

كتيب تدريبات الامتحانات



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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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 الأول

كتيب دعم مهارات للوحدة الأولى

1

مواصفات اختبارات نهاية الفصل للغة الإنجليزية

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Board Information 2 Unit Guide Writing مواضيع الوحدة الثانية عن الاماكن والحيوانات

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2026-2027

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WORDS TO KNOW

Unit 1 | Exciting Adventures

Review: Unit 1, pp. 3-7, 16-26 and 31-32

stranded

adjective

Meaning: Unable to leave a place or get help.

Example: The children were stranded on an island.

عالق ولا يستطيع المغادرة

lost

adjective

Meaning: Unable to find the way.

Example: We were lost in the mountains.

تائه

canyon

noun

Meaning: A deep valley with high, steep sides.

Example: A river runs through the canyon.

واد عميق بين جوانب شديدة الانحدار

river

noun

Meaning: A long, natural flow of water.

Example: We travelled along the river in a kayak.

نهر

WORDS TO KNOW

Unit 1 | Exciting Adventures | continued

Review: Unit 1, pp. 3-7, 16-26 and 31-32

decision

noun

قرار

Meaning: A choice you make after thinking.

Example: Staying together was a good decision.

solution

noun

حل

Meaning: An answer to a problem.

Example: They found a solution to the problem.

frightened

adjective

خائف

Meaning: Feeling afraid.

Example: The loud storm made the child frightened.

WORDS TO KNOW

Unit 2 | Curious Creatures and Extraordinary Places

Review: Unit 2, pp. 35-57

rainforest

noun

Meaning: A forest in a warm place with a lot of rain.

Example: The glass frog lives in a rainforest.

غابة مطيرة

desert

noun

Meaning: A very dry area with little rain.

Example: The camel walked across the desert.

صحراء

mountain

noun

Meaning: A very high area of land.

Example: The mountain has a steep path.

جبل

WORDS TO KNOW

Unit 2 | Curious Creatures and Extraordinary Places | continued

Review: Unit 2, pp. 35-57

beach

noun

شاطئ

Meaning: Land beside the sea, often covered with sand.

Example: We played on the beach.

tiger

noun

نمر مخطط

Meaning: A large wild cat with dark stripes.

Example: The tiger has stripes on its body.

camel

noun

جمل

Meaning: An animal with a hump that can live in dry places.

Example: A camel can live in the desert.

WORDS TO KNOW

Unit 3 | What Happens if ...?

Review: Unit 3, pp. 69-84

sandstorm

noun

Meaning: Strong wind that blows sand through the air.

Example: We stayed inside during the sandstorm.

عاصفة رملية

heatwave

noun

Meaning: A time when the weather stays unusually hot.

Example: It was very hot during the heatwave.

موجة حر

flood

noun

Meaning: Water covering land that is usually dry.

Example: The road was under water after the flood.

فيضان

storm

noun

Meaning: Very bad weather with strong wind, rain or thunder.

Example: A storm arrived in the evening.

عاصفة

WORDS TO KNOW

Unit 3 | What Happens if ...? | continued

Review: Unit 3, pp. 69-84

temperature

noun

درجة الحرارة

Meaning: How hot or cold something is.

Example: The temperature was 40°C.

weather

noun

الطقس

Meaning: The conditions outside, such as sun, rain or wind.

Example: The weather is sunny today.

heavy rain

noun phrase

أمطار غزيرة

Meaning: A lot of rain falling strongly.

Example: Heavy rain made the ground wet.

strong wind

noun phrase

رياح قوية

Meaning: Air moving with a lot of force.

Example: The strong wind moved the trees.

WORDS TO KNOW

Animal and place words | 1

Review: Unit 2, pp. 35-44

amphibian

noun

حيوان برمائي

Meaning: An animal such as a frog, often living in water and on land.

Example: The axolotl is an amphibian.

gills

plural noun

خياشيم

Meaning: Body parts that help some animals breathe in water.

Example: An axolotl keeps its gills as an adult.

regrow

verb

ينمو من جديد

Meaning: To grow again.

Example: An axolotl can regrow a lost leg.

WORDS TO KNOW

Animal and place words | 1 | continued

Review: Unit 2, pp. 35-44

survive

verb

Meaning: To stay alive.

Example: Animals need safe places to survive.

يبقى حيا أو ينجو

salt

noun

Meaning: A substance found in seawater and used in food.

Example: The ground of the salt flat is made of salt.

ملح

reflect

verb

Meaning: To send back light or an image.

Example: The water can reflect the sky.

يعكس

WORDS TO KNOW

Animal and place words | 2

Review: Unit 2, pp. 35-57

protect

verb

Meaning: To keep something safe.

Example: We must protect animals and their homes.

يحمي

scientist

noun

Meaning: A person who studies the natural world.

Example: The scientist studies unusual animals.

عالم

whale

noun

Meaning: A very large sea mammal that breathes air.

Example: The whale came to the surface to breathe.

حوت

WORDS TO KNOW

Animal and place words | 2 | continued

Review: Unit 2, pp. 35-57

special

adjective

مميز

Meaning: Different from usual in an important way.

Example: This animal has a special ability.

amazing

adjective

مدهش

Meaning: Very surprising or wonderful.

Example: The view from the mountain was amazing.

see-through

adjective

شفاف

Meaning: Allowing you to see through something.

Example: Some glass frogs have see-through skin.

PICTURE VOCABULARY

Unit 1 | Picture practice

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

1. stranded

A



B



2. lost

A



B

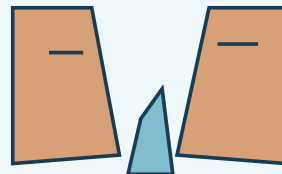


3. canyon

A



B



4. river

A



B



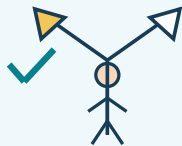
PICTURE VOCABULARY

Unit 1 | Picture practice continued

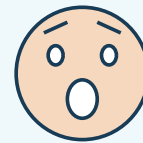
Look at the word. Match the word to the correct picture. Choose A or B.

