

تم تحميل هذا الملف من موقع المناهج الإماراتية



شرح هيكلية الامتحان وفق الهيكل الوزاري المسار العام منهج أكسس

موقع المناهج ← المناهج الإماراتية ← الصف الرابع ← لغة انجليزية ← الفصل الأول ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 10:05:29 2024-11-10

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

المزيد من مادة
لغة انجليزية:

إعداد: Alatiq Kamal

التواصل الاجتماعي بحسب الصف الرابع



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

أسئلة أوراق عمل مراجعة امتحانية

1

خطة ومواصفات الامتحان النهائي منهج أكسس Level 2.1 المسار العام

2

مراجعة وأوراق عمل دروس الوحدة الثالثة

3

عرض بوربوينت حل الدرس السابع من الوحدة الثانية منهج أكسس

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عرض بوربوينت حل الدرس الخامس من الوحدة الثانية منهج أكسس

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وزارة التربية والتعليم
MINISTRY OF EDUCATION

English Assessment Planner

Grade 4 General

Access Book 4

Level 2.1

شرح هيكل الصف الرابع - لغة انجليزية

Kamal Al-atiq

<https://t.me/kamalalatiq2024>

Term 1

2024 – 2025

2025

2024

Overview

In this assessment planner, you will find the tools and information you need to plan and implement Term 1 assessments. While every effort has been made to provide complete and accurate information in this document, there is a possibility that elements of the assessment plan will be updated as the term progresses. If the need arises, updates will be communicated as soon as the assessment team is aware of the change.

Level Alignments

Level alignments allow you to access and understand targeted learning outcomes and assessment goals for your students. Level alignments include the English Language Curriculum Framework for Excellence (ECFE) Level, the Literacy Level, the CEFR Level, the Lexile Range, the Global Scale of English level, a list of National and International Assessments, and a list of assessed curriculum frameworks.

Coverage

Coverage details are of particular importance in planning instruction for the term. In order to ensure that students are fully prepared for assessments, ensure frequent exposure to Term 1, lexis, grammar, high frequency words, phonics and functional language. The English Language Assessment Unit will provide resources to support you and your students in preparing for assessments. For the end of term exams, a slideshow for classroom use will be released ahead of the assessment with information about question types, a list of key lexis, and examples of questions that will be used. We recommend using the information in the coverage details to develop your own resources to provide additional exposure to assessed language points throughout the term.

Term 1 Assessments

In Term 1 Assessments, you will find assessment information for the term including the end of term exam specifications, weights for the term and the academic year, release dates for supporting materials, and a brief

description of each assessment.

Specifications and Guidance

The end of term assessment specifications are in this document, and a supporting PowerPoint presentation will be released approximately two weeks before the date of the exam.



Level Alignments

Curriculum	ECFE Level	Literacy Level	Phase	CEFR Level	Lexile Range	GSE Level	National and International Assessment
Grade 4 General (Access Book 4)	2.1	2	2	A1	Below 0L – 620L	24-25	EmSAT 200-275

Curriculum Frameworks Assessed:

- English Language Curriculum Framework for Excellence (ECFE)
- Literacy and Communication Framework
- English Language Continuum

Coverage

Topic(s): Family, sports and leisure activities, school and the classroom.		
ECFE Grammar	GSE Grammar	Functional Language
Questions: yes/no questions	Can ask yes/no questions using the present simple. (26)	Describing
Questions: wh-	Can ask basic questions using 'What's your	

questions	...?' (24) Can form questions with 'what' and 'who' and answer them. (25)	places Describing
Present time: present simple	Can use subject pronouns with the correct form of the verb 'be' in the simple present. (24)	people Describing habits, routines, tasks, and jobs



الرجاء حفظ الكلمات مع الاملاء والقدرة على الربط بين الصورة والكلمة	
English	Arabic
Family	العائلة
sister	أخت
brother	أخ
mum	أم
dad	أب
parents	الوالدان
Sports and leisure activities	الرياضة والأنشطة الترفيهية
sports	الرياضة
football	كرة القدم
swimming	السباحة
practise	التمرين
beach	الشاطئ
School and the Classroom	المدرسة والفصل الدراسي

