كراسة تدريبية مراجعة وفق الهيكل الوزاري الجديد المسار المتقدم





تم تحميل هذا الملف من موقع المناهج الإماراتية

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

تاريخ إضافة الملف على موقع المناهج: 11-52 2025-11-19:42:50

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 التاسع











صفحة المناهج الإماراتية على فيسببوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف التاسع والمادة لغة انجليزية في الفصل الأول	
شرح الهيكل الوزاري الجدبد مع تدريبات متنوعة المسار المتقدم	1
أسئلة اختبار تدريبي Exam Mock Writing المسار المتقدم	2
مراجعة شاملة وفق الهيكل الوزاري الجديد متبوعة بالإجابات المسار العام	3
عرض بوربوينت Reading درس drop you till Shop من الوحدة الثانية المسار العام	4
مواصفات الاختبار النهائي للفصل الأول (الهيكل الوزاري) المسار المتقدم	5



Subject: English
Student's name:

Grade: 9) Section:

Training Form for the Final Test

Term 1 -2025/2026

Part 1 A – Vocabulary Section:

,	Grade 9 Advanced
•	0.00007.010.000

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

Grade 9 Advanced/ – Stage 6 – B1.2

Grade Level Goal Grade 9 Adv		Grade 9 Adv	Learning Continuum Stage		6	\neg
	Class 9 Advanced			CEFR	B1.2	
[Lanauran Dansain	Darding 0 Minutes and Welster 0 December 1	ng and Writing & Depresenting Total Marks Reading: 60		Writing: 40	$\bar{\exists}$
	Language Domain	Reading & Viewing and Writing & Representing	Platform	Swift Assess	Paper-based	٦

		2026	12025		
Part	Level	Theme	Vocabular	у	
		Meeting New People, Learning New Things Unique Housing for Three College Students	off campus, graduate degree, dormitory, graduate inexpensive, privacy	student, nature reserve, eliminate,	
	Towards Grade Level Goal Apply a wide range of reading strategies,	Come Rain or Shine Feeling Under the Weather?	humidity, biometeorologists, affect, depressed, he temperature	adaches, irritable, atmosphere,	
	including, using context, first language, culture, experiences, developing	Task Description	Learning Outcomes	Construct Limits	
Part 1A: Vocabulary	oral language skills, text format and appearance, the main message and known words, adjusting reading rate, skimming, scanning, rereading and reading on to understand and interpret texts.	Multiple-Choice Gap-Fill	Reading Strategies ENG.06. RV. S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message and overall organization, adjusting reading rate, skimming, scanning and reading on to understand and interpret simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	1 text of 160 words (10% either way) with 6 gaps focusing on the target vocabulary. 3 options, one of which is the correct answer amarks each (total: 12)	



Q1- Read the text carefully and fill the gaps with the correct answers: Text 1

Starting university is an exciting time for many young people. It is often the first experience of living (1) home, sharing spaces with students from different backgrounds. Some choose to live in a (2), a large building where many students share rooms and facilities.							
Others prefer small flats	that give them more (3)	_ and independence.					
learn to respect difference also become more respon- and budgeting. At the sar careers. Many hope to co	es cooperation and understates and to manage their time asible for daily tasks such as me time, they begin planning ontinue their studies and earster job opportunities.	effectively. They cooking, cleaning, g their future n a (4),					
housing and try to (6)	pensive, so learners look for unnecessary costs. Ba ays easy, but it helps studen them for real life.	lancing study, work,					
1. A) on campus	B) inside the campus	C) off campus					
2.A) school	B) dormitory	C) library					
3.A) privacy	B) noise	C) help					
4. A) graduate degree	B) course book	C) language exam					
5.A) expensive	B) inexpensive	C) crowded					
6.A) eliminate	B) add	C) collect					

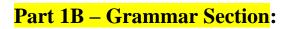


Q2- Read the text carefully and fill the gaps with the correct answers:

Text 2

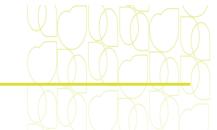
our health and daily lipeople feel tired or geand humidity can influ	thing the rain, but extrem fe. When the temperature so the headaches. (1) belonged belonged by the description of the belonged by the following how and lose energy quickless.	dieve that air pressure and humid days,
<u> </u>	one to drink enough water as y, it can cause (3) p	•
breathing difficult. In chance of catching a (cold seasons, strong winds 4)	and rain increase the
affects emotions and be effects, people can lea	lled (5) have started behavior. They say that by u rn to protect their health. W g care of your body and min	Inderstanding these Thether it's sunny,
1.A) Farmers	B) Doctors	C) Biometeorologists
2.A) depressed	B) relaxed	C) excited
3.A) skin	B) stomach	C) sleep
4 A) flu	B) sunburn	C) allergy
5. A) meteorologists	B) Biometeorologists	C) geologists
6. A) challenge	B) routine	C) priority





