

مراجعة نهائية شاملة وفق الهيكل الوزاري الجديد منهج أكسس



تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ⇨ المناهج الإماراتية ⇨ الصف السادس ⇨ لغة انجليزية ⇨ الفصل الأول ⇨ ملفات متنوعة ⇨ الملف

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ملفات اكتب للمعلم اكتب 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 للمدرس

المزيد من مادة
لغة انجليزية:

إعداد: Alhajji Hadil

التواصل الاجتماعي بحسب الصف السادس



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف السادس والمادة لغة انجليزية في الفصل الأول

المواضيع المقترحة والمتوقعة للاختبار النهائي مع الإجابات

1

مراجعة نهائية شاملة وفق الهيكل الوزاري الجديد

2

أوراق عمل هيكل اللغة الإنجليزية أكسس متبوعاً بالإجابات

3

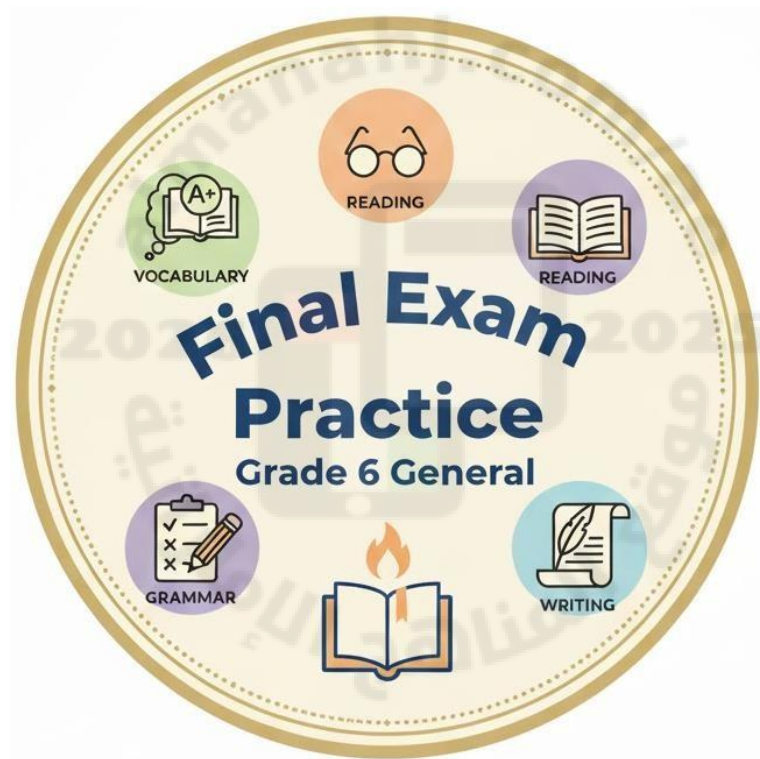
حل كراسة تدريبية مراجعة وفق الهيكل الوزاري الجديد منهج أكسس

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مراجعة نهائية وفق الهيكل الوزاري منهج أكسس

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Academic Year 2025-2026: End of Term 1 Exam



Name:.....

T. Hadil Alhajji

school principal: Wafa Gaber

الجزء الأول (الكلمات): 10 جمل مع فراغات وكل سؤال بدرجتين

الطالبة تختار الكلمة المناسبة للفراغ من ضمن الكلمات المعطاة 10 كلمات فقط يتم اختيارها وتترك الكلمات الباقية

التقاط الصور Taking photos , اللعب بألعاب الكمبيوتر Playing computer games ,
وقت الفراغ Free time , تلوين الصور Painting pictures , قراءة الكتب Reading books

يشرب To drink , يأكل To eat , يلعب كرة القدم To play football , يلتقي To meet up ,
كل يوم Every day , يذاكر To study

هذه الكلمات تحفظ جيدا

المجموع 20

Academic Year 2025-2026: End of Term 1 Exam Test Specifications

Grade Level Goal	Grade 6 GLG	Learning Continuum Stage	2
Class	6 General	CEFR	A2.1
Language Domain	Reading & Viewing and Writing & Representing	Total Marks	Reading: 60
		Platform	SwiftAssess
			Writing: 40
			Paper-based

Part	Level	Theme	Vocabulary
Part 1A: Vocabulary	Towards Grade Level Goal Apply basic reading strategies, including, using visuals, context, first language, culture and experiences to understand texts.	My Life Free time activities	Playing computer games, Taking photos, Reading books, Painting pictures, Free time
		My Life Daily routines	To meet up, To play football, To eat, To drink, To study, Every day
		Task Description	Learning Outcomes
		Sentence Cloze Choose the correct word(s) from the Word Bank to complete the sentences. There are two words you don't need.	Reading Strategies ENG.02.RV.S.3.3: Apply a range of basic reading strategies, including, using visuals, context, first language, culture, experiences, developing oral language, text format and appearance, numbers, dates and proper nouns to understand simple written or multimodal texts on familiar topics that are clearly structured and use simple language. Construct Limits 10 sentences with one gap - Word bank with 10 words and 2 distractors 2 marks each (total: 20)

Final Test- Vocabulary

Lesson	word	meaning	Lesson	word	meaning
1	Playing computer games	لعب ألعاب الكمبيوتر	25	special effects	مؤثرات خاصة
2	Taking photos	التقاط الصور	26	plot	الحبكة
3	Reading books	قراءة الكتب	27	main character	الشخصية الرئيسية
4	Painting pictures	رسم الصور	28	ending	النهاية
5	Free time	وقت فراغ	29	scene	مشهد
6	To meet up	يلتقي - يقابل	30	boring	ممل
7	To play football	يلعب كرة القدم	31	funny	مضحك
8	To eat	يتناول الطعام	32	exciting	مثير
9	To drink	يشرب	33	amazing	مذهل
10	To study	يدرس	34	sad	حزين
11	Every day	يوميًا	35	Healthy	صحي
12	height	الطول	36	Go for a walk	يذهب للمشي
13	older	أكبر من	37	Stairs	الدرج
14	younger	أصغر من	38	To take the lift	يركب المصعد
15	faster	أسرع من	39	To bring	يحضر - يحمل
16	slower	أبطأ من	40	Warm up	الإحماء
17	taller	أطول من	41	Run on the spot	الجري في مكانك
18	shorter	أقصر من	42	Ankle	الكاحل
19	math's	رياضيات	43	Shoulder	الكتف
20	science	علوم	44	Thighs	الفخذان
21	Arabic	لغة عربية	45	Heart	القلب
22	Islamic education	تربية إسلامية	46	Hip	الورك
23	art and design	الفن والتصميم	47	Arm	الذراع
24	French	اللغة الفرنسية	48	Toes	أصابع القدم
			49	Knees	الركبتان

