

مراجعة تدريبية وفق الهيكل الوزاري الجديد



تم تحميل هذا الملف من موقع المناهج الإماراتية

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

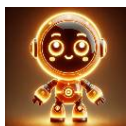
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ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي | للمدرس

المزيد من مادة
لغة انجليزية:

إعداد: AlGhufly Afraa

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

تدريبات للاختبار النهائي وفق الهيكل الوزاري الجديد

1

مواصفات الاختبار النهائي للفصل الأول (الهيكل الوزاري)

2

أوراق عمل My health my body فهم النص المقروء

3

أوراق عمل My 5 Week Health My Body الأسبوع الخامس

4

أوراق عمل مراجعة للأسابيع الخمسة الأولى

5

Bint Al Shaate School C1



EOT 1 Grade 3 Practice



The Super Learners Guide

Prepared by the teacher
Afraa ALGhefli

2025-2026

Student's Name:

Class :

Timeline for Academic Term 1

Dates	Assessment
15-19 Sep	Diagnostic Assessments
20-28 Nov	End-of-Term Exams
04-05 Dec	End-of-Term Exams
08-12 Dec	Term 1 Make-up Exams

Assessment Structure

For all formal assessments, all final scores are entered into the gradebook out of 100.

Cycle 1		
Grade	Assessment	
Grades 1 & 2	School-based (formal) – 25%	SSA (centrally guided) – 10%
Grades 3 & 4	School-based (formal) – 10%	EOT1 (centralized) – 25%

Academic Year 2025-2026: End of Term 1 Exam: Grade 3 – Test Specifications

3

Grade 3 General

Grade Class	Grade 3 3 General	CEFR	A1
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	Specific Student Learning Outcomes (SSLOs)	Construct Limits
		Matching (word-image) Match the word to the correct picture. There is one example. Skills Assessed: • Sight Word Recognition • Semantic Understanding (Vocabulary Knowledge)	Recognise, read, and spell grade appropriate high frequency words accurately in varied contexts, including homophones and words with irregular spelling patterns.	High Frequency Words 3.LR.HFW.1: Read and spell grade-level high-frequency words, including homophones.	• 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	Specific Student Learning Outcomes (SSLOs)	Construct Limits
		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	Use context, word parts, and reference tools to determine the meaning of new vocabulary in grade-level texts.	Vocabulary Development 5 x 3.R.VD.1: Identify the meaning of new words using sentence clues and word parts.	• 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)	<u>High frequency words:</u> go, turn, left, right, walk, <u>Vocabulary:</u> 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 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	Achievement Objectives Demonstrate comprehension of grade-level texts by identifying key ideas, summarising information, making inferences, and supporting answers with evidence.	Specific Student Learning Outcomes (SSLOs) Reading Comprehension 5 x 3.R.RC.1: Answer literal and inferential questions using text details.	Construct Limits ▪ 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
	Working at Mastery: Independently asks and answers both literal and inferential questions with complete, accurate responses.				

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	<u>High frequency words:</u> bus, car, by, in, on, at <u>Vocabulary:</u> 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 Multiple-Choice Questions Read the text and answer the questions. Choose the correct answer. Choose A, B or C. Skills Assessed: ▪ Reading Comprehension ▪ Grammar	Achievement Objectives Demonstrate comprehension of grade-level texts by identifying key ideas, summarising information, making inferences, and supporting answers with evidence.	Specific Student Learning Outcomes (SSLOs) 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.	Construct Limits ▪ 1 descriptive text of 100-120 words (10% either way) 5 questions with 3 options (3 marks each, total: 15)
	Mastery with Greater Depth Supports answers with strong, specific examples and can explain how their evidence supports their thinking.				

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	<u>High frequency words:</u> there, is, are, in, on, next <u>Vocabulary:</u> 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 Guided constructed response Write a complete sentence for the picture. Use the words in the circle to help you.	Achievement Objectives Demonstrate comprehension of grade-level texts by identifying key ideas, summarising information, making inferences, and supporting answers with evidence.	Specific Student Learning Outcomes (SSLOs) 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.	Construct Limits 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 1A
vocabulary

Match the word to the correct picture.
There is one example.

