

تدريبات للاختبار النهائي وفق الهيكل الوزاري منهج أكسس



تم تحميل هذا الملف من موقع المناهج الإماراتية

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

تاريخ إضافة الملف على موقع المناهج: 2025-11-20 22:48:36

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:

إعداد: Tunaiji-Al Saif Moza

التواصل الاجتماعي بحسب الصف الثالث



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

نموذج إجابة كراسة تدريبية مراجعة وفق الهيكل الوزاري الجديد المسار العام

1

نموذج تدريبي ثان وفق الهيكل الوزاري متبوع بالإجابات

2

نموذج تدريبي أول وفق الهيكل الوزاري متبوع بالإجابات

3

حل كراسة تدريبية مراجعة وفق الهيكل الوزاري الجديد المسار العام

4

حل تدريبات للاختبار النهائي وفق الهيكل الوزاري الجديد

5



United Arab Emirates
Council 1-DNE.5.4
Al-bridi Primary School - C1

تربية
وتعليم

Grade

3

End Of Term Exam Practice

Term (1)
2025-2026

تدريبات للاختبار النهائي للفصل الدراسي الأول
العام الأكاديمي 2025-2026

School Principal
Dr. Huda Aldahmani

English Teacher
Moza Saif Al-Tunaiji

Student Name	
Grade	
Subject \Book	English





نمط الاختبار

Exam form



❖ الجزء الأول (كلمات) - 5 أسئلة

توصيل الكلمة بالصورة 20 درجة

❖ الجزء الثاني (كلمات) - 5 أسئلة أكمل الفراغ

- اكمل الجملة بالكلمة المناسبة من بنك الكلمات
ومطابقتها مع الصورة 10 درجات

❖ الجزء الثالث A - 5 أسئلة (القراءة) Reading

- اكمل الفراغ باستخدام الكلمات المساعدة
الموجودة في المربع 15 درجة

❖ الجزء الثالث B - 5 أسئلة (القراءة) Reading

- حوِّط على الإجابة الصحيحة 15 درجة

○ الجزء الرابع - (كتابة) Writing 40 درجة

- صورة مع ثلاث كلمات مساعدة اكتب جملة كاملة
ملتزماً بقواعد الكتابة (حرف كبير - مسافة -
نقطة في نهاية الجملة - الخط الجميل).





الكلمات المطلوبة للحفظ قراءة وكتابة في اختبار نهاية

الفصل الدراسي الأول للمصف الثالث

High frequency words:	High frequency words:	High frequency words:
school	have	on
different	can	Next to
I	Can't	there
am	feel	is
like	head	are
the	hurt	at
always	better	my
before	go	your
get	turn	this
go	left	clothes
at	right	bus
wearing	walk	car
the	in	by

English Teacher
Moza Saif Al-Tunaiji



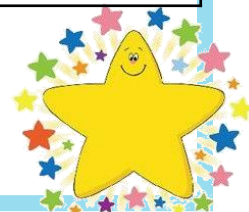


الكلمات المطلوبة للحفظ قراءة وكتابة في اختبار نهاية

الفصل الدراسي الأول للمصف الثالث

Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary
classroom	Brush teeth	back	bus
library	Get dressed	stomach	plane
computer	Eat breakfast	toothache	Train
book	Go to school	headache	Boat
difficult	Do homework	Feel-hurt	ticket
easy	Take a shower	beach	driver
interesting	Go to bed	better	passenger
different	uniform	supermarket	apartment
Wake up	clothes	hospital	balcony
colourful	wear	cinema	garden
warm	comfortable	market	upstairs
special	desert	mosque	downstairs
shoulder	car	park	cool

English Teacher
Moza Saif Al-Tunaiji



Grade	Grade 3	CEFR	A1
Class	3 General		
Language Domains	Literacy Readiness, Reading and Writing	Total Marks Platform	Reading: 60 Paper-based Writing: 40 Paper-based

