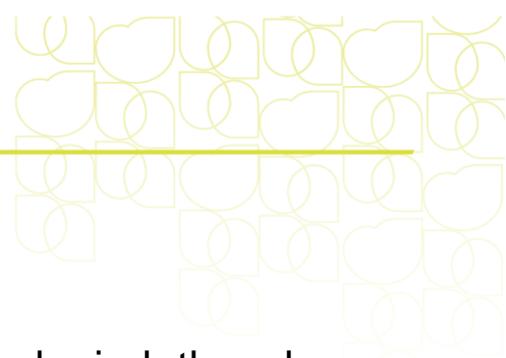
ENG.08.2.3.XX.036 Make connections when reading extended texts on familiar and unfamiliar concrete topics.

Q 1 -Read the following texts and answer the questions below:

Text 1 :

In an era dominated by convenience and speed, maintaining health and fitness has become both a challenge and a necessity. Modern lifestyles often lead to sedentary habits, fast-food consumption, and stress-induced routines. Ironically, the very advances designed to simplify our lives—elevators, delivery apps, and streaming services—contribute to physical inactivity. While technology has revolutionized medicine and nutrition science, it has also bred an environment where movement is optional and processed food is the norm.

However, true wellness extends beyond the absence of illness. It encompasses mental clarity, emotional balance, and physical vitality. Fitness is not solely the domain of athletes but a daily pursuit of balance. Individuals who incorporate moderate exercise, sleep hygiene, and mindful eating tend to report greater



productivity and emotional **resilience**. The body and mind, though often treated separately, are deeply interconnected. Neglecting one invariably impacts the other.

Culturally, health and fitness have evolved from functional requirements into social statements. Gym memberships, meal-prepping, and wearable fitness trackers serve as markers of discipline and status. Yet beneath this surface lies a deeper truth: investing in one's health is not vanity—it is an act of self-respect. Ultimately, health and fitness are less about aesthetics and more about honoring the body as a vessel for one's goals, relationships, and longevity.

1. What is the main idea of the essay?

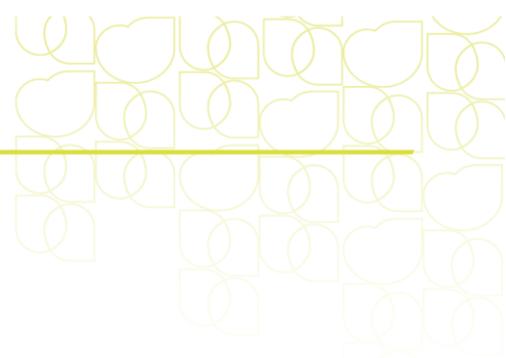
- A) Fitness is a luxury for the rich.
- B) Technology has ruined people's lives.
- C) Maintaining health and fitness requires intentional effort in a modern world.
- D) Everyone should be an athlete.

2. According to the writer, how has technology contributed to the health challenge?

- A) By promoting home gyms
- B) By making movement unnecessary
- C) By creating new diets
- D) By improving mental health

3. What can be inferred about the writer's view on modern lifestyles?

- A) They are efficient and healthy.
- B) They support natural wellness.
- C) They make it harder to stay fit.
- D) They replace the need for exercise.



4. Which best describes the writer's tone?

- A) Sarcastic and critical
- B) Reflective and persuasive
- C) Apathetic and indifferent
- D) Humorous and casual

5. In paragraph two, what does the writer suggest is required for true wellness?

- A) Supplements and strict diets
- B) Athletic training
- C) Balance in physical, emotional, and mental health
- D) Hiring a personal trainer

6. "Neglecting one invariably impacts the other." What does "one" refer to?

- A) Diet
- B) Body
- C) Mind
- D) Body or mind

7. What does the author imply by "markers of discipline and status"?

- A) Gym gear is expensive.
- B) Fitness is only for wealthy people.
- C) Health habits are often used to show personal commitment and social value.
- D) Health is only valuable if others notice it.

8. Which statement would the writer most likely agree with?

- A) Health is about looking good in public.
- B) Being healthy is an act of self-respect.
- C) Fitness is not necessary if you feel fine.
- D) The gym is better than any hospital.

