مراجعة اختبار نهاية الفصل





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

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

المزيد من الملفات بحسب الصف السادس والمادة لغة انجليزية في الفصل الأول	
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ملزمة شاملة لنهاية الفصل	2
أوراق عمل مراجعة نهاية الفصل	3
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دليل الكتابة الإبداعية وتدريبات التجارب الشخصية	5

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

English Exam Revision

End-of-Term 1 · 2026–2027

مذكرة مراجعة للصف السادس العام وفق هيكل الاختبار المرفق

27 questions	150 minutes	100 marks

1 · Vocabulary — 10 marks

5 جمل ناقصة، وبنك من 10 كلمات. استخدم خمس كلمات واترك الخمس الباقية.

2 · Grammar — 10 marks

قطعة وصفية عن تدريب الحيوانات، نحو 100 كلمة، فيها 5 فراغات ولكل فراغ 3 اختيارات.

3A · Reading — 24 marks

قطعة وصفية عن الاستكشاف (150–170 كلمة تقريبًا) و8 أسئلة اختيار من متعدد.

3B · Reading — 16 marks

قطعة سردية عن النظام الشمسي (150–170 كلمة تقريبًا) و8 أسئلة اختيار من متعدد.

4 · Writing — 40 marks

سؤال واحد بثلاث نقاط إرشادية. اكتب 80 كلمة على الأقل في جمل تامة.

الاختبار إلكتروني وورقي بحسب الهيكل، وقد يتغير ترتيب الأسئلة فيه.

بعد الشرح ستجد 7 نماذج لكل جزء، ثم الإجابات ونماذج الكتابة.

Required Vocabulary

All 21 words from the exam coverage

Leisure and Free Time

costume	زيّ تنكّري أو زيّ عرض
attraction	مكان أو نشاط ترفيهي يجذب الزوار
performance	عرض فني
entrance	مدخل
hobby	هواية
colorful	زاهي الألوان
dessert	حلوى بعد الطعام

Animals

carnivore	حيوان لاحم (آكل لحوم)
herbivore	حيوان عاشب (آكل نباتات)
habitat	الموطن الطبيعي
enclosure	حظيرة أو مساحة مسيّجة

Our Solar System

telescope	تلسكوب / مقراب
compass	بوصلة
crater	فوهة أو حفرة دائرية
asteroid	كويكب

Exploring

explorer	مستكشف
expedition	بعثة استكشافية
journey	رحلة
route	مسار أو طريق
discover	يكتشف
survive	ينجو أو يبقى على قيد الحياة

لاحظ الفرق: dessert تعني حلوى، وdesert تعني صحراء. والـ journey هي الرحلة نفسها، أما route فهو الطريق الذي تسلكه.

Grammar · 1

Questions and finished past events

Wh-questions

Wh-word + did + subject + base verb?
Wh-word + was / were + subject?
Who + past verb? (Who fed the seal?)

للشيء نستخدم What، وللمكان Where، وللوقت When، وللسبب Why، وللشخص Who، وللطريقة How. يأتي الفعل الأساسي بعد الفاعل عند استخدام did. ونقدّم was أو were على الفاعل. إذا كانت أداة السؤال هي الفاعل، نستخدم الفعل الماضي مباشرة.

Where did the keeper train the seal?

أين درّب الحارس الفقمة؟

Why were the birds quiet?

لماذا كانت الطيور هادئة؟

Past simple

Subject + past verb · Subject + did not + base verb
I / he / she / it + was · you / we / they + were

نستخدم الماضي البسيط لحدث انتهى في الماضي. نضيف ed- للأفعال المنتظمة مثل trained، ونحفظ الأفعال غير المنتظمة مثل went وtook. في النفي نقول did not train، ومع فعل الكينونة نقول wasn’t أو weren’t.

The keeper took the horse outside yesterday.

أخرج الحارس الحصان أمس.

The horses were calm but they did not move.

كانت الخيول هادئة لكنها لم تتحرك.

Grammar · 2

Instructions, rules and past habits

Imperatives

Base verb … · Don’t + base verb …

للأمر نبدأ بالفعل دون ذكر الفاعل. وللنهي نبدأ بـ Don’t ثم الفعل الأساسي.

Hold the rope gently.

أمسك الحبل برفق.

Don’t shout near the animals.

لا تصرخ بالقرب من الحيوانات.

Must / must not

Subject + must / must not + base verb

يدل must على الوجوب وmust not على المنع. بعدهما فعل أساسي دون to.

Visitors must stay behind the line.

يجب على الزوار البقاء خلف الخط.

Visitors must not touch the cage.

يُمنع الزوار من لمس القفص.

Used to / would

Subject + used to / would + base verb

يدل used to على عادة أو حالة قديمة. يدل would على عادة متكررة بعد تحديد زمنها. مع حالة ماضية مثل السكن في مكان نستخدم used to.

The old enclosure used to be smaller.

كانت الحظيرة القديمة أصغر من قبل.

Every morning, the keeper would bring fresh water.

كان الحارس يحضر الماء العذب كل صباح.