Part	Level	Theme	Vocabulary
Part 1A: Vocabulary	Working at Mastery: Accurately reads and spells grade-level high frequency words and simple homophones in reading and writing tasks.	Back to School Talk about school subjects, express preferences	<u>High frequency words:</u> school, different, I, am, like, the <u>Vocabulary:</u> classroom, library, computer, book, difficult, easy, interesting, different
		Daily Routines Describe school/home routines	<u>High frequency words:</u> always, before, get, go, at, the <u>Vocabulary:</u> wake up, brush teeth, get dressed, eat breakfast, go to school, do homework, take a shower, go to bed
		Task Description	Achievement Objectives
		Matching (word-image) Match the word to the correct picture. There is one example. Skills Assessed: ▪ Sight Word Recognition ▪ Semantic Understanding (Vocabulary Knowledge)	High Frequency Words 3.LR.HFW.1: Read and spell grade-level high-frequency words, including homophones.
			Specific Student Learning Outcomes (SSLOs)
			Construct Limits
			▪ 10 words, 10 pictures ▪ 2 marks each (total: 20) ▪ 1 example

Part	Level	Theme	Vocabulary
Part 1B: Vocabulary	Working at Mastery: Accurately reads and spells grade-level high frequency words and simple homophones in reading and writing tasks.	What We Wear Describe clothing and personal style	<u>High frequency words:</u> wearing, my, your, this, clothes, have <u>Vocabulary:</u> uniform, clothes, wear, comfortable, colourful, warm, cool, special
		My Body, My Health Talk about health and body parts	<u>High frequency words:</u> can, can't, feel, head, hurt, better <u>Vocabulary:</u> shoulder, back, stomach, toothache, headache, feel, hurt, better
		Task Description	Achievement Objectives
		Gap-fill + Visual matching Complete the sentences from the word bank and match the sentence to the correct picture. There is one example. Skills Assessed: ▪ Word recognition	Vocabulary Development 5 x 3.R.VD.1: Identify the meaning of new words using sentence clues and word parts.
			Specific Student Learning Outcomes (SSLOs)
			Construct Limits
			▪ 5 sentences with one gap ▪ 5 pictures ▪ 2 marks each (total 10) ▪ 1 example

Part	Level	Theme	Vocabulary	Language Structures / Grammar Focus	Functional Language
Part 2: Reading	Working Toward Mastery: Asks and answers literal questions; responses may need prompting for completeness.	City Life (Give directions and describe places)	High frequency words: go, turn, left, right, walk, Vocabulary: supermarket, hospital, library, cinema, market, mosque, mall, park, beach, desert	"How do I get to...?", "Go straight", "Turn left/right", "It's opposite...", "Excuse me, where is...?" Prepositions (movement) + Imperatives	FL 6 Describing places FL 11 Asking for and giving directions
			Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)
	Working at Mastery: Independently asks and answers both literal and inferential questions with complete, accurate responses.	Sentence Cloze Read the text. Complete the sentences by choosing the correct words from the text bank. There are two words you do not need. There is one example. Skills Assessed: • Reading comprehension • Grammar	Demonstrate comprehension of grade-level texts by identifying key ideas, summarising information, making inferences, and supporting answers with evidence.	Reading Comprehension 5 x 3.R.RC.1: Answer literal and inferential questions using text details.	1 descriptive text of 80 words (10% either way) 1 word bank with 5 correct answers, 2 distractors and 1 example 5 questions with gap-fill (3 marks each, total: 15) 1 example

Part	Level	Theme	Vocabulary	Language Structures / Grammar Focus	Functional Language
Part 3: Reading	Working at Mastery Independently answers questions using appropriate details from the text as support.	Transportation Networks Talk about transport and travel routines	High frequency words: bus, car, by, in, on, at Vocabulary: bus, car, plane, train, boat, ticket, driver, passenger	"How do you get to...?", "I go by...", "I travel from...to...", "How long does it take?", "It takes..." Prepositions (movement) + Present Simple	FL 6 Describing places FL 11 Asking for and giving directions
			Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)
	Mastery with Greater Depth Supports answers with strong, specific examples and can explain how their evidence supports their thinking.	Multiple-Choice Questions Read the text and answer the questions. Choose the correct answer. Choose A, B or C. Skills Assessed: • Reading Comprehension • Grammar	Demonstrate comprehension of grade-level texts by identifying key ideas, summarising information, making inferences, and supporting answers with evidence.	Reading Comprehension 2 x 3.R.RC.1: Answer literal and inferential questions using text details. 3 x 3.R.RC.5: Support answers with examples or details from the text.	1 descriptive text of 100-120 words (10% either way) 5 questions with 3 options (3 marks each, total: 15)

