

Final Exam Training Booklet



تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ← المناهج الإماراتية ← الصف التاسع المتقدم ← لغة انجليزية ← الفصل الثالث ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 00:05:01 2026-06-15

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
لغة انجليزية:

إعداد: مدرسة درب السعادة

التواصل الاجتماعي بحسب الصف التاسع المتقدم



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف التاسع المتقدم والمادة لغة انجليزية في الفصل الثالث

Final Exam Training Booklet

1

English Revision Sheets for Grade 9 General

2

اختبار نهاية الفصل غير محلول

3

Grammar Revision

4

English EOT3 Review Booklet

5



Subject: English
Student's name: _____
Grade: 9\ Section: _____
Date: ____/____/2026

Final Exam Training Booklet
Term 3 -2025/2026

Part 1: Vocabulary Section: (10 Marks)

Academic Year 2025-2026: End of Term 3 Exam Test Specifications:
Grade 10 GLG - Grade 9 Advanced/10 General – Stage 6 – B1.2

Grade Level Goal	Grade 10 GLG	Learning Continuum Stage	6
Class	9 Advanced / 10 General	CEFR	B1.2
Language Domain	Reading & Viewing	Total Marks	100
		Platform	SwiftAssess

Part	Level	Theme	Vocabulary		
Part 1: Vocabulary	Towards Grade Level Goal	Make Yourself at Home Making Requests	accommodation, bus line, landlord, security deposit, require, be located, available, on-site, refundable, unfurnished, dorms, co-op, meal plan, shared facilities, single room, triple room, on campus, off campus, privacy, downside, request, problem, manager, fix, possible, sorry, afraid, mind, idea, impossible		
		Multicultural Communities "When in Rome, do as the Romans do!", Dining Customs	impression, amazed, leftovers, air conditioning, surprised, cultural norms, adapt, behave, formal, informal, custom, napkin, silverware, utensil, handle, serve, set the table		
		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.06.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message and overall organisation, adjusting reading rate, skimming, scanning and reading on to understand and interpret simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	5 sentences with a gap 3 options, one of which is the correct answer, two are distractors 2 marks each (total: 10)	



**Practice 1: Read the text then fill in the blanks with the correct answer.
Choose A, B, or C:**

Ali moved into a student dormitory near the university last month. Before moving into the apartment, students must pay a **(1)** _____ which will be returned at the end of the contract if there is no damage. The **(2)** _____ is responsible for fixing any problems in the building, such as broken pipes or electrical issues. Many students prefer to live **(3)** _____ because they want more independence and privacy, even if it means a longer commute. When visiting a foreign country, it is important to understand local **(4)** _____ and adapt your behavior accordingly. In some cultures, leaving a small amount of **(5)** _____ on your plate shows that the host was generous and served enough food.

1.

- A) bus line B) security deposit C) meal plan

2.

- A) landlord B) tenant C) neighbour

3.

- A) on campus B) off campus C) on-site

4.

- A) cultural norms B) silverware C) air conditioning

5.

- A) leftovers B) utensils C) napkin



**Practice 2: Read the text then fill in the blanks with the correct answer.
Choose A, B, or C:**

The apartment is conveniently (1) _____ near the bus line, making it easy for students to reach the university. One major (2) _____ of living in a dorm is the lack of privacy, as you have to share your room with other students. When you have a maintenance issue, you should submit a (3) _____ to the building manager, who will arrange for someone to fix it. In some cultures, it is considered (4) _____ to use your left hand for eating, while in others, it is perfectly acceptable. Before eating a formal meal, you should (5) _____ the table with the correct silverware, napkins, and plates.

1.

- A) located B) required C) refundable

2.

- A) request B) downside C) problem

3.

