

مراجعة هيكل الامتحان كراسة تدريبية



تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ← المناهج الإماراتية ← الصف الحادي عشر المتقدم ← English ← الفصل الثالث ← مذكرات وبنوك ← الملف

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

المزيد من مادة
English:

إعداد: مدرسة درب السعادة

التواصل الاجتماعي بحسب الصف الحادي عشر المتقدم



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف الحادي عشر المتقدم والمادة English في الفصل الثالث

مراجعة هيكل الامتحان كراسة تدريبية

1



مدرسة درب السعادة
DARB ALSAADA SCHOOL

Subject: English

Student's name: _____

Grade: 11 / Section: _____

Date: ____/____/2026

Final Exam Training Booklet

Term 3 -2025/2026



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Academic Year

**2025
26**

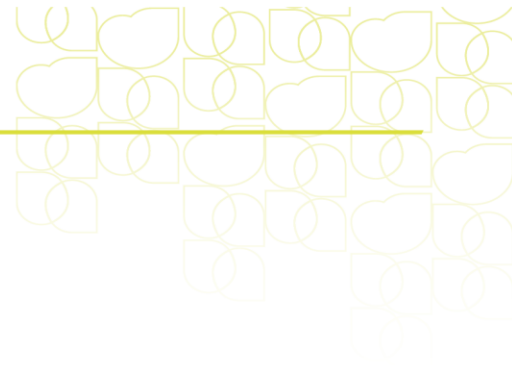
English Language Test Specifications End of Term 3 Examinations

CYCLE

3

Grade Level Goal

11



Part 1: Vocabulary (Towards Grade Level Goal)

Academic Year 2025-2026: End of Term 3 Exam Test Specifications:
Grade 12 GLG - Grade 11 Advanced – Stage 8 – B2.1

Grade Level Goal	Grade 12 GLG	Learning Continuum Stage	8
Class	11 Advanced	CEFR	B2.1
Language Domain	Reading & Viewing	Total Marks	100
		Platform	SwiftAssess

Part	Level	Theme	Vocabulary	
Part 1: Vocabulary	Towards Grade Level Goal	A Universal Language? What do people really mean?, What do you do for fun?	G11: catch on, friendliness, friendly, friendships, greeting, hard to say, in the dark, make friends, naturally, say goodbye, take a seat	
		Each to their own What do you do for fun?	G11: mind, crazy about it, contemporary, can't stand, see eye to eye, don't care for, exhibit, trial, series, ethnic	
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap Fill Choose the correct word(s) to complete the sentences. Choose A, B or C.	Reading Strategies ENG.08.RV.S.3.3: Apply a wide range of reading strategies, including, using context, own culture and experiences, the main message, overall organisation, structure, key points and word choices, adjusting reading rate, skimming, scanning and reading on to understand, interpret and analyse extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.	5 sentences with a gap 3 options, one of which is the correct answer, two are distractors 2 marks each (total: 10)

Directions: Choose the correct word(s) to complete the sentences. Choose A, B, or C.

1. I tried to explain the joke to Sarah, but she looked completely _____ and had no idea what I was talking about.

- A. in the dark
- B. naturally
- C. friendly



2. It's _____ whether we will go camping this weekend because the weather forecast keeps changing.

- A. hard to say**
- B. catch on**
- C. take a seat**

3. Mark is absolutely _____ modern art; he spends almost every weekend visiting a new museum or gallery.

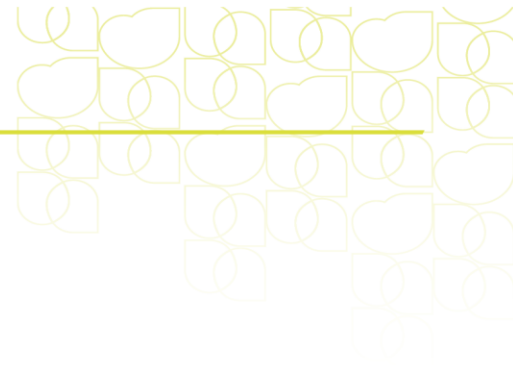
- A. crazy about**
- B. can't stand**
- C. don't care for**

4. Even though they are twins and look exactly alike, they rarely see _____ when it comes to politics and music.

- A. ethnic**
- B. eye to eye**
- C. contemporary**

5. The museum's new photography _____ features incredible landscape photos from artists all over the world.

- A. series**
- B. trial**
- C. exhibit**



Part 2: Grammar (At Grade Level Goal)