Part	Level	Theme	Vocabulary	Language Structures / Grammar Focus	Functional Language
Part 4: Writing	Working at Mastery Consistently spells grade-level sight words correctly in independent writing. Consistently writes grammatically correct simple and compound sentences using varied subjects and verb forms. Produces consistently legible handwriting with correct letter size, shape and slant during structured writing tasks.	Our Homes Describe different homes and rooms	High frequency words: there, is, are, in, on, next Vocabulary: apartment, balcony, garden, upstairs, downstairs, next to, in, on	"There is/are...", "Where is the...?", "It's next to/in/on...", "We have...", "My house has..." Prepositions (place) + Nouns (plurals regular)	FL 7 Describing objects
			Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)
		Guided constructed response Write a complete sentence for the picture. Use the words in the circle to help you.	Demonstrate comprehension of grade-level texts by identifying key ideas, summarising information, making inferences, and supporting answers with evidence.	Spelling & Word Use 3.W.SWU.1: Spell grade-level sight words correctly. Writing Production 3.W.WPD.1: Write grammatically correct simple and compound sentences using varied subjects and verb forms. Handwriting & Presentation 3.LR.HP.2: Produce legible handwriting with consistent letter size, shape, and slant.	3 constructed responses 1 image per response 1 word bank with 3 words per response 2 lines per response 40 marks, based on rubric

Part 1 A
Vocabulary

Match the word to the correct picture. There is one example .
(2 marks each)

1-classroom



2- library



3- computer



4-book



5- interesting



6-different



7- brush my teeth



8-do my homework



9- go to school



10- wake up

Part 1 B
Vocabulary

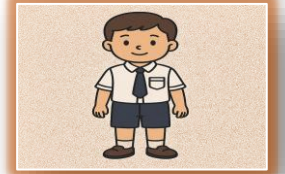
Complete the sentences from the word bank and match the sentence to the correct picture . There is one example .(2 marks each)

colourful, uniform, clothes, wear, comfortable,

1-I wear my school
.....everyday.



2-My are clean and neat.



3- I my jacket in winter.



4-My shoes are very



5- The flowers areand
pretty.



Part 1 B
Vocabulary

Complete the sentences from the word bank and match the sentence to the correct picture . There is one example .(2 marks each)

Cool ,warm ,have , special, toothache

1-The blanket is



2-The weather is



3- This gift isto me.



4- I feel today.



5- Ia headache today.



Better ,Shoulder , back , stomache ,hurt

1-I have pain in my

.....



2-My Hurts after eating too much.



3- I don't feel well. I fell and my knee.



4-I feelwhen I do exercise.



5- I don't feel well. I hurt myafter carrying my bag.



Part 2
Reading

Read the text. Complete the sentences by choosing the correct words from the text bank. There are two words you do not need..(3 marks each)



Asking for Directions

Ali is new in the city. He asks a man, "How do I get to the library?"

The man says, "Go straight and then turn right at the supermarket. Walk past the hospital and cross the road. The library is next to the park."

Ali says, "Thank you!" and walks happily to the library. He loves his new city because it is clean, beautiful, and easy to walk around.

Fill in the blanks: Choose from the word bank:

Word bank:

**turn right - go straight - cross -
next to - past- park - hospital**

1. How do I get to the
- 2.....and then turn right at the supermarket.
3. Walk..... the hospital.
- 4.....the road carefully.
5. The library is..... the park.

Part 2
Reading

Read the text. Complete the sentences by choosing the correct words from the text bank. There are two words you do not need..(3 marks each)

In the city, you can easily visit many places. If you want to go to the park, walk straight and then turn left at the first street. To reach the library, go straight and turn right after the supermarket. The school is near the library, so you can walk from there. If you want to visit the restaurant, go straight and turn left at the traffic lights. The city is busy, but following directions helps you reach any place quickly.

 Fill in the blanks: Choose from the word bank:

Word bank

go - walk - turn left - turn right park-hospital

1. If you want to go to the park,straight and thenat the first street.
2. To reach the library,straight andafter the supermarket.
3. You can.....from the library to the school.
4. To visit the restaurant,..... straight andat the traffic lights.

Part 2
Reading

Read the text. Complete the sentences by choosing the correct words from the text bank. There are two words you do not need..(3 marks each)

My city is very big and beautiful. Every morning, I go to the **school** near the mosque. There is a big market where I can buy food and fruit. When I feel sick, I visit the hospital to see a doctor.

On weekends, my family and I go to the beach to relax and play. My brother likes reading stories in the library.

The cinema is in front of the mall, so it's easy to go there. Some people can go to ride camels and see the sand dunes.