Core Lexis

الرجاء حفظ الكلمات مع الاملاء والقدرة على الربط بين الصورة والكلمة	
English	Arabic
computer	كمبيوتر
book	كتاب
classroom	الفصل الدراسي
school	المدرسة
teacher	معلم

Family	Sports and leisure activities	School and the Classroom
Sister اخت	sports رياضة	Computer الكومبيوتر
Brother اخ	Football كرة القدم	Book الكتاب
mum ام	Swimming السباحة	Classroom غرفة الصف
dad اب	Practise التمرين	School المدرسة
Parents الوالدين	beach شاطئ	Teacher المعلم

Term 1 Assessments

Assessment	Weighting	
	Term	Year
School-Based Assessment	33%	15%
Reading and Writing Summative Assessment	66%	20%

Assessment	Description
School-Based Assessment	<p>School-Based Assessment focusses on student growth. Gaps in student learning can be identified using the central diagnostic assessment (including writing and speaking) that were carried out. The teacher can then tailor classroom activities towards filling these gaps and monitor progress by building up a portfolio of work that provides evidence of student growth. This can be supplemented by students carrying out self-reflection activities, such as learning journals and peer reviews. The processes involved in completing these tasks will improve meta cognition and help to develop the learners' independence.</p> <p>Here is the link to example activities on SharePoint.</p>

<p>Reading End of Term Summative Assessment</p>	<p>The reading exam has three parts: It is a paper-based exam.</p> <p>Part 1, which assesses pre-requisite skills below and at level, has two sections. Section A consists of matching images to lexis. Section B, which is at level, comprises a grammar MAZE.</p> <p>Part 2 is also made up of two sections. In section A, students will select the correct title to match a short text. In section B, students will read a text and complete sentences about the text by selecting words from a word bank. there will be gap fill questions and MCQs where students will identify familiar words and MCQs that assess overall meaning.</p> <p>Part 3 has two short texts and asks students to make evaluations about how texts can be used, to understand the main point of the texts and to make a connection between the texts.</p>
<p>Writing End of Term Summative Assessment</p>	<p>The writing exam will consist of short answer questions (1 or 2 sentences) on topics from the curriculum that elicit personal experiences and ideas. A supporting image and a vocabulary box will be provided to help scaffold student answers.</p>

Summative Assessment Weighting

Bloom's	Part	Section	Activity	Weighting
Remember and Understand	1	A	Matching high frequency words to pictures.	12%
		B	MAZE	12%
Apply and Analyse	2	A	Matching very short, simple texts with very simple titles.	12%
		B	Completing sentences about a short text by choosing words from a word bank.	12%
Evaluate and Create	3		MCQs about two paragraph-level texts, presented together.	12%
Remember and Understand Apply and Analyse Evaluate and Create	Writing		Answering questions with full sentences using vocabulary from a word bank.	40%

Level C: Multiple Choice Questions

Additional Activities:

- Word Search: Create a word search puzzle using the provided words.
- Sentence Building: Provide a set of words and have students build sentences. For example: "My sister likes to play with her doll."
- Story Writing: Give students a starting sentence or a picture and have them write a short story. For example: "One sunny day, Ali and his family went to the beach..."

