

## شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



## حل مراجعة عامة نهائية المسار العام

[موقع المناهج](#) ⇨ [المناهج الإماراتية](#) ⇨ [الصف التاسع](#) ⇨ [لغة انجليزية](#) ⇨ [الفصل الثاني](#) ⇨ [الملف](#)

تاريخ نشر الملف على موقع المناهج: 18:45:33 2024-03-13

## التواصل الاجتماعي بحسب الصف التاسع



## روابط مواد الصف التاسع على تلغرام

[الرياضيات](#)

[اللغة الانجليزية](#)

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## المزيد من الملفات بحسب الصف التاسع والمادة لغة انجليزية في الفصل الثاني

[حل نموذج اختبار قراءة نهائي المسار المتقدم](#)

1

[مراجعة امتحانية نهاية الفصل المسار المتقدم](#)

2

[المواصفات الداعمة للامتحان النهائي المسار العام](#)

3

[المواصفات الداعمة للامتحان النهائي المسار المتقدم](#)

4

[نموذج اختبار كتابة Exam Mock Writing مع نموذج الإجابات](#)

5



## Term 2 Exam Prep

# VOCABULARY

## Core Lexis

Community	Home and household items	People
gallery	cushion	shy
abroad	chair	calm
landscapes	typical	independent
exhibition	noticeboard	personal qualities
opportunity	basket	appearance
	style	successful
	rug	confident
	frame	application
		cheerful

Community
gallery
abroad
landscapes
exhibition
opportunity

Fill in the blanks with the correct words.

I live in a great **community**. We have many interesting places to see and visit. There is a **gallery**, where there are many beautiful paintings and statues. There are many **exhibitions** for us to see there.

The **landscapes** of my city are amazing, with plants, flowers, hills and beautiful nature. If you come from **abroad**, please take the **opportunity** to visit us.

Home and household items
cushion
chair
typical
noticeboard
basket
style
rug
frame

Fill in the blanks with the correct words.

I live in a big house and we have many **household items**. I have my own bedroom and my possessions are in it. It is a **typical** bedroom for a teenager. In my room, there is a **chair**, which I sit on to study and a **noticeboard** for me to put important information.

My bedroom has a modern **style**. On the floor, I have a **rug** and a **basket** to put rubbish in. I also have my family picture in a **frame**.

People
shy
calm
independent
personal qualities
appearance
successful
confident
application
cheerful

Fill in the blanks with the correct words.

People have a lot of different **personal qualities**. If you don't need any help, you are **independent**. If you can speak in front of many people, you are **confident**. But if you can't, that means you're **shy**. If you're always happy, you are **cheerful**. If you work well under pressure, you're **calm**. To be **successful**, your **appearance** is important.

# READING

## SwiftAssess exam

ECFE Alignment: Level 6.1			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.05.2.2.XX.012 Recognise key features of text organisation and structure.	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 4  A2+ - B1  - simple, extended - familiar and concrete topics - informative  Text length: 80 words
Part 6	MAZE task multiple-choice questions  Read the text and answer a, b or c.	ENG.06.2.2.XX.014 Identify a wide range of features of text organisation and structure.	10 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 4  B1 – B1+  - Text: - simple, extended - familiar and some unfamiliar concrete topics - informative  Text length: 190 words

# GRAMMAR

Topic(s): Community, home and household items, people.			
ECFE Grammar	Prerequisite Grammar	GSE Grammar	Functional Language
Passives: present simple passive	Can make affirmation statements using the present simple without time reference (26)	Can use the present simple passive. (48)	<p>Describing past experiences and events</p> <p>Describing people</p> <p>Asking for and giving advice</p>
Clauses and phrases: defining relative clauses	Can use 'when' and 'where' in relative clauses (48)	Can use 'who/that/which' in basic defining (restrictive) relative clauses. (48)	
Passives: past simple passive	Can use 'was' and 'were' with a range of compliment phrases (32)	Can use the past simple passive. (48)	
Conjunctions: subordinating	Can use 'before / after' as conjunctions with compliment clauses (40)	Can use conjunctions such as 'when' and 'before' with the present simple, with future reference. (48)	
Reported speech: reported questions	Can ask wh - questions about the subject (38)	<p>Can ask indirect questions using 'would like to know' with wh- pronouns. (50)</p> <p>Can report past wh- questions. (50)</p>	



# Present Simple Passive

## GRAMMAR

### Present Simple Passive



by - a person;  
with - something



+ People are eaten by zombies

+ A postman is bitten by a dog

- People aren't eaten by zombies

- A postman isn't bitten by a dog

? Are people eaten by zombies?