Vocabulary 1

Complete the following sentences with words from the word bank

To play football – Taking photos – Reading books – Painting pictures – To drink
Free time – To meet up – Playing computer games – To eat – To study – Every day

1. I love _____ on my computer with my brother after finishing homework.
2. She enjoys _____ of birds and flowers in the garden. She has a digital camera.
3. In my _____, I like to relax and watch TV.
4. We plan _____ with our friends at the mall on Friday.
5. I always remember _____ breakfast before going to school.
6. After running, I need _____ some cold water.
7. My sister likes _____ about fairy tales before bedtime.
8. I am very good at _____ because I can draw carefully.
9. My family eats dinner together _____.
10. On weekends, boys go to the field _____ with their team.

Vocabulary 2

Complete the following sentences with words from the word bank

Playing computer games – Taking photos – Reading books – day - Painting pictures
Free time – To meet up – To play football – To eat – To drink – study – Every day

1. Students must _____ for the math test tomorrow.
2. When I finish my homework, I start _____ on my tablet.
3. _____, we meet after school and talk about our day.
4. I like _____ using my camera when I visit new places on holiday.
5. My father paints beautiful landscapes in his _____.
6. It is important _____ healthy food in the morning.
7. Everyday, Ahmed and I go to the park _____.
8. I usually spend my evenings _____ and stories about animals.
9. I like _____ for flowers and animals.
10. After lunch, I like _____ orange juice.

Vocabulary 3

Complete the following sentences with words from the word bank

Younger - every day - math's - height - older -
science — slower - taller - shorter — faster - playing

- 1) I go to school _____ and study many different subjects.
- 2) The doctor measured my _____ to see how much I have grown this year.
- 3) My brother is _____ than me. She is 1 year old.
- 4) My sister is _____ than me, but she is very smart.
- 5) Cheetahs can run _____ than any other animals on land.
- 6) Turtles move much _____ than rabbits.
- 7) Ali is _____ than his friend, so he can reach the top shelf easily.
- 8) My little brother is _____ than me. He can't reach the top shelf in the kitchen.
- 9) My favourite subject at school is _____ because I enjoy solving number problems.
- 10) In _____ class, we learn about animals, plants, and the human body.

Vocabulary 4

Arabic – Islamic education – older – art and design – French
– special effects – plot – main character – ending – scene – boring

- 1) We learn to read and write in our national language during _____ class.
- 2) In _____ class, we learn about our religion, values, and how to be kind to others.
- 3) I love drawing and painting in _____ class because it lets me be creative.
- 4) My sister studies _____ so she can speak another language when she travels to France.
- 5) The movie had amazing _____ like explosions, fire, and magic lights.
- 6) The _____ of the story was exciting and full of surprises.
- 7) The _____ in the film was brave and saved everyone at the end.
- 8) The _____ of the movie was happy and made everyone smile.
- 9) My favourite _____ in the film was when the hero found the hidden treasure.
- 10) The book was a little _____ because nothing exciting happened.

Vocabulary 5

Complete the following sentences with words from the word bank

to take the lift - stairs – exciting - warm up – amazing – hip
healthy – go for a walk – Funny — to bring – sad - toes

- 1) The movie was so _____ that everyone in the cinema was laughing loudly.
- 2) Our school trip to the amusement park was really _____ because we went on many fast rides.
- 3) The view from the top of the mountain was _____ we could see the whole city below us.
- 4) The story had a _____ ending, and it made me cry a little.
- 5) Eating fruit and vegetables every day helps you stay _____
- 6) My parents like to _____ in the park every evening after dinner.
- 7) It's good exercise to use the _____ instead of the lift.
- 8) Some people prefer _____ when they are tired or carrying heavy bags.
- 9) Don't forget _____ your notebook and pencil to class.
- 10) Before playing sports, it's important to _____ so you don't get hurt.

Vocabulary 6

Complete the following sentences with words from the word bank

Toes	-	thighs	-	heart	-	arm	-	run on the spot
ankle	-	knees	-		-	shoulder	-	hip

1. In PE class, our teacher said, "Don't move forward, just _____ to warm up your legs."
2. After twisting my foot during football, my _____ started to hurt a lot.
3. You carry your schoolbag on your _____, so it can ache if the bag is too heavy.
4. Cyclists have very strong _____ because they pedal their bikes for long distances.
5. When you exercise, your _____ beats faster to pump more blood around your body.
6. The joint between your leg and your waist is called your _____.
7. When I throw a ball, I use my right _____ to make it go far.
8. Ballet dancers stand on their _____ to practice balance and control.
9. When you sit down, you bend your _____ to lower yourself to the chair.