5. decision

A



B



6. solution

A



B



7. frightened

A



B

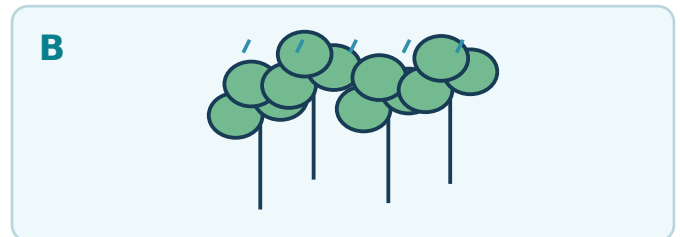
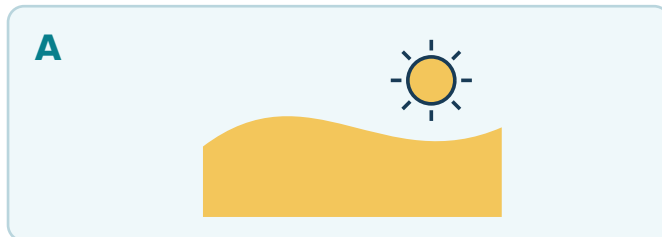


PICTURE VOCABULARY

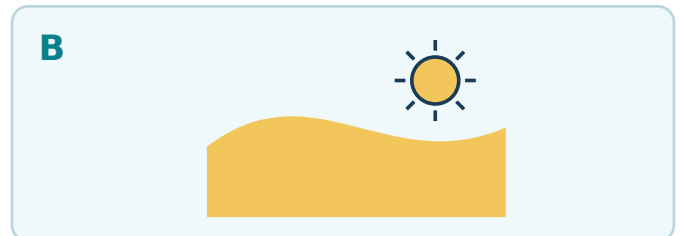
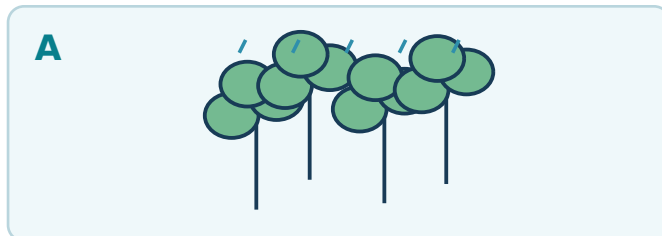
Unit 2 | Picture practice

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

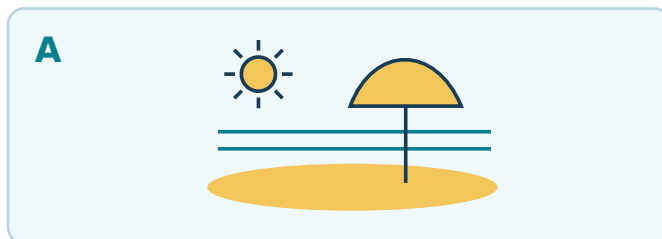
1. rainforest



2. desert



3. mountain



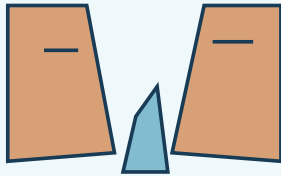
PICTURE VOCABULARY

Unit 2 | Picture practice continued

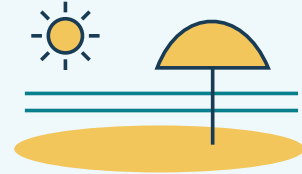
Look at the word. Match the word to the correct picture. Choose A or B.

4. beach

A

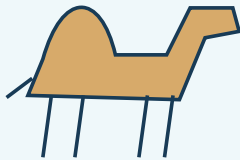


B

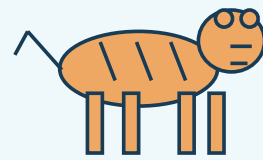


5. tiger

A

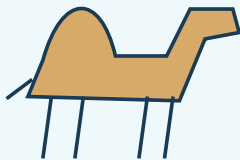


B

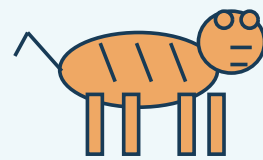


6. camel

A



B

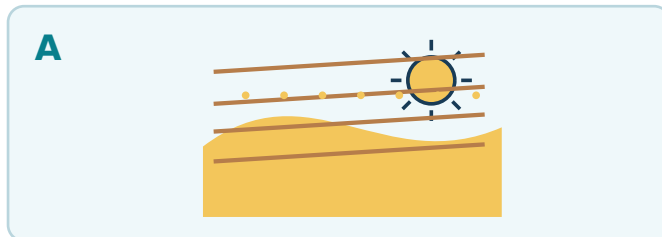


PICTURE VOCABULARY

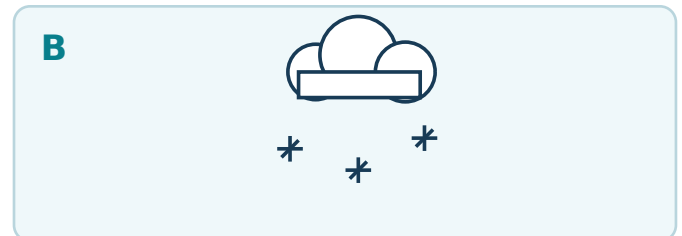
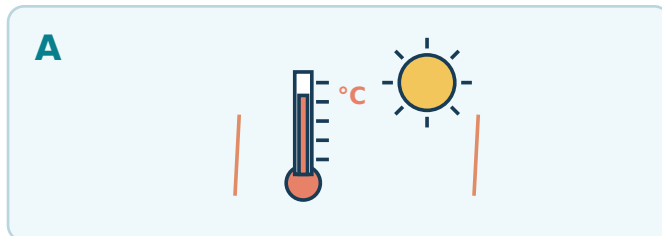
Unit 3 | Picture practice