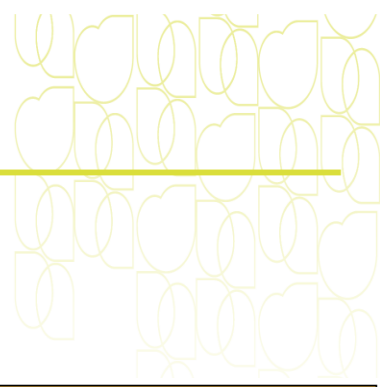
- A) meal plan B) security deposit C) request

4.

- A) amazed B) surprised C) impolite

5.

- A) serve B) set C) handle



Part 2: Grammar Section: (10 Marks)

Part	Level	Theme	Grammar	
Part 2: Grammar	At Grade Level Goal	Make Yourself at Home A Short History of...	G.10.2 Passives (past simple passive) G.17.4 Questions (indirect questions) G.10.1 Passives (present simple passive) G.1.2 Adjectives (comparatives) G.2.2 Adverbs (sequencing) G.2.8 Adverbs (degree)	
		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.06.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message and overall organisation, adjusting reading rate, skimming, scanning and reading on to understand and interpret simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	1 narrative text (B1.2) 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</i>, <i>has been playing</i>) 2 marks each (total 10)

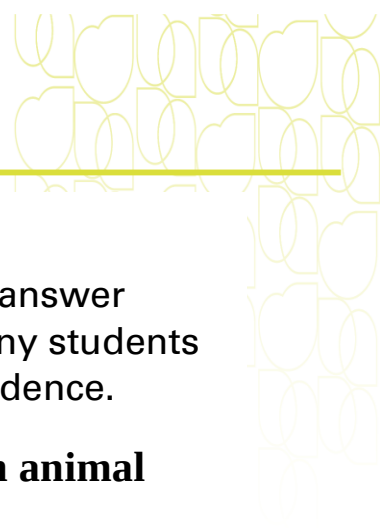
Practice 1: Read the text carefully and fill the gaps with the correct answers:

A Short History of Housing

(1) _____, homes were very simple shelters made from animal skins or branches. People lived in caves or small huts to protect themselves from wild animals. As time passed, housing began to change dramatically. In ancient Egypt, wealthy families lived in large houses with multiple rooms. A wealthy home (2) _____ than a simple worker's home, which was often small and crowded.

The ancient Romans made significant improvements to housing. They invented concrete, and strong buildings (3) _____ using this new material. Some Roman homes even had running water and heating systems.

Today, modern homes are equipped with advanced technology. A new apartment (4) _____ an old one because it has smart systems that control temperature and lighting.



(5) _____ find affordable housing near the university? The answer depends on the city, the time of year, and your budget. Many students choose to live off campus to save money and gain independence.

1. (1) _____, homes were very simple shelters made from animal skins or branches.

- A) Finally
- B) Initially
- C) Then

2. A wealthy home (2) _____ than a simple worker's home.

- A) was more comfortable
- B) was comfortable more
- C) more comfortable was

3. Strong buildings (3) _____ using this new material.

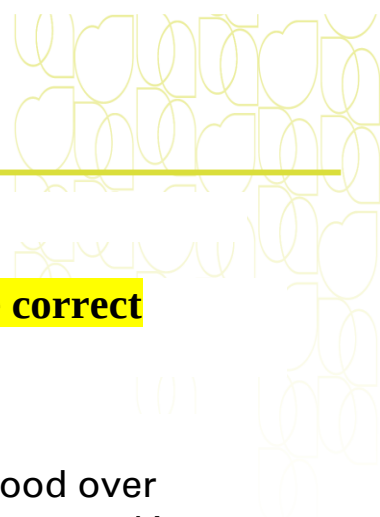
- A) were built
- B) are built
- C) have built

4. A new apartment (4) _____ an old one because it has smart systems.

- A) is more comfortable than
- B) is comfortable than
- C) more comfortable than

5. (5) _____ find affordable housing near the university?

