

Grade 5 Booklet



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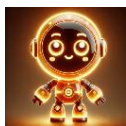
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ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي | للمدرس

المزيد من مادة
لغة انجليزية:

إعداد: Omran Heba

التواصل الاجتماعي حسب الصف الخامس



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات حسب الصف الخامس والمادة لغة انجليزية في الفصل الأول

المواضيع المقترحة والمتوقعة للاختبار النهائي مع الإجابات

1

مراجعة نهائية وفق الهيكل الوزاري منهج أكسس

2

مراجعة معاني مفردات و كتابة متبوعة بالإجابات وفق الهيكل الوزاري أكسس

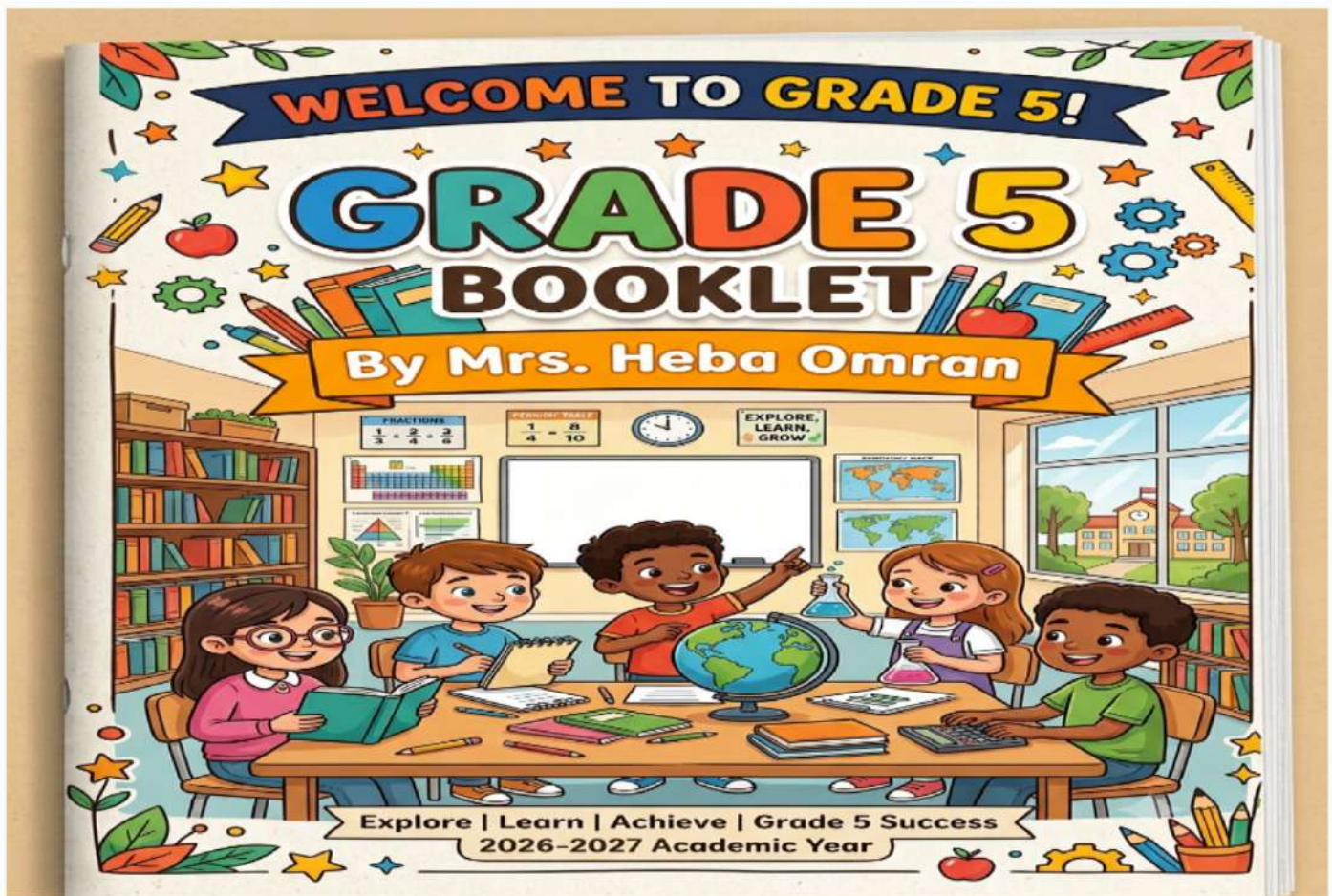
3

نموذج اختبار تدريبي كتابة المواضيع متبوع بالحلول

4

حل كراسة تدريبية مراجعة وفق الهيكل الوزاري الجديد

5



GRADE 5 ENGLISH

UAE MOE GENERAL – TERM 1

STUDY • REVISION • PRACTICE • EXAM BOOKLET

Units 1–3

Student Name: _____

Class: _____

School: _____

“Small steps every day build strong English.”

Prepared by Mrs Heba Omran

🌟 WELCOME, ENGLISH EXPLORER!

Dear Student,

Welcome to your Grade 5 English Term 1 Study Booklet!

This booklet will help you practise:

📚 Vocabulary

✎ Grammar

📖 Reading

🗣️ Speaking

✍️ Writing

🎯 Exam Skills

Remember:

**READ → THINK → PRACTISE → CHECK →
IMPROVE**

Mistakes are part of learning. Don't be afraid to try!



