

حل كراسة تدريبية مراجعة وفق الهيكل الوزاري الجديد



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 اكتب للمعلم اكتب 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: مدرسة درب السعادة

التواصل الاجتماعي بحسب الصف الخامس



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

أوراق عمل نهائية وفق الهيكل الوزاري الجديد

1

مراجعة هيكل اللغة الإنجليزية أكسس 2.2 للصف الخامس للفصل الأول

2

نموذج تدريبي ثان قواعد وفق الهيكل الوزاري الجديد منهج أكسس

3

نموذج تدريبي أول قواعد وفق الهيكل الوزاري الجديد منهج أكسس

4

نموذج إجابة اختبار وفق الهيكل الوزاري الجديد

5



Subject: English

Student's name: _____

Grade 5/ Section: _____

Date: _____\11\2025.

Training form for the final exam
Term 1 - 2025/2026

Part 1A: Vocabulary:

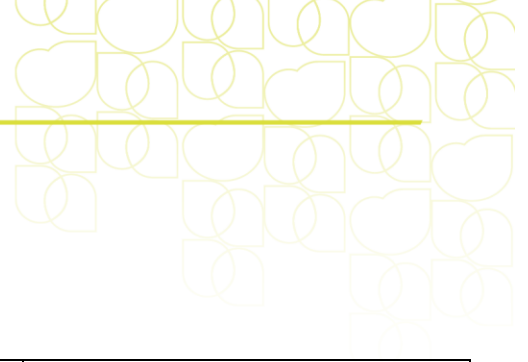
Match the words to their correct pictures

Part	Level	Theme	Vocabulary	
Part 1A: Vocabulary	Towards Grade Level Goal Apply basic reading strategies, including, using visuals, context, first language, culture and experiences to understand texts.	People Describing people, friends and family	short, long, curly, straight, hair, blonde, black, brown, parents, children, husband, wife, son, daughter	
		Where we live People in town	doctor, hospital, firefighter, fire station, waiter, police officer, police station, shop assistant	
		Task Description	Learning Outcomes	Construct Limits
		Matching (word-image) Match the word to the correct picture.	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.	10 words, 10 images 2 marks each (total: 20)
		Task Type: Match high frequency words to pictures.		



1	short		
2	tall		
3	curly		
4	straight		
5	hair		
6	blonde		
7	black		
8	brown		
9	parents		
10	children		

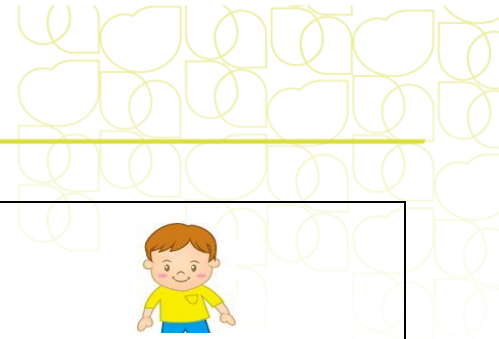
1	husband		
2	wife		
3	son		
4	daughter		
5	doctor		
6	hospital		
7	firefighter		
8	fire station		
9	waiter		
10	police officer		



1	police station		
2	shop assistant		
3	wood		
4	stone		
5	glass		
6	door		
7	window		
8	roof		
9	big		
10	small		



1	long	
2	mother	
3	father	
4	sister	
5	brother	
6	beach	
7	mall	
8	mosque	
9	hotel	
10	expensive	



1	aunt		
2	uncle		
3	cousin		
4	grandmother		
5	grandfather		
6	visit		
7	mountain		
8	road		
9	tree		
10	lake		



1	building		
2	bicycle		
3	shop		
4	elephant		
5	tiger		
6	flamingo		
7	giraffe		
8	rabbit		
9	bee		
10	heavy		



Part	Level	Theme	Vocabulary	Grammar
Part 1B: Grammar	At Grade Level Goal Apply basic reading strategies, using visuals, context, first language, culture and experiences to understand texts.	Homes Different homes	wood, stone, glass, door, windows, roof, big, small, tall	G.16.5 Pronouns (Possessive adjectives) – my, her, his, our, their G.16.1 Pronouns (personal/ subject) – I, he, she, we, they
		Homes My family	mother, father, sister, brother, aunt, uncle, cousin, grandmother, grandfather	G.13.1 Present simple (have / has)
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	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.	1 descriptive text of 80 words (10% either way) with 5 gaps 3 options, one of which is the correct answer 2 marks each (total 10)

Part 1B: Grammar

Theme: Homes and Family

Read the text and choose the correct word to complete each sentence.

