

End of Term 3 Final Revision



تم تحميل هذا الملف من موقع المناهج الإماراتية

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

تاريخ إضافة الملف على موقع المناهج: 11:20:40 2026-06-19

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

المزيد من مادة
لغة انجليزية:

إعداد: مدرسة الرؤية الخاصة

التواصل الاجتماعي بحسب الصف الخامس



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

Final Revision Worksheets

1

ورقة عمل مراجعة المفردات والقواعد

2

دليل مراجعة القواعد والمفردات

3

Unit 9: Staying Healthy - Student Review and Activity Booklet مع الإجابة

4

Unit 9: Staying Healthy - Student Review and Activity Booklet

5



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Grade Level Goal

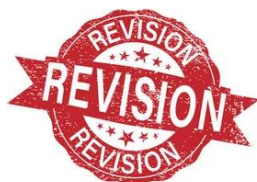
5



Academic Year

2025
26

End of Term 3 Final Revision 2025 -2026



Name	_____
Class	_____
Sec.	_____
Subject	_____
School	_____



The school's vision: Building a pioneering, creative, innovative, safe, and distinguished generation that achieves the national vision, keeps up with the world, and is able to interact positively with the requirements of the modern era based on technology through an educational environment in light of community participation.

GRADE
5

Academic Year 2025-2026: End of Term 1 Exam Test Specifications: Grade 5GLG - Grade 5 General– Stage 1 – A1.2-A2.1

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

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

Instructions: Choose the correct word from the Word Bank to complete each sentence. There are FIVE words you do NOT need. Write ONE word on each line.

WORD BANK (A–J)

A. vegetables
F. lunch

B. headache
G. blood test

C. sandwiches
H. soup

D. fridge
I. hurt

E. difficult
J. milk

- My mother puts the eggs and cheese in the _____ to keep them fresh.
- I eat _____ with tomatoes and lettuce in my lunchbox every day.
- The doctor said I need a _____ to check if I am healthy.
- Carrots, onions, and broccoli are all _____ that are good for us.
- My head really _____ when I don't drink enough water.

Food and Drink

Topics

- Favourite Food
- In the Kitchen
- School Lunches

Vocabulary/

- apples
- carrots
- dates
- orange juice
- grapes
- bananas
- sandwiches
- picnic
- fridge
- cheese
- milk
- eggs
- fish
- meat
- kitchen
- rice
- soup
- vegetable
- water
 - lunch

Part 1: Vocabulary – Sentence Cloze Set 2

A–J Word Bank

A	B	C	D	E
cheese	milk	eggs	ill	lunch
F	G	H	I	J
carrots	blood test	grapes	soup	difficult

1. I drink _____ every morning before school.
2. My mother makes vegetable _____ for dinner.
3. Ahmed stayed home because he was _____.
4. The doctor asked my father to do a _____.
5. Some math questions are very _____.

2. Staying Healthy

Topics

1-Go to the doctor

2-Language Focus

Vocabulary

- eye test
- hearing test
- blood test
- ill
- difficult
- doctor
- headache
- use a computer
- drive a car
- break my arm/leg
- hurt
- ride a bike

Part 1: Vocabulary – Sentence Cloze Set 3

- Choose the correct word from the box to complete each sentence.

- There are 5 extra words you do NOT need

A–J Word Bank

A	B	C	D	E
apples	doctor	rice	headache	picnic
F	G	H	I	J
cheese	hearing test	water	kitchen	ride a bike

Questions

1. My mother cooks food in the _____.
2. We like to eat sandwiches and fruit at the _____.
3. Ali drinks a lot of _____ after playing football.
4. Sara went to the _____ because she felt ill.
5. I cannot _____ when my leg is hurt.

Part 1: Vocabulary – Sentence Cloze Set 3

A–J Word Bank

A	B	C	D	E
bananas	sandwiches	fridge	eye test	meat
F	G	H	I	J
use a computer	dates	vegetable	orange juice	hurt

1. We keep cold food in the _____.
2. My grandmother likes to eat _____ with tea.
3. I like drinking _____ with breakfast.
4. You should have an _____ if you cannot see clearly.
5. My arm started to _____ after the game.

Part 1: Vocabulary – Sentence Cloze Set 4

A–J Word Bank

A	B	C	D	E
drive a car	cheese	lunch	doctor	apples
F	G	H	I	J
hearing test	soup	fish	kitchen	water

1. We eat our school _____ at 12 o'clock.
2. My father can _____ very well.
3. The nurse gave my brother a _____ at the clinic.
4. Sara likes eating _____ with bread.
5. My favorite fruit is _____.

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

Instructions: Read the text below. Choose the correct answer (A, B or C) to complete each gap. Circle your answer.

A Sick Day at Home

My name is Adam. I (1) _____ feel well today. I have a headache (2) _____ I didn't sleep much last night. My mother says I drink (3) _____ water during the day. She always puts (4) _____ fruit in my bag, but I (5) _____ eat it. Today she called the doctor and I must rest at home.

