

حل نموذج تدريبي للاختبار النهائي وفق الهيكل الوزاري



تم تحميل هذا الملف من موقع المناهج الإماراتية

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

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المزيد من مادة
لغة انجليزية:

إعداد: مدرسة درب السعادة

التواصل الاجتماعي بحسب الصف التاسع



صفحة المناهج
الإماراتية على
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التربية الاسلامية

المواد على تلغرام

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

نموذج تدريبي للاختبار النهائي وفق الهيكل الوزاري

1

الدليل الإرشادي (الهيكل الوزاري 2025) للقواعد المقررة في الامتحان النهائي المسار المتقدم

2

الدليل الإرشادي (الهيكل الوزاري 2025) للقواعد المقررة في الامتحان النهائي المسار العام

3

ملزمة مراجعة نهائية وفق الهيكل الوزاري متبوعة بالإجابات المسار المتقدم

4

ملزمة مراجعة نهائية وفق الهيكل الوزاري متبوعة بالإجابات المسار العام

5



Student's Name: _____

Grade9/ Section: _____

Grade 9 - Term 3

2024-2025

Training Form for the final Test

Part 1: Reading Comprehension:

Reading skill: To identify the main idea and specific details.

Read the text carefully and answer the questions.

Paper exam parts 5 - 10: 60% of summative assessment term grade			
Bloom's	Part	Activity	Weighting
Remember and Understand (24%)	5	Below-level MAZE	8%
	6	At-level MAZE	16%
Application and analysis (36%)	7	Below-level reading text questions	10%
	8	At-level reading text questions	6%
	9	At-level reading text questions	14%
	10	At-level reading text questions	6%

Documentary Filmmaking

Documentary filmmaking is a powerful medium that combines the art of storytelling with the pursuit of truth. Unlike fictional films, documentaries aim to depict real-life events, people, and issues, often with the goal of educating, informing, or inspiring audiences. This genre has evolved significantly over the years, from early black-and-white newsreels to modern, high-production investigative series. At its core, documentary filmmaking involves extensive research, planning, and often a deep level of immersion into the subject matter. Filmmakers may spend months or even years following a story, conducting interviews, and gathering footage. The process begins with identifying a compelling topic—whether it's a social issue, historical event, cultural phenomenon, or personal journey. One of the key elements of a successful documentary is authenticity. Filmmakers strive to present their subjects truthfully while also crafting a narrative that resonates emotionally with viewers. This balance between factual accuracy and engaging storytelling is what sets documentary filmmaking apart from traditional journalism. Technological advancements have greatly expanded the possibilities for documentary filmmakers. Portable cameras, drones, and editing software have made it easier than ever to capture high-quality footage in almost any environment. At the same time, streaming platforms have broadened the reach of documentaries, bringing niche topics to global audiences. Despite its many challenges—such as funding, access to information, and ethical dilemmas—documentary filmmaking remains one of the most impactful forms of visual media. By shedding light on hidden truths and giving



voice to underrepresented communities, documentaries have the power to spark conversation, drive social change, and deepen our understanding of the world.

1. What is the primary goal of documentary filmmaking?

- A) To entertain audiences with fictional stories
- B) To depict real-life events and issues truthfully**
- C) To create animated representations of history
- D) To produce box office hits

2. How does documentary filmmaking differ from traditional journalism?

- A) Documentaries rely entirely on fictional storytelling
- B) Journalists spend more time with subjects
- C) Documentaries combine factual accuracy with emotional storytelling**
- D) Journalists use more advanced technology

3. What has contributed to the increased accessibility of documentary production?

- A) Stricter regulations on journalism
- B) Availability of portable cameras and editing tools**
- C) Decreased interest in real-life stories
- D) Reduction in film production costs

4. According to the passage, what is one of the biggest challenges in making documentaries?

- A) Finding actors to portray real people
- B) Creating fictional scripts
- C) Securing funding and access to information**
- D) Competing with fictional films

5. What role do streaming platforms play in the documentary genre today?

- A) They make documentaries harder to find
- B) They limit the scope of topics covered
- C) They help documentaries reach global audiences**
- D) They focus only on entertainment value

6. What is typically the first step in creating a documentary film?

- A) Editing the final footage
- B) Conducting interviews
- C) Identifying a compelling topic**
- D) Selecting background music

7. Why is authenticity important in documentary filmmaking?

- A) It ensures the film wins awards
- B) It helps reduce production costs
- C) It builds trust and emotional connection with viewers**
- D) It allows more creative freedom



Film and Media in the Arab World

Film and media in the Arab world have played a significant role in shaping cultural identity, political discourse, and social development across the region. From the golden age of Egyptian cinema in the mid-20th century to the rise of independent filmmakers in Lebanon, Morocco, and Palestine, Arab media has undergone substantial evolution, reflecting the diverse histories, languages, and experiences of the region.

Egypt has long been considered the heart of Arab cinema, producing countless films and television series that have been distributed throughout the Middle East and North Africa (MENA). Renowned directors such as Youssef Chahine and actors like Omar Sharif helped to bring Arab stories to international audiences. Meanwhile, satellite television channels like Al Jazeera and MBC have transformed the media landscape, offering a platform for both mainstream and alternative voices. In recent years, Arab filmmakers have increasingly tackled complex and often controversial themes, such as gender roles, migration, identity, and political resistance. Film festivals in cities like Cairo, Dubai, and Marrakech have provided a stage for showcasing regional talent and fostering dialogue between Arab and international artists. Despite challenges such as censorship, funding limitations, and political instability, the Arab film and media industry continues to grow. The advent of digital platforms and streaming services has further democratized content creation and distribution, allowing new voices to emerge and audiences across the globe to access Arab narratives.

1. Which country is traditionally considered the center of Arab cinema?

- A. Lebanon
- B. Morocco
- C. Egypt
- D. Saudi Arabia

2. What role have satellite television channels like Al Jazeera and MBC played in the Arab media landscape?

- A. They have limited media freedom.
- B. They promote only Western films.
- C. They provide platforms for both mainstream and alternative voices.
- D. They only broadcast government-approved content.

3. What themes are increasingly explored by contemporary Arab filmmakers?

- A. Historical myths and fairy tales
- B. Foreign politics
- C. Gender roles, identity, and political resistance
- D. Space exploration and science fiction

4. What is one major challenge faced by the Arab film and media industry?



- A. Lack of audience interest
- B. Too much international support
- C. Censorship and funding limitations**
- D. Overproduction of content

5. How have digital platforms and streaming services impacted Arab media?

- A. They have restricted access to Arab content.
- B. They have made content more expensive to produce.
- C. They have democratized content creation and broadened access.**
- D. They have decreased the popularity of Arab films.