- A) Where I can
- B) Where can I
- C) Could you tell me where I can



Practice 2: Read the text carefully and fill the gaps with the correct answers:

A Short History of Home Cooking

(1) _____, cooking was a simple activity. People prepared food over open fires in basic shelters. There were no modern kitchens or cooking tools. Over time, the way people cooked and ate at home changed significantly.

In ancient Rome, wealthy homes had separate kitchens with advanced equipment. A Roman kitchen (2) _____ than a simple cooking fire because it included ovens and running water. However, the food (3) _____ by servants, not by the family members themselves.

During the Middle Ages, cooking became more organized. Large castles had huge fireplaces where meat was roasted on long hooks. The first cookbooks (4) _____ during this period, and they contained recipes that are still used today.

(5) _____ where the first modern kitchen was designed? Most historians agree that the Frankfurt Kitchen, created in 1926 in Germany, was the first example of an efficient, organized kitchen space. Today, home kitchens include technology that medieval cooks could never have imagined.

1. (1) _____, cooking was a simple activity.

- A) Finally
- B) Initially
- C) Next



2. A Roman kitchen (2) _____ than a simple cooking fire because it included ovens and running water.

- A) was more advanced
- B) was advanced more
- C) more advanced was

3. However, the food (3) _____ by servants, not by the family members themselves.

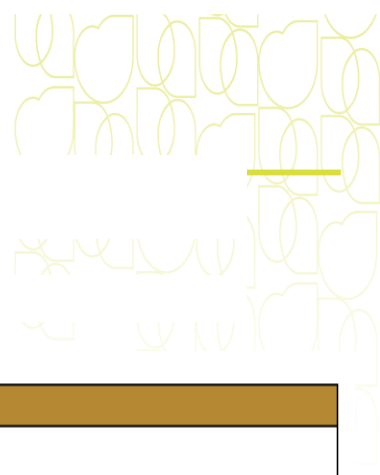
- A) is cooked
- B) was cooked
- C) has cooked

4. The first cookbooks (4) _____ during this period, and they contained recipes that are still used today.

- A) are written
- B) were written
- C) have written

5. (5) _____ where the first modern kitchen was designed?

- A) Could you tell me
- B) Do you know that
- C) Can you explain

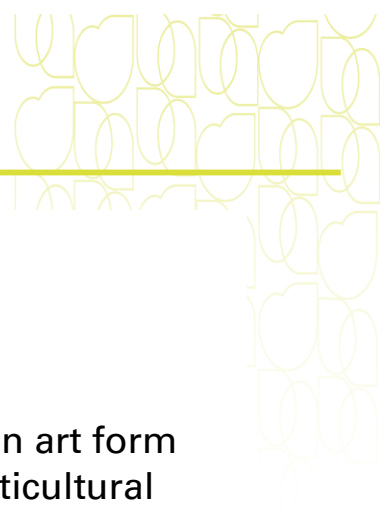


Part 3A: Reading: (24 Marks)

Part	Level	Theme		
Part 3A: Reading	Towards Grade Level Goal	Multicultural Communities What is Beautiful Architecture?		
		Task Description	Learning Outcomes	Construct Limits
		True, False, Not Given Read the text. Choose the correct answer. Choose True, False or Not Given .	Details: 3 x ENG.06.RV.CS.5.1: Read and identify details in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Inference 2 x ENG.06.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Main Points 1 x ENG.06.RV.CS.6.1: Read and identify the main points of simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	• 1 expository text (B1.1) 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)

Q- Read the text carefully, then read the statements. Choose:

- **True:** if the statement agrees with the text.
- **False:** if the statement contradicts the text.
- **Not Given:** if there is no information on this in the text.



What is Beautiful Architecture?

Architecture is more than just constructing buildings. It is an art form that reflects the identity and values of a community. In multicultural cities around the world, you can find a fascinating mix of architectural styles. For example, in Dubai, traditional Islamic architecture with its geometric patterns and arches stands next to ultra-modern skyscrapers like the Burj Khalifa. This combination creates a unique visual experience that attracts millions of tourists every year.