1.

A. don't

B. doesn't

C. isn't

2.

A. but

B. because

C. so

3.

A. any

B. some

C. much

4.

A. some

B. any

C. much

5.

A. always

B. never

C. usually

Passage 1 – A Busy Weekend

Last weekend, Sami went to the beach with his family. Every Friday, they usually go there together because they enjoy swimming and eating lunch outside. Sami's mother prepared sandwiches, cheese, apples, and orange juice in the kitchen before they left home. When they arrived, Sami and his brother started playing football near the sea. Now, Sami is going to the beach again next Friday because he loves spending time there. While his parents were sitting under a tree, Sami had been playing with his friends for more than two hours. Later, he felt tired and drank a lot of water. At the end of the day, the family went home happily after enjoying their picnic together.

1. Last weekend, Sami _____ to the beach with his family.
A. went
B. go
C. is going
2. Every Friday, they usually _____ there together.
A. went
B. go
C. going
3. Sami _____ to the beach again next Friday.
A. went
B. go
C. is going
4. Sami had been _____ with his friends for two hours.
A. play
B. playing
C. played
5. Sami drank a lot of _____.
A. water
B. rice
C. cheese

Passage 2 – At the Doctor

Yesterday, Noor felt very ill at school, so the teacher sent her to the doctor's room. Noor had a headache and her arm hurt after she fell during sports class. The nurse checked her carefully and gave her some water. Every time Noor feels sick, she usually goes to the doctor with her mother. Tomorrow, her mother is going to take her for a blood test because the doctor wants to check her health. While Noor was waiting in the clinic, she had been reading a storybook quietly for nearly an hour. After the visit, Noor felt much better and returned home to rest. She ate some soup and slept early that night.

1. Yesterday, Noor _____ very ill at school.
A. feels
B. felt
C. feeling
2. Noor usually _____ to the doctor with her mother.
A. goes
B. went
C. going
3. Her mother _____ to take her for a blood test tomorrow.
A. went
B. is going
C. go
4. Noor had been _____ a storybook in the clinic.
A. read
B. reading
C. reads
5. Noor ate some _____ after returning home.
A. soup
B. grapes
C. bananas

Passage 3 – Cooking Dinner

Last night, Fatima went to the kitchen to help her mother prepare dinner. They cooked rice, soup, and fish for the family. Fatima usually helps her mother every evening because she enjoys cooking. Right now, Fatima is going to the fridge to get some orange juice for her little brother. While her mother was preparing the vegetables, Fatima had been washing the carrots and tomatoes for a long time. After dinner, the family sat together and talked about their day. Everyone thanked Fatima because she worked hard and helped prepare the delicious meal for the whole family.

1. Last night, Fatima _____ to the kitchen to help her mother.
A. went
B. go
C. is going
2. Fatima usually _____ her mother every evening.
A. help
B. helps
C. helping
3. Fatima _____ to the fridge right now.
A. went
B. go
C. is going
4. Fatima had been _____ the vegetables for a long time.
A. wash
B. washing
C. washed
5. The family ate rice, soup, and _____ for dinner.
A. fish
B. milk
C. grapes

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

How to Answer

Read the text carefully. Then read each statement. Decide if the statement is:

- ✓ **True** — the text clearly supports this statement.
- ✗ **False** — the text clearly contradicts (disagrees with) this statement.
- ? **Not Given** — the text does not give any information about this.

Instructions: Read the text. For each statement, write TRUE, FALSE or NOT GIVEN on the line provided.

At the Market

Every Friday morning, Sara and her mother go to the local market near their home in Abu Dhabi. The market is big and colourful. There are many kinds of food on the stalls. Sara's mother always buys fresh vegetables like carrots, tomatoes, and onions. She also buys some fruit — apples, bananas, and grapes. Sara's favourite fruit is grapes. They are sweet and delicious. The market also sells milk, eggs, rice, and fish. Sara's mother says that fresh food from the market is better than food from the supermarket. They usually spend about one hour at the market. After shopping, they go home and Sara helps her mother put the food in the fridge and the kitchen cupboards. Sara enjoys going to the market because she loves looking at all the fresh, healthy food.

1. Sara and her mother visit the market every Friday morning.

Answer: _____

2. The market is near Sara's school.

Answer: _____

3. Sara's mother buys carrots, tomatoes, and onions at the market.

Answer: _____

4. Sara's favourite fruit is bananas.

Answer: _____

5. Sara's mother thinks fresh market food is healthier than supermarket food.

Answer: _____

6. Sara's father helps carry the shopping bags.

Answer: _____

Passage 1
A Morning at the Market

A Morning at the Market

(142 words)

Every Saturday morning, Fatima and her mother go to the local market to buy fresh food. The market is busy and colourful. There are many stalls selling fruits, vegetables, and spices.