Part	Level	Theme	Vocabulary	Grammar
Part	At Grade Level Goal Apply a wide range of reading strategies, including, using context,	Come Rain or Shine Writing a Description of Wild Weather	blizzard, cumulus cloud, gust, phenomena, gale- force, hazardous, severe, soaked, weather forecast, chance of, pouring (rain), freezing, sick of, winter break, prefer, snowboarding	Parts of Speech Comparatives and Superlatives Modal Verbs (should/could) Collocations – do, make, take, have
Part 1B:	first language, culture, experiences, the main	Task Description	Learning Outcomes	Construct Limits
Part 1B: Grammar	message and overall organisation, adjusting reading rate, skimming, scanning and reading on to understand and interpret texts.	Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	Reading Strategies ENG.06.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message and overall organisation, adjusting reading rate, skimming, scanning and reading on to understand and interpret simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	1 narrative text of 160 words (10% either way) with 6 gaps 3 options, one of which is the correct answer 2 marks each (total 12)

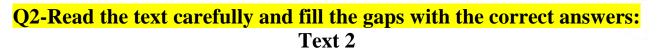




Q1-Read the text carefully and fill the gaps with the correct answers: Text 1

three days. Strong w travel almost imposs cars until help arrive	intains were hit by a severe inds and heavy snow block sible. Many drivers had to (ed. Rescue teams worked da oplies to those in need.	ed the roads, making 1) shelter in their				
temperature fell belo recorded in the regio plans for outdoor eve	lages (2) stay indoor ow zero. The storm was one on. Schools closed, and familients. When the sky finally clayer of snow that shone be	of the (3) ever ilies had to (4) eleared, everything was				
dangerous condition to predict. Everyone prepared for future s	have warned people of s, but unexpected weather of agreed that they (6)torms. The experience tauge tance of community support	changes made it difficult be more careful and ht them respect for				
1.A) do	B) make	C) take				
2.A) had to	B) should	C) must				
3.A) worse	3.A) worse B) worst C) most bad					
4. A) make	B) cancel	C) do				
5.A) should	B) must	C) can				
6. A) could	B) should	C) would				





Last month, our class joined a school project to help clean the beach. Everyone worked together and learned that cooperation (1) make a big difference. We started early in the morning, and although the sun was hot, no one gave up.						
large bags of trash. W	ted plastic bottles (2) We laughed and talked while thieve more (3) we lead to the chieve more (4) we lead to the	we worked. It was				
(4) be proud (5) protect th	ed, our teacher said, "You a of your <mark>team</mark> work." She also e environment even in small sibly, the world would becom	reminded us that we ways. If everyone (6)				
1.A) should	B) can	C) might				
2.A) because	B) while	C) although				
3. A) if	B) when	C) since				
4. A) must	B) could	C) would				
5. A) should	B) may	C) can				
6. A) decide	B) decided	C) decides				



Part 2 – Reading Comprehension

Part	Level	Theme	Vocabulary		Grammar
	Meeting New People, Learning New Things I dockless bike, bike- sharing program, smartphone app, traffic, pollution, noise, litter bikes, public- (infinitive)		urpose.: in order to / to + verb pinion/Possibility - should, must,		
		Task Description	Learning Outcomes		Construct Limits
Part 2: Reading	Towards Grade Level Goal Identify specific information. At Grade Level Goal Identify and interpret conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types. Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.). Identify the overall meaning.	Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Specific Information: 2 x ENG.06.RV.CS.2.1: Read and identify specific inform simple, extended written or multimodal texts on familia unfamiliar concrete topics that are clearly structured an some nonstandard language or expressions. Strategies Text features 1 x ENG.06.RV.S.2.1: Identify and interpret conventiona text, including, format, appearance, organisation, struct language, in a wide range of text types when reading si extended written or multimodal texts on familiar and scunfamiliar concrete topics that are clearly structured an some nonstandard language or expressions. Comprehension Skills Inference 2 x ENG.06.RV.CS.4.1: Infer the meaning of unknown we expressions from the context and knowledge of word p (prefixes, suffixes, etc.) when reading simple, extended multimodal texts on familiar and some unfamiliar concretat are clearly structured and may use some nonstand or expressions. Overall Meaning 1 x ENG.01.RV.CS.1.1: Read and identify the overall me simple written or multimodal texts on familiar topics the structured and use simple language, especially if they he support.	ar and some and may use of ture and imple, ome and may use overds and parts written or rete topics ard language of at are clearly	1 expository text of 250-270 words (10% either way) 6 questions with 3 options, one of which is the correct answer (3 marks each, total: 18)

Q1-Read the text carefully then answer the questions.

