حل تدريبات نهائية وفق الهيكل الوزاري الجديد 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: 2025-11-24 19:54:17	
المزيد من مادة لغة انجليزية:	ملفات ا كتب للمعلم ا كتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس

التواصل الاجتماعي بحسب الصف الثالث					
صفحة المناهج الإماراتية على فيسبوك					
المواد على تلغرام	التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات	

المزيد من الملفات بحسب الصف الثالث والمادة لغة انجليزية في الفصل الأول	
تدريبات نهائية وفق الهيكل الوزاري الجديد متبوعة بالإجابات	1
عرض بوربوينت حل مراجعة تدريبية وفق الهيكل الوزاري الجديد	2
تدريبات للاختبار النهائي وفق الهيكل الوزاري منهج أكسس	3
نموذج إجابة كراسة تدريبية مراجعة وفق الهيكل الوزاري الجديد المسار العام	4
نموذج تدريبي ثان وفق الهيكل الوزاري متبوع بالإجابات	5

Grade

3

End of Term Exam Practice

Term1

2025-2026

تدريبات للاختبار النهائي للفصل الدراسي الأول

العام الأكاديمي 2025 \ 2026

Student ID			رقم الطالب
Student Name			اسم الطالب
Grade s Stream	Grade 3		المسار \ الصف
Subject / Book	English		الكتاب \ المادة

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.

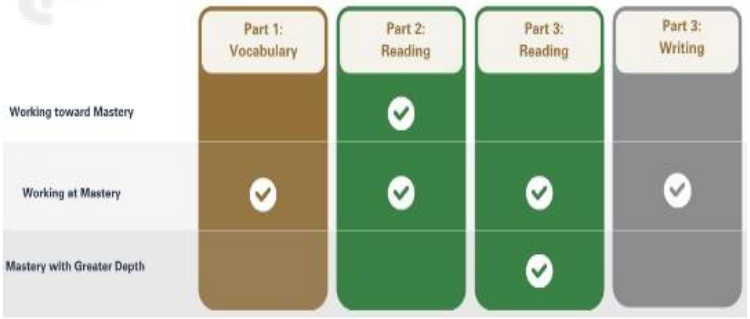
Cycle 1		
Grade	**Assessment**	
Grades 1 & 2	School-based (formal) – 25%	SSA (centrally guided) – 10%
Grades 3 & 4	School-based (formal) – 10%	EOT1 (centralized) – 25%

Structure

Centralised

The assessment is divided into three parts:

- **Part 1 - Vocabulary:** Assesses skills at Mastery level
- **Part 2 - Reading:** Targets working towards Mastery and working at Mastery
- **Part 3 - Reading:** Targets working at Mastery and Mastery with Greater Depth
- **Part 4 - Writing:** Assesses student writing ability at Mastery level



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

Grade	Grade 3	CEFR	A1
Class	3 General		

Language Domains	Literacy Readiness, Reading and Writing	Total Marks	Reading: 60	Writing: 40
		Platform	Paper-based	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	High frequency words: school, different, I, am, like, the Vocabulary: classroom, library, computer, book, difficult, easy, interesting, different			
		Daily Routines | Describe school/home routines	High frequency words: always, before, get, go, at, the Vocabulary: 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	High frequency words: wearing, my, your, this, clothes, have Vocabulary: uniform, clothes, wear, comfortable, colourful, warm, cool, special			
		My Body, My Health | Talk about health and body parts	High frequency words: can, can't, feel, head, hurt, better Vocabulary: 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. **Working at Mastery**: Independently asks and answers both literal and inferential questions with complete, accurate responses.	**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)**	**Construct Limits**
		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. **Mastery with Greater Depth** Supports answers with strong, specific examples and can explain how their evidence supports their thinking.	**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)**	**Construct Limits**
		Mutiple-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)**	**Construct Limits**
		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

الجزء الأول في الاختبار A

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

وصف المهمة	أهداف الإنجاز	مخرجات تعلم الطلاب المحددة (SSLOs)	كيفية السؤال
Matching (word - image) توصيل الكلمة بالصورة) Match the word to the correct picture. There is one example. سيتم إعطاء مثال واحد	التعرف على الكلمات البصرية المناسبة وقراءتها وتهجئتها بدقة في سياقات متنوعة، بما في ذلك الكلمات المتجانسة والكلمات ذات الأنماط الإملائية غير المنتظمة	قراءة وتهجئة الكلمات البصرية على 3.LR. HFW.1 حسب المستويات ، بما في ذلك الكلمات المتجانسة.	10 كلمات و10 صور 2 علامة لكل منها (المجموع: 20) 1 مثال