Part	Level	Theme	Vocabulary	Grammar
Part 1B: Grammar	At Grade Level Goal Apply a range of basic reading strategies, including, using visuals, context, first language, culture, experiences, developing oral language, text format and appearance, numbers, dates and proper nouns to understand texts.	Sport Be athlete, sports for everyone	height, older, younger, faster, slower, taller, shorter	G.1.2 Adjectives (Comparatives) G.1.6.1 Subject pronouns – I, you, he, she, it, we, you, they G.1.1 Parts of speech (noun, verb, adjective)
		School A Day at School	maths, science, Arabic, Islamic education, art and design, French	
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	Reading Strategies 5 x ENG.02.RV.S.2.1 : Apply a range of basic reading strategies, including, using visuals, context, first language, culture, experiences, developing oral language, text format and appearance, numbers, dates and proper nouns to understand simple written or multimodal texts on familiar topics that are clearly structured and use simple language.	1 descriptive text of 100 words (10% either way) with 5 gaps 3 options, one of which is the correct answer 2 marks each (total 10)

الجزء الثاني (القواعد): فقرة من 10 كلمة مع 5 فراغات كل سؤال بدرجتين

ستكون هذه المواضيع ضمن فقرة القواعد : **Sport** | Be athlete, sports for everyone / **School** | A Day at School

القواعد تشمل : **المقارنة بين 2** – أجزاء الكلام (اسم – فعل – صفة) – ضمائر الفاعل
subject pronoun – parts of speech (noun-verb-adjective – Comparative

height, older, younger, faster, slower, taller, shorter, maths, science, Arabic, Islamic education, art and design, French

هذه الكلمات ستكون من ضمن الفقرة لذلك يرجى فهمها لتكون الفقرة مفهومة و واضحة.

المجموع 10

Grammar:

Comparative adjective

A **comparative adjective** is used to **compare two people or things**.
It tells us that something has *more* or *less* of a quality than another thing.

Example:

- Ali is **taller than** Omar.
(Ali is being compared to Omar.)

✚ Basic Rules of Formation

1 Short Adjectives (one syllable)

For short adjectives, add **-er + than**.

Formula:

adjective + er + than

Examples:

- tall → **taller than**
 - ♦ Ali is **taller than** Omar.
- small → **smaller than**
 - ♦ My bag is **smaller than** yours.
- big → **bigger than**
 - ♦ This apple is **bigger than** that one.

💡 If the adjective ends with a consonant after a single vowel, double the final consonant:
big → bigger / hot → hotter / thin → thinner

2 Adjectives ending with -y

If the adjective ends in **-y**, change **y** to **i** and add **-er**.

Examples:

- happy → **happier than**
 - ♦ Sara is **happier than** Mona.
- busy → **busier than**
 - ♦ Today is **busier than** yesterday.

3 Long Adjectives (two or more syllables)

For longer adjectives, use **more + adjective + than**.

Formula:

more + adjective + than

Examples:

- beautiful → **more beautiful than**
 - ♦ This dress is **more beautiful than** that one.
- expensive → **more expensive than**
 - ♦ A car is **more expensive than** a bike.
- interesting → **more interesting than**
 - ♦ This book is **more interesting than** the movie.

4 Irregular Adjectives

Some adjectives do not follow the normal rule.

Adjective	Comparative	Example
good	better than	This pizza is better than that one.
bad	worse than	Today is worse than yesterday.
far	farther / further than	My house is farther than yours.
little	less than	I have less money than you.
many / much	more than	She has more books than me.

Important Notes:

- Never use both “more” and “-er” together ❌
❌ more taller than → ✅ taller than
- Always use **than** when making a comparison.

Text Title: 🏆 *A Day at the Sports Field*

Ali and Omar are friends who love sports. Ali is (stronger / strongest / strong) than Omar, but Omar runs (faster / fast / fastest) than Ali.

During football practice, Ali's bag is (heavier / heavy / heaviest) than Omar's because he carries extra water bottles.

Omar jumps (higher / high / highest) than Ali, but Ali kicks the ball (harder / hard / hardest).

They both enjoy training, but Omar thinks basketball is (more exciting / exciting / most exciting) than football.

Ali wakes up (earlier / early / earliest) than Omar to practice before school, so he is always ready for the game.

Text Title: 🎒 *Our Busy School Day*

Lina and Sara are classmates who love school.

Lina is (older / oldest / old) than Sara, but Sara is (taller / tallest / tall) than Lina.

In the morning, Lina walks to school (faster / fast / fastest) because she lives closer.

Sara's bag is (heavier / heavy / heaviest) than Lina's because she carries more books.

During class, Lina thinks math is (more interesting / interesting / most interesting) than history.

At lunch, Sara eats (healthier / healthy / healthiest) food than Lina.

After school, Lina finishes her homework (earlier / early / earliest) than Sara, so she has more free time to read.

Text Title: 👨👩👧 *My Family Weekend*

Hassan and his brother love to spend time together.

Hassan is (**younger / youngest / young**) than his brother, but he is (**faster / fast / fastest**) when playing football.

His brother is (**taller / tallest / tall**) than Hassan and helps him reach high places.

Their dad is (**older / oldest / old**) than both of them, but he is (**fitter / fit / fittest**) because he exercises every day.

Hassan thinks his dad's cooking is (**better / gooder / best**) than his mom's, but his mom is (**more patient / patienter / most patient**) with them.

Text Title: 🏡 *Exploring Our Town*

Fatima and Amal live in a small town near the mountains.

Fatima's house is (**bigger / big / biggest**) than Amal's, but Amal's garden is (**more beautiful / beautifuler / most beautiful**) than Fatima's.

The supermarket is (**closer / close / closest**) to Fatima's house, so she visits it often.

The park is (**cleaner / clean / cleanest**) than the playground, so families like to go there on weekends.

Amal thinks the town library is (**more peaceful / peacefuller / most peaceful**) than the park, because it's quiet and calm.

Subject pronouns

Definition:

Subject pronouns are words we use **instead of nouns** to show **who or what does the action** in a sentence. They **replace the subject** to avoid repeating names and make sentences shorter.

List of Subject Pronouns

Singular Plural

I	We
You	You
He	They
She	They
It	They

Explanation and Examples

1. I

Used when the speaker talks about themselves.

● *Example:* I like to play football.

2. You

Used when speaking to one or more people.

● *Example:* You are a good friend.

3. He

Used for a boy or a man.

● *Example:* He goes to school every morning.

4. She

Used for a girl or a woman.

● *Example:* She likes reading stories.

5. It

Used for animals, things, or objects.

● *Example:* It is a sunny day.

6. We

Used when the speaker talks about themselves **and others together**.

● *Example:* We live in the same city.

7. They

Used for a group of people, animals, or things.

● *Example:* They are watching a movie.

