كتيب مراجعة شاملة لنهاية الفصل



تم تحميل هذا الملف من موقع المناهج الإماراتية	
موقع المناهج ⇦ المناهج الإماراتية ⇦ الصف التاسع المتقدم ⇦ لغة انجليزية ⇦ الفصل الأول ⇦ ملفات متنوعة ⇦ الملف	
تاريخ إضافة الملف على موقع المناهج: 2026-11-09 07:47:35	
ملفات ا كتب للمعلم ا كتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس	المزيد من مادة لغة انجليزية:
إعداد: Omran Heba	

التواصل الاجتماعي بحسب الصف التاسع المتقدم					
صفحة المناهج الإماراتية على فيسبوك					
المواد على تلغرام	التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات	

المزيد من الملفات بحسب الصف التاسع المتقدم والمادة لغة انجليزية في الفصل الأول	
1	قوائم مفردات لغوية إثرائية
2	دليل التقييم والتحضير لاختبار نهاية الفصل
3	الدليل الإرشادي (الهيكل الوزاري) للقواعد المقررة في الامتحان النهائي المسار المتقدم
4	نموذج امتحان كتابي مع الإجابات
5	كتاب دليل المعلم

تحميل تطبيق المناهج للهواتف الذكية	
تطبيق المناهج على Store App (آبل)	تطبيق المناهج على Play Google (أندرويد)

GRADE 9 ADVANCED

COMPLETE ENGLISH REVISION BOOKLET

VOCABULARY • GRAMMAR • READING • WRITING

END-OF-TERM 1 | ACADEMIC YEAR 2026–2027 | CEFR B1.2

PREPARED BY

MRS HEBA OMRAN

A complete, student-friendly revision booklet following the supplied Grade 9 Advanced exam structure.

YOUR EXAM AT A GLANCE

SECTION	WHAT TO EXPECT	MARKS
Vocabulary	One text of about 160 words (±10%); 5 questions; 3 options	**10**
Grammar	One narrative of about 160 words (±10%); 5 questions; 3 options	**10**
Reading A	Expository text: 250–270 words (±10%); 8 MCQs	**24**
Reading B	Expository text: 250–270 words (±10%); 8 MCQs	**16**
Writing 1.1	Summarise an email in 2–3 sentences	**15**
Writing 1.2	Reply to an email; answer 3 prompts; at least 130 words	**25**

Reading = 60 marks | Writing = 40 marks | Total = 100 marks

Grade 9 Advanced follows Grade 10 Grade Level Goal (Stage 6), CEFR B1.2, according to the supplied exam guide.

PART 1 – VOCABULARY | 10 MARKS

THEME 1: MEETING NEW PEOPLE, LEARNING NEW THINGS

Study the word, its meaning and the example sentence.

WORD	MEANING	EXAMPLE
roommate	a person who shares a room or home	My roommate and I share the kitchen.
colleague	a person you work with	I asked a colleague for advice.
privacy	the right to keep personal matters private	Please respect my privacy.
community	people living or working in the same area or group	The community organised an event.
deadline	the latest time or date to finish something	The deadline is Friday.
schedule	a plan showing when activities happen	I follow a weekly schedule.
authority	an official person or organisation with power to decide	The local authority issued a notice.
regulation	an official rule	Everyone must follow the regulation.
manage	to organise or control successfully	She can manage her time well.
cope	to deal successfully with a difficult situation	He learned to cope with change.

VOCABULARY – THEME 2

THEME 2: COME RAIN OR SHINE

Study the word, its meaning and the example sentence.

WORD	MEANING	EXAMPLE
humidity	the amount of water vapour in the air	Humidity is high on wet days.
temperature	how hot or cold something is	The temperature fell overnight.
climate	the usual weather of a place over many years	The UAE has a hot, dry climate.
season	one of the four periods of the year	Winter is a cool season.
absorb	to take in liquid, heat or energy	Dark surfaces absorb more heat.
reflect	to send back light or heat	Snow can reflect sunlight.
hazardous	dangerous or risky	Flood water can be hazardous.
severe	very serious, strong or extreme	The region had severe weather.
ability	the power or capacity to do something	She has the ability to swim.
skill	an ability developed through practice	Communication is a useful skill.
rescue	to save someone from danger	The team came to rescue the hikers.
safety	protection from danger or harm	Wear a helmet for your safety.
textile	cloth or material made by weaving or knitting	The factory produces textile materials.
fabric	cloth used to make clothes or other items	This fabric feels soft.