Reading and Writing Summative Assessment Specifications

Part	Section	Question Type and instruction	Outcomes Assessed	Number of Questions / Marks	Constructs
1	A	<p>Match high frequency words to pictures.</p> <p>Below level</p> <p>Draw a line from the word to the correct picture. Each picture can only be used once. There is one example.</p>	<p>ENG.01.2.2.XX.002</p> <p>Read and identify familiar words and set phrases in very short, simple texts on familiar topics with the help of pictures.</p>	<p>6 questions and an example.</p> <p>2 marks each.</p>	<p>6 lexis items</p> <p>6 pictures</p>
	B	<p>MAZE</p> <p>At level</p> <p>Read the text and choose the correct word(s) to complete the sentences.</p>	<p>ENG.02.2.3.XX.003</p> <p>Read and identify familiar words and set phrases in short, simple texts on familiar topics.</p>	<p>6 gaps to fill and an example.</p> <p>2 marks each</p>	<p>A MAZE with 6 gaps</p> <p>3 answer choices per gap</p>
2	A	<p>Match very short, simple texts with very simple titles.</p> <p>Below level</p> <p>Match the texts to the titles. Write the title letter that matches the text in the box. Each title can only be used once. There are two titles you do not need. There is one example.</p>	<p>ENG.01.2.3.XX.001</p> <p>Read and understand the overall meaning of very short, simple texts with the help of pictures.</p>	<p>4 questions and an example</p> <p>3 marks each</p>	<p>4 texts, 6 titles (including 2 distractors)</p>

	B	<p>Complete sentences about a short text by choosing words from a word bank.</p> <p>At level</p>	<p>ENG.02.2.3.XX.003</p> <p>Read and identify familiar words and set phrases in short, simple texts on familiar topics.</p>	<p>4 questions and an example</p> <p>3 marks each</p>	<p>6 key lexical / grammatical items in wordbank (including 2 distractors)</p>
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3		<p>MCQs about two paragraph- level texts, presented together.</p> <p>Above level</p>	<p>LL2.R.C.2 Compare and contrast information within or across simple texts.</p> <p>LL2.R.P.2 Consider how information from simple texts can be used after reading or listening.</p> <p>ENG.02.2.3.XX.002 Read and understand the overall meaning of short, simple texts on familiar topics.</p>	<p>4 questions</p> <p>3 marks each</p>	<p>2 informative texts 4-6 sentences per text</p>
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Level A: Matching High-Frequency Words to Pictures

- **Example:** Draw a line from the word "cat" to the picture of the cat.