1. School

2. different.

3. classroom.

4. Library.

5. computer.

6. book.



Part 1A vocabulary

Match the word to the correct picture. There is one example.

1. easy

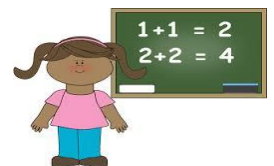
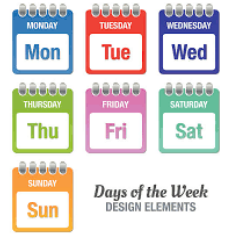
2. interesting

3. get.

4. go .

5. before.

6. always



Part 1A
vocabulary

Match the word to the correct picture.
There is one example.

1. wake up

2. brush teeth.

3. get dressed.

4. eat breakfast.

5. go to school.

6. do homework.



Part 1A**vocabulary****Match the word to the correct picture.****There is one example.**

1. take a shower.



2. go to bed.



3. like.



4. library.



5. brush teeth



6. classroom



Part 1B

Vocabulary

Complete the sentences from the word bank and match the sentence to the correct picture.

wearing	My	your
This	clothes	have

1. I put my clothes in the closet.

2. She is _____ a beautiful dress.

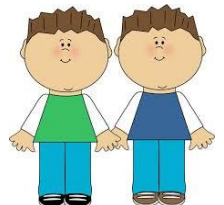
3. _____ English Teacher is very nice.

4. Look at _____ shirt ,it's dirty.

5. I _____ two brothers

6. _____ test is very easy.

5/.....



Part 1B
Vocabulary

Complete the sentences from the word bank and match the sentence to the correct picture.

uniform	wear	comfortable
colourful	warm	cool

1. This sofa is _____ comfortable _____

2. I wear my school _____ when I go to school..

3. The weather is _____ .

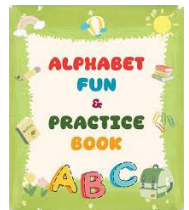
4. The cover page is _____

It attracts the readers.

5. I _____ my pajama before I go to sleep.

6. I feel _____ under the tree .

5/.....



Part 1B
Vocabulary

Complete the sentences from the word bank and match the sentence to the correct picture.

special	can	can't
feel	head	hurt

1. I fell down and hurt my leg.



2. My _____ hurts . I have a headache.



3. I _____ run fast .



4. It's a _____ day because it's my sister's birthday..



5. He _____ drive a car .



6. I _____ worried when I have exam..

5/.....



Part 1B
Vocabulary

Complete the sentences from the word bank and match the sentence to the correct picture.

better	stomach	headache
back	toothache	shoulder

1. It's better to study before the exam.

2. My head hurts me . I have a _____

3. I need to see the dentist .I have a _____ .

4. She feels sick. Her _____ hurts .

5. My father carries me on his _____.

6. I carry my bag on my _____.

5/.....



Part 2
Reading

Read the text. Complete the sentences by choosing the correct words from the word bank.

The Supermarket

The supermarket is a large and bright place in the city. People go there to buy food and drinks. You can see fruits, vegetables, and snacks on the shelves. Workers help customers and keep the place clean. The supermarket is near the park. To reach it, we walk straight and then turn right. It is always busy, especially on weekends.

supermarket	beach	weekends	food
help	desert	park	walk

Example :

The supermarket is always busy on weekends

1. The _____ is a large and bright place in the city.
2. People go there to buy _____ and drinks.
3. The supermarket is near the _____.
4. To reach it, we _____ straight and then turn right.
5. The workers _____ customers .

5/.....

Part 2
Reading

Read the text. Complete the sentences by choosing the correct words from the word bank.

