

Sleep Smart! Grade 9 General Final Exam Reading Practice



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تاريخ إضافة الملف على موقع المناهج: 2026-06-01 19:04:14

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:

التواصل الاجتماعي بحسب الصف التاسع العام



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

2026 الوزاري الهيكل وفق Complete Master Revision Booklet - Grade 9 General

1

End of Term 3 (Vocabulary)

2

درس قراءة رواية الحلم العام الجزء الأول

3

مخطط لكتابة رواية الحلم Handout 2

4

خطة درس كتابة رواية الحلم Cycle 3

5



SLEEP SMART!

Grade 9 General | Term 3 Final Exam Reading Practice

Below Level + At Level + Above Level | Multiple-Choice Questions

Name: _____ Class: _____ Date: _____

Exam-style target: This worksheet follows Grade 9 General Term 3 Reading & Viewing practice: a 230-250 word text, A/B/C choices, and skills such as details, specific information, inference, vocabulary in context, and overall meaning.

Exam Specification Alignment

Worksheet Level	Exam Part	Text Type / CEFR	Question Format
Below Level	Part 3A	Narrative A2.2-B1.1 230-250 words	6 A/B/C items: True, False, Not Given
At Level	Part 3B	Expository B1.1 230-250 words	7 A/B/C multiple-choice questions
Above Level	Part 3C	Expository B1.2 230-250 words	7 A/B/C multiple-choice questions



NEW WORDS BOX

Highlighted words in the passages + English definitions + Arabic meanings

Picture	New Word	English Definition	Arabic Meaning
	naps	short sleeps, usually during the day	قيلولات / غفوات قصيرة
	screen time	time spent using a phone, tablet, computer, or TV	وقت استخدام الشاشات
	caffeine	a substance in coffee, tea, cola, and energy drinks that can keep you awake	الكافيين
	dim lighting	soft, low light that is not bright	إضاءة خافتة
	consistent	regular; happening in the same way or at the same time	منتظم / ثابت
	temperature	how hot or cold something is	درجة الحرارة
	restless	unable to relax or sleep calmly	فَلَقٍ / غير هادئ



VOCABULARY STARTER

Choose A, B, or C. 2 marks each.

1. After lunch, I avoid cola because it has ____ and may keep me awake.

- A. caffeine
- B. temperature
- C. screen time

2. A ____ bedtime helps the body learn when to sleep.

- A. restless
- B. consistent
- C. dim lighting

3. The room ____ was too hot, so I opened the window.

- A. temperature
- B. nap
- C. screen time

4. Before bed, soft lamps and ____ can help the body relax.

- A. dim lighting
- B. caffeine
- C. restless

5. When I used my phone too late, I felt ____ and could not sleep calmly.

- A. consistent
- B. restless
- C. temperature



BELOW LEVEL / PART 3A

Narrative Reading | Choose A, B, or C | A = True, B = False, C = Not Given

Student tip: Read the statement first. Then find the evidence in the text. If the text does not say it, choose Not Given.

Reading Passage 1: Sara's Sleep Challenge | Word count: 230

Last month, Sara felt tired every morning. She loved chatting with her cousins after dinner, so her **screen time** often lasted until midnight. When she finally put her phone away, her mind was still busy and she felt **restless**. One Sunday, her science teacher gave the class a small sleep challenge. Students had to change one habit and write what happened.

Sara chose three changes. First, she stopped drinking cola after lunch because it had **caffeine**. Second, she turned on **dim lighting** in her room one hour before bed. Third, she tried to keep a **consistent** bedtime, even on Thursday night. Her brother laughed and said, "You will forget by Tuesday." Sara did not forget.

The first two nights were not easy. The **temperature** in her room was too warm, so she opened the window and used a lighter blanket. On Wednesday, she took a twenty-minute **nap** after school. The **nap** helped her study, but a long **nap** on Thursday made it harder to sleep. She learned that short **naps** at home were useful, but late or long ones were risky for her.

By the end of the week, Sara woke up before her alarm. She still wanted to check messages at night, but she noticed that quiet music, a cool room, and low light helped her relax. In her notebook, she wrote, "Small habits can make a big change."

Questions

1. Sara's screen time often lasted until midnight. A. True B. False C. Not Given	2. Sara used bright lighting in her room before bed. A. True B. False C. Not Given
3. Sara's brother joined the sleep challenge with her. A. True B. False C. Not Given	4. The temperature in Sara's room was too warm at first. A. True B. False C. Not Given
5. A long nap on Thursday made it harder for Sara to sleep. A. True B. False C. Not Given	6. What is the overall message of Sara's notebook sentence? A. Small sleep habits can help a person feel better. B. Students should never use phones at night. C. Everyone must sleep with music.



AT LEVEL / PART 3B

Expository Reading | Choose A, B, or C

Student tip: Skim for the main idea, then scan for exact details. For inference questions, use clues from the sentence and the whole paragraph.

Reading Passage 2: How Sleep Habits Help Students Learn | Word count: 230

Students often think that studying longer is the best way to improve marks. However, healthy sleep habits can also help the brain remember information. During sleep, the brain reviews facts, connects ideas, and gets ready for the next day. For many Grade 9 students, a few simple changes can make evenings calmer and mornings easier.