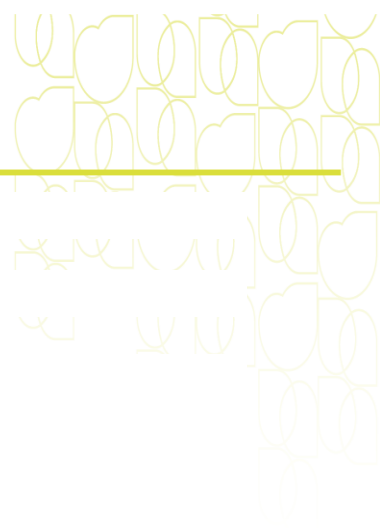
Many people believe that beautiful architecture must be functional as well as attractive. A building that looks amazing but is difficult to use cannot be considered truly successful. Architects must consider how people will move through and interact with their designs. Good architecture improves the quality of life for residents and visitors alike.

In some cultures, beauty in architecture is connected to nature. Japanese design, for instance, often brings natural elements inside, using wood, water, and light to create peaceful spaces. Similarly, traditional Arabic architecture includes courtyards and fountains that provide shade and cooling in hot climates.

However, opinions about architectural beauty can vary greatly. What one person finds stunning, another might find boring or even ugly. This is why cities that embrace diverse architectural styles often feel more vibrant and interesting. They allow different voices and tastes to be represented.

1. Dubai has both traditional Islamic architecture and modern skyscrapers.

- True
- False
- Not Given



2. The Burj Khalifa was completed in 2010.

- True
- False
- Not Given

3. Beautiful architecture should be both functional and attractive according to many people.

- True
- False
- Not Given

4. Japanese architecture never uses natural materials.

- True
- False
- Not Given

5. Traditional Arabic architecture includes courtyards and fountains.

- True
- False
- Not Given

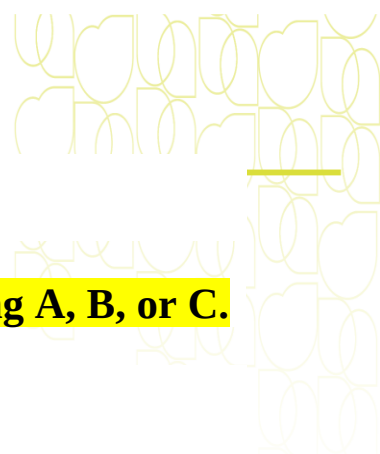
6. All people agree on what makes architecture beautiful.

- True
- False
- Not Given



Part 3B: Reading: (28 Marks)

Part	Level	Theme		
Part 3B: Reading	At Grade Level Goal	Make Yourself at Home Homes Through Time		
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answer. Choose A, B or C.	Comprehension Skills Specific information: 1 x ENG.06.RV.CS.2.1: Read and identify specific information in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Details: 2 x ENG.06.RV.CS.5.1: Read and identify details in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Main Points: 2 x ENG.06.RV.CS.6.1: Read and identify the main points of simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Inference 2 x ENG.06.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	1 expository text (B1.2) of 250-270 words (10% either way) 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)



Q-Read the text carefully, then answer the questions by choosing A, B, or C.

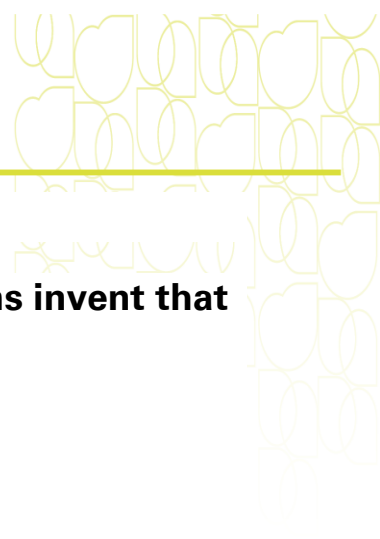
Homes Through Time

The way people have designed and used their homes has changed dramatically throughout history. In prehistoric times, early humans lived in temporary shelters such as caves or simple huts made from animal skins and branches. These homes were mainly designed for protection against wild animals and harsh weather conditions.