Maze Text 1 – “A Day at School”

My name is Omar and **(1)** (I / you / he) love my school. My friend Hessa is very nice. **(2)** (He / She / They) always helps me with my homework. Ali and I study together. **(3)** (We / They / He) are best friends. Our teacher is Mr. Saeed. **(4)** (He / She / It) teaches English very well. Look at the new computer in class! **(5)** (He / It / They) is very fast. Hessa and Fatima are good students. **(6)** (We / She / They) always finish their work on time..

Maze Text 2 – “My Family”

This is my family. **(1)** (I / We / He) have a brother and a sister. My brother is very kind. **(2)** (He / She / They) helps me with my homework. My sister is younger than me. **(3)** (He / She / I) loves to draw and paint pictures. My parents are very nice. **(4)** (They / He / It) always take care of us. On Sundays, my family goes to the park. **(5)** (We / I / They) have a lot of fun together. Look at our dog! **(6)** (It / She / He) likes to play with us.

Maze Text – “A Day at the Park”

Yesterday, I went to the park. The weather was very **(1)** (sun / sunny / sunning). I took my dog with me. He likes to **(2)** (run / runner / running) fast around the field. I saw many children playing. They were very **(3)** (cheer / cheerful / cheerfully) and loud. I decided to **(4)** (play / player / playful) football with my friends. My little brother was too **(5)** (slow / slowing / slowly) to catch the ball. After the game, we sat under a big **(6)** (tree /

treeing / treely) and drank cold water. The park was really **(7)** (beauty / beautify / beautiful) and I enjoyed the whole day.

Maze – “A Busy Day at School”

Yesterday, I woke up early. **(1)** (I / He / They) was very excited because today was a sports day. My best friend, Ali, is taller than me. **(2)** (tall / taller / tallest) means he can reach the basketball hoop more easily. At school, we saw a big **(3)** (play / playground / playful) where we could run and have fun. Ali loves to **(4)** (run / runner / running) faster than everyone. My teacher, Mrs. Sara, is very kind. **(5)** (She / It / We) always helps us if we don't understand something. After the games, we ate healthy sandwiches. The new football was **(6)** (heavy / heavier / heaviest) than the old one. Finally, we sat under a big **(7)** (tree / treely / treeing) and drank cold water.

Maze – “Fun at the Playground”

Yesterday, my friends and I went to the playground. **(1)** (I / He / They) was very excited to play. The slide is **(2)** (steep / steeper / steepest) than the small one near the swings. My little brother loves to **(3)** (climb / climber / climbing) the ladder carefully. Look at Fatima! **(4)** (She / It / We) runs faster than all the other children. The big ball is too **(5)** (heavy / heavier / heaviest) for me to kick far. We found a small **(6)** (tree / treely / treeing) to rest under after the games. Ali and I like to **(7)** (play / player / playful) together on the seesaw. My dog is very cheerful. **(8)** (It / He / She) barks happily when we run around. The weather today is **(9)** (sunny / sun / sunning) and warm. Finally, my friends and I agreed that the playground is **(10)** (interesting / interesting er/ more interesting) than the park near our school.

Grammar Maze – “A Day at the Zoo”

Yesterday, my family and I went to the zoo. **(1)** (I / He / They) was very excited to see the animals. The lion is **(2)** (fierce / fiercer / fiercest) than the tiger in the next cage. My little sister loves to **(3)** (photograph / photographer / photographic) the monkeys swinging on the trees. Look at Ali! **(4)** (He / She / We) runs faster than everyone to see the elephants. The giraffes have very long **(5)** (neck / necks / necking) to reach the leaves on the tall trees. After walking for hours, we sat near a small **(6)** (pond / ponding / ponded) to rest and watch the ducks. My brother enjoys feeding the birds. **(7)** (He / It / They) throws crumbs carefully so the birds can eat. The weather is very **(8)** (hot / hotter / hottest) today, so we drink lots of water. I think the zoo is **(9)** (interesting / more interesting / interestinger) than the park near our home. Finally, my parents said that **(10)** (we / she / it) had a wonderful day together.

A Family Picnic

Last weekend, my family went for a picnic. **(1)** (I / We / He) helped my mother prepare sandwiches. My sister is younger than me, but **(2)** (she / he / they) is taller than my little cousin. My father likes to **(3)** (cook / cooker / cooking) delicious food. We brought a big **(4)** (basket / bask / basting) full of fruits. The weather was **(5)** (nice / nicer / nicest) than last week. My brother loves to **(6)** (play / player / playful) games in the park. Our dog joined us too. **(7)** (It / He / She) ran very fast chasing the ball. I think picnics are **(8)** (more fun / fun / funniest) than staying at home. After eating, my parents said that **(9)** (we / they / it) were all very happy. Finally, we sat under a big **(10)** (tree / treely / treeing) and enjoyed the sunshine.



Parts of Speech (Noun – Verb – Adjective)

Definition:

Parts of speech are the **basic building blocks** of English grammar.

Every word in a sentence has a job or a “role.”

Here we will learn about three important parts: **Noun, Verb, and Adjective.**



1. Noun

Definition:

A **noun** is a **word that names a person, place, thing, or idea.**

It answers the question: *Who?* or *What?*

Examples:

- **Person:** teacher, doctor, Ahmed
- **Place:** school, park, Dubai
- **Thing:** book, car, pencil
- **Idea:** love, happiness, freedom

● *Example in a sentence:*

The teacher is in the **classroom**.

👉 “teacher” and “classroom” are nouns.



2. Verb

Definition:

A **verb** is a **word that shows an action or a state of being.**

It tells us **what the subject does** or **what happens.**

Examples:

- **Action verbs:** run, jump, eat, play, write
- **Be verbs:** am, is, are, was, were

● *Example in a sentence:*

Lina runs every morning.

👉 “runs” is a verb because it shows an action.

3. Adjective

Definition:

An **adjective** is a **word that describes a noun** (a person, place, or thing).
It tells us **how something looks, feels, or behaves**.

Examples:

- big, small, tall, beautiful, kind, happy, cold

● *Example in a sentence:*

It is a **beautiful** day.