This is my house. It is small but beautiful. (1)_____ family lives here. I live with my parents and my sister. My father is a teacher. (2)_____ works in a big school near our house. My mother is a doctor. (3)_____ helps many people every day. My sister and I love our home because it has a big garden. We play there after school. We (4)_____ a dog. (5)_____ name is Lucky.

Questions:

Choose the correct answer:

- a) I b) My c) Me
- a) He b) His c) Him
- a) She b) Her c) Hers
- a) has b) have c) had
- a) its b) it's c) it



Read the text and choose the correct word to complete each sentence.

Text :

People live in many different kinds of homes. Some houses are made of wood, and others are made of stone or glass. My friend Omar lives in a tall building. (1)_____ house has big windows and a blue door. I live in a small house. (2)_____ has a red roof and white walls. My parents love it because (3)_____ is comfortable. Our neighbors have a big house. (4)_____ garden is beautiful. We all love (5)_____ homes.

Choose the correct answer:

1.
a) He b) **His** c) Him
2.
a) **It** b) She c) They
3.
a) He b) They c) **It**
4.
a) They b) **Their** c) Them
5.
a) **Our** b) Ours c) Us

Part 2: Reading

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	Towards Grade Level Goal Identify familiar words and set phrases. At Grade Level Goal Identify some details Infer the meaning of unknown words for a concrete action or object. Identify the overall meaning.	Where we Live Travel	beach, mall, mosque, hotel, expensive, visit, mountain, road, tree, lake, building, bicycle, shop	G.13.1 Present simple G.12.1 Prepositions (place) – opposite, between, next to
		Task Description	Learning Outcomes	
		Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Specific Information: 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: 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 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 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.	



Text

Every summer, my family and I like to travel. We usually visit different places in our country. Last year, we went to a beach near a big mountain. The beach was clean, and the water was blue and warm. There were many trees along the road to the beach, and some shops sold ice cream and drinks. We stayed in a hotel next to the beach. The hotel was expensive, but it had a beautiful view of the lake and the mountains. My little brother rode his bicycle near the hotel every morning. We also visited a mosque in the city center. After visiting, we bought gifts from a mall opposite the mosque. We enjoyed our trip very much and hope to visit these places again next summer.

Questions

1. Where did the family go last year?

- a) To a mall
- b) **To a beach**
- c) To a shop

2. What could be seen from the hotel?

- a) **The lake**
- b) The mosque
- c) The road

3. Which word describes the hotel?

- a) Cheap
- b) Small
- c) **Expensive**

4. Where did they buy gifts?

- a) From the beach
- b) **From a mall**
- c) From the hotel

5. What did the little brother do every morning?

- a) **Rode his bicycle**
- b) Went swimming
- c) Climbed the mountain

Part 3: Reading

Part	Level	Theme	Vocabulary	Grammar	
Part 3: Reading	At Grade Level Goal Identify some details Beyond Grade Level Goal Infer the meaning of unknown words for a concrete action or object. Identify the overall meaning. Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to help understand the topic or structure of new content.	The UAE Wildlife Park	elephant, tiger, flamingo, giraffe, tall, short, heavy, light, follow, path, rabbit, jump, run, bee, sand dune	G.1.3 Superlative adjectives – smallest, heaviest, lightest, tallest, shortest G.13.2 Present continuous (questions) – who is playing? Who is running? What is Saif doing?	
		Task Description	Learning Outcomes		Construct Limits
		Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Details: 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 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. Connections 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 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 of 120-150 words (10% either way) ▪ 5 questions with 3 options, one of which is the correct answer (3 marks each, total: 15)