As agriculture developed around 10,000 years ago, people began to settle in one place for longer periods. This led to the construction of more permanent homes made from mud bricks, stone, or wood. In ancient Egypt, wealthy families lived in large houses with multiple rooms, including separate spaces for cooking, sleeping, and entertaining guests. Servants often slept on the roof during hot summer nights to escape the heat inside.

The ancient Romans made significant improvements to home design. They invented concrete, which allowed them to build stronger and taller buildings. Wealthy Roman homes, called "domus," featured indoor courtyards, running water, and even a heating system called a "hypocaust" that warmed the floors and walls. Less wealthy Romans lived in apartment buildings called "insulae," which could be several stories high but were often crowded and dangerous.

During the Middle Ages in Europe, castles and manor houses were built for protection. The homes of ordinary people, however, remained simple. Most families lived in one-room houses with a central fire for cooking and heating. Smoke escaped through a hole in the roof because chimneys had not yet been invented. Today, modern homes include technology that ancient people could never have imagined. Smart homes can control temperature, lighting, and security systems with the touch of a button. Despite these advances, the basic purpose of a home remains the same: to provide safety, comfort, and a sense of belonging.



1. According to the text, what material did the ancient Romans invent that allowed them to build stronger buildings?

- A) Mud bricks
- B) Concrete
- C) Animal skins

2. Where did servants in ancient Egypt sometimes sleep during hot summer nights?

- A) Inside the main house
- B) On the roof
- C) In separate servant quarters

3. What was the heating system in wealthy Roman homes called?

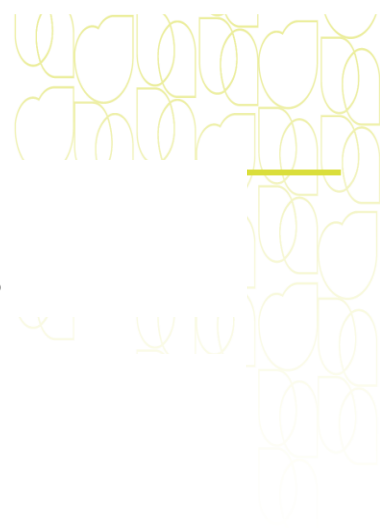
- A) Hypocaust
- B) Insulae
- C) Domus

4. What is the main idea of the second paragraph?

- A) Ancient Egyptians only built homes for wealthy families
- B) The development of agriculture led to more permanent homes, especially for wealthy Egyptians
- C) Servants in ancient Egypt had more comfortable homes than their masters

5. What is the main idea of the entire text?

- A) Modern homes are better than ancient homes in every way
- B) Home design has changed over time, but the basic purpose of a home remains the same
- C) Only wealthy people had comfortable homes in the past



6. What can be inferred about Roman "insulae" from the text?

- A) They were more comfortable than wealthy homes
- B) They were tall buildings but often crowded and unsafe
- C) They had advanced heating systems like hypocausts

7. Based on the text, what can be inferred about ordinary homes during the Middle Ages?

- A) They had simple ventilation systems.
- B) They had modern heating systems.
- C) They were built with advanced technology.

Part 3C: Reading: (28 Marks)

Part	Level	Theme		
Part 3C: Reading	Beyond Grade Level Goal	Multicultural Communities Intercultural Communication, An Anecdote About Miscommunication, National Stereotypes		
		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.06.RV.CS.5.1: Read and identify details in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Inference 2 x ENG.06.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. 1 x ENG.06.RV.CS.3.1 : Make logical connections between ideas, perspectives or themes and own experience, background knowledge, other familiar texts or the wider world and explain how the connections influence meaning when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Main Points 1 x ENG.06.RV.CS.6.1: Read and identify the main points of simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	▪ 1 argumentative text (B1.2-B2.1) of 250-270 words (10% either way) ▪ 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

Q-Read the text carefully, then answer the questions by choosing A, B, or C.

