

كراسة تدريبية مراجعة وفق الهيكل الوزاري الجديد المسار العام



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: مدرسة درب السعادة

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

أسئلة اختبار تدريبي وفق الهيكل الوزاري الجديد

1

أوراق عمل الأسبوع الثامن side Country , life City منهج أكسس بدون الحل

2

أوراق عمل الأسبوع السابع Home At Helping منهج أكسس بدون الحل

3

تدريبات شاملة على الهيكل الوزاري الجديد

4

اختبار تجريبي نهائي وفق الهيكل الوزاري الجديد

5



Training Form For The Final Exam

Grade 4 /Term 1

2025-2026

Student's Name

Grade:

/ Section.....





Part 1 A : Vocabulary

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Grade 4 General

Academic Year 2025-2026: End of Term 1 Exam: Grade 4 – Test Specifications

Grade	Grade 4	CEFR	A1-A2
Class	4 General		
Language Domains	Literacy Readiness, Reading and Writing	Total Marks	Reading: 60
		Platform	Paper-based
			Writing: 40
			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	<u>High frequency words:</u> school, subject, more, than, best, like <u>Vocabulary:</u> timetable, classroom, uniform, homework, breaktime, lesson, library			
		Making Connections Understanding multicultural friendships and communities	<u>High frequency words:</u> because, friend, share, together, help and <u>Vocabulary:</u> 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 1A: Vocabulary

High Frequency Words 4.LR.HFW.3: Recognize and use high frequency words with multiple meanings.

EOT PART 1/A

Question 1: Match sentences to pictures

1- We sit in the classroom to learn new lessons.	
2- I like to read stories in the library during free time.	
3- I check my timetable to see what lesson comes next.	
4- I always finish my homework before I play.	
5- We eat and chat with friends during break time.	
6- My favorite subject is English because I like stories.	



Part 1A: Vocabulary high Frequency Words 4.LR.HFW.3:
Recognize and use high frequency words with multiple meanings.

Question 2: Match sentences to pictures

1- I love reading storybooks in the library.	
2- I look at my timetable every morning to know which lesson we have.	
3- I do my homework after school every day.	
4- My favorite subject is science because it is fun.	
5- I like English more than math.	
6- I study hard because I want to do my best in the exam.	
7- I wear my school uniform with pride.	



Part 1A: Vocabulary

High Frequency Words 4.LR.HFW.3: Recognize and use high frequency words with multiple meanings.

Question 3 : Match the sentences to pictures:

1- My best friend helps me when I feel sad.	
2-We talk and smile when we share our ideas together.	
3- We listen carefully when someone is speaking.	
4-I send a message to my friend after school.	
5- We make friends with people from other countries because we like learning about them.	



Part 1A: Vocubular High Frequency Words 4.LR.HFW.3:
Recognize and use high frequency words with multiple
meaning

Question 4 : Match the sentences to pictures

1- My best friend always helps me when I need something.	
2- We share our things with others in the classroom.	
3- We talk and share ideas together in our group.	
4- I sent a message to my teacher to say thank you.	
5- We smile and laugh when we are happy.	
6- We help our classmates when they drop their things.	
7- We talk kindly to solve problems together.	



Part 1 B : Vocabulary

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	<u>High frequency words:</u> must, follow, respect, listen, rules, the <u>Vocabulary:</u> rule, respect, kind, share, fair, honesty, helpful, polite		
		Feelings and Emotions Talking about emotions in different contexts	<u>High frequency words:</u> feel, when, excited, sad, happy, the <u>Vocabulary:</u> 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 1B: Vocabulary

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.

EOT PART 1/B

Q1- Unscramble the words and complete the sentences.

1- We must the school rules every day. (ofllwo)	
2- The teacher explained the classroom to everyone. (seulr)	
3- We should always be when we talk to others. (teoilp)	
4- It is good to be and kind to classmates. (phelflu)	
5- The teacher isand treat all same. (fari)	
6- We must be to our classmates. (nkdi)	
7- We should always be (otsehn)	
8- You bring your books every day. (tusm)	
9- Please carefully to your teacher. (tlisne)	



Part 1B: Vocabulary

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.

EOT PART 2/ B

Q2- Unscramble the words and complete the sentences.