Part	Level	Theme	Grammar		
Part 2: Grammar	At Grade Level Goal	Each to their own Animal communication	G.5.4 Third Conditional G.11.1 Phrasal Verbs (non-separable) G.18 Reported speech G.10.7 Passives (past perfect simple passive) G.10.7 Past Perfect Simple Passive G.14.5 Past Perfect Continuous G.2.5 Adverbial linkers G.14.2 Past time (used to)		
		Task Description	Learning Outcomes	Construct Limits	
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences. Choose A , B or C .	Reading Strategies ENG.08.RV.S.3.3: Apply a wide range of reading strategies, including, using context, own culture and experiences, the main message, overall organisation, structure, key points and word choices, adjusting reading rate, skimming, scanning and reading on to understand, interpret and analyse extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.	1 narrative text (B2.1) of 160 words (10% either way) with 5 gaps 3 options, one of which is the correct answer - Items require: Multiple words (e.g., <i>is going, has been playing, if it were me, if they had left earlier</i>) 2 marks each (total 10)	

Directions: Read the text and choose the correct word(s) to complete the sentences. Choose A, B, or C.

The Language of the Deep

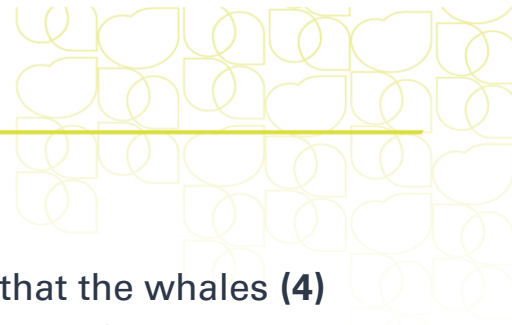
For centuries, sailors believed that the oceans were completely silent places. They **(1)** _____

(A. were used to - B. used to - C. use to) think that marine animals had no way of communicating with one another. However, modern science has proven this wrong. In the 1960s, researchers discovered that whales could sing complex songs. Before these studies were published, whale songs **(2)** _____

(A. had not been heard - B. was not heard - C. has not been heard) by anyone in the scientific community.

While looking at recent data, a marine biologist noted that a specific pod of whales **(3)** _____

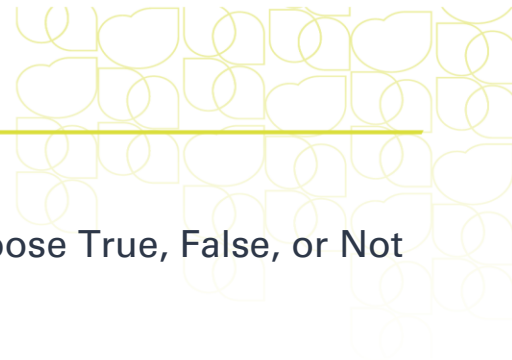
(A. had been playing - B. is playing - C. plays) for hours before their calls were



picked up by underwater microphones. He later reported that the whales (4) _____ (A. are trying - B. have been trying - C. were trying) to communicate across hundreds of miles of deep ocean. This incredible discovery shocked many people. If scientists had not developed specialized acoustic equipment, they (5) _____ (A. would never have discovered - B. will never discover - C. would never discover) these deep-sea conversations. Today, we know that animal communication is far more advanced than we ever imagined.

Part 3A: Reading (Towards Grade Level Goal)

Part	Level	Theme		
Part 3A: Reading	Towards Grade Level Goal	A Universal Language? Animal communication		
		Task Description	Learning Outcomes	Construct Limits
		True, False, Not Given Read the text. Choose the correct answer. Choose True , False or Not Given .	Comprehension Skills Details: 3 x ENG.08.RV.CS.5.1: Read and identify details in extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Inference: 2 x ENG.08.RV.CS.4.1: Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. when reading extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Main Points 1 x ENG.08.RV.CS.6.1: Read and identify the main points of extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.	1 descriptive text (B1.2-B2.1) of 250-270 words (10% either way) 6 statements with 3 options, one of which is the correct answer (4 marks each, total: 24) - Ensure one of each: True (supported), False (contradicted), Not Given (no evidence)