Cat



2025

2024

Dog

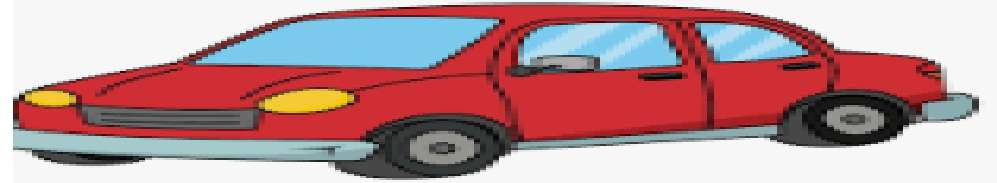


Home

House



Car



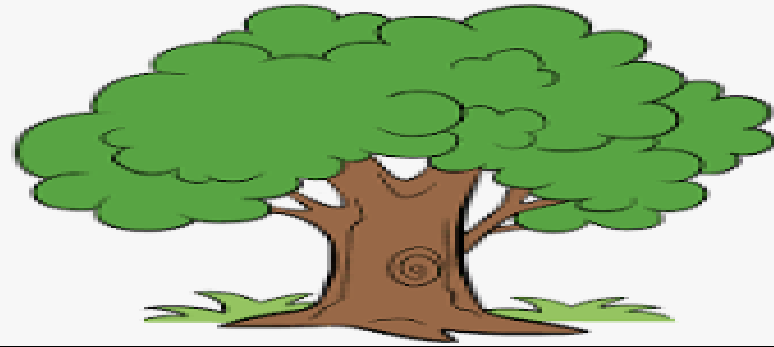
sister



brother



Tree



ball



Mother
Mum



Father
Dad



Parents



Football



Swimming



Beach



Sports



computer



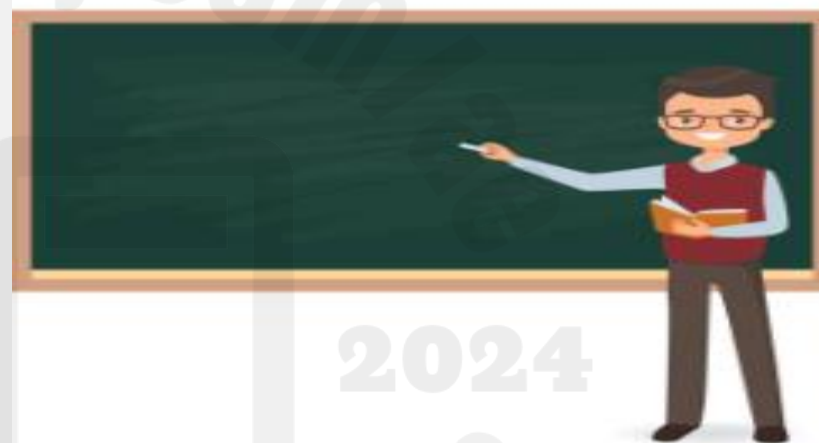
Book



classroom



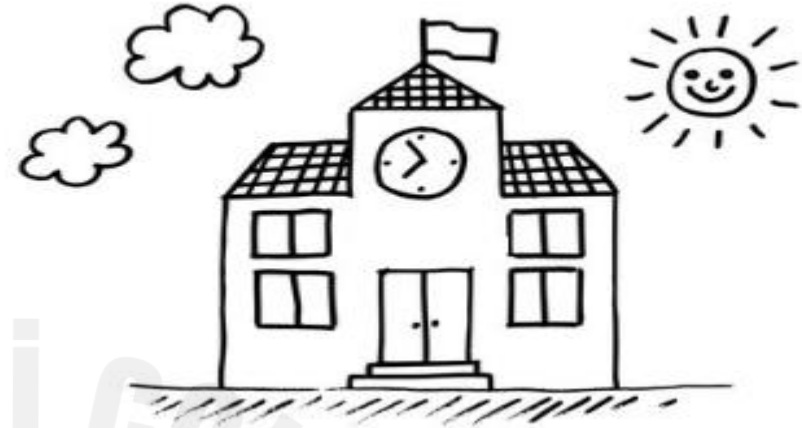
Teacher



2025

2024

School



2025

2024

Matching

dog



Cat



Car



home



2025

2024

brother



sister



Level B: Maze

Text: *My name is Tom. I like to play football. I play with my friends in the park.*

1. Tom likes to play _____. (football / basketball / tennis)
2. Tom plays with his _____. (sister / brother / friends)
3. They play in the _____. (school / park / house)

Level C: Multiple Choice Questions

Text 1: *My name is Rashed . I like to read books. I like to read stories about animals.*

Text 2: *My name is Omar . I like to play video games. I like to play games with my friends.*

1. What does Rashed like to do?
 - a) Play video games
 - b) Read books
 - c) Watch TV
2. What does Omar like to do?
 - a) Read books
 - b) Play video games
 - c) Play sports
3. What kind of stories does Rashed like to read?
 - a) Stories about people
 - b) Stories about animals
 - c) Stories about robots

4. Who does Omar play video games with?
- a) His sister
 - b) His brother
 - c) His friends

Text 1: Ali and his family love to go to the beach. They often play football and swimming. Sometimes, they read books under a big tree.

Text 2: Ali's sister likes to practise the piano. She wants to be a musician. Her brother likes to play computer games.

1. What does Ali's sister like to do?
- a) Play football
 - b) Practice the piano
 - c) Swim in the sea
2. Where does Ali's family often go?
- a) School
 - b) The beach
 - c) The park