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HOW TO USE THIS BOOKLET

1. LEARN

Learn 5–6 words at a time.

Say the word.

Read its meaning.

Use it in a sentence.

2. PRACTISE

Complete the activities.

Don't just look at the answers.

Try first!

3. READ

Read every passage twice.

First reading:

Find the **main idea**.

Second reading:

Find the **details**.

4. WRITE

Use the Writing Ladder:

PLAN → BUILD → WRITE → CHECK

5. CHECK

Ask yourself:

- ☐ Did I answer every question?
 - ☐ Did I check my grammar?
 - ☐ Did I check spelling?
 - ☐ Did I use punctuation?
-



TERM 1 COURSEBOOK MAP

Unit	Theme	Reading & Writing	Grammar	Final Writing
1	Exciting	Adventure	Past	Short

	g Advent ures	ure stories / diary entry	simple & past contin uous	advent ure story
2	Curious Creatures and Extraordinary Places	Information report / fact file	Relative clause s	Information report
3	What Happens If...?	Weather guides / warnings	Zero conditi onal	Weather Travel Guide



MY TERM 1 GOALS

My Goal	Beginnin g	Improv in g	Achieved
I can understand new English words.	☐	☐	☐
I can use grammar correctly.	☐	☐	☐
I can understand	☐	☐	☐

reading texts.			
I can write clear sentences.	☐	☐	☐
I can write a paragraph.	☐	☐	☐
I can check my own work.	☐	☐	☐

My personal goal:



UNIT 1

EXCITING ADVENTURES



LEARNING OUTCOMES

By the end of this unit, I can:

- ☐ Recognise and spell adventure vocabulary correctly.
- ☐ Understand vocabulary related to outdoor adventures.
- ☐ Identify the main events in an adventure story.
- ☐ Use the **past continuous** correctly.

- ☐ Use the **past simple** for completed and sudden actions.
 - ☐ Use **while** with the past continuous.
 - ☐ Identify the beginning, problem, exciting part, solution, and ending.
 - ☐ Use linking words to organise a story.
 - ☐ Write a short adventure story.
-



UNIT 1 VOCABULARY

Word	Simple Meaning	العربية
trail	a path in nature	مسار / درب
wadi	a dry valley	وادي

whistle	an object that makes a loud sound	صافرة
flash flood	a sudden dangerous amount of water	فيضان مفاجئ
storm	very bad weather	عاصفة
frightened	feeling afraid	خائف
rushing	moving very quickly	مندفع بسرعة
safe	not in danger	آمن
kayak	a small narrow boat	قارب كاياك
paddle	move a boat	يجدف

	using a paddle	
rock	a hard piece of stone	صخرة
suddenly	quickly and unexpectedly	فجأة
adventure	an exciting experience	مغامرة
problem	a difficult situation	مشكلة
solution	a way to solve a problem	حل



MEMORY & VISUAL LEARNING



PLACES

trail – wadi – camp



WEATHER

storm – flash flood



FEELINGS

frightened – safe



ACTIONS

rushing – paddle – whistle



STORY MEMORY CHAIN

Remember:

**FIRST → WHILE → SUDDENLY → THEN → IN
THE END**

Example:

First, we started hiking.

While we were walking, dark clouds appeared.

Suddenly, it started to rain.

Then, we found a safe place.

In the end, we returned safely.



SPELLING PRACTICE

Words to learn:

adventure – weather – frightened – rushing –
whistle – hiking – suddenly – walking –

climbing – noticed

A. Complete the words.

1. adv_____
2. fri_____ed
3. su_____ly
4. wh_____le
5. we_____er
6. ru_____ing
7. cli_____ing
8. no_____ced

B. Choose the correct spelling.

- a) suddenly
 - b) sudenly
 - c) suddenley
-
- a) frightened
 - b) frightend
 - c) frighttened

- a) adventure
 - b) adventur
 - c) adventchure
-



GRAMMAR

PAST CONTINUOUS

We use the past continuous for an action that **was happening at a particular time in the past.**

Form:

was / were + verb-ing

I / He / She / It

was + verb-ing

She was walking.

You / We / They

were + verb-ing

They were walking.

Examples

✓ Maya **was walking** beside the wadi.

✓ The birds **were singing**.

✓ We **were hiking** in the mountains.

✗ Common mistakes

✗ They **was** walking.

✓ They **were walking**.

✗ Maya **was** walk.

✓ Maya **was walking**.

PAST SIMPLE + PAST CONTINUOUS

Use the **past continuous** for the longer background action.

Use the **past simple** for the shorter or sudden event.

Example:

While we **were hiking**, it **started** to rain.

 Long action = **were hiking**

 Sudden event = **started**

Another example:

The boys **were kayaking** when the boat **hit** a rock.



FOUNDATION PRACTICE

Choose the correct answer.

1.

Maya _____ walking beside the wadi.

- a) was
- b) were
- c) are

2.

The children _____ hiking.

- a) was
- b) were
- c) is

3.

While the children were hiking, it _____ to rain.

- a) starts
- b) started
- c) starting

4.

The birds _____ singing in the trees.

- a) was
- b) were
- c) did

5.

The kayak _____ a rock.

- a) hit
- b) hitting
- c) hits

6.

Which word shows a sudden event?

- a) usually
 - b) suddenly
 - c) every day
- _____

DEVELOPING PRACTICE

Complete the sentences.

