مراجعة نهائية لمفردات نهاية الفصل



تم تحميل هذا الملف من موقع المناهج الإماراتية	
موقع المناهج ⇦ المناهج الإماراتية ⇦ الصف الخامس ⇦ لغة انجليزية ⇦ الفصل الأول ⇦ ملفات متنوعة ⇦ الملف	
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ملفات ا كتب للمعلم ا كتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس	المزيد من مادة لغة انجليزية:
إعداد: Ebrahim Rehab	

التواصل الاجتماعي بحسب الصف الخامس					
صفحة المناهج الإماراتية على فيسبوك					
المواد على تلغرام	التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات	

المزيد من الملفات بحسب الصف الخامس والمادة لغة انجليزية في الفصل الأول	
1	مراجعة نهائية لمفردات نهاية الفصل
2	نماذج تدريبية لكتابة القصص والموضوعات الإنشائية
3	دليل الكتابة الإبداعية والقصص المغامرات – Success Big ,Explorers Little
4	بنك أسئلة المفردات في السياق لنهاية الفصل
5	مراجعة نهائية مفردات

تحميل تطبيق المناهج للهواتف الذكية	
تطبيق المناهج على Store App (آبل)	تطبيق المناهج على Play Google (أندرويد)

Grade 5 (General)

EOT 1 Final Revision -Term 1 (2026-2027)

Name: ..... **Class:** .....

Prepared by T. Rehab Ebrahim

Academic Year 2026-2027: End-of-Term 1 Exam Test Specifications: Grade 5GLG - Grade 5 General– Stage 1 – A1.2-A2.1

Grade Level Goal	Grade 5 GLG	Learning Continuum Stage	1
Class	5 General	CEFR	A1.2-A2.1
Language Domain	Reading & Viewing and Writing & Representing	Total Marks	Reading: 60 / Writing: 40
		Platform	SwiftAssess / Paper-based

Part	Level	Theme	Vocabulary		
Part 1: Vocabulary	Towards Grade Level Goal	Exciting Adventures	stranded, lost, canyon, river, decision, solution, frightened		
		Curious Creatures and Extraordinary Places	rainforest, desert, mountain, beach, tiger, camel		
		What Happens if ... ?	sandstorm, heatwave, flood, storm, temperature, weather, heavy rain, strong wind		
		Task Description	Learning Outcomes	Construct Limits	
		Matching (word–image) Look at the word. Match the word to the correct picture. Choose A or B.	**Reading Strategies** ENG.01.RV.S.3.3 : Apply basic reading strategies, including adjusting reading pace, rereading and correcting errors and using visuals, context, first language, dictionaries, glossaries and digital tools, culture, experiences, key features of text and text format and appearance to understand simple written to multimodal texts.	▪ 5 words, 10 images (1 correct answer and 1 distractor for each word) ▪ 2 marks each (total: 10)	

Final Exam Vocabulary

Grade 5 • Key Words to Revise



stranded
عالق



lost
تائه



canyon
وادٍ عميق



river
نهر



decision
قرار



solution
حل



frightened
خائف



rainforest
غابة مطيرة



desert
صحراء



mountain
جبل



beach
شاطئ



tiger
نمر



camel
جمل



sandstorm
عاصفة رملية



heatwave
موجة حر



flood
فيضان



storm
عاصفة



temperature
درجة الحرارة



weather
الطقس



heavy rain
أمطار غزيرة



strong wind
رياح قوية

Part 1: Vocabulary (20Marks).

Please study well these words.

Look at the word. Match the word to the correct picture. Choose A or B

1.	stranded	A		B	
2.	canyon	A		B	
3.	frightened	A		B	
4.	rainforest	A		B	
5.	camel	A		B	

1.	sandstorm	A		B	
2.	heatwave	A		B	
3.	flood	A		B	
4.	heavy rain	A		B	
5.	strong wind	A		B	

Look at the word. Match the word to the correct picture. Choose A or B.