The Hospital

The hospital is an important place in the city. Many doctors and nurses work there. They help sick people and give them medicine. The building is tall and clean, with many rooms. It is next to the mosque. We go straight and turn left to reach it. The hospital is a quiet place where people get care and feel better again.

hospital	turn left	mall	Beach
mosque	quiet	nurses	better

Example :

The hospital is a quiet place .

1. The _____ is an important place in the city.
2. Doctors and _____ work there.
3. It is next to the _____.
4. We go straight and _____ to reach it.
5. We can infer that people feel _____ after visiting the hospital.

5/.....

Part 2
Reading

Read the text. Complete the sentences by choosing the correct words from the word bank.

The Library

The library is one of my favorite places in the city. It is quiet and full of books. Students go there to read, learn, and do homework. The library is near the mall. I go with my friends after school, and we walk there together. Inside, there are tables, chairs, and computers. The library helps us learn new things every day.

learn	after	mall	desert
new	computers	library	supermarket

Example :

Library helps us to learn new things.

1. The _____ is full of books.
2. Students go there to read and _____.
3. It is near the _____.
4. I go there _____ school .
5. There are tables, chairs and _____.

5/.....

Part 2
Reading

Read the text. Complete the sentences by choosing the correct words from the word bank.

The beach

The beach is one of the most beautiful places in the city. People go there to swim, play, and relax. The sand is soft, and the water is blue. Families bring food and sit under umbrellas. To reach the beach, we turn right at the market and walk for five minutes. The beach is a happy and busy place, especially in summer.

market	beach	library	summer
food	beautiful	soft	turn right

Example :

The beach is one of the beautiful places.

1. People go to the _____ to swim and play.
2. The sand is _____ and the water is blue.
3. Families bring _____ and sit under umbrellas.
4. To reach the beach, we _____ at the market.
5. The beach is a busy place in _____.

5/.....

Traveling by Bus

Every morning, many people go to school or work by bus. The driver starts the bus and the passengers sit quietly. Some people read books, and others look out the window. The bus stops at different places to pick up more people. It is big and yellow, and it moves slowly through the city. Traveling by bus is a safe and cheap way to reach many places without using a car.

1. What is the main idea of the text?
 - a) Going shopping
 - b) Traveling by bus
 - c) Driving a car
2. Who drives the bus?
 - a) The teacher
 - b) The driver
 - c) The passenger
3. Where does the bus stop?
 - a) At different places
 - b) At the airport
 - c) In the desert
4. We can infer that the bus is used by _____.
 - a) many people every day
 - b) only one person
 - c) only at night
5. If you want to draw a picture with many people sitting in a big vehicle, which text can you use?
 - a) Traveling by Bus
 - b) Riding a bike
 - c) Riding a Boat

Part 3
Reading

Read the text and answer the questions. Choose the correct answer A,B or C .

Flying on a Plane

When people travel to another country, they often go by plane. Passengers wait at the airport with their tickets. The plane is fast and can fly very high in the sky. The pilot and crew help everyone stay safe and comfortable. Inside, people can read, sleep, or watch movies. Flying on a plane helps people reach faraway places quickly and safely.

1. What is the main idea of the text?
 - a) Going shopping
 - b) Flying on a plane
 - c) Waiting at the bus stop
2. Where do people wait before flying?
 - a) At the airport
 - b) In the park
 - c) At the library
3. Who helps the passengers on the plane?
 - a) The driver
 - b) The teacher
 - c) The pilot and crew
4. Which detail supports that flying is fast?
 - a) The plane can fly high and reach faraway places quickly.
 - b) The passengers walk slowly to school.
 - c) The boat moves on the river.
5. If you want to read a book about airplanes , which book will you choose
 - A)Traveling by Bus
 - b) Flying on a Plane
 - c) Riding a Boat

Part 3
Reading

Read the text and answer the questions. Choose the correct answer A,B or C .