1. While we _____ (walk), the wind became stronger.
2. The sun _____ (shine) when the hike started.
3. The kayak _____ (hit) a rock.
4. While the boys _____ (try) to stop, they fell into the water.
5. Maya _____ (look) for the path when she heard a whistle.



CHALLENGE

Correct the mistakes.

1.

They was hiking in the mountains.

2.

While we walk, it started to rain.

3.

The children were play near the river.

4.

While Maya was climb, she saw a fox.

5.

Write your own sentence using **while**.



READING 1

A STORM ON THE MOUNTAIN TRAIL

Last Friday, Hessa and her cousin Rashid went hiking in the Hajar Mountains with their family. The morning was bright and calm. While the adults were resting near a wadi, the two children walked farther along the trail.

Dark clouds appeared above the mountains, and the wind became stronger. While they were looking for the way back, heavy rain started. Water began rushing through the wadi.

Hessa felt frightened, but Rashid remembered the safety whistle in his bag. They climbed onto a large rock and blew the whistle. Their family heard the sound and found them.

In the end, everyone returned to camp safely.



READING DETECTIVE

1. Where were Hessa and Rashid hiking?

2. What happened while they were looking for the way back?

3. Why did they climb onto a rock?

4. How did the whistle help them?

5. Find one past continuous phrase.

6. Choose the best title.

- a) A Quiet School Day
- b) A Storm on the Mountain Trail
- c) A Day at the Mall



READING 2

KAYAK TROUBLE

On Saturday morning, two brothers were kayaking on a calm river. They were talking and laughing while they were moving slowly downstream.

Suddenly, they heard a loud sound. The water became faster, and one kayak hit a rock. The boys fell into the water.

They stayed calm, swam to the side, and climbed onto the rocks. A nearby guide saw them and came to help.

The boys were wet and tired, but they were safe. They learned that listening carefully and staying calm can help solve a difficult problem.

Questions

1. What were the boys doing before the problem?

2. What did the kayak hit?

3. What did the boys do after they fell into the water?

4. Who helped them?

5. Write two past simple verbs from the passage.

READING 3

A DESERT SURPRISE

One evening, a family was walking in the desert with a guide. The sun was low and the air was cooler.

While they were crossing a small dune, they

heard a strange sound. Suddenly, a baby fox ran from behind a bush.

The family stopped and watched quietly. A few minutes later, the mother fox appeared and the baby ran back to her.

Everyone smiled. The guide reminded the children to watch wild animals from a safe distance.

The family returned to their car with a new story to tell.

Questions

1. Where was the family walking?

2. What did they hear?

3. What was the most exciting part?

4. What safety lesson did the guide give?

5. Which word shows that something happened quickly and unexpectedly?



STORY MAP

Beginning:

Problem:

Most exciting part:

Solution:

Ending:

SPEAKING

TELL YOUR ADVENTURE!

Use the questions to speak:

1. Where were you?
2. Who was with you?
3. What were you doing?
4. What happened suddenly?
5. What did you do?
6. How did the adventure end?

Use:

First → While → Suddenly → Then → In the end

★ Challenge: Speak for one minute.



UNIT 1 WRITING WORKSHOP

ADVENTURE STORY

Writing Ladder

PLAN → BUILD → WRITE → CHECK

STEP 1 — PLAN

Where were you?

Who was with you?

What were you doing?

What problem happened?

How did it end?

STEP 2 — BUILD

Complete the sentences.

One day, I was _____.

I was with _____.

While we were _____,

_____.

Suddenly, _____.

Then, we _____.

In the end, _____.

MODEL STORY

An Unexpected Adventure

One afternoon, I was hiking in the mountains with my cousin. The weather was cool, and we

were following a narrow trail. While we were walking beside a wadi, dark clouds appeared. Suddenly, heavy rain started and water rushed through the valley. We climbed onto a large rock and used a whistle. Our family heard us and came quickly. In the end, we were safe.

Remember:

Do not memorise the story.

Use the same structure to create your own story.



STEP 3 – WRITE

My Adventure Story

Title: _____



WRITING CHECKLIST

- ☐ I wrote a clear beginning.
 - ☐ I included a problem.
 - ☐ I included an exciting event.
 - ☐ I included a solution.
 - ☐ I used **was/were + verb-ing**.
 - ☐ I used the past simple.
 - ☐ I used **while**.
 - ☐ I used **suddenly**.
 - ☐ I used capital letters.
 - ☐ I used full stops.
 - ☐ I checked my spelling.
-



UNIT 1 CHECKPOINT

Vocabulary

1. A sudden dangerous amount of water is a:

- a) flash flood
- b) salt flat
- c) heatwave

2. A path in nature is a:

- a) trail
- b) whistle
- c) shelter

3. Feeling afraid means:

- a) safe
- b) frightened
- c) unusual

Grammar

4. While we _____ hiking, it started to rain.

a) were

b) was

c) did

5. The boys _____ kayaking when they heard a noise.

a) were

b) was

c) are

6. Suddenly, the kayak _____ a rock.

a) hit

b) hitting

c) hits

Writing

Write **3–4 sentences** about an adventure. Use

while and suddenly.