1-I feel when I help my friends. (pypah	
2- The students felt after running in PHE. (tdrie)	
3- I feel when I talk in front of many people. (ysh)	
4- We were to go on the school trip. (exctide)	
5-I feel when I lose my pencil case. (sda)	
6-The girl feltof the loud thunder. (deasrc)	
7- The teacher looked because the class was noisy. (ngayr)	
8- I feel when my friend is sick. (edworir)	
9 - I smile I see my family. (wneh)	



Part 2: Reading

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	<u>High frequency words:</u> place, near, library, hospital, go, is <u>Vocabulary:</u> 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)	FL.2 Greetings, making introductions, saying goodbye
				Present Simple + Prepositions (purpose - to/for)	
	Working at Mastery: Independently answers literal, inferential, and evaluative questions using appropriate text evidence.	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 increasingly complex texts by summarising key ideas, analysing details, making inferences, and justifying answers with evidence.	Reading Comprehension 4.R.RC.1: Answer literal, inferential, and evaluative questions using text evidence.	▪ 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 2: Reading

Reading Comprehension 4.R.RC.1: Answer literal, inferential, and evaluative questions using text evidence.

EOT PART 2

Q1- Read the text. Complete the sentences by choosing the correct words from the text bank

Our Community Places

There are many important places in our community. In the morning, children go to school to study and meet their friends. After school, some people visit the library to read books. When someone is sick, they go to the hospital for help. On Fridays, families visit the mosque to pray together. The park is a fun place to play and relax. Near the park, there is a small market where people buy fruits and vegetables. On weekends, we sometimes go to the museum to learn about old things. Every place has a special job in our town .

Q-Complete the sentences using the correct word from the word bank.

Word Bank

hospital	library	mosque	market	park	museum
----------	---------	--------	--------	------	--------

- 1- People go to theto pray on Fridays .
- 2-We read books in the
- 3- The..... is a fun place to play with friends.
- 4- My mother buys fruits and vegetables from the
- 5- When people feel sick, they go to the



Part 2: Reading

Reading Comprehension 4.R.RC.1: Answer literal, inferential, and evaluative questions using text evidence.

Q2-Read the text. Complete the sentences by choosing the correct words from the text bank.

The Places Around My Home

My house is near many important places. Every morning, I go to school to study and meet my teacher. My sister visits the library because she likes to read stories. My father works at the fire station and helps people when there is a fire. We often walk to the market to buy food and vegetables. The park is close to our house, and we go there to play football. On weekends, we visit the museum to see old cars. When someone feels sick, we take them to the hospital for help.

Q-Complete the sentences using the correct word from the box.

hospital	park	Fire station	library	market	museum	school	mosque
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1. My father works at the and helps people.
2. My sister goes to the to read stories.
3. We play football in the near our house.
4. We visit the..... to see old things.
5. When we need food, we buy it from the.....



Part 3: Reading

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. Mastery with Greater Depth Creates comprehensive summaries that capture important themes and can explain how details support main ideas.	City Life, Country Life Comparing urban and rural environments	<u>High frequency words:</u> city, quiet, busy, most, live, the	Present Simple + Coordinating Conjunctions	FL.6 Describing places
			<u>Vocabulary:</u> skyscraper, village, traffic, quiet, crowded, busy, tractor, animals	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	
		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. 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 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.	▪ 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 3: Reading

Reading Comprehension 4.R.RC.1: Answer literal, inferential and evaluative questions using text evidence. 4.R.RC.2: Summarize key ideas, themes and supporting details from a text.

EOT PART 3

1- Read the text and answer the questions.

Life in the City

The city is a very busy and crowded place. Many people live in tall skyscrapers and work in offices. The streets are full of traffic, and cars move slowly because there are so many of them. You can find many shops, schools, and hospitals nearby. The city is exciting but sometimes noisy. Some people like the city because there are many things to do, and others prefer the countryside because it is quieter. My cousin lives in a small village, so when I visit her, I can see animals and farms. I love both places, but I think city life is faster.



Choose the correct answer

1-What word best describe the city?

- A- quiet
- B- busy
- C- empty

2-What can you find in the city?

- A- farms and animals
- B- tall skyscraper
- c- fishing boats

3-Why do cars move slowly in the city?

- A- There is too much traffic
- B- People are walking fast
- C- The roads are small



4- What does the writer think about city life?

A- it is slower than the village

B- it is exciting but noisy

C- it is boring and quiet

Part 4: Writing

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. 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.	World of Work Describing jobs and showing respect for different roles	<u>High frequency words:</u> work, job, helps, his, their, the	Present Simple + Verb Forms (verb + to + infinitive)	FL.6 Describing places
			<u>Vocabulary:</u> job, office, factory, engineer, nurse, builder, farmer, tools	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..."	
		Task Description Guided constructed response Write complete sentences for the picture. Use the words in the circle to help you. Skills Assessed: ▪ Vocabulary / Syntax	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.	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



Part 4: Writing

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.

EOT PART 4

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

1



Nurse
hospital

2



Builder
tools

Good Luck