Grammar · 3

Phrasal verbs and linking ideas

Non-separable phrasal verbs

Verb + particle + object

نبقي الفعل والأداة معًا، ثم نضع المفعول بعدهما، حتى لو كان ضميرًا.
look after معناها يعتني بـ، وlook for يبحث عن، وrun into يصادف.

The keeper looks after the parrots.

يعتني الحارس بالببغاوات.

The keeper looks after them.

يعتني الحارس بها. يأتي الضمير them بعد after.

Subordinating conjunctions

Main clause + because / when / if / although / before / after + clause

نستخدم because للسبب، وwhen للوقت، وif للشرط، وalthough لإبراز مفارقة، وbefore وafter لترتيب الأحداث. إذا بدأنا بالجملة التابعة، نضع فاصلة قبل الجملة الرئيسية.

The horse stayed inside because it was raining.

بقي الحصان في الداخل لأن المطر كان يهطل.

When the bell rings, the dog sits down.

عندما يرن الجرس، يجلس الكلب.

Although the puppy was nervous, it finished the task.

على الرغم من توتر الجرو، فقد أكمل المهمة.

Reading and Writing

A short exam strategy

Reading 3A · Descriptive text

حدّد موضوع القطعة الوصفية أولاً، ثم ابحث عن دليل لكل إجابة. في موضوع الاستكشاف انتبه إلى هدف البعثة، والأدوات، والصعوبات، وكيف تغيّر الاستكشاف مع التكنولوجيا.

Reading 3B · Narrative text

رتّب أحداث القصة. من الشخصيات؟ أين ومتى حدثت القصة؟ ما المشكلة وكيف حُلّت؟ خَمّن معنى المفردة من الجملة، وارجع إلى الجملة السابقة لتعرف على من يعود الضمير.

Writing · Q27

اكتب نصًا سرديًا شخصيًا من 80 كلمة على الأقل، في جمل تامة تغطّي النقاط الثلاث في السؤال. يأتي السؤال من أحد هذين المحورين.

Exploration

تسلّق الجبال والبقاء على قيد الحياة، أو صعوبات الاستكشاف في الصحراء أو المحيط أو الجبال. اذكر المزايا والصعوبات وعبّر عن رأيك.

Leisure and Free Time

احكِ كيف قضيت وقت فراغك في نشاط ترفيهي أو زيارة مكان جذب. صف الأحداث والتجربة بالماضي.

Vocabulary · Model 1

A day at the festival

Choose the correct word from the Word Bank. Five words are extra.

Word Bank

compass	performance	asteroid
colorful	entrance	habitat
costume	journey	hobby
dessert		

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1. We bought our tickets at the main _____.

2. Ali wore a lion _____ in the school play.

3. The dance _____ began at six o’clock.

4. We ate ice cream for _____ after lunch.

5. The street looked _____ because it was full of bright flags.

Vocabulary · Model 2

Animals at the reserve

Choose the correct word from the Word Bank. Five words are extra.

Word Bank

costume	habitat	carnivore
survive	attraction	herbivore
dessert	telescope	enclosure
journey		

1. A deer is a _____ because it eats plants.

2. A lion is a _____ because it mainly eats meat.

3. The forest is the owl’s natural _____.

4. A strong fence keeps the rescued fox inside its _____.

5. Desert animals can _____ for a long time with little water.

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Vocabulary · Model 3

Looking up

Choose the correct word from the Word Bank. Five words are extra.

Word Bank

carnivore	hobby	crater
dessert	asteroid	costume
telescope	habitat	discover
entrance		

1. We used a _____ to see details on the Moon.

2. A rocky object that orbits the Sun can be an _____.

3. A space rock hit the ground and left a round _____.

4. Scientists hope to _____ a new object by studying those photos.

5. Looking at the night sky is my favourite _____ when I have free time.

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Vocabulary · Model 4

The desert expedition

Choose the correct word from the Word Bank. Five words are extra.

Word Bank

expedition	costume	survive
compass	explorer	dessert
route	habitat	crater
hobby		

1. An _____ travels to learn about places that are unfamiliar.

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2. The scientists organised an _____ to study life in the desert.

3. A _____ can show us which way is north.

4. The guide marked the safest _____ on our map.

5. We carried extra water to help us _____ in the desert heat.

Vocabulary · Model 5

A weekend trip

Choose the correct word from the Word Bank. Five words are extra.

Word Bank

dessert	discover	colorful
crater	entrance	journey
enclosure	attraction	herbivore
compass		

1. The train _____ from the city to the coast took three hours.

2. The water park is the town’s most popular tourist _____.

3. The large gate is the _____ to the park.

4. We ordered fruit for _____ after we finished our meal.

5. The bright red, blue and yellow boats made the harbour look _____.

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Vocabulary · Model 6

Notes from the mountains

Choose the correct word from the Word Bank. Five words are extra.

Word Bank

costume	asteroid	expedition
discover	performance	route
compass	habitat	entrance
dessert		

1. The team hoped to _____ a cave that no one had recorded before.

2. Falling rocks blocked our usual _____ to the top.

3. The research _____ took three weeks to complete.

4. The rocky cliffs are a natural _____ for mountain goats.

5. When our phone stopped working, we found north with a _____.

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Vocabulary · Model 7

The science fair

Choose the correct word from the Word Bank. Five words are extra.

