

حل اختبار تجريبي نهائي وفق الهيكل الوزاري الجديد



تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ← المناهج الإماراتية ← الصف الرابع ← 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: Fathy Asmaa

التواصل الاجتماعي بحسب الصف الرابع



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

مراجعة نهائية وفق الهيكل الوزاري الجديد متبوعة بالإجابات

1

حل كراسة تدريبية مراجعة وفق الهيكل الوزاري الجديد المسار العام

2

نموذج تدريبي ثان وفق الهيكل الوزاري متبوع بالإجابات

3

نموذج تدريبي أول وفق الهيكل الوزاري متبوع بالإجابات

4

حل تدريبات شاملة على الهيكل الوزاري الجديد

5



End of Term Exam Practice

Term 1
2025-2026

Grade

4

Student ID			رقم الطالب
Student Name			اسم الطالب
Grade s Stream	Grade 4		الصف/ المسار
Subject / Book	English		المادة / الكتاب



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 4 – Test Specifications

Grade Class	Grade 4 4 General	CEFR	A1-A2
Language Domains	Literacy Readiness, Reading and Writing	Total Marks Platform	Reading: 60 Writing: 40 Paper-based Paper-based

Part	Level	Theme	Vocabulary			
Part 1A: Vocabulary	Working at Mastery: Correctly recognises and uses high frequency words with multiple meanings (e.g., "bat," "watch") in varied sentences, showing understanding of context.	Back to School Expressing preferences about school subjects and setting goals	High frequency words: school, subject, more, than, best, like Vocabulary: timetable, classroom, uniform, homework, breaktime, lesson, library			
		Making Connections Understanding multicultural friendships and communities	High frequency words: because, friend, share, together, help and Vocabulary: friend, chat, message, group, talk, meet, listen, smile			
		Task Description	Achievement Objectives	Learning Outcomes	Construct Limits	
		Matching (sentence-image) Match the sentence to the correct picture. There is one example. Skills Assessed: The student can independently recognise and apply high frequency words with multiple meanings in contextually appropriate ways across a range of oral and written tasks.	Read, spell, and use high frequency and academic vocabulary words fluently in diverse contexts, including formal and creative writing tasks.	High Frequency Words 4.LR.HFW.3: Recognise and use high frequency words with multiple meanings.	▪ 5 sentences, 5 pictures ▪ 2 marks each (Total: 10) ▪ 1 example	

Part	Level	Theme	Vocabulary			
Part 1B: Vocabulary	Working at Mastery: Consistently uses new vocabulary accurately in a range of oral and written tasks. Applies learned phonics patterns to independently decode and spell unfamiliar grade-level words with general accuracy in reading and writing.	School Rules and Values Explaining school expectations and values	High frequency words: must, follow, respect, listen, rules, the Vocabulary: rule, respect, kind, share, fair, honesty, helpful, polite			
		Feelings and Emotions Talking about emotions in different contexts	High frequency words: feel, when, excited, sad, happy, the Vocabulary: happy, worried, excited, tired, angry, shy, scared, bored			
		Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)	Construct Limits	
		Word ordering – Spelling and Syntax Unscramble the word and complete the sentences. There is one example. Skills Assessed: ▪ Phonics and sentence-level decoding / Spelling	Expand vocabulary knowledge by using context clues, word parts, and reference tools to determine, clarify, and apply the meaning of unfamiliar words. Use advanced phonics and syllabication strategies to decode and spell unfamiliar multisyllabic words independently.	Vocabulary Development 4.R.VD.4 : Use new vocabulary accurately in a range of oral and written tasks. Phonics 4.LR.P.4: Use pattern recognition to decode and spell new vocabulary.	▪ 5 scrambled words ▪ 5 sentences with one gap each ▪ 2 marks each ▪ 1 example	