Fill in the blanks: Choose from the word bank:

Word bank

library –supermarket –beach –desert –hospital –opposite-
school

- 1-The mosque is next to the _____
2. I want to buy some food. Let's go to the _____.
3. My father is sick. We are going to the _____.
4. The cinema is _____the mall.
5. I can ride a camel in the _____.

Part 2
Reading

Read the text. Complete the sentences by choosing the correct words from the text bank. There are two words you do not need..(3 marks each)

Sara lives in a busy city. Every morning, she goes to school by bus with her friends. The bus is sometimes crowded, but she enjoys talking to her classmates on the way. On weekends, her father drives the family in the car to visit her grandmother.

Sara says she likes all kinds of transportation. She thinks buses are fun because she can meet friends, cars are comfortable with family, trains are fast and relaxing, planes are exciting, and boats look interesting.

Last month, Sara's family went to the beach. They traveled by train because it was faster than the car. Sara loved looking out of the window and watching the trees and rivers pass by. At the beach, she also saw many boats. She wanted to ride one, but her little brother was afraid, so they only watched.

In the summer holiday, Sara went on her first trip by plane. She flew with her mother to another country to visit her aunt. Sara was very excited when the plane went up into the sky. She looked through the window and saw the clouds and the sea far below.

Part 2
Reading

Read the text. Complete the sentences by choosing the correct words from the text bank. There are two words you do not need..(3 marks each)

1.How does Sara go to school?

- a)By bus
- b)By train
- c)By car

2.What does Sara's father use on weekends?

- a) bicycle
- b) A car
- c) A plane

3.Where does Sara's grandmother live?

- a) In another part of the city
- b) In another country
- c) Near the beach

4. Why did Sara's family take the train to the beach?

- a) It was cheaper than the bus
- b) It was faster than the car
- c) It was safer than the plane

5.What happened at the beach?

- a) Sara rode a boat with her family
- b) Sara's brother was afraid of the boat
- c) They went swimming in the river

6. (Inference) Which transport has Sara not used yet?

- a) Train
- b) Boat
- c) Plane

7. (Opinion in the text) Which transport does Sara think is *fast and relaxing*?

- a) Train
- b) Car
- c) Plane

8.What kind of trip does Sara hope to have one day?

- a) A trip by car
- b) A trip by boat
- c) A trip by bicycle

Part 2
Reading

Read the text. Complete the sentences by choosing the correct words from the text bank. There are two words you do not need..(3 marks each)

My New Home

I am Sara. I live in a big apartment in the city. It has a living room, a kitchen, two bedrooms, and a bathroom. My bedroom is upstairs, and my little brother's bedroom is downstairs.

In the living room, there is a comfortable sofa, a small table, and a bookshelf full of books. I like to sit on the balcony and read books while looking at the city view.

The kitchen is downstairs, and there are many cupboards, a big fridge, and a stove. Next to the kitchen, there is a small garden. I often water the plants and play with our dog there.

The apartment building is very nice. Upstairs, there are the bedrooms and a small study room. Downstairs, there is the living room, the kitchen, and the bathroom.

I love my new home because it has a quiet balcony, a sunny garden, and enough space for everyone. Every morning, I go downstairs to eat breakfast in the kitchen. After school, I relax in my bedroom or sit on the sofa in the living room.

Part 2
Reading

Read the text. Complete the sentences by choosing the correct words from the text bank. There are two words you do not need..(3 marks each)

1. Where is the Sara's bed room?

- a) upstairs
- b) downstairs
- c) big apartment

2. What can you find in the living room?

- a) sofa
- b) TV
- c) stove

3. Where is the kitchen located?

- a) upstairs
- b) downstairs
- c) garden

4. What is next to the kitchen?

- a) upstairs
- b) downstairs
- c) garden

5. Where does Sara like to sit and read?

- a) upstairs
- b) balcony
- c) garden

6. What is the title of the text?

- a) My old home
- b) My new home
- c) My new garden

7. Sara hate her new home ?

- a) True
- b) False
- c) Not given

8. Where does Sara relax after school?

- a) Bedroom
- b) living room
- c) Both of them

Writing

Look at the picture. Write 3-5 sentences to describe what problems the children have.

**Apartment
live**



**Garden
flowers**



Writing

Look at the picture. Write 3-5 sentences to describe what problems the children have.

There is\are
My house has



Up stairs
Down stairs
My house has



Writing

Look at the picture. Write 3-5 sentences to describe what problems the children have.

**We have
We live
My house**



**There is\are
In
Next to**





Good Luck