? Is a postman bitten by a dog?



AM/ IS/ ARE

V<sub>(verb)3</sub>/ ed

1. English (*speak*) is spoken in many countries around the world.
2. Much of the world's coffee (*grow*) is grown in Brazil.
3. Many photos (*take*) are taken of the beautiful scenery near the mountain.
4. The flowers (*water*) are watered every evening by the gardener.
5. How many books (*check out*) are checked out from the library every week?
6. Millions of dollars (*make*) are made on the stock market every day.

## Past Simple Passive

# GRAMMAR

### How to use

+ I/He/She/It + **WAS** + V3      The house was built  
We/You/They + **WERE** + Ved      by my grandfather.

- I/He/She/It + **WASN'T** + V3      The house wasn't  
We/You/They + **WEREN'T** + Ved      built by my father.

? Yes/No **WAS / WERE** \_\_\_\_\_ V3 / Ved ?

Was this house built  
by your grandfather?

? Wh Where, When  
What, Why  
Who, How **WAS / WERE** \_\_\_\_\_ V3 / Ved ?

**Active:** My father built the house

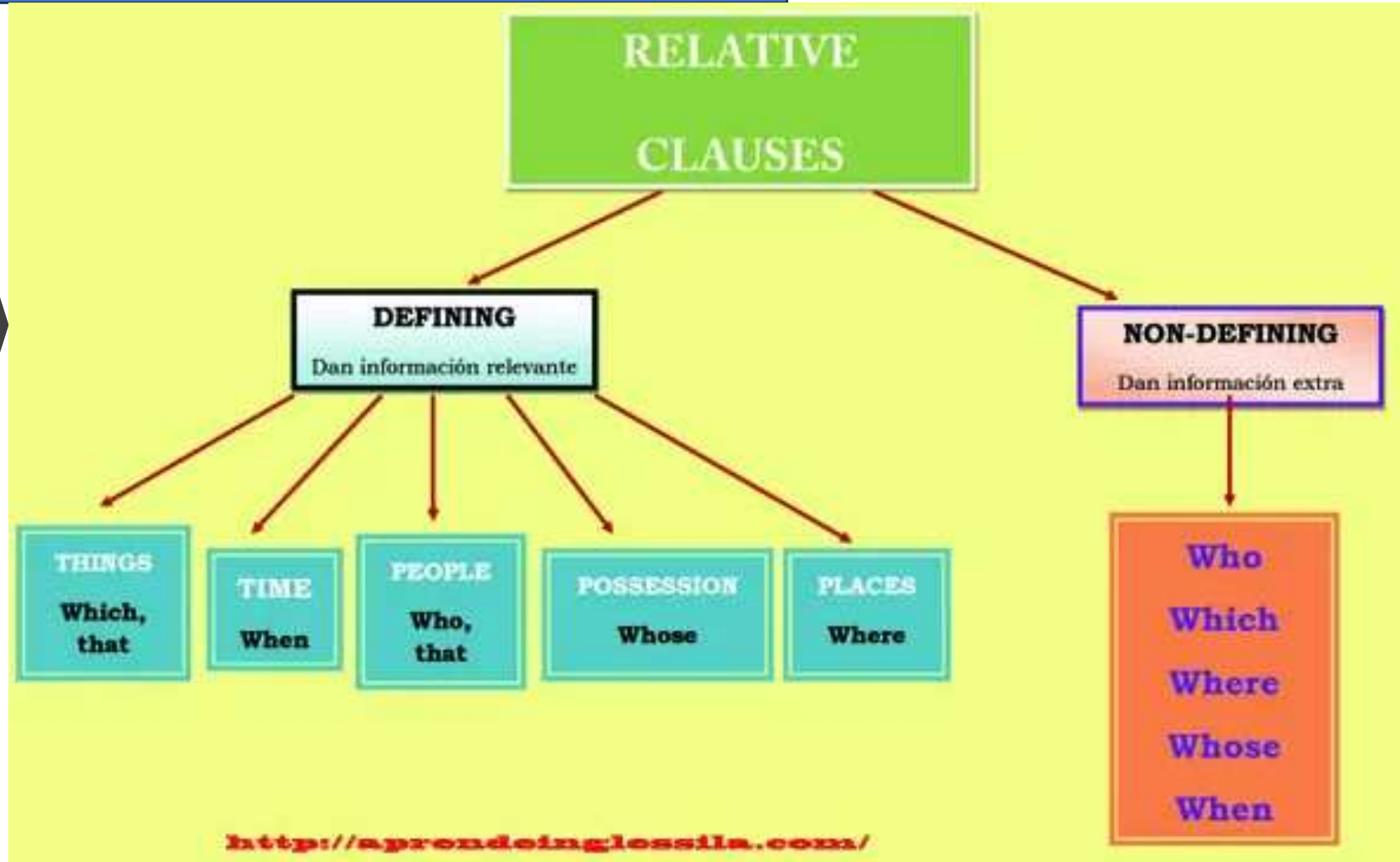
**Passive:** The house was built by my father