9. What is the mood of the passage?

- A) Uplifting and empowering
- B) Pessimistic and bleak
- C) Neutral and cold
- D) Angry and disillusioned



Text 2 :

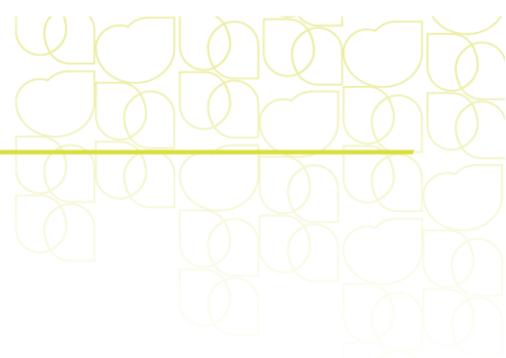
Our planet is both resilient and fragile—capable of renewing itself yet vulnerable to human interference. While ecosystems have always experienced natural shifts, the accelerated pace of change driven by industrial activity, deforestation, and pollution has thrown nature out of balance. Ice caps melt at record rates, oceans absorb plastic instead of fish, and the air we breathe carries traces of the very technologies we depend on. These are not distant concerns for future generations; they are immediate, unfolding crises.

Yet environmentalism is often reduced to slogans and shallow gestures. Recycling a bottle is praiseworthy, but it does little if entire industries continue **unchecked emissions**. Real change demands more than individual virtue—it requires systemic transformation, policy enforcement, and corporate accountability. The environment is not a trend; it is the foundation on which all economies, cultures, and societies depend. Without it, prosperity is impossible.

Despite the gloom, hope is not lost. Around the world, young leaders, indigenous communities, and scientific innovators are rewriting the narrative. Green technology, reforestation efforts, and climate education are planting seeds of recovery. The question is no longer whether we can change the course—we can. The real question is whether we will, and whether that action will come soon enough.

1. What is the main idea of the essay?

- A) The environment is in perfect balance.
- B) Environmental slogans are enough.
- C) Urgent, collective action is needed to protect the environment.
- D) Recycling will solve all environmental issues.



2. What is the tone of the passage?

- A) Detached and academic
- B) Hopeful yet urgent
- C) Sarcastic and mocking
- D) Indifferent and factual

3. What does the writer imply by saying “the environment is not a trend”?

- A) People should stop talking about the environment.
- B) Environmental issues are temporary.
- C) Caring for the planet should not be a passing interest.
- D) Sustainability is stylish.

4. Which of the following can be inferred from paragraph 2?

- A) Governments are already doing enough.
- B) Real change goes beyond individual actions.
- C) Slogans help solve environmental problems.
- D) Only corporations pollute.

5. What is the mood of the text?

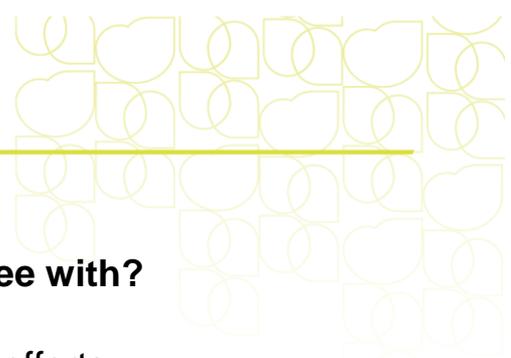
- A) Hopeless
- B) Critical and tense
- C) Urgent but optimistic
- D) Relaxed

6. “They are immediate, unfolding crises.” What does “they” refer to?

- A) Government plans
- B) Future threats
- C) Environmental consequences
- D) Policies

7. What rhetorical device is used in “oceans absorb plastic instead of fish”?

- A) Simile
- B) Irony
- C) Personification
- D) Hyperbole



8. Which of the following would the writer most likely agree with?

- A) Individual actions are pointless.
- B) Climate change can be reversed, but only with large-scale efforts.
- C) Indigenous groups do not help much.
- D) We should wait and see what happens.

9. What is the purpose of the final paragraph?

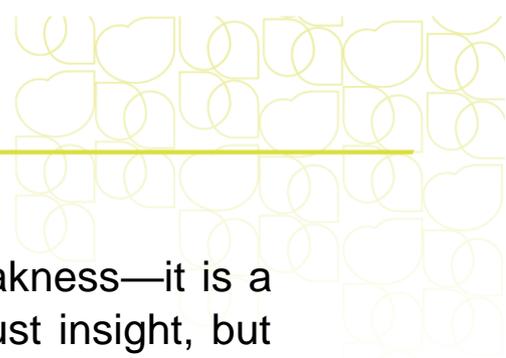
- A) To criticize young people
- B) To offer examples of failure
- C) To inspire hope and encourage action
- D) To change the topic

Text 3:

Emotions are often seen as private, fleeting experiences, yet they profoundly shape how we interact with the world. They influence our decisions, relationships, and even physical health. While feelings such as joy, anger, and sadness are universal, the way we express and interpret them is shaped by culture, personality, and past experience. In a society that increasingly values efficiency and performance, emotions are often sidelined—treated as distractions rather than essential parts of the human experience.