1.	desert	A		B	
2.	ocean	A		B	
3.	stormy	A		B	
4.	quiet	A		B	
5.	wide	A		B	

6.	mountain	A		B	
7.	flood	A		B	
8.	snowy	A		B	
9.	coast	A		B	
10.	windy	A		B	

Part	Level	Theme	Vocabulary	Grammar
Part 2: Grammar	At Grade Level Goal	**Curious Creatures and Extraordinary Places** | Describing People and Things, Describing Places, Amazing Animals and Places	amphibian, gills, regrow, survive, salt, reflect, protect, scientist, rainforest, desert, beach, whale, special, amazing, see-through	G.14.1. Past time (past simple (including verb 'to be')) G.14.3. Past time (Past continuous) G.4.1. Clauses and phrases: defining relative clauses G.5.1. Zero conditional
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.	**Reading Strategies** ENG.01.RV.S.3.3 : Apply basic reading strategies, including adjusting reading pace, rereading and correcting errors and using visuals, context, first language, dictionaries, glossaries and digital tools, culture, experiences, key features of text and text format and appearance to understand simple written to multimodal texts.	▪ 1 descriptive text (A1.2 - A2.1) of 80 words (10% either way) with 5 gaps ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total: 10)

Language Focus 2 –

While + Past Continuous + Past Simple

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

While *Maya* ***was looking*** *for the path, she* ***heard*** *a loud sound.*

We use 'While + past continuous + past simple' to show something **was happening** when another thing **suddenly happened**.

Past Now

------^^^^^^^^^^^^^^^^^^^^^^X^^^^^^^^------|

While they were hiking……. started to rain



Language Focus – Relative Clauses (Part 1)

We use relative clauses to give more information about a person or a thing.

We use special words like, ***who***, ***which*** and ***that*** to join two sentences together.

- Use ***who*** or ***that*** for people.
- Use ***which*** or ***that*** for animals and things.

Example:

Sentence 1: Scientists are people.

Sentence 2: They study animals.

Joined: Scientists are people ***who*** study animals.

Language Focus – Relative Clauses (Part 2)

When we talk about a place, we can use the word ***where*** to give more information about ***what happens*** in that place.

Tip: If you can say ***there*** in the second sentence, use ***where*** to join them!

Example:

Sentence 1: This is the lake.

Sentence 2: The axolotls live ***there***.

Joined: This is the lake ***where*** the axolotls live.

Language Focus – Zero Conditional

We use the **zero conditional** to talk about:

- facts
- things that are generally true
- giving advice

If/When + ***present simple,*** + ***present simple***

Examples:

If/When you ***heat*** water, it ***boils.*** (fact)

If/When there is strong wind or heavy rain, the team ***sends*** messages to people's phones. (things that are generally true)

If/When there is a storm, you should find shelter. (advice)

Read the text and choose the correct word(s) to complete the sentences.

Choose A, B or C.

A Visit to the Rainforest

Last Saturday, our class visited a rainforest to learn about amazing animals. Our scientist, Mr. Ali, told us that some animals are special because they can survive in difficult conditions.

We saw an amphibian near a small river. It **(1)** _____ in the water when we first arrived, but later it climbed onto a rock. Our teacher explained that some amphibians can live both on land and in water.

We also met a scientist **(2)** _____ studies how animals protect themselves. She showed us a whale model and explained how whales survive in the sea. She said, "If an animal **(3)** _____ its home, it may have to find a new place to live."

Suddenly, we heard a loud noise. A small animal was frightened, and it **(4)** _____ behind a tree while we watched quietly. The scientist told us that if people protect the rainforest, many animals **(5)** _____ safely in their natural homes.

1. A. was hiding	**B. hides**	**C. hide**
2. A. which	**B. who**	**C. where**
3. A. lost	**B. losing**	**C. loses**
4. A. hides	**B. was hiding**	**C. hide**
5. A. survived	**B. would survive**	**C. will survive**

Read the text and choose the correct word(s) to complete the sentences.

Choose A, B or C.

A Day at the Beach and Rainforest

Yesterday, our class visited a beach near the rainforest. It (1) _____ a warm and sunny day. While we (2) _____ along the beach, we found a special see-through fish. Then we (3) _____ a scientist who studies whales and amphibians. She told us that animals survive better when people protect nature. She said, "If you visit the rainforest, you (4) _____ stay quiet and protect the animals." The scientist (5) _____ studies sea animals showed us the gills of a whale model.

