

كراسة تدريبية مراجعة وفق الهيكل الوزاري الجديد منهج أكسس



تم تحميل هذا الملف من موقع المناهج الإماراتية

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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 ا للمدرس

المزيد من مادة
لغة انجليزية:

إعداد: مدرسة درب السعادة

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

نموذج إجابة اختبار كتابي Film Favourite My فيلمي المفضل

1

اختبار كتابي Film Favourite My فيلمي المفضل

2

نموذج اختبار وفق الهيكل الوزاري الجديد

3

تدريبات شاملة على الهيكل الوزاري الجديد متبوعة بالإجابات المسار المتقدم

4

الدليل الإرشادي الوزاري لطريقة الكتابة في امتحان نهاية الفصل المسار المتقدم

5



Subject: English
Student's name: _____
Grade: 6 / Section: _____
Date: ____/____/2025

Training Form for the Final Exam

Term 1 -2025/2026

Part 1A : Vocabulary

Grade Level Goal Class	Grade 6 GLG 6 General	Learning Continuum Stage CEFR	2 A2.1
Language Domain	Reading & Viewing and Writing & Representing	Total Marks Platform	Reading: 60 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	Construct Limits
		<p>Sentence Cloze</p> <p>Choose the correct word(s) from the Word Bank to complete the sentences. There are two words you don't need.</p>	<p>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.</p>	<ul style="list-style-type: none"> 10 sentences with one gap Word bank with 10 words and 2 distractors 2 marks each (total: 20)

Cloze Sentences: (Free Time Activities)

Q1-Choose the correct answer:

- On weekends, I enjoy _____ (reading books / running races / cooking dinner) in my room.
- My brother loves _____ (playing video games / washing the car / painting the walls) after school.
- We sometimes go _____ (visiting my grandparents / fixing bikes / shopping for gold) on Fridays.
- I like _____ (drawing / driving / sleeping all day) when I have free time.
- My parents enjoy _____ (watching movies / cleaning the street / climbing mountains) in the evening.
- On sunny days, my friends and I like _____ (riding our bikes / writing exams / cooking soup) in the park.
- Every night, I spend some time _____ (reading stories / fixing machines / doing sports) before bed.
- My sister prefers _____ (listening to music / building houses / driving trucks) after homework.
- At the weekend, we often go _____ (having a picnic / cleaning the school / doing homework) near the lake.
- Sometimes I help my grandma _____ (watering the plants / making robots / building cars) in her garden.



Q2-Read the text and circle the correct word in each bracket.

Last weekend, my family went to the (amusement / animal / busy) park.
We bought our (tickets / fruits / pencils) at the entrance and entered the park.
First, we tried the (/ lion / rollercoaster / office) — it was very fast and exciting!
Then, we had lunch with (cheeseburgers / notebooks / trainers) and juice.
Before going home, I bought some (elephants / books / cotton candy) for my little brother.

Cloze Text (Daily Routine)

Q3-Fill in the gaps with these words, there are 2 extra words you will not need.

(to meet up / to play /to eat /to drink /to study /everyday /to do homework/to have lunch /to review/to see /to rest /to talk)

1. I usually _____ breakfast with my family at 7 a.m.
2. My sister likes _____ tea in the morning.
3. We _____ our friends after school to talk and have fun.
4. I always _____ my homework before dinner.
5. My brother loves _____ football with his classmates.
6. We _____ lunch at school every day.
7. I _____ my lessons in the evening to prepare for tests.
8. On weekends, we sometimes _____ at the park.
9. My parents _____ coffee before going to work.
10. I go to bed at 10 p.m. because I need to wake up early_____.

Cloze Text 2 (Daily Routines):

Fill in the gapes with these words, there are 2 extra words you will not need.