Word Bank

performance	dessert	enclosure
survive	costume	crater
entrance	herbivore	telescope
journey		

1. We watched a short drama _____ on the main stage.

2. A rabbit stayed inside a safe _____ while visitors watched.

3. The guide told us that a giraffe is a _____.

4. A student aimed a _____ at the Moon.

5. A model showed how an impact makes a round _____ on the Moon.

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Grammar · Model 1

Puppy training in a quiet room

Read the text. Choose A, B or C to complete each gap.

The centre uses a quiet room to teach young dogs to sit. A mat marks the place where the puppy should sit. Last month, one new puppy (6) _____ afraid of the other dogs, so the quiet room helped. “(7) _____ the treat near your knee,” the trainer tells helpers. The treat stays low (8) _____ young puppies may not see it if it is too high. People (9) _____ shout at a puppy because loud sounds can scare it. The main trainer usually (10) _____ the youngest dogs. She finishes each short lesson before the puppy gets tired.

6. Gap (6)

A. were B. was C. are

7. Gap (7)

A. Holding B. Held C. Hold

8. Gap (8)

A. because B. unless C. before

9. Gap (9)

A. must B. must not C. have to

10. Gap (10)

A. looks after B. looks them after C. looks at after

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Grammar · Model 2

A signal for the seal

Read the text. Choose A, B or C to complete each gap.

At this wildlife centre, seal training takes place in a large pool. The seal (6) _____ live in a smaller pool before the centre built this one. The trainers (7) _____ wear boots every day because the floor is always wet. During a lesson, the seal touches a round board with its nose. (8) _____ the seal touches the board, the trainer gives it a fish as a reward. Last Tuesday, the trainer (9) _____ the board closer to the water. “Where (10) _____ she keep the fish during that lesson?” is a common question. She kept it in a cold box beside the pool.

6. Gap (6)

A. was used to B. used to C. use to

7. Gap (7)

A. must to B. must be C. must

8. Gap (8)

A. Until B. When C. Unless

9. Gap (9)

A. moved B. moves C. move

10. Gap (10)

A. were B. does C. did

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Grammar · Model 3

Teaching a parrot to step up

Read the text. Choose A, B or C to complete each gap.

Ruby is a parrot at a rescue centre. When she arrived in spring, her wings (6) _____ weak. Now a keeper (7) _____ her every day. He trains her to step up onto a short wooden stick. “(8) _____ your hand too close to her beak,” he tells new helpers. Ruby gets a tiny seed (9) _____ she steps onto the stick successfully. This reward shows her which action to repeat. The keeper trained her indoors last week. “Why (10) _____ he choose that room?” the helpers wanted to know. It was the quietest room at the centre, so Ruby could focus on the lesson.

6. Gap (6)

A. was B. were C. are

7. Gap (7)

A. looks Ruby after B. looking after C. looks after

8. Gap (8)

A. Don’t put B. Doesn’t put C. Not putting

9. Gap (9)

A. when B. before C. unless

10. Gap (10)

A. does B. was C. did

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Grammar · Model 4

A routine for the pony

Read the text. Choose A, B or C to complete each gap.

Sami is a brown pony that learns to follow a person around the yard. When Sami was younger, his trainer (6) _____ lead him around the yard each morning. Last Monday, she (7) _____ a new helper to lead him to a blue gate. The first instruction is simple: “(8) _____ the rope loosely.” Helpers take slow steps (9) _____ the pony is nervous around people he does not know. Visitors (10) _____ stand directly behind him. A sudden sound might make him kick. At the gate, the helper stops and waits for Sami to stop too. A gentle pat rewards him for stopping.

6. Gap (6)

A. would B. was C. has

7. Gap (7)

A. asks B. ask C. asked

8. Gap (8)

A. Kept B. Keeping C. Keep

9. Gap (9)

A. because B. until C. unless

10. Gap (10)

A. need to B. must not C. must

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Grammar · Model 5

An elephant lifts its foot

Read the text. Choose A, B or C to complete each gap.

A keeper at the park trains an elephant called Tara to lift one foot at a time. This helps the team check her feet. Tara (6) _____ scared of the low wooden block last year, but today she is calm. “What (7) _____ the keeper do yesterday when Tara lifted her foot?” a visitor asked. He gave her a piece of fruit. Staff (8) _____ stay behind the safety rail during every lesson. A new helper is learning to look (9) _____ Tara and bring her meals. Tara can rest (10) _____ the lesson ends. The training sessions are short and take place several times a week.

6. Gap (6)

A. were B. is C. was

7. Gap (7)

A. did B. was C. does

8. Gap (8)

A. must B. must to C. must be

9. Gap (9)

A. at after B. after C. after at

10. Gap (10)

A. so B. after C. and

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Grammar · Model 6

Calling goats back inside

Read the text. Choose A, B or C to complete each gap.

A small bell helps a farmer train her goats to come back to their shelter. The goats (6) _____ live in a smaller barn before this shelter opened. Last winter, they (7) _____ run to the gate whenever they heard the bell at feeding time. The first instruction for helpers is “(8) _____ the bell once and wait quietly.” Yesterday, two goats (9) _____ near the field when the bell rang. They came back slowly (10) _____ the path was muddy. The farmer rewards the goats with fresh leaves. This training helps her bring them inside before a storm.