- 
1. Even the great business of the moment was forgotten. (forget)
  2. For some time not a word was spoken. (speak)
  3. And the story of the year was finished. (finish)
  4. You know it was placed through you. (place)
  5. He was told that she was out. (tell)
  6. This was the way it was written. (write)
  7. That was what he was made for. (make)
  8. I was here when they were filled. (fill)
  9. Suddenly, a strange sound was heard. (hear)
  10. But it was not received by him. (not/receive)

# Defining Relative Clauses

GRAMMAR



PEOPLE



WHO/THAT

That's the man **who/that** stole the money.

WHO/WHOM\*/THAT

We need to find people **(who/whom\*/that)** we can trust.

\*RARELY USED. VERY FORMAL

WHOSE

This is the story of a man **whose** ideas saved lots of lives.

THINGS ANIMALS



WHICH/THAT

That is the dog **which/that** attacked me the other night.

WHICH/THAT

I'll wear the trousers **(which/that)** I bought in Paris.

WHOSE/OF WHICH

The film, **whose** title (=the title of which) is unknown, will be set in the '60s.

TIME



WHEN

RELATIVE ADVERB

1978 was the year **when** he joined the army.

AT/IN/ON WHICH

MEANING

1978 was the year **in which** he joined the army.

(THAT)

INFORMAL USE

1978 was the year **(that)** he joined the army.

PLACE



WHERE

RELATIVE ADVERB

That's the restaurant **where** we ate last Friday.

AT/IN/ON WHICH

MEANING


That's the restaurant **in which** we ate last Friday.

(THAT)... AT/IN/ON

INFORMAL USE

That's the restaurant **(that)** we ate **in** last Friday.

**Choose the correct option.**

1. A burglar is a person who / that / **where** breaks into houses and steal things.
2. The CSI are the people who / that / **where** investigate a crime scene.
3. A forensic laboratory is the place **who** / **that** / where evidence is sent for analysis.
4. The police are the people who / that / **where** seal off the crime scene.
5. Fingerprints and DNA are evidence **who** / that / **where** the CSI look for at crime scenes. 
6. DNA is material **who** / that / **where** is found in blood, saliva, hair and skin.
7. Sherlock is a detective who / that / **where** solved the crime.

# Subordinating Conjunctions

GRAMMAR

## Subordinating Conjunctions

Here are 10 of the most common subordinating conjunctions. They are used at the beginning of a subordinating clause which is a clause that doesn't make sense on its own.

The diagram is a semi-circle divided into 10 colored segments, each containing a subordinating conjunction. The conjunctions, from left to right, are: if (red), since (orange), when (yellow), although (light green), while (green), after (blue), before (purple), until (dark purple), and because (magenta). In the center of the semi-circle, the letters 'I SAWAWA BUB' are arranged in a curved path, corresponding to the first letters of the conjunctions: I (if), S (since), A (although), W (while), A (after), W (when), A (until), B (because), U (until), and B (before).