3. What does Ali's brother like to do?
- a) Read books
 - b) Play computer games
 - c) Practice the piano



English Learning Continuum Phase 2 / ECFE
Level 2.1 Grade 4 Access Book 4

Domain: Writing

Part	Section	Question Type and instruction	Outcomes Assessed	Number of Questions / Marks	Constructs
Writing		<p>Short-answer questions.</p> <p>At level</p> <p>Look at the picture. Answer the questions by writing complete sentences. Use the words in the box to help you.</p>	<p>ENG.02.4.3.XX.00 2 Write short, simple textson familiar topics.</p> <p>ENG.02.4.2.XX.00 5 Write sentences usingcorrect punctuation.</p> <p>ENG.02.4.2.XX.02 2 Apply spelling rules andconventions when writing.</p>	<p>5 short answer questions</p> <p>40 marks</p> <p>Marked using the writing rubric</p>	<p>One Image and questions about a topicfrom the curriculum.</p> <p>Word box vocabulary is 12-15 wordsfrom the IP.</p> <p>The questions elicit personal experiences and ideas from thestudents.</p>

Test: Grammar and Functional Language

Part 1: Yes/No Questions

Objective: Can ask yes/no questions using the present simple.

Instructions: Complete the questions and answers with the correct form of the verb in the present simple.

1. _____ you like pizza?

a) Do

b) Does

Answer: _____

2. _____ she work at a school?

a) Do

b) Does

Answer: _____

3. _____ they go to the gym every day?

a) Do

b) Does

Answer: _____

4. _____ your brother speak English?

a) Do

b) Does

Answer: _____

5. _____ you live in New York?

a) Do

b) Does

Answer: _____

Part 2: Wh- Questions

Objective: Can ask basic questions using "What's your ...?" and form questions with "what" and "who".

Instructions: Fill in the blanks with the correct question words (What, Who, etc.) to complete the sentences.

6. _____ is your favorite color?

Answer: _____

7. _____ do you do every morning?

Answer: _____

8. _____ is your best friend?

Answer: _____

9. _____ time do you usually wake up?

Answer: _____

10. _____ do you like to do on weekends?

Answer: _____

Part 3: Present Simple - Describing Places

Objective: Can use the present simple to describe places. (26)

Instructions: Choose the correct verb to complete the sentences describing places.

11. The beach _____ (is/are) beautiful.

Answer: _____

12. My school _____ (has/have) a big playground.

Answer: _____

13. The park _____ (is/are) very quiet in the mornings.

Answer: _____

14. There _____ (is/are) many shops in my neighborhood.

Answer: _____

15. The city center _____ (have/has) lots of restaurants and cafes.

Answer: _____

Part 4: Present Simple - Describing People

Objective: Can use subject pronouns with the correct form of the verb "be" in the simple present.

Instructions: Fill in the blanks with the correct form of the verb to be in the present simple.

16. She _____ a teacher.

Answer: _____

17. They _____ my friends.

Answer: _____

18. I _____ tall.

Answer: _____

19. He _____ from Spain.

Answer: _____

20. We _____ happy.

Answer: _____

Part 5: Present Simple - Describing Habits, Routines, Tasks, and Jobs

Objective: Can use the present simple to describe habits, routines, tasks, and jobs. (26)

Instructions: Complete the sentences with the correct form of the verb in the present simple.

21. I _____ (eat) breakfast every morning at 7:00.

Answer: _____

22. She _____ (go) to work by bus.

Answer: _____

23. They _____ (play) football every Saturday.

Answer: _____

24. My dad _____ (work) in an office.

Answer: _____

25. We _____ (study) English every day.

Answer: _____

26. He _____ (wake) up at 6:30.

Answer: _____

Model Answers

Part 1: Yes/No Questions

1. Do you like pizza?

Answer: Yes, I do. / No, I don't.

2. Does she work at a school?

Answer: Yes, she does. / No, she doesn't.

3. Do they go to the gym every day?

Answer: Yes, they do. / No, they don't.

4. Does your brother speak English?

Answer: Yes, he does. / No, he doesn't.

5. Do you live in New York?

Answer: Yes, I do. / No, I don't.

Part 2: Wh- Questions

6. What is your favorite color?

Answer: My favorite color is blue.

7. What do you do every morning?

Answer: I go jogging.

8. Who is your best friend?

Answer: My best friend is Sarah.

9. What time do you usually wake up?

Answer: I usually wake up at 7:00 AM.