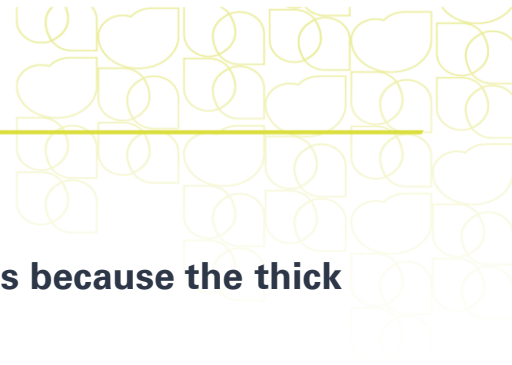
Directions: Read the text. Choose the correct answer. Choose True, False, or Not Given.

Signals in the Wild

Communication is essential for survival in the animal kingdom, serving as a universal language that bridges different species and environments. While humans rely heavily on spoken words, animals utilize an incredible array of signals to share information, protect their territory, and find food. From the deep songs of blue whales traveling across vast oceans to the intricate dances of honeybees in a backyard, nature is full of meaningful messages.

In dense rainforests, visual communication can be difficult because the thick trees block the view. To overcome this, many birds and primates rely on complex acoustic signals. For instance, howler monkeys produce loud, deep roars that can travel up to three miles through the dense jungle. These vocalizations instantly warn neighboring groups to stay away from their feeding trees. Meanwhile, in open environments like grasslands, visual displays are much more common. Creatures like the peacock flash bright, colorful feathers to attract mates, using the open space to ensure their message is clearly seen.

Interestingly, chemical signals are just as important. Ants leave distinct chemical trails on the ground to guide their colony members directly to a source of sugar or fruit. This chemical method is incredibly effective because the scent remains active long after the individual ant has moved on. Whether through sound, sight, or scent, animals have adapted their communication systems perfectly to fit their specific habitats. Understanding these diverse methods shows us that while the tools of communication vary, the fundamental need to connect and share information is a shared, universal trait across all living things.



Questions:

- 1. Many birds and primates in rainforests use loud sounds because the thick trees make it hard for them to see each other.**
 - A. True
 - B. False
 - C. Not Given

- 2. Howler monkeys use their loud roars to invite neighboring groups to share food in their trees.**
 - A. True
 - B. False
 - C. Not Given

- 3. Peacocks rely heavily on chemical signals rather than visual displays when they are in open grasslands.**
 - A. True
 - B. False
 - C. Not Given

- 4. Chemical trails left by ants disappear almost immediately after the ant returns to the colony.**
 - A. True
 - B. False
 - C. Not Given

- 5. Scientists believe that dolphins have a more complex communication system than ants and monkeys.**
 - A. True
 - B. False
 - C. Not Given



6. The main idea of the text is that animals have successfully adapted their communication methods to match their specific environments.

- A. True
- B. False
- C. Not Given

Part 3B: Reading (At Grade Level Goal)

Part	Level	Theme		
Part 3B: Reading	At Grade Level Goal	Each to their own Modern landmarks in the UAE		
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answer. Choose A, B or C.	Comprehension Skills Details: 3 x ENG.08.RV.CS.5.1: Read and identify details in extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Inference/Predictions: 2 x ENG.08.RV.CS.4.1: Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. when reading extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Connections: 1 x ENG.08.RV.CS.3.1: Interpret and analyse explicit and implicit connections between ideas, perspectives or themes and own experience, background knowledge, other texts or the wider world to support conclusions when reading extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Main Points 1 x ENG.08.RV.CS.6.1: Read and identify the main points of extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.	• 1 expository text (B2.1) of 300-330 words (10% either way) • 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

Directions: Read the text. Choose the correct answer. Choose A, B, or C.

Engineering the Future: Modern Marvels of the UAE

The United Arab Emirates is globally recognized for its rapid transformation from a quiet coastal region into a bustling global hub of innovation and architectural wonder. Driven by a vision to achieve what many thought impossible, the nation has constructed landmarks that redefine modern engineering. These structures are not merely tourist attractions; they stand as powerful symbols of national pride and sustainable progress.



At the heart of this architectural revolution is the Burj Khalifa in Dubai. Rising 828 meters into the sky, it has held the title of the world's tallest building since its completion in 2010. Building it required groundbreaking engineering techniques to withstand the region's strong desert winds and extreme summer heat.