 UNIT 1 SELF-ASSESSMENT

I can...	 Yes	 Practise
----------	---	--

Use adventure vocabulary	☐	☐
Spell key words	☐	☐
Use past continuous	☐	☐
Use past simple	☐	☐
Understand adventure texts	☐	☐
Tell an adventure	☐	☐
Write an adventure story	☐	☐

My next step:



UNIT 2

CURIOUS CREATURES AND EXTRAORDINARY PLACES



LEARNING OUTCOMES

By the end of this unit, I can:

- ☐ Recognise vocabulary about unusual animals and extraordinary places.
- ☐ Understand information texts.

- ☐ Identify important facts.
 - ☐ Use **who** for people.
 - ☐ Use **which/that** for animals and things.
 - ☐ Use **where** for places.
 - ☐ Join two sentences using relative clauses.
 - ☐ Write an information report.
-



UNIT 2 VOCABULARY

Word	Simple Meaning	العربية
axolotl	an unusual amphibian	أكسولوتل
amphibian	an animal that can live	حيوان برمائي

	on land and in water	
gills	body parts used to breathe in water	خياشيم
regrow	grow again	ينمو من جديد
survive	stay alive	يبقى على قيد الحياة
protect	keep safe	يحمي
rare	not common	نادر
salt flat	a large flat area of salt	مسطح ملحي
reflect	send back light or an image	يعكس

empty	having nothing or almost nothing	فارغ
lithium	a metal used in batteries	ليثيوم
rainforest	a warm, wet forest	غابة مطيرة
see-through	transparent	شفاف
unusual	different from normal	غير عادي
scientist	a person who studies science	عالم



MEMORY MAGIC



ANIMAL CHAIN

amphibian → gills → regrow → survive



PLACE CHAIN

salt flat → reflect → lithium → protect



WHO

Person



WHICH / THAT

Animal or thing



WHERE

Place



GRAMMAR

RELATIVE CLAUSES

Relative clauses add information about a noun.



WHO

Use **who** for people.

A scientist **who studies animals**.



WHICH / THAT

Use **which/that** for animals and things.

An axolotl **that lives in water**.



WHERE

Use **where** for places.

A lake **where axolotls live**.



JOIN THE SENTENCES

Example 1

Scientists are people. They study animals.

➡ Scientists are people **who study animals**.

Example 2

This is an animal. It lives in water.

➡ This is an animal **that lives in water**.

Example 3

This is a lake. Axolotls live there.

➡ This is a lake **where axolotls live**.



FOUNDATION PRACTICE

Choose the correct answer.

1. An axolotl is an animal _____ lives in water.

- a) who
- b) that
- c) where

2. A scientist is a person _____ studies animals.

- a) who
- b) where
- c) which

3. Salar de Uyuni is a place _____ tourists take photos.

- a) where
- b) who

c) that

4. Lithium is a metal _____ is used in batteries.

a) where

b) which

c) who

5. Glass frogs are animals _____ have see-through skin.

a) that

b) where

c) who

DEVELOPING

Join the sentences.

1. I have a book. It tells me about Mexico.

2. There is a boy in my class. He wants to be a scientist.

3. This is a special camera. It takes photos of stars.

4. This is a forest. People walk there.



CHALLENGE

Correct the mistakes.

1. A scientist which studies animals.



2. A lake who axolotls live.



3. A camera where takes photos.

4. An animal who lives in water.



READING 1

THE ANIMAL THAT STAYS YOUNG

An axolotl is an unusual amphibian that lives in lakes near Mexico City. Many amphibians change as they grow, but an axolotl keeps some young features all its life.

It keeps its gills and lives in water. It is also

special because it can regrow parts of its body. Today, there are fewer axolotls in the wild because their water is becoming dirty and some habitats are disappearing. Scientists and local people are working to protect the animal and keep its water clean.

Questions

1. Where does an axolotl live?

2. What body parts does it keep?

3. Why is the animal special?

4. Why are there fewer axolotls today?

5. Complete:

An axolotl is an animal _____ lives in water.



READING 2

THE PLACE THAT BECOMES A MIRROR

Salar de Uyuni is a huge salt flat in Bolivia. Most of the year, the ground is hard, white, and dry. After rain, a thin layer of water covers the salt. The surface then reflects the sky and looks like a giant mirror.

Tourists visit the place to see the unusual view and take photographs. The salt flat is also important because it contains lithium, which is used in some batteries.

Visitors need to help protect the environment so the place stays beautiful.

Questions

1. Where is Salar de Uyuni?

2. What happens after rain?

3. Why do tourists visit?

4. What is lithium used in?

5. Complete:

This is a place _____ the ground can look like a mirror.



READING 3

GLASS FROGS AT NIGHT

Glass frogs are small animals that live in warm rainforests. They are called glass frogs because some of their skin is see-through.

During the day, they rest on leaves. At night, they become active and look for food.

A rainforest is a place where there are many trees and a lot of rain.

People who study glass frogs learn how these animals survive in wet habitats. Protecting rainforests helps protect the frogs too.

Questions

1. Where do glass frogs live?

2. Why are they called glass frogs?

3. When are they active?

4. Find a relative clause with **where**.

5. Find a relative clause with **who**.

SPEAKING

GUESS THE CREATURE!

Describe an animal without saying its name.

Example

I am an unusual animal that lives in water. I have gills, and I can regrow parts of my body.

What am I?

Your turn:

I am an animal that _____.

I live _____.

I am special because _____.

People should _____.



UNIT 2 WRITING WORKSHOP

INFORMATION REPORT

Step 1 – PLAN

What is it?