6. Gap (6)

A. were used to B. use to C. used to

7. Gap (7)

A. would B. were C. has

8. Gap (8)

A. Ring B. Rang C. Ringing

9. Gap (9)

A. was B. were C. are

10. Gap (10)

A. unless B. so that C. because

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Grammar · Model 7

Training a rescue dog to find a toy

Read the text. Choose A, B or C to complete each gap.

Noor is a rescue dog that learns to find toys by smell. At her first lesson last month, the trainer (6) _____ a yellow ball under a dry towel. Noor now knows how to look (7) _____ it using her nose. “(8) _____ did she search for the ball yesterday?” a visitor asked. She searched near the gate. Helpers (9) _____ move the towel during the search, since Noor needs to solve the puzzle by herself. (10) _____ she finds the ball, the trainer gives her a treat as a reward. This game teaches Noor to follow a smell even when the ball is out of sight.

6. Gap (6)

A. hides B. hid C. hide

7. Gap (7)

A. after B. into C. for

8. Gap (8)

A. Who B. Why C. Where

9. Gap (9)

A. must B. must not C. were

10. Gap (10)

A. When B. Unless C. Before

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Reading 3A · Model 1

Mapping a changing glacier

Read the text and choose A, B or C.

Mountain explorers often return to the same place because the landscape can change. In one modern expedition, a team studies a glacier high in the mountains. The explorers compare new photographs with pictures taken ten years earlier. In the old pictures, ice reached a large black rock. Today, a stream runs between the rock and the end of the glacier. A small drone helps the team photograph places that are hard to reach on foot. However, strong winds sometimes prevent it from flying. The explorers still carry paper maps and a compass in case their batteries fail. They check the weather before leaving camp, and they stop work if clouds hide the path. Each evening, the team records where every photograph was taken. These notes help other scientists compare pictures from the same location. The expedition shows how modern technology can make exploration safer and more detailed when it is used with careful planning.

11. What is the passage mainly about?

A. How to build a drone | B. How a team studies a glacier | C. How streams form

12. Why does the team use old photos?

A. To practise using a camera | B. To choose new equipment | C. To compare past and present views

13. What is now between the rock and the ice?

A. A tent | B. A bridge | C. A stream

14. What sometimes stops the drone from flying?

A. Heavy backpacks | B. Bright sunlight | C. Strong winds

15. What does “it” refer to in “prevent it from flying”?

A. The glacier | B. The drone | C. The stream

16. Why does the team carry a compass?

A. Other devices may lose power | B. It measures the ice | C. It keeps cameras dry

17. What does the team record each evening?

A. The location of each photo | B. The age of each explorer | C. The next day’s meals

18. What helps make the expedition safer?

A. Leaving the maps at camp | B. Technology and planning | C. Working when clouds hide the path

Reading 3A · Model 2

A window into the deep ocean

Read the text and choose A, B or C.

Sylvia Earle is an ocean explorer who has helped people learn about life below the surface. The deep ocean is cold and dark, and the pressure increases as explorers go deeper. For this reason, teams need equipment that can work under difficult conditions. A strong underwater vehicle can carry lights and cameras near the sea floor. Sometimes scientists guide a robot from a ship instead of going down themselves. The robot sends pictures back through a cable, so a team can watch sea animals without bringing them to the surface. Moving slowly is important because sudden movements can frighten small creatures. Weather matters too. Large waves can make it unsafe to lower a robot into the water. Before a trip, the team tests every camera, checks the forecast and lists the areas it wants to study. Each dive answers some questions and often gives explorers new ones to investigate on a future trip.

11. What is the main topic?

A. Games to play on a ship | B. Equipment and planning for ocean exploration | C. How oceans become salty

12. Who is Sylvia Earle?

A. A weather reporter | B. A mountain guide | C. An ocean explorer

13. What increases as explorers go deeper?

A. Pressure | B. Sunlight | C. Wave height

14. How can pictures reach the ship?

A. Through a paper map | B. Through a glass window | C. Through a cable

15. Why does a robot move slowly near animals?

A. To make waves | B. To warm the water | C. To avoid frightening them

16. Which condition can delay a robot dive?

A. A clear sky | B. Large waves | C. Small sea animals

17. What does “investigate” mean here?

A. Study carefully | B. Forget quickly | C. Draw neatly

18. What can be inferred about each dive?

A. It can lead to more research | B. It always answers every question | C. It replaces all planning

Reading 3A · Model 3

Crossing a hot desert

Read the text and choose A, B or C.

A desert expedition needs a clear route, careful timing and enough water. On a study of sand dunes, explorers walk early in the morning while the ground is cooler. At midday, they rest in the shade and save their energy. The team uses a satellite map to see the shape of the land, but it also carries a compass as a backup. Sand can cover a familiar track after a windy night, so the explorers mark important places on their map. They never rely on a single water container. Extra water is shared among several backpacks in case one bag is lost. Loose clothing and wide hats protect skin from the sun. The team also tells a friend when it expects to reach the next camp. If the team is late, the friend knows when to ask for help. The journey depends on simple safety habits as much as it depends on modern equipment.