1. **A. were**	**B. was**	**C. is**
2. A. were walking	**B. walked**	**C. are walking**
3. A. meet	**B. were meeting**	**C. met**
4. A. should	**B. must**	**C. will**
5. A. which	**B. where**	**C. who**

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Read the text and choose the correct word(s) to complete the sentences.

Choose A, B or C.

Exploring the Rainforest

Last month, our class went on an exciting adventure to a rainforest. Our guide, Mr. Sami, (1) _____ very excited to show us the amazing animals and plants.

While we (2) _____ along a narrow path, we heard a strange sound coming from a tree. We stopped and saw a small amphibian hiding under a leaf. Mr. Sami explained that some amphibians can regrow parts of their bodies.

A scientist (3) _____ works in the rainforest told us about protecting animals. She said, "If you see a wild animal, you (4) _____ leave it alone and never frighten it." She also explained that if people destroy the rainforest, many animals (5) _____ their natural homes.

1. A. is	**B. were**	**C. was**
2. A. walked	**B. were walking**	**C. are walking**
3. A. who	**B. where**	**C. which**
4. A. will	**B. would**	**C. should**
5. A. lost	**B. lose**	**C. are losing**

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Part	Level	Theme		
Part 3A: Reading	At Grade Level Goal	**Exciting Adventures** | Lost in the Hajar Mountains, A Kayaking Adventure		
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Read the text. Choose the correct answers. Choose **A**, **B** or **C**.	**Comprehension Skills** Specific Information: 4 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 1 x ENG.01.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object using contextual and morphological cues 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) ▪ 8 questions with 3 options, one of which is the correct answer (3 marks each, total: 24)

Read the text. Choose thecorrect answers. Choose A, B or C.

Lost in the Hajar Mountains

Last Friday, Omar and his friends went hiking in the Hajar Mountains. They were excited to explore new places and take photos of the beautiful scenery. While they were walking along a narrow path, Omar stopped to look at a small animal. Unfortunately, he became separated from his group and got lost.

Omar tried to call his friends, but he had lost signal on his phone. He felt scared and exhausted because he had been walking for a long time. Suddenly, he remembered his guide's advice: stay calm and search for a safe place. He found a shady spot near a large rock and waited.

Meanwhile, his friends asked their guide for help. The guide searched the area until he found Omar. Although Omar was frightened, he was safe. The experience taught everyone to stay together, follow the map, and prepare carefully before an adventure.

1. Why did Omar and his friends go to the Hajar Mountains?

A. To visit a shopping center
B. To explore and take photos
C. To meet a scientist

2. What happened while Omar was looking at a small animal?

A. He became separated from his group.
B. He injured his friend.
C. He found a new phone.

3. Why couldn't Omar call his friends?

A. His phone was broken.
B. He had forgotten their names.
C. He had lost signal.

4. What did Omar do when he remembered his guide's advice?

A. He ran quickly down the mountain.
B. He found a safe place and waited.
C. He continued walking without a plan.

5. Which of the following did Omar NOT do?

A. He felt exhausted.
B. He lost signal on his phone.
C. He immediately found his friends by calling them.

6. What is the best lesson to learn from Omar's experience?

A. It is safer to stay with your group and prepare carefully.
B. Getting lost makes every adventure more exciting.
C. You should explore unknown paths alone.

7. If Omar had not remembered his guide's advice, what might have happened?

A. He would have taken better photos.
B. He might have wandered farther and found it harder to get help.
C. His phone would have regained its signal immediately.

8. How did Omar's friends help solve the problem?

A. They went home without him.
B. They searched for a new path alone.
C. They asked their guide for help.

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Lost in a Canyon

Last Saturday, Sami and his family went hiking along a narrow trail in the Hajar Mountains. Their guide showed them a beautiful wadi between two high cliffs. Sami was taking photos when dark clouds appeared and heavy rain began to fall.