10. What do you like to do on weekends?

Answer: I like to read and go for walks.

Part 3: Present Simple - Describing Places

11. The beach is beautiful.

12. My school has a big playground.

13. The park is very quiet in the mornings.

14. There are many shops in my neighborhood.

15. The city center has lots of restaurants and cafes.

Part 4: Present Simple - Describing People

16. She is a teacher.

17. They are my friends.

18. I am tall.

19. He is from Spain.

20. We are happy.

Part 5: Present Simple - Describing Habits, Routines, Tasks, and Jobs

21. I eat breakfast every morning at 7:00.

22. She goes to work by bus.
 23. They play football every Saturday.
 24. My dad works in an office.
 25. We study English every day.
 26. He wakes up at 6:30.
-
-



Writing

- Write clear and relevant answers related to their family.
- Use vocabulary from the word box to support their answers.
- Apply correct spelling and punctuation in their writing.
- Construct simple, meaningful sentences based on personal experiences or ideas.

Word Box:

(mother, father, brother, sister, happy, together, home, love, pets, family, care, fun, etc.)

Answer the following questions based on the picture and your own family experiences. Use the words from the



word box where possible.

1. Who is in your family?

2. What do you like to do with your family?

3. How does your family help you?

4. Where does your family like to go on weekends?

5. What makes your family special?

1. Who is in your family?

Example: "My family has four members: my mother, father, my brother, and me."

2. What do you like to do with your family?

Example: "We like to go to the park on weekends. We play football together and have a picnic."

3. How does your family help you?

Example: "My family helps me with my homework and takes care of me when I'm sick. They always encourage me to do my best."

4. Where does your family like to go on weekends?

Example: "On weekends, we like to visit the zoo or go hiking in the

mountains. We enjoy spending time outside."

5. What makes your family special?

Example: "My family is special because we always support each other. We laugh together and share our happiness."

Word Box:

volleyball , swimming, , play, fun, exercise, team, game, beach, swim, bike, running, friends, outdoor, competition, relax



Questions:

Answer the following questions based on the picture and your own

What is your favorite sport or leisure activity?

Example: "My favorite sport is football. I

experiences. Use the words from the word box where possible.

1. What is your favorite sport or leisure activity?
2. How often do you do this activity?
3. Who do you usually do this activity with?
4. Where do you like to do this activity?
5. What are the benefits of this activity?

like playing it with my friends after school. It's fun and helps me stay healthy."

How often do you do this activity?

Example: "I play football every weekend. Sometimes, we also play on weekdays if the weather is good."

Who do you usually do this activity with?

Example: "I usually play football with my friends. We are on the same school team, and we love competing together."

Where do you like to do this activity?

Example: "I like to play football at

the local park. It has a big field where we can run and kick the ball."

What are the benefits of this activity?

Example: "Football helps me stay fit and strong. It also teaches me teamwork and how to work with others."

Word Box:

computer, book, classroom, teacher, school, learn, study, write, desk, chalkboard, homework, lesson, friends, notebook, classroom rules.)

Answer the following questions based on the picture and your own experiences at school. Use the words from the word box where possible.



What do you usually do in the

1. What do you usually do in the classroom?

2. Who is your favorite teacher, and why?

3. What is your favorite subject at school?

4. Do you use a computer at school? How do you use it?

5. What is one important rule in your classroom?

classroom?

Example: "In the classroom, we listen to the teacher and work on our lessons. We also use computers to do research and write our homework."

Who is your favorite teacher, and why?

Example: "My favorite teacher is Mrs. Smith. She is kind and always helps me when I don't understand something."

What is your favorite subject at school?

Example: "My favorite subject is English because I love reading books and writing stories."

Do you use a computer at school? How do you use it?

Example: "Yes, I use the computer at school to research information for my

projects. I also use it to type my homework."

What is one important rule in your classroom?

Example: "One important rule in my classroom is to raise your hand before speaking. This helps everyone have a chance to talk."

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