Part 1 A
Literacy Readiness \ Vocabulary

سيكون التركيز على الوحدة من خلال هذه الكلمات	**Back to School** Talk about school subjects, express preferences
High frequency words الكلمات البصرية	School, different, I, am, like, the
Vocabulary كلمات الدروس	غرفة الصف classroom, المكتبة library, كمبيوتر computer, كتاب book, صعب difficult, سهل easy, ممتع interesting, مختلف different

Part 1 A
Literacy Readiness \ Vocabulary

سيكون التركيز على الوحدة من خلال هذه الكمات	**Daily Routines** Describe school/home routines
High frequency words الكلمات البصرية	always, before, get, go, at, the
Vocabulary كلمات الدروس	الاستيقاظ من النوم wake up, أفرش اسناني brush teeth, ألبس ملابسي get dressed, اكل الفطور eat breakfast, أذهب الى المدرسة go to school, أحل الواجب do homework, أستحم take a shower, أذهب الى(السرير) النوم go to bed

Part 1A Vocabulary	Match the sentence to the correct picture. There one example.

Example : **computer.**

1. do homework.
2. library.
3. classroom.
4. eat breakfast.
5. go to bed
6. interesting
7. Book
8. Difficult
9. Easy
10. Different

20/.....

almanahj.com/ae

Part 1A Vocabulary	Match the sentence to the correct picture. There one example.

Example : go to bed.

1. do homework.
2. go to school .
3. classroom.
4. get dressed .
5. Take a shower.
6. interesting.
7. brush teeth.
8. difficult.
9. Wake up.
10. different.

20/……

الجزء الأول في الاختبار B

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

وصف المهمة	أهداف الإنجاز	مخرجات تعلم الطلاب المحددة (SSLOs)	كيفية السؤال
املئ الفراغ + المطابقة بالصورة أكمل الجمل من **بنك الكلمات** وقم بمطابقة الجملة مع الصورة الصحيحة. هناك مثال واحد. المهارات المقيمة: التعرف على الكلمات	استخدم السياق وأجزاء الكلمات لتحديد معنى المفردات الجديدة في الجمل على حسب المستويات	5x تطوير المفردات تحديد معنى الكلمات الجديدة 3.R.VD.1 باستخدام الكلمات المفتاحية :	5 جمل مع فراغ 5 صور 2 علامة لكل منهما (إجمالي 10 درجات) 1 مثال

Part 1 B
Literacy Readiness \ Vocabulary

سيكون التركيز على الوحدة من خلال هذه الكلمات	What We Wear — Describe clothing and personal style
High frequency words الكلمات البصرية	**High frequency words :** wearing, my, your, this, clothes, have
Vocabulary كلمات الدروس	ليس رسمي (ليس المدرسة) uniform, ملابس clothes, يلبس wear, مريح comfortable, ملون colourful, ملابس دافئه warm, cool, ملابس بارده special مميز

Part 1 B
Literacy Readiness \ Vocabulary

سيكون التركيز على الوحدة من خلال هذه الكلمات	My Body, My Health — Talk about health and body parts
High frequency words الكلمات البصرية	**High frequency words :** can, can't, feel, head, hurt, better
Vocabulary كلمات الدروس	كتف shoulder, ظهر back, ألم معدة stomach, الم اسنان toothache, صداع\ الم الرأس headache, يشعر feel, hurt جرح better أفضل \ أحسن

Part 1B Vocabulary	Fill in the black and complete the sentences from the word bank and match the sentences to the correct picture . There is one example

uniform, ~~clothes~~, comfortable, colourful, warm, cool , special

Example:
We are studying about clothes .

1. We all look the same in our school uniform .

2.I wear a T-shirt in summer, It's cool .

3. The school asks the students to wear a special clothes in UAE national day.

4. My dress is red, yellow, green ,blue and purple, It's a colorful .

5. He is wearing a comfortable clothes , He can walk fast.

2 marks for each.

10/……

almanahj.com/ae

Part 1B Vocabulary	Fill in the black and complete the sentences from the word bank and match the sentences to the correct picture . There is one example

uniform, wear, comfortable, colourful, warm, ~~cool~~, special

Example:
I wear **cool** clothes in hot weather.

1. These shoes are very soft. They are comfortable.

2. We usually wear our school uniform.

3. We wear special clothes for Emirates party.

4. My T-shirt is red, green, and blue. It is colorful.

5. A jacket is warm in winter.

2 marks for each.

10/…….

Part 1B Vocabulary	Fill in the black and complete the sentences from the word bank and match the sentences to the correct picture . There is one example

shoulder, back, stomach, toothache, headache, ~~feel~~,,

Example:
I ___feel___ better when go to bed early.

1. I ate too much candy, I have a ___stomachache___.

2. My head hurts. I have a ___headache___.

3. These are my ___shoulders___.

4. I fell down and hurt my ___back___.

I have a ___toothache___ My tooth hurt me.