(to check /to take / to have/to pack /to chat /to look for /to practice / to keep / to explore / to end/ to clean /to plan)

1. I always try _____ my alarm before 6 a.m. so I don't oversleep.
2. After waking up, I enjoy _____ a quick shower to feel fresh.
3. My sister prefers _____ breakfast quietly while reading the news.
4. Before going to school, we make sure _____ our bags carefully.
5. During the break, my friends and I like _____ about our weekend plans.
6. After classes, I sometimes go to the library _____ extra materials for my project.
7. In the afternoon, my brother spends an hour _____ piano.
8. Before dinner, my mom reminds me _____ my room tidy.
9. On Sundays, we usually go out _____ new restaurants in the city.
10. I try _____ my day by reading something inspiring.

Part 1 B : Grammar

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.16.1 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)

Text 1

Ali and Omar are brothers. Ali is older than Omar, but Omar is taller. They love running together in the park. Omar runs faster than Ali, but Ali can jump higher. Both boys enjoy playing football every weekend. They always try to help (1) ___ other. Their coach says that Ali is stronger, but Omar is more careful. (2) ___ always listen to their coach and work hard. After training, (3) ___ go home and do their homework. Sports make (4) ___ healthy and happy. Everyone in the family thinks (5) ___ are good athletes.

Questions (Choose the correct answer):

- | | | | |
|----------------|----------|--------------|----------------|
| 1. (a) himself | (b) each | (c) each one | (d) themselves |
| 2. (a) He | (b) They | (c) She | (d) It |
| 3. (a) he | (b) she | (c) they | (d) it |
| 4. (a) him | (b) them | (c) he | (d) their |
| 5. (a) he | (b) she | (c) they | (d) we |



Text 2

Sara and Huda are best friends at school. Sara likes maths, but Huda prefers art. Sara is faster at solving problems, but Huda is more creative. During break time, (1) ___ talk about their favorite subjects. Huda says art is easier than maths, but Sara thinks it's harder. After class, (2) ___ go to the library to study. The librarian knows (3) ___ very well. She helps (4) ___ find good books for their projects. Both girls enjoy learning new things every day because (5) ___ want to be teachers in the future.

Questions:

1. (a) she (b) they (c) he (d) we
2. (a) he (b) they (c) it (d) she
3. (a) they (b) them (c) their (d) him
4. (a) they (b) he (c) them (d) she
5. (a) she (b) he (c) they (d) we

Part 2: Reading

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	Construct Limits
		Multiple-Choice	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)
		Read the text. Choose the correct answer.		



Reading: text 1 :

Q1-Read the text and answer the following questions .

Last Friday, my family and I went to the cinema to watch a new adventure movie called *The Lost Island*. The story was **really exciting** and full of surprises. The **main character**, Tom, was an explorer who tried to find a hidden treasure in a mysterious cave. The **special effects** were **very impressive**, especially when the volcano exploded! The music made the movie **even more amazing**.

However, some parts were **too long**, and the **ending** was a bit **sad**. Still, I think it was one of the **most enjoyable** films I have ever seen. My little sister laughed a lot during the funny scenes, while my dad said it was **quite** dramatic. After the movie, we talked about our favorite moments all the way home. I would definitely watch it again because it was **extremely entertaining** and beautifully made.

1. What is the main idea of the text?

- a) A boy describes his school day.
- b) A family's experience watching a movie.
- c) A review of a sad book.

2. What was special about the movie?

- a) The music and special effects.
- b) The short story.
- c) The boring scenes.

3. What did the writer think about the ending?

- a) It was very happy.
- b) It was a bit sad.
- c) It was funny.

4. What does the word "impressive" most likely mean?

- a) Not interesting.
- b) Very good or amazing.
- c) Too long.

5. How did the family feel about the movie?

- a) They all disliked it.
- b) They found it exciting and funny.
- c) They were angry at the ending.



Reading text 2:

Q2-Read the text and answer the following questions.

Last night, I watched a new cartoon movie called *The Magic Forest*. It was really funny and very colorful. The **main character** was a small fox named Lilo who wanted to save her forest from a big storm. The **special effects** were **amazing**, and the animals looked almost real. The music was extremely beautiful, and I enjoyed every song.