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

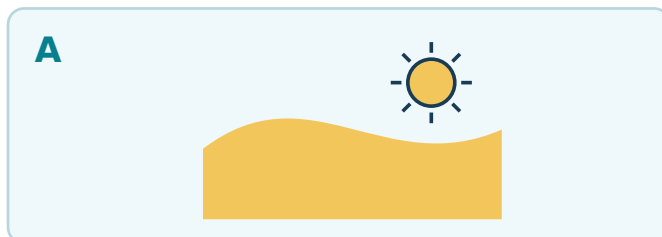
1. sandstorm



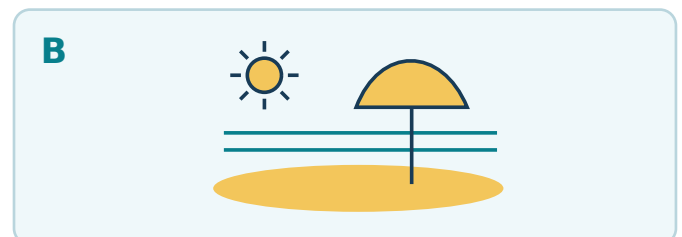
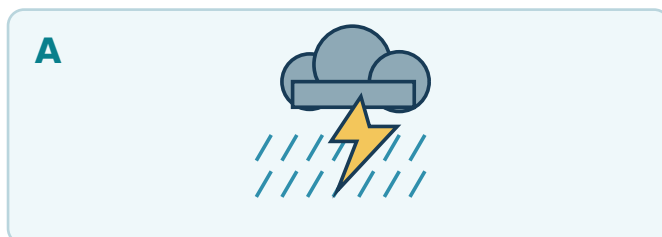
2. heatwave



3. flood



4. storm



PICTURE VOCABULARY

Unit 3 | Picture practice continued

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

5. temperature

A

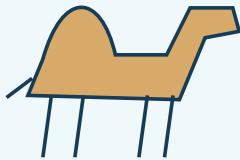


B



6. weather

A



B



7. heavy rain

A



B



8. strong wind

A



B



VOCABULARY PRACTICE

Animal and place words | Practice 1

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

1. The axolotl is an ____, not a fish.

- A.** canyon **B.** amphibian **C.** scientist

2. The animal uses ____ to breathe in water.

- A.** salt **B.** gills **C.** legs

3. If it loses a leg, an axolotl can ____ it.

- A.** regrow **B.** protect **C.** reflect

4. Animals need safe homes to ____.

- A.** reflect **B.** regrow **C.** survive

5. The white ground of the salt flat is made of ____.

- A.** gills **B.** skin **C.** salt

6. Still water can ____ the sky like a mirror.

- A.** reflect **B.** survive **C.** regrow

VOCABULARY PRACTICE

Animal and place words | Practice 2

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

1. We keep animals safe when we ____ them.

- A.** regrow **B.** protect **C.** reflect

2. A person who studies unusual animals is a ____.

- A.** whale **B.** river **C.** scientist

3. A very large sea mammal that breathes air is a ____.

- A.** tiger **B.** camel **C.** whale

4. Something different from usual in an important way is ____.

- A.** lost **B.** special **C.** stranded

5. Something very surprising and wonderful is ____.

- A.** amazing **B.** frightened **C.** lost

6. You can see through something that is ____.

- A.** stranded **B.** see-through **C.** frightened

GRAMMAR 1

Past simple, including was / were

Review: Unit 1, pp. 8-15

Remember

Use the past simple for a finished past event. Use was or were to describe a past state or place.

الماضي البسيط لحدث انتهى في الماضي، و was أو were لوصف حالة أو مكان في الماضي.
نستخدم

Use	Form	Example
Positive	subject + past verb	We walked beside the river.
Negative	subject + didn't + base verb	We didn't leave the path.
Question	Did + subject + base verb?	Did they find the guide?
Past be	I/he/she/it was; you/we/they were	She was frightened. They were safe.

Examples

- We climbed the mountain yesterday.
- The guide helped us. We did not get lost.
- Was the scientist at the beach? Yes, she was.

Watch out!

After did or didn't, use the base verb: didn't go, not didn't went. Use were with we/you/they. Remember go/went, see/saw, hear/heard, find/found and feel/felt.

GRAMMAR PRACTICE

G1 | Past simple, including was / were

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

Easy: 1-3 | Medium: 4-6 | Challenge: 7-9

1. Yesterday, we ___ beside the river.

- A.** walking **B.** walk **C.** walked

2. The animal ___ in the rainforest last night.

- A.** were **B.** is **C.** was

3. The children ___ frightened during the storm.

- A.** is **B.** were **C.** was

4. We did not ___ the guide.

- A.** saw **B.** seeing **C.** see

5. Did the scientist ___ the animal?

- A.** found **B.** finding **C.** find

6. The family ___ to the beach last Friday.

- A.** went **B.** go **C.** going

7. ___ the camel near the tent yesterday?

- A.** Did **B.** Were **C.** Was

8. They ___ at the river; they were at the beach.

- A.** was not **B.** did not **C.** were not

9. Choose the correct sentence.

- A.** We didn't go home. **B.** We didn't went home. **C.** We didn't going home.

GRAMMAR 2

Past continuous

Review: Unit 1, pp. 8-15

Remember

Use was/were + verb-ing for an action in progress at a past time. Use past simple for a shorter event that happened during it.

المستمر: was أو were مع الفعل مضافا إليه ing، لوصف فعل كان يحدث في وقت ماضٍ.
الماضي

Use	Form	Example
Positive	was/were + verb-ing	The scientist was watching.
Negative	wasn't/weren't + verb-ing	They weren't swimming.
Question	Was/Were + subject + verb-ing?	Were they walking?
Two actions	While + past continuous, past simple	While we were walking, it started to rain.

Examples

- The sun was shining while we were hiking.
- While the scientist was looking, the animal moved.
- The children were resting when they heard a sound.

Watch out!

Wrong: They was walking. Correct: They were walking. Wrong: was look. Correct: was looking. The long action was in progress; the short past-simple event happened during it.

GRAMMAR PRACTICE

G2 | Past continuous

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

Easy: 1-3 | Medium: 4-6 | Challenge: 7-9

1. The scientist ___ watching the animal.

- A.** was **B.** were **C.** are

2. The children ___ walking beside the river.

- A.** were **B.** was **C.** is

3. The sun was ___.

- A.** shone **B.** shine **C.** shining

4. While they ___ hiking, the rain started.

- A.** were **B.** was **C.** is

5. While the guide was talking, we ___ a loud sound.

- A.** hears **B.** heard **C.** hearing

6. The whale was ___ near the boat.

- A.** swimming **B.** swim **C.** swam

7. Choose the correct question.

- A.** Did they were watching the animal?
B. Were they watching the animal?
C. Was they watching the animal?

8. Choose the correct negative.

- A.** They wasn't walking. **B.** They weren't walking. **C.** They weren't walk.