2 marks for each.

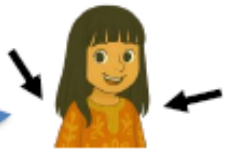
10/.....

almanahj.com/ae 2026 2025 موقع المناهج الإماراتية

Part 1B Vocabulary	Fill in the black and complete the sentences from the word bank and match the sentences to the correct picture . There is one example

~~shoulder~~, back, stomach, toothache, headache, feel,

Example:



These are my Shoulders .

1. We feel better when we do exercise.

2. I don't feel well my teeth hurts, I have a toothache.

3. My head hurts It is painful, I have a headache.

4. I hurt my back I have a heavy backpack.

I have a stomachache when I eat un-healthy food.

2 marks for each.

10/.....

Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)	Construct Limits
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

وصف المهمة	أهداف الإنجاز	مخرجات تعلم الطلاب المحددة (SSLOs)	كيفية السؤال
جمل الفراغات اقرأ النص. أكمل الجمل باختيار الكلمات الصحيحة من بنك النص. هناك كلمتان لا تحتاجهما. هناك مثال واحد. المهارات التي تم تقييمها: فهم القراءة القواعد	إظهار فهم النصوص على مستوى الصف من خلال تحديد الأفكار الرئيسية وتلخيص المعلومات..	فهم القراءة. 5 x 3.R.RC. الإجابة عن الأسئلة باستخدام تفاصيل النص	1 نص وصفي من 80 كلمة 1 بنك كلمات مع 5 إجابات صحيحة ، 2 مشتتات و 1 مثال 5 أسئلة مع املا الفراغ (3 درجات لكل منها ، المجموع: 15) 1 مثال

Part 2 Reading	
سيكون التركيز على الوحدة من خلال	City Life (Give directions and describe places)
High frequency words الكلمات البصرية	**High frequency words :** go, turn, left, right, walk,
Vocabulary كلمات الدروس	سوبرماركت Supermarket, مستشفى hospital, مكتبة library, سينما cinema, محل market, مسجد mosque, mall, مركز تسوق park, حديقة beach, شاطيء desert صحراء
Language Structures / Grammar Focus استخدام القواعد النحوية	How do I get to...?", "Go straight", "Turn left/right", "It's opposite...", "Excuse me, where is...?" Prepositions (movement) حروف الجر الحركية + Imperatives(أسلوب الامر)

Part 2 Reading	Read the text. Complete the sentences by choosing the correct words from the word bank. There are two words you do not need. One is done for you.

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.

library – supermarket – beach – desert – hospital – opposite- ~~**schoo**~~l

Fill in the blanks with the correct word from the box below:

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

3 marks for each.
15/.....

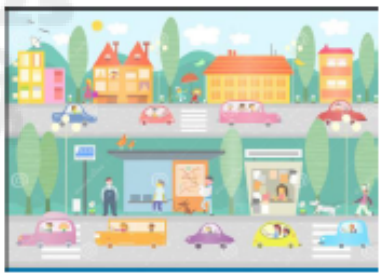
Part 2 Reading	Read the text. Complete the sentences by choosing the correct words from the word bank. There are two words you do not need. One is done for you.

Hello! My name is Omar. Every morning, I walk to school with my friend Ali. We go straight the mosque and then we turn right at the traffic lights. The park is next to our school. After school, we sometimes go to watch a movie. On saturdays, my family and I go to the beach to play and have fun.

Word box:

park – ~~walk~~ - cinema – turn – go – hospital – left – right –

Fill in the blanks with the correct word from the box below:



1. 1. Ali and I ___go___ straight to pray.
2. The school is next to the__park___
3. We like to go to the ___cinema___ to watch a film.
4. Turn ___right___at the traffic light.
5. My parents and my sisters go to enjoy in the ___beach___

3 marks for each.

15/.....

Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)	Construct Limits
Mutiple-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)

وصف المهمة	أهداف الإنجاز	مخرجات تعلم الطلاب المحددة (SSLOs)	كيفية السؤال
Mutiple-Choice Questions اقرأ النص وأجب عن الأسئلة. اختر الإجابة الصحيحة. اختار A, B or C المهارات التي تم تقييمها: فهم القراءة القواعد	إظهار فهم النصوص على مستوى الصف من خلال تحديد الأفكار الرئيسية وتلخيص المعلومات.	فهم القراءة أجب عن الأسئلة باستخدام 2 x 3.R.RC.1: تفاصيل النص. دعم الإجابات بأمثلة أو 3 x 3.R.RC.5: تفاصيل من النص.	1 نص وصفي من 100-120 كلمة 5 أسئلة مع 3 خيارات (3 علامات لكل منهما ، المجموع: 15)

Part 3 Reading	
سيكون التركيز على الوحدة من خلال	**Transportation Networks**| Talk about transport and travel routines
High frequency words الكلمات البصرية	**High frequency words :** bus, car, by, in, on, at
Vocabulary كلمات الدروس	حافلة bus, سيارة car, طائرة plane, قطار train, قارب boat, تذكرة ticket, يسوق driver, مسافر passenger
Language Structures / Grammar Focus استخدام القواعد النحوية	movement prepositions حروف الجر الحركية **(by from- to over through)** "How do you get to...?", "I go by...", "I travel from...to...", "How long does it take?", "It takes...

