

شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



أسئلة امتحان نهائي الفصل الأول (نخبة)

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التواصل الاجتماعي بحسب الصف العاشر



روابط مواد الصف العاشر على تلغرام

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

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**Grade 10 Reading****Part 1**

Read the text and choose the correct answer. Choose **A, B, C** or **D**.

"Slow down John!" I said nervously.

My brother kept his eyes on the road as he answered me, his voice disinterested and calm. "If I go any slower, we'll never get to the trail." He smiled and spared me a quick glance. "This fog isn't so bad."

Line 5 "Isn't so bad?" I repeated, shaking my head in disbelief. "We can't see anything!"

"We can see a little bit," John replied. "We shouldn't argue, anyway. I have to focus on the road."

10 Time passed in silence as I gazed out the window, imagining the trees dressed in fall's rich reds and golds. I thought of the rough feel of the trees' bark and the cool, dark stream that cut through the forest. Instead of nature's beauty, I saw only disappointing clouds of swirling, white fog.

I watched in alarm as a dark shape appeared on the road ahead, barely visible through the fog. Black and mysterious, the looming form hovered in front of the car, like a monster standing guard over the road.

15 "John!" I shouted, holding my seatbelt tightly.

"I see it!"

The brakes squealed and our tires slid on the damp road as the car struggled to stop.

"It's okay," John said quietly. "We stopped in time. You can open your eyes now."

"What is it?" I asked, gazing at the animal in front of our car in astonishment.

20 "Haven't you ever seen a moose before?"

"No," I replied, still in awe of the creature's massive size.

As John and I sat in silence, the moose continued to stand in the road, still and relaxed, blocking our way. The placid animal watched us with soft, black eyes, as though mildly curious about what we would do next.

25 "Maybe we could go around it," I suggested, turning towards my brother.

"No," John replied, shaking his head in frustration. "That wouldn't be safe. We have to wait."



Grade 10 Reading

1. Which choice best summarizes the passage?
 - A Two brothers face challenges together.
 - B A character's behavior puts him in danger.
 - C A family conflict almost causes an accident.
 - D The narrator expresses his appreciation for nature.

2. Which choice best describes the difference between the narrator and his brother at the beginning of the text (lines 1-7)?
 - A Since the narrator is scared, his brother is angry.
 - B The narrator is bored and his brother is excited.
 - C The narrator is relaxed, but his brother is afraid.
 - D Although the narrator is worried, his brother is calm.

3. Which choice provides the best evidence for the answer to the previous question?
 - A Lines 1-3 ("Slow down...trail)
 - B Lines 3-4 ("If I...bad")
 - C Line 5 ("Isn't so...anything")
 - D Lines 6-7 ("We can...word")

4. What did the narrator see when he "gazed out the window" (lines 8-11)?
 - A trees with bright leaves
 - B a dangerous animal
 - C thick clouds of fog
 - D a small river

5. As used in line 23, "placid" most nearly means
 - A annoyed
 - B angry
 - C large
 - D calm

6. At the end of the passage (lines 25-26), the narrator learns that the moose _____ be dangerous.
 - A can't
 - B could
 - C should
 - D wouldn't





Grade 10 Reading

Part 2

Read the text and choose the correct answer. Choose **A, B, C** or **D**.

Line 5 Origami is the art of folding paper drawn from a variety of paper-folding styles from several different cultures. By combining the Japanese words “ori”, which means “folding”, and “gami”, which means paper, the word “origami” was created. Origami folders start with flat pieces of paper, which are transformed into models by using shaping techniques. Although early origami folders often used round paper or cut paper and added paint to enhance their designs, modern origami folders discourage these techniques. Modern origami artists generally use square-shaped paper and follow specific rules.

10 Today, the word “kirigami” is often used to refer to papercrafts that are created by cutting and folding paper. Additional technique variations include wet-folding and strip folding. In wet-folding, damp paper is used to create soft, curved shapes while strip folding involves weaving strips of paper together. Bolder forms of origami, such as action origami and modular origami, are favored by more adventurous paper artists. For those who prefer simple forms and techniques, Pureland origami offers a limited, 15 clear approach to paper folding. In Pureland origami, only one type of fold, called a mountain or valley fold, can be used.

20 Elements of modern origami originated in three separate cultural traditions. In China, people created small paper sculptures that were designed to look like pieces of gold during the Song Dynasty, between the years 905 and 1125. A poem from Japan that was written in 1680 mentions folded paper butterflies. During the Edo period of Japanese history, people often gave each other small paper models, called noshi, much like modern people who give each other greeting cards and gifts on special occasions. During the 17th and 18th centuries in Europe, people folded napkins into complex shapes. These folding practices survived in European culture through the 25 German education system, where paper folding exercises were thought to help students learn how to follow instructions.



Grade 10 Reading

7. The main point of the first paragraph (lines 1-8) is to
- A explain the cultural history of origami.
 - B provide general information about origami.
 - C share an opinion about origami techniques.
 - D describe materials that artists use to create origami.
8. The author states that modern origami folders avoid practices such as
- A adding paint.
 - B following rules.
 - C creating models.
 - D using square paper.
9. As used in line 9, "papercrafts" most nearly means
- A strips of paper used to make origami.
 - B cutting and folding techniques.
 - C models made from paper.
 - D a specific type of origami.
10. Origami _____ be made using wet paper.
- A can
 - B can't
 - C should
 - D couldn't
11. Which of the following choices best describes "modular origami" (line 13)?
- A People value it for its simplicity.
 - B It produces curved paper models.
 - C Only one folding technique is used.
 - D Folders who like bold designs enjoy it.
12. In which culture did people commonly give origami as a gift?
- A German
 - B Chinese
 - C Japanese
 - D European



Grade 10 Reading



Part 3

Each passage is followed by questions. Choose the best answer to each question based on the passage. Choose **A**, **B**, **C** or **D**.

Questions 13 - 16 are based on the following passage.

This passage is adapted from Sir Arthur Conan Doyle, *A Study in Scarlet*, originally published in 1887.

Line
5 Sherlock Holmes studied some subjects carefully, but he did not know anything at all about others. He understood police work and the law, but he was not interested in reading books, or learning about the government, or space. He was always busy learning, and he liked to do experiments, but I could not understand why he had such specific knowledge. I wondered about his goals and his career, and if I should ask him about the strange circumstances.

10 One day when I was feeling really curious, I decided to question my friend. Holmes said that he only learns and remembers specific information. Since he did not want his brain to be filled with useless facts, he was careful about the knowledge that he put into his mind. By using his system, Holmes was able to remember the information that he needed easily and develop specialized skills.

15 Next, I asked Holmes about his job. He said that he was a detective, and that he helped the police solve crimes. I felt very interested in my friend's ideas, and his unusual career inspired me to try something new. I wanted to try using his strategies. I had been a doctor, but I had decided that I want to be a writer instead. I thought that he could help me write stories, or even become a reporter.



Grade 10 Reading

13. Which choice best summarizes the passage?
- A The narrator is curious about Holmes and questions him about his career.
 - B The narrator discusses his opinions about specific subjects with Holmes.
 - C Holmes discusses the advantages of specific careers with the narrator.
 - D Holmes inspires the narrator to try new strategies and begin a career.
14. Based on the first paragraph (lines 1-6), which choice best describes Holmes?
- A He is interested in the government.
 - B He is knowledgeable about space.
 - C He likes to read books often.
 - D He has studied the law.
15. The main point of the second paragraph (lines 7-11) is to
- A explain the importance of developing new skills.
 - B detail Holmes' system for learning and memory.
 - C show the narrator's interest in Holmes' ideas.
 - D convince readers to study fewer subjects.
16. The author seems to be most interested in
- A describing relationships between characters.
 - B communicating characters' feelings about each other.
 - C revealing characters' opinions about learning and jobs.
 - D clearly explaining the narrator's motivation for feeling curious.





Grade 10 Reading

Questions 17 - 20 are based on the following passage.

This passage is adapted from Lucy Maud Montgomery, *Anne of Green Gables*, originally published 1908.

During this dialogue Anne had remained silent, her eyes going from one to the other, all the animation fading out of her face. Suddenly she seemed to understand the full meaning of what had been said. Dropping her precious carpet-bag, Anne sprang forward a step and clasped her hands.

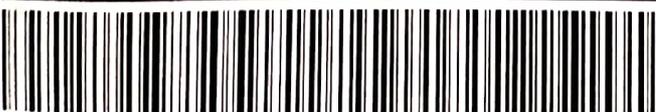
Line 5 "You don't want me!" Anne cried. "I might have expected it. Nobody ever did want me. I might have known it was all too beautiful to last. Oh, what shall I do? I'm going to burst into tears!"

10 She did burst into tears. Sitting down on a chair by the table, flinging her arms out upon it, and burying her face in them, she proceeded to cry stormily. Marilla and Mary looked at each other across the stove. Neither of them knew what to say or do. Finally, Marilla decided to speak.

"Well, well, there's no need to cry so about it."

15 "Yes, there *is* need!" The child raised her head quickly, revealing a tear-stained face and trembling lips. "You would cry, too, if you were alone and had come to a place you thought was going to be home and found that they didn't want you. Oh, this is the most *tragic* thing that ever happened to me!"

Something like a reluctant smile, rather weak from not being used in a long time, relaxed Marilla's grim expression.



Grade 10 Reading



17. The main purpose of the passage is to
- A illustrate how characters respond to a difficult situation.
 - B inform readers of the challenges faced by children.
 - C reveal the consequences of a series of events.
 - D explore how two characters interact.
18. What is the character's main point in the dialogue in lines 13-16?
- A She is not interested in finding a home.
 - B She is confused by Marilla's reaction.
 - C She wishes that she was not alone.
 - D She has a good reason to cry.
19. Marilla's smile is described as "rather weak" (line 17) to
- A imply that Marilla is annoyed by Anne's crying.
 - B reveal that Anne is amused by her situation.
 - C show that Marilla is not interested in Anne.
 - D suggest that Marilla does not smile often.
20. The author of the passage focuses on
- A describing the setting carefully.
 - B avoiding descriptive language.
 - C Anne's feelings and ideas.
 - D Marilla's reactions to Anne.