9. Which sentence shows a long action interrupted by a shorter event?

- A.** They hike every Friday.
B. They are hiking now.
C. While they were hiking, it started to rain.

Defining relative clauses

Review: Unit 2, pp. 41-44

Remember

Use a relative clause to identify a person, animal, thing or place. Use who/that for people, which/that for animals and things, and where for a place when you mean “there”.

نستخدم who أو that للأشخاص، وwhich أو that للحيوانات والأشياء، وwhere للأماكن.

Use	Form	Example
Person	person + who/that + clause	A scientist is a person who studies animals.
Animal / thing	noun + which/that + clause	The axolotl is an animal that lives in water.
Place	place + where + clause	This is the lake where axolotls live.

Examples

- I met a scientist who studies frogs.
- This is an animal which can regrow a leg.
- This is a place where people take photos.

Watch out!

Do not choose who for a thing. Do not use where when the next part needs a subject: a place that is warm, but a place where animals live. Do not put commas around this identifying information.

GRAMMAR PRACTICE

G3 | Defining relative clauses

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

Easy: 1-3 | Medium: 4-6 | Challenge: 7-9

1. A scientist is a person ___ studies animals.

- A.** where **B.** which **C.** who

2. An axolotl is an animal ___ lives in water.

- A.** where **B.** who **C.** which

3. This is the rainforest ___ the frogs live.

- A.** where **B.** who **C.** which

4. The camera ___ takes these pictures is new.

- A.** who **B.** that **C.** where

5. This is a place ___ is warm and wet.

- A.** who **B.** where **C.** that

6. The man ___ helps us is a scientist.

- A.** where **B.** who **C.** which

7. This is the laboratory ___ the scientist works.

- A.** which **B.** who **C.** where

8. Which sentence is correct?

- A.** It is a thing where reflects light.
B. It is a thing that reflects light.
C. It is a thing who reflects light.

9. Choose the correct place sentence.

- A.** This is the beach which we play.
B. This is the beach who we play.
C. This is the beach where we play.

GRAMMAR 4

Zero conditional

Review: Unit 3, pp. 74-77

Remember

Use If/When + present simple with present simple for facts or things that generally happen. The book also uses should/shouldn't after the condition to give weather advice.

البسيط في الجزأين للحقائق. ويمكن استخدام should أو shouldn't بعد الشرط للنصيحة.
نستخدم المضارع

Use	Form	Example
Fact	If/When + present simple, present simple	If you heat ice, it melts.
Regular result	If/When + present simple, present simple	If the ground gets wet, it becomes slippery.
Advice	If + present simple, should/shouldn't + base verb	If there is lightning, people should stay inside.

Examples

- If an animal loses a leg and grows it again, it regrows it.
- If there is a weather warning, the team sends a message.
- If there is a storm, people shouldn't stay outside.

Watch out!

Use the present simple in the condition. After should or shouldn't, use the base verb. Put a comma after the condition when it comes first.

GRAMMAR PRACTICE

G4 | Zero conditional

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

Easy: 1-3 | Medium: 4-6 | Challenge: 7-9

1. If you heat ice, it ____.

- A.** melts **B.** melting **C.** melt

2. If the ground ____ wet, it becomes slippery.

- A.** getting **B.** get **C.** gets

3. When it rains, the ground ____ wet.

- A.** gets **B.** getting **C.** get

4. If there is lightning, people should ____ inside.

- A.** stays **B.** stay **C.** staying

5. If roads flood, people ____ ignore warning signs.

- A.** shouldn't **B.** should to **C.** should

6. Which sentence gives advice correctly?

- A.** If there is a storm, people should stay inside.
B. If there is a storm, people should stays inside.
C. If there is a storm, people should to stay inside.

7. Which sentence uses the correct punctuation?

- A.** If you heat ice, it melts. **B.** If you heat, ice it melts. **C.** If, you heat ice it melts.

8. If an animal does not ____ water, it cannot live.

- A.** gets **B.** getting **C.** get

9. Which tense is used in the if-clause for a general fact?

- A.** past continuous **B.** past simple **C.** present simple

READING

Reading skills that help you

Find a fact

Look for names, numbers, times and places.

Example: What time does the walk start? Find the time.

Find a detail

Read around the key word. Check the reason or action.

Example: Why did they go inside? Look for what happened.

Work out a word

Use nearby words to help you.

Example: They rushed back, moving quickly. Rushed means moved quickly.

Make a connection

Choose a familiar situation with the same idea.

Example: Helping a frightened child is like helping a worried friend.

Find the overall meaning

Choose the answer that fits most of the text.

Example: A story about a storm changing a trip is not mainly about one bag.

Remember

A word in an option may also be in the text, but that does not make the option correct. Check the whole meaning.

READING

R1 | Mountain adventure | Read

Review: Unit 1, pp. 3-7

The mountain walk is a popular activity at our school adventure camp. The camp is in the Hajar Mountains, beside a wide valley. Twelve pupils join each walk with two adult guides. The walk starts at eight in the morning and takes two hours.

The path goes past rocks and a small stream. Some parts are narrow, with room for only one person at a time. The guides carry a map and a whistle. Every pupil brings water and stays with the group.

At the highest point, the group stops to rest and look at the view. The guides check the weather before starting the walk. If heavy rain is expected, the group stays at camp. Everyone enjoys the adventure more when the route is clear and the weather is suitable.

Answer the questions on the next page.

READING PRACTICE

R1 | Mountain adventure | Questions

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

1. Where is the camp?

- A.** Beside a city port **B.** In the Hajar Mountains **C.** On a beach

2. How many pupils join each walk?

- A.** Ten **B.** Twelve **C.** Twenty

3. When does the walk start?

- A.** At eight **B.** At seven **C.** At six

4. How long does the walk take?

- A.** Two hours **B.** One hour **C.** Three hours

5. What does every pupil bring?

- A.** Water **B.** A whistle **C.** A tent

6. What does the group do if heavy rain is expected?

- A.** Walks faster **B.** Leaves the guides **C.** Stays at camp

7. What does narrow mean here?

- A.** Very wet **B.** Very bright **C.** Not wide

8. What is the text mainly about?

- A.** A guided mountain walk and its arrangements
B. A family buying a boat
C. Building a school

READING

R2 | Snowy weather | Read

Review: Unit 3, pp. 82-84

Last winter, I visited snowy mountains with my family. The morning was bright, so we went for a short walk. I wore warm clothes and strong boots. Dad checked the weather before we left.