11. What is the best title?

A. Planning a Desert Expedition | B. Life in a Rainforest | C. Finding Water at School

12. When does the team usually walk?

A. At midday | B. Only after midnight | C. Early in the morning

13. Why do explorers rest at midday?

A. To repair their compass | B. To save energy in the heat | C. To let the dunes grow

14. What can cover a familiar track?

A. Fallen leaves | B. Windblown sand | C. Ocean waves

15. What does “backup” mean in this text?

A. A kind of desert plant | B. The end of a trip | C. A spare tool if needed

16. Why is extra water shared among bags?

A. Some remains if one bag is lost | B. The team plans to sell it | C. The bags need to get heavier

17. What does the friend know in advance?

A. When the team should reach camp | B. What the team will eat | C. How deep the sand is

18. What is the writer’s main message?

A. A satellite map replaces safety habits | B. Planning matters alongside equipment | C. Desert trips are easier at midday

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Reading 3A · Model 4

Exploring a rainforest canopy

Read the text and choose A, B or C.

The canopy is the leafy roof formed by the tops of forest trees. It is home to many animals that are rarely seen from the ground. One group of explorers studies birds in the canopy by using a high platform built between strong trees. Before climbing, each person checks a helmet and safety rope. In the past, explorers mainly wrote notes and drew pictures of birds. Today, the group also uses small sound recorders. The recorders can catch bird calls early in the morning, even when the group is still at camp. Finding the source of a call is still difficult because leaves hide the birds. Rain adds another problem by making paths and steps slippery. The explorers postpone climbs during storms and listen to their recordings instead. By comparing sounds from several locations, the group works out which areas different birds use. The results can help people protect important forest habitats.

11. What is the passage mainly about?

A. How to grow trees in a garden | B. How birds learn to fly | C. How researchers study birds high in trees

12. What does “canopy” mean here?

A. The wet ground under the trees | B. The leafy roof of the forest | C. A small camp tent

13. Where do the explorers observe birds?

A. From a boat | B. From a cave | C. From a high platform

14. What do sound recorders collect?

A. Leaves | B. Bird calls | C. Rainwater

15. Why is the source of a call hard to find?

A. Leaves hide the birds | B. The birds sing only at night | C. The platforms are indoors

16. What does “postpone” mean here?

A. Delay until later | B. Do more quickly | C. Repeat every day

17. What does the group compare?

A. Sounds from different locations | B. Helmets of different sizes | C. The heights of tents

18. How could the results help?

A. By clearing trees for roads | B. By training birds to sing | C. By guiding habitat protection

Shaimaa Academy

Reading 3A · Model 5

A scientist on the ice

Read the text and choose A, B or C.

Explorer and scientist Felicity Aston crossed Antarctica alone on skis. Her journey is one example of how people explore very cold places. In such regions, explorers often pull their food and equipment on sledges because heavy loads are hard to carry on their backs. Wind can blow snow across the ground and make it difficult to see where the sky ends and the land begins. In these conditions, navigation tools help a traveller follow a route. Cold can also drain batteries quickly, so explorers may keep spare batteries close to their bodies to keep them warm. Before setting out, they practise putting up tents while wearing thick gloves. They also plan what to eat because travelling over snow takes a great deal of energy. Modern tools are helpful, but training and good decisions are still essential. A safe explorer knows when to stop and wait, even if that means arriving later than planned.

11. What is the best title?

A. How to Repair Old Skis | B. What Glaciers Are Made Of | C. Preparing for a Journey on Ice

12. How did Felicity Aston travel across Antarctica?

A. On a ship | B. On skis | C. In a truck

13. Why are sledges useful?

A. They measure the wind | B. They carry heavy supplies | C. They recharge batteries

14. What makes navigation difficult?

A. Snow blown by the wind | B. A lack of hills at camp | C. Hot air from the tent

15. What does “drain” mean here?

A. Use up the power in | B. Clean the outside of | C. Make heavier

16. Why practise with gloves on?

A. To make the tent larger | B. To get used to working in the cold | C. To test how fast skis move

17. Which skill does the last sentence stress?

A. Cooking without a stove | B. Travelling at night | C. Knowing when to stop

18. What do tools work best with?

A. Lighter food only | B. A faster travel schedule | C. Training and good decisions

Reading 3A · Model 6

Measuring life inside a cave

Read the text and choose A, B or C.

A cave expedition can reveal life in places that receive no sunlight. One team enters a limestone cave to count small insects near an underground stream. The explorers wear helmets with lamps and take extra lights. Water levels can rise quickly after rain, so the team checks the forecast before going inside. The group marks each place where it counts insects using a digital map prepared from a survey of the cave. Earlier explorers drew maps by hand, and the team still keeps a printed copy in a waterproof bag. It stays usable if the tablet goes dark. The team moves slowly over wet stone and avoids touching the insects. Near the entrance, the explorers find several kinds of insects. Deeper inside, they find fewer kinds but see one that they did not notice near the surface. Repeating the count in another season will help them tell whether the differences are linked to time of year or to the cave itself.