Where does it live / Where is it?

Why is it special?

Interesting fact:

How can people protect it?

BUILD YOUR REPORT

Use:

- It is a/an _____ that _____.
 - It lives in _____ where _____.
 - It is special because _____.
 - Scientists who study it _____.
 - People should protect _____.
- _____



MODEL INFORMATION REPORT

Glass Frogs

Glass frogs are small animals that live in warm rainforests. They live in places where there are many trees and a lot of rain. They are special because some of their skin is see-through.

During the day, they rest on leaves, but they are

active at night. Scientists who study these frogs learn about how they survive. People should protect rainforests so glass frogs can continue to live safely.

 MY INFORMATION REPORT

Title: _____



WRITING CHECKLIST

- ☐ I wrote a clear title.
- ☐ I explained what it is.
- ☐ I explained where it lives/is.
- ☐ I explained why it is special.
- ☐ I used **who** correctly.
- ☐ I used **that/which** correctly.
- ☐ I used **where** correctly.

☐ I checked spelling.

☐ I checked punctuation.



UNIT 2 CHECKPOINT

1. An axolotl is an:

- a) amphibian
- b) storm
- c) shelter

2. A scientist is a person _____ studies animals.

- a) who
- b) where
- c) which

3. This is a lake _____ axolotls live.

a) who

b) where

c) which

4. Write one sentence using **that**.

5. Write one sentence using **who**.



UNIT 2 SELF-ASSESSMENT

I can...	😊 Yes	🤔 Practise
Learn new vocabulary	☐	☐
Understand information texts	☐	☐
Use who	☐	☐
Use which/ that	☐	☐
Use where	☐	☐
Write an information report	☐	☐

My next step:



UNIT 3

WHAT HAPPENS IF...?



LEARNING OUTCOMES

By the end of this unit, I can:

- ☐ Recognise and use weather vocabulary.
- ☐ Understand weather warnings.
- ☐ Understand emergency information.
- ☐ Use the zero conditional.
- ☐ Use **if** and **when**.
- ☐ Give advice with **should/shouldn't**.

- ☐ Identify safety instructions.
- ☐ Write a Weather Travel Guide.



UNIT 3 VOCABULARY

Word	Simple Meaning	العربية
sandstorm	a storm with strong wind and sand	عاصفة رملية
lightning	a bright flash of electricity in the sky	برق
flood	too much water	فيضان

	covering land	
strong wind	powerful wind	رياح قوية
heatwave	a period of very hot weather	موجة حر
warning	information about danger	تحذير
shelter	a safe place	مأوى
prepare	get ready	يستعد
emergency	a dangerous situation	حالة طوارئ
announceme nt	information shared with many people	إعلان
temperature	how hot or	درجة الحرارة

	cold something is	
slippery	easy to slide on	زلق
sunscreen	cream that protects skin from the sun	واقى الشمس
weather centre	a place where experts study weather	مركز الطقس



MEMORY CHAIN

WEATHER



WARNING



PREPARE



SAFE ACTION

Ask yourself:

What is the danger?

What is the warning?

What should I do?



GRAMMAR

ZERO CONDITIONAL

We use the zero conditional for:

- facts
- things that generally happen
- safety information

Structure:

If / When + Present Simple, Present Simple

Example:

If you heat water, it boils.

When the light is red, cars stop.



ADVICE

If / When + Present Simple

should / shouldn't + base verb

Example:

If there is lightning, people **should stay** inside.

When there is heavy fog, drivers **should slow down**.

Important!

After **should / shouldn't**, use the base verb.

✗ should drives

✓ should drive

✗ should drank

✓ should drink



FOUNDATION

1. If there is heavy fog, drivers _____ drive slowly.

- a) should
- b) shoulds
- c) should to

2. When people are thirsty, they should _____ water.

- a) drank
- b) drink
- c) drinks

3. If there is lightning, people _____ inside.

- a) stay
- b) stays
- c) stayed

4. If roads flood, people should _____ warning signs.

- a) follow
- b) follows
- c) followed

5. When the weather is very hot, people _____ more water.

- a) drink
- b) drinks
- c) drinking

DEVELOPING

Complete with **should** / **shouldn't**.

1. If you visit the desert, you _____ bring

lots of water.

2. When there is heavy fog, drivers _____ drive fast.
3. If you see lightning, you _____ stay outside.
4. If you hike in the mountains, you _____ wear safe shoes.
5. If a weather warning arrives, people _____ read it carefully.

CHALLENGE

Write a safety sentence.

1. If there is a sandstorm,
_____.
2. When the weather is very hot,

_____.

3. If roads are slippery,

_____.

4. If there is lightning,

_____.



READING 1

THE WEATHER WATCH TEAM

When dangerous weather is coming, a Weather Watch Team helps communities prepare. The team studies weather maps in a weather centre and sends warnings to schools and families.

If there is strong wind or heavy rain, the team sends messages to people's phones. During a sandstorm, drivers should slow down because

roads may be difficult to see.

If roads flood, emergency workers help people move to safe shelters. Families also learn what to keep in an emergency bag, such as water, a flashlight, and medicine.

Questions

1. Where does the team work?

2. What does the team send before dangerous weather?

3. What should drivers do during a sandstorm?

4. What happens if roads flood?

5. Name two things that can go in an emergency bag.



READING 2

SAFE IN THE SNOWY MOUNTAINS

Mountain weather can change quickly. In winter, snow and thick fog can make roads slippery and dangerous.