Fatima loves the fruit stall the most. She always picks oranges, mangoes, and strawberries. The fruit seller knows Fatima's name because she visits every week. He always gives her a small piece of fruit to taste before she buys.

At the vegetable stall, Fatima's mother carefully chooses tomatoes, cucumbers, and fresh herbs. She checks every vegetable before she puts it in her basket. She says that fresh vegetables make food taste much better.

Before they leave, they stop at a small stall that sells homemade juice. Fatima always orders a cold mango juice. It is sweet and refreshing. Fatima thinks it is the best drink in the whole market.

Questions – Choose True, False, or Not Given (4 marks each)

No.	Statement	True	False	Not Given
Specific Information ENG.01.RV.CS.2.1				
1.	Fatima and her mother go to the market every Saturday morning.	☐	☐	☐
Details ENG.01.RV.CS.5.1				
2.	The fruit seller gives Fatima a free piece of fruit to taste every visit.	☐	☐	☐
3.	Fatima's mother buys potatoes and carrots at the vegetable stall.	☐	☐	☐
Inference ENG.01.RV.CS.4.1				
4.	The word 'refreshing' in the last paragraph means the juice makes you feel cool and energised.	☐	☐	☐
5.	The market is only open in the morning.	☐	☐	☐
Overall Meaning ENG.01.RV.CS.1.1				
6.	The text is mainly about a girl who enjoys visiting the market with her mother to buy food.	☐	☐	☐

Answer Key – Passage 1

No.	Statement	True	False	Not Given	Evidence / Note
1.	Fatima and her mother go to the market every Saturday morning.	✓			Answer: Every Saturday morning, Fatima and her mother go to the local market...
2.	The fruit seller gives Fatima a free piece of fruit to taste every visit.	✓			Answer: He always gives her a small piece of fruit to taste before she buys.
3.	Fatima's mother buys potatoes and carrots at the vegetable stall.		✓		Answer: ...Fatima's mother carefully chooses tomatoes, cucumbers, and fresh herbs.
4.	The word 'refreshing' in the last paragraph means the juice makes you feel cool and energised.	✓			Answer: It is sweet and refreshing. (context: cold mango juice on a busy market day)
5.	The market is only open in the morning.			✓	Answer: No information in the text about the market's opening hours.
6.	The text is mainly about a girl who enjoys visiting the market with her mother to buy food.	✓			Answer: The whole text describes Fatima's weekly market visit, her favourite stalls and foods.

Passage 2 The School Lunch Stall

The School Lunch Stall

(145 words)

Every day at lunchtime, the school sets up a small food stall in the playground. Students can buy different types of food and drinks. The stall sells sandwiches, fruit, yoghurt, and water.

Ali is in Grade 4. He always buys a cheese sandwich and an apple for lunch. He likes cheese sandwiches because they are filling and easy to eat. His friend Sara prefers the yoghurt with honey. She says it gives her energy for the afternoon.

The school cook, Mr Hassan, prepares all the food in the school kitchen every morning. He uses fresh ingredients and makes sure the portions are the right size for students. He is proud that no food is wasted at the end of the day.

The stall is very popular. By half past twelve, most of the sandwiches are already sold. Students say the school lunch stall is one of the best things about their school day.

Questions – Choose True, False, or Not Given (4 marks each)

No.	Statement	True	False	Not Given
Specific Information / ENG.01.RV.CS.2.1				
1.	The school food stall is set up every day at lunchtime.	☐	☐	☐
Details / ENG.01.RV.CS.5.1				
2.	Ali buys a tuna sandwich and orange juice for lunch every day.	☐	☐	☐
3.	Mr Hassan prepares the food fresh each morning using good quality ingredients.	☐	☐	☐
Inference / ENG.01.RV.CS.4.1				
4.	The word 'filling' in paragraph 2 means the sandwich makes Ali feel full and satisfied.	☐	☐	☐
5.	The school food stall sells hot meals like rice and chicken.	☐	☐	☐
Overall Meaning / ENG.01.RV.CS.1.1				
6.	The text is mainly about the food choices and people at a popular school lunch stall.	☐	☐	☐

Answer Key – Passage 2

No.	Statement	True	False	Not Given	Evidence / Note
1.	The school food stall is set up every day at lunchtime.	✓			Answer: Every day at lunchtime, the school sets up a small food stall in the playground.
2.	Ali buys a tuna sandwich and orange juice for lunch every day.		✓		Answer: He always buys a cheese sandwich and an apple for lunch.
3.	Mr Hassan prepares the food fresh each morning using good quality ingredients.	✓			Answer: He uses fresh ingredients and makes sure the portions are the right size for students.
4.	The word 'filling' in paragraph 2 means the sandwich makes Ali feel full and satisfied.	✓			Answer: He likes cheese sandwiches because they are filling and easy to eat.
5.	The school food stall sells hot meals like rice and chicken.			✓	Answer: The text lists sandwiches, fruit, yoghurt, and water — no hot meals mentioned.
6.	The text is mainly about the food choices and people at a popular school lunch stall.	✓			Answer: The text describes the stall, the food it sells, Ali, Sara, Mr Hassan, and its popularity.