11. What is the expedition's main purpose?

A. To observe insects in the cave | B. To build a bridge in the cave | C. To find a new water source

12. What do helmets have on them?

A. Cameras | B. Lamps | C. Compasses

13. Why does the team check the weather?

A. Rain can raise water levels | B. Sunlight may harm its tablets | C. Wind can break limestone

14. What does "It" refer to in "It stays usable"?

A. The tablet | B. The stream | C. The printed map

15. How does the team cross wet stone?

A. It runs quickly | B. It walks barefoot | C. It moves slowly

16. What do the explorers find deeper inside?

A. More kinds of insects than outside | B. An insect they missed near the entrance | C. No insects at all

17. Why will the group repeat the count?

A. To test whether the season affects results | B. To replace the digital map | C. To dry the stream

18. What can be inferred about the explorers?

A. They take no notes underground | B. They prepare for equipment to fail | C. They avoid comparing locations

Shaimaa Academy

Reading 3A · Model 7

A map of a changing coast

Read the text and choose A, B or C.

Coastal explorers study places where land and sea meet. From a small boat, one team maps an inlet where strong storms often move the sand. Before the trip, they look at old maps to see where boats used to travel. Today the team sends sound waves down to measure the depth of the water. Its equipment times how long the sound takes to return. Where the water is deeper, the sound generally takes longer to come back. The results help the team draw a new map. In the past, sailors often lowered a weighted line into the water to check depth at one spot. Modern equipment can record many points in a short time, but it is still important to check the weather and watch for shallow water. The team shares the updated map with local boat crews. When a storm changes the shape of the inlet again, the explorers may return and measure it once more.

11. What is the main idea?

A. Crews race through an inlet | B. Storms are easier to predict today | C. A team maps a changing inlet

12. What moves the sand?

A. Old maps | B. Strong storms | C. Sound waves

13. Why does the team read old maps?

A. To learn how to sail in storms | B. To see earlier boat routes | C. To identify fish

14. What does the equipment measure?

A. Water depth | B. Air temperature | C. Boat height

15. What does “shallow” mean here?

A. Very wide | B. Full of fish | C. Not deep

16. What did sailors use in the past?

A. A camera with a flash | B. A weighted line | C. A rope tied to a drone

17. Who receives the updated map?

A. Mountain guides | B. School bus drivers | C. Local boat crews

18. Why might the team come back?

A. A storm may change the inlet again | B. The boat needs a new engine | C. The old maps must be returned

Reading 3B · Model 1

A shadow across the playground

Read the text and choose A, B or C.

On Monday, Noura's class went outside to watch a partial solar eclipse. Their teacher gave each student a pair of safe eclipse-viewing glasses and showed them how to put them on before looking up. Noura had expected the Sun to disappear completely. Instead, she saw a bright shape with a dark bite missing from one side. Her friend Sami asked whether a cloud had covered the Sun. Noura drew three circles in her notebook to show him that the Moon passes between Earth and the Sun during a solar eclipse. The Moon blocked part of the Sun from their view. A light cloud later drifted past, so the class waited with their glasses off and looked down at their drawings. When the cloud moved away, they put the glasses on again and looked up. The dark shape had moved a little. Back inside, Noura added times to her sketches so she could compare them after school.

19. What is the story mainly about?

A. A class watching a solar eclipse | B. A teacher buying notebooks | C. Two friends looking for the Moon at night

20. When did the class go outside?

A. On Friday | B. On Sunday | C. On Monday

21. What did Noura expect at first?

A. The whole Sun would disappear | B. A storm would begin | C. Sami would stay inside

22. What blocked part of the Sun?

A. A mountain | B. The Moon | C. A plane

23. How did Noura explain the eclipse?

A. She showed Sami a photo | B. She read a sign | C. She drew three circles

24. What happened while the cloud covered the view?

A. The class looked at its drawings | B. The class went home | C. The teacher collected notebooks

25. What does "drifted" mean here?

A. Fell suddenly | B. Moved slowly | C. Became brighter

26. Why did Noura add times to her sketches?

A. To remember her lunch time | B. To count the students | C. To compare different stages later

Reading 3B · Model 2

The moving dot

Read the text and choose A, B or C.

At the school astronomy club, Zayed looked at two photographs of the same part of the night sky. The images had been taken forty minutes apart. At first, he thought both pictures were identical. His partner Reem covered one corner of the first photo with a piece of paper. Then she pointed to a tiny dot near the middle. When Zayed checked the second photo, the dot was slightly farther to the right. The shapes made by the other stars stayed in the same places. The club leader said the dot might be an asteroid, a rocky object that travels around the Sun. She asked the pair to mark its position on both photographs. The next evening, they checked a third image of the area. The dot had moved again. Zayed wrote that its movement helped them tell it apart from the background stars. He pinned the three images on the classroom wall in time order.

19. What are Zayed and Reem trying to do?

A. Build a model of the Sun | B. Identify a moving object in sky photos | C. Count all the stars in the sky

20. How far apart were the first two photos taken?

A. Forty hours | B. Four days | C. Forty minutes

21. What does “identical” mean here?

A. Exactly the same | B. Very bright | C. Hard to find

22. Who first pointed out the dot?

A. Zayed | B. Reem | C. The club leader

23. How did the dot change in the second photo?

A. It moved slightly to the right | B. It became a large circle | C. It moved behind the Sun

24. What did the leader think the dot might be?

A. A star | B. An asteroid | C. A cloud

25. What did the pair check the next evening?

A. A third image | B. A weather map | C. A science book

26. Why was the dot easy to tell apart after checking all the images?

A. It was the largest object | B. It had a different colour | C. Its position kept changing

Reading 3B · Model 3

A view of Saturn

Read the text and choose A, B or C.