Suddenly, a flash flood rushed through the wadi. The family moved to higher ground, but Sami became stranded on a rocky area across the water. He tried to call his father, but his phone had no signal. Luckily, he had a whistle in his backpack. He blew it loudly to attract attention.

His father heard the whistle and contacted the rescue team. Soon, a rescue helicopter arrived and helped Sami reach safety. Everyone felt relieved when they were together again. Sami learned that hikers should check the weather, stay on the trail, and always carry emergency equipment.

1. Where was Sami hiking with his family?

A. Along a beach
B. Through a rainforest
C. On a trail in the Hajar Mountains

2. What is a wadi?

A. A valley or riverbed that may fill with water
B. A type of rescue vehicle
C. A tool used to find a signal

3. What caused the flash flood?

A. A broken bridge
B. Heavy rain
C. A helicopter landing

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4. Why couldn't Sami call his father?

A. He had lost his backpack.
B. His phone was broken.
C. His phone had no signal.

5. How did Sami attract attention?

A. He blew a whistle.
B. He took photographs.
C. He walked farther into the canyon.

6. What was the main purpose of the rescue helicopter?

A. To take the family sightseeing
B. To help Sami reach safety
C. To search for a new hiking trail

7. What might have happened if Sami had not carried a whistle?

A. The flash flood would have stopped immediately.
B. His phone would have received a signal.
C. The rescue team might have found it harder to locate him.

8. Which action is NOT a safe choice during a hiking trip?

A. Checking the weather before leaving
B. Walking into a flooded wadi
C. Carrying emergency equipment

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A Kayaking Adventure

Last weekend, Ali and his family went on an exciting adventure near a river. Their guide gave everyone a kayak and explained how to stay safe on the water. At first, the river was calm, and Ali enjoyed paddling between the rocks.

Suddenly, the water became faster, and Ali's kayak moved away from the group. He felt frightened because he was lost and could not see his family. The guide quickly helped him paddle towards a safe place beside the river.

After the trip, the family drove through the desert. They saw a tall sand dune and a little fox running near some rocks. Ali was happy that he had stayed safe during his kayaking adventure. He learned that listening to a guide and following safety rules can make an adventure enjoyable.

1. Where did Ali go at the beginning of the story?

A. To a desert
B. To a river
C. To a forest

2. What did the guide give everyone?

A. A kayak
B. A bicycle
C. A tent

3. How was the river at first?

A. Dangerous and fast
B. Deep and stormy
C. Calm

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4. Why did Ali feel frightened?

A. He saw a fox.
B. His kayak moved away from the group.
C. He lost his paddle at home.

5. How did the guide help Ali?

A. He helped him paddle to a safe place.
B. He left him alone.
C. He took him to a sand dune.

6. What did the family see in the desert?

A. A whale and a river
B. A kayak on a mountain
C. A sand dune and a fox

7. What can we learn from Ali's adventure?

A. It is best to explore rivers alone.
B. Following safety rules and listening to a guide are important.
C. Kayaking is always dangerous.

8. Which of these is NOT a safe choice during a kayaking trip?

A. Listening carefully to the guide
B. Staying with the group
C. Paddling away from the group without telling anyone

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Part	Level	Theme		
Part 3B: Reading	**Beyond Grade Level Goal**	**What Happens if ...?** | Amazing Weather Around the World		
		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 2 x ENG.01.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object using contextual and morphological cues when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. Connections 2 x ENG.01.RV.CS.3.1: Make simple personal connections between ideas, events or characters and own experience, background knowledge, other familiar texts or the world around them 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 narrative text (A2.2) of 120-150 words (10% either way) (Max: 165) ▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)

Amazing Weather Around the World

Weather can change quickly around the world. In the desert, a heatwave can raise the temperature, while a sandstorm and strong wind can make travel dangerous. In other places, heavy rain may cause a flood, leaving roads flooded and slippery. Lightning, fog, and snow can also make journeys difficult. A tropical storm may bring strong winds and heavy rain.

Last year, our school planned a sports day, but the weather report predicted a storm. The headteacher made an announcement and sent a warning message to families. Everyone followed the safety rules and moved to a safe shelter. Teachers helped students prepare an emergency bag with water, food, and sunscreen. A volunteer explained the safety plan to visitors. Thanks to teamwork and good advice, everyone stayed safe. This experience taught us that we should always listen to warnings and prepare for emergencies.