— End of Part 3A Reading Revision —

PART 3B: MULTIPLE CHOICE (At Grade Level Goal)
28 Marks

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

Instructions

Read the text carefully. Then read each question and choose the correct answer.

Circle A, B, or C for each question.

- Each question is worth **4 marks**. There are **7 questions** per passage = **28 marks** per passage.

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

Eat Colours Every Day

Did you know that eating different colours of food every day can help keep you healthy? Red foods like tomatoes and apples are good for your heart. Orange and yellow foods like carrots and bananas give you energy and help your eyes. Green foods like broccoli and spinach make your bones and muscles strong. White foods like milk, eggs, and rice help your body grow. Every colour of food has different vitamins and minerals that your body needs. Doctors and teachers say that children should eat at least five different kinds of fruit and vegetables every day. School lunches at many schools in the UAE include a mix of colourful food to help students stay healthy and focused during lessons. It is easy to eat a rainbow if you make healthy choices at every meal.

1. What is the main idea of this text?

- | | | |
|-----------------------------|--|---------------------------------|
| A. How to cook healthy food | B. Eating different colour foods keeps you healthy | C. How schools plan their menus |
|-----------------------------|--|---------------------------------|

2. What do red foods like tomatoes help?

- | | | |
|--------------|---------------|---------------|
| A. Your eyes | B. Your bones | C. Your heart |
|--------------|---------------|---------------|

3. Which foods are orange or yellow?

- | | | |
|-------------------------|------------------------|------------------------|
| A. Broccoli and spinach | B. Tomatoes and apples | C. Carrots and bananas |
|-------------------------|------------------------|------------------------|

4. What does the word 'focused' mean in this text?

- | | | |
|---------------------|--------------------------|-------------------|
| A. Tired and sleepy | B. Able to pay attention | C. Feeling hungry |
|---------------------|--------------------------|-------------------|

5. How many kinds of fruit and vegetables should children eat daily?

- | | | |
|-------------------|------------------|-------------------|
| A. At least three | B. At least five | C. At least seven |
|-------------------|------------------|-------------------|

6. What do white foods like milk and eggs do for the body?

- | | | |
|------------------------|--------------------|--------------------|
| A. Help your body grow | B. Help your heart | C. Give you energy |
|------------------------|--------------------|--------------------|

7. Why does the writer say 'eat a rainbow'?

- | | | |
|---|---|--|
| A. Because rainbows are colourful and beautiful | B. Because you should eat many different coloured foods | C. Because fruit comes in every colour |
|---|---|--|

Passage 2

Eating the Rainbow

Eating the Rainbow

(143 words)

Did you know that eating different coloured fruits and vegetables is very important for your health? Doctors and teachers call this "eating the rainbow" because we should try to eat red, orange, yellow, green, and purple foods every day.

Red foods, like tomatoes and strawberries, help to keep our hearts strong. Orange and yellow foods, such as carrots and mangoes, are good for our eyes and skin. Green vegetables like spinach and broccoli help our bodies to grow and stay strong. Purple foods, like grapes and aubergines, protect our bodies from getting ill.

It is important to eat a variety of these colourful foods at every meal. A simple way to start is to add one extra colour to your plate each day. For example, you could add some cucumber to your lunch or some berries to your breakfast. Eating the rainbow makes meals more exciting and keeps your body healthy.

Questions – Circle A, B, or C (4 marks each)

No.	Question & Options
Details ENG.01.RV.CS.5.1	
1.	What do red foods like tomatoes and strawberries help with? ○ A They help our eyes and skin stay healthy. ○ B They help to keep our hearts strong. ○ C They protect our bodies from getting ill.
2.	Which foods are good for your eyes and skin? ○ A Green vegetables like spinach and broccoli. ○ B Purple foods like grapes and aubergines. ○ C Orange and yellow foods like carrots and mangoes.
3.	What is a simple way the text suggests to start eating the rainbow? ○ A Cook a different meal every day of the week. ○ B Add one extra colour to your plate each day. ○ C Only eat fruits and no vegetables.
4.	According to the text, what do green vegetables help your body to do? ○ A Grow and stay strong. ○ B See better in the dark. ○ C Have a stronger heart.

Inference / ENG.01.RV.CS.4.1

5. The phrase 'eating the rainbow' most likely means —
- A eating foods that look like a rainbow shape.
 - B eating a wide variety of differently coloured healthy foods.
 - C painting your food with different colours.

6. The word 'variety' in paragraph 3 most likely means —
- A a small amount of just one thing.
 - B a large plate of food.
 - C a range of different types.

Overall Meaning / ENG.01.RV.CS.1.1

7. What is this text mainly about?
- A How to cook healthy meals at home.
 - B Why eating colourful fruits and vegetables every day is good for your health.
 - C The history of fruit and vegetable farming.

Answer Key – Passage 2

No.	A	B	C	Correct Answer / Evidence	Skill Code
1.		✓		Answer: B Paragraph 2, sentence 1.	ENG.01.RV.CS.5.1
2.			✓	Answer: C Paragraph 2, sentence 2.	ENG.01.RV.CS.5.1
3.		✓		Answer: B Paragraph 3, sentence 2.	ENG.01.RV.CS.5.1
4.	✓			Answer: A Paragraph 2, sentence 3.	ENG.01.RV.CS.5.1
5.		✓		Answer: B Inferred from context — the phrase is explained in paragraph 1.	ENG.01.RV.CS.4.1
6.			✓	Answer: C Context: 'a variety of these colourful foods' — different types.	ENG.01.RV.CS.4.1
7.		✓		Answer: B Overall topic — eating colourful foods for health benefits.	ENG.01.RV.CS.1.1

Passage 3
The Five Food Groups

The Five Food Groups

(146 words)

Our bodies need many different types of food to stay healthy and strong. Scientists group foods into five main food groups. Each group gives our bodies something different and important.

The first group is grains. Bread, rice, and pasta belong to this group. Grains give us energy to move, think, and play. The second group is fruits and vegetables. These give us vitamins and keep us from getting ill. The third group is dairy. Milk, cheese, and yoghurt are dairy foods. They make our bones and teeth strong.

The fourth group is proteins. Meat, fish, eggs, and beans are protein foods. They help our muscles grow and repair themselves. The fifth group is fats and oils. Small amounts of healthy fats, found in nuts and fish, are needed by our brains and bodies.

Eating foods from all five groups every day helps us to stay fit, focused, and full of energy.

Questions – Circle A, B, or C (4 marks each)

No.	Question & Options
Details ENG.01.RV.CS.5.1	
1.	What do grains give our bodies? ○ A Strong bones and teeth. ○ B Energy to move, think, and play. ○ C Vitamins to fight illness.
2.	Which food group includes milk, cheese, and yoghurt? ○ A Proteins. ○ B Grains. ○ C Dairy.
3.	According to the text, what do protein foods help our muscles do? ○ A Grow and repair themselves. ○ B Stay warm in cold weather. ○ C Produce more energy quickly.
4.	Where can healthy fats be found, according to the text? ○ A In bread and pasta. ○ B In nuts and fish. ○ C In milk and eggs.

5. The word 'repair' in paragraph 3 most likely means —
- A make bigger and heavier.
 - B fix and heal after being damaged.
 - C remove and replace with new ones.
6. Why does the text say we should eat from ALL five food groups?
- A Because each food group tastes different.
 - B Because each group gives the body something different and important.
 - C Because mixing foods makes them easier to digest.

Overall Meaning / ENG.01.RV.CS.1.1

7. What is this text mainly about?
- A How to prepare healthy meals step by step.
 - B Why some food groups are more important than others.
 - C The five food groups and what each one does for our bodies.

Answer Key – Passage 3

No.	A	B	C	Correct Answer / Evidence	Skill Code
1.		✓		Answer: B Paragraph 2, sentence 2.	ENG.01.RV.CS.5.1
2.			✓	Answer: C Paragraph 2 — dairy section.	ENG.01.RV.CS.5.1
3.	✓			Answer: A Paragraph 3, sentence 2.	ENG.01.RV.CS.5.1
4.		✓		Answer: B Paragraph 3 — fats and oils section.	ENG.01.RV.CS.5.1
5.		✓		Answer: B Contextual inference — muscles 'repair themselves' after exercise.	ENG.01.RV.CS.4.1
6.		✓		Answer: B Paragraph 1 states each group gives something different — inferred necessity.	ENG.01.RV.CS.4.1
7.			✓	Answer: C Overall meaning — the text describes all five groups and their roles.	ENG.01.RV.CS.1.1

Passage 3
A Healthy School Lunch

A Healthy School Lunch

(144 words)

At Sunrise School, students enjoy a healthy lunch every day. The school cook, Mrs Noor, prepares fresh food each morning. She always makes sure that each meal includes something from every food group.

A typical school lunch includes grilled chicken or fish for protein, brown rice or wholemeal bread for energy, and a fresh salad with tomatoes, cucumber, and lettuce. Students also get a piece of fruit and a small carton of milk. Mrs Noor says that eating a balanced meal in the middle of the day helps students to concentrate better in afternoon lessons.

The school also teaches students about healthy eating in science lessons. Students learn to read food labels and understand which foods give them energy, vitamins, and minerals. They also learn that eating too much sugar and too many fried foods is not good for their health.

At Sunrise School, being healthy is an important part of every school day.

Questions – Circle A, B, or C (4 marks each)

No.	Question & Options
Details / ENG.01.RV.CS.5.1	
1.	What does Mrs Noor make sure is included in every school meal? ○ A Something sweet from the dessert menu. ○ B Something from every food group. ○ C Something that the students choose themselves.
2.	What do students receive along with the main meal? ○ A A chocolate bar and a juice drink. ○ B A bowl of soup and some crackers. ○ C A piece of fruit and a small carton of milk.
3.	According to Mrs Noor, why is a balanced lunch important for students? ○ A It helps them to concentrate better in afternoon lessons. ○ B It makes them feel happy and less tired in the morning. ○ C It gives them more time to play outside after school.
4.	What do students learn in science lessons about food labels? ○ A How to cook healthy meals at home. ○ B Which foods give energy, vitamins, and minerals. ○ C How to grow their own vegetables in the garden.

5.

The word 'concentrate' in paragraph 2 most likely means —

- A sit still and stop talking.
- B eat more food during the day.
- C focus and think carefully.

6.

Why does the school teach students about reading food labels?

- A So students can help Mrs Noor plan the school menu.
- B So students can understand what is in the food they eat.
- C So students can buy food more cheaply at the market.

Overall Meaning

ENG.01.RV.CS.1.1

7.

What is this text mainly about?

- A Mrs Noor's daily routine as a school cook.
- B How Sunrise School helps students eat healthily and learn about nutrition.
- C The history of school lunches in the UAE.

Answer Key – Passage 3 (Teacher Use Only)

No.	A	B	C	Correct Answer / Evidence	Skill Code
1.		✓		Answer: B Paragraph 1, last sentence.	ENG.01.RV.CS.5.1
2.			✓	Answer: C Paragraph 2, sentence 4.	ENG.01.RV.CS.5.1
3.	✓			Answer: A Paragraph 2 — Mrs Noor's reason stated directly.	ENG.01.RV.CS.5.1
4.		✓		Answer: B Paragraph 3, sentence 2.	ENG.01.RV.CS.5.1
5.			✓	Answer: C Context: 'concentrate better in afternoon lessons' — to focus on work.	ENG.01.RV.CS.4.1
6.		✓		Answer: B Inferred from paragraph 3 — understanding ingredients helps make healthy choices.	ENG.01.RV.CS.4.1
7.		✓		Answer: B Overall meaning — healthy eating at school covers food and education.	ENG.01.RV.CS.1.1

PART 3C: MULTIPLE CHOICE (Beyond Grade Level Goal)**28 Marks***Instructions: Read the text carefully. Choose the correct answer. Circle A, B or C.*

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

Instructions

Read the text carefully. Then read each question and choose the best answer.

Circle A, B, or C for each question. Some questions ask you to infer — think about what the text suggests, not just what it says.

• **7 questions** per passage × **4 marks** each = **28 marks** per passage

Instructions: Read the text carefully. Choose the correct answer. Circle A, B or C.

Passage 1 - Our School Trip to the Farmers' Market

Last week, our class went on a school trip to the farmers' market in the city centre. It was a wonderful experience. Each student was given a small budget of twenty dirhams to spend on fresh food. We had to plan what to buy carefully because we didn't have much money. I decided to buy some apples, a bag of dates, and a small bottle of water. My friend Khalid bought vegetables — tomatoes, onions, and a cucumber — because he wanted to make a salad. At the market, the sellers were very friendly and they explained where each food came from. Some fruits and vegetables were grown on farms in Al Ain. After shopping, we wrote a menu for a healthy class lunch using everything we bought. Our teacher said it was the most creative menu she had ever seen. We all agreed that shopping at the market is much more fun than going to a supermarket.

- A. A supermarket B. A farmers' market C. A school canteen

- A. Ten dirhams B. Twenty dirhams C. Thirty dirhams

- A. Because the market was very big B. Because they didn't have much money C. Because they had too many things to buy

- A. A type of bag for shopping B. An amount of money you are allowed to spend C. A list of healthy foods

- A. A soup B. A sandwich C. A salad

- A. In Abu Dhabi B. In Al Ain C. In Dubai

- A. They cooked lunch together at school
- B. They wrote a healthy menu using what they bought
- C. They gave the food to their teacher

Passage 2 / Beyond Grade Level Goal
A Trip to the Supermarket

A Trip to the Supermarket

(148 words)

Last Friday, Mr Saeed took his Grade 5 class to a large supermarket as part of their food and nutrition unit. The students had never visited a supermarket as a school group before, so they were both excited and curious.

When they arrived, the manager, Ms Layla, gave them a tour of the different sections. She explained that supermarkets organise their products carefully — fresh fruit and vegetables are placed near the entrance because they are colourful and welcoming. Bread and dairy products are usually at the back of the store so that customers walk through the whole shop.

The students were given a task: they had to find examples of foods from each of the five food groups and write them in their notebooks. Most students were surprised to discover how many types of food were available and how different the packaging looked on similar products.

At the end of the visit, Mr Saeed asked the class what they had learned. "Reading labels really matters!" said one student.

Questions – Circle A, B, or C (4 marks each)

No.	Question & Options
Details / ENG.01.RV.CS.5.1	
1.	Why did the students visit the supermarket? ○ A To buy ingredients for a school cooking competition. ○ B As part of their food and nutrition unit. ○ C Because their teacher wanted to show them how to shop.
2.	According to Ms Layla, why are fruit and vegetables placed near the entrance? ○ A Because they need more light and air than other products. ○ B Because they are the cheapest items in the store. ○ C Because they are colourful and welcoming.
3.	What task were the students asked to complete during the visit? ○ A Design a healthy meal plan using supermarket prices. ○ B Find examples of foods from each of the five food groups. ○ C Interview the manager about how the supermarket works.
Inference / ENG.01.RV.CS.4.1	
4.	Why does the supermarket place bread and dairy at the BACK of the store? ○ A Because these products need to be kept in cold storage at the back. ○ B So that customers have to walk past more products and may buy more. ○ C Because these products are delivered through the back entrance.

5. The phrase 'excited and curious' in paragraph 1 suggests the students felt —
- A nervous and unsure about the trip.
 - B eager and interested to explore somewhere new.
 - C bored and uninterested in the lesson.

6. What does the student's comment 'Reading labels really matters!' suggest?
- A The students enjoyed designing their own food labels.
 - B The visit taught them that understanding food information is important.
 - C The teacher asked them to memorise all the labels they saw.

Overall Meaning / ENG.01.RV.CS.1.1

7. What is this text mainly about?
- A How supermarkets decide which products to sell.
 - B A school trip to a supermarket that helped students learn about food.
 - C The rules students must follow when visiting a shop.

Answer Key – Passage 2

No.	A	B	C	Correct Answer / Evidence	Skill Code
1.		✓		Answer: B Paragraph 1 — 'as part of their food and nutrition unit'.	ENG.01.RV.CS.5.1
2.			✓	Answer: C Paragraph 2 — Ms Layla's explanation stated directly.	ENG.01.RV.CS.5.1
3.		✓		Answer: B Paragraph 3 — task described directly.	ENG.01.RV.CS.5.1
4.		✓		Answer: B Inferred from 'so that customers walk through the whole shop' — a retail strategy.	ENG.01.RV.CS.4.1
5.		✓		Answer: B Contextual inference — first-time experience + positive adjectives.	ENG.01.RV.CS.4.1
6.		✓		Answer: B Inference from the conclusion — labels = understanding what food contains.	ENG.01.RV.CS.4.1
7.		✓		Answer: B Overall meaning — educational school trip, food groups, label reading.	ENG.01.RV.CS.1.1

Passage 3
Our Class Menu

Our Class Menu

(146 words)

For their end-of-term project, Class 5B decided to create a healthy three-course menu that could be served at the school canteen. Each group of students was responsible for designing one course: starter, main course, or dessert.

The starter group chose a colourful mixed salad with tomatoes, cucumbers, olives, and a light lemon dressing. They argued that a fresh starter would prepare the body for the main meal and provide important vitamins. The main course group planned a grilled chicken dish served with brown rice and steamed vegetables. They included a small card explaining the nutritional value of each ingredient.

The dessert group faced the greatest challenge, as they wanted to create something sweet that was still healthy. They decided on a fruit salad with a drizzle of honey and a sprinkle of crushed nuts — no added sugar.

When the menus were presented to the class, the teacher praised the students for thinking carefully about balance and variety in their choices.

Questions – Circle A, B, or C (4 marks each)

No.	Question & Options
Details / ENG.01.RV.CS.5.1	
1.	What was the purpose of Class 5B's end-of-term project? ○ A To organise a school cooking competition for parents. ○ B To create a healthy three-course menu for the school canteen. ○ C To write a report about healthy eating habits.
2.	What did the starter group include in their salad dressing? ○ A Olive oil and garlic. ○ B A light lemon dressing. ○ C Honey and crushed nuts.
3.	Why did the main course group include a small card with their dish? ○ A To explain the price of each ingredient. ○ B To give instructions on how to cook the dish. ○ C To explain the nutritional value of each ingredient.

4. **Why did the dessert group face 'the greatest challenge'?**
- A They did not have enough time to finish their dessert.
 - B They had to create something sweet without adding sugar or unhealthy ingredients.
 - C They disagreed about which fruit to include in their dish.

5. **The word 'nutritional' in paragraph 2 most likely refers to —**
- A how much food costs to buy.
 - B how food is cooked and prepared.
 - C the health value and goodness that food provides.

6. **What does the teacher's praise suggest about the students' work?**
- A The students had followed the teacher's instructions exactly.
 - B The students had thought independently about healthy eating principles.
 - C The students had copied their ideas from a textbook.

Overall Meaning / ENG.01.RV.CS.1.1

7. **What is this text mainly about?**
- A How to cook a three-course meal at home.
 - B A class project in which students designed a healthy school menu.
 - C Why school canteens should serve healthier food.

Answer Key – Passage 3

No.	A	B	C	Correct Answer / Evidence	Skill Code
1.		✓		Answer: B Paragraph 1 — stated directly.	ENG.01.RV.CS.5.1
2.		✓		Answer: B Paragraph 2 — 'a light lemon dressing'.	ENG.01.RV.CS.5.1
3.			✓	Answer: C Paragraph 2 — 'a small card explaining the nutritional value'.	ENG.01.RV.CS.5.1
4.		✓		Answer: B Inferred from 'sweet that was still healthy' + 'no added sugar' — the tension between taste and health.	ENG.01.RV.CS.4.1
5.			✓	Answer: C Contextual inference — 'nutritional value of each ingredient' = what goodness the food contains.	ENG.01.RV.CS.4.1
6.		✓		Answer: B Inferred from 'thinking carefully about balance and variety' — independent thinking praised.	ENG.01.RV.CS.4.1
7.		✓		Answer: B Overall meaning — the whole text follows the class project and its outcomes.	ENG.01.RV.CS.1.1

Passage 4
Shopping Smart for Healthy Food

Shopping Smart for Healthy Food

(147 words)

Many families in the UAE visit large supermarkets or traditional souks to buy their weekly food. Knowing how to shop wisely can help families save money while still eating healthily.

One important tip is to plan meals before shopping. When families write a shopping list, they are less likely to buy things they do not need. Buying fresh, seasonal produce is also a smart choice — seasonal fruits and vegetables are usually cheaper and taste better because they are grown locally at the right time of year.

Reading food labels carefully is another useful habit. Labels show important information such as the amount of sugar, salt, fat, and calories in a product. Many processed foods that look healthy on the outside contain surprisingly large amounts of added sugar or salt.

Food experts recommend filling at least half your shopping basket with fruit, vegetables, and whole grains. Small changes in the way families shop can lead to big improvements in their overall health and wellbeing over time.

Questions – Circle A, B, or C (4 marks each)

No.	Question & Options
Details / ENG.01.RV.CS.5.1	
1.	According to the text, what is one important tip before going shopping? ○ A Bring a friend to help carry the food. ○ B Plan meals and write a shopping list. ○ C Choose the largest supermarket to find more products.
2.	What information do food labels show, according to the text? ○ A The price, origin, and best-before date of the product. ○ B The amount of sugar, salt, fat, and calories in a product. ○ C The name of the factory and the country where it was made.
3.	What do food experts recommend filling at least half your basket with? ○ A Protein foods such as meat, fish, and eggs. ○ B Dairy products, juices, and low-fat snacks. ○ C Fruit, vegetables, and whole grains.

4. **Why are seasonal fruits and vegetables described as a 'smart choice'?**
- A Because they are imported from other countries and are more exotic.
 - B Because they are cheaper, locally grown, and taste better.
 - C Because they are available all year round in every shop.
5. **The word 'processed' in paragraph 3 most likely describes food that —**
- A has been grown in a greenhouse using artificial light.
 - B has been freshly picked and sold at the market that morning.
 - C has been changed from its natural form and packed with added ingredients.
6. **What does the text imply about many packaged foods that look healthy?**
- A They are always the cheapest option in the supermarket.
 - B They may actually contain unhealthy amounts of sugar or salt.
 - C They are recommended by most food experts for daily use.

Overall Meaning / ENG.01.RV.CS.1.1

7. **What is the main purpose of this text?**
- A To describe the differences between UAE supermarkets and traditional souks.
 - B To advise families on how to shop wisely to eat healthily and save money.
 - C To explain how food labels are designed and printed by manufacturers.

Answer Key – Passage 4

No.	A	B	C	Correct Answer / Evidence	Skill Code
1.		✓		Answer: B Paragraph 2 — 'plan meals before shopping' stated directly.	ENG.01.RV.CS.5.1
2.		✓		Answer: B Paragraph 3 — label contents listed directly.	ENG.01.RV.CS.5.1
3.			✓	Answer: C Paragraph 4 — recommendation stated directly.	ENG.01.RV.CS.5.1
4.		✓		Answer: B Inferred from 'cheaper', 'grown locally', 'taste better' — all reasons given in paragraph 2.	ENG.01.RV.CS.4.1
5.			✓	Answer: C Contextual inference — 'processed' + 'added sugar or salt' implies industrial preparation.	ENG.01.RV.CS.4.1
6.		✓		Answer: B Inferred from 'look healthy on the outside' + 'surprisingly large amounts of added sugar or salt'.	ENG.01.RV.CS.4.1
7.		✓		Answer: B Overall meaning — practical advice for healthy and smart food shopping.	ENG.01.RV.CS.1.1

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