

## Unit 9: Staying Healthy - Student Review & Activity Booklet



### تم تحميل هذا الملف من موقع المناهج الإماراتية

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

تاريخ إضافة الملف على موقع المناهج: 16:13:48 2026-06-18

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:

### التواصل الاجتماعي بحسب الصف الخامس



صفحة المناهج  
الإماراتية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

### المزيد من الملفات بحسب الصف الخامس والمادة لغة انجليزية في الفصل الثالث

مراجعة نهائية مرفقة بالحل

1

مراجعة نهائية بدون حل

2

شرح وتدريبات على الهيكل

3

الدليل الإرشادي

4

Vocabulary, Grammar and Reading Exercises

5

# UNIT 9: STAYING HEALTHY

## Student Review & Activity Booklet



Practice your English vocabulary, grammar, reading, and writing skills.  
Learn how to stay healthy, describe feelings, talk about food, and visit  
the doctor!

**Student Full Name:**

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**Class / Section:**

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**School Year:**

2025 / 2026

## Module 1: How Do You Feel?

Learn to identify different feelings, common illnesses, and medical signs.

headache

cough

Sore throat  
stomachache

fever

rash

cold

### Activity 1: Match the Word to the Picture

Look at the visual clues and write the correct illness name from the word bank below each box.



1. Pain in the head



2. Red skin spots



3. Very hot body



4. Sneezing & runny  
nose



5. Loud throat noise



6. Pain in the tummy

### Activity 2: Conversation Completion

Read the dialogue and fill in the missing sentences using the words: **matter**, **feel**, **sorry**, **care**.

**Teacher:** Hello, Salem. You look very tired today. What is the \_\_\_\_\_?

**Salem:** Hello, Teacher. I \_\_\_\_\_ sick. I have a bad sore stomach.

**Teacher:** Oh, I am very \_\_\_\_\_ to hear that! Please sit down and rest.

**Salem:** Thank you, Teacher.

**Teacher:** Remember to take \_\_\_\_\_ of your body and drink warm water.

## Module 2: Present Simple – Describing Feelings

Learn how to use the verbs **have / has** and **feel / feels** correctly to describe health conditions.

### Grammar Rules to Remember

**I / You / We / They**

→ **have** (a cold)

→ **feel** (sick / tired / better)

**He / She / It**

→ **has** (a fever)

→ **feels** (hot / ill / fine)

### Activity 1: Choose the Correct Word

Circle the correct verb in each bracket to make a true, grammatically correct sentence.

1. My sister ( **have / has** ) a small red rash on her arm today.
2. I always ( **feel / feels** ) happy when I eat fresh yellow pineapples.
3. The little boy ( **feel / feels** ) very cold and tired this morning.
4. They both ( **have / has** ) a bad cough and need to rest at home.
5. We ( **feel / feels** ) better after taking the medical syrups.
6. He ( **have / has** ) a sore stomach because he ate an unwashed apple.

## Activity 2: Sentence Construction

Look at the word prompts. Write complete sentences using the rules above. Remember to add punctuation!

**Example:** She / have / a headache → *She has a headache.*

1. They / sick today / feel

-----

2. My brother / a cough/ have

-----

3 I / feel / better / now

-----

4.Fatima / has / a fever

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## Module 3: Reading a Simple Sick Note

Read the letter sent from a parent to a school teacher. Pay attention to the main details and words.

Date: May 12th, 2026

Dear Teacher,

Please excuse my daughter, Maryam, from school today. She cannot come to class because she **feels sick** and has a very high **fever**. She also has a constant **cough**.

We went to see the doctor this morning. The doctor said she needs to stay in bed, rest well, and **take medicine** three times a day. We hope she will feel fine and better soon.

Thank you for your kind understanding.

Sincerely,  
**Maryam's Mother**

### Activity 1: Fact Checking (True or False?)

Read each statement carefully. Check the box for **True** or **False** based on the letter text.

- |                                                         |                               |                                |
|---------------------------------------------------------|-------------------------------|--------------------------------|
| 1. Maryam is staying at home today because she is sick. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 2. Maryam has a sore arm and a broken leg.              | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 3. The family visited the doctor this morning.          | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 4. Maryam needs to take medicine once a week.           | <input type="checkbox"/> True | <input type="checkbox"/> False |

### Activity 2: Answer the Questions

Write your answers on the blank lines using complete English sentences.

1. What are the two physical symptoms that Maryam has?

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2. Who wrote this letter to the school teacher?

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## Module 4: Language Focus – Can and Can't

Use **can** to show ability (things you are able to do) and **can't** to show inability (things you are unable to do).

run

jump

touch

fast

high

strong

### Activity 1: Fill in the Blank Spaces

Choose the best word from the box or **can / can't** to complete the descriptions.

1. The young athlete is very \_\_\_\_\_. He can lift heavy things easily.
2. She has a painful broken leg. She \_\_\_\_\_ run or play sports today.
3. Look at that bird! It can fly very \_\_\_\_\_ up in the blue sky.
4. Kangaroos are amazing. They can \_\_\_\_\_ over tall bushes and fences.
5. The race car is super \_\_\_\_\_. It can travel many miles in a few minutes.
6. I am flexible. I can \_\_\_\_\_ my toes without bending my knees.

### Activity 2: Punctuation Rubric Exercise

Fix the sentences. Add **Capital Letters**, **Full Stops (.)**, **Commas (,)**, or **Question Marks (?)** Correctly.

1. can you run fast to the classroom

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2. ahmed can jump high but he cant touch the roof

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3. i have apples carrots peas and pineapples in my bag

-----

4. look out the car is moving fast

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When you visit a doctor, you explain your problem. The doctor tracks your information.

patient

doctor

medicine

rash

soup

allergic

### Activity 1: Complete the Information File

Read the clinical scenario notes below, then sort the information into the Graphic Organizer table.

**Scenario Note:** A young boy named Zayed goes to see Dr. Lana. Zayed has red spots on his arms. Dr. Lana says it is a skin rash because Zayed is allergic to strawberries. The doctor tells Zayed to take mild medicine and drink warm vegetable soup.

| Information Categories         | Your Structured Notes |
|--------------------------------|-----------------------|
| 1. Name of the Patient:        |                       |
| 2. Name of the Medical Doctor: |                       |
| 3. Medical Problem / Symptom:  |                       |
| 4. Why? (Reason for Allergy):  |                       |
| 5. Two Remedies / Treatments:  |                       |

### Activity 2: True or False Statements

Check the appropriate box based on the medical report context.

- ☐ Zayed is the name of the medical doctor.
- ☐ Zayed should drink warm vegetable soup to help feel better.
- ☐ Zayed has a broken leg from playing football outside.

## Module 6: Past Abilities & Special Verb Forms

Learn to use **could** and **couldn't** for things in the past, and practice **Gerunds (Verb + ing)**.

### Grammar Rules: Past Ability & Gerunds

- **Past Ability:** When I was five, I **could** ride a bike. I **couldn't** drive a car.
- **Gerunds:** We add **-ing** to verbs when they act like nouns or follow verbs like "like/enjoy".

### Activity 1: Could or Couldn't?

Fill in the blank lines with **could** or **couldn't** to complete these personal history statements.

1. When I was a small baby, I \_\_\_\_\_ speak full sentences in English.
2. Last year, my brother was ten. He \_\_\_\_\_ ride a two-wheel bicycle easily.
3. She hurt her right wrist yesterday, so she \_\_\_\_\_ use the school computer.
4. Before my grandfather broke his leg in the accident, he \_\_\_\_\_ run fast.
5. Many years ago, young children \_\_\_\_\_ read books but they didn't have iPads.

### Activity 2: Transform the Verbs into Gerunds

Change the base verb in the brackets by adding **-ing** to fill the blank spaces correctly.

1. \_\_\_\_\_( **Wash** ) your hands with clean water protects you from bad bacteria.
2. My sister really enjoys \_\_\_\_\_( **cook** ) safe and healthy meals for our family.
3. \_\_\_\_\_( **Sleep** ) for eight hours every single night keeps your brain strong.
4. \_\_\_\_\_( **Take** ) prescribed medicine is important when you are ill.
5. He does not like \_\_\_\_\_( **have** ) a painful headache during exam days.

## Module 7: Reading – Eat Colours Every Day

Read the informative health text carefully to discover why natural food colors matter.

### Eat a Rainbow of Food!

It is important to eat a colorful rainbow of food every day to grow big and strong. **Red pepper** and red apples are excellent **for** your heart. **Orange** carrots and pumpkins help you see clearly at night.

**Green peas** and broccoli protect your body from getting sick. Fresh **yellow pineapple** is a wonderful healthy snack that is great **for** your digestion. Natural foods grow from the earth and give us vitamins.

### Activity 1: Structured Information Chart

Fill out the empty cells in the table based on the color text above.

| Food Item Color | Example Food Names     | Specific Health Benefit              |
|-----------------|------------------------|--------------------------------------|
| Red             | Red pepper / Red apple | Excellent for your heart             |
| Orange          | Carrots / Pumpkins     |                                      |
| Green           |                        | Protects your body from getting sick |
| Yellow          | Yellow pineapple       |                                      |

### Activity 2: Fill in the Prepositions

Complete the sentences using the correct dependent preposition (**for**).

1. Fresh green vegetables are good \_\_\_\_\_ your immune system.
2. Drinking plain water is excellent \_\_\_\_\_ your skin health.

## Module 8: Food Groups & Habits Survey

Food can be organized into dynamic groups. We use frequency adverbs to talk about our eating habits.

dairy

fruit

vegetable

grain

meat

fish

### Activity 1: Classify the Foods

Sort the foods into their correct groups: **Milk, Apple, Carrot, Bread, Chicken, Rice, Salmon, Yogurt.**

#### Grains & Cereals

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#### Fruits & Vegetables

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#### Dairy Products

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#### Meat & Fish

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### Activity 2: Personal Frequency Survey

Read the habits. Check (✓) the box that describes your real life habit using: **Always, Sometimes, Never.**

| Healthy Personal Habits                          | Always                   | Sometimes                | Never                    |
|--------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. I wash my hands before eating a meal.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I choose sweet candy over fresh fruit snacks. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I drink three glasses of clean water daily.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Module 9: Final Review & Writing Practice

Practice using articles and write a short descriptive paragraph about sharing healthy food.

### Activity 1: Determiners Focus (Choose: a / an)

Write the correct indefinite article (**a** or **an**) before each food vocabulary item.

- |                            |                           |
|----------------------------|---------------------------|
| 1. _____ green pea         | 4. _____ yellow pineapple |
| 2. _____ orange carrot     | 5. _____ red apple        |
| 3. _____ large cooking pot | 6. _____ healthy snack    |

### Activity 2: Creative Guided Writing Task

Write a paragraph (3 to 4 sentences) about a healthy meal you like to **cook** and **share** with family.  
Use target words: *pot, smell, cook, share, meal, delicious*.

#### Writing Prompts to Help You Begin:

- My favorite healthy meal is...
- We use a big cooking pot to make...
- I like to share this delicious food with...

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### Activity 3: Draw Your Healthy Meal Plan

Draw and color your special shared healthy plate inside the canvas space below.

[ Draw Your Healthy Meal Here! ]