VOCABULARY – PRACTICE

Choose the best answer: A, B or C.

1. A person who shares a home with you is your _____.
A. colleague B. roommate C. authority

2. The latest date for handing in work is the _____.
A. deadline B. schedule C. season

3. The amount of water vapour in the air is called _____.
A. temperature B. climate C. humidity

4. A person you work with is a _____.
A. colleague B. roommate C. community

5. A material that takes in water can _____ it.
A. reflect B. absorb C. manage

6. An official rule is a _____.
A. regulation B. skill C. season

7. A dangerous situation may be described as _____.
A. private B. hazardous C. textile

8. The usual weather of a place over many years is its _____.
A. climate B. humidity C. deadline

9. To deal successfully with a difficult situation is to _____.
A. rescue B. cope C. reflect

10. A plan showing when activities happen is a _____.
A. schedule B. fabric C. authority

VOCABULARY – EXAM PRACTICE

Read the text and choose the best word for each numbered space. Text length: 165 words.

Starting college in a new city can be exciting, but it also brings challenges. Many students leave their families for the first time and need to organise daily life independently. Some share a flat with a **(1)** _____, so they must respect each other's personal space and privacy. A weekly **(2)** _____ can help everyone balance lessons, part-time work, housework and free time. Each course also has a **(3)** _____ for important projects, and students need to plan ahead rather than wait until the last minute. When a student has a problem, a trusted **(4)** _____ or tutor may offer useful advice. New students can also become part of the wider **(5)** _____ by joining clubs, attending local events and volunteering. These activities help them meet people from different backgrounds and practise communication. Although the first weeks may feel difficult, students can learn to manage their responsibilities and cope with change. Being organised, respectful and willing to ask for help makes the experience more positive.

1. A. roommate B. colleague C. authority

2. A. schedule B. climate C. fabric

3. A. deadline B. humidity C. skill

4. A. colleague B. temperature C. textile

5. A. community B. regulation C. safety

PART 2 – GRAMMAR | 10 MARKS

THE SEVEN GRAMMAR POINTS

GRAMMAR	FORM / FOCUS	EXAMPLE
Past Continuous	was / were + verb-ing	It was raining when we left home.
Defining Relative Clauses	who / which / that / where	A storm is a weather event that can cause damage.
Verb Patterns	verb + to-infinitive; verb + infinitive; verb + -ing	want to learn; can swim; enjoy reading.
Indirect Questions	question word + subject + verb	Could you tell me where the station is?
Modals: Ability	can / can't + base verb	She can predict the weather.
Adverbial Linkers	connectors showing sequence, reason, result or contrast	however, therefore, meanwhile, although.
Comparatives	comparative adjectives for comparing data/evaluations	colder than; more severe than; safer than.

GRAMMAR – PRACTICE

Choose the correct answer: A, B or C.

1. At 8 p.m. yesterday, we _____ the weather forecast.
A. watched B. were watching C. watch

2. The book _____ I borrowed is about climate.
A. where B. who C. which

3. My sister enjoys _____ about new places.
A. reading B. read C. to reading

4. Could you tell me where the bus station _____?
A. is B. is it C. it is

5. He can _____ the emergency number.
A. remembers B. remember C. remembering

6. It was raining heavily; _____, the match was cancelled.
A. meanwhile B. therefore C. although

7. Today is _____ than yesterday.
A. more cold B. coldest C. colder

GRAMMAR – EXAM PRACTICE

Read the narrative and choose the correct answer for each numbered space. Text length: 173 words.