👉 “beautiful” describes the noun “day.”

🧠 Quick Summary Table

Part of Speech	What it Does	Examples
Noun	Names a person, place, thing, or idea	teacher, park, car
Verb	Shows action or state of being	run, eat, is
Adjective	Describes a noun	tall, happy, beautiful

Read the text and choose the correct word (noun, verb, or adjective) for each blank.

Text Title: 🖍 *At the School Day*

Today is a busy day at Green Valley School.

Lina is a (**student** / **run** / **happy**) who loves English class.

She (**reads** / **book** / **tall**) a story about animals with her friends.

Her teacher gives her a (**write** / **notebook** / **sings**) to practice new words.

Outside, the boys (**jump** / **strong** / **pencil**) during break time.

After lunch, everyone feels (**beautiful** / **tired** / **write**) but they still finish their homework.

At the end of the day, Lina says goodbye and walks home with a big (**smile** / **play** / **clean**) on her face.

Read the text and choose the correct word (noun, verb, or adjective) for each blank.

Text Title: *A Day at Home*

It is Saturday morning, and Omar is at home with his family.
His (**mother** / **cook** / **beautiful**) is making breakfast in the kitchen.
Omar (**runs** / **book** / **chair**) to help her set the table.
His sister is (**reading** / **happy** / **school**) a new story on the sofa.
Their father drinks his (**coffee** / **drink** / **warm**) and reads the newspaper.
After breakfast, the family (**plays** / **bed** / **tall**) together in the garden.
Everyone feels (**fun** / **tired** / **excited**) because it is a relaxing day at home.

Read the text and choose the correct word (noun, verb, or adjective) for each blank.

Text Title: *At the Park*

On Friday morning, Mira goes to the park with her family.
The (**sun** / **run** / **clean**) is bright, and the weather is nice.
Mira and her brother (**play** / **happy** / **swing**) on the playground.
Her little sister has a big (**smile** / **jump** / **funny**) on her face.
They (**run** / **cloud** / **green**) around the trees and laugh together.
Their father brings a (**picnic** / **eat** / **yellow**) basket full of food.
Everyone sits on the grass and feels (**fun** / **beautiful** / **tired**) after playing for a long time.

Read the text and choose the correct word (noun, verb, or adjective) for each blank.

Text Title: *In the Classroom*

It is Monday morning, and the students are in class.
The (**teacher** / **write** / **smart**) is standing near the board.
She (**explains** / **book** / **kind**) the lesson slowly and clearly.
Omar and Lina sit at their (**desk** / **read** / **happy**) and listen carefully.
They (**answer** / **pen** / **tall**) the questions with big smiles.
There is a (**window** / **draw** / **blue**) next to the board that lets in sunlight.
At the end of the lesson, everyone feels (**proud** / **pencil** / **study**) because they learned something new.

الجزء الثالث (القراءة): عبارة عن فقرتين مع أسئلة اختيارية وكل سؤال ب 3 درجات

المواضيع : Cinema – Sports : a healthy life

الفقرة الأولى : موضوع مكون من 150-170 كلمة مع 5 أسئلة اختيارية

الفقرة الثانية : موضوع مكون من 120-150 كلمة مع 5 أسئلة اختيارية

special effects, plot, main character, ending, scene, boring, funny, exciting, amazing, sad, Healthy, Go for a walk, Stairs, To take the lift, to bring, Warm up, Run on the spot, Ankle, Shoulder, thighs, Heart, Hip, Arm, Toes, Knees

هذه الكلمات ستكون من ضمن الفقرة لذلك يرجى فهمها لتكون الفقرة مفهومة و واضحة.

المجموع 30

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	Towards Grade Level Goal Identify familiar words and set phrases. At Grade Level Goal Identify some details Infer the meaning of unknown words for a concrete action or object. Identify the overall meaning.	Cinema Describing Films	special effects, plot, main character, ending, scene, boring, funny, exciting, amazing, sad	G.2.8 Adverbs (degree)
		Task Description	Learning Outcomes	
		Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Specific Information: ENG.02.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar topics that are clearly structured and use simple language. Details: ENG.02.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language. Inference: ENG.02.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object and unknown expressions from their position in a text when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language. Overall Meaning: ENG.02.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language.	1 descriptive text of 150-170 words (10% either way) 5 questions with 3 options, one of which is the correct answer (3 marks each, total: 15)

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	At Grade Level Goal Identify some details Beyond Grade Level Goal Infer the meaning of unknown words for a concrete action or object and unknown expressions from their position in a text. Identify the overall meaning. Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to help understand the topic or structure of new content.	Sports A Healthy Life	Healthy, Go for a walk, Stairs, To take the lift, To bring, Warm up, Run on the spot, Ankle, Shoulder, Thighs, Heart, Hip, Arm, Toes, Knees	G.8.1 Should / shouldn't for advice G.2.3 Adverbs of frequency G.8.1 Modals (suggestions)
		Task Description	Learning Outcomes	
		Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Details: ENG.02.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language. Inference: ENG.02.RV.CS.3.1: Infer the meaning of unknown words for a concrete action or object and unknown expressions from their position in a text when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language. Connections: ENG.02.RV.CS.4.1: Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to help understand the topic or structure of new content when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language. Overall Meaning: ENG.02.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language.	1 narrative text of 120-150 words (10% either way) 5 questions with 3 options, one of which is the correct answer (3 marks each, total: 15)

Reading comprehension 1

Model 1 At the Cinema

Last Friday, I went to the cinema with my friends to watch a new movie called *The Magic Journey*. The main character was a brave boy named Adam who traveled through different worlds to find his lost sister.

The plot was very exciting and full of amazing special effects—the dragons looked so real!

In one scene, Adam fought a giant monster, and the lights and sounds made everyone jump in their seats.

Some parts were funny, especially when Adam tried to use his magic and made his hair turn green. The ending was a bit sad because his sister decided to stay in another world, but it also felt hopeful.

I really enjoyed the movie and would love to watch it again. It was one of the best films I've seen this year!

Questions (choose a, b, or c):

1) Who is the main character of the movie?