Beyond Stereotypes: The Reality of Intercultural Communication

In an increasingly globalized world, the ability to communicate across cultures has never been more important. Yet many people rely on national stereotypes to understand others. A stereotype is a generalized belief about a particular group of people, often oversimplified and sometimes completely inaccurate. While stereotypes can provide a starting point for understanding cultural differences, relying on them exclusively can lead to serious misunderstandings.

Consider the common stereotype that Germans are always punctual and never late. While it is true that German culture values punctuality in professional settings, individual Germans may have different habits. A German teenager might arrive late to a party just like any teenager anywhere else. Similarly, the stereotype that Italians talk loudly and use dramatic hand gestures ignores the many quiet, reserved Italians who exist in every part of the country.

I recall a personal anecdote that illustrates this problem. During my first week studying abroad in Japan, I had read that Japanese people are very indirect and avoid saying "no" directly. When I asked my Japanese classmate if he wanted to join a study group, he said, "That might be difficult." I assumed this was a polite refusal and did not invite him again. Later, I discovered that he actually wanted to join but had a scheduling conflict on one day. My reliance on a stereotype had caused me to misinterpret his response completely.

The danger of stereotypes is not just that they are sometimes wrong, but that they prevent us from seeing people as individuals. When we expect someone to behave in a certain way because of their nationality, we stop paying attention to their actual words and actions. Effective intercultural

communication requires us to set aside our assumptions and approach each person with an open mind.

This does not mean that cultural generalizations have no value. Understanding broad cultural patterns can help us navigate unfamiliar situations. For example, knowing that many East Asian cultures value group harmony over individual expression can help a Western businessperson avoid causing unintended offence. However, these generalizations should be treated as hypotheses to be tested, not as fixed rules. The most successful intercultural communicators are those who combine cultural knowledge with genuine curiosity about each person they meet.

1. According to the text, what did the author assume when his Japanese classmate said, "That might be difficult"?

- A) The classmate was being rude and unfriendly
- B) The classmate was politely refusing the invitation
- C) The classmate did not understand the question

2. What does the author say about the stereotype that Italians talk loudly and use dramatic hand gestures?

- A) It is completely accurate for all Italians
- B) It ignores the many quiet, reserved Italians
- C) It is only true in northern Italy

3. According to the text, what can help a Western businessperson avoid causing unintended offence in East Asian cultures?

- A) Speaking as loudly as possible
- B) Knowing that many East Asian cultures value group harmony over individual expression
- C) Avoiding all contact with East Asian colleagues



4. What can be inferred about the author's view on national stereotypes?

- A) Stereotypes are completely useless and should never be used
- B) Stereotypes can be a starting point but should not replace seeing people as individuals
- C) Stereotypes are always accurate and helpful

5. What can be inferred about why the author misinterpreted his Japanese classmate's response?

- A) Because the classmate spoke unclear English
- B) Because the author relied on a stereotype about Japanese indirect communication
- C) Because the author did not want to join the study group

6. What is the main argument of the text?

- A) Stereotypes are harmful and should be completely avoided in all situations
- B) Stereotypes can be useful as a starting point, but successful intercultural communication requires seeing people as individuals
- C) Only people from Western cultures experience problems with stereotypes

7. Which idea best connects the text to real life?

- A) People should always assume that others will behave exactly according to their national stereotypes
- B) It is impossible to communicate with people from other cultures
- C) When meeting someone from another culture, it is better to be curious about them as an individual rather than assuming they will act according to a stereotype

The End of the Questions. Good Luck