Sharing Spaces, Sharing Ideas

In many modern cities, young professionals and students are choosing to live in shared housing instead of traditional apartments. This growing trend is not just about saving money — it's also about building a sense of community and learning from one another.

In shared houses or co-living spaces, residents come from different backgrounds and countries. They cook together, share experiences, and often create lifelong friendships. Many people say that living with others teaches them cooperation, patience, and cultural understanding. It also



helps them improve their communication skills and practice new languages in daily life.

Technology has made this lifestyle easier. Apps and online platforms allow people to find reliable housemates and manage shared costs such as rent and utilities. Some buildings even have shared workspaces where residents can study or work together on creative projects. This combination of living and learning supports both personal and professional growth.

Although co-living has many advantages, it also has challenges. People must respect differences, follow house rules, and solve problems peacefully. When residents cooperate and care for one another, a shared home can become more than just a place to live — it becomes a community that encourages learning, friendship, and mutual respect.

1. What is the main idea of the text?

- A) Shared housing helps people learn and connect with others
- B) Living alone is better for students
- C) Co-living is a temporary fashion

2. Why do many young people choose shared housing?

- A) To build community and save money
- B) To avoid meeting others
- C) Because they dislike technology

3. What helps residents manage shared costs?

- A) Friends
- B) Apps and online platforms
- C) Teachers



4. What skill do residents often improve while living together?

- A) Driving
- B) Cooking only
- C) Communication

5. What does "cooperate" most likely mean in the last paragraph?

- A) Work together
- B) Argue
- C) Complain

6. What can be inferred from the text?

- A) Respect and teamwork make shared living successful
- B) People should always live alone
- C) Shared housing never works

Part 3 – Reading Comprehension

Part	Level	Theme	Vocabulary		Grammar
		Come Rain or Shine Feeling Under the Weather?	hurricanes, damage, flooding, injuries, blood pressure, blocking (roads), pneumonia, asthma, flu (influenza), temperature, moods	Zero Conditional Modals for Opin Expressing pur (infinitive)	
		Task Description	Learning Outcomes		Construct Limits
Part 3: Reading	At Grade Level Goal Identify specific information Beyond Grade Level Goal Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.). Identify and interpret conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types. Identify the overall meaning.	Multiple-Choice Read the text. Choose the correct answer. Choose A, B or C.	Comprehension Skills Specific information: ENC.06.RV.CS.2.1: Read and identify specific information: ENC.06.RV.CS.2.1: Read and identify specific information actended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured some nonstandard language or expressions. Inference ENC.06.RV.CS.4.1: Infer the meaning of unknown we expressions from the context and knowledge of word (prefixes, suffixes, etc.) when reading simple, extend multimodal texts on familiar and some unfamiliar contact are clearly structured and may use some nonstator expressions. Strategies Text features ENC.06.RV.S.2.1: Identify and interpret conventional including, format, appearance, organisation, structure language, in a wide range of text types when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured some nonstandard language or expressions. Comprehension Skills Overall Meaning ENC.01.RV.CS.1.1: Read and identify the overall mea written or multimodal texts on familiar topics that are structured and use simple language, especially if the support.	ords and d parts ed written or norete topics ndard language features of text, e and g simple, some and may use	1 expository text of 250-270 words (10% either way) 6 questions with 3 options, one of which is the correct answer (3 marks each, total: 18)



Q2-Read the text carefully then answer the questions.

The Science of Storms

Every year, extreme weather events such as floods, hurricanes, and sandstorms affect millions of people around the world. Scientists who study the weather — called meteorologists — use satellites, radar, and computer models to understand these natural phenomena and to warn people before they strike.

In the past, storms caused more damage because people had little information or time to prepare. Today, thanks to improved technology, early-warning systems can predict dangerous conditions several days in advance. This helps governments organize emergency services and protect communities. For example, when heavy rain is expected, schools may close, and rescue teams stand ready to respond.

However, even with modern equipment, weather can still be unpredictable. A small change in air temperature or wind direction can make a storm stronger or weaker. That is why meteorologists continue to study climate patterns carefully. Their goal is to reduce risk and help people understand how to live safely in changing weather.