Part 3 Reading	Multiple-Choice Questions. Read the text and answer the questions. Choose the correct answer

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.

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) A bicycle
b) A car
c) A plane

3 marks for each.

15/.....

Part 3 Reading	Multiple-Choice Questions. Read the text and answer the questions. Choose the correct answer

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. (Future wish) 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

3 marks for each.

15/……

Part 3 Reading	**Multiple-Choice Questions. Read the text and answer the questions.** **Choose the correct answer**

"Ways We Travel"

People use many kinds of transport to move from one place to another. In big cities, many people take buses or trains because they are fast and cheap. Some people prefer to drive their own cars, but traffic can be a big problem during busy hours.

In small towns, people often ride bicycles or walk because places are closer together. In some countries, people use boats to travel between islands. Airplanes are the fastest way to travel long distances, but they are also the most expensive.

Today, many people are thinking about the environment. They try to use transport that does not cause pollution, such as electric cars or public transport.

1. Why do many people in big cities take buses or trains?

A. Because they are expensive
B. Because they are slow
C. Because they are fast and cheap

2. What is a common problem for people who drive cars in cities?

A. Weather
B. Traffic
C. Parking

Part 3 Reading	**Multiple-Choice Questions. Read the text and answer the questions.** **Choose the correct answer**

3. How do people in small towns often travel?

A. By airplanes
B. By cars only
C. By bicycles or walking

4. Which transport is the fastest for long trips?

A. Bus
B. Airplane
C. Boat
D. Bicycle

5. What kind of transport helps protect the environment?

A. Cars using a lot of gas
B. Airplanes
C. Electric cars or public transport

3 marks for each.

15/…….

Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)	Construct Limits
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

وصف المهمة	أهداف الإنجاز	مخرجات تعلم الطلاب المحددة (SSLOs)	كيفية السؤال
املئ الفراغ + المطابقة بالصورة اكتب جملة كاملة للصورة. استخدم الكلمات الموجودة (تتوفر كلمتين) لمساعدتك	إظهار فهم النصوص على حسب المستويات من خلال تحديد الأفكار الرئيسية وتلخيص المعلومات وإجراء الاستدلالات ودعم الإجابات بالأدلة	التهجئة واستخدام الكلمات كتابة الكلمات البصرية بشكل صحيح:3.W.SWU.1 الكتابة والصياغة اكتب جمل بسيطة ومركبة صحيحة نحويا :3.W.WPD.1 باستخدام موضوعات وأشكال أفعال متنوعة. الكتابة والخط 3.LR.HP.2 الكتابة ب خط يد مقروء بحجم وشكل وميل متسق.	3 أسئلة 1 صورة لكل سؤال 1 بنك كلمات مع 3 كلمات لكل سؤال 2 سطرين لكل سؤال 40 درجة بناءا على أدوات التقييم Rubrics

Part 4: Writing

سيكون التركيز على الوحدة من خلال	**Our Homes**| Describe different homes and rooms Describing objects
High frequency words الكلمات البصرية	**High frequency words :** here, is, are, in, on, next
Vocabulary كلمات الدروس	شقة apartment, شرفة balcony, حديقة garden, الطابق العلوي upstairs, الطابق السفلي downstairs, بجانب next to, داخل in, فوق on
Language Structures / Grammar Focus استخدام القواعد النحوية	"There is/are...", "Where is the...?", "It's next to/in/on...", "We have...", "My house has...

Part 4 Writing	Write complete sentences for the picture. Use the words in the circle to help you.

live
apartment

We live in an apartment.

house
upstairs

Our house is upstairs.

room
balcony

There is a balcony in my room.

Task completion/8	Spelling/8	Handwriting/8	Use Vocabulary/8	Punctuation/8	Total/ 40

Part 4 Writing	Write complete sentences for the picture. Use the words in the circle to help you.

garden
flowers

There are many flowers in the garden.

next to
school

My house is next to the school.

girl
on

The girl is sitting on the table.

Task completion/8	Spelling/8	Handwriting/8	Use Vocabulary/8	Punctuation/8	Total/ 40