

تم تحميل هذا الملف من موقع المناهج الإماراتية



حل الكراسة التدريبية للاختبار النهائي وفق الهيكل الوزاري

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

تاريخ إضافة الملف على موقع المناهج: 2024-11-20 11:27:33

ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي للمدرس

المزيد من مادة
لغة انجليزية:

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

الكراسة التدريبية للاختبار النهائي وفق الهيكل الوزاري

1

أسئلة اختبار تجريبي مع إجابات نموذجية المسار العام

2

شرح هيكلية الامتحان وفق الهيكل الوزاري المسار المتقدم منهج بريدج

3

شرح هيكلية الامتحان وفق الهيكل الوزاري المسار العام منهج بريدج

4

تدريبات وأسئلة امتحانات سابقة وفق الهيكل الوزاري المسار العام

5

Subject: English

Student's name: _____.

Grade: 6 \ Section: _____.

Date: ____ \ 11 \ 2024.

Term 1 Grade 6

Training form for the final exam

Outcome: Read and identify familiar words and set phrases in short, simple texts on familiar topics.

Part 1 : (Reading skill): Read the following texts and answer the questions:

School Around the World

How much time do you spend in school? People around the world go to school at different times. Yet most people feel that they spend too much time in school. Here are three students from three different countries. Their schools are different. Yet the students want to spend less time at school and more time on fun! John goes to a public school in the United States, so it is free. Most people in America go to public school. There are no uniforms in public school. John starts school at 7:45 a.m. and finishes at 3:15 p.m. He has a lunch break at 12:30 p.m. After school, John stays for an hour for club work. He has a different club every day. John has theatre on Monday and Wednesday, and he plays football the rest of the week. John often gets home at 5:00 p.m. He has football practice on the weekend. John also goes to a religious school on Sunday morning. He does not get homework at Sunday School. Reem is from Saudi Arabia. She starts school at 6:30 a.m. School lasts until 1:00 p.m. Reem gets home around 1:30 p.m. Reem does not go to any clubs at school, but she goes to a religious school two days a week. She has homework for both schools. Reem also studies with a tutor most days of the week. She has many exams and subjects to study for. Schools in Saudi Arabia have two terms. Reem wears a uniform at school. Like many people in Saudi Arabia, Reem goes to a private school. Reem's parents pay for her school, and Reem brings her own lunch. Yoko goes to school in Japan. She attends school six days a week. Yoko goes to a public school, but her parents pay for it. Public schools cost less than private school. Yoko has a long day at school. When she gets to school, she takes off her shoes and puts on slippers. Slippers help to keep the school clean. Yoko has a thirty-minute lunch period. She talks quietly with her friends during lunch. After lunch, students clean up the cafeteria. Yoko stays in her classroom most of the day. She and her classmates clean their classroom at the end of each day. Most days after school, Yoko goes to a club. She tutors other students during math club. Yoko gets home around 5:30 p.m. After dinner, Yoko goes to a cram school for more lessons. She finishes around 8:00 p.m.



- 1- Do most students enjoy long school days? **No, they don't**
- 2- What kind of school does John go to? **John goes to a public school**
- 3- Does John pay for his school? **No, it is free .**
- 4- Are all public schools free? **No, they aren't**
- 5- How many hours does Reem stay at school? **She stays for six hours and a half**
- 6- Does Reem wear what she likes to school? **No, she doesn't**
- 7- Why does Yoko take off her shoes at school? **She helps to keep the school clean.**
- 8- What do students in Japan do besides studying? **They clean their classroom at the end of each day.**

Outcome: Read and identify familiar words and set phrases in short, simple texts on familiar topics.

Part 1 : (Reading skill): **Read the following texts and answer the questions:**

Safety first!

When Fred and Tom were at the beach, Tom pointed to a scuba diving center. 'Look! Let's try scuba diving! Come on!' he shouted. 'Wait a minute, Tom! You can't just dive into the water! We need equipment and lessons,' said Fred. 'OK! Let's start now!' said Tom. 'Let's get the information we need and then decide, OK?' said Fred. 'Oh, OK!' Tom agreed. The next day, the boys went to the scuba diving center. 'I can't wait to begin!' said Tom. 'Oh, Tom! I don't know. Is it safe?' Fred asked. 'Well, all sports are safe, but you must use the right equipment and follow the safety rules!' said Mr. Dyves, the scuba diving instructor. 'You can learn everything here. We have got lessons for everyone.'. A few weeks later, Mr. Dyves told the boys that they were ready to go scuba diving. 'You can choose equipment from here,' he told them. Fred chose a black and grey wetsuit. Tom wanted a striped mask, but it was too big. He chose a bright blue one. 'This is bright enough for all the fish to see me!' he said happily. Fred and Mr. Dyves laughed at the