Ironically, emotional intelligence may be the most critical skill in both personal and professional settings. The ability to recognize, regulate, and respond to emotions—both our own and others'—can defuse conflicts, strengthen collaboration, and promote well-being. People who understand emotional cues tend to be more empathetic and **adaptable**. In contrast, emotional repression or mismanagement can lead to chronic stress, broken relationships, and even burnout.

The modern world's growing interest in mindfulness and mental health marks a shift in how we approach feelings. Rather than dismissing emotions as irrational, there is now a movement to accept



and understand them. Naming a feeling is not a weakness—it is a step toward mastering it. In doing so, we gain not just insight, but agency. After all, while we cannot always control what we feel, we can choose how we respond.

1. What is the main idea of the essay?

- A) Emotions are unimportant in daily life.
- B) Emotional intelligence is key to navigating modern life.
- C) Feelings are irrational and should be controlled.
- D) Professional life requires emotional repression.

2. What is the writer's attitude toward emotions?

- A) Dismissive and cold
- B) Appreciative and analytical
- C) Neutral and distant
- D) Negative and harsh

3. Which best describes the tone of the passage?

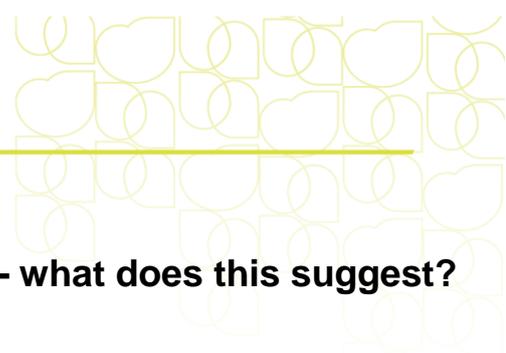
- A) Reflective and affirming
- B) Sarcastic and defensive
- C) Frustrated and cynical
- D) Light-hearted and humorous

4. What does the writer imply about society's view of emotions?

- A) Society values emotional awareness.
- B) Emotions are seen as barriers to success.
- C) Emotions are taught well in school.
- D) Society encourages full emotional expression.

5. What is the purpose of the second paragraph?

- A) To explain why emotions are bad for work
- B) To describe how emotional skills benefit relationships and work
- C) To criticize emotional people
- D) To argue that emotions should be ignored



6. "Rather than dismissing emotions as irrational..." — what does this suggest?

- A) Dismissing emotions is encouraged
- B) Emotions should not be ignored
- C) Emotions are dangerous
- D) Emotional thinking is flawed

7. Which group is mentioned as an example of a societal shift in emotion awareness?

- A) Scientists
- B) Mindfulness advocates
- C) Historians
- D) Politicians

8. What can be inferred about people who repress emotions?

- A) They are more successful
- B) They are mentally stronger
- C) They risk mental and physical health problems
- D) They are better leaders

9. What is the mood of the essay?

- A) Defeated
- B) Empowering
- C) Frightening
- D) Pessimistic

Part 2: Grammar

Learning Outcome:

ENG.08.2.2.XX.019 Identify a wide range of features of text organization and structure.

Q2- Read the following sentences and choose the correct answer:

1. "I will call you tomorrow," she said. → She said that she:

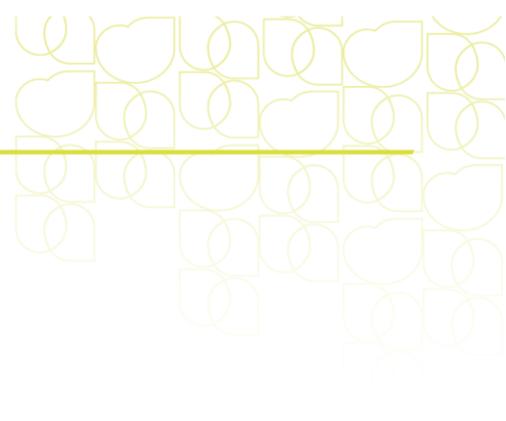
- A) will call me tomorrow
- B) would call me the next day
- C) would have called me the next day
- D) will have called me tomorrow