Last Saturday, our class visited a coastal centre to learn about weather safety. While the instructor **(1)** _____ the equipment, dark clouds appeared over the sea. He showed us a warning sign **(2)** _____ explained the danger of strong waves. He advised everyone **(3)** _____ behind the safety line and asked us to listen carefully. One student wanted to know **(4)** _____ the weather could change so quickly. The instructor said that the wind was becoming stronger; **(5)** _____, the group moved indoors. Before the visit, we had studied storms in our science lessons, but seeing the changing sky helped us understand the information more clearly. The instructor explained that weather warnings are useful only when people know what the symbols mean and how to respond. He also reminded us that a calm decision can protect everyone nearby. We learned that people can enjoy outdoor activities when they understand risks and follow advice. The visit connected classroom learning with real situations. Before we left, each student shared one safety rule with a partner.

1. A. checked B. was checking C. checks

2. A. who B. where C. which

3. A. stay B. to stay C. staying

4. A. how B. how did C. how was

5. A. however B. therefore C. meanwhile

PART 3 – READING | 60 MARKS

READING STRATEGIES

Specific information: Scan the text for names, places, dates, reasons or facts mentioned in the question.

Details: Find the sentence that gives the exact information. Do not choose an answer based only on general knowledge.

Inference from context: Use clues around an unfamiliar word to work out its meaning. An inference must be supported by the text.

Connection: Link an idea in the text to a real-life situation or wider experience.

Prediction: Use the information in the text to decide what is likely to happen next.

Overall meaning: Choose the main message that covers the whole text, not one small detail.

READING A – 8 QUESTIONS

4 specific information • 2 details • 1 inference from context • 1 overall meaning.

READING B – 8 QUESTIONS

4 details • 1 inference • 1 connection • 1 prediction • 1 overall meaning.

READING A – SHARING THINGS | 24 MARKS

Expository text • 250–270 words (±10%). This practice text contains 261 words.

Many colleges encourage students to share skills and knowledge with people around them. This practice is sometimes called a skills exchange. Instead of paying for every service, members offer something they can do and receive help in return. One student may teach basic computer skills, while another helps with English conversation or prepares a simple meal. The idea is useful because everyone has something valuable to contribute, even if they have little money. At one college, a group of students created a weekly exchange club. Members first completed a short form describing their interests, abilities and free time. The organisers then matched people with different strengths. A student who was good at photography helped a new member take pictures for a project. In return, that member showed the photographer how to prepare healthy meals. The students reported that they became more confident because they were able to teach as well as learn. Sharing skills can also help people build a stronger community. Members meet regularly, solve problems together and get to know people from different backgrounds. However, the organisers explain that successful exchanges need clear expectations. Members should agree on a suitable schedule, respect each other's privacy and tell the group if they cannot attend. These simple rules help everyone feel safe and valued. A skills exchange does not replace professional training or paid work. Instead, it creates opportunities for people to learn from one another. When students share what they know, they discover that learning is not limited to a classroom. It can happen wherever people are willing to cooperate.

READING A – QUESTIONS

Choose the best answer: A, B or C. Each correct answer is worth 3 marks.

1. What is a skills exchange?
A. A way for people to share abilities and receive help.
B. A competition between colleges.
C. A paid training course.

2. What information did students provide on the form?
A. Their exam results only.
B. Their interests, abilities and free time.
C. Their home addresses.

3. Who helped a new member take photographs?
A. A student who was good at photography.
B. A college manager.
C. A professional photographer.

4. What did the new member teach the photographer?
A. How to repair a computer.
B. How to write an assignment.
C. How to prepare healthy meals.

5. Why did students become more confident?
A. They received money.
B. They could teach as well as learn.
C. They stopped attending lessons.

6. Which arrangement helps the club work successfully?
A. Members agree on a schedule.
B. Members meet only once a year.
C. Members avoid speaking to each other.

7. In the text, “matched” is closest in meaning to:
A. separated completely.
B. put together suitably.
C. asked to leave.

8. What is the overall message of the text?
A. Students should only learn from teachers.
B. Colleges should stop organising clubs.
C. Sharing skills helps people learn and build community.

READING B – FEELING UNDER THE WEATHER? | 16 MARKS

Expository text • 250–270 words (±10%). This practice text contains 271 words.