6. What contribution did Egyptian cinema make to the Arab world?

- A. It focused solely on documentaries.
- B. It helped bring Arab stories to a global audience.**
- C. It discouraged cultural exchange.
- D. It promoted only silent films

7. What is the purpose of Arab film festivals like those in Cairo, Dubai, and Marrakech?

- A. To censor controversial content
- B. To promote only government-approved films
- C. To showcase regional talent and foster artistic dialogue**
- D. To compete with Western film industries

Sport

Sport plays a crucial role in the physical and mental development of young people. Engaging in sports can improve fitness levels, build teamwork skills, and enhance self-discipline. Young athletes learn the importance of setting goals and working hard to achieve them, which can translate into other areas of their lives, such as academics and personal growth. Furthermore, sports can provide a sense of community and belonging, encouraging students to connect with their peers. For many, being part of a team fosters friendships that can last a lifetime. The camaraderie experienced during practices and competitions helps students develop social skills and learn how to communicate effectively with others. In high school, students often have the opportunity to participate in various sports, from traditional team sports like basketball and soccer to individual sports like swimming and tennis. These activities not only contribute to physical health but also teach valuable life lessons such as perseverance, respect for opponents, and handling both victory and defeat with grace. Additionally, excelling in sports can open doors to scholarships and future athletic careers. Many colleges and universities offer athletic scholarships to talented athletes, which can significantly reduce the cost of higher education. This possibility encourages students to dedicate time and effort to their training and performance. Overall, the benefits of participating in sports extend beyond the playing field. They can positively impact students' academic performance, mental



health, and social interactions, making sports an essential component of a well-rounded education.

Questions:

1. What is one benefit of participating in sports mentioned in the passage?

- A) Increased academic performance
- B) Improved fitness levels**
- C) Enhanced social media presence
- D) Greater financial independence

2. According to the passage, how can sports influence teamwork skills?

- A) By encouraging competition among players
- B) By promoting individual achievements
- C) By requiring collaboration to succeed**
- D) By minimizing interaction with peers

3. What opportunity might high school sports provide for students?

- A) Access to free gym memberships
- B) Scholarships and future athletic careers**
- C) A break from academic responsibilities
- D) Strict training regimens without social interaction

4. What sense does the passage suggest sports can foster among students?

- A) Isolation
- B) Competition
- C) Community and belonging**
- D) Discontent

5. How do sports contribute to personal growth, according to the passage?

- A) By focusing solely on physical fitness



B) By encouraging students to develop life skills like perseverance

C) By providing opportunities for social media exposure

D) By offering limited interaction with peers

Restaurants

Many chefs, along with a passion for food, train for five to ten years, gaining valuable cooking experience, before opening their restaurant. That could be enough to run a food business. However, it is now believed that business skills are also important. Only if you take time to learn about managing a company will your restaurant be profitable. From a young age, Ali tried out his recipes on his family, and it was agreed that he made delicious food. It seemed as though his ten years of working as a chef, both abroad and at home in Dubai, had benefitted him. It was reported in magazines that he was the best chef of his generation. Yet, he admits that he made mistakes. "I was young and confident when I started my first restaurant, which was in my local community," he told us. "My food is so popular, I thought. The restaurant would undoubtedly do well. If only I'd waited and gained some business knowledge. In the end, I had to close that restaurant. Now, I have a good understanding of business and my new restaurant is successful." Like Ali, Maryam relied on her love of food. "Lots of customers were coming in and spending money. My little city-center cafe looked like it had done well," she says, "but when I checked, I hadn't made any profit. I wish I had learned more about business and management before I started. When I spoke to an advisor, he showed me the problem, and how it should be improved. Only if I increased my prices would the cafe survive. I was cooking a lot of traditional food with expensive ingredients. I revised my recipes, which also helped reduce costs. I agree that business skills can be learned through online courses. Better still, I believe, is to enroll in a college course, or you could read books by yourself if that's your only option. In my opinion, this preparation could be the key to success for any young entrepreneur."

1. What is the main point of paragraph 1?

A). Understanding how to run a restaurant is essential for success

B). Only people who have cooking experience should start restaurants

C). All that is needed to be a good restaurant owner is a love of food

2. Ali gained his cooking experience in

A). a variety of restaurants around the world

B). a restaurant owned by his family



C). local restaurants in Dubai.

3. Why does Ali think buying his restaurant was a mistake?

A). He thinks people in that area didn't like eating his food

B) He knows that his cooking skills alone were not enough to ensure success

C) He believes he wasn't old enough to begin a business

4. What reason does Maryam give for her business not doing well?

A). The dishes she served were expensive and needed a lot of special ingredients

B). Many people were coming to the place, but not buying anything

C) She was spending more money on produce than she was making from customers

5. What kind of business does Maryam have?

A) . A small coffee bar in town

B). A traditional place in a rural location

C). An expensive restaurant in Dubai

Food around the world

Food is more than just a necessity; it is a vibrant expression of culture, tradition, and family heritage. This passage explores how meals prepared at home reflect personal and cultural identities, as well as the diverse culinary practices found around the world. In many families, cooking is a cherished activity that brings people together. For instance, in American households, family dinners often feature comfort foods such as macaroni and cheese or fried chicken, which evoke feelings of nostalgia. In contrast, Italian families might gather to prepare a meal of lasagna, with layers of pasta, cheese, and rich meat sauce, sharing stories and laughter while cooking.

Asia: In Japan, rice is a fundamental component of everyday meals. Sushi, a dish combining vinegared rice with various fillings like fish and vegetables, is a popular choice for both casual dining and special occasions. In India, the use of spices is prevalent, with dishes such as curry and samosas showcasing vibrant flavors and aromas that reflect regional diversity.



Africa: Jollof rice is a well-known dish in West Africa, particularly in Nigeria, where it is often served at celebrations and gatherings. Made with rice, tomatoes, and spices, it has become a symbol of cultural pride. In Ethiopia, meals are typically served on injera, a sourdough flatbread that acts as both a plate and a utensil for scooping up flavorful stews, creating a communal dining experience.

Europe: French cuisine is renowned for its sophistication, with meals like ratatouille and duck confit highlighting seasonal ingredients and culinary finesse. In the United Kingdom, the traditional Sunday roast is a time-honored ritual, featuring roasted meats, potatoes, and seasonal vegetables, encouraging family members to gather and enjoy each other's company.