2. **"Do you like this movie?" he asked me. → He asked me:**
A) if I liked that movie
B) whether did I like that movie
C) if I had liked the movie
D) did I like the movie
3. **"We were studying all night," they said. → They said that they:**
A) were studying all night
B) studied all night
C) had been studying all night
D) had studied all night
4. **"Where are you going?" she asked. → She asked where I:**
A) am going
B) was going
C) would go
D) had gone
5. **The author _____ book won the award is giving a talk today.**
A) that
B) whose
C) which
D) whom
6. **This is the student _____ essay impressed the entire panel.**
A) who
B) whom
C) whose
D) which



7. I visited the museum _____ was closed for renovations.
A) that
B) which
C) whose
D) where
8. The people to _____ I spoke were very helpful.
A) who
B) whom
C) whose
D) which
9. If she had studied harder, she _____ a scholarship now.
A) will have
B) would have
C) would have had
D) would have
10. If I weren't afraid of heights, I _____ the cliff yesterday.
A) would climb
B) would have climbed
C) had climbed
D) could climb
11. If he were focused, he _____ passed the test last week.
A) would have
B) will have
C) would have had
D) would have



12. If they had taken the job, they _____ in Paris now.

- A) would live
- B) live
- C) would be living
- D) had lived

13. She was tired; _____, she stayed late to help us.

- A) therefore
- B) nevertheless
- C) because
- D) although

14. He didn't study. _____, he passed the exam with top marks.

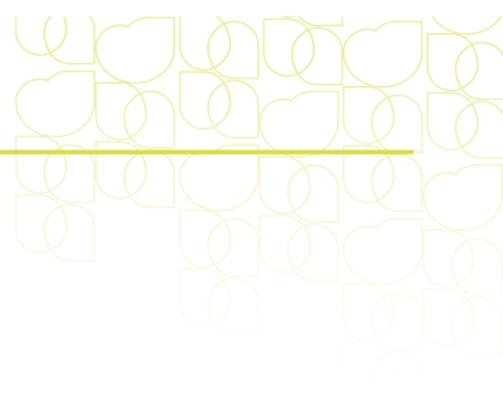
- A) On the other hand
- B) As a result
- C) Nevertheless
- D) Consequently

15. They arrived early; _____, the hall was still closed.

- A) however
- B) for example
- C) therefore
- D) because

16. You won't succeed _____ you work consistently.

- A) although
- B) unless
- C) despite
- D) whereas



17. She took the job _____ the low salary.

- A) even though
- B) whereas
- C) unless
- D) despite

18. I will call you _____ I arrive at the station.

- A) unless
- B) until
- C) as soon as
- D) though

19. This is by far the _____ performance she has ever given.

- A) best
- B) better
- C) most good
- D) most better

20. He's the _____ of the three candidates, but also the most creative.

- A) intelligent
- B) more intelligent
- C) most intelligent
- D) much intelligent

Part 3: Maze

Learning Outcome:

ENG.08.2.2.XX.019 Identify a wide range of features of text organization and structure.

Q3-Read the texts below and fill in the blanks with the correct option:

(Maze 1)

Nadia was supposed to join her friends on a trip to Spain last month. If she (**had renewed / renews / has renewed**) (1) her passport on time, she (**had travelled / will travel / would have travelled**) (2) with them. Instead, she (**is / would be / was**) (3) stuck at home watching their photos online. She told me she (**would go / will go /**



goes) (4) next time no matter what. When I asked her (**did / if / that) (5)** she had tried to get an emergency passport, she said no. If she (**would checked / had checked / would have checked) (6)** the deadline earlier, she (**would avoid / avoided / would have avoided) (7)** the problem altogether. Later, she admitted that she (**has forgotten / forgets / had forgotten) (8)** the renewal date completely. If I had known, I (**told / will tell / would have told) (9)** her the process takes weeks. I also asked her (**if / what / that) (10)** she was planning another trip soon.