beach... 'OK, boys. You know all the safety rules,' said Mr. Dyves. 'But what are the top two rules?' 'Stay together and breathe normally!' said the boys happily! 'Well done! Let's jump in! And remember: I am going to be by your side the whole time!' said Mr. Dyves. When they dived into the sea, they saw shells and different fish, and they learnt a lot about underwater life in the sea.

1) Read again and choose the correct answer:

1. This scuba diving (**equipment / board**) is too heavy for me to carry.
2. Fish can't(**jump / breathe**) out of water.
3. Saleh lost his (**scarf / mask**) when he was scuba diving in a cave.
4. You should wear (**bright / dark**) clothes when you ride your bike at night.
5. Brad is a ski (**player / instructor**). He teaches skiing five days a week.
6. Fred can't go windsurfing because he hasn't got a (**wetsuit / mask**).

2) Read the story again and circle A, B or C.

1. What did the boys do first?

- A) begin lessons B) **get information** C) choose equipment

2. Who saw the scuba diving centre first?

- A) Fred B) Mr. Dyves C) **Tom**

3. When did Fred and Tom go to the scuba diving centre?

- A) on the same day B) **the next day** C) two weeks later

4. What kind of mask did Tom want?

- A) **a striped mask** B) a grey and black mask C) a bright blue mask

Outcome: Identify specific ideas or pieces of information in short, simple text :

Part 2 : (Reading skill): Read and answer the questions :

Kung Fu Panda 3 (2016) is an animated adventure film, the third in the Kung Fu Panda series. The directors of the film are Alessandro Carloni and Jennifer Yuh. The main characters are Po, Li, Shifu, Tigress, Kai and Monkey. In this film, Po meets his father, Li, for the first time after many years. However, a bad kung fu master, Kai, also appears. He tries to harm everyone. Po becomes a true master of chi, which is the energy in living things. Then he meets with Kai to fight him and save everyone. Kung Fu Panda is a fantastic film. It is very funny and full of action. Although I thought the film was short, the ending is amazing. It's a wonderful way to spend an evening, so you should watch it with your family and friends. Don't miss it!

1-What's the title of the film?

The title is Kung Fu Panda 3

2-When did it come out?

It came out In 2016

3-What type of film is it?

It is an animated adventure film

4-Name the main character(s).

The main characters are Po, Li, Shifu, Tigress, Kai and Monkey

5- What's the film about? Po meets his father, Li, for the first time and a bad kung fu master, Kai, tries to harm everyone. Po becomes a true master of chi, which is the energy in living things. Then he meets with Kai to fight him and save everyone.

6- Why does the writer recommend watching this film with family and friends?

The writer thinks it's a wonderful way to spend an evening.

7-What did the writer think about the length of the movie?

The writer thought the film was short.

Outcome: Identify specific ideas or pieces of information in short, simple text :

Part 2 : (Reading skill): Read and answer the questions :

Khalfan Ibrahim Khalfan is a famous footballer from Qatar. He plays for Al Arabi and the Qatari national team. In 2006, he won the Asian Player of the Year award. He was the first Qatari footballer to win this award. Khalfan Ibrahim Khalfan was born in Doha, Qatar on 18 February 1988. His father was a famous footballer and Khalfan has followed in his father's footsteps. He began his football career as a youth player for Al Arabi Sports Club. In 2004, he started playing professionally for Al Sadd. He played an important part in helping the team win many titles during his time there. Khalfan missed the 2007-2008 season because of an injury. However, he returned for the 2008-2009 season stronger than ever. He scored eight goals in Al Sadd's first six games. In 2011, Khalfan and his team, Al Sadd, won the AFC Champions League. A great achievement for any footballer. In July 2017, at the age of twenty-nine, Khalfan moved to Al Arabi Sports Club, which his father played for too. He has shown me that with hard work, anything is possible. He is the best athlete ever!

1- Who is the biography about?

It is about Khalfan Ibrahim Khalfan.

2- What is he famous for?

He is a famous footballer.

3- When and where was he born?