One evening, Layla and her grandfather set up a telescope on the roof. Layla wanted to see Saturn, but at first she could see only a dark patch. Her grandfather noticed that the cover was still on the front of the telescope. Layla removed it, and he helped her aim at a bright point. The point was small and fuzzy until she turned a knob slowly. Then she saw a pale circle with rings around it. Her grandfather explained that the rings are made mostly of pieces of ice. Layla drew the shape in her notebook and wrote the date below it. A gust shook the telescope just as her brother came out to look. She steadied the stand, found the bright point again and showed him how to focus. At the end of the evening, she left her drawing on the kitchen table for her mother to see in the morning.

19. What is the story mainly about?

A. Layla drawing the Moon from memory | B. Layla learning to see Saturn through a telescope | C. A family visiting a science museum

20. Where did they set up the telescope?

A. On the roof | B. In the kitchen | C. In a classroom

21. Why did Layla first see a dark patch?

A. The sky was cloudy | B. The cover was on | C. The knob was missing

22. How did Layla make the point clearer?

A. She moved the telescope indoors | B. She covered the front | C. She turned a knob slowly

23. What are Saturn’s rings mostly made of?

A. Dust from Earth | B. Pieces of ice | C. Liquid water

24. What does “gust” mean here?

A. A bright light | B. A heavy object | C. A sudden strong wind

25. Who came out when the telescope shook?

A. Layla’s mother | B. Layla’s teacher | C. Layla’s brother

26. Where did Layla leave her drawing?

A. On the kitchen table | B. On the roof | C. On her grandfather’s desk

Reading 3B · Model 4

A model crater

Read the text and choose A, B or C.

At a space workshop, Hamad helped his group build a model of the Moon's surface. They filled a tray with flour and covered it with a thin layer of cocoa. The pale flour was hidden until Hamad dropped a small marble into the tray. The marble made a round hole, and pale lines spread across the dark surface. His classmate Aisha measured the width of the hole. Next, she dropped the same marble from a higher point. It made a wider hole than the first one. The teacher asked why they had kept the marble the same. Hamad thought for a moment and said that they wanted to test the drop height by changing only one thing. At the end, the group compared its tray with a photo of a lunar crater. Hamad could see light lines around the crater in the photo too. He labelled both drawings in his project book before going home.

19. What is the story mainly about?

A. Students cooking with cocoa | B. A class planning a trip to the Moon | C. A group modelling how a crater forms

20. What was on top of the flour?

A. Salt | B. Sand | C. Cocoa

21. What made the first hole?

A. A small marble | B. A large spoon | C. A pencil

22. What did Aisha measure?

A. The width of the hole | B. The weight of the tray | C. The length of the marble

23. What happened after the higher drop?

A. The hole was smaller | B. The hole was wider | C. The flour stayed covered

24. Why did they keep the marble the same?

A. To make the marble heavier | B. To test the effect of drop height | C. To measure two objects

25. What does "lunar" mean here?

A. Related to the sea | B. Related to the Moon | C. Related to the classroom

26. What did Hamad do before going home?

A. He labelled both drawings | B. He dropped a larger marble | C. He took a photo of the Moon

Shaimaa Academy

Reading 3B · Model 5

Lights in the night sky

Read the text and choose A, B or C.

Salma and her cousin Omar waited in their garden to watch a meteor shower. At nine o'clock, the streetlights made it hard to see faint objects. They moved to a darker corner and waited for their eyes to adjust. Then Omar noticed a quick streak of light. Salma looked too late and missed it. Their uncle explained that tiny bits of space rock can make bright streaks when they enter Earth's atmosphere. He suggested looking at a wide area of sky. Salma put away her phone because its bright screen made the sky harder to see. A little later, both cousins saw two streaks within a minute. They quietly wrote down the times. When a passing cloud covered much of the sky, they stopped watching and went indoors. Salma put the notebook on her desk so she could show her science teacher how many meteors they had seen and when they had seen them.

19. What event were the cousins watching?

A. A solar eclipse B. A sunrise C. A meteor shower

20. Where did they move to see better?

A. Next to a streetlight B. A darker part of the garden C. Inside the house

21. Who saw the first streak?

A. Salma B. Omar C. Their uncle

22. What does "faint" mean here?

A. Not very bright B. Very noisy C. Very close

23. Why did Salma put away her phone?

A. It could not show the time B. The screen was broken C. The screen made the sky harder to see

24. What did both cousins write down?

A. The times they saw streaks B. The names of the planets C. The size of the garden

25. Why did they stop watching?

A. The streetlights went out B. Their notebook was full C. A cloud covered much of the sky

26. What was Salma planning to show her teacher?

A. The number and times of sightings B. The names of the stars C. A video on her phone

Reading 3B · Model 6

A walk through the Solar System

Read the text and choose A, B or C.