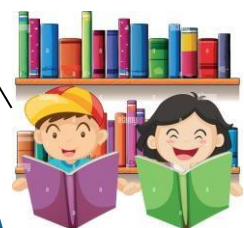


Part	Level	Theme	Vocabulary	Language Structures / Grammar Focus	Functional Language
Part 2: Reading	Working Toward Mastery: Answers literal and inferential questions well; evaluative questions may need support.	Community Matters Describing community places and their functions	High frequency words: place, near, library, hospital, go, is Vocabulary: hospital, mosque, market, school, park, fire station, museum, library	Present simple: "People go...", "Children visit...", "We use..." Purpose prepositions: "to" + verb (to read, to pray, to learn), "for" + noun (for help, for books) Present Simple + Prepositions (purpose - to/for)	FL.2 Greetings, making introductions, saying goodbye
			Task Description Sentence Cloze	Achievement Objectives Demonstrate comprehension of increasingly complex texts by summarising key ideas, analysing details, making inferences, and justifying answers with evidence.	Specific Student Learning Outcomes (SSLOs) Reading Comprehension 4.R.RC.1: Answer literal, inferential, and evaluative questions using text evidence.
	Working at Mastery: Independently answers literal, inferential, and evaluative questions using appropriate text evidence.				Construct Limits 1 descriptive text of 100 words (10% either way) 1 word bank with 5 correct answers, 2 distractors and 1 example 5 questions (3 working toward mastery, 2 working at mastery) 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 literal, inferential, and evaluative questions using appropriate text evidence.	City Life, Country Life Comparing urban and rural environments	High frequency words: city, quiet, busy, most, live, the Vocabulary: skyscraper, village, traffic, quiet, crowded, busy, tractor, animals	Present Simple + Coordinating Conjunctions Coordinating conjunctions: and, but, or, so, yet Contrast vocabulary: busy/quiet, exciting/peaceful, modern/traditional Complex comparisons: "Cities are..., but villages are..." Lifestyle preferences: urban vs rural benefits	FL.6 Describing places
			Task Description Multiple-Choice Questions	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 4.R.RC.1: Answer literal, inferential and evaluative questions using text evidence. 4.R.RC.2: Summarise key ideas, themes and supporting details from a text.
	Mastery with Greater Depth Creates comprehensive summaries that capture important themes and can explain how details support main ideas.				Construct Limits 1 descriptive text of 110-130 words (10% either way) 5 questions (3 working at Mastery, 2 Mastery with Greater Depth) with 3 options (3 marks each)

Part	Level	Theme	Vocabulary	Language Structures / Grammar Focus	Functional Language
Part 4: Writing	Working at Mastery Effectively applies a range of syllabication strategies (e.g., chunking, identifying prefixes/suffixes) to decode unfamiliar multisyllabic words with minimal support.	World of Work Describing jobs and showing respect for different roles	High frequency words: work, job, helps, his, their, the Vocabulary: job, office, factory, engineer, nurse, builder, farmer, tools	Present Simple + Verb Forms (verb + to + infinitive) Verb + to + infinitive: work to, try to, want to, need to Purpose expressions: "to help", "to teach", "to make" Career vocabulary: doctor, teacher, engineer, pilot Work purposes: "People work to...", "Jobs help to..."	FL.6 Describing places
			Task Description Guided constructed response	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 4.W.SWU.1: Spell multisyllabic words using knowledge of common prefixes, roots, and suffixes. Writing Production 4.W.WPD.2: Use simple and compound sentences with consistent subject-verb agreement and varied sentence openers. Handwriting & Presentation 4.LR.HP.1: Format texts appropriately for different purposes with consistent layout.
	Working at Mastery Consistently uses simple and compound sentences with correct grammar and varied sentence openers. Applies correct formatting features (e.g., titles, headings, paragraphs, spacing) appropriately for different writing purposes.				Construct Limits 3 constructed responses 1 image per response 1 word bank with 2 words per response 3 lines per response 40 marks, based on rubric

1. The teacher is writing on the board.
2. I do my homework in the evening.
3. We read books in the library.
4. The students are playing football in the playground.
5. She is wearing her school uniform.
6. She share her doll with her friend.



1. We learn about Islam and the life of the Prophet Muhammad (PBUH).



2. In this lesson, we exercise and play sports.



3. We listen to tunes and sing songs.



4. We read books and learn new words.



5. We learn about animals and plants.



6. We draw, paint and make creative designs.



1. The boy is reading in the library.

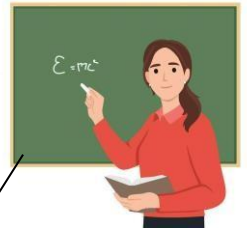
2. I put my books in my bag.