The **plot** was simple but interesting. Lilo worked hard and never gave up. Her friends — a bear and a bird — helped her during the journey. The **ending** was **quite happy**, and everyone in the forest danced together. I liked how the movie taught an important lesson about teamwork and caring for nature.

I think *The Magic Forest* is one of the **best** movies for children. It is **very exciting**, **a little sad**, and **full of adventure**. I would love to watch it again with my friends!

1. What kind of movie is *The Magic Forest*?

- a) A cartoon movie
- b) A scary movie
- c) A science-fiction movie

2. Who is the main character in the film?

- a) A small fox named Lilo
- b) A big bear
- c) A boy named Tom

3. What lesson does the movie teach?

- a) To work alone
- b) To care for nature and work as a team
- c) To play games all day

4. How was the music in the movie?

- a) Extremely beautiful
- b) Quite boring
- c) Too loud

5. How did the story end?

- a) The storm destroyed the forest
- b) Everyone danced happily
- c) Lilo lost her friends



Part 3: Reading

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	Construct Limits
		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.	<ul style="list-style-type: none"> ▪ 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 Text1:

Q-Read the text and answer the following questions.

Omar was a student who **never** liked sports. He **always** took the lift at school instead of using the stairs. One day, while walking to class, he felt tired and his **legs** hurt. His teacher, Mr. Salem, said kindly, “You **should** do some exercise every day, Omar.”

The next morning, Omar decided to change his habits. He started to **go for a walk** with his father after school. He also learned to **warm up** before playing football with his friends. Sometimes he **runs on the spot** when it’s too hot to go outside.

After two weeks, Omar felt much better. His **heart** was stronger, and he could climb stairs easily. Now he tells his classmates, “You **shouldn’t** sit all day! Move your body and stay healthy.” Everyone agrees that Omar looks happier and more active than before.

1. What problem did Omar have at the beginning of the story?

- a) He was always hungry.
- b) He felt tired and his legs hurt.
- c) He couldn’t find his teacher.

2. What advice did Mr. Salem give Omar?

- a) He should do some exercise every day.
- b) He should sleep in class.
- c) He should eat more fast food.

3. What activity did Omar start doing with his father?

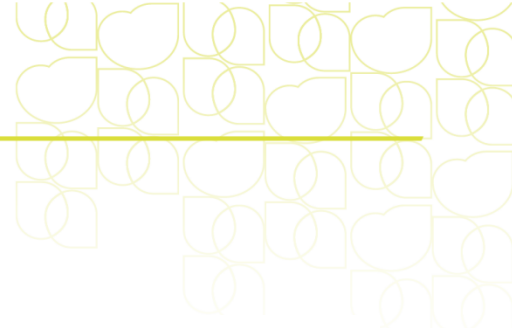
- a) Going for a walk
- b) Watching TV
- c) Riding a bus

4. What does Omar sometimes do when it’s too hot outside?

- a) He runs on the spot.
- b) He goes swimming.
- c) He takes a nap.

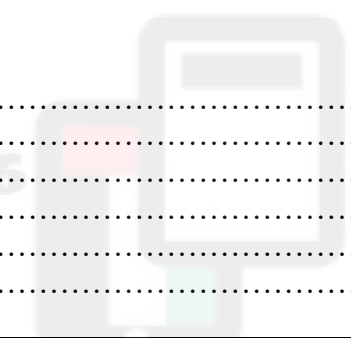
5. What is the main idea of the story?

- a) Exercise helps people stay healthy and happy.
- b) School is hard work.
- c) Teachers don’t like sports.



Part 4: Writing

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.		<ul style="list-style-type: none">One question with three prompts to elicit an expository text.Word count: 80 words40 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.		



Task completion	Structure	Grammar	Vocabulary	Spelling and punctuation	Total
/ 8	/ 8	/ 8	/ 8	/ 8	/ 40

Writing Task 2

Main Question:

What makes a good film?

1. What things are important in a good film (story, music, actors, etc.)?
2. Which part of a film do you enjoy the most and why?
3. How is a good film different from a boring one?