The Americas: Mexican cuisine is celebrated for its vibrant flavors, with tacos being a staple dish filled with a variety of ingredients, from grilled meats to fresh vegetables. In Brazil, feijoada demonstrates the country's multicultural influences and is often enjoyed during festive gatherings.

Food serves as a powerful connector, linking individuals to their cultural roots and shared experiences. Whether it's a comforting meal at home or an exciting dish from another culture, food plays a crucial role in bringing people together and creating lasting memories.

1. What is the primary purpose of the passage?

- a) To provide recipes for different cuisines
- b) To explore how food reflects culture and family traditions**
- c) To compare the nutritional value of various foods
- d) To discuss the history of cooking methods

2. Which of the following is a common American comfort food mentioned in the text?

- a) Sushi
- b) Lasagna
- c) Macaroni and cheese**
- d) Jollof rice

3. What is a common element found in the culinary practices of different cultures as highlighted in the passage?

- a) A focus on quick and convenient meals.
- b) The use of communal dining experiences.**
- c) A preference for processed foods.
- d) The exclusion of traditional recipes..

4. How does the passage reflect the importance of seasonal ingredients in different culinary traditions?

- a) It states that all cuisines use artificial ingredients instead of seasonal ones.
- b) It ignores the role of ingredients in culinary practices.
- c) It suggests that seasonal ingredients are irrelevant to cultural identity.
- d) None of them is correct**



5. What does the passage imply about the significance of communal meals across different cultures?

- a) They are becoming obsolete in modern society.
- b) They play a critical role in reinforcing social connections .**
- c) They are primarily focused on nutritional value rather than enjoyment.
- d) They are less important than individual dining experiences

6. In what way does Japanese cuisine differ from Indian cuisine as mentioned in the passage?

- A) Japanese cuisine focuses on the use of rice, while Indian cuisine emphasizes spices.**
- B) Both cuisines use rice as a staple component.
- C) Indian cuisine is more sophisticated than Japanese cuisine.
- D) Japanese cuisine is known for its use of spices

.7 What does the underlined pronoun it in the passage refers to:

- a) Nigeria
- b) Celebration
- c) Jollof rice**
- d) Spices

Restaurants in our life

Restaurants play a vital role in modern society, serving as more than just places to eat they are centers for social interaction, cultural exchange, and culinary exploration. From casual diners and food trucks to fine dining establishments and themed eateries, restaurants offer a wide range of experiences that cater to different tastes, budgets, and occasions. At the heart of any great restaurant is the food. Menus often reflect the vision of the chef, featuring local ingredients, traditional recipes, or innovative fusion dishes. In addition to satisfying hunger, a well-prepared meal can evoke emotion, spark conversation, and even create lasting memories. Beyond the cuisine, ambiance is a key component. The design, lighting, music, and service all contribute to the overall experience. Whether it's a cozy café perfect for a quiet morning or a bustling urban bistro ideal for a night out with friends, the atmosphere can be just as important as the food itself. Restaurants also contribute to local economies, providing jobs and supporting nearby farms and suppliers. In multicultural societies, they offer a way to discover and appreciate diverse cuisines, helping to build community and understanding. In recent years, trends like sustainability, farm-to-table dining, and digital ordering have shaped how restaurants operate, highlighting the industry's ability to evolve with changing consumer preferences and global challenges.

1. What is one main role of restaurants in society?

- A) To replace home cooking entirely



- B) To offer free food to travelers
- C) To serve as places for social and cultural exchange**
- D) To only promote local traditions

2. What is often at the heart of a great restaurant?

- A) The size of the building
- B) The location near tourist areas
- C) The food and the chef's vision**
- D) The number of items on the menu

3. What contributes to the ambiance of a restaurant?

- A) The chef's experience only
- B) Lighting, design, music, and service**
- C) The size of the kitchen
- D) Only the type of food served

4. How do restaurants help local economies?

- A) By importing most ingredients
- B) By hiring only international staff
- C) By providing jobs and supporting local suppliers**
- D) By offering discounts on international flights

5. Which of the following is mentioned as a recent restaurant trend?

- A) Using frozen foods
- B) Serving food without menus
- C) Farm-to-table dining**
- D) No customer service

6. Why are restaurants important in multicultural societies?

- A) They only serve traditional local dishes
- B) They prevent people from cooking at home
- C) They allow people to experience and appreciate different cuisines**
- D) They focus on one culture only

7. What can a well-prepared meal do besides satisfying hunger?

- A) Help people avoid paying
- B) Create memories and spark conversation**
- C) Increase restaurant rent
- D) Make people dislike home cooking

Restaurants in the UAE

The United Arab Emirates (UAE) is famous for its vibrant and diverse culinary scene, reflecting its status as a global melting pot of cultures. From luxurious fine dining establishments to charming street food stalls, the UAE offers a tasty experience to suit everyone. Dubai, the UAE's largest city, is home to some of the



world's most prestigious restaurants. In the iconic Burj Khalifa, Atmosphere provides diners with breathtaking views and a menu of exquisite European cuisine. Nearby, in the crowded Dubai Marina, Pierchic offers a unique seafood dining experience, perched over the Arabian Gulf. Abu Dhabi, the capital city, also boasts an impressive array of dining options. Emirates Palace Hotel features Le Vendôme, which serves international buffets with a touch of Middle Eastern flair. Meanwhile, Li Beirut in the Jumeirah at Etihad Towers is known for its modern Lebanese cuisine, blending traditional flavors with contemporary presentation. Sharjah, known for its cultural heritage, hosts restaurants that offer authentic Emirati cuisine. Al Fanar Restaurant & Café in Al Majaz Waterfront takes guests on a culinary journey through traditional Emirati dishes, including balaleet (sweet vermicelli) and machboos (spiced rice with meat or fish).

For those seeking a more casual dining experience, the UAE's street food scene is vibrant and varied. The Food Truck Park in Abu Dhabi offers a range of options, from gourmet burgers to falafel wraps. Dubai's Global Village, open during the cooler months, is a haven for food enthusiasts, featuring cuisine from around the world in a lively, festive atmosphere.

In conclusion, the UAE's restaurant scene is a reflection of its diverse population and rich cultural tapestry. Whether you are in the mood for fine dining or casual eats, the UAE offers a plethora of options that cater to all tastes and preferences.