1. What can a heatwave do in the desert?

A. Lower the temperature
B. Make snow fall
C. Raise the temperature

2. What may heavy rain cause?

A. A flood
B. A heatwave
C. A sandstorm

3. Why did the headteacher cancel the planned sports day?

A. The students forgot their emergency bags.
B. The weather report predicted a storm.
C. The volunteers arrived late.

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4. What did the headteacher send to families?

A. A travel ticket
B. A sports timetable
C. A warning message

5. Which item was NOT mentioned as something to put in the emergency bag?

A. Water
B. Food
C. A camera

6. Why is it important to follow a safety plan during dangerous weather?

A. It helps people make safer decisions and avoid danger.
B. It makes storms disappear quickly.
C. It guarantees that the weather will change.

7. If visitors ignore a warning about flooded roads, what might happen?

A. The roads will become dry immediately.
B. They may put themselves in danger.
C. The temperature will decrease.

8. What helped everyone stay safe during the storm warning?

A. Playing sports outside
B. Ignoring the weather report
C. Teamwork and following safety rules

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Amazing Weather Around the World

During the school holidays, Sara watched a weather report about unusual weather in different countries. In one desert, a sandstorm covered the roads with dust. In another country, a heatwave made the temperature rise, so people used sunscreen and drank plenty of water. Meanwhile, heavy rain, lightning, and a tropical storm caused a flood in a coastal town. Strong wind made the roads dangerous, and thick fog reduced visibility.

The local authorities sent a warning message and made an announcement asking visitors to find a safe shelter. A volunteer helped families prepare an emergency bag with water, food, and a first-aid kit. Everyone followed the safety plan and stayed away from flooded roads. Sara learned that good advice, teamwork, and quick action can help people stay safe during an emergency.

1. What covered the roads with dust in the desert?

A. Snow
B. A sandstorm
C. Heavy rain

2. What did people use during the heatwave?

A. Sunscreen
B. Snow boots
C. Umbrellas to protect against snow

3. What caused flooding in the coastal town?

A. Thick fog only
B. A drop in temperature
C. Heavy rain and a tropical storm

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4. Why did the authorities send a warning message?

A. To invite visitors to a sports day
B. To tell people about the danger and seek shelter
C. To announce a school holiday

5. Which action did the volunteer NOT take?

A. Helping families prepare an emergency bag
B. Helping people follow the safety plan
C. Asking people to walk along flooded roads

6. Why should people stay away from flooded roads?

A. Floodwater can be dangerous and hide hazards.
B. Floodwater always makes roads safer.
C. It helps the temperature rise.

7. If a warning tells visitors to find safe shelter, what is the best response?

A. Continue sightseeing near the storm.
B. Ignore the warning until the rain stops.
C. Follow the advice and move to a safe place.

8. What helped families respond to the emergency?

A. Ignoring announcements
B. Teamwork and preparation
C. Travelling during the storm

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Weather Surprises on a School Trip

Last winter, Class 6 travelled to a mountain village to learn about weather around the world. Before leaving, their teacher checked the weather report and shared a useful travel tip: always wear suitable clothes. When they arrived, thick fog covered the road, and fresh snow made the paths slippery. The temperature was very low, so the students stayed close to their guide.

Later, a storm began, and the school received a warning about dangerous conditions. The guide explained the safety plan and led everyone to a warm shelter. A volunteer helped the younger children, while the teacher checked that all students were present. Through teamwork, everyone remained calm and safe. The trip taught the students that listening to advice and understanding the danger of changing weather can prevent accidents.

1. Why did Class 6 travel to the mountain village?

A. To learn about weather
B. To play football
C. To visit a shopping centre

2. What covered the road when the students arrived?

A. Sand
B. Thick fog
C. Floodwater

3. Why were the paths slippery?

A. The temperature was very high.
B. Strong sunshine melted the road.
C. Fresh snow covered the paths.

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4. What did the guide do when the storm began?