If visitors go hiking, they should wear warm clothes, strong shoes, and gloves. They should also carry water and a flashlight.

When fog becomes thick, people should stay together and follow safe paths.

If the weather becomes very bad, visitors should return to a safe place.

Checking the weather before a trip is a simple way to prepare.

Questions

1. What can make mountain roads dangerous?

2. What should hikers wear?

3. What should people do when fog becomes thick?

4. What should visitors do if the weather becomes very bad?

5. Write one sentence from the passage with **if** or **when**.



READING 3

SCHOOL WEATHER WARNING

On Monday morning, a school received a weather warning about heavy rain and strong wind.

The principal made an announcement before classes started. Students were told to stay inside during break time and keep away from windows.

Families also received warning messages on their phones.

Teachers checked that emergency bags had water, flashlights, and first-aid items.

The rain became heavier after lunch, but everyone stayed calm and followed the safety rules.

Questions

1. What weather was expected?

2. What did the principal do?

3. Where did students stay during break time?

4. What did teachers check?

5. Why did everyone stay safe?

 **SPEAKING**

WEATHER REPORTER

Imagine you are a weather reporter.

Complete:

Good morning! Today, the weather will be _____.

There may be _____.

People should _____. They shouldn't _____.

Stay safe!

★ Challenge

Give your weather report to the class.



UNIT 3 WRITING WORKSHOP

WEATHER TRAVEL GUIDE

Choose:



Desert



Snowy Mountains



Tropical Beach



Your own place

STEP 1 — PLAN

What is the weather usually like?

What dangers can happen?

What should visitors do?

What shouldn't visitors do?

What is your top travel tip?

STEP 2 — BUILD

Use:

- The weather is usually _____.
- Sometimes there is/are _____.
- If people visit this place, they should _____.
- Visitors shouldn't _____.
- Top travel tip: Always _____.

★ MODEL WEATHER TRAVEL GUIDE

SNOWY MOUNTAIN TRAVEL GUIDE

Weather

In winter, the weather is cold and can change quickly. Heavy snow and thick fog sometimes make roads slippery.

Stay Safe

Visitors should wear warm clothes, strong shoes, and gloves. If fog becomes thick, people should stay together and follow safe paths. Visitors shouldn't travel alone in bad weather.

Top Travel Tip

Always check the weather before you start your trip.



MY WEATHER TRAVEL GUIDE

Title: _____

Weather

Stay Safe

Top Travel Tip

 WRITING CHECKLIST

☐ I used a title.

- ☐ I used clear headings.
 - ☐ I described the weather.
 - ☐ I included a danger.
 - ☐ I used should.
 - ☐ I used shouldn't.
 - ☐ I used if/when.
 - ☐ I gave a useful travel tip.
 - ☐ I checked spelling.
 - ☐ I checked punctuation.
-



UNIT 3 CHECKPOINT

1. A period of very hot weather is a:
 - a) flood
 - b) heatwave
 - c) warning

2. A safe place during danger is a:

- a) shelter
- b) trail
- c) wadi

3. If there is lightning, people should:

- a) stay outside
- b) stay inside
- c) climb a tree

4. Complete:

When the weather is very hot, people should

_____.

5. Write one sentence using **if**.



UNIT 3 SELF-ASSESSMENT

I can...	😊 Yes	🤔 Practise
Understand weather vocabulary	☐	☐
Understand weather warnings	☐	☐
Use if/when	☐	☐
Use should/ shouldn't	☐	☐
Read safety information	☐	☐

Write a
Weather
Travel Guide



TERM 1 FINAL REVISION

A. VOCABULARY REVIEW

Choose the correct answer.

1.

A sudden dangerous amount of fast-moving water is a:

- a) flash flood
- b) salt flat
- c) heatwave

2.

An animal that can live in water and on land is an:

- a) amphibian
- b) announcement
- c) adventure

3.

A place where people stay safe during danger is a:

- a) shelter
- b) trail
- c) paddle

4.

To send back light or an image means:

- a) reflect
- b) regrow
- c) prepare

5.

Important information about danger is a:

- a) warning
- b) whistle
- c) wadi

6.

Something that is not common is:

- a) rare
- b) safe
- c) empty

7.

To grow again means:

- a) protect
- b) regrow
- c) reflect

8.

A cream that protects skin from the sun is:

a) sunscreen

b) shelter

c) lithium

B. GRAMMAR REVIEW

1.

While we _____ hiking, it started to rain.

a) were

b) was

c) did

2.

This is a place _____ tourists take photos.

a) where

b) who

c) which

3.

If there is lightning, people should _____ inside.

a) stay

b) stays

c) stayed

4.

A scientist is a person _____ studies animals.

a) who

b) where

c) which

5.

The boys _____ kayaking when they heard a loud noise.

a) were

b) was

c) are

6.

An axolotl is an animal _____ lives in water.

a) who

b) that

c) where

7.

If roads flood, people _____ follow safety instructions.

a) should

b) shoulds

c) should to

8.

When the weather is hot, people _____ more water.

- a) drink
 - b) drinks
 - c) drinking
-



C. FINAL READING

A SAFE SCHOOL DAY

A school received a strong-wind warning before sports day. Teachers checked the weather app and prepared students to stay indoors if the wind became stronger.

While the students were waiting in class, the principal made an announcement. He said that everyone should stay away from windows.