1. Which city is home to the restaurant Atmosphere?

- a) Abu Dhabi b) Sharjah c) Dubai d) Ajman

2. What type of cuisine does Pierchic primarily offer?

- a) Italian b) Indian c) Seafood d) Japanese

3. Where is Le Vendôme located?

- a) Burj Khalifa b) Emirates Palace Hotel
c) Jumeirah at Etihad Towers d) Al Majaz Waterfront

4. Which restaurant is known for its modern Lebanese cuisine?

- a) Atmosphere b) Pierchic c) Le Vendôme d) Li Beirut

5. Al Fanar Restaurant & Café is famous for serving which type of cuisine?

- a) Emirati b) Chinese c) French d) Indian

6. Where can you find the Food Truck Park?

- a) Dubai b) Sharjah c) Abu Dhabi d) Fujairah

7. What is Global Village known for?



- a) Luxurious fine dining
- b) Authentic Emirati cuisine
- c) Cuisine from around the world in a festive atmosphere**
- d) Traditional Middle Eastern buffets

8. Which city is described as having a vibrant street food scene including the Food Truck Park?

- a) Sharjah
- b) Dubai
- c) Abu Dhabi**
- d) Ras Al Khaimah

9. What dish is NOT mentioned as being served at Al Fanar Restaurant & Café?

- a) Balaleet
- b) Machboos
- c) Falafel**
- d) Sweet vermicelli

10. Which location is described as being perched over the Arabian Gulf?

- a) Atmosphere
 - b) Le Vendôme
 - c) Pierchic**
 - d) Li Beirut
-

Wings of the Sea

Hello, my name is Sara and I have to talk about a book for my English class. I have chosen a traditional story called Wings of the Sea, which is an environmental story. It is typical for us to read books from beginning to end, but the teacher wanted to use these stories for practising our speaking skills in front of the class. When I read the story, I found it quite easy to know what it was trying to say. I made plenty of notes but I had to think about how I would present it to class. I think making my notes suitable for giving a talk was the hardest that I have ever worked on anything.

I asked around my friends and none of them knew the story, so it can't be famous at all. I guess it must be one of those stories kept within a small community - probably spread by word of mouth by parents telling the story to their children. I wasn't surprised by the length of the book, as I know these stories are often quite short. Even though there were a lot of drama elements to the story, I was really shocked that it contained some good moments of comedy as well. While I really liked the story, and the ending was perfect, was disappointed in the design of the book. If I were to produce this book, I would include lots of stunning pictures to show the story in more detail.

The story is about Mia, and her pet bird. She keeps the bird for hunting fish from the sea. The most important point in the book, though, happens when an earthquake in the ocean causes a tsunami to hit the village and create a lot of flooding. However, in a magical moment, the wings of the bird become bigger and



stronger so that it can still dive and hunt fish the same way that it did before. I thought that maybe one day a film is going to be made from the story! I don't care who they choose to play the characters, and I know they would keep the story the same as the book. Will it be filmed on the beaches around my village? I would love that.

In my science class, we have a project on climate change. We can choose from three topics - floods from the sea rising, different species of animals dying and the effect of increasing heat on farm land. After reading the story, I know what I will choose and I will mention the book in this project.

1. Sara's teacher wanted the class to learn.....

- a. how to talk to a group of people
- b. stories about the environment
- c. to finish a whole book

2. Sara put most her effort into.....

- a. understanding the story
- b. making notes
- c. preparing her presentation

3. The story is

- a. popular amongst many people
- b. only known to a specific group
- c. one that was always written

4. What surprised Sara about the story was that it was

- a. dramatic
- b. funny
- c. very long

5. Sara wants to improve

- a. how the book looks
- b. the end of the story
- c. the comedy scenes

6. What is the main event in the story?

- a. an earthquake in the village



b. the land becoming dry

c. a natural disaster

7. What changes happen to the bird?

a. its diet

b. the way it hunts

c. part of its body

8. If they made a film of the story, Sara would be interested in

a. the actors in the film

b. where they made the film

c. what they changed from the book

9. Sara will probably connect the story to the theme ofin her climate change project.

a. sea levels becoming higher

b. animals going extinct

c. the land becoming too hot

10. Overall, the text is mostly describing

a. how natural disasters affect animals

b. why reading is important

c. a book review that Sara will produce

11. The first paragraph is mostly about

a. what Sara did to prepare

b. how Sara felt giving her presentation

c. why Sara chose this story

12. The second paragraph is mostly about.....

a. why the book is so famous

b. describing the pictures in the book

c. Sara's thoughts on the story

13. The third paragraph is mostly about

a. how they made a film

b. what happens in the story



c. telling the reader about Mia

The Documentary

"I'm going for a walk," Salim called to his mother.

"I don't think you should," she replied. "We don't know this place very well. If you're not careful you could get lost."

Salim didn't take any notice and quickly left. He went towards the creek where he looked at the traditional dhows and spice markets. Then, he noticed a crowd of people and went to see if he could make some friends. To his surprise, they were actors and beside them were studio lights and film cameras. I guess they must be making a movie, he thought. This is amazing!

He saw the film director who said he was making a documentary about the changing culture and landscapes of Dubai. He had already filmed part of the documentary in the city centre. He wanted to display how the increase in the population and tourism explained why so many big modern high-rises were being built there. In the coastal area, he said they had planned to film traditional souq trades and pearl diving. They would also record the last remaining old-style wind tower houses and how the small homes had become less popular as the population grew. He hoped the documentary would display the city's amazingly quick development from the past to the present. Salim agreed that it would.

Salim thought that he'd met the documentary's director before but couldn't remember where. He asked which university he had gone to, but the director said he became an actor straight after school. Then, he became a director. He must have acted in some of the many movies that I've seen, I'm certain that's the reason I believed I knew him! Salim thought. The director asked Salim to join the team while they continued filming and he quickly agreed. He was excited to see how films were made.

After a while, Salim noticed how far he'd walked and how late it had become. /f only I could stay, but I must go home, he thought. Then, he realised that he had been so busy concentrating on following the filming that he no longer knew where he was. I wish I had listened to my mother earlier, he thought. Even if I find my way back, I'll still be in trouble!

When he finally got home, Salim's mother had sent his brothers to look for him. "You've been away so long!" she said angrily. "I thought you must have got lost!"