3. He is happy today.

4. The teacher writes on the board.

5. We play football in the playground.

6. I have a good friend at school.



1. The children eat lunch in the canteen.

2. The girl wears her school uniform.

3. Students sit in the classroom.

4. He is reading a story in the library.

5. They play football in the playground.

6. I eat my lunch at breaktime



1. We chat every day after class.

2. I sent a message to my friend.

3. Our group works together on the project.

4. They talk in the breaktime.

5. We meet in the park every weekend.

6. Listen to your teacher carefully.



Part 1B
Vocabulary

Unscramble the word and complete the sentences.
There is one example

1. When the teacher speaks we must
listen carefully.



lstein

2. Good students behave well in class
and follow instructions.



habeve

3. We should respect your dad and be
kind.



trsepec

4. The school rule says we mustn't run
in the hallway.



uler

5. You must listen when I speak.

sumt

6. He is helpful and always helps his
grandpa.



fulhelp

Part 1B
Vocabulary

Unscramble the word and complete the sentences.
There is one example



elru

1. We must follow the school rule.



spectre

2. We respect our teachers and classmates.



indk

3. Be kind to everyone in the classroom.



haser

4. We share our toys and books with friends.



frai

5. The teacher is always fair to all students.



poeilt

6. We should be polite when we talk to others.

Part 1B
Vocabulary

Unscramble the word and complete the sentences.
There is one example

1. When I am with friends, I feel happy.



ahpyp

2. When it rains, I feel sad.



das

3. I get bored when I have nothing to do at home.



rboad

4. I feel excited when I play football with my friends.



ecxiedt

5. I get nervous when I read in front of class.



nreuosv

6. I feel worried when I have exam..



doierwr

5/.....

Community Places

In our community, people go to many different places every day.

People go to the hospital when they are sick to get help from doctors and nurses.

Children go to the library after school to read interesting books and learn new stories.

We go to the mosque to pray and thank Allah for His blessings.

Families visit the museum on weekends to learn about old things and history.

Some people go to the park to play and relax in the fresh air. Others go to the supermarket to buy food and things they need.

All these places make our community clean, happy, and safe for everyone.



hospital	park	mosque	school	library
	supermarket		museum	

1. People go to the hospital to see doctors
2. Children go to the library to read books.
3. We go to the mosque to pray every day.
4. Families visit the museum to learn new things.
5. People go to the park to play and relax.
6. We go to the supermarket to buy food and

drinks.

School Rules

Every school has rules to help students learn and stay safe.

Students must respect their teachers and classmates. They should

listen carefully and be kind to everyone. In class, students raise

their hands before they talk. They must do their homework on time

and try their best. Wearing the school uniform is important

because it makes everyone look neat. Students should keep the

classroom clean and take care of their things. When everyone

follows the school rules, the school becomes a happy and safe

place for all students to learn, play, and grow together every day.



respect teacher listen homework uniform ~~rules~~
library follow

1. Every school has rules to keep students safe.
2. Students must respect their teachers and classmates.
3. We should listen carefully in class.
4. Students must do their homework on time.
5. Wearing the school uniform is important.
6. When we follow the rules, our school is a happy place. 5/.....

Community Helpers

There are many important people in our community who help us every day. A teacher works in a school and helps children learn new things. A doctor and a nurse work in a hospital. They take care of sick people and help them get better. A firefighter is very brave and puts out fires to save people and homes. A police officer keeps the streets safe and helps people when they are in trouble. A farmer grows fruits and vegetables for us to eat. All these people work hard and make our community a safe and happy place to live.

~~teacher~~ firefighter doctor nurse police officer
pilot farmer

1. A teacher works in a school and helps children learn.
2. A **doctor** ___ works in a hospital and helps sick people.
3. A **nurse** ___ takes care of people who are sick.
4. A **firefighter** _ is brave and puts out fire.
5. A **police officer** ___ keeps the streets safe.
6. A **farmer** ___ grows fruits and vegetables for us.