A. He let the students walk alone.
B. He led everyone to a warm shelter.
C. He cancelled the weather report.

5. Which item was NOT mentioned as part of the trip preparations?

A. Checking the weather report
B. Sharing a travel tip
C. Buying tickets for a sports match

6. Why was teamwork important during the storm?

A. It helped everyone remain calm and safe.
B. It made the snow disappear.
C. It stopped the temperature from falling.

7. What might have happened if the students had ignored the guide's advice?

A. The weather would have become sunny immediately.
B. They might have had accidents on the slippery paths.
C. The village would have become warmer.

8. What was the volunteer's role during the emergency?

A. To prepare a weather report
B. To guide the bus driver
C. To help the younger children

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<table>
<tr><th>Part</th><th>Level</th><th colspan="2">Theme</th><th>Functional Language</th></tr>
<tr><td rowspan="6">Part 4: Writing</td><td rowspan="6">At Grade Level Goal</td><td colspan="2">The Writing Task will be based around one of these themes:</td><td rowspan="2">FL.31 Describing past experiences and events, FL.5 Describing people, FL.6 Describing places</td></tr>
<tr><td colspan="2">Exciting Adventures | Adventure Story Writing</td></tr>
<tr><td colspan="2">What Happens if ...? | Weather Watchers and Problem Solvers, The Weather Watch Team</td><td>FL.16 Expressing opinion, FL.35 Making predictions and hypothesising</td></tr>
<tr><th>Task Description</th><th>Learning Outcomes</th><th>Construct Limits</th></tr>
<tr><td>Constructed Writing Response
_____
Write about _____. You can use the picture or write about your own _____.
Answer these questions:
• Prompt 1
• Prompt 2
• Prompt 3
Write at least 60 words in complete sentences.</td><td>Spelling
ENG.01.WR.S.2.2: Spell a wide range of familiar and unfamiliar words using phonological and morphological knowledge, spelling generalisations, regular spelling patterns and a limited range of irregular spellings, including less common vowel and consonant patterns.

Punctuation
ENG.01.WR.S.3.1: Write sentences using capital letters, full stops, question marks and commas correctly, and apostrophes, quotation marks and hyphens with emerging control.

Fluency in text production
ENG.01.WR.P.1.1: Produce short, simple written or multimodal texts on familiar topics using short, simple and some linked sentences, and giving simple reasons with 'because', although there may be frequent inaccuracies and limitations in vocabulary or structure.

Presentation and development of ideas
ENG.01.WR.P.2.1: Express simple ideas and information on familiar topics, giving simple reasons with 'because', and using a limited range of familiar phrases and expressions in short, simple written or multimodal texts with developing coherence, although there may be frequent inaccuracies and limitations in vocabulary or structure.</td><td>▪ Image(s) and one question with three prompts to elicit an adventure story or an informational text.
▪ Word count: 60 words
▪ 40 marks (based on rubric)</td></tr>
</table>

Part 4: Writing

Exciting Adventures | Adventure Story Writing



Use the picture and the questions to write about 60 words.

1. **Where did you go, and what did you do there?**
2. **Who was with you? Describe the person and explain how they helped you.**
3. **What was the most exciting or challenging part of your adventure?**

Last weekend, I went on an adventure with my brother and sister. We went hiking to the mountains. My brother was kind and helpful. We took food and water.

We walked on a small path and crossed a river. We saw a beautiful waterfall and took photos.

Suddenly, I heard a strange noise and felt scared. My brother helped me to be calm. We had a great day together. It was a wonderful adventure!

What Happens if …? | Weather Watchers and Problem Solvers

The Weather Watch Team



Use the picture and the questions to write about 60 words.

1. **What was the weather like, and what happened?**
2. **Who was with you? Describe the person and how they helped you.**
3. **What did you do to stay safe during the bad weather?**

In our school, we learn in science class what to do in bad weather. If there is heavy rain, we should find safe shelter. We can stay inside our classes.

Also, we should stay away from windows when there is a strong storm. Our school cancels the sports day. Emergency bags should include water and food. I think parents should check warning messages. Everyone should stay safe.