One helpful habit is to plan **screen time**. Phones, games, and videos can be fun, but bright screens may keep the brain active. Students do not have to stop using technology completely. They can set a time to finish homework messages, charge the phone away from the bed, and choose **dim lighting** before sleep. These actions tell the body that the day is ending.

Food and drink matter too. **Caffeine** in coffee, cola, tea, or energy drinks can stay in the body for several hours. Drinking it late in the day may make a student feel **restless** at bedtime. The bedroom also matters. A comfortable **temperature**, usually not too hot, helps the body relax. Some students sleep better with a fan or light blanket.

Naps can be useful when students are very tired, but they should be short and not too close to bedtime. A **consistent** bedtime is more powerful than sleeping early only before an exam. When students sleep well most nights, they usually focus better in class and feel more patient with friends.

Questions

1. What is the main idea of the text? A. Healthy sleep habits can support school learning. B. Studying late is always the best way to improve marks. C. Phones should never be used by Grade 9 students.	2. According to the text, what does the brain do during sleep? A. It stops working completely. B. It reviews facts and connects ideas. C. It forgets information from class.
3. Which action does the text suggest for phones at night? A. Charge the phone away from the bed. B. Watch short videos until sleepy. C. Keep the phone under the pillow.	4. Which drinks can contain caffeine? A. Only water and juice B. Coffee, cola, tea, or energy drinks C. Milk and fruit smoothies only
5. Why might dim lighting help students before sleep? A. It tells the body that the day is ending. B. It makes homework harder to read. C. It increases screen time.	6. In the text, the word consistent is closest in meaning to ____. A. expensive B. regular C. surprising
7. What does the text say about naps? A. They should last all afternoon. B. They can help if they are short and not near bedtime. C. They are always bad for students.	



ABOVE LEVEL / PART 3C

Beyond Grade Level Goal | Expository Reading | Choose A, B, or C

Student tip: Look for cause and effect. Ask: What habit caused the problem? What change helped? What can I infer from the writer's advice?

Reading Passage 3: Why Small Sleep Habits Matter | Word count: 231

Many teenagers blame poor sleep on homework, but their daily routines often play an equal role. A student may go to bed at ten, yet remain **restless** because the body has not received clear signals that it is night. Better sleep is not only about the number of hours; it is also about preparing the brain and body to rest.

A useful evening routine begins long before a student turns off the light. **Screen time** should have a clear limit because short videos and messages encourage the brain to expect more information. **Caffeine** is another hidden problem. Since it can affect the body for hours, a drink in the late afternoon may still disturb sleep at night. The room environment is important as well. **Dim lighting**, a quiet space, and a suitable **temperature** help the body slow down naturally.

Some students use **naps** to recover after a busy school day. This can work when **naps** are brief, but long **naps** may reduce sleep pressure, which is the body's need for sleep. A **consistent** schedule can solve many problems because the body learns when to feel awake and when to feel sleepy.

The best plan is not the strictest one. Students are more likely to succeed when they change one habit at a time, record the results, and adjust the plan. Over several weeks, small choices can build a healthier sleep pattern.

Questions

1. What is the overall meaning of the text? A. Better sleep depends on routines, environment, and gradual habit changes. B. Students should stop doing homework to sleep better. C. The number of sleep hours is the only important factor.	2. What does the first paragraph say about daily routines? A. They can play an equal role in poor sleep. B. They are less important than homework. C. They do not affect teenagers.
3. Why should screen time have a clear limit? A. Videos and messages can make the brain expect more information. B. Screens make the bedroom temperature warmer. C. Students need more games to relax.	4. What can late-afternoon caffeine do? A. It may disturb sleep at night. B. It always makes people sleep faster. C. It only affects adults.
5. The phrase sleep pressure most likely means ____. A. the body's need for sleep B. stress caused by exams C. a noisy bedroom	6. What can be inferred about long naps? A. They may make nighttime sleep more difficult. B. They are better than a consistent schedule. C. They always improve sleep pressure.
7. Which student is most likely following the advice in the final paragraph? A. A student changes one sleep habit, tracks results, and adjusts the plan. B. A student changes every habit in one night and gives up the next day. C. A student ignores the results and keeps the same routine.	



TEACHER ANSWER KEY

Correct answers + targeted reading skills

Assessment note: The items practice details, specific information, inference, vocabulary in context, overall meaning, and connections. They are formatted with three options to mirror A/B/C exam-style choices.

Vocabulary Starter

#	Answer	Skill / Note
1	A	vocabulary context
2	B	vocabulary context
3	A	vocabulary context
4	A	vocabulary context
5	B	vocabulary context

Below Level / Part 3A

#	Answer	Skill / Note
1	A	detail
2	B	detail
3	C	not given
4	A	detail
5	A	detail
6	A	overall meaning

At Level / Part 3B

#	Answer	Skill / Note
1	A	overall meaning
2	B	detail
3	A	specific information
4	B	detail
5	A	inference
6	B	vocabulary in context
7	B	detail

Above Level / Part 3C

#	Answer	Skill / Note
1	A	overall meaning
2	A	detail
3	A	detail
4	A	detail
5	A	inference
6	A	inference
7	A	make connections

Picture note: Classroom clip-art illustrations are original, colorful Google-style icons created for this worksheet.