Community Helpers

Communities need many helpers to be safe and healthy. Doctors and nurses work in hospitals. They care for sick people and give them medicine. Teachers are also very important. They help children read, write, and learn new things every day. Firefighters are brave men and women who put out fires and rescue people from danger. Police officers keep order in the streets and make sure people follow the rules. Shopkeepers sell food and other things we need. Every helper has a different job, but they all share one goal: helping people in the community. Without them, life would be very hard.



- Who helps sick people in hospitals?
 - Firefighters
 - Doctors and nurses
 - Police officers
- What do teachers do?
 - Sell food
 - Help children learn
 - Rescue people
- Who keeps order in the community?
 - Shopkeepers
 - Police officers
 - Farmers
- Write one reason why community helpers are important.
 - They make life safe and healthy
 - They build houses
 - They travel to other cities
- What is the text about?
 - It is about jobs in the city.
 - It is about different community helpers and their jobs.
 - It is about animals on a farm.

Cities and Villages

Cities are large and busy places. There are tall buildings, many cars, buses, and shops. People in the city often work in offices, hospitals, or schools. Children go to big schools and play in public parks. The city can be noisy and crowded, but it has many opportunities for jobs and education.

Villages are smaller and quieter. There are green fields, animals, and fresh air. People in villages usually work on farms or in small shops. Children walk to school and play in the fields. Villages do not have tall buildings or heavy traffic, but they are peaceful and simple.



1. Where do people in cities often work?

- a) On farms
- b) In offices and hospitals
- c) In small shops

2. What do children in villages usually do after school?

- a) Play in the fields
- b) Play in parks
- c) Play in shopping malls

3. Which place is noisy and crowded?

- a) The city
- b) The village
- c) The park

4. What is one difference between life in the city and life in the village?

- 1.a) The city is quiet and small.
- 2.b) The city is busy and noisy, but the village is quiet and peaceful.
- c) The village has tall buildings and traffic.

5. What is the text about?

- a) It is about animals in the farm.
- b) It is about comparing city life and country/village life.
- c) It is about school rules and classroom life.

Part 3
Reading

Read the text and answer the questions. Choose the correct answer.

5/.....



School Life and Values

Schools are places where children learn and grow. To keep the school safe and friendly, students must follow rules. One important rule is respect. Students should respect their teachers by listening carefully and raising their hands before speaking. Another important value is honesty. Students should always tell the truth and never copy answers in exams. Politeness is also important in school life. Saying “please” and “thank you” makes everyone feel happy. Students should also help keep the school clean by putting rubbish in the bin. Following rules and values makes school a better place for everyone. Respect, honesty, and politeness help students work together and learn happily.



1. How should students show respect to teachers?

- a) By shouting answers
- b) By raising their hands before speaking
- c) By copying in tests

2. What should students never do in exams?

- a) Copy answers
- b) Tell the truth
- c) Say thank you

3. Which words make school a friendly place?

- a) Please and thank you
- b) Hello and goodbye
- c) Yes and no

4. How can students help keep the school clean?

- a) By putting rubbish in the bin.
- b) By drawing on the walls.
- c) By leaving papers on the floor.

5. What is the text about?

- a) It is about rules and values that make school a good place.
- b) It is about animals and nature.
- c) It is about city life and village life.

Community Matters

The Hospital

A hospital is a very important place in the community. Doctors and nurses work there every day. They take care of sick people and help them get better. In a hospital, there are many rooms for patients, and special machines to check their health. Nurses give medicine, and doctors do operations to save lives. Without hospitals, people would not get the care they need when they are sick or hurt.



The Fire Station

A fire station is also important in the community. Firefighters work there. They are brave men and women who protect people from fires. When a fire starts, firefighters drive their fire trucks quickly to the place. They use water hoses to put out the fire and rescue people. Firefighters also teach the community how to stay safe. Without fire stations, people and houses would be in great danger.