Weather affects the way people travel, work and enjoy their free time. In some places, sudden changes can create serious problems, especially when people are not prepared. A storm may bring heavy rain, strong winds and lightning. In coastal areas, gale-force winds can make the sea dangerous and may damage boats or buildings. Weather services therefore issue warnings when conditions are likely to become hazardous. Understanding a warning is important, but people also need to know how to respond. During a severe storm, families should stay indoors, keep away from windows and follow official advice. Drivers should never try to cross a flooded road because the water may be deeper or faster than it appears. If local authorities advise people to leave an area, they should use the recommended routes and take essential supplies. These actions reduce the risk of injury. Weather can also affect health. High humidity may make hot days feel even warmer because sweat does not evaporate easily. People can become tired or dehydrated if they stay outside for too long. Wearing light clothing, drinking water and resting in a cool place can help. In cold seasons, suitable fabric and layered clothing help the body keep warm. The best choice depends on the temperature and the activity. Technology helps people prepare for changing conditions. Weather apps, radio reports and official alerts provide useful information. However, people should check reliable sources rather than sharing every message they receive online. A warning is most useful when it is understood and followed calmly. By learning about local weather, recognising risks and making sensible decisions, communities can protect people and reduce damage.

READING B – QUESTIONS

Choose the best answer: A, B or C. Each correct answer is worth 2 marks.

1. Why do weather services issue warnings?
A. To help people prepare for dangerous conditions.
B. To make people cancel every activity.
C. To report school schedules.

2. What should drivers avoid during floods?
A. Checking the weather.
B. Crossing flooded roads.
C. Listening to official advice.

3. Why can high humidity make a hot day feel warmer?
A. The wind always stops.
B. The sun becomes colder.
C. Sweat does not evaporate easily.

4. What should families do during a severe storm?
A. Stand near windows.
B. Stay indoors and follow official advice.
C. Drive through flood water.

5. In the text, “hazardous” is closest in meaning to:
A. dangerous.
B. comfortable.
C. ordinary.

6. Which action is a sensible connection to everyday life?
A. Share every online message immediately.
B. Ignore local forecasts.
C. Check a reliable weather source before travelling.

7. If an official alert tells residents to leave an area, what will probably happen next?
A. Residents will ignore all instructions.
B. Residents will use a recommended safe route.
C. The weather will immediately become sunny.

8. What is the overall message of the text?
A. People should avoid going outside in every season.
B. Weather technology is always wrong.
C. Understanding weather risks helps communities stay safe.

PART 4 – WRITING | 40 MARKS

TASK 1.1 – SUMMARISING AN EMAIL | 15 MARKS

Read an email of about 160 words (±10%). Write the main ideas in your own words in 2–3 sentences. Do not copy the email word for word.

HOW TO WRITE A GOOD SUMMARY

1. Read the email twice.
2. Underline the main ideas, not small examples.
3. Combine related ideas.
4. Write only 2–3 clear sentences in your own words.
5. Check that your summary is accurate and does not add your personal opinion.

PRACTICE EMAIL – LIVING TOGETHER, LEARNING TOGETHER

From: Alex
Subject: Sharing a college flat

Hi,
I have recently moved into a shared flat near my college. At first, I was worried because I had never lived with other students. We now have a simple weekly schedule for cleaning and shopping. This has helped us avoid arguments and share responsibilities fairly. We also agreed to respect each other's privacy, especially when someone is studying or resting. Living together has taught me to communicate clearly and listen to different opinions. My flatmates come from different backgrounds, so I have learned about new food, traditions and ways of thinking. We sometimes prepare dinner together, which makes the flat feel more like a home. Although sharing a space can be challenging, I think it helps students become more independent and responsible. What do you think are the most important rules for people who live together?

Best wishes,
Alex

Your task: Summarise Alex's main ideas in 2–3 sentences. Use your own words.

SUMMARY WRITING SPACE

_____
_____

_____
_____

_____
_____

TASK 1.2 – REPLYING TO AN EMAIL | 25 MARKS

Read the email again and write a reply to the sender. Answer all 3 prompts. Write at least 130 words, organised into paragraphs. Include relevant experiences and opinions, with reasons.