The students followed the instructions, and sports day was moved to another date.

The school stayed safe because everyone worked together and listened carefully.

Questions

1. Why did the school receive a warning?

2. What were the students doing when the principal made an announcement?

3. What did the principal tell everyone to do?

4. Why did the school stay safe?

5. Find one past continuous verb phrase.

6. Find one word related to weather.



EXAM STRATEGIES

Before answering:

1. Read the question carefully.
2. Underline key words.
3. Find the answer in the text.
4. Read the sentence around the answer.
5. Check your choice.

For grammar:

Ask yourself:

Who is the subject?

What tense do I need?

Is the action long or sudden?

Is it a person, thing, animal, or place?

Do I need should + base verb?



FINAL MOCK EXAM

PART 1 – VOCABULARY

1.

A person who studies science is a:

- a) scientist
- b) shelter
- c) swimmer

2.

A bright flash of electricity in the sky is:

- a) lightning
- b) flood
- c) storm

3.

A small object that makes a loud sound is:

- a) whistle
- b) paddle
- c) rock

4.

A huge flat area made of salt is:

- a) rainforest
- b) salt flat
- c) wadi

5.

Something transparent is:

- a) see-through
- b) frightened
- c) rushing

PART 2 — GRAMMAR

Choose the correct answer.

1.

While they _____ hiking, it started to rain.

- a) were
- b) was
- c) are

2.

A scientist is someone _____ studies science.

- a) who
- b) where
- c) which

3.

This is a place _____ people can stay safe.

- a) who
- b) where
- c) which

4.

If there is a sandstorm, drivers should _____ slowly.

- a) drive
- b) drives
- c) drove

5.

The boys _____ kayaking when they heard a loud sound.

- a) were
- b) was
- c) are

6.

An axolotl is an animal _____ lives in water.

- a) who
- b) where
- c) that

PART 3 — READING

THE WEATHER TRIP

Last weekend, a family planned a trip to the mountains. Before leaving, they checked the weather forecast.

The morning was sunny, but dark clouds appeared later. While the family was walking along a mountain trail, it started to rain heavily. The parents told the children to stay together. They found a safe shelter and waited for the rain to stop.

When the weather became better, they returned home safely. The family learned that checking the weather and preparing carefully can make a

trip safer.

Questions

1. Where did the family plan to go?

2. What did they check before leaving?

3. What happened while they were walking?

4. Where did they wait?

5. What did the family learn?

6. Find a past continuous verb phrase.

7. Find one word related to safety.

PART 4 — WRITING

CHOOSE ONE TASK

TASK A — ADVENTURE STORY

Write **60–80 words** about an exciting adventure.

Include:

- ☐ Beginning
 - ☐ Problem
 - ☐ Exciting event
 - ☐ Solution
 - ☐ Ending
 - ☐ Past continuous
 - ☐ Past simple
 - ☐ While
 - ☐ Suddenly
-

TASK B – INFORMATION REPORT

Write **60–80 words** about an unusual animal or extraordinary place.

Include:

- ☐ What it is
 - ☐ Where it is/lives
 - ☐ Why it is special
 - ☐ Interesting information
 - ☐ who / which / that / where
-

TASK C – WEATHER TRAVEL GUIDE

Write **70–90 words**.

Include:

- ☐ Weather
- ☐ Danger

☐ Safety advice

☐ should

☐ shouldn't

☐ if/when

☐ Top travel tip



MY ENGLISH PROGRESS JOURNEY

At the Beginning of Term

I could:

Now I Can...

- ☐ Read English texts more confidently.
 - ☐ Understand new vocabulary.
 - ☐ Use past simple.
 - ☐ Use past continuous.
 - ☐ Use relative clauses.
 - ☐ Use if/when.
 - ☐ Give advice with should/shouldn't.
 - ☐ Write an adventure story.
 - ☐ Write an information report.
 - ☐ Write a Weather Travel Guide.
-



MY GREATEST ACHIEVEMENT



I STILL NEED TO PRACTISE



MY NEXT GOAL



A MESSAGE TO MYSELF

I can learn.

I can improve.

I can make mistakes and try again.

I can achieve my goals.



KEEP LEARNING. KEEP

TRYING. KEEP SHINING! ★

Mrs Heba Omran

 **ANSWER KEY**

آخر البوكليت

Teacher/Parent Use

UNIT 1 – ANSWERS

Spelling

1. adventure

2. frightened
3. suddenly
4. whistle
5. weather
6. rushing
7. climbing
8. noticed

Correct spelling

1. suddenly
2. frightened
3. adventure

Unit 1 Grammar — Foundation

1. b) were

2. b) started
3. b) were
4. a) heard
5. a) They were climbing higher.
6. b) suddenly

Quick Repair

1. were walking
2. was shining
3. hit
4. were trying
5. **While they were hiking, it started to rain.**

Challenge — Suggested answers

1. They **were** hiking in the mountains.
2. While we **were walking**, it started to rain.
3. The children were **playing** near the river.
4. While Maya was **climbing**, she saw a fox.