1. Salim's mother thinks he _____

- a. should get to know the area
- b. might take a wrong turn
- c. will be forgetful when he goes out

2. Salim was excited during his walk because he _____.

- a. went shopping in the old souq
- b. was meeting lots of new people
- c. saw filmmaking taking place

3. Where was some of the film recorded?

- a. near the sea
- b. at the marketplace
- c. in the downtown area

4. Why does the filmmaker think there are fewer traditional buildings now?

- a. There isn't enough room for all the people in them.
- b. The tourists like staying in apartments more.
- c. They have been replaced by tall buildings.

5. Salim thinks the documentary will _____.

- a. tell people the story of the city
- b. help the city to grow even faster
- c. create interest in traditional buildings

6. Salim recognised the filmmaker because he had _____.

- a. studied at the same college as him
- b. worked with him on a film
- c. watched movies he was in

7. Towards the end of the text, Salim _____.

- a. wants to leave the film recording
- b. becomes anxious that he will get told off
- c. stays to complete the documentary

8. Why was Salim's family trying to find him?

- a. They were annoyed he was out late.



b. They knew he had walked too far.

c. They thought he was missing.

9. How does Salim change from the beginning to the end of the text?

a. At the start, he is interested in film-making, but decides he isn't by the end.

b. To begin with, he doesn't pay attention to his mother but thinks he should by the end.

c. At first, he liked the idea of exploring new places, but he didn't enjoy it in the end.

10. The whole text is mainly about how a _____

a. boy became distracted

b. director filmed buildings

c. city quickly developed

11. Paragraph 3 mainly describes _____

a. an area near a river

b. types of filmmaking equipment

c. what Salim saw on his walk

12. Paragraph 4 is mainly about _____

a. what the director wanted his film to show people

b. how new buildings are more popular than old ones

c. why older industries take place near the coast

13. Paragraph 6 mainly describes how Salim _____

a. noticed he had lost his way

b. became worried about the time

c. focused on making the documentary

Part 2 : Maze questions :

1- Choose the correct word or phrase to complete each sentence correctly

Danger on the Island

Morris Island is an island in the Pacific Ocean which is an important habitat for many species of birds. Many birds use this stunning island 1 **(they are hunting / for hunting / to be hunted)** fish. However, rising sea levels - with tsunamis and



flooding - have created many problems. Recently, scientists who 2(**have been / haven't go / have gone**) to the island have returned to warn of the effects.

According to their reports, some of the waves were 3(**more big than ever / so bigger than they ever / the biggest they have ever**) seen. There is a lot of concern about the effects on the bird population here. Some species of bird 4(**are being / have gone / haven't been**) to other islands, possibly never to return. Now, these scientists warn that this land 5(**has been gone to / are going to / is going to be**) flooded in water in five years. The local government has said that more must be done to stop this problem. They announced that new sea walls 6(**will be built / would building / are to build**) to help protect the birds' land.

One scientist said, "It 7(**should / can't / must**) be the effects of climate change. That is very clear. If we 8(**stopped / stop / will stop**) these rising sea levels, we will help to protect this area for future generations." This is another example of how we need to work together to save the environment.

Preparing for a School Environmental Campaign

Organizing a school environmental campaign requires effort and teamwork. Each year, a new theme 1(**is selected by the student committee / the student committee selects / selects by the student committee**) to raise awareness about important issues. This year's topic is plastic pollution, 2(**which affects both marine life and human health / as both marine life and human health are affected / while both marine life and human health are affecting**).

3(**Not only students but also teachers / Both students and either teachers / Neither students nor teachers**) participated in brainstorming creative ideas. One suggestion was 4(**to organize a beach clean-up / organizing a beach to clean / to organizing clean-up beach**) day with the help of local volunteers.

In addition, 5(**informational posters are displayed / display informational posters are / are displayed posters informational**) around the school to educate students about plastic use.

The campaign is going well, 6(**although / because / unless**) some students had forgotten to attend the first meeting.

Volunteers were asked 7(**to prepare a / preparing / to preparing the**) short presentation for the school assembly. They included facts, statistics, and photos 8(**to make the topic more engaging / making the topic more engaging / to making the topic engaging more**).



3-Choose the correct answer :

Yesterday, as I (1) (**walked - had been walking - was walking**) home, I regretted not making better choices. If I (2) (**had studied, - studied, - have studied,**) harder, I could have attended a better university and had a more successful career. My friends have (3) (**biggest - bigger - big**) houses, nicer cars, and more money, but I try not to compare myself to them. It was that job offer that I (4) (**made - would have made - will make**) more money from, but I stayed in my current job. When I got home, I reported to my sister that if I had gone to a different university, I (5) (**may not have met - would not have met - might not meet**) my closest friends. I realized she was right (that) instead of dwelling on the past, I should focus on the present and future. With hard work and determination, I (6) (**can achieve - could achieve - will achieve**) anything I set my mind to.

4- Read and choose the correct answer A, B or C.

Last weekend, as I (1) (**went - had gone - was going**) for a morning jog, I realized that I needed to do more to stay in shape. If I (2) (**had exercised - exercised - have exercised**) more regularly in the past, I would be in better shape now. My neighbor has (3) (**more - the most - less**) expensive gym equipment than I do, but I am happy with my simple setup. I regretted not trying out yoga or swimming, which could have been great low-impact workouts. When I met my friend later that day, I reported to her that if I (4) (**had known - knew - know**) about this amazing hiking trail earlier, we could have gone on more adventures together. I realized she was right (that) instead of just sticking to my usual routine, I should try new things and explore more. With dedication and persistence, I (5) (**will be able to - would be able to - am able to**) achieve my fitness goals and enjoy more leisure activities.

Part 3 : Grammar

Topic(s): Entertainment, food and drink, business.			
ECFE Grammar	Prerequisite	GSE Grammar	Functional Language
Conjunction: subordinating	Can use 'so' to refer to results and consequences. (38)	Can use a range of subordinating conjunctions.	Expressing opinion Describing causes and consequences Expressing agreement and disagreement
Adverbs: adverbial linkers	Can use 'but' to link clauses and sentences. (28)	Can use 'despite/in spite of' with noun phrases to express concession. (56) Can use 'though' and 'although' as conjunctions to express concession. (56)	
Conjunctions: correlative conjunctions	Can link clauses and sentences with a range of basic connectors. (32)	Can correctly use 'not ... either' and 'neither ... (nor)' with noun and verb phrases. (51) Can use 'neither ... nor ...' to connect two words or phrases. (51)	
Passives	Can use the present simple passive. (48)	Can use the past simple passive. (48)	
Verb forms: gerunds	Can use 'like/hate/love' with the '-ing' forms of verbs. (31)	Can use 'by' with verbs and verb phrases to express the means or way of doing something. (48)	
Verb forms: verb + to + inf_verb + inf_verb + ing	Can use 'want to' + infinitive to express intentions. (31)	Can use 'plan'/'intend'/'mean' + 'to' + infinitive to talk about present and future plans and intentions. (52)	



Present Passive Voice

1. Which sentence is in the present passive voice?

- A) She writes the report.
- B) The report is written by her.
- C) She is writing a report.
- D) The report was written by her.