(Maze 2)

Our school recently launched an environmental awareness campaign to promote eco-friendly behavior among students. The campaign is not a passing (**trend / trophy / truth) (1)**; it is a serious response to urgent climate issues. Some students think personal recycling is enough, but teachers explained that such efforts, while helpful, are rarely (**insignificant / sufficient / satisfying) (2)** without broader systemic change. In our first assembly, the guest speaker emphasized that respecting nature begins with (**self-control / self-respect / selfishness) (3)**—recognizing that our daily actions have consequences. The room fell silent as she explained how pollution is often ignored or (**understood / denied / dismissed) (4)** until it becomes unmanageable. Of all her arguments, the one about fast fashion being the (**fastest / more fast / most harmful) (5)** surprised many students. The science teacher, (**who / whose / whom) (6)** arranged the event, later shared shocking statistics about ocean waste. She promised to email everyone a guide (**unless / whereas / as soon as) (7)** she finished compiling resources. The school principal added, “We’ve made changes before; (**nevertheless / because / for example) (8)**, this time we must go further.” If students and staff continue these efforts, we (**would be / were / will be) (9)** a more



sustainable community by next term. It's clear now that environmental damage is caused by **(human / artistic / economic) (10)** actions — and we're all responsible.

Part 4: Vocabulary

Learning Outcome:

ENG.08.2.2.XX.019 Identify a wide range of features of text organization and structure.

Q4- Read the following questions, based on the texts above, and fill in the blanks with the correct option:

1. In the sentence **“Fitness is not solely the domain of athletes,”** the word **domain** most nearly means:
A) field or area of control
B) weakness
C) contest
D) illusion
2. The word **resilience**, as used to describe healthy individuals, most likely means:
A) the ability to recover from challenges
B) lack of strength
C) medical dependency
D) exhaustion
3. In context, **“processed food is the norm”** implies that processed food is:
A) unusual and rare
B) common and expected
C) expensive and elite
D) strictly banned



4. What is the **opposite** of “**sedentary**” as used in “**sedentary habits lead to poor health**”?
- A) relaxing
 - B) athletic
 - C) sluggish
 - D) passive
5. The phrase “**honoring the body as a vessel for longevity**” suggests that “**vessel**” means:
- A) enemy
 - B) container
 - C) decoration
 - D) secret
6. In “**accelerated pace of change,**” the word **accelerated** is closest in meaning to:
- A) reversed
 - B) slowed
 - C) increased
 - D) canceled
7. The author refers to the planet as “**resilient and fragile.**” What literary device is being used?
- A) Hyperbole
 - B) Metaphor
 - C) Paradox
 - D) Alliteration



8. “**These are not distant concerns for future generations**” suggests that:
- A) The issues are irrelevant
 - B) The problems are already happening
 - C) Only the future is affected
 - D) There is no solution
9. What does “**unchecked emissions**” most likely mean?
- A) Clean air
 - B) Monitored pollution
 - C) Uncontrolled pollution
 - D) Government subsidies
10. Which word best replaces “**slogans**” in the phrase “**environmentalism is reduced to slogans**”?
- A) laws
 - B) empty messages
 - C) tools
 - D) statistics
11. In “**emotions are often sidelined,**” the word **sidelined** most nearly means:
- A) made central
 - B) ignored or set aside
 - C) improved
 - D) explained
12. “**Emotional intelligence**” refers to:
- A) the ability to suppress emotions
 - B) academic knowledge
 - C) managing and understanding emotions
 - D) ignoring feelings during conflict



13. The word **repression** in “*emotional repression can lead to stress*” most likely means:
- A) expressing emotions
 - B) hiding or controlling emotions forcefully
 - C) strengthening feelings
 - D) rewarding emotional behavior
14. In context, what is a synonym for **adaptable**?
- A) inflexible
 - B) imaginative
 - C) adjustable
 - D) fearful
15. What is the **antonym** of “irrational,” as used in “*rather than dismissing emotions as irrational...*”?
- A) illogical
 - B) reasonable
 - C) erratic
 - D) unstable
16. “**Wellness extends beyond the absence of illness.**” Here, **extends beyond** implies:
- A) is limited to
 - B) starts after
 - C) goes further than
 - D) is equal to
17. The word **systemic**, in “*requires systemic transformation,*” most nearly means:
- A) involving the whole system
 - B) small and local
 - C) personal
 - D) chaotic



18. “The movement to accept and understand emotions” suggests “movement” means:
- A) physical exercise
 - B) emotional gesture
 - C) social trend or cause
 - D) backward step
19. In the phrase “*the environment is the foundation on which all societies depend,*” the word **foundation** means:
- A) problem
 - B) base or support
 - C) decoration
 - D) project
20. What does “agency” most likely mean in “*we gain not just insight, but agency*”?
- A) a company
 - B) control and the power to act
 - C) a secret group
 - D) formal permission

Part 5 : Writing

ENG.08.4.2.XX.019 Maintain a degree of control of simple and complex language structures in writing.