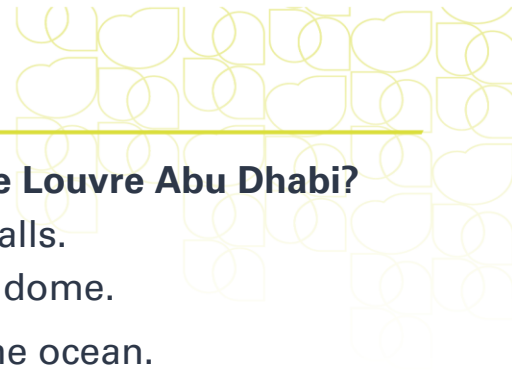
Similarly, Abu Dhabi's Louvre Abu Dhabi showcases a different kind of architectural brilliance. Its massive silver dome appears to float above the museum city, creating a stunning "rain of light" effect as sunlight filters through eight layers of geometric star patterns. This design beautifully blends traditional Arabic architecture with futuristic elements.

More recently, the Museum of the Future has captured worldwide attention. Often described as a "living museum," its striking torus-shaped structure is covered in intricate Arabic calligraphy featuring quotes about the future from His Highness Sheikh Mohammed bin Rashid Al Maktoum. Unlike traditional museums that display ancient relics, this landmark is dedicated to showcasing cutting-edge technology, sustainability solutions, and futuristic concepts. These ambitious projects reflect the UAE's broader economic shift away from oil dependency toward a knowledge-based economy. By investing heavily in infrastructure, technology, and cultural hubs, the UAE invites global collaboration and prepares its youth for future challenges. Each landmark tells a story of creative problem-solving, demonstrating how modern engineering can turn ambitious cultural visions into concrete, world-famous reality.

Questions:

1. According to the passage, why did engineers have to use groundbreaking techniques to construct the Burj Khalifa?

- A.** To make sure it could fit inside the busy museum city.
- B.** To help it withstand powerful desert winds and extreme heat.
- C.** To allow sunlight to filter through its geometric star patterns.



2. What creates the unique "rain of light" effect inside the Louvre Abu Dhabi?

- A. Digital projectors showing futuristic patterns on the walls.
- B. Sunlight filtering through the eight layers of the silver dome.
- C. Specialized acoustic equipment reflecting light from the ocean.

3. How does the Museum of the Future differ fundamentally from traditional museums?

- A. It focuses on future technologies and concepts instead of historical relics.
- B. It was built entirely in open grasslands using natural wood.
- C. It is the only landmark decorated with traditional paintings.

4. What can be inferred about the UAE's architectural strategy based on the text?

- A. The country prefers building structures that are easy and quick to complete.
- B. Architecture is used intentionally to reflect the nation's progress and future goals.
- C. Engineers prioritize traditional designs over futuristic building techniques.

5. The author implies that without advanced creative problem-solving, projects like the Burj Khalifa would have _____.

- A. remained unbuilt due to the harsh environmental challenges
- B. been located in a completely different country
- C. looked exactly like traditional museums

6. How do the UAE's landmarks connect to its broader national and economic goals?

- A. They show a desire to expand oil production across the region.
- B. They support the transition toward a technology and knowledge-based economy.
- C. They are built primarily to reduce tourism and preserve coastal environments.



7. What is the main point of the text?

- A. To detail the history of traditional Arabic calligraphy on modern skyscrapers.
- B. To explain how the UAE uses innovative engineering to turn bold visions into iconic realities.
- C. To compare the height of the Burj Khalifa with other towers around the world.

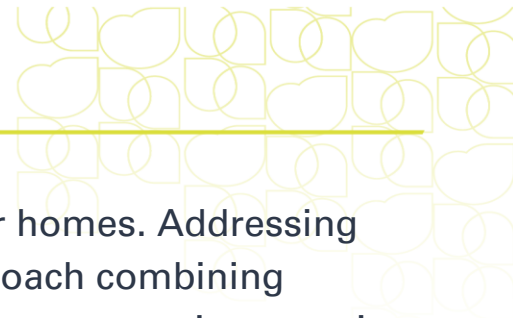
Part 3C: Reading (Beyond Grade Level Goal)

Part	Level	Theme		
Part 3C: Reading	Beyond Grade Level Goal	A Universal Language? Cyberbullying: How to...		
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answer. Choose A, B or C.	Comprehension Skills Details: 2 x ENG.08.RV.CS.5.1: Read and identify details in extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Inference/Predictions: 2 x ENG.08.RV.CS.4.1: Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. when reading extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Connections: 2 x ENG.08.RV.CS.3.1: Interpret and analyse explicit and implicit connections between ideas, perspectives or themes and own experience, background knowledge, other texts or the wider world to support conclusions when reading extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Main Points 1 x ENG.08.RV.CS.6.1: Read and identify the main points of extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.	1 expository text (B2.2) of 300-330 words (10% either way) 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

Directions: Read the text. Choose the correct answer. Choose A, B, or C.

