

تم تحميل هذا الملف من موقع المناهج الإماراتية



## حل مراجعة امتحانية نهائية وفق الهيكل الوزاري

موقع المناهج ← المناهج الإماراتية ← الصف السادس ← لغة انجليزية ← الفصل الأول ← حلول ← الملف

تاريخ إضافة الملف على موقع المناهج: 2024-11-27 22:00:13

ملفات اكتب للمعلم اكتب للطالب الاختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل  
منهج انجليزي | ملخصات و تقارير | مذكرات و بنوك | الامتحان النهائي للمدرس

المزيد من مادة  
لغة انجليزية:

إعداد: Sadeq Najet

## التواصل الاجتماعي بحسب الصف السادس



صفحة المناهج  
الإماراتية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

## المزيد من الملفات بحسب الصف السادس والمادة لغة انجليزية في الفصل الأول

عرض بوربوينت مواضيع الكتابة المقترحة منهج أكسس

1

حل نموذج اختبار تمكين وفق الهيكل الوزاري

2

حل أسئلة الاختبار التجريبي الموحد وفق الهيكل الوزاري منهج أكسس المستوى 3.1

3

أسئلة الاختبار التجريبي الموحد وفق الهيكل الوزاري منهج أكسس المستوى 3.1

4

تدريبات امتحانية وفق الهيكل الوزاري منهج أكسس المستوى 3.1

5

Grade 6  
EOT 1 Final Revision  
Subject: English  
Teacher : Najet Sadeq

## Coverage

Topic(s): Food and drink, animals, sports and leisure activities.			
ECFE Grammar	Prerequisite Grammar	GSE Grammar	Functional Language
Present time: present simple	Can use the correct form of 'be' with singular and plural nouns. (24)	<p>Can make affirmative statements using the present simple without time reference. (26)</p> <p>Can use the present simple to refer to daily routines. (26)</p> <p>Can make negative statements using the present simple. (26)</p> <p>Can use the present simple to refer to likes, dislikes and opinions. (27)</p>	<p>Comparing and contrasting</p> <p>Expressing likes and dislikes</p> <p>Describing habits, routines, tasks and jobs.</p>
Comparatives	Can make basic statements with subject + verb + object. (24)	Can use short regular (-er) and irregular comparatives.	
Present time: present continuous	Can use subject pronouns with the correct form of the verb 'be' in the simple present. (24)	Can tell when to use the present simple and when to use the present continuous. (29)	

<b>ECFE Grammar</b>	<b>Prerequisite Grammar</b>	<b>GSE Grammar</b>	<b>Functional Language</b>
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<b>Comparatives</b>	Can make basic statements with subject + verb + object. (24)	Can use short regular (-er) and irregular comparatives.	Describing habits, routines, tasks and jobs.
<b>Present time: present continuous</b>	Can use subject pronouns with the correct form of the verb 'be' in the simple present. (24)	Can tell when to use the present simple and when to use the present continuous. (29)	

## Core Lexis

Food and drink	Animals	Sports and leisure activities
healthy	chicken	camping
menu	fish	beach
dessert	wildlife	boat trip
lunch	fly	theatre
fruit	turtle	museum
vegetables	camel	football
sandwich	bird	swimming
		hockey

# Food and drink / الطعام و الشراب



Healthy

صحي

Menu

قائمة طعام



Dessert

حلوى

Lunch

غذاء



Fruit

فاكهة

Vegetables

خضروات



sandwich

شطيرة



# Animals / الحيوانات



chicken

دجاجة

fish

سمكة



wildlife

الحياة البرية

fly

ذبابة



turtle

سلحفاة

camel

جمل



bird

طائر



## Sports and leisure activities

الأنشطة الرياضية و الترفيهية



camping

تخييم

beach

شاطئ



boat trip

رحلة بالقارب



theatre

مسرح



museum

متحف



football

كرة القدم



swimming

سباحة



hockey

الهوكي





## مواصفات الاختبار النهائي لمادة اللغة الإنجليزية للصف السادس الفصل الاول

	Part 1:Opinion	Part 2:Plan	Part 3 :Paragraph writing	Part 4:Inference /justification
الاختبار الورقي (الكتابة)	أعطي رأيك في هذا الموضوع ولماذا؟	الإجابة عن الأسئلة الثلاثة المتعلقة بالموضوع وذلك عن طريق عمل مخطط	كتابة موضوع موسع عن الموضوع والإجابة عن الاسلة الثلاثة (مقدمة-عرض- خاتمة)	قراءة فقرة والإجابة عن السؤالين (سؤال فهم - وسؤال أعطي اثبات من الفقرة على اجابتك في السؤال الأول)
الاختبار الالكتروني (القراءة والقواعد)	Part 1 \2:Grammar/maze(present simple/comparatives/present continuous)		Part 3 \4 \ 5:Reading	
	قواعد (أملئ الفراغات في الفقرة من خلال اختيار الإجابات الصحيحة)		قراءة فقرة واختيار الإجابة الصحيحة (اختيار من متعدد)	

## Summative Assessment Weighting

Paper exam: 40% of summative assessment term grade				SwiftAssess exam: 60% of summative assessment term grade			
Bloom's	Part	Activity	Weighting	Bloom's	Part	Activity	Weighting
Remember and Understand Application and analysis Higher-order thinking	1	Opinion	5%	Remember and Understand (c.25%)	5	Below-level MAZE	13.33%
	2	Plan	5%		6	At-level MAZE	13.33%
Remember and Understand Application and analysis Higher-order thinking	3	Essay	25%	Application and analysis (c.35%)	7	Below-level reading text questions	13.33%
					8	At-level reading text questions	2.5%
					9	At-level reading text questions	12%
Higher-order thinking (5%)	4	Inference question	2%	10	At-level reading text questions	5.5%	
		Justification question	3%				

<p>Part 7</p>	<p>Multiple-choice questions  <hr/> Read the text and answer a, b or c.</p>	<p>LL.1.R.1.2 Identify specific ideas or pieces of information in short, simple texts.</p>	<p>6 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers explicitly stated.</p>	<p>Application and Analysis</p> <p>A: Foundational proficiency</p> <p>Phase 2</p> <p>A1 – A1+</p> <p>Text:</p> <ul style="list-style-type: none"> <li>- simple</li> <li>- informative</li> </ul> <p>Text length: 170 words</p>
<p>Part 8</p>	<p>Multiple choice questions  Read the text and answer a, b or c.</p>	<p>ENG.03.2.3.XX.004 Read and understand the overall meaning of simple texts on familiar and concrete topics.</p>	<p>1 question</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers explicitly stated.</p>	<p>Application and Analysis</p> <p>B: Grade-level mastery</p> <p>Phase 3</p> <p>A2 – A2+</p> <ul style="list-style-type: none"> <li>- simple</li> <li>- familiar topics</li> <li>- narrative</li> </ul> <p>Text length: 150 words</p>

ECFE Alignment: Level 3.1			Term Weighting: 60%	Domain: Reading
Sections	Question Type and Instruction	Outcomes Assessed	Number of Questions and Question Description	Constructs
Part 5	<p>MAZE task multiple-choice questions</p> <hr/> <p>Read the text and answer a, b or c.</p>	ENG.02.2.3.XX.002 Read and identify familiar words and set phrases in short, simple texts on familiar topics.	<p>5 questions</p> <p>Gap-fill sentences within a MAZE text that test students' awareness of basic grammar and sentence phrasing.</p>	<p>Remember and Understand</p> <p>A: Foundational proficiency</p> <p>Phase 2</p> <p>A1 – A1+</p> <ul style="list-style-type: none"> <li>- simple</li> <li>- familiar</li> <li>- informative</li> </ul> <p>Text length: 80 words</p>
Part 6	<p>MAZE task multiple-choice questions</p> <hr/> <p>Read the text and answer a, b or c.</p>	ENG.03.2.2.XX.030 Recognise key features of text organisation.	<p>9 questions</p> <p>Gap-fill sentences within a MAZE text that test students' awareness of at-level grammar and sentence phrasing.</p>	<p>Remember and Understand</p> <p>B: Grade-level mastery</p> <p>Phase 3</p> <p>A2 – A2+</p> <ul style="list-style-type: none"> <li>- simple</li> <li>- familiar topics</li> <li>- informative</li> </ul> <p>Text length: 200 words</p>

**READING**

## The Racing Family 1

The Al Marzooqi family loves exercising every day. They enjoy running, cycling and swimming together. The father told the family that they are taking part in a 10km race. The race has two parts, 5km running and then 5km cycling.

"I am so happy. It is the perfect time for us because we practised for almost six months. The waiting made me even more excited and now it's finally happening," said Hind.

The whole family started running for six days every week except Hamad. He thought that he could win, so he practised twice a day. Al Meydan's 5km run takes place in Dubai once a year. At the same time, there are other races that take place in Sharjah and Abu Dhabi. However, the family was only interested in the Al Meydan race.

On race day, Hind said, "I love running. I know I will win."

"I practised more than you during the holiday. I think I will win," said the father.

I am sure I will win, Hamad said to himself. The race started and they all ran as fast as they could. The whole family looked tired except Hamad. "I am winning! I am winning!" he said. In the end, Hamad won the race and the whole family was happy.

"The race was great!" said Hind.

"You are the best runner in the family!" Hamad's mother said to him.

"Well done, Hamad! You won, but we all ran fast," said the father.

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## Read and answer the following questions

- 1) The family was so excited about the race because they \_\_\_\_
  - a. practised a lot
  - b. often race together
  - c. all love swimming
- 2) The family all practised running for \_\_\_\_\_.
  - a. a year
  - b. half a year
  - c. six days
- 3) Where was the race held?
  - a. Abu Dhabi
  - b. Sharjah
  - c. Dubai
- 4) Why did Hamad win?
  - a. He practised more during the holiday.
  - b. He exercised for almost one year.
  - c. He believed he could do it.
- 5) Who thought that Hamad was a strong runner?
  - A. the mother
  - B. the father
  - c. Hind
- 6) What is another title for this text?
  - a. A Family Meeting
  - b. An Exciting Race
  - c. A Family Holiday

1. a

2. b

3. b

4. c

5. a

6. b

## Camping

People enjoy camping in UAE every weekend, especially in places where the weather is cool. In winter, people from all over the country are looking for the best places to camp. There are many places for camping in Sharjah, Dubai and Ras Al Khaimah. However, Ras Al Khaimah is famous for its many beautiful camping places where people can enjoy picnics, go walking and see the sunset with their families.

Every year, many people visit Jebel Jais to climb, eat food and take in the beautiful views. Jebel Jais mountain in Ras Al Khaimah is also one of the best camping places in the UAE. People like to sit next to the big trees but there are also many other places to put a tent and set up a barbecue. People enjoy themselves the most in Jebel Jais. They all look happy and excited there. They love to see the beautiful mountain and take lots of photos. Some stay until night to have a barbecue and then sleep in their tents. Most people's favourite thing to do there is watching the amazing sunset. All in all, a Jebel Jais trip is the most exciting thing you can do in winter.



## Read and answer the following questions

1) Most people enjoy camping in \_\_\_\_\_.

- a. Ras Al Khaimah
- b. Sharjah
- c. Dubai

1. a

2) People go camping because they \_\_\_\_\_.

- a. hate the cold weather
- b. enjoy watching the sunrise
- c. love to go hiking

2. c

3. c

4. b

5. c

3) What do people do when they go camping?

- a. go walking in the mountains
- b. take photos of the people there
- c. sit under the large trees

4) According to the text, why do people most like camping in Jabel Jais?

- a. They get a good night rest in their tents
- b. They like looking at the sun going down
- c. They climb the beautiful mountains

5) The main idea of the text is \_\_\_\_\_.

- a. a picnic in Ras Al Khaimah
- b. things to do on a mountain
- c. hiking at the weekend

# GRAMMAR



**I play football every Sunday.**

<b>Checking questions</b>	What happens on Sunday?
<b>Grammatical structure</b>	<b><u>Present simple</u></b> subject + present verb* (+ object) * add –s for he, she, it
<b>Usage</b>	We can use the present simple tense when we talk about current routines, facts and likes / dislikes.
<b>Other examples</b>	He <u>eats</u> his breakfast every morning. I <u>paint</u> pictures in my free time. We <u>like</u> to walk to school.

# Present simple

<https://www.mauthor.com/present/5143151643328512>

Do you like apples?

No, I don't like apples. I like oranges. I think they are delicious.

Meaning	One person asks another person if he likes apples. That person says 'no'. He likes oranges.
Grammatical structure	<p><u>Present simple</u> referring to likes, dislikes and opinions</p> <p>Positive: subject + like + rest of sentence</p> <p>Negative: subject + don't / doesn't + like + rest of sentence</p> <p>Question: Do / Does + subject + like + rest of sentence?</p>
Usage	We can use the present simple to talk about likes and dislikes. We can use it when talking about things that are true – including likes, dislikes and opinions.
Other examples	<p>He doesn't like fruit, but he likes vegetables.</p> <p>Do they like walking to school?</p> <p>He thinks maths is difficult.</p>

## Modals: present modals (can/can't)

The frog can jump very high. It can't fly.

Meaning            Jump? Yes, it's good. Run fast? No.

Grammatical structure    Modals: present modals (can)  
Positive: subject + can + verb  
Negative: subject + can't + verb

Usage                We use 'can' and 'cannot' (can't) to talk about the things people / things are able to do and are not able to do.

Other examples        I can swim very well.  
Can penguins live in the desert? No, they cannot.  
Can you drive a car? No, I can't.

# Talking about ability (past / present)

<https://www.mauthor.com/present/4929550974320640>

Can you play the piano?

No, I can't. I can play the guitar. I could play the piano when I was ten.

Do you play sport?

Yes, I am good at tennis. I used to be able to play football, but I can't play now.

Functional  
language  
point

Talking about ability (past / present)

Associated  
grammar

Modals – can / can't / could / couldn't, present simple, past simple, adjectives, noun phrases

# Present continuous

<https://www.mauthor.com/present/5143151643328512>

What are you doing?

I am feeding the cat. I feed it at 4pm every day.

Meaning	I am feeding = doing it now; I feed = same time every day The person gives the cat food now and gives the cat food at the same time every day.
Grammatical structure	<u>Present continuous</u> (to express present time) subject + to be + verb (ing) + object <u>Present simple</u> subject + verb + object
Usage	We use present simple to talk about things we do regularly (I play basketball every Sunday). We use the present continuous (verb + ing) to talk about things we are doing now at the time of speaking (I'm playing hockey now).
Other examples	The lion <u>is sleeping</u> now. It <u>sleeps</u> in the afternoon. They <u>are watching</u> the animals. He <u>isn't reading</u> . He <u>'s playing</u> with the dog.

What **are you doing**?

I **am watching** TV.

Checking questions

Where is TV here?

×  
Present



Grammatical structure

**Present continuous**

subject + am/is/are + verb +ing (+ object)

Usage

We can use present continuous to talk about actions in progress right now.

Other examples

They **are walking**.

He **is drawing** a picture.

She **isn't reading** a book.



# Comparatives

<https://www.mauthor.com/present/4845667746447360>

I am taller than my brother.  
The book was more exciting than the film.

<b>Meaning</b>	The speaker is comparing his height with his brother's, books with films and TV with cinema.
<b>Grammatical structure</b>	Adjectives: <b>comparatives</b> subject + (to be) + comparative + than + noun as + (adjective/adverb) + as
<b>Usage</b>	We use comparatives to compare the same quality in two things. We use a comparative followed by 'than'. To form a comparative, we usually use -er for one or two syllable adjectives (smaller) while more is used for longer adjectives (more successful).
<b>Other examples</b>	The new smartphone is <u>more expensive</u> than a new computer. The job interview was <u>more difficult</u> than the actual work. Maitha was <u>more excited</u> to buy a new car <u>than</u> to travel to Europe.

**Activity: Fill in the blanks using the comparative form for each adjectives.**

1. Tom is \_\_\_\_\_ than Dave. (fast)
2. John is \_\_\_\_\_ than me. (tall)
3. Barry is \_\_\_\_\_ than Joe. (good)
4. The blue whale is \_\_\_\_\_ than a shark. (big)
5. A flower is \_\_\_\_\_ than a leaf (beautiful)
6. My sister is \_\_\_\_\_ than me at French. (bad)
7. The elephant is \_\_\_\_\_ than a monkey. (heavy)
8. A desert is \_\_\_\_\_ than a jungle. (dry)
9. Cambodia is \_\_\_\_\_ than England. (hot)

# Answer Keys

- 1.faster
- 2.taller
- 3.better
- 4.bigger
- 5.more beautiful
- 6.worse
- 7.heavier
- 8.drier
- 9.hotter

A giraffe is **taller than** a rabbit.

<b>Checking questions</b>	What is tall – a giraffe or a rabbit?
<b>Grammatical structure</b>	<b>Adjectives: <u>comparatives</u></b> <b>Short adjectives:</b> (be) + (adjective) <del>-er</del> + than <b>For “good”:</b> (be) + better + than <b>For “bad”:</b> (be) + worse + than
<b>Usage</b>	Comparatives are used to say how people or things are different.
<b>Other examples</b>	Alia <b>is shorter than</b> Rawan. I think peppers <b>are worse than</b> tomatoes. The beach <b>is better than</b> the park.

It is hot in the desert but cold in the mountains.

I am taller than my brother.

A tiger has stripes but a lion does not have them.

<b>Functional language point</b>	<u>Comparing and contrasting</u>
<b>Associated grammar</b>	Adjectives, comparatives, noun phrases

I like learning about animals.

I enjoy playing sports.

We love travelling.

I don't like drinking milk.

**Functional language point**

Expressing likes and dislikes

**Associated grammar**

Present simple, adjectives, noun phrases

He

My brother drinks coffee every morning.

I get the bus to school every day.

I always go swimming on Tuesdays.

What do you do at the weekend?

<b>Functional language point</b>	<u>Describing habits, routines, tasks and jobs.</u>
<b>Associated grammar</b>	Verbs, simple present, time phrases.

- Grammar
- Maze practice

Read about a sporting family. For questions 1 - 10, choose the correct answer A, B or C.

### A Sporting Family

In my family we all (1) \_\_\_\_\_ sports. My oldest sister plays badminton (2) \_\_\_\_\_ Thursdays. She takes her racquet and shuttlecocks to the Sports Centre to play.

My brother, Omar (3) \_\_\_\_\_ swimming three times a week. He (4) \_\_\_\_\_ goggles to stop the water getting into his eyes. He (5) \_\_\_\_\_ very fast.

My father (6) \_\_\_\_\_ play football. He also lifts weights. My uncle likes weightlifting too, but he's not as (7) \_\_\_\_\_ as my father.

I like team sports. I am (8) \_\_\_\_\_, and I like meeting people. I play hockey (9) \_\_\_\_\_ the weekend and basketball twice a week. We are the top team and we win lots of medals. My friend is very (10) \_\_\_\_\_ and he is the best basketball player.

I think playing sport is the best way to stay healthy and have fun.

- |     |            |               |             |
|-----|------------|---------------|-------------|
| 1.  | A play     | B playing     | C plays     |
| 2.  | A on       | B at          | C in        |
| 3.  | A go       | B goes        | C going     |
| 4.  | A wearing  | B wore        | C wears     |
| 5.  | A swims    | B swam        | C swimming  |
| 6.  | A has      | B can         | C was       |
| 7.  | A strong   | B stronging   | C strongly  |
| 8.  | A confided | B confidently | C confident |
| 9.  | A in       | B on          | C at        |
| 10. | A lazy     | B tall        | C shy       |



# Answer Keys

1. A

2. A

3. B

4. C

5. A

6. B

7. A

8. C

9. C

10. B

Read about Ali's day at school. For questions 1 – 10, choose the correct answer A, B or C.

### Ali's day at school

My name is Ali. I get up at 6:00 and walk to school every day.

When I arrive at school, I (1) \_\_\_\_\_ my friend, Jasim. (2) \_\_\_\_\_ always sit next to him in class. (3) \_\_\_\_\_ is my best friend.

My favourite subject is science, but Jasim likes maths. He's good at maths and can do his work (4) \_\_\_\_\_. He always finishes before me. I do my work (5) \_\_\_\_\_ but I usually get good marks.

When we have a break, we eat our lunch. I eat sandwiches and drink orange juice. My mother (6) \_\_\_\_\_ tasty deserts, so I always bring some to school. I share them with Jasim and my other friends.

(7) \_\_\_\_\_ school, at 2pm, I go to some clubs. The football club is (8) \_\_\_\_\_ Tuesday. I don't play, but I like to watch the team. (9) \_\_\_\_\_ run quickly and play very (10) \_\_\_\_\_.

- |     |          |           |          |
|-----|----------|-----------|----------|
| 1.  | A met    | B meet    | C meets  |
| 2.  | A I      | B me      | C I'm    |
| 3.  | A He     | B Him     | C His    |
| 4.  | A quick  | B quickly | C quicks |
| 5.  | A slowly | B slowing | C slow   |
| 6.  | A make   | B maker   | C makes  |
| 7.  | A Before | B During  | C After  |
| 8.  | A in     | B on      | C at     |
| 9.  | A I      | B He      | C They   |
| 10. | A well   | B good    | C best   |

# Answer Keys

1. B
2. A
3. A
4. B
5. A
6. C
7. C
8. B
9. C
10. A

**Choose the correct answer:**

My name is Ahmed. I 1 (**is come / am live / was born**) on 7th August. I 2 (**like go / love goes / enjoy going**) to school every day. I 3 (**usually / ever / never**) get up early in the morning at about 6am. I brush my teeth and wash my face. Then, I put on my school uniform. The best thing in the morning is having breakfast with my 4 (**exciting / beautiful / different**) mum. Finally, I go to school by bus.

Yesterday in class, I 5 (**sit / sat / sitting**) at the front because I really 6 (**like listening / enjoys watching / loved hearing**) to my teacher. At 2pm, I went back home and had my lunch. My mum told me that I looked 7 (**strong / happy / tired**) so I had a rest. Later, I 8 (**played / play / plays**) with my 9 (**big / lovely / small**) friends in the park which I visit twice a week. I came back home in the evening, had my bath and did my homework. At around 8pm, I had dinner with my family and finally went to bed at 9pm.

## ANSWER KEYS

My name is Ahmed. I 1 (**is come / am live / was born**) on 7th August. I 2 (**like go / love goes / enjoy going**) to school every day. I 3 (**usually / ever / never**) get up early in the morning at about 6am. I brush my teeth and wash my face. Then, I put on my school uniform. The best thing in the morning is having breakfast with my 4 (**exciting / beautiful / different**) mum. Finally, I go to school by bus.

Yesterday in class, I 5 (**sit / sat / sitting**) at the front because I really 6 (**like listening / enjoys watching / loved hearing**) to my teacher. At 2pm, I went back home and had my lunch. My mum told me that I looked 7 (**strong / happy / tired**) so I had a rest. Later, I 8 (**played / play / plays**) with my 9 (**big / lovely / small**) friends in the park which I visit twice a week. I came back home in the evening, had my bath and did my homework. At around 8pm, I had dinner with my family and finally went to bed at 9pm.

## Hessa's Home

Hello. My name is Hessa. I live in the UAE. I (1) \_\_\_\_\_ from Ras Al Khaimah. I am a student in Grade 5. (2) \_\_\_\_\_ live with my family in a villa by the sea. Our villa is big. There are nine rooms. There (3) \_\_\_\_\_ four bedrooms and two bathrooms. There is a kitchen, living room and dining room. There (4) \_\_\_\_\_ a small garden too. The roof is brown, and the door is red. The (5) \_\_\_\_\_ are made of glass. The villa is made of stone. (6) \_\_\_\_\_ like our house a lot. My family is small. I (7) \_\_\_\_\_ a mother. (8) \_\_\_\_\_ is a teacher. I have a father. (9) \_\_\_\_\_ is a policeman. I have one (10) \_\_\_\_\_.

1	is	am	are
2	They	We	I
3	is	are	be
4	is	are	be
5	windows	windoes	window
6	She	We	He
7	had	has	have
8	He	She	Her
9	He	She	His
10	brothers	brother	brothers

## Hessa's Home

Hello. My name is Hessa. I live in the UAE. I (1) \_\_\_\_\_ from Ras Al Khaimah. I am a student in Grade 5. (2) \_\_\_\_\_ live with my family in a villa by the sea. Our villa is big. There are nine rooms. There (3) \_\_\_\_\_ four bedrooms and two bathrooms. There is a kitchen, living room and dining room. There (4) \_\_\_\_\_ a small garden too. The roof is brown, and the door is red. The (5) \_\_\_\_\_ are made of glass. The villa is made of stone. (6) \_\_\_\_\_ like our house a lot. My family is small. I (7) \_\_\_\_\_ a mother. (8) \_\_\_\_\_ is a teacher. I have a father. (9) \_\_\_\_\_ is a policeman. I have one (10) \_\_\_\_\_.

## ANSWER KEYS

1	is	am	are
2	They	We	I
3	is	are	be
4	is	are	be
5	windows	windoes	window
6	She	We	He
7	had	has	have
8	He	She	Her
9	He	She	His
10	brothers	brother	brothers

## Favourite Animals

Saeed: Hello Fahad, how are you? (1) \_\_\_\_\_ are you doing?

Fahad: Well Saeed, I like animals, so (2) \_\_\_\_\_ painting a tiger. I like lions and (3) \_\_\_\_\_ too. I think they are beautiful animals and I like reading about them. (4) \_\_\_\_\_ is your favourite animal, Saeed?

Saeed: Hmmm, I don't (5) \_\_\_\_\_. Snakes are very interesting, but they can be scary. Parrots are colourful and (6) \_\_\_\_\_ have pretty pink feathers. But I think camels are my favourite animals because they can (7) \_\_\_\_\_ for many days with no water. That's very clever. And (8) \_\_\_\_\_ camels are very cute.

Fahad: Hmmm... (9) \_\_\_\_\_ it like riding a camel? Do you think it is fun?

Saeed: I think it is slow and hot! And camels (10) \_\_\_\_\_ very noisy. I prefer riding in a car. It is more comfortable.

1	Who	Where	What
2	I'm	am	I
3	wolfs	Wolfes	wolves
4	How	What	Who
5	Know	knows	knowing
6	flamingoes	flamingows	flamingo
7	walks	walking	walk
8	baby	babys	babies
9	What	What's	What're
10	is	are	am



## Favourite Animals

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Saeed: I think it is slow and hot! And camels (10) \_\_\_\_\_ very noisy. I prefer riding in a car. It is more comfortable.

## ANSWER KEYS

1	Who	Where	What
2	I'm	am	I
3	wolfs	Wolfes	wolves
4	How	What	Who
5	Know	knows	knowing
6	flamingoes	flamingows	flamingo
7	walks	walking	walk
8	baby	babys	babies
9	What	What's	What're
10	is	are	am

## Free Time

**Ali:** Hello Saif. Did you (1) \_\_\_\_\_ that picture?

**Saif:** Hi Ali, yes, I did. I like drawing and painting colourful pictures.

**Ali:** Hmm, that's nice, but I don't like painting. I (2) \_\_\_\_\_ always outdoors. I (3) \_\_\_\_\_ a lot of photos. I go to the desert and (4) \_\_\_\_\_ the animals. They are very beautiful and interesting. I like to see all the different animals in the countries that I visit. Last year, I (5) \_\_\_\_\_ to Japan. I (6) \_\_\_\_\_ some beautiful monkeys there. They were interesting and very funny. I want to go to Japan again one day.

**Saif:** That sounds great. I have never (7) \_\_\_\_\_ to Japan. I like doing things at home. Last Saturday, I (8) \_\_\_\_\_ computer games all day. I haven't (9) \_\_\_\_\_ a lot but I always (10) \_\_\_\_\_ a lot of fun.

1	draw	draws	drawing
2	is	be	am
3	taking	take	takes
4	watch	watched	watching
5	go	been	went
6	see	saw	seen
7	been	went	go
8	playing	plays	played
9	win	won	wins
10	had	has	have

## Free Time

**Ali:** Hello Saif. Did you (1) \_\_\_\_\_ that picture?

**Saif:** Hi Ali, yes, I did. I like drawing and painting colourful pictures.

**Ali:** Hmm, that's nice, but I don't like painting. I (2) \_\_\_\_\_ always outdoors. I (3) \_\_\_\_\_ a lot of photos. I go to the desert and (4) \_\_\_\_\_ the animals. They are very beautiful and interesting. I like to see all the different animals in the countries that I visit. Last year, I (5) \_\_\_\_\_ to Japan. I (6) \_\_\_\_\_ some beautiful monkeys there. They were interesting and very funny. I want to go to Japan again one day.

**Saif:** That sounds great. I have never (7) \_\_\_\_\_ to Japan. I like doing things at home. Last Saturday, I (8) \_\_\_\_\_ computer games all day. I haven't (9) \_\_\_\_\_ a lot but I always (10) \_\_\_\_\_ a lot of fun.

## ANSWER KEYS

1	draw	draws	drawing
2	is	be	am
3	taking	take	takes
4	watch	watched	watching
5	go	been	went
6	see	saw	seen
7	been	went	go
8	playing	plays	played
9	win	won	wins
10	had	has	have

# **WRITING**

**1.OPINION QUESTION**

**2.PLAN**

**3.PARAGRAPH WRITING**

**4.INFERENCE AND JUSTIFICATION**

## مواصفات الاختبار النهائي لمادة اللغة الإنجليزية للصف السادس الفصل الاول

	Part 1:Opinion	Part 2:Plan	Part 3 :Paragraph writing	Part 4:Inference /justification
الاختبار الورقي (الكتابة)	أعطي رأيك في هذا الموضوع ولماذا؟	الإجابة عن الأسئلة الثلاثة المتعلقة بالموضوع وذلك عن طريق عمل <u>مخطط</u>	كتابة موضوع موسع عن الموضوع والإجابة عن الاسئلة الثلاثة <u>(مقدمة-عرض-خاتمة)</u>	قراءة فقرة والإجابة عن السؤالين <u>(سؤال فهم- وسؤال أعطي اثبات من الفقرة على اجابتك في السؤال الأول)</u>
الاختبار الالكتروني (القراءة والقواعد)	Part 1 \2:Grammar/maze(present simple/comparatives/present continuous)		Part 3 \4 \ 5:Reading	
	<u>قواعد</u> (أملئ الفراغات في الفقرة من خلال اختيار الإجابات الصحيحة)		<u>قراءة فقرة</u> واختيار الإجابة الصحيحة (اختيار من متعدد)	

## امتحان الكتابة (ورقي)

Writing topics : Food and drink/animals/sport and leisure activities

### Paper exam

ECFE Alignment: Level 3.1			Term Weighting: 40%	Domain: Reading and Writing
Sections	Question Type and Instruction	Outcomes Assessed	Number of Questions and Question Description	Constructs
Part 1	Writing task Free-response opinion question	ENG.03.4.3.XX.004 Plan ideas before writing. ENG.03.4.2.XX.009 Apply spelling rules and conventions when writing. ENG.03.4.3.XX.010 Use basic language structures in writing.	5 marks, marked using a rubric Students are asked to produce at least one sentence that contains their opinion about the topic of an essay prompt.	Remember and Understand Application and Analysis Higher-order thinking A: Foundational proficiency B: Grade-level mastery C: Advanced application Phase 3 A1+ - A2
Part 2	Writing task Free-response plan	ENG.03.4.3.XX.004 Plan ideas before writing. ENG.03.4.2.XX.009 Apply spelling rules and conventions when writing. ENG.03.4.3.XX.010 Use basic language structures in writing. ENG.03.4.3.XX.025 Write short, simple texts on familiar topics.	5 marks, marked using a rubric Students are asked to produce a plan to answer an essay prompt.	Remember and Understand Application and Analysis Higher-order thinking A: Foundational proficiency B: Grade-level mastery C: Advanced application Phase 3 A1+ - A2

السؤال 1: اعطي رأيك  
في موضوع ما

السؤال الثاني : (عصف ذهني)  
اقرئي ثلاثة أسئلة  
وأجيب عنها من خلال القيام  
بعصف ذهني  
الاجابة على الثلاث نقاط  
Plan الموجودة في التخطيط

Writing topics : Food and drink/animals/sport and leisure activities

Part 3	Writing Task Extended response	ENG.03.4.2.XX.009 Apply spelling rules and conventions when writing. ENG.03.4.3.XX.010 Use basic language structures in writing. ENG.03.4.3.XX.025 Write short, simple texts on familiar topics.	25 marks, marked using a rubric Students are asked to produce an extended text in response to a prompt and three bullet points.	Remember and Understand Application and Analysis Higher-order thinking A: Foundational proficiency B: Grade-level mastery C: Advanced application Topics: Food and drink, animals, sports and leisure activities. Expected text length: 30 words
Part 4	Free-response question Read the text and answer the question. Use full sentences.	LL4.R.In.1 Infer complex information needed for comprehension when it is not directly stated in complex, extended texts. LL4.R.P.2 Consider how information from extended texts can be used after reading or listening.	Inference - 2 marks, marked using a rubric A free-response inference question that tests deep understanding of the text. Justification – 3 marks, marked using a rubric A free-response justification of the student's answer to the inference question.	Higher-order thinking C: Advanced application Phase 4 A2+ – B1 Text: - extended - concrete and abstract topics - informative Text length: 240 words

**السؤال 3 (كتابة موضوع):**  
فقرة استخدمني الإجابات من  
السؤال الأول لكتابة موضوع كامل  
الفقرات (مقدمة-عرض-خاتمة)

**السؤال 4 (إجابة مفتوحة):** اقرئي الفقرة ثم  
اجيبي عن السؤالين :  
**السؤال 1:** يعتمد على  
فهمك للقطعة  
**السؤال 2:** لماذا كتبتني  
هذه الإجابة للسؤال 1

الاستنتاج و التعليل ( يقرأ الطالب نصا ثم يجيب عن سؤال استنتاج و يعلل اجابته.)