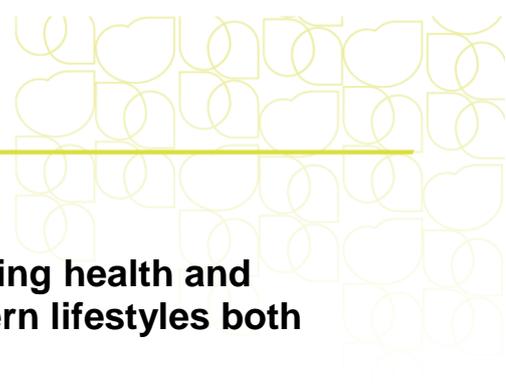
ENG.08.4.3.XX.016 Write extended texts on familiar and unfamiliar concrete topics.

LL6.R.In.1 Infer complex information needed for comprehension when it is not directly stated in a wide range of complex, extended texts.

ENG.08.4.3.XX.018 Produce extended, structured texts that contain topic sentences and supporting details.

1-Planning:

Write a plan for your essay below. Please note – this question asks for a plan, **NOT** a full essay. You will write the full essay in the next question.



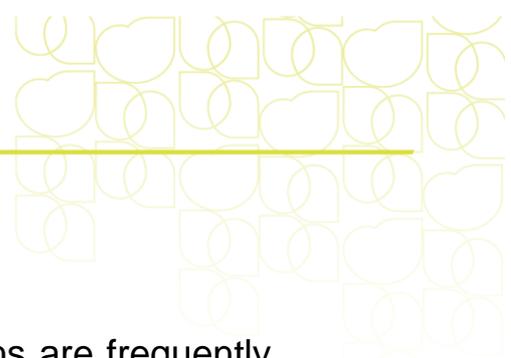
Write an essay discussing the importance of maintaining health and fitness in today's fast-paced world. Explain how modern lifestyles both help and harm our well-being.

You may include points such as:

- **The impact of technology on physical activity**
- **Healthy eating habits vs. fast food culture**
- **The connection between physical health and mental health**
- **Daily habits that promote fitness and long-term wellness**
- **How fitness can influence confidence and academic performance**

Plan:

Plan:



The Silent Language of Emotions

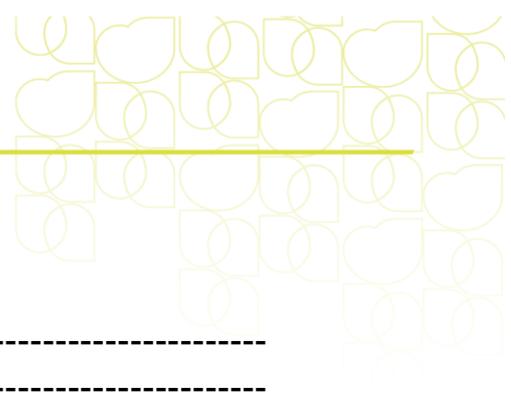
In a world that often celebrates logic and efficiency, emotions are frequently underestimated. Yet emotions are the silent language of the human experience—felt deeply, often unspoken, and remarkably universal. Whether it's the joy that lights up a child's face or the quiet sorrow that fills a room after loss, feelings shape our realities as much as any rational thought. Despite this, many educational and professional systems treat emotions as distractions, sidelining them in favor of "productive" behavior.

However, emerging science tells a different story. Neuroscientific research shows that emotions are not only natural but essential for decision-making, memory retention, and moral judgment. Emotional intelligence—the ability to recognize, regulate, and express emotions constructively—is now seen as critical for success in both academic and social contexts. Individuals with high emotional intelligence often demonstrate stronger empathy, resilience, and leadership.

Culturally, attitudes toward emotions vary. In some societies, emotional expression is seen as strength; in others, it may be interpreted as vulnerability. These norms influence how individuals internalize and respond to their feelings. As a result, many people suppress their emotions, believing that stoicism equates to maturity. But when left unaddressed, repressed emotions can manifest in stress, conflict, and even physical illness.

Understanding and validating emotions is not a luxury—it's a necessity for psychological well-being. Schools and families must begin treating emotional literacy with the same seriousness as academic achievement. Only when individuals learn to interpret their emotional landscape can they build authentic relationships and navigate life's complexities with both confidence and compassion.

Q1. According to the passage, what can be inferred about the possible effects of emotional repression on long-term health and behavior?



Q2. Justify your answer:

Q3. Based on the text, what is the writer's perspective on the role of emotional intelligence in personal and professional life?

Q4. Justify your answer:

