

Training Form for the Final Exam



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: 18:04:04 2026-06-14

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 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

مواصفات اختبار نهاية الفصل الدراسي الثالث

1

English EOT 3 Full Revision Booklet وفق 2026 الوزاري الهيكل

2

اختبار مهارة القراءة عن العادات الصحية والغير صحية

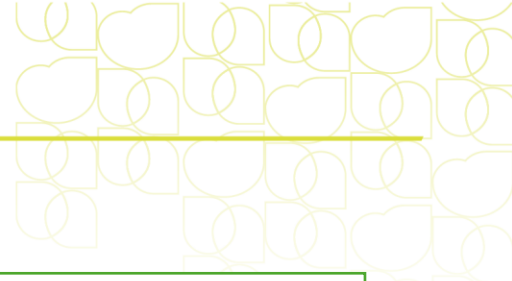
3

كتاب الطالب المجلد الثالث منهج أكسس نسخة 2026 المسار المتقدم

4

كتاب الطالب المجلد الثالث منهج أكسس نسخة 2026

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Training Form for the Final Exam Grade 5 / Term 3 Year-2025 /2026

Student's Name

Grade / Section





Part 1: Vocabulary

10 Marks

Grade Level Goal	Grade 5 GLG	Learning Continuum Stage	1
Class	5 General	CEFR	A1.2-A2.1
Language Domain	Reading & Viewing	Total Marks	100
		Platform	SwiftAssess

Part	Level	Theme	Vocabulary
Part 1: Vocabulary	Towards Grade Level Goal	Food and Drink Favourite Food, In the Kitchen, School Lunches	apples, carrots, dates, orange juice, grapes, bananas, sandwiches, picnic, fridge, cheese, milk, eggs, fish, meat, kitchen, rice, soup, vegetable, water, lunch
		Staying Healthy Go to the doctor, Language Focus	eye test, hearing test, blood test, ill, difficult, doctor, headache, use a computer, drive a car, break my arm/leg, hurt, ride a bike
		Task Description	Learning Outcomes
		Sentence Cloze Choose the correct word(s) to complete the sentences. There are five words you do not need.	Construct Limits Reading Strategies ENG.01.RV.S.2.1 : Apply basic reading strategies, using visuals, context, first language, culture and experiences to understand simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. - Word Bank of 10 words (A-J), 5 of which are distractors 5 sentences (1-5) 2 marks each (total: 10)

Part 1 Vocabulary: Apply basic reading strategies, using visuals, context, first language, culture and experiences to understand simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.

1-Choose the correct answer to complete the sentences.

10 Marks

There are five words you do not need.

apples	carrot	milk	sandwiches	soup
bananas	rice	eggs	water	grapes

- We drink _____ every day when we are thirsty.
- My mother makes chicken and vegetable _____ for dinner.
- I eat _____ and cheese for lunch at school.
- Monkeys like eating _____ because they are sweet.
- We cook white _____ with fish and vegetables.

Part 2: Grammar

10 Marks

Part	Level	Theme	Grammar		
Part 2: Grammar	At Grade Level Goal	Staying Healthy Sick Note, I'm not well	G.2.3 Adverbs (frequency) G.13.1 Present Time (present simple) G.7.5 Determiners (Quantifiers: any) G.9.3 Countable and uncountable nouns G.7.5 Determiners (Quantifiers: some and any) G.9.3 Nouns (countable and uncountable - how much / how many) G.6.1 Conjunctions (coordinating)		
		Task Description Multiple-Choice Gap-Fill Read the text and choose the correct answer to complete the sentences. Choose A, B or C .	Learning Outcomes Reading Strategies 5 x ENG.01.RV.S.2.1 : Apply basic reading strategies, using visuals, context, first language, culture and experiences to understand simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.	Construct Limits 1 narrative text (A1.2-A2.1) of 100 words (10% either way) with 5 gaps 3 options, one of which is the correct answer - Items can require: -One word (e.g., <i>went</i>) -OR multiple words (e.g., <i>is going, has been playing</i>) 2 marks each (total 10)	

Part 2 Grammar: Apply basic reading strategies, using visuals, context, first language, culture and experiences to understand simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.

1-Read the text and choose the correct answer. Choose A, B or C 10 Marks

Last Monday, Adam did not go to school because he was sick. He had a bad cold, (1) _____ he stayed in bed all day. His mother made him some soup, but there wasn't (2) _____ juice in the fridge. Adam usually (3) _____ fruit every day to stay healthy, but he did not feel hungry. He asked, "How (4) _____ water should I drink?" His mother said, "Drink a lot of water ", (5) _____ get some rest."

-Choose the correct answer A, B or C

1.....

A. and

B. but

C. so

2.....

A. any

B. some

C. many

3.....

A. eat

B. eats

C. eating

4.....

A. many

B. much

C. some

5.....

A. but

B. and

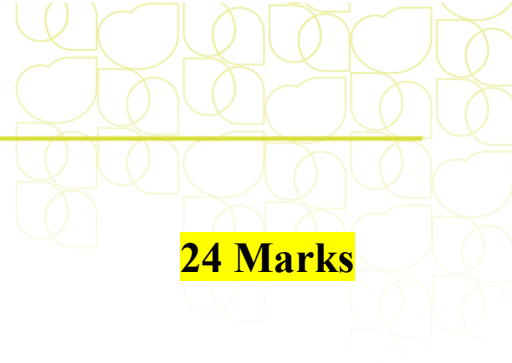
C. so

Part 3 (A): Reading

24 Marks

Part	Level	Theme		
Part 3A: Reading	Towards Grade Level Goal	Food and Drink At the Market, Language Focus		
		Task Description	Learning Outcomes	Construct Limits
		True, False, Not Given Read the text. Choose the correct answer. Choose True, False or Not Given for each statement.	Comprehension Skills Specific Information 1 x ENG.01.RV.CS.2.1 Read and identify specific information in simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. Details: 2 x ENG.01.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. Inference 2 x ENG.01.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. Overall Meaning 1 x ENG.01.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.	1 descriptive text (A1.2) of 120-150 words (10% either way) 6 statements with 3 options, one of which is the correct answer (4 marks each, total: 24) - Ensure one of each: True (supported), False (contradicted), Not Given (no evidence)

Part 3 (A) Reading: Comprehension Skills Specific Information Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. Inference 2 x ENG.01.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. Overall Meaning 1 x ENG.01.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.



1- Read the text. Choose the correct answer.

24 Marks

At the Market

Lina and her father went to the market on Saturday morning. The market was busy and full of colorful fruits and vegetables. Lina helped carry a basket while her father bought tomatoes, potatoes, and fresh bread. They also visited a small juice stand. Lina drank orange juice, and her father had lemon juice. Near the fish shop, Lina saw a woman selling flowers. She wanted to buy some, but they only had enough money for food. After shopping, they sat near a fountain and ate cheese sandwiches. Lina listened to a man playing music with a guitar. Before going home, her father bought a bag of apples because Lina wanted to make an apple pie with her grandmother later that day.

Read the text. Choose True, False, or Not Given for each statement.

1- Lina went to the market with her father.

☐ True

☐ False

☐ Not Given

2. Lina drank lemon juice at the market.

☐ True

☐ False

☐ Not Given

3. The market was quiet and empty.

☐ True

☐ False

☐ Not Given

4. Lina wanted to buy flowers.

☐ True

☐ False

☐ Not Given

5. Lina's grandmother went to the market too.

☐ True

☐ False

☐ Not Given

6. Lina and her father ate sandwiches near a fountain.

☐ True

☐ False

☐ Not Given

Part 3 (B): Reading

28 Marks

Part	Level	Theme		
Part 3B: Reading	At Grade Level Goal	Staying Healthy Eat colours every day, Food groups, School Lunches		
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answer. Choose A, B or C.	Comprehension Skills Details: 4 x ENG.01.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. Inference 2 x ENG.01.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. Overall Meaning 1 x ENG.01.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.	▪ 1 descriptive text (A1.2-A2.1) of 120-150 words (10% either way) 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

Part 3 (B) Reading: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. Inference 2 x ENG.01.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. Overall Meaning 1 x ENG.01.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.