يجيب الطالب على سؤال حر عن طريق استنتاج معلومات من النص. ما يسمى بالقراءة بين السطور. ثم يقوم بتعليل اجابته بالاعتماد

على دلائل من النص.

## Part 1. Opinion question:

Do you think playing sport is important? Why or why not?

I think that playing sport is important because it helps you stay healthy and fit.



## Opinion question:

How important is it to have a balanced diet?

I think that it's very important to have a balanced diet because it helps you stay healthy and gives your body the nutrients it needs to function properly.

## Opinion question:

How important is it to have a balanced diet?

I think that it's very important to have a balanced diet because it helps you stay healthy and gives your body the nutrients it needs to function properly.

Opinion question:

Do you think everyone should spend less time playing video games and more time playing outside?  
Why?

I think people should play outside more because it's good exercise and helps you meet new friends.

## Part 2.plan

Answer the 3 bullet points in full complete sentences:

1.What sports do you like?

.....  
.....

2.What sport do you play at school?

.....  
.....

3.How often do you play this sport?

.....  
.....

# PART 3 :Writing

-Write a short paragraph about your favorite sport

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#### Sample of part 4: Inference/justification questions

##### Salama's Celebration

Salama had always valued her special relationship with her close-knit family. However, in recent years, her teaching job had become much more demanding and changed this. "I'm always looking after other people's children, she thought. I hardly have time to do anything for my own family! So, in order to bring her family closer, Salama decided to plan a traditional celebration.

She rang her mother, Fatima, to invite her, "We don't see you enough. You're always working!" said Fatima. "How about inviting more of the family? I know your eldest brother and grandparents would love to see you." As she thought about her brothers, she started to feel sad again.

She thought about how they were all living in another country when they grew up. Her twin brother, Salim, had stayed in Kuwait when the rest of the family moved to the UAE. Over time, they have lost touch.

"Do you hear much from Salim?" Salama asked her mother hopefully.

"No," Fatima replied. "He is so busy with his job, all his many friends and his children that we rarely speak to him." Fatima saw how sad Salama looked after the conversation, so she started to come up with a plan.

Soon, most of the family were talking about the event. On the day of the celebration, Salama's home was full of activity. The smell of traditional dishes filled the air, which stirred memories of her childhood with her brothers. Salama remembered helping her mother in the kitchen with Salim. It was a little hard, and a bit messy, but still such fun! she thought. Her happiness turned to sadness as she remembered that her twin would not be there to share the delicious food they had prepared that day.

As the sun was setting that evening, the family came together. The occasion was a moment of relaxation for them all, and they all took the chance to tell stories of their culture and customs. Salama found them so enjoyable that she didn't want the night to end. However, Fatima seemed anxious. She had spent the whole evening watching the window. The delivery of a beautiful cake cheered her up, but only for a moment. She was looking outside suddenly, there was another knock at the door. "Who could that be?" asked Salama with surprise, while Fatima smiled with happiness.

**Inference: Why was Fatima pleased to hear a knock at the door?**

**Fatima is pleased because she knows Salama's twin brother, Salim, is knocking at the door. He came back from Kuwait to join the celebration.**

**Justification: Why is your answer to the inference question the best answer? Use the information from the text above to support your answer.**

**Evidence from the text:**

**I think my answer is the best answer to the inference question because in the text it says "**

1. Her twin brother, Salim, had stayed in Kuwait when the rest of the family moved to the UAE.
2. Over time, they have lost touch.
3. He is so busy with his job, all his many friends and his children that we rarely speak to him."

### Last Summer

I have learned languages at school, but I have never used them. One day, I hope I can. My family are a traditional family. They like what they already know. They only take vacations to the local lake or visit nearby countries that speak our language. They like visiting bookshops, gift shops and clothes shops, where my mother buys luxury goods like silk dresses. However, my last vacation was really different.

My friend asked me to help him to sail his boat across the sea to Africa. The wind was strong enough that we didn't need the engine. The sky was clearing quite quickly, and the sea water felt warm and clean. Where I come from, the sky is grey and brown circles appear on the ground when it rains. My home has a lot of pollution. Suddenly, the wind died. The boat stopped.

My friend said, "Let's use the boat's engine." As he was trying to start the engine, he handed me a book about it. He asked, "Have you ever studied French?"

Can you translate this?" French was one of my school subjects and I was excited to use it, but this book was too difficult. So, my friend couldn't fix the engine.

We couldn't move. We didn't have enough drinking water, and we had no food left. We were quite quickly getting hungry and thirsty. My friend used a square of the sail to catch fish. I asked, "Have you ever cooked fish?" He said he had. I remembered the water cycle and how to get water from the air. I took some plastic and very slowly began collecting drops of water.

That night, my friend saw a light. It was getting closer fast. A voice shouted, "I'm here to help you!"

"Did you understand anything he said?" asked my friend. I understood everything. He was speaking English, my second language! I have never been happier than when I heard that man speak.

#### Inference question:

Why is the writer happy at the end of the story?

.....  
.....

**Justification:** Why is your answer to the inference question the best answer?

## Answers

#### Inference question:

Why is the writer happy at the end of the story?

The writer wants to use his other languages and can't wait to try. Even though the book is too hard he is still excited to use his French, and he is delighted(happy) to have the opportunity to use his English when they were rescued.

**Justification:** Why is your answer to the inference question the best answer?

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

#### Evidence from the text:

I think my answer is the best answer to the inference question because in the text it says "

1. I have learned languages at school, but I have never used them. One day, I hope I can.
2. French was one of my school subjects and I was excited to use it.
3. I understood everything. He was speaking English, my second language
4. I have never been happier than when I heard that man speak.