Riding the Train

The train is a long vehicle that moves on metal tracks. People travel by train to different cities. The driver sits in the front and controls the train. Each passenger sits in a seat and looks outside to see trees, houses, and mountains. At every station, more people get on or off. Traveling by train is fun because you can see many beautiful places during the trip.

1. What is the main idea of the text?
 - a) Riding a train to different cities
 - b) Traveling by car
 - c) Going shopping
2. Who drives the train?
 - a) The driver
 - b) The passenger
 - c) The teacher
3. What can passengers see outside?
 - a) Trees and mountains
 - b) Desks and books
 - c) Fish and boats
4. Which sentence supports the idea that train rides are enjoyable?
 - a) Traveling by train is fun because you can see many beautiful places.
 - b) The plane can fly high in the sky.
 - c) The bus is big and yellow.
5. If you want to draw a picture with metal tracks, which text can you use?
 - a) Sailing on a boat
 - b) Flying on a Plane
 - c) Riding the train

Part 3
Reading

Read the text and answer the questions. Choose the correct answer A,B or C .

Sailing on a Boat

Some people travel by boat to cross rivers or seas. A boat moves slowly on the water. The driver is called a captain, and the passengers sit and enjoy the view. They can see birds flying and fish swimming under the water. Traveling by boat is calm and relaxing. You need a ticket to ride the boat safely. It is one of the oldest and most peaceful ways to travel.

1. What is the main idea of the text?

- a) Sailing on a boat
- b) Driving a car
- c) Riding a train

2. Who drives the boat?

- a) The captain
- b) The teacher
- c) The pilot

3. What can passengers see from the boat?

- a) Houses and schools
- b) Planes and cars
- c) Fish and birds

4. Which detail shows that boat travel is peaceful?

- a) Traveling by boat is calm and relaxing.
- b) The bus is big and yellow.
- c) The train moves fast on tracks.

5. If you want to draw a picture of water and a captain, which text can you use?

- a) Flying on a Plane
- b) Traveling by Bus
- c) Sailing on a Boat

Part 4
Writing

Write a complete sentence for the picture. Use the words in the circle to help you .

Live
apartment
balcony



garden
flowers
water



Part 4
Writing

Write a complete sentence for the picture. Use the words in the circle to help you .

street
apartment
small



vegetables
garden
grow



Part 4
Writing

Write a complete sentence for the picture. Use the words in the circle to help you .

bedroom
upstairs
is



downstairs
Kitchen
is



Part 4
Writing

Write a complete sentence for the picture. Use the words in the circle to help you .

bedroom
next to
bathroom



on
table
cat



Part 4
Writing

Write a complete sentence for the picture. Use the words in the circle to help you .

in
box
dog



next to
book
apple



Part 4
Writing

Write a complete sentence for the picture. Use the words in the circle to help you .