On science day, Mariam's class built a model Solar System along the school corridor. Mariam placed a yellow paper Sun near the entrance. She put Mercury close to it and carried a card for Neptune to the far end. Her friend Bilal wanted to place Jupiter next to the Sun because its card was so large. Mariam showed him their chart. It listed planets in order and gave the distance of each planet from the Sun. Bilal moved Jupiter farther away and put Earth between Venus and Mars. When younger pupils arrived, one asked why the long corridor still looked crowded near the Sun. Mariam explained that the four inner planets are much closer to the Sun than the outer planets are. The class added signs to make the model clearer. At the end of the day, the younger pupils walked the route again and tried naming the planets in order without looking at the signs.

19. What did the class build?

A. A map of a desert B. A model of the Solar System C. A telescope

20. Where did Mariam place the Sun?

A. Near the entrance B. At the far end C. Beside Neptune

21. Which planet had a large card?

A. Mercury B. Venus C. Jupiter

22. What helped Bilal correct Jupiter's position?

A. A storybook B. A chart C. A stopwatch

23. Where did Bilal put Earth?

A. Between Jupiter and Saturn B. Beside Neptune C. Between Venus and Mars

24. What does "crowded" suggest about the inner planets in the model?

A. They were hard to name B. They were close together C. They were all the same size

25. Why did the class add signs?

A. To make the model clearer B. To shorten the corridor C. To move the Sun

26. What did the younger pupils do at the end?

A. Took every card home B. Put the planets in a box C. Tried naming the planets in order

Reading 3B · Model 7

The rover at the museum

Read the text and choose A, B or C.

Rashid and Hana visited a museum to try a model Mars rover. A staff member gave them a paper map of the rocky area where the model would move. Their task was to reach a red flag and avoid a shallow pit. Rashid turned the rover towards the flag at once. On the screen, the rover's front wheels slipped on a loose pile of stones. Hana traced a route around the pile and pointed to a flat strip beside it. They sent a new set of commands. The rover moved slowly along the strip, passed the pit and stopped next to the flag. The staff member explained that teams on Earth send instructions to real Mars rovers and use pictures to plan where they should go. On the way home, Rashid drew both routes in his notebook. He marked the second route with a star because it had helped them reach their goal without getting stuck.

19. What is the story mainly about?

A. A class flying to Mars | B. Two visitors guiding a model Mars rover | C. A team finding a new planet

20. Where did the children try the rover?

A. At home | B. At a museum | C. At an airport

21. What was the rover's goal?

A. To reach a red flag | B. To pick up a notebook | C. To dig a pit

22. What happened on the first route?

A. The wheels slipped on stones | B. The rover reached the flag | C. The map blew away

23. What does "traced" mean here?

A. Hid something under a map | B. Drove the rover faster | C. Followed a path with her finger

24. Which route worked?

A. The flat strip beside the stones | B. A path straight over the stones | C. A path through the pit

25. How do real rover teams plan routes?

A. They follow a flag on Mars | B. They walk beside the rover | C. They use pictures

26. Why did Rashid mark the second route with a star?

A. It was the longest route | B. It was the route he tried first | C. It reached the goal without getting stuck

Shaimaa Academy

Q27 · Exploration · Model 1

Climbing a mountain

27. Write about a mountain climb.
1. Say when you went, who went with you and what you took.
2. Describe one advantage of climbing in a group and one difficulty you faced.
3. Say how you dealt with the difficulty and give your opinion.
Write at least 80 words in complete sentences.

Shaimaa Academy

Q27 · Exploration · Model 2

A desert expedition

27. Write about a desert expedition.
1. Say where you went, who went with you and what you took.
2. Describe one advantage of leaving early and one difficulty you faced.
3. Say how you dealt with the difficulty and give your opinion.
Write at least 80 words in complete sentences.

Shaimaa Academy

Q27 · Exploration · Model 3

An ocean expedition

27. Write about an ocean expedition.
1. Say where you went, who went with you and what you hoped to see.
2. Describe one advantage of using a camera and one difficulty you faced.
3. Say how your team dealt with the difficulty and give your opinion.
Write at least 80 words in complete sentences.

Shaimaa Academy

Q27 · Exploration · Model 4

Staying safe on a mountain

27. Write about how you stayed safe on a mountain trip.
1. Say when you went, who went with you and what you took.
2. Describe one advantage of carrying supplies and one difficulty you faced.
3. Say how you stayed safe and give your opinion of your decision.
Write at least 80 words in complete sentences.

Shaimaa Academy

Q27 · Leisure and Free Time · Model 5

An afternoon at the aquarium

27. Write about how you spent your free time at an aquarium.

1. Say when you went, who went with you and why you chose the aquarium.
2. Describe what you did there.
3. Say which part you enjoyed most and why.

Write at least 80 words in complete sentences.

Shaimaa Academy

Q27 · Leisure and Free Time · Model 6

A festival day

27. Write about how you spent your free time at a festival.
1. Say when and where you went and who went with you.
2. Describe a performance you watched and an activity you did.
3. Say how you felt and what made the visit memorable.
Write at least 80 words in complete sentences.

Shaimaa Academy

Q27 · Leisure and Free Time · Model