- a) sister b) Adam c) monster

2) What made the dragons look so real?

- a) The actors b) The special effects c) The music

3) How did people feel during the monster scene?

- a) They were sad b) They laughed loudly c) They were scared

4) What happened to Adam's sister at the end?

- a) She stayed in another world b) She disappeared forever c) She came back home

5) How did the writer feel about the movie?

- a) It was boring b) It was one of the best movies they've seen c) It was confusing

Model 2 A Healthy Change

Last month, Layla decided to live a more healthy life. She usually took the lift to her apartment, but her doctor said, “You should use the stairs instead.” So now she often walks up to the third floor!

Every morning, she warms up before school by running on the spot and stretching her arms, shoulders, and thighs. Sometimes she feels pain in her ankle or knees, but she knows that gentle exercise helps her heart and hips stay strong.

Her best friend Noor told her, “You shouldn’t skip your warm-up, and you should go for a walk after dinner.” Layla always listens because she wants to stay active.

Last weekend, she even told her dad, “You should bring your sports shoes and join me!”

Questions (choose a, b, or c):

1. What did Layla decide to do?
a) Sleep more hours b) Live a healthier life c) Study harder
2. What did her doctor suggest?
a) To take the lift b) To use the stairs c) To rest more
3. What part of Layla’s body sometimes hurts?
a) Ankles or knees b) Hands or feet c) Neck or back
4. When does Layla usually warm up?
a) Before school b) Before dinner c) Before sleeping
5. What does Layla tell her father to do?
a) Bring his sports shoes b) Buy a new car c) Stay at home

Model 3

At the Cinema – *The Last Lighthouse*

Last night, our class watched *The Last Lighthouse*. The film wasn't loud or flashy; it was **quietly** tense and **extremely** atmospheric. The main character, Mariam, arrived at a lonely island to fix a light that **almost** never worked. The waves were **very** high, and the wind sounded **quite** human, which made the audience lean forward. There weren't many jump scares, but the director used **enough** shadows to keep us guessing. In one scene, Mariam followed **faint** footprints that became **slightly** clearer near the stairs, as if someone had walked there **recently**. The electricity failed **again**, yet the beam finally cut through the fog at the exact moment a boat horn echoed. People didn't cheer; they exhaled—like a problem had been solved just in time. The ending was **rather** open: Mariam left a note that said, "The light knows when to shine." It wasn't **too** scary, but the mystery stayed with me on the walk home.

Questions (choose a, b, or c):

1. What is the film's overall mood?
a) Loud and cheerful b) Quiet and tense c) Fast and action-packed
 2. The **best** meaning of "faint" in "faint footprints" is:
a) recent b) unclear/light c) colorful
 3. Why did the audience exhale at the end of the boat scene?
a) The movie ended b) A sudden joke c) Relief that danger was avoided
 4. What can we infer about the lighthouse's problem?
a) It never had electricity b) It worked inconsistently c) It was permanently broken
 5. The note "The light knows when to shine" suggests the ending is:
a) fully explained b) ambiguous and symbolic c) incorrect historically
-

Model 4

At the Cinema – *Sky Dancers 3D*

We watched *Sky Dancers 3D* in the new theater with **very** sharp sound. The story follows Amjad, a **rather** shy teenager who joins a drone-dancing team. The training scenes are **extremely** precise; even a **slightly** late turn makes the pattern collapse. At the first show, the team flies **too** high and loses the music cue. The crowd gasps—not because of danger, but because the design depends on timing. Amjad adjusts **quickly** and guides the drones low **enough** to redraw the shape of a falcon. The special effects aren't the loudest, yet the choreography is **quite** elegant, especially when lights reflect on the drones like moving stars. After the competition, the coach doesn't announce the result. Instead, she nods at the team and says, "Now you're listening." On the way out, people argued about whether they won, but nobody doubted they improved. The film felt **very** hopeful: success here means learning control, not just getting a trophy.

Questions (choose a, b, or c):

1. Why did the audience gasp during the first show?
a) A dangerous crash b) A timing mistake affecting the design c) A power cut
 2. What does the coach's line "Now you're listening" most likely mean?
a) They followed instructions and rhythm b) They won first place c) They broke a rule
 3. Which idea best expresses the film's message?
a) Winning matters more than learning
b) Style is better than practice
c) Growth and control are forms of success
 4. The phrase "not the loudest, yet ... elegant" implies the special effects were:
a) subtle but effective b) confusing c) boring
 5. What can we infer about Amjad?
a) He remains careless b) He adapts under pressure c) He quits the team
-

Model 6

At the Cinema – *The Quiet Violin*

The Quiet Violin is not **too** dramatic, but it is **deeply** moving. The film centers on Layla, who repairs old instruments in a **very** small shop. Business is slow until a traveler brings a case with a violin that plays **almost** no sound. Layla listens **carefully** and notices the bow is **slightly** worn and the bridge is cracked. Instead of rushing, she works **quite** patiently, telling the traveler stories about the people who once owned the violin. During a storm, the lights flicker; still, she tunes the strings **enough** to test a gentle melody. The traveler weeps **quietly**, not because the song is sad, but because it returns a memory we never fully see. The ending performance is modest—no stage, no spotlight—just a window, rain, and music that grows **very** clear. Viewers left the cinema speaking softly, like they didn't want to break the sound they had just heard.

Questions (choose a, b, or c):

1. Why is the film described as "not too dramatic, but deeply moving"?
a) It uses explosions b) It relies on subtle emotions c) It is a comedy
2. What caused the violin's problem mainly?
a) Broken strings only b) Cracked bridge and worn bow c) Missing case
3. The traveler's quiet tears suggest:
a) Anger at the repair cost b) A private memory was touched c) Fear of the storm
4. The final scene's tone is best described as:
a) Modest and intimate b) Loud and celebratory c) Confusing and rushed
5. From the audience's reaction, we can infer they felt:
a) Restless and bored b) Respectful and reflective c) Surprised by a plot twist

Reading comprehension 2

Model 1

Text Title:  *A Healthier Morning*

Every morning, Huda wakes up early to take care of her health. She **usually** goes for a short walk before breakfast, even when the weather is cold. Her friends prefer to sleep longer, but she believes movement is more important than extra rest. After walking, she stretches her arms and legs slowly because she **should** warm up before any exercise. Sometimes, she climbs the stairs instead of using the elevator, and she feels proud of herself afterward. On weekends, Huda and her brother run in the park. They **never** eat heavy meals before exercising because it makes them tired. Huda's advice is simple: "You don't need to be the best; you just **should** keep going." She says that small efforts, done **regularly**, make a big difference over time.