After a while, thick clouds appeared. Snow began to fall, and we could not see the path clearly. Dad pointed to a hut, a small wooden building beside the path. We went inside and waited there.

I gripped my sister's hand, holding it tightly because she felt frightened. Mum gave us some food while Dad read a weather message on his phone. It said the snow would continue.

We stayed in the hut until our guide arrived. He helped us return safely. I was disappointed that our walk ended early, but I was glad we had listened to the warning instead of continuing.

Answer the questions on the next page.

READING PRACTICE

R2 | Snowy weather | Questions

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

1. Why did Dad point to the hut?

- A.** They needed a place to wait as snow reduced their view
- B.** He wanted to leave the family
- C.** He wanted to buy boots

2. What did Dad learn from the weather message?

- A.** The snow had stopped
- B.** The sun would appear immediately
- C.** The snow would continue

3. How did the family return safely?

- | | | |
|---------------------------------------|-----------------------------------|---|
| A. They followed another child | B. Their guide helped them | C. They ran alone through the snow |
|---------------------------------------|-----------------------------------|---|

4. What is a hut in this story?

- | | | |
|---------------------------|------------------------|-----------------------------------|
| A. A pair of boots | B. A deep river | C. A small wooden building |
|---------------------------|------------------------|-----------------------------------|

5. What does gripped mean?

- | | | |
|------------------------|---------------------|---------------------------|
| A. Held tightly | B. Looked at | C. Dropped quickly |
|------------------------|---------------------|---------------------------|

6. Which situation is most like the family listening to the warning?

- A.** A class plays louder music
- B.** A child ignores a warning and runs outside
- C.** A class stops an outdoor game after a storm alert

7. Which action is most like the writer holding a frightened sister's hand?

- A.** Hiding a friend's bag
- B.** Staying beside a worried friend to help them feel safe
- C.** Leaving a worried friend alone

8. Which title best fits the whole story?

- | | | |
|-------------------------------|--------------------------------------|--|
| A. A New Pair of Boots | B. The Guide Who Lost a Phone | C. A Snowy Walk and a Safe Return |
|-------------------------------|--------------------------------------|--|

WRITING

Build your writing

Review: Specification p. 11; Unit 1, pp. 20-26; Unit 3, pp. 69-73 and 92-99

Your task

Answer all three prompts. Write at least 60 words in complete sentences. The task can be an adventure story or an informational text.

Adventure story

Begin with the people and place. Explain the problem and what happened. Finish with the solution and feelings. Use past verbs.

Useful phrases: Last Friday ... / While we were ... / Suddenly ... / We felt ... because ... / Finally ...

Weather information

Introduce the team or topic. Explain the weather problem and the help it gives. Add your opinion or prediction when the prompts ask for it.

Useful phrases: The team watches ... / It helps people ... / If there is ..., people should ... / In my opinion ... / I think ... will ... / It might ...

A simple check

- [] Three prompts answered.
- [] At least 60 words.
- [] Complete sentences in a clear order.
- [] Reasons with because where useful.
- [] Verbs, spelling and punctuation checked.

Watch out!

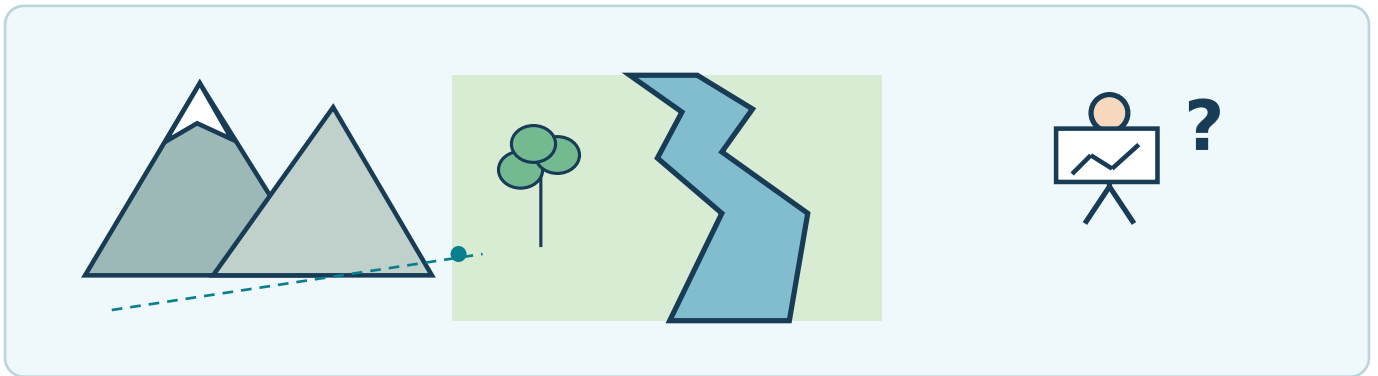
Do not write only a list of words. Wrong: We was frightened. Correct: We were frightened. Wrong: Because it was dangerous. Correct: We stayed inside because it was dangerous.

WRITING MODEL

Adventure writing

Review: Unit 1, pp. 20-26

Write about **an adventure**. You can use the picture or write about your own adventure.



Answer these questions:

- Who was there, and where were they?
- What problem happened?
- How did they solve the problem, and how did they feel?

Model answer

Last Friday, Omar and his sister went walking in the mountains with their father. The sun was shining, and they were enjoying the view.

While they were looking at some rocks, they lost the path. Omar felt frightened because he could not see their father. His sister stayed calm and blew her whistle. Their father heard it and came to help them.

Finally, they returned to the camp together. They felt happy and safe. They learned that staying together was important.