- Who works in a hospital to care for sick people?
 - Firefighters
 - Doctors and nurses
 - Teachers
- What do nurses do in the hospital?
 - Give medicine to patients
 - Teach students
 - Sell food
- What do firefighters use to put out fires?
 - Fire trucks
 - Water hoses
 - Brooms
- What do firefighters teach the community?
 - How to cook food
 - How to stay safe
 - How to drive cars
- What is the text about?
 - It is about people who work in schools.
 - It is about important places in the community: the hospital and the fire station.
 - It is about playing games at the park.

Salama's neighborhood



Hello! My name is Salama, and I live in a quiet neighbourhood. I enjoy walking around with my friends. When you walk down the main road, you can see the hospital between the library and some shops. My house is also near a shop. My favourite place is the park. It is behind my house. It is green and quiet. I go there to play after school. Sometimes the traffic is busy in front of the shops, but the small streets near my school are safe for children. I like living here because everything I need is close, and it is a quiet place to live.



1. Where does Salama live?

- A. In a noisy city
- B. In a quiet neighborhood
- C. Near a mountain

2. What does Salama enjoy doing?

- A. Walking with her friends
- B. Reading in the library
- C. Playing football

3. Where is the hospital?

- A. Between the library and some shops
- B. Behind Salama's house
- C. Next to the school

4. What is behind Salama's house?

- A. The school
- B. The park
- C. The hospital

5. When does Salama go to the park?

- A. After school
- B. Before school
- C. On Friday

My neighborhood

Hello! My name is Hamad, and I live in a busy neighbourhood.

When you walk along the main road, you can see a big supermarket next to the bank. Behind the supermarket, there is a tall building where many people work.

My house is near a small mosque. I can also see a shop in front of the bus stop. At the weekend, I like to visit the park. It is between the library and the post office. The park is full of trees and flowers. It is my favourite place to play football with my friends. I enjoy living here because there are many places to visit, and everything is close to my home.



1. What is next to the bank?

- a) A mosque
- b) A supermarket**
- c) A post office

2. Where is the tall building?

- a) In front of the supermarket
- b) Behind the supermarket**

3. What is in front of the bus stop?

- a) A shop**
- b) A library
- c) A park

4. Where is the park?

- a) Near the mosque
- b) Next to the bank
- c) Between the library and the post office**

5. Why does Hamad like the park?

- a) It has swings and slides
- b) It is near his school
- c) It is full of trees and flowers, and he can play football**

Fire Station Helps Our Community



Text 1

Every community in the United Arab Emirates has a fire station. It is where firemen work. Firemen help keep us safe from dangerous fires. When there is a fire, they quickly drive the fire truck to help people. The fire station also has tools to help the firemen. Ladders help save people from tall buildings. Hoses help to put out fires. The fire station and the people who work there are important to our communities.

Text 2

One day, I went to the fire station with my dad. My dad is a fireman. He wears a big suit and helps people when there is a fire. We walked into the station and saw big fire trucks. I sat in one of the trucks. It was very fun. The fire men showed me their helmets and tools. Dad let me wear his helmet. It was too big for me. Then, we watched the fire truck drive fast to help someone. I felt happy because my dad helps people every day.

1. Where do firemen work?
a) In a school
b) In a hospital
c) In a fire station
2. What do firemen use to put out fires?
a) Hoses
b) Chairs
c) Helmets
3. Why are firemen important in the community?
a) They play games
b) They help people and keep them safe
c) They cook food
4. What did the boy wear at the fire station?
a) His school uniform
b) His dad's helmet
c) A nurse's hat
5. How did the boy feel at the end of the visit?
a) Sad
b) Happy
c) Angry

5/.....



Part 4
Writing

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

engineer
work



The engineer works hard.
The engineer builds houses.
I see 2 engineers.
I want to be an engineer.

help
nurse



The nurse helps the boy / people.
The nurse helps the doctor.
I see a nurse.
I want to be a nurse when I grow up.

builder
tool



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.

farmer
plant



The farmer plants the farm.
The farmer grows the plants.
I see farmers.
I want to be a farmer.

help
Fire fighter



The firefighter works hard.
The firefighters help people.
I see a firefighter.
I want to be a firefighter.
The firefighters put out the fire.

teach
students



The teacher teaches students.
The teacher helps students to read / learn.
I see a teacher.
I want to be a teacher when I grow up.

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