In countries such as the UAE, awareness campaigns teach families how to stay safe during sandstorms or flash floods. The key message is simple: we cannot control the weather, but we can prepare for it. Understanding nature's power helps communities act wisely — come rain or shine.

1. What is the main idea of the text?

- A) Meteorologists help people understand and prepare for extreme weather
- B) Weather never changes
- C) Technology cannot predict storms



2. What tools do scientists use to study weather?

- A) Satellites, radar, and computer models
- B) Cars and planes
- C) Cameras and phones

3. What does the phrase "early-warning systems" mean?

- A) Alarms that give people time to prepare
- B) Machines that stop storms
- C) Radio advertisements

4. Why can weather still be unpredictable?

- A) Small changes can affect storm strength
- B) People do not listen to news
- C) Scientists make mistakes on purpose

5. What is the purpose of awareness campaigns in the UAE?

- A) To teach families how to stay safe during storms
- B) To advertise new technology
- C) To close schools permanently

6. What can be inferred from the text?

- A) Preparation and knowledge help reduce danger from storms
- B) People can stop hurricanes
- C) Weather is not important



Part 4 – Writing Section:

Part	Level	Theme	Vocabulary	Grammar	Functional Language
	At Grade Level Goal Use a range of cohesive devices, and referencing or substitution to connect ideas in texts that are	Meeting New People, Learning New Things Sharing Things	Term 1 Vocabulary	Prompts to elicit: Zero Conditional Modals for Opinion/Possibility Expressing purpose.: in order to / to + verb (infinitive) Present Simple Tense - Used for stating facts and identity Cohesive devices	Describing advantages and disadvantages Comparing and Contrasting Language development for essay writing
	generally coherent. Produce simple and	Task Description	L	earning Outcomes	Construct Limits
Part 4: Writing	some extended written or multimodal texts, expressing some detail with comparisons and justifications where appropriate. Produce simple and some extended written or multimodal texts that show awareness of the conventional features of text organisation and structure appropriate to the task and contain paragraphs with topic sentences and some supporting details.	Guided constructed response 4.1 Read the text. Write the main idea in your own words. 4.2 Read the text again. Main writing prompt. • prompt 1 • prompt 2 • prompt 3 Write at least 150 words.	substitution to connect ideas in si familiar and some unfamiliar conthere may be some inaccuracies, repetition of language and structure. Fluency in text production ENG.06.WR.P.1.1: Produce simple on familiar and some unfamiliar of justifications where appropriate, way be some inaccuracies, especianguage and structures. Text structure ENG.06.WR.P.4.1: Produce simple familiar and some unfamiliar conconventional features of text organization paragraphs with topic services.	ing range of cohesive devices, and referencing or mple, extended written or multimodal texts on crete topics that are generally coherent, although especially with more complex language, and ares. c. extended and detailed written or multimodal texts concrete topics, expressing comparisons and where meaning is generally clear, although there is ally with more complex language, and repetition of the cand extended written or multimodal texts on crete topics that show increasing awareness of the initiation and structure appropriate to the task and stences and some supporting details, although there is ally with more complex language, and repetition of	4.1 One text of 160 words related to theme One question asking for the main idea of the text, using their own words. 4.2 • One question with three prompts to elicit a text asking them to respond to the text by presenting a position and supporting it with reasons. • Word count: 150 words • 40 marks (based on rubric)

1 Read the text. Write the main idea of the text in your own words.

Write at least 3-4 sentences.

Meeting new people can open the door to learning and personal growth. Every time we meet someone from a different culture or background, we discover new ideas, customs, and perspectives. For example, when students participate in international projects or exchange programs, they learn about other traditions and languages, which helps them become more open-minded and respectful. Sharing experiences, such as food, music, or art, allows people to build friendships and develop empathy for others.



In modern times, technology has made communication easier than ever. Social media and online learning platforms help people connect instantly, even when they live in different countries. However, building true relationships still requires honesty, patience, and respect. When people listen carefully and share ideas thoughtfully, they can solve problems together and create stronger communities.

Learning from others also helps us grow as individuals. We understand that the world is full of different opinions, but cooperation and kindness make it easier to live and work together peacefully. Meeting new people does not only teach us about others — it also helps us understand
ourselves better.
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2. Read the text again. Now write a response to the text in which you:

- give your opinion about why meeting new people is important for learning and personal growth
- explain how sharing ideas and experiences can make communities stronger
- include one real or personal example to support your ideas Write at least **150 words**.

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The End of the Questions

Good Luck