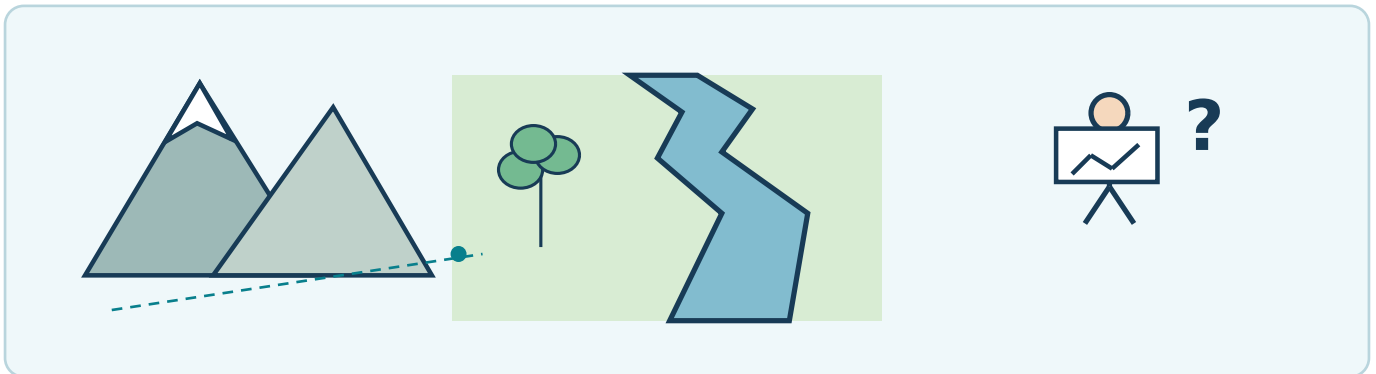
This model answers all three prompts and has more than 60 words. Use its structure to help you write your own answer.

WRITING PRACTICE

Adventure writing

Review: Unit 1, pp. 20-26

Write about **an adventure**. You can use the picture or write about your own adventure.



Answer these questions:

- Who was there, and where were they?
- What problem happened?
- How did they solve the problem, and how did they feel?

Write at least 60 words in complete sentences.

Word count: _____ | All three prompts answered: []

WRITING MODEL

Weather writing

Review: Unit 3, pp. 69-73 and 92-99

Write about **a weather watch team**. You can use the picture or write about your own weather watch team.



Answer these questions:

- What weather problems does the team watch for?
- How does the team help people prepare and stay safe?
- What do you think will happen if people follow its warnings?

Model answer

The Weather Watch Team helps people prepare for dangerous weather. The team watches weather maps and checks for heavy rain, sandstorms and strong wind.

It sends warning messages to families and schools. If there is dangerous weather, people should follow the instructions and go to a safe place. Families can prepare water and other useful things before a storm arrives.

In my opinion, the team does important work because it helps people make good decisions. I think people will be safer if they listen to its warnings.

This model answers all three prompts and has more than 60 words. Use its structure to help you write your own answer.

WRITING

Check my writing

Before I finish

I answered all three prompts and wrote at least 60 words in complete sentences.

[] My ideas

I answered the questions with relevant details.

Practice score: ____ / 12

[] My order

My ideas or events are easy to follow.

Practice score: ____ / 8

[] My sentences

My sentences are complete and my verbs fit the task.

Practice score: ____ / 8

[] My words

I used suitable words to describe people, places, actions or weather.

Practice score: ____ / 6

[] My spelling and punctuation

I checked capitals, full stops, commas and spelling.

Practice score: ____ / 6

Total practice score: ____ / 40

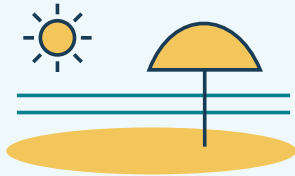
Teacher-created practice rubric; not an official MOE marking rubric.

Part 1 | Vocabulary

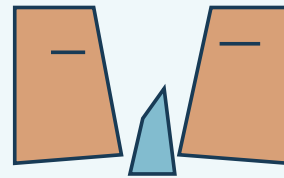
Look at the word. Match the word to the correct picture. Choose A or B.

1. canyon

A

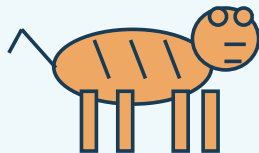


B

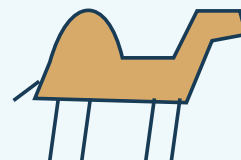


2. camel

A



B

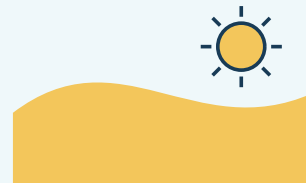


3. flood

A



B



4. temperature

A



B



5. frightened

A



B



Part 2 | Grammar

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.

The axolotl is a special animal that lives in water. Last year, Maya (1) ____ interested in it. It is an amphibian (2) ____ keeps its gills. If it (3) ____ a leg, it can regrow one. At ten yesterday, our scientist was (4) ____ an axolotl in a tank. She (5) ____ us some pictures after her work finished. The animal looked amazing. Scientists study axolotls because they want to understand their special abilities and help protect them.

1.

A. is

B. was

C. were

2.

A. which

B. where

C. who

3.

A. losing

B. loses

C. lose

4.

A. watching

B. watch

C. watched

5.

A. shows

B. showed

C. showing

MOCK 1

Mock 1 | Part 3A | Read

Review: Unit 1, pp. 16-19

24 marks | 8 questions, 3 marks each

The river adventure is a kayaking activity for families at a small holiday camp. Each kayak has space for two people. A guide travels with every group. The activity begins at nine in the morning and lasts one hour.

The river passes trees, rocks and a quiet beach. The water is usually calm near the starting place, so beginners can practise there. Calm water moves gently and does not have big waves. Everyone wears a life jacket and listens to the guide before leaving.

The group stops at the beach halfway through the trip. Families rest, drink water and look at the river. The guide checks the weather before every trip. If a storm is expected, the activity does not start. The river is enjoyable, but the camp always puts safety first.

Answer the questions on the next page.

MOCK 1

Mock 1 | Part 3A | Questions

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

1. Who is the river adventure for?

- A.** Only scientists **B.** Only teachers **C.** Families

2. How many people can sit in each kayak?

- A.** Two **B.** Four **C.** Three

3. When does the activity begin?

- A.** At seven **B.** At nine **C.** At eight

4. How long does the activity last?

- A.** Two hours **B.** Three hours **C.** One hour

5. Why can beginners practise near the starting place?

- A.** The water is usually calm **B.** There are big waves there **C.** There are no trees there

6. What happens if a storm is expected?

- A.** The activity does not start **B.** The trip becomes longer **C.** The guide leaves first

7. What does calm mean in this text?

- A.** Full of sand **B.** Very hot **C.** Moving gently without big waves

8. What is the text mainly about?

- A.** How to build a kayak
B. Why trees need water
C. A family kayaking activity and its arrangements

MOCK 1

Mock 1 | Part 3B | Read

Review: Unit 3, pp. 82-84

16 marks | 8 questions, 2 marks each

During a holiday near the sea, my family planned to spend the afternoon on the beach. The sky was bright when we left our hotel. We carried food, water and a small bag.