THREE-PARAGRAPH STRUCTURE

Paragraph 1 – Introduction: Respond to the email and introduce your main idea.
Paragraph 2 – Main points: Answer all three prompts and add details, reasons or examples.
Paragraph 3 – Closing: Sum up your response and end the email appropriately.

USEFUL EXPRESSIONS

Opinion: In my opinion… / I believe that… because…
Experience: In my experience…
Adding an idea: In addition… / Furthermore…
Contrast: However… / Although…
Reason: This is because… / One reason is that…

PRACTICE TASK – LIVING TOGETHER, LEARNING TOGETHER

Reply to Alex. In your email:
1. Describe one experience of sharing responsibilities with other people.
2. Explain two rules that make living together easier.
3. Give your opinion about how living with different people can help students learn.

MODEL REPLY

Hi Alex,

Thanks for telling me about your new flat. I think sharing a home with other students can be a valuable experience because everyone learns to become more independent. In my experience, sharing responsibilities works best when people communicate clearly. For example, I once worked on a group project in which we divided the tasks fairly, and this helped us finish on time.

I believe two important rules are keeping shared areas clean and respecting other people's privacy. Everyone should follow an agreed schedule for cleaning, and students should avoid making noise when someone is studying or resting. These simple rules can prevent misunderstandings.

Living with people from different backgrounds is also a great way to learn. Students can exchange ideas, discover new traditions and become more understanding. Although disagreements may happen, listening politely helps people solve problems.

Best wishes,
Sam

WRITING PRACTICE – ONLINE SHOPPING

Theme: Shop till you drop!

PRACTICE EMAIL

From: Noor
Subject: Shopping online

Hi,
I often shop online because it saves time and gives me access to many products. I can compare prices, read customer reviews and order things without travelling to a shopping centre. However, online shopping also has disadvantages. Sometimes the product looks different from its picture, delivery can be late, or returning an item may be difficult. I try to buy from trusted websites and check the return policy before paying. I also avoid sharing unnecessary personal information. My family still prefers visiting shops when we need to check the size or quality of something. Do you prefer shopping online or in stores?

Best wishes,
Noor

TASK 1.1 – SUMMARY

Summarise Noor's main ideas in 2–3 sentences using your own words.

TASK 1.2 – EMAIL REPLY

Reply to Noor in at least 130 words. Answer all three prompts:
1. Say whether you prefer online shopping or shopping in stores.
2. Give two advantages or disadvantages of your preferred way.
3. Describe one experience you have had when shopping.

WRITING CHECKLIST

- ■ **I answered all three prompts.**
- ■ **I wrote at least 130 words for the reply.**
- ■ **I organised my ideas into clear paragraphs.**
- ■ **I used linking words and gave reasons or examples.**
- ■ **I checked spelling, punctuation and grammar.**

ANSWER KEY

VOCABULARY – QUICK PRACTICE

1 B • 2 A • 3 C • 4 A • 5 B • 6 A • 7 B • 8 A • 9 B • 10 A

VOCABULARY – TEXT ANSWERS

1 A (roommate) • 2 A (schedule) • 3 A (deadline) • 4 A (colleague) • 5 A (community)

GRAMMAR – CONTROLLED PRACTICE

1 B (were watching) • 2 C (which) • 3 A (reading) • 4 A (is) • 5 B (remember) • 6 B (therefore) • 7 C (colder)

GRAMMAR – TEXT ANSWERS

1 B (was checking) • 2 C (which) • 3 B (to stay) • 4 A (how) • 5 B (therefore)

READING A

1 A • 2 B • 3 A • 4 C • 5 B • 6 A • 7 B • 8 C

READING B

1 A • 2 B • 3 C • 4 B • 5 A • 6 C • 7 B • 8 C

WRITING – REMINDER

The summary must be 2–3 sentences in your own words. The email reply must answer all three prompts and contain at least 130 words.

PREPARED BY MRS HEBA OMRAN