UNIT 1 — READING ANSWERS

Reading 1

1. They were hiking in the Hajar Mountains.
2. Heavy rain started.
3. To stay safe from the rushing water.
4. Their family heard the whistle and found them.
5. **were resting / were looking**
6. **b) A Storm on the Mountain Trail**

Reading 2

1. They were kayaking, talking, and laughing.
 2. A rock.
 3. They swam to the side and climbed onto the rocks.
 4. A nearby guide.
 5. Possible answers: **heard, became, hit, fell, stayed, swam, climbed, saw, came, learned.**
-

Reading 3

1. In the desert.
2. A strange sound.
3. A baby fox suddenly ran from behind a bush.
4. Watch wild animals from a safe distance.

5. Suddenly

UNIT 1 CHECKPOINT

1. flash flood
2. trail
3. frightened
4. were
5. were
6. hit

Writing answers will vary.

UNIT 2 — ANSWERS

Grammar

1. **that**
2. **who**
3. **where**
4. **which**
5. **that**

Join the sentences

1. I have a book **that tells me about Mexico.**
2. There is a boy in my class **who wants to be a scientist.**
3. This is a special camera **that/which takes photos of stars.**
4. This is a forest **where people walk.**

Challenge

1. A scientist **who** studies animals.

2. A lake **where** axolotls live.
 3. A camera **that/which** takes photos.
 4. An animal **that/which** lives in water.
-

UNIT 2 – READING ANSWERS

Reading 1

1. It lives in lakes near Mexico City.
 2. It keeps its gills.
 3. It can regrow parts of its body.
 4. Its water is becoming dirty and habitats are disappearing.
 5. **that**
-

Reading 2

1. In Bolivia.
 2. A thin layer of water covers the salt and reflects the sky.
 3. To see the unusual view and take photographs.
 4. Some batteries.
 5. **where**
-

Reading 3

1. In warm rainforests.
2. Some of their skin is see-through.
3. At night.

4. A place where there are many trees and a lot of rain.
 5. People who study glass frogs...
-

UNIT 2 CHECKPOINT

1. amphibian
2. who
3. where

Questions 4–5: answers may vary.

UNIT 3 — ANSWERS

Grammar — Foundation

1. should
2. drink
3. stay
4. follow
5. drink

Developing

1. should
2. shouldn't
3. shouldn't
4. should
5. should

Challenge

Answers may vary.

Example:

1. If there is a sandstorm, **drivers should slow down.**
 2. When the weather is very hot, **people should drink more water.**
 3. If roads are slippery, **drivers should drive slowly.**
 4. If there is lightning, **people should stay inside.**
-

UNIT 3 — READING ANSWERS

Reading 1

1. In a weather centre.
2. Warnings/messages.
3. They should slow down.
4. Emergency workers help people move to safe

shelters.

5. Water, a flashlight, and medicine.

Any two are acceptable.

Reading 2

1. Snow and thick fog.
2. Warm clothes, strong shoes, and gloves.
3. Stay together and follow safe paths.
4. Return to a safe place.
5. Answers may include:

If visitors go hiking, they should wear warm clothes.

or

When fog becomes thick, people should stay together.

Reading 3

1. Heavy rain and strong wind.
2. He made an announcement.
3. Inside.
4. Emergency bags.
5. They followed the safety rules and worked together.

UNIT 3 CHECKPOINT

1. heatwave
2. shelter

3. stay inside
 4. Example: **drink more water.**
 5. Answers may vary.
-

FINAL REVISION – ANSWERS

Vocabulary

1. flash flood
2. amphibian
3. shelter
4. reflect
5. warning
6. rare
7. regrow
8. sunscreen

Grammar

1. were
2. where
3. stay
4. who
5. were
6. that
7. should
8. drink

FINAL READING — ANSWERS

1. Because strong winds were expected.
 2. They were waiting in class.
 3. Stay away from windows.
 4. Everyone worked together and listened carefully.
 5. **were waiting**
 6. **strong wind / weather / warning** — any suitable answer.
-

FINAL MOCK EXAM — ANSWERS

Part 1

1. scientist
2. lightning
3. whistle

4. salt flat
5. see-through

Part 2

1. were
2. who
3. where
4. drive
5. were
6. that

Part 3

1. The mountains.
2. They checked the weather forecast.
3. It started to rain heavily.
4. They waited in a safe shelter.
5. Checking the weather and preparing carefully can make a trip safer.

6. **was walking**

7. **safe / shelter / safer** — acceptable.



WRITING — MARKING GUIDE

Adventure Story

Check for:

- ☐ Clear beginning
- ☐ Problem
- ☐ Exciting event
- ☐ Solution
- ☐ Ending
- ☐ Past continuous
- ☐ Past simple
- ☐ Linking words
- ☐ Spelling

☐ Punctuation

Information Report

Check for:

- ☐ Clear topic
 - ☐ Location/habitat
 - ☐ Important facts
 - ☐ Special feature
 - ☐ Relative clauses
- ☐ Correct punctuation
- ☐ Correct spelling

Weather Travel Guide

Check for:

- ☐ Weather description
 - ☐ Danger
 - ☐ Safety advice
 - ☐ should
 - ☐ shouldn't
 - ☐ if/when
 - ☐ Top travel tip
 - ☐ Clear organisation
-



MY TERM 1 CERTIFICATE



ENGLISH LEARNING

ACHIEVEMENT 

This certificate is proudly presented to:

for completing the

GRADE 5 ENGLISH TERM 1 STUDY BOOKLET

and showing effort, progress, and determination.

Teacher: Mrs Heba Omran

Date: _____

★ **KEEP LEARNING • KEEP TRYING • KEEP
SHINING** ★