Text

A Day at Al Ain Wildlife Park

Last Friday, Mariam and her classmates visited Al Ain Wildlife Park for a science project. The park was full of animals from all over the world. The giraffe was the tallest animal they saw, and the elephant was the heaviest. Near the sand dunes, a group of flamingos stood quietly on one leg. Mariam's friend Saif took photos while another student followed a path to see the tiger. "Look! The tiger is running and jumping behind the trees," said Saif. Later, they saw rabbits hiding near the bushes and bees flying around the flowers. Mariam noticed how every animal lived safely in its own area. On the way home, she said, "The park teaches us how to protect animals and care for nature in the UAE."

Questions (Choose the correct answer.)

- Why did Mariam and her classmates visit the Wildlife Park?
 - For a picnic
 - For a science project
 - To see the desert
- Which animal was the heaviest?
 - The rabbit
 - The tiger
 - The elephant

3. What is the main idea of the text?
 - a) Mariam learned about animal habitats
 - b) Mariam went camping in the desert
 - c) Mariam got lost in the park
4. What does the word *quietly* mean in the sentence “The flamingos stood quietly on one leg”? (Inference)
 - a) Making a loud noise
 - b) Without sound or movement
 - c) With great speed
5. How does the story connect to life in the UAE? (Connection)
 - a) It shows that the UAE cares about animals and nature
 - b) It explains how to build a zoo
 - c) It talks about shopping in Al Ain

Part 4: Writing

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	At Grade Level Goal Spell a wide range of words using regular spelling patterns and a limited range of words with irregular spellings. Write sentences using capital letters, full stops, question marks and commas correctly, and apostrophes, quotation marks and hyphens with emerging control. Produce short, simple written or multimodal texts. Express simple ideas and information with developing coherence.	Where we Live Where I live	Term 1 Vocabulary	Adjectives for describing towns (noisy, quiet, old, fun) There is / There are Prepositions of place and time Present simple	FL.06 Describing places
		Task Description	Learning Outcomes		Construct Limits
		Guided constructed response	Spelling ENG.01.WR.S.2.2: Spell a wide range of words using regular spelling patterns and a limited range of words with irregular spellings. 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, 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 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.		▪ One image and one question with three prompts to elicit a personal narrative. ▪ Word count: 60 words ▪ 40 marks (based on rubric)
		Look at the picture. Answer the questions by writing complete sentences. Write at least 60 words.			

Where I live

Instructions: Look at the picture of the town below. Answer the question by writing **complete sentences**. Write at least **60 words**. Use adjectives, prepositions, and present simple to describe your town.



Question: Describe your town.

Prompts to help you:

1. What is your town like? (Use adjectives: noisy, quiet, fun, old)
2. What can people see or do there? (Use “there is / there are” and prepositions of place: next to, near, between)
3. What do you or your family usually do in your town? (Use present simple: I go, we visit, my brother plays)

Example Answer (≈60 words):

My town is quiet and fun. There is a park next to my school, and there are many shops near the mosque. I like to ride my bicycle between the trees. My mother visits the shops every Saturday. My friends and I play football in the park. There is also an old building near the road. I enjoy living in my town.

My Favorite Place

Instructions: Look at the picture of your favorite place below. Answer the question by writing **complete sentences**. Write at least **60 words**. Use adjectives, prepositions, and present simple to describe your favorite place.



Question: Describe your favorite place.

Prompts to help you:

1. What is your favourite place like? (Use adjectives: beautiful, peaceful, quiet, exciting)
2. What can people see or do there? (Use “there is / there are” and prepositions of place: next to, near, between)
3. What do you or your family usually do in your favourite place? (Use present simple: I swim, we relax, my brother plays)

Look at the picture. Answer the questions by writing complete sentences.

- What can you see in the picture? Would you like to live here? Why? Would you like to live here? Why? How is it different from where you live?

Example Answer (≈60 words):

My favorite place is a peaceful beach near my house. There is a small café next to the water, and there are many palm trees along the shore. I like to swim in the sea, and my family enjoys walking on the sand. My brother often plays football with his friends. It is a relaxing place to visit.