Questions:

1. What is Huda's main habit in the morning?
 - a) Sleeping longer
 - b) Going for a walk
 - c) Watching TV
 2. Why does Huda stretch before exercise?
 - a) To relax after walking
 - b) Because she should warm up
 - c) To waste time
 3. What can we infer about Huda's personality?
 - a) She is lazy and slow
 - b) She is responsible and motivated
 - c) She dislikes movement
 4. What does Huda's advice mean?
 - a) Big changes happen slowly
 - b) You must win every race
 - c) Only strong people can stay healthy
 5. Which adverb shows that Huda repeats her action regularly?
 - a) Never
 - b) Sometimes
 - c) Usually
-

Model 2

Text Title:  *A Day Without Screens*

Yasir noticed he was spending too much time on his phone. One day, he decided to live differently. He **never** looked at his screen that morning. Instead, he took his bicycle and went for a ride around the neighborhood. The air felt fresh, and his heart beat faster with every turn. He realized he **shouldn't** sit for hours after school doing nothing. When he returned home, he helped his mother prepare lunch and even went upstairs using the stairs instead of the lift. In the evening, Yasir met his friend outside. They talked, played basketball, and laughed. That night, he slept **better than usual** because his eyes were not tired. Yasir now tries to have one “no screen” day every week. He says it makes him **feel alive again**.

Questions:

1. What made Yasir feel more energetic?
 - a) Using his phone
 - b) Riding his bike
 - c) Sleeping during the day
 2. What lesson did Yasir learn from his experience?
 - a) He should spend more time moving
 - b) He should play more games on his phone
 - c) He should never go outside
 3. What can we infer about Yasir's change?
 - a) He prefers laziness
 - b) He values active living
 - c) He dislikes his friends
 4. Why did Yasir sleep better that night?
 - a) He was tired from sports
 - b) His eyes rested from screens
 - c) The weather was cold
 5. Which activity replaced his phone time?
 - a) Watching TV
 - b) Going out and talking with friends
 - c) Eating sweets
-

Model 3

Text Title: 🤖 *Grandfather's Secret*

Ali's grandfather is 72 years old, but he looks much younger. Every day, he wakes up early and walks for 30 minutes. He **always** smiles and greets the people he meets. When Ali asked him for advice, his grandfather said, "You **should** move your body, eat well, and think positively." He doesn't go to the gym, but he climbs stairs and does light stretching at home. He also drinks water before every meal and **never** eats too much sugar. Sometimes, he rests in the afternoon to keep his energy for the evening. His favorite activity is gardening, which keeps him both calm and strong. Ali realized that staying healthy isn't about being young; it's about being **consistent**. Now he follows his grandfather's routine and feels **more active** than before.

Questions:

1. What advice did Ali's grandfather give him?
 - a) Eat more sugar
 - b) Avoid movement
 - c) Stay active and positive
2. Why does the grandfather rest in the afternoon?
 - a) To save energy for later
 - b) Because he is lazy
 - c) To watch TV
3. What is the main idea of the text?
 - a) Health comes from daily habits
 - b) Sports are only for young people
 - c) Old people can't exercise
4. What can we infer about the grandfather's personality?
 - a) Negative and careless
 - b) Active and wise
 - c) Weak and tired
5. Which adverb shows that the grandfather repeats his routine regularly?
 - a) Never
 - b) Always
 - c) Sometimes

الجزء الرابع (الكتابة- ورقى): كتابة موضوع مع 3 متطلبات بطريقة الفقرة.

الموضوع : Cinema

على الطالبة كتابة فقرة عن السينما مع المتطلبات الثلاثة ويجب ان يكون عدد الكلمات فالفقرة 80 كلمة تقريبا لان الدرجة المخصصة 40 درجة لذا ينبغي ان تكون الفقرة

شاملة المتطلبات 3 - الخط واضح وترتيب الفقرة جيد -الكلمات المستخدمة من الكلمات الجديدة من الدروس - القاعدة المستخدمة المضارع البسيط - علامات الترقيم صحيحة و واضحة وهذا ما ستحاسب عليه الطالبة.

المجموع 40

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	At Grade Level Goal Spell a wide range of words using regular spelling patterns and a limited range of words with irregular spellings.	Cinema Describing films, what makes a good film	Term 1 Vocabulary	G.1.2. Adjectives (Comparatives and superlatives) G.8.1 Modals (suggestions)	FL.3 Expressing likes and dislikes FL.9 Talking about film genres and favourites FL.7 Vocabulary to describe film types
	Write sentences using capital letters, full stops, commas and question marks correctly, and apostrophes and other punctuation with increasing control.	Task Description	Learning Outcomes		Construct Limits
	Produce short, simple written or multimodal texts, expressing simple comparisons and justifications where appropriate.	Constructed Writing Response	Spelling ENG.02.WR. S.2.2: Spell a wide range of words using regular spelling patterns and an increasing range of words with irregular spellings.		- One question with three prompts to elicit an expository text. - Word count: 80 words 40 marks (based on rubric)
	Express simple ideas, information and opinions with developing coherence.	Question 3 Writing prompts Write at least 80 words.	Punctuation ENG.02.WR.S.3.1: Write sentences using capital letters, full stops, commas and question marks correctly, and apostrophes and other punctuation with increasing control.		
			Fluency in text production ENG.02.WR.P.1.1: Produce short, simple written or multimodal texts on familiar topics, expressing simple comparisons and justifications where appropriate in a simple list of points and linked sentences, although there may be inaccuracies and some limitations in vocabulary or structure.		
			Presentation and development of ideas ENG.02.WR.P.2.1: Express simple ideas, information and opinions on familiar topics using an increasing range of familiar phrases and expressions in short, simple written or multimodal texts with developing coherence, although there may be inaccuracies and some limitations in vocabulary or structure.		