## Summative Assessment Weighting

Paper exam: 40% of summative assessment term grade				SwiftAssess exam: 60% of summative assessment term grade			
Bloom's	Part	Activity	Weighting	Bloom's	Part	Activity	Weighting
Remember and Understand Application and analysis Higher-order thinking	1	Opinion	5%	Remember and Understand (c.25%)	5	Below-level MAZE	13.33%
	2	Plan	5%		6	At-level MAZE	13.33%
Remember and Understand Application and analysis Higher-order thinking	3	Essay	25%	Application and analysis (c.35%)	7	Below-level reading text questions	13.33%
					8	At-level reading text questions	2.5%
9	At-level reading text questions	12%					
Higher-order thinking (5%)	4	Inference question	2%		10	At-level reading text questions	5.5%
		Justification question	3%				



# Reading and Writing Summative Assessment Specifications

## Paper exam

ECFE Alignment: Level 3.1			Term Weighting: 40%	Domain: Reading and Writing
Sections	Question Type and Instruction	Outcomes Assessed	Number of Questions and Question Description	Constructs
Part 1	<p>Writing task</p> <hr/> <p>Free-response opinion question</p>	<p>ENG.03.4.3.XX.004 Plan ideas before writing.</p> <p>ENG.03.4.2.XX.009 Apply spelling rules and conventions when writing.</p> <p>ENG.03.4.3.XX.010 Use basic language structures in writing.</p>	<p>5 marks, marked using a rubric</p> <p>Students are asked to produce at least one sentence that contains their opinion about the topic of an essay prompt.</p>	<p>Remember and Understand</p> <p>Application and Analysis</p> <p>Higher-order thinking</p> <p>A: Foundational proficiency B: Grade-level mastery C: Advanced application</p> <p>Phase 3</p> <p>A1+ - A2</p>
Part 2	<p>Writing task</p> <hr/> <p>Free-response plan</p>	<p>ENG.03.4.3.XX.004 Plan ideas before writing.</p> <p>ENG.03.4.2.XX.009 Apply spelling rules and conventions when writing.</p> <p>ENG.03.4.3.XX.010 Use basic language structures in writing.</p> <p>ENG.03.4.3.XX.025 Write short, simple texts on familiar topics.</p>	<p>5 marks, marked using a rubric</p> <p>Students are asked to produce a plan to answer an essay prompt.</p>	<p>Remember and Understand</p> <p>Application and Analysis</p> <p>Higher-order thinking</p> <p>A: Foundational proficiency B: Grade-level mastery C: Advanced application</p> <p>Phase 3</p> <p>A1+ - A2</p>

Part 7	<p>Multiple-choice questions</p> <hr/> <p>Read the text and answer a, b or c.</p>	<p>LL1.R.1.2 Identify specific ideas or pieces of information in short, simple texts.</p>	<p>6 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers explicitly stated.</p>	<p>Application and Analysis</p> <p>A: Foundational proficiency</p> <p>Phase 2</p> <p>A1 – A1+</p> <p>Text:</p> <ul style="list-style-type: none"> <li>- simple</li> <li>- informative</li> </ul> <p>Text length: 170 words</p>
Part 8	<p>Multiple choice questions</p> <hr/> <p>Read the text and answer a, b or c.</p>	<p>ENG.03.2.3.XX.004 Read and understand the overall meaning of simple texts on familiar and concrete topics.</p>	<p>1 question</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers explicitly stated.</p>	<p>Application and Analysis</p> <p>B: Grade-level mastery</p> <p>Phase 3</p> <p>A2 – A2+</p> <ul style="list-style-type: none"> <li>- simple</li> <li>- familiar topics</li> <li>- narrative</li> </ul> <p>Text length: 150 words</p>

Part 3	Writing Task Extended response	ENG.03.4.2.XX.009 Apply spelling rules and conventions when writing. ENG.03.4.3.XX.010 Use basic language structures in writing. ENG.03.4.3.XX.025 Write short, simple texts on familiar topics.	25 marks, marked using a rubric  Students are asked to produce an extended text in response to a prompt and three bullet points.	Remember and Understand  Application and Analysis  Higher-order thinking  A: Foundational proficiency B: Grade-level mastery C: Advanced application  Topics: Food and drink, animals, sports and leisure activities.  Expected text length: 250 words
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Part 4	Free-response question  Read the text and answer the question. Use full sentences.	LL4.R.In.1 Infer complex information needed for comprehension when it is not directly stated in complex, extended texts.  LL4.R.P.2 Consider how information from extended texts can be used after reading or listening.	Inference - 2 marks, marked using a rubric  A free-response inference question that tests deep understanding of the text.  Justification – 3 marks, marked using a rubric  A free-response justification of the student's answer to the inference question.	Higher-order thinking C: Advanced application  Phase 4  A2+ – B1  Text: - extended - concrete and a - informative  Text length: 240 words
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### SwiftAssess exam (on paper for 5 Adv)

ECFE Alignment: Level 3.1			Term Weighting: 60%	Domain: Reading
Sections	Question Type and Instruction	Outcomes Assessed	Number of Questions and Question Description	Constructs
Part 5	MAZE task multiple-choice questions  Read the text and answer a, b or c.	ENG.02.2.3.XX.002 Read and identify familiar words and set phrases in short, simple texts on familiar topics.	5 questions  Gap-fill sentences within a MAZE text that test students' awareness of basic grammar and sentence phrasing.	Remember and Understand  A: Foundational proficiency  Phase 2  A1 – A1+  - simple - familiar - informative  Text length: 80 words
Part 6	MAZE task multiple-choice questions  Read the text and answer a, b or c.	ENG.03.2.2.XX.030 Recognise key features of text organisation.	9 questions  Gap-fill sentences within a MAZE text that test students' awareness of at-level grammar and sentence phrasing.	Remember and Understand  B: Grade-level mastery  Phase 3  A2 – A2+  - simple - familiar topics - informative  Text length: 200 words