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

28 Marks

Staying Healthy

Eat Colours Every Day! Eating different colours of food helps children stay healthy and strong. Red foods like tomatoes and strawberries are good for the heart. Orange and yellow foods, such as carrots and bananas, help our eyes and skin. Green vegetables like broccoli and cucumbers give us vitamins to fight sickness. White foods, including milk and yogurt, make bones and teeth strong. Children also need foods from different food groups every day. Healthy school lunches can include a sandwich, fruit, vegetables, and water. Eating too many chips, sweets, or sugary drinks is not healthy because they give energy for only a short time. Drinking enough water and eating balanced meals help students stay active and focused in class. Colourful meals are not only healthy, but they are fun to eat too!

Choose the correct answer. Choose A, B or C

1. Why are red foods good for us?

- A. They help the heart.
- B. They make bones strong.
- C. They help us sleep.

2. Which food helps our eyes and skin?

- A. Yogurt
- B. Carrots
- C. Cucumbers

3. What do white foods help to build?

- A. Muscles
- B. Hair
- C. Bones and teeth

4. Which of these is a healthy school lunch?

- A. Chips and soda
- B. A sandwich, fruit, vegetables, and water
- C. Sweets and juice

5. Which of these is NOT healthy to eat too much of?

- A. Broccoli
- B. Yogurt
- C. Sugary drinks



6. Why do balanced meals help students at school?

- A. They help students stay active and focused.
- B. They make students taller overnight.
- C. They stop students from studying.

7. Why do you think colourful meals are fun to eat?

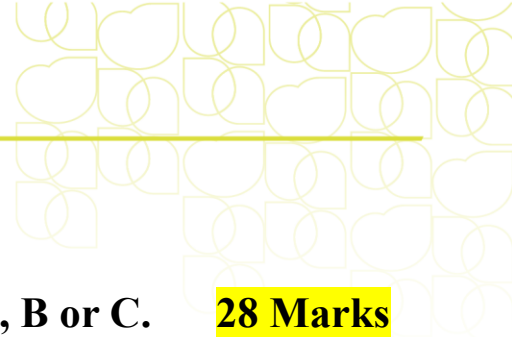
- A. They cost less money.
- B. They have many bright colours and different foods.
- C. They take less time to prepare

Part 3 (C): Reading

28 Marks

Part	Level	Theme		
Part 3C: Reading	Beyond Grade Level Goal	Food and Drink Food Shopping, School Trip, Our Menu		
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answer. Choose A, B or C.	Comprehension Skills Details: 3 x ENG.01.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. Inference 3 x ENG.01.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. Overall Meaning 1 x ENG.01.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.	▪ 1 descriptive text (A2.1) of 120-150 words (10% either way) 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

Part 3 (C) Reading : Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. Inference 3 x ENG.01.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. Overall Meaning 1 x ENG.01.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.



1- Read the text. Choose the correct answer. Choose A, B or C. 28 Marks

School Trip

At Greenfield School, students are preparing for a trip to the city market. They will learn about food and drink choices and how to shop responsibly. Before the trip, the class reads the school menu to plan their lunch. The menu includes sandwiches, fruit salads, pasta, and fresh juice. Some students prefer healthy options, while others choose treats like cookies. During the trip, they visit different stalls and compare prices. The teacher explains how to read labels and check expiry dates. Students also practice using a small budget. After the trip, they discuss what they bought and what they enjoyed most. Many students say it was fun and helpful. They feel more confident about making better food choices in the future.

Choose the correct answer. Choose A, B or C.

1. What is the main idea of the text?

- A. Only cooking competitions at school
- B. Learning about food choices and responsible shopping
- C. Selling food at a market

2. What do students do before the trip?

- A. Read the school menu
- B. Visit market stalls
- C. Cook food in class

3. What does the school menu include?

- A. Burgers and pizza only
- B. Only fruit
- C. Sandwiches, fruit salads, pasta, and juice

4. Which activity is NOT mentioned in the text?

- A. Checking expiry dates
- B. Comparing prices
- C. Playing video games at the market



5-Why do students feel more confident after the trip?

- A. Because they learned how to make better food choices.
- B. Because they played games at the market.
- C. Because they did not read the menu.

6. What does the teacher explain during the trip?

- A. How to ignore food labels
- B. How to read labels and check expiry dates
- C. How to cook fast food quickly

7. Why is using a small budget important during the trip?

- A. It helps students shop responsibly.
- B. It makes students buy everything they see.
- C. It stops students from learning.

Good Luck