**I SAWAWA BUB**

ink



1. Before you go to bed, brush your teeth.
2. Brush your teeth before you go to bed.
3. It is cold outside although it is already summer.
4. You do not need to help me unless you want to.
5. You can come to our house if you are in the neighborhood.
6. Although it is late, you can have a glass of milk.
7. Set the table while I make supper.
8. I will wash the dishes once you finish your plate.
9. Once you start working on your homework, I will come and help you.

Word bank:

although

because

before

if

once

since

unless

whenever

while

## Reported Speech: Questions

# GRAMMAR

DIRECT SPEECH	INDIRECT SPEECH
I work in Paris	He said he <b>worked</b> in Paris
I am working	He said he <b>was working</b>
I worked	He said he <b>had worked</b> .
I was working	He said he <b>had been working</b>
I have worked	He said he <b>had worked</b>
I have been working	He said he <b>had been working</b>
I had worked	He said he <b>had worked</b>
I had been working	He said he <b>had been working</b>

One day I'll be an astronaut.



Peter announced **that one day he would be an astronaut.**

I have never played the guitar.



Mary admitted **that she had never played the guitar.**

What is your problem?



My neighbour wanted to know **what my problem was.**

What time does your mum come back home?



Uncle Jim asked a baby **what time his mum came back home.**

I won't sing anything.



Mark promised **that he wouldn't sing anything.**

Don't go to a park tonight, please.



Jim told his wife **not to go to the park tonight.**

# Maze 1

My mother is the woman \_\_\_\_\_1\_\_\_\_ I love the most. She \_\_\_\_\_2\_\_\_\_\_ in America but she and her family moved to the UAE in 1980s. They \_\_\_\_\_3\_\_\_\_\_ in Sharjah.

\_\_\_\_\_4\_\_\_\_\_ she missed America, she hasn't gone back for a visit. I asked her when she would go there and she said that she \_\_\_\_\_5\_\_\_\_\_ go back there one day.

1. a. who/that  
b. where  
c. whose

3. a. are located  
b. are locating  
c. locate

5. a. will  
b. would  
c. won't

2. a. is born  
b. was born  
c. were born

4. a. Although  
b. Before  
c. After

# Maze 2

Personalities are what set people apart. Kind, polite and hard working \_\_\_\_\_1\_\_\_\_\_ to be the best for a student. A student \_\_2\_\_ has these personalities \_\_\_\_\_3\_\_\_\_\_ by many teachers.

Kind and generous are the personalities \_\_\_\_4\_\_\_\_ are shown a lot on social media. \_\_\_\_\_5\_\_\_\_\_ some of them \_\_\_\_\_6\_\_\_\_\_, they still helped other people. Their efforts \_\_\_\_\_7\_\_\_\_\_.

Many people say that you must think of others \_\_\_\_8\_\_\_\_ yourself. President John F. Kennedy once said “Ask not \_\_\_\_9\_\_\_\_\_ your country can do for you, but ask what you can do \_\_\_\_10\_\_\_\_ your country”.

1. a. are considered  
b. is considered  
c. am considered
2. a. which  
b. who/that  
c. when
3. a. was liked  
b. is admired  
c. liked
4. a. who  
b. which/that  
c. whose
5. a. Before  
b. But  
c. Although
6. a. were staged  
b. was staged  
c. was staging
7. a. were appreciated  
b. was liked  
c. were liking
8. a. before  
b. after  
c. because
9. a. what  
b. where  
c. when
10. a. for  
b. at  
c. to