2. Choose the correct present passive voice form of this sentence: "They clean the room every day."

- A) The room is cleaned every day.
- B) The room was cleaned every day.
- C) The room cleans every day.
- D) They are cleaning the room every day.

3. What is the correct passive form of "He delivers the letters"?

- A) The letters are delivered by him.
- B) The letters were delivered by him.
- C) The letters deliver by him.
- D) The letters is delivered by him.

4. Which verb form is used in the present passive voice?

- A) was + past participle
- B) is/are + past participle
- C) is/are + verb-ing
- D) has/have + past participle

5. Select the sentence in the present passive voice:

- A) The cakes are being baked.
- B) The cakes are baked every morning.
- C) The baker bakes the cakes every morning.
- D) The cakes were baked yesterday.

6. What is the passive voice of: "People speak English worldwide"?

- A) English was spoken worldwide.
- B) English is speaking worldwide.
- C) English is spoken worldwide.
- D) English speaks worldwide.



7. Which of these is not in the present passive voice?

- A) Emails are sent daily.
- B) Lunch is served at noon.
- C) The car is washed.
- D) The letter was written yesterday.

Past Passive Voice

1. Which sentence is in the past passive voice?

- A) The book is read by many students.
- B) The book was read by many students.
- C) Many students read the book.
- D) Many students are reading the book.

2. Choose the correct passive form of: "They painted the house."

- A) The house was painted.
- B) The house is painted.
- C) The house paints.
- D) The house is being painted.

3. What is the correct past passive voice form of: "She baked a cake."

- A) A cake is baked by her.
- B) A cake was baked by her.
- C) A cake was baking by her.
- D) A cake bakes by her.

4. Which verb form is used in the past passive voice?

- A) is/are + past participle
- B) was/were + past participle
- C) has/have + past participle
- D) will be + past participle

5. Choose the past passive version of: "The police arrested the thief."

- A) The thief is arrested.
- B) The thief was arrested.
- C) The thief arrests.
- D) The thief has been arrested.



6. What is the passive form of: "People watched the movie last night"?

- A) The movie is watched last night.
- B) The movie was watched last night.
- C) The movie has been watched last night.
- D) The movie watches last night.

7. Which sentence is not in the past passive voice?

- A) The window was broken by the wind.
- B) The documents were signed yesterday.
- C) The manager signed the documents.
- D) The letter was sent on Monday .

conjunction : Subordinating

1. Which sentence uses a subordinating conjunction correctly?

- A) She stayed home, and she was tired.
- B) She stayed home because she was tired.
- C) She stayed home; so she was tired.
- D) She stayed home but she was tired.

2. Choose the correct sentence using "although":

- A) Although it was raining, we went for a walk.
- B) It was raining although we went for a walk.
- C) We went although for a walk it was raining.
- D) It was although raining, we went for a walk.

3. Which of the following sentences uses the conjunction "unless" correctly?

- A) You won't pass unless you study.
- B) Unless you won't pass, you study.
- C) Unless study, you won't pass.
- D) You study unless, you won't pass.

4. What is the function of a subordinating conjunction?

- A) To connect two main clauses
- B) To join a dependent clause to an independent clause
- C) To add emphasis to a sentence
- D) To begin a question



5. Identify the subordinating conjunction in this sentence: "I'll wait here until you come back."

- A) I'll
- B) wait
- C) until
- D) back

6. Which sentence shows correct use of "if"?

- A) I'll go to the park if it doesn't rain.
- B) If I'll go to the park, it doesn't rain.
- C) I go to the park if doesn't rain.
- D) It doesn't rain, I'll go if to the park.

Conjunctions: neither....nor / eitheror

1. Which sentence is correct?

- A) I don't like tea and I don't like coffee neither.
- B) I don't like tea; neither do I like coffee.
- C) I don't like tea, and I don't either coffee.
- D) I don't like tea, either do I like coffee.

2. What is the correct sentence using "neither...nor" with verbs?

- A) He neither studies or works.
- B) He neither studies nor works.
- C) He neither studies nor work.
- D) He neither study nor works.

3. Which sentence correctly joins two nouns with "neither...nor"?

- A) Neither the teacher or the student was in the room.
- B) Neither the teacher nor the student were in the room.
- C) Neither the teacher nor the student was in the room.
- D) Neither the teacher nor the student is in the room.

4. What is the best way to express this idea: "I don't like apples. I don't like bananas."

- A) I don't like apples, neither bananas.
- B) I like neither apples or bananas.
- C) I like neither apples nor bananas.
- D) I don't like apples, and I don't like bananas neither.



Verb Form

1. Which sentence is correct ?

- A) He passed the exam by to study hard.
- B) He passed the exam by studied hard.
- C) He passed the exam by studying hard.
- D) He passed the exam by study hard.

2. Which sentence is correct?

- A) She decided went home.
- B) She decided to go home.
- C) She decided go home.
- D) She decided to going home.

3. Identify the correct sentence using the infinitive after the verb:

- A) They enjoy to travel.
- B) They enjoy travelling.
- C) They enjoy to travelling.
- D) They enjoy travel.

4. Choose the correct sentence:

- A) I want going home.
- B) I want to go home.
- C) I want go home.
- D) I want gone home.

5. Which sentence expresses intention using "want to"?

- A) He want to play football.
- B) He wants play football.
- C) He wants to play football.
- D) He wants playing football.

6. Choose the correct sentence .

- A) I plan to visit my parents this weekend.
- B) I plan visited my parents this weekend.



- C) I planning to visit my parents this weekend.
- D) I plan visit my parents this weekend.

7. Which is the correct use of "intend" to talk about a future action?

- A) They intend go to the meeting.
- B) They intend to going to the meeting.
- C) They intend to go to the meeting.
- D) They intending to go to the meeting.

Adverbs : Adverbial linkers

1-Which sentence correctly uses 'despite' to show concession?