Soon, dark clouds covered the sky. The hotel worker hurried towards us and showed Dad a storm warning. We rushed back, moving quickly because strong wind was blowing sand across the path. Large waves were reaching the beach.

Inside the hotel, the lights suddenly went out. Mum found a torch, a small light that she could carry in her hand. We sat together and waited. My little brother was frightened, so I told him a funny story.

Later, the wind became quieter. We stayed inside until the hotel worker said it was safe. Our beach plan changed, but we were happy to be together.

Answer the questions on the next page.

MOCK 1

Mock 1 | Part 3B | Questions

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

1. Why did the family return to the hotel?

- A.** They had forgotten their food
- B.** A worker showed them a storm warning
- C.** They wanted to buy a kayak

2. What did Mum do after the lights went out?

- A.** Went swimming
- B.** Opened the beach gate
- C.** Found a torch

3. What did the writer do for the frightened brother?

- A.** Sent him to the beach
- B.** Told him a funny story
- C.** Left him alone

4. What does rushed mean here?

- A.** Slept quietly
- B.** Stayed still
- C.** Moved quickly

5. What is a torch in the story?

- A.** A small light you can carry
- B.** A kind of wave
- C.** A bag of food

6. Which action is most like returning after a storm warning?

- A.** Buying a new ball
- B.** Ignoring a warning sign
- C.** Stopping a school match after a weather alert

7. Which situation is most like telling a story to the frightened brother?

- A.** Leaving a worried friend outside
- B.** Laughing at a worried friend
- C.** Talking kindly to a worried friend

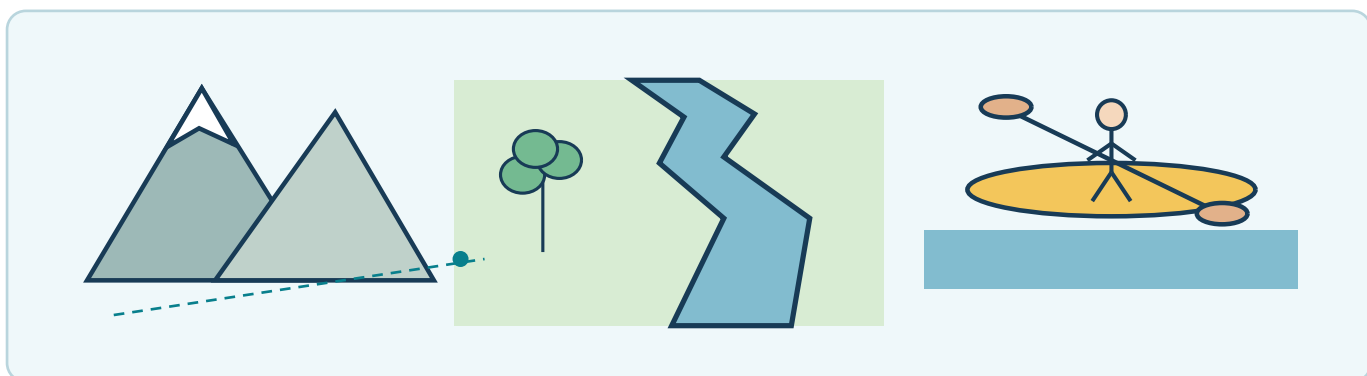
8. What is the best title?

- A.** A Storm Changes a Family's Plan
- B.** The Missing Food Bag
- C.** A Day of Swimming

Adventure writing

Review: Unit 1, pp. 16-26

Write about **a river adventure**. You can use the picture or write about your own adventure.



Answer these questions:

- Who was there, and where were they?
- What problem happened?
- How did they solve the problem, and how did they feel?

Write at least 60 words in complete sentences.

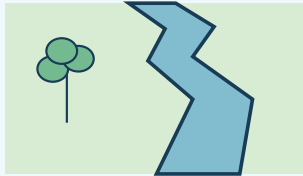
Word count: _____ | All three prompts answered: []

Part 1 | Vocabulary

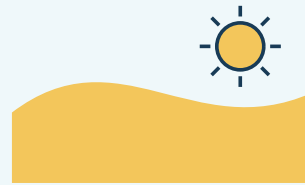
Look at the word. Match the word to the correct picture. Choose A or B.

1. river

A

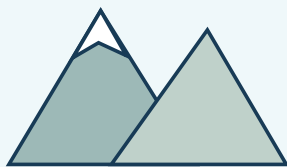


B

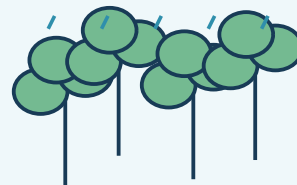


2. rainforest

A

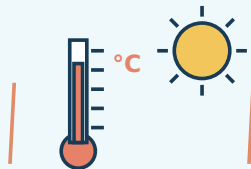


B



3. heatwave

A



B



4. strong wind

A



B



5. lost

A



B



Part 2 | Grammar

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.

A rainforest is a place (1) ___ many unusual animals live. One animal is the glass frog. Its skin can be see-through. At eight last night, a frog was (2) ___ on a leaf. A scientist (3) ___ a picture after she found it. If the water (4) ___ dirty, animals can find it difficult to survive. The scientist says we must protect their homes. Yesterday, the weather (5) ___ warm and wet. The rainforest was full of amazing sounds.

1.

A. where

B. who

C. which

2.

A. rested

B. resting

C. rest

3.

A. takes

B. taking

C. took

4.

A. becoming

B. become

C. becomes

5.

A. was

B. were

C. is

MOCK 2

Mock 2 | Part 3A | Read

Review: Unit 1, pp. 3-7 and 16-19

24 marks | 8 questions, 3 marks each

Our adventure club offers a short walk beside a river in the Hajar Mountains. The club meets on Friday mornings. Each group has ten children and two guides. The walk begins at seven and finishes at nine.