Navigating the Digital Wild: Strategies Against Cyberbullying

The rise of interconnected digital landscapes has transformed social media into a universal language of human interaction. While these platforms facilitate instant global connectivity, they simultaneously harbor a pervasive dark side: cyberbullying. Unlike traditional bullying, which is often confined to physical spaces like schoolyards, digital harassment is relentless, crossing the boundaries



of time and geography to follow victims directly into their homes. Addressing this modern crisis requires a strategic, multi-layered approach combining psychological resilience, technological tools, and proactive community reporting. The first line of defense against online harassment involves immediate, strategic isolation of the perpetrator. Most contemporary applications feature robust digital barriers, enabling targets to instantly block and mute abusive accounts. Utilizing these features is vital because it disrupts the cycle of validation that online aggressors actively seek. Furthermore, digital safety experts heavily emphasize the preservation of evidentiary data. Rather than reflexively deleting harmful messages out of anger or distress, targets should systematically capture screenshots. These records serve as critical, objective evidence when reporting incidents to platform administrators or local authorities.

Equally important is reshaping community behavior to move beyond passive observation. In online ecosystems, onlookers frequently fall victim to the "bystander effect," assuming someone else will intervene. To counter this, digital citizenship programs encourage individuals to become active "upstanders." When a community collectively reports toxic behavior and publicly supports targeted peers, it effectively shifts the digital culture.

Ultimately, neutralizing digital hostility demands a unified front. By combining aggressive corporate platform moderation, clear legal frameworks, and empathetic individual digital literacy, society can reclaim online networks. Promoting a culture rooted in accountability ensures that our shared digital spaces remain venues for constructive global connection rather than weaponized isolation.

Questions:

1. According to the text, what makes cyberbullying uniquely challenging compared to traditional, physical bullying?

- A.** It only occurs during school hours when platform administrators are offline.
- B.** It lacks physical boundaries, allowing harassment to follow victims directly home.
- C.** It is strictly restricted to older applications that do not have blocking features.



2. Why do digital safety experts advise targets of cyberbullying to preserve screenshots of abusive messages?

- A. To provide critical, objective evidence when reporting the behavior to authorities.
- B. To share them publicly on social media to gain more online validation.
- C. To help platform algorithms automatically delete the aggressor's account.

3. What is the primary behavioral shift digital citizenship programs hope to achieve among online onlookers?

- A. Moving individuals from active upstanders to passive observers.
- B. Encouraging spectators to assume someone else will handle the issue.
- C. Transforming passive bystanders into active upstanders who report abuse.

4. What can be inferred about online aggressors based on the recommendations in the second paragraph?

- A. They are easily discouraged if their targets delete messages immediately.
- B. They thrive on receiving reactions or confirmation that their behavior is having an impact.
- C. They rarely look at whether an account has blocked or muted them.

5. The author implies that if a digital community fails to actively challenge toxic online behavior, _____.

- A. platforms will automatically upgrade their safety settings
- B. the bystander effect will continue to let harassment go unchecked
- C. legal frameworks will become completely unnecessary



6. How does the concept of an "upstander" connect to the broader goal of reclaiming digital networks?

- A.** It shifts social responsibility away from corporations and places it entirely on schools.
- B.** It encourages a collective culture of accountability that alters how abuse is tolerated online.
- C.** It reduces the total number of users on platforms, creating a quieter environment.

7. Which of the following best states the main point of the passage?

- A.** Cyberbullying can be effectively eliminated by avoiding social media platforms entirely.
- B.** Combating digital harassment requires an ongoing, multifaceted strategy of individual action, data preservation, and community accountability.
- C.** The historical evolution of traditional schoolyard bullying into modern corporate frameworks.

Good Luck