- A) Despite he was tired, he continued working.
- B) Despite of being tired, he continued working.
- C) Despite his tiredness, he continued working.
- D) Despite to be tired, he continued working.

2. Choose the sentence that correctly uses 'in spite of':

- A) In spite he was late, he caught the bus.
- B) In spite of the rain, they went hiking.
- C) In spite that it was cold, we went swimming.
- D) In spite going home, she stayed out.

3. Which sentence contains an incorrect use of 'despite'?

- A) Despite her injuries, she finished the race.
- B) Despite of his age, he runs fast.
- C) Despite the traffic, we arrived on time.
- D) Despite the delay, the event was a success.

4. What typically follows 'in spite of'?

- A) A complete clause with a subject and verb
- B) A question word
- C) A noun phrase or gerund
- D) An infinitive

5. Which sentence correctly uses 'although'?

- A) Although the rain, they played outside.
- B) Although being tired, he worked late.
- C) Although it was raining, they played outside.
- D) Although of his strength, he couldn't lift it.



6. Choose the correct use of 'though':

- A) Though the traffic, he arrived early.
- B) He went jogging, though it was raining.
- C) Though of her kindness, she was misunderstood.
- D) Though tiredness, he kept going.

7. What is the function of 'although' in a sentence?

- A) To introduce a cause
- B) To introduce a result
- C) To show contrast or concession
- D) To give a definition

8. Which sentence shows incorrect use of 'though'?

- A) Though it was cold, she didn't wear a jacket.
- B) I like chocolate, though I try not to eat it.
- C) Though she tried, she succeeded.
- D) Though of the situation, we left early.

-Grammar : Revision of some important previous English Grammar Rules :

Question tag

Complete these sentences with the correct question tag.

You live in Abu Dhabi, ___ don't you ___?

Khalid doesn't like spicy food, ___ does he ___?

The UAE is a beautiful country, ___ isn't it ___?

They haven't finished their project, ___ have they ___?

You can speak English, ___ can't you ___?

She won't be late, ___ will she ___?

Reported speech

Direct Speech	Reported Speech
Present Simple: "I work here."	Past Simple: He said he worked there.
Present Continuous: "I am studying."	Past Continuous: She said she was studying.
Present Perfect: "I have visited Dubai."	Past Perfect: He said he had visited Dubai.
Past Simple: "I went to Abu Dhabi."	Past Perfect: She said she had gone to Abu Dhabi.
Will: "I will help you."	Would: He said he would help me.
Can: "I can swim."	Could: She said she could swim.
Must: "I must study."	Had to: He said he had to study.



Part 1: Change these direct quotes to reported speech.

"I live in Dubai," said Ahmed.

- Ahmed said that he lived in Dubai

"I am studying for my exam,"

- Fatima told me. Fatima told me that She was studying for her exam

"We will visit the Sheikh Zayed Mosque tomorrow," they said.

- They said that they would visit the Sheikh Zayed Mosque the next day

"I have never been to the desert," said Mariam.

- Mariam said that she had never been to the desert

"Can you help me with my homework?" asked Ali.

- Ali asked me if I could help him with his homework

"Don't forget to bring your textbook," the teacher said.

- The teacher told us not to forget to bring our textbook

Relative clause

❑ **Defining relative clauses** (also called identifying relative clauses) give **essential information** about a noun.

They tell us exactly **which person or thing we are talking about.**

Without this information, the **sentence would not make complete sense.**

❑ **Structure:**

A defining relative clause follows the noun it describes.

We use relative pronouns like: who, which, that, whose, whom, where, when

We don't use commas to separate defining relative clauses from the rest of the sentence



Relative Pronouns

Pronoun	Used for
who	people
which	things/animals
that	people/things/animals
whose	possession
where	places
when	times

Part 1: Complete these sentences using who, which, that, whose, where, or when.

1. The woman who teaches us English is from Canada.
2. The book which I borrowed from the library is interesting.
3. Dubai is a city which attracts millions of tourists every year.
4. The man whose car was stolen reported it to the police.
5. I still remember the day when I arrived in the UAE.

Present perfect



❖ We use **the present perfect**:

- ☐ for something that **started in the past and continues in the present.**
- ☐ when we are talking about **our experience up to the present.**
- ☐ for something that **happened in the past but is important in the present.**

❖ **Form:**

- ☐ Positive: Subject + have/has + past participle
- ☐ Negative: Subject + have/has + not + past participle
- ☐ Question: Have/Has + subject + past participle

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Part 3: Present Perfect vs. Past Simple

Choose the correct form of the verb (present perfect or past simple).

1. I visited (visit) the Sheikh Zayed Grand Mosque last weekend.
2. She has lived (live) in Dubai for ten years now.
3. Did you see (see) the news yesterday?



Part 2: Choose the correct time expression (for, since, just, already, yet, never, ever).

1. I have lived in the UAE for five years.
2. She has studied Arabic since 2019.
3. Have you ever tried Emirati food?
4. We have already been to the top of Burj Khalifa. We went there last week.

Part 1: Complete the sentences with the present perfect form of the verbs in brackets.

1. I have visited (visit) Dubai three times.
2. She hasn't finished (not finish) her homework yet.
3. Have you tried (try) the new restaurant in the mall?
4. My brother has lived (live) in Abu Dhabi since 2018.
5. We haven't seen (not see) that movie.

Present continuous

1. This computer (is working -are working –aren't working) properly!
2. She (are reading- is reading – is read) .
3. My brother is (play – played - playing) computer games .

Past Continuous

1. I (am – were - was) studying for my exam last week.
2. They were (shop -shopped – shopping) in the mall at that time.
3. I (was doing – was done – am doing) my degree in 2016.



Modals

- 1- I (should – can – must) speak English well .
- 2- We (can – must – may) wear the uniform in the school .
- 3- (Can – Should – Might) you please pass me the salt ?

Part 3 : Writing .

Paper exam parts 1- 4: 40% of summative assessment term grade			
Bloom's	Part	Activity	Weighting
Remember and Understand Application and analysis Higher-order thinking	1	Opinion	5%
	2	Plan	5%
Remember and Understand Application and analysis Higher-order thinking	3	Essay	25%
Higher-order thinking (5%)	4	Inference question	2%
		Justification question	3%

Part 1: Opinion Question:

1- What is your opinion on the following topic ?
Food is more than just a necessity; it is a vibrant expression of culture, tradition, and family heritage.

Part 2 : Plan :

Write a plan for your essay below. Please note – this question asks for a plan, NOT a full essay. You will write the full essay in the next question.