■ Level 1 – Below Level (Basic)

Introduction:

I like watching movies. They are fun and interesting.

Body:

My favorite movie is nice. The story is good and the actors are great. I feel happy when I watch it.

Conclusion:

I think everyone should watch movies because they make us happy and relaxed.

■ Level 2 – At Level

Introduction:

Watching films is one of my favorite hobbies. Movies help me learn new ideas and have fun at the same time.

Body:

My favorite movie is very exciting. The story is better than many other movies I watched. The actors are talented, and the music is amazing. I enjoy going to the cinema with my family because it is more fun than watching at home.

Conclusion:

In my opinion, people should watch good films because they teach important lessons and make us feel happy.

■ Level 3 – Above Level

Introduction:

Movies are an important part of our lives. They make us think, imagine, and feel different emotions.

Body:

A good movie has a creative story, talented actors, and a clear message. I believe films should be more meaningful than just action or fun. The best films make us laugh, cry, and learn something new at the same time. Watching movies with friends is also a great way to share ideas and experiences.

Conclusion:

Films are not only for entertainment; they help us understand the world better. That's why we should choose movies that inspire us and teach us good values.

Level 4 – Outstanding

Introduction:

Cinema is a powerful form of art that connects people across cultures and generations. It combines imagination, sound, and emotion to tell meaningful stories.

Body:

A truly great film is not the one with the most famous actors, but the one with the deepest message. The best movies challenge our thoughts, touch our hearts, and change the way we see life. Directors **should** focus on creativity, not only on technology. Every detail — music, color, lighting, and dialogue — makes the story **more powerful** and unforgettable.

Conclusion:

Watching films is more than just entertainment; it is a journey of learning and inspiration. We **should** appreciate good cinema because it reflects life, dreams, and human emotions in the most beautiful

Write about your favourite cinema to visit in the UAE.

- say where the cinema is and what you like about it
- describe what kind of movies you watch there
- explain why this cinema is your favourite place to watch movies

Write at least 80 words. Total/40

Directions: Complete the hamburger chart together as a class.

Title:

Topic Sentence:

Reason, Detail, Fact

Reason, Detail, Fact,

Reason, Detail, Fact,

Conclusion

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Task completion	Structure	Grammar	Vocabulary	Spelling & Punctuation	Total
/8	/8	/8	/8	/8	/40

Writing 2

Write about your favourite film.

- Say the name of the film and the type of film it is (funny, exciting, sad, etc.).
- Describe the main character, the plot, and your favourite scene.
- Explain why you think it is a good film (special effects, ending, exciting moments, acting).

Write at least 80 words.

Directions: Complete the hamburger chart together as a class.

Title: _____

Topic Sentence: _____

Reason, Detail, Fact

Reason, Detail, Fact,

Reason, Detail, Fact,

Conclusion

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Task completion	Structure	Grammar	Vocabulary	Spelling & Punctuation	Total
/8	/8	/8	/8	/8	/40

Write about **a memorable day at the cinema.**

Answer the three prompts below in complete sentences.

Use **adjectives (comparative and superlative)** and **modals (should / shouldn't)** in your paragraph.

Write at least **80 words**.

Writing Prompts:

- 1 When did you go to the cinema, and who went with you?
- 2 What movie did you watch, and what was special about it?
- 3 How did you feel during and after the movie? Would you like to go again?

Directions: Complete the hamburger chart together as a class.

Title: _____

Topic Sentence: _____

Reason, Detail, Fact, _____

Reason, Detail, Fact, _____

Reason, Detail, Fact, _____

Conclusion _____

Write about **your favorite actor or actress**.

Answer the three prompts below in complete sentences.

Use **adjectives (comparative and superlative)** and **modals (should / shouldn't)** in your paragraph.

Write at least **80 words**.

Writing Prompts:

- 1** Who is your favorite actor or actress, and what films or series are they known for?
- 2** What do you like about their acting style or personality?
- 3** Would you recommend others to watch their films? Why or why not?

Directions: Complete the hamburger chart together as a class.

Title: _____

Topic Sentence: _____

Reason, Detail, Fact _____

Reason, Detail, Fact, _____

Reason, Detail, Fact, _____

Conclusion _____

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Task completion	Structure	Grammar	Vocabulary	Spelling & Punctuation	Total
/8	/8	/8	/8	/8	/40

Write about **the importance of watching films**.

Answer the three prompts below in complete sentences.

Use **adjectives (comparative and superlative)** and **modals (should / shouldn't)** in your paragraph.

Write at least **80 words**.

Writing Prompts:

- 1 Why do people enjoy watching films?
- 2 What can we learn from movies? (Give one or two examples.)
- 3 Do you think watching films is good for everyone? Why or why not?

Directions: Complete the hamburger chart together as a class.

Title: _____

Topic Sentence: _____

Reason, Detail, Fact

Reason, Detail, Fact,

Reason, Detail, Fact,

Conclusion

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Task completion	Structure	Grammar	Vocabulary	Spelling & Punctuation	Total
/8	/8	/8	/8	/8	/40

Write about **what makes a good film**.

Answer the three prompts below in complete sentences.

Use **adjectives (comparative and superlative)** and **modals (should / shouldn't)** in your paragraph.

Write at least **80 words**.

Writing Prompts:

- 1 What are the most important elements of a good film? (story, actors, music, effects, etc.)
- 2 What makes some films better than others?
- 3 What advice would you give to someone who wants to make a good movie?

Directions: Complete the hamburger chart together as a class.

Title: _____

Topic Sentence: _____

Reason, Detail, Fact

Reason, Detail, Fact,

Reason, Detail, Fact,

Conclusion

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Task completion	Structure	Grammar	Vocabulary	Spelling & Punctuation	Total
/8	/8	/8	/8	/8	/40