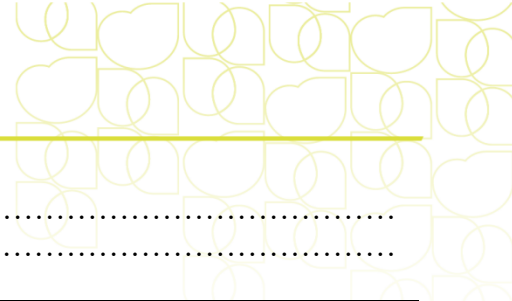
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Task completion	Structure	Grammar	Vocabulary	Spelling and punctuation	Total
/ 8	/ 8	/ 8	/ 8	/ 8	/ 40

Writing Task 3

Main Question:

What kind of films do you prefer?

1. What is your favorite film genre (comedy, action, adventure, etc.)?
2. Who do you usually watch films with?
3. Why do you like this type of film more than others?

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Task completion	Structure	Grammar	Vocabulary	Spelling and punctuation	Total
/ 8	/ 8	/ 8	/ 8	/ 8	/ 40



Additional worksheet: Grammar

Adjectives (Comparatives)

Explanation:

Adjectives describe nouns (people, places, or things).

Comparative adjectives are used to compare **two** people or things.

We usually add **-er** or use **more** before the adjective.

Rules & Examples:

1. Short adjectives: add **-er** + **than**

- tall → taller than → *Ali is taller than Omar.*
- fast → faster than → *This car is faster than that one.*

2. Long adjectives (2+ syllables): use **more** + **adjective** + **than**

- beautiful → *This movie is more beautiful than the old one.*
- interesting → *The book is more interesting than the film.*

3. Irregular forms:

- good → better than → *This film is better than that one.*
- bad → worse than → *Today's weather is worse than yesterday's.*

Subject Pronouns

Explanation:

Subject pronouns replace the name of the person or thing that does the action in a sentence.

Pronoun	Meaning	Example
I	the person speaking	<i>I like English.</i>
You	the person spoken to	<i>You are my friend.</i>
He	a boy or man	<i>He plays football.</i>
She	a girl or woman	<i>She loves movies.</i>
It	a thing or animal	<i>It is raining.</i>
We	the speaker + others	<i>We are students.</i>
They	a group of people/things	<i>They watch films every weekend.</i>



Parts of Speech (noun, verb, adjective)

Explanation:

Words in English belong to **different groups** based on their function.

Here are the three main ones in this lesson:

Part of Speech	What it does	Examples
Noun	names a person, place, thing, or idea	<i>Ali, school, cat, movie</i>
Verb	shows an action or a state	<i>run, eat, watch, is</i>
Adjective	describes a noun	<i>big, happy, red, exciting</i>

(Comparative adjectives)

1. This box is _____ than that one.
A) heavy
B) heavier
C) heaviest
D) more heavy
2. My room is _____ than my brother's room.
A) clean
B) cleaner
C) cleanest
D) most clean
3. Today is _____ than yesterday.
A) cold
B) colder
C) coldest
D) most cold
4. English is _____ than Math for me.
A) easy
B) easier
C) easiest
D) more easier
5. This movie is _____ than the one we watched last week.
A) interesting
B) interestinger
C) more interesting
D) most interesting



(Parts of speech)

Choose the **noun** in this sentence:

The **cat** is sleeping on the sofa.

- A) is
- B) sleeping
- C) cat
- D) on

Q2. Which word is an **adjective**?

- A) quickly
- B) happy
- C) run
- D) under

Q3. Choose the **verb** in this sentence:

Ali **plays** football every afternoon.

- A) Ali
- B) football
- C) plays
- D) afternoon

Q4. Which word is a **preposition**?

- A) beside
- B) jump
- C) blue
- D) pencil

Q5. Choose the **adverb** that tells how something happens:

The boy ran **fast** to school.

- A) boy
- B) ran
- C) fast
- D) school

Good Luck