- Write about your cuisine and culture.



Include information about:

- Why people have become more interested in learning about different cuisines nowadays.
- How the cuisine is related to the culture of the community.
- What makes the Emirati cuisine special.

Plan:

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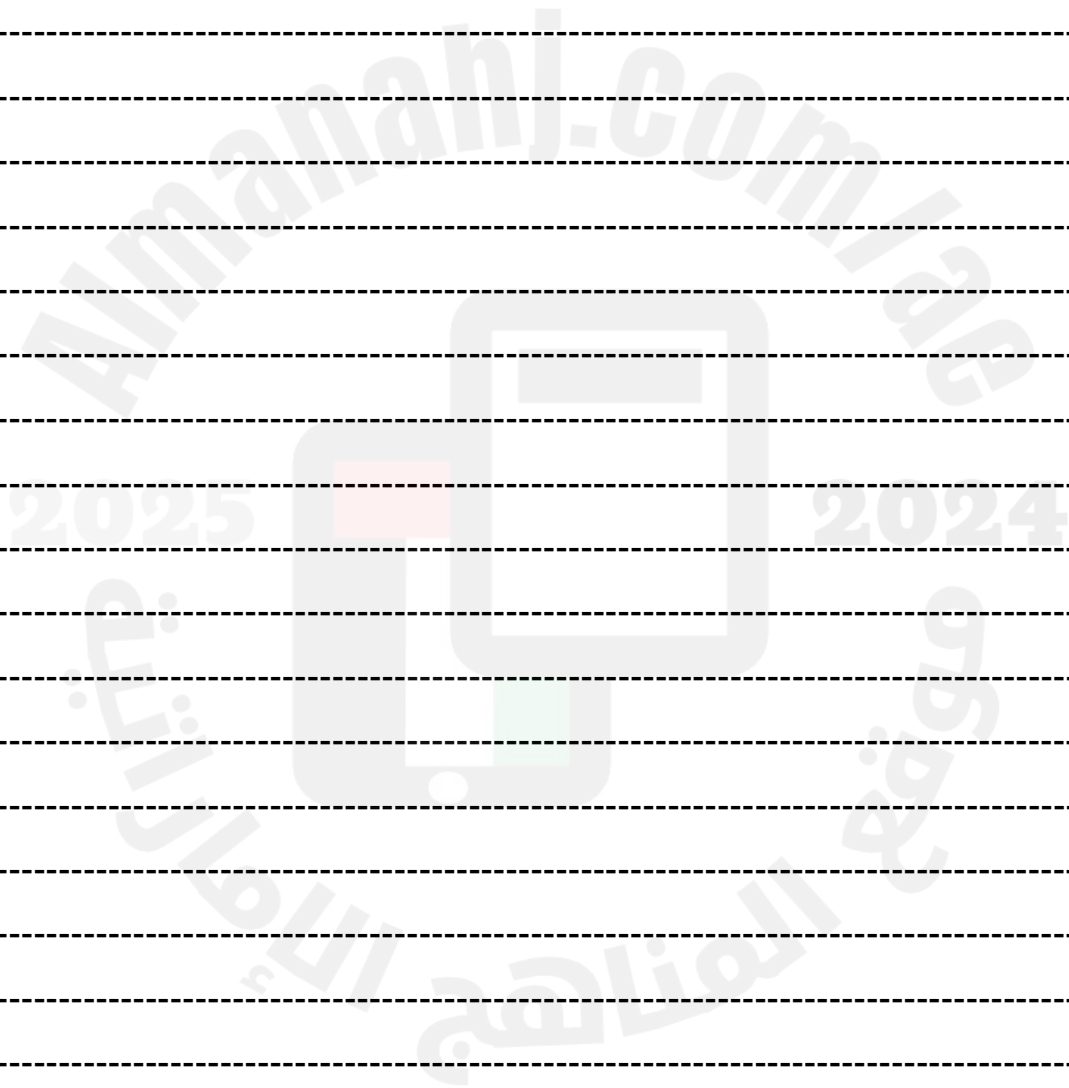
Part 3: Writing :

Use the plan you made above to write 100-120 words about the following topic:

- **Write about your cuisine and culture.**

Include information about:

- Why people have become more interested in learning about different cuisines nowadays.
- How the cuisine is related to the culture of the community.
- What makes the Emirati cuisine special.





Task completion (5)	Structure (5)	Vocabulary (5)	Spelling & punctuation(5)	Grammar (5)	Total (25)

Part 1: Opinion Question:

1- What is your opinion on the following topic ?
What is your opinion about watching local films in your country versus watching international films? Write at least two full sentences.

Part 2 : Plan

Write a plan for the essay prompt below. Note that this is the plan and not the essay. Write about film and media at home and around the world.

Include information about:

- Why are local films important to people
- The benefits of watching international films



- How films can bring people together

Part 3 : Writing :

Write about film and media at home and around the world.

Include information about:

- Why are local films important to people
- The benefits of watching international films
- How films can bring people together

Write at least **120 words** in full paragraphs.

Plan:

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Task completion (5)	Structure (5)	Vocabulary (5)	Spelling &punctuation(5)	Grammar (5)	Total (25)

Part 4: Inference Question :

Films are more than entertainment—they reflect who we are. Local movies often portray the daily lives, struggles, and values of the people in a specific country. They help preserve language, culture, and traditions, and allow people to see their own experiences represented on screen. These films create a sense of pride and identity among local audiences.

At the same time, international films have become more popular with the help of streaming platforms. From Korean dramas to American blockbusters, global cinema offers new ways to see the world. Watching foreign films can be both enlightening and educational. Viewers learn about different lifestyles, social issues, and points of view that they may never experience in their own country.

Most importantly, films can bring people together. Families gather to watch movies at home, friends go to cinemas, and film festivals welcome audiences from different backgrounds. Whether dramatic, factual, or passionate, films help us understand each other better and feel more connected.

Write your answer below. Use full sentences.

Does the author believe that both local and international films are important?

Yes, the author believes that both local and international films are important.



Part 4: Justification Question

Write your answer below. Use full sentences.

Why do you think your answer to the inference question is the best?

Use the information in the text above to support your answer.

This is the best answer because the author clearly shows the value of both types of films. Local films help preserve culture and give people a sense of identity. International films teach viewers about different cultures and global issues. The author also says that all films bring people together, showing that both kinds have an important role.

The End of the Questions

Good Luck