Khalfan Ibrahim Khalfan was born in Doha, Qatar on 18 February 1988

4- What are some of his important achievements?

he won the Asian Player of the Year award.

5-What has he done lately?

In 2011, Khalfan and his team, Al Sadd, won the AFC Champions League

6- When did Khalfan move to Al Arabi Sports Club, and why was it significant?

He moved to Al Arabi Sports Club in 2017, following in his father's footsteps.

Read and identify familiar words and set phrases in short, simple texts on familiar topics.

Part 2 : (Maze Assessment Practice): Read the following texts and choose the correct answer:

I have two job offers and I don't know which one to accept. If I 1.(take / took / taken) the job at the investment bank, I 2.(make/ made / will make) lots of money. But I 3.(won't have/ won't had / didn't have) much free time if I work there. If I 4.(takes / took / take) the job at the community center, I 5.(won't earn/ don't earn / didn't earn) very much. But I 6.(will make/ made /have made) a difference if I 7.(worked / work / have worked) with the local community. If I 8.(don't decide/ didn't decide / haven't decided) soon, they will take back their offers!

1. A: Tariq, how long 1.(**have** / **has**) you 2.(**knew** / **Known**) Khalid?

B: We have 3.(**be** / **been**) best friends for about ten years.

2. A: Hey, Jack! Where are you going on holiday this summer?

4.(**Have** / **Had**) you 5.(**think** / **thought**) about it yet?

B: yes, I have. I have 6.(**planned** / **planned**) everything. I'm going to Mexico.

3. A: 7.(**Has** / **Have**) Dad 8.(**went** / **gone**) to the supermarket, Mum?

B: No, he hasn't. Your father 9.(**hasn't come** / **haven't come**) home from work yet.

4. A: Has your mum ever 10.(**tried** / **try**) food from another country?

B: Yes, she has! She has 11.(**ate** / **eaten**) sushi!

1. While the teacher (**was explaining** / **were explaining**) the activity to the students, Fatima was (**writing** / **writing**) in her notebook.

2. The cat (**wasn't sleep** / **wasn't sleeping**) on the sofa. It (**was looking** / **wasn't looking**) for food in the kitchen.

3. The children (**were playing** / **weren't playing**) happily on the beach all day.

4. We (**wasn't watching** / **weren't watching**) TV last night. We (**were clean** / **were cleaning**) the garage.

5. What Ahmed and Hassan (**did** / **were doing**) yesterday afternoon?

6. What Robert (**was do** / **was doing**) while Joe (**was wash** / **was washing**) the car?

1. You **(mustn't / don't have to)** drive me to the train station. I can take a taxi.
2. I didn't get off the bus at Houston Street and now **(I don't have to / have to)** walk there.
3. You **(mustn't / don't have to)** eat a lot of chocolate. It isn't good for you.
4. Toby couldn't **(find / found)** a place to park on the street yesterday, so he **(had to / must)** park in the car park.
5. Cars **(must / don't have to)** stop at red traffic lights.
6. Martha can't see well. She **(doesn't have to / has to)** wear glasses.

A: What's the matter? You're really pale.

B: I don't feel well. My stomach hurts.

A: You 1. **(should / shouldn't)** go home and lie down!

B: I can't. I have to stay at school for the final Rehearsal.

A: I know, but I think you're ill. You 2. **(should / shouldn't)** stay at school.

B: I guess you're right. I think I 3. **(should / shouldn't)** get a good night's sleep and see a doctor if I'm not better tomorrow.

I have never liked sports like basketball and tennis 1.(who / **which** / where) are popular. There's a sports center in my neighborhood 2.(who / **which** / **where**) people can go and play different sports, but I never go there. I have always wanted to try something 3.(who / **which** / where) is more adventurous and even a little dangerous. My cousin, Ralph, has got a friend 4.(**who** / **which** / where) has gone bungee jumping. He says it's an activity everyone 5.(**who** / **which** / where) loves adventure should try. There's an adventure park 6.(who / **which** / **where**) you can go bungee jumping near Ralph's house and he has asked me to join them. I was thinking about trying it this summer, however, when I told my parents, they weren't pleased. well, I guess it's something 7.(who / **which** / where) I can do when I'm older!

Outcome: Use own and others' ideas to plan and developed ideas before writing

Write simple structured paragraph that contain a topic sentence and supporting details.

Part 1: (Planning): Create a detailed **plan** for your paragraph below about (**your school day**).

Please note that this question asks for a plan, and you will write full paragraph

In the next question.



Outcome: Use own and others' ideas to plan and developed ideas before writing

Write simple structured paragraph that contain a topic sentence and supporting details.

Part 1: (Planning): Create a detailed **plan** for your paragraph below about (**The Benefits of Playing Sports**).

Please note that this question asks for a plan, and you will write full paragraph

In the next question.



Outcome: Write sentences using correct punctuation. \ Apply spelling rules and conventions when writing.

Write simple structured paragraph that contain a topic sentence and supporting details.

Part 4: (Justification): Read and answer the question :

Justification Questions

Khalfan Ibrahim Khalfan is a well-known football player from Qatar. He was born in Doha, Qatar, on February 18, 1988. Football runs in his family, as his father was also a famous player, and Khalfan followed in his father's footsteps. Khalfan started his football journey as a youth player at Al Arabi Sports Club. However, he began his professional career with Al Sadd in 2004.

In 2006, Khalfan achieved something incredible – he became the first Qatari footballer to win the prestigious Asian Player of the Year award. This award made him a national hero and a symbol of pride for Qatar. It showed that with hard work and dedication, players from Qatar could stand out in Asian football. Khalfan's journey was not without challenges. He missed the entire 2007-2008 season due to an injury, which was a major setback. However, he didn't give up. He returned in the 2008-2009 season stronger than ever, scoring eight goals in Al Sadd first six games. In 2011, Khalfan and Al Sadd reached a new milestone by winning the AFC Champions League, one of the highest honors in Asian club football. In 2017, at the age of twenty-nine, Khalfan made a meaningful move back to Al Arabi Sports Club, the same club his father had played for. This was a special moment for Khalfan, as he continued his family's legacy while playing for the club. Khalfan Ibrahim Khalfan's story shows that with perseverance and hard work, anything is possible. He has become an inspiration to young athletes and is considered one of the best Qatari footballers in history.

(Justification)

1- How might Khalfan's father's career have influenced his own path in football?

Ex : Khalfan's father's career likely inspired him to pursue football, as he followed in his father's footsteps and became a professional player. Growing up in a family with a football legacy might have encouraged him to work hard and achieve similar success.

2- What evidence in the text supports your answer to Question 1? Provide specific phrases or ideas from the text .

The text states, "Football runs in his family, as his father was also a famous player, and Khalfan followed in his father's footsteps." This shows that Khalfan was influenced by his father's career and chose to pursue football, just like his father did.

Outcome: Use own and others' ideas to plan and developed ideas before writing

Write simple structured paragraph that contain a topic sentence and supporting details.

Part 1: (Planning): Create a detailed plan for your paragraph below about (What makes a good film?)



Outcome: Write sentences using correct punctuation.\ Apply spelling rules and conventions when writing.

Write simple structured paragraph that contain a topic sentence and supporting details.

Part 2: (Write your paragraph) :What makes a good film ?

Consider the following questions in your response:

1- Have you seen a good film recently?

2- What kind of film is it?

3- What is it about?

4- Where is it set?

5- Would you recommend it?

Outcome: Write sentences using correct punctuation. \ Apply spelling rules and conventions when writing.

Write simple structured paragraph that contain a topic sentence and supporting details.

Part 4: (Justification): Read and answer the questions :

Emma was excited to try out for the school soccer team. She had been practicing in her backyard every day, working on her footwork and speed. When the tryouts finally came, Emma was nervous but determined. She noticed some of the other girls looked very experienced, and she wondered if she had practiced enough. During the tryouts, Emma gave it her all, running fast and making accurate passes. At the end, the coach approached her and smiled. "Great job, Emma," he said. "I think you have what it takes."

(Justification)

1- Why might Emma have been nervous at the tryouts? Justify your answer with evidence from the text.?

Emma might have been nervous at the tryouts because she noticed that some of the other girls looked very experienced. The text says, "She noticed some of the other girls looked very experienced, and she wondered if she had practiced enough." This suggests that seeing the other girls made her doubt her preparation and feel anxious.

2- Why do you think Emma practiced every day before tryouts? Justify your answer with evidence from the text.

Emma practiced every day before tryouts because she wanted to improve her skills and be well-prepared. The text states, "She had been practicing in her backyard every day, working on her footwork and speed," which shows her dedication to getting better and being ready for the challenge of the tryouts.