is
there
bag

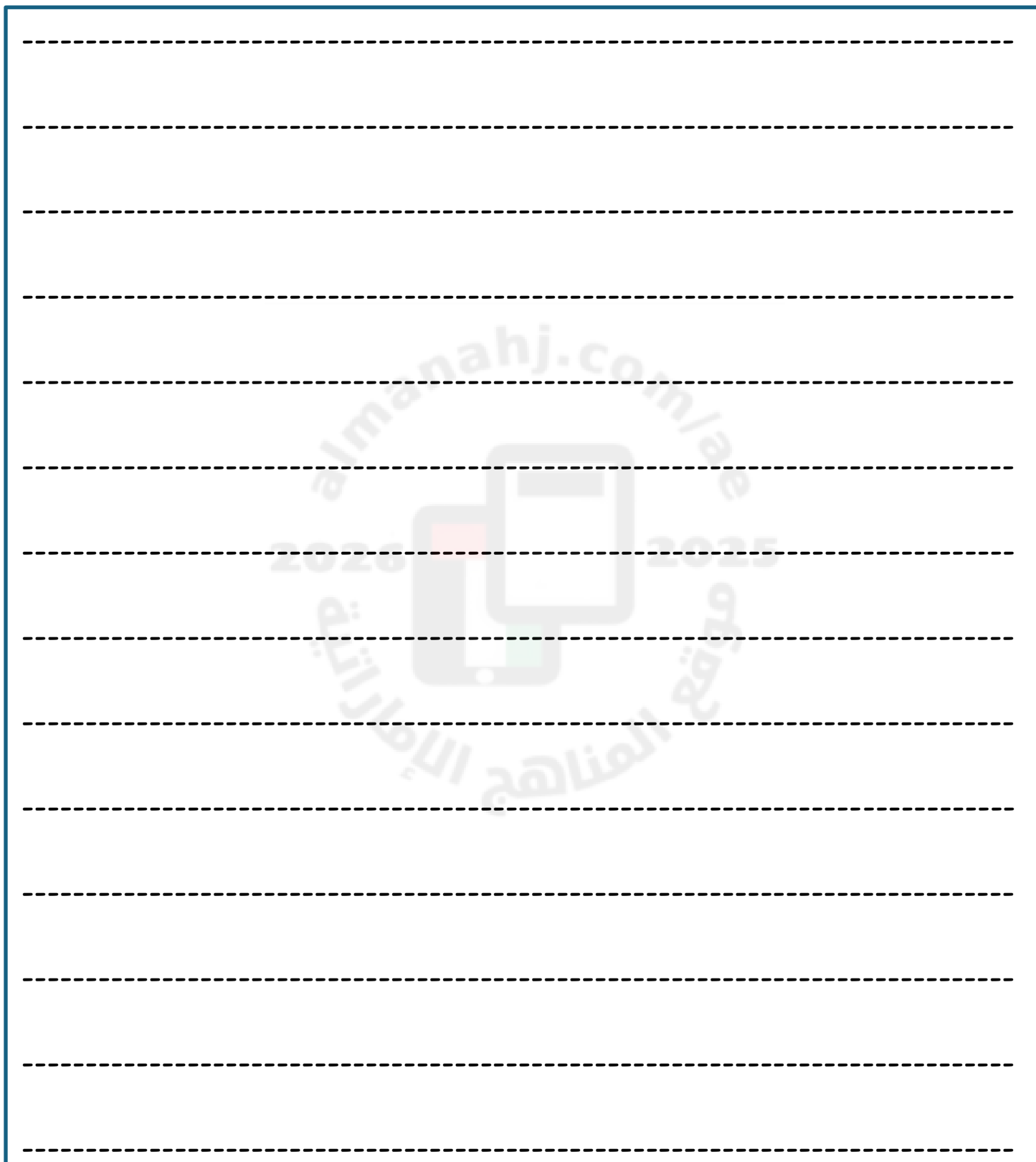


are
there
chairs



27 Writing practice

Handwriting practice lines. The page contains 15 sets of horizontal dashed lines for writing practice. A large, faint watermark is visible in the center of the page, featuring a smartphone icon and the text "almanahj.com/ae", "2026", "2025", and "مكتب المناهج والمراجع".



almanahj.com/ae

2026 2025

موقع المنهج

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wearing	my	your	have	This

Page 10				
2	3	4	5	6
uniform	warm	colourful	wear	cool

Page 11				
2	3	4	5	6
head	can	special	Can't	feel

Page 12				
2	3	4	5	6
headache	toothache	stomach	shoulder	back

Page 13				
1	2	3	4	5
supermarket	food	park	walk	help

Page 14				
1	2	3	4	5
hospital	nurses	mosque	Turn left	better

Page 15				
1	2	3	4	5
library	learn	mall	after	computers

Page 16				
1	2	3	4	5
beach	soft	food	Turn right	summer

Page 17				
1	2	3	4	5
B	B	A	A	A

Page 18				
1	2	3	4	5
B	A	C	A	B

Page 19				
1	2	3	4	5
A	A	A	A	C

Page 20				
1	2	3	4	5
A	A	C	A	C