# READING

<p>Part 7</p>	<p>Multiple-choice questions ----- Read the text and answer a, b or c.</p>	<p>ENG.05.2.3.XX.012 Read and identify specific information in simple, extended texts on familiar and concrete topics.</p> <p>ENG.05.2.3.XX.013 Read and understand details in simple, extended texts on familiar and concrete topics.</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 4</p> <p>A2+ - B1</p> <ul style="list-style-type: none"> <li>- simple, extended</li> <li>- familiar and concrete topics</li> <li>- narrative</li> </ul> <p>Text length: 280 words</p>
<p>Part 8</p>	<p>Multiple choice questions ----- Read the text and answer a, b or c.</p>	<p>ENG.06.2.3.XX.017 Read and understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete topics.</p> <p>ENG.06.2.3.XX.018 Read and identify specific information in simple, extended texts on familiar and some unfamiliar concrete topics.</p> <p>ENG.06.2.3.XX.019 Read and understand details in simple, extended texts on familiar and some unfamiliar concrete topics.</p> <p>ENG.06.2.3.XX.022 Make connections when reading simple, extended texts on familiar and concrete topics.</p>	<p>10 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers explicitly and implicitly stated.</p>	<p>Application and Analysis</p> <p>B: Grade-level mastery</p> <p>Phase 4</p> <p>B1 – B1+</p> <ul style="list-style-type: none"> <li>- Text:</li> <li>- simple, extended</li> <li>- familiar and some unfamiliar concrete topics</li> <li>- narrative</li> </ul> <p>Text length: 300 words</p>
<p>Part 9</p>	<p>Multiple choice questions ----- Read the text and answer a, b or c.</p>	<p>ENG.06.2.3.XX.020 Read and identify the main points of simple, extended texts on familiar and some unfamiliar concrete topics.</p>	<p>4 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers implicitly stated.</p>	<p>Application and Analysis</p> <p>B: Grade-level mastery</p> <p>Phase 4</p> <p>B1 – B1+</p> <ul style="list-style-type: none"> <li>- Text:</li> <li>- simple, extended</li> <li>- familiar and some unfamiliar concrete topics</li> <li>- narrative</li> </ul> <p>Text length: 300 words</p>

# WRITING

## Paper exam

ECFE Alignment: Level 6.1			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.06.4.3.XX.011 Use own and others' ideas to plan and develop writing.</p> <p>ENG.06.4.2.XX.017 Use simple and some complex language structures in writing.</p>	<p>5 marks, marked using a rubric</p> <p>Students are asked to produce at least two sentences that contain 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 4</p> <p>B1 – B1+</p>
Part 2	<p>Writing task</p> <hr/> <p>Free-response plan</p>	<p>ENG.06.4.3.XX.011 Use own and others' ideas to plan and develop writing.</p> <p>ENG.06.4.2.XX.017 Use simple and some complex language structures in writing.</p> <p>ENG.06.4.3.XX.010 Write simple, extended texts on familiar and concrete topics.</p> <p>ENG.06.4.3.XX.012 Write structured paragraphs that contain a topic sentence and supporting details.</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 4</p> <p>B1 – B1+</p>



# WRITING

<p>Part 3</p>	<p>Writing Task</p> <p>Extended response</p>	<p>ENG.06.4.2.XX.017 Use simple and some complex language structures in writing.</p> <p>ENG.06.4.3.XX.010 Write simple, extended texts on familiar and concrete topics.</p> <p>ENG.06.4.3.XX.012 Write structured paragraphs that contain a topic sentence and supporting details.</p>	<p>25 marks, marked using a rubric</p> <p>Students are asked to produce an extended text in response to a prompt and three bullet points.</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>Topics: Community, home and household items, people.</p> <p>Expected text length: 100 words</p>
<p>Part 4</p>	<p>Free-response question</p> <hr/> <p>Read the text and answer the question. Use full sentences.</p>	<p>LL5.R.In.1 Infer complex information needed for comprehension when it is not directly stated in complex, extended texts.</p> <p>LL5.R.P.2 Consider how information from complex, extended texts can be used after reading or listening.</p>	<p>Inference - 2 marks, marked using a rubric</p> <p>A free-response inference question that tests deep understanding of the text.</p> <p>Justification – 3 marks, marked using a rubric</p> <p>A free-response justification of the student's answer to the inference question.</p>	<p>Higher-order thinking</p> <p>C: Advanced application</p> <p>Phase 5</p> <p>B2 - B2+</p> <p>Text:</p> <ul style="list-style-type: none"> <li>- extended</li> <li>- concrete and abstract topics</li> <li>- narrative</li> </ul> <p>Text length: 340 words</p>