The route follows a clear path above the river. There are rocks, small trees and a place to rest. One part of the path is steep: it rises sharply up the side of the mountain. The group walks slowly there and stays together.

Every child brings water and a hat. The guides carry a map and a whistle. They check the weather before the group leaves. If there is heavy rain, the children do indoor activities instead. At the end of a walk, the group talks about what they saw and how they worked together.

Answer the questions on the next page.

MOCK 2

Mock 2 | Part 3A | Questions

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

1. Where does the club's walk take place?

- A.** Inside a city museum
- B.** Along a shopping street
- C.** Beside a river in the Hajar Mountains

2. When does the club meet?

- A.** Sunday afternoons
- B.** Monday evenings
- C.** Friday mornings

3. How many children are in each group?

- A.** Ten
- B.** Eight
- C.** Twelve

4. What time does the walk finish?

- A.** At nine
- B.** At seven
- C.** At eleven

5. How does the group move on the steep part?

- A.** It runs in different directions
- B.** It walks slowly and stays together
- C.** It leaves the guides behind

6. What do the children do if there is heavy rain?

- A.** Continue without the guides
- B.** Swim in the river
- C.** Do indoor activities

7. What does steep mean here?

- A.** Very wide
- B.** Rising sharply
- C.** Completely flat

8. What is the text mainly about?

- A.** An adventure club's mountain walk
- B.** A boat travelling across the sea
- C.** An animal in a rainforest

MOCK 2

Mock 2 | Part 3B | Read

Review: Unit 3, pp. 69-73 and 82-84

16 marks | 8 questions, 2 marks each

Last summer, I visited a desert camp with my cousins. A heatwave had made the weather very hot. We planned to walk after breakfast, but our guide checked the weather message first.

He said strong wind was coming. We could already see sand lifting from the ground. The guide led us into a building before the sandstorm arrived. Through the window, we watched the air become brown with sand.

My cousin tried to open the door, but the guide shut it, closing it firmly. We stayed inside and drank water. A volunteer brought a tray, a flat object used to carry our cups. We thanked her for helping us.

After the wind stopped, the guide checked outside. We changed our plans and played a game indoors. I was glad that everyone had listened and stayed together.

Answer the questions on the next page.

MOCK 2

Mock 2 | Part 3B | Questions

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

1. Why did the guide change the walking plan?

- A.** A weather message warned of strong wind
- B.** The camp had no breakfast
- C.** The cousins lost their hats

2. What could the cousins see through the window?

- A.** A river full of boats
- B.** Snow on trees
- C.** Air becoming brown with sand

3. What did the group do after the wind stopped?

- A.** Opened every door
- B.** Went swimming in the sea
- C.** Played a game indoors

4. What does shut mean in this story?

- A.** Painted
- B.** Closed
- C.** Lifted

5. What is a tray in this story?

- A.** A bottle of water
- B.** A weather map
- C.** A flat object used to carry cups

6. Which action is most like checking a weather message before a walk?

- A.** Checking a warning before starting an outdoor activity
- B.** Ignoring a closed gate
- C.** Choosing a game without reading its rules

7. Which action is most like thanking the volunteer?

- A.** Leaving a friend's work on the floor
- B.** Thanking a classmate who helped you
- C.** Hiding the cups she brought

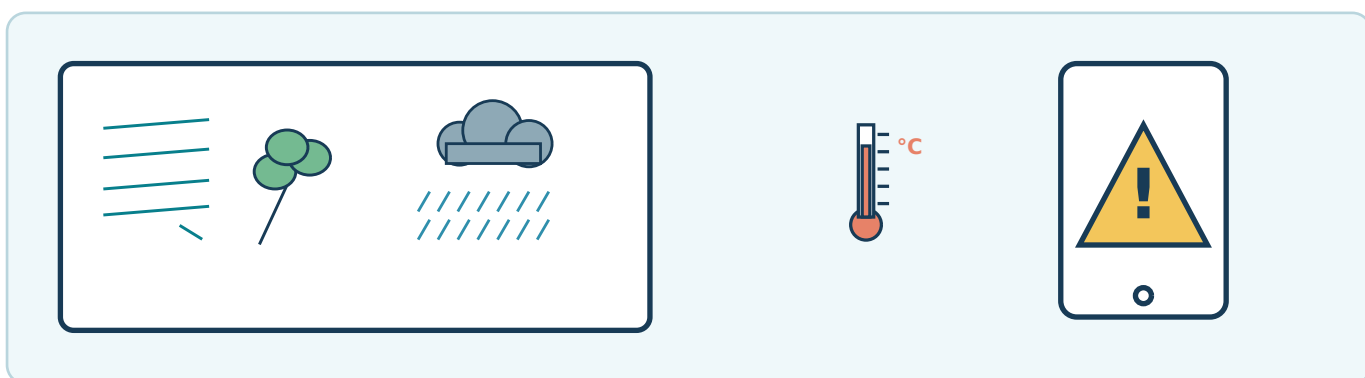
8. What is the best title?

- A.** A Race Across the Sand
- B.** A Sandstorm Changes a Camp Visit
- C.** The Cup That Disappeared

Weather writing

Review: Unit 3, pp. 69-73 and 92-99

Write about **a weather watch team**. You can use the picture or write about your own weather watch team.



Answer these questions:

- What dangerous weather does the team watch for?
- How does it help people prepare and stay safe?
- What is your opinion of its work, and what might happen if people follow its warnings?

Write at least 60 words in complete sentences.

Word count: | All three prompts answered: []

READY FOR THE EXAM

My quick revision

Picture vocabulary

Look carefully at both pictures. Choose the picture that shows the word. A thermometer shows temperature; a storm picture shows bad weather.

Past simple

Finished past events: walked, helped, went, saw, heard, found. Didn't + base verb.
Did + subject + base verb?

Was / were

I/he/she/it was. You/we/they were. The children were safe.

Past continuous

Was/were + verb-ing. While we were walking, it started to rain.

Relative clauses

Who/that for people. Which/that for animals and things. Where for places when you mean there.

Zero conditional

If/When + present simple, present simple. Advice: If there is a storm, people should stay inside.

Reading

Find facts and details. Use context for word meanings. Connect familiar situations. Choose the whole-text meaning.

Writing

Three prompts. At least 60 words. An adventure story needs people, place, problem and solution. A weather text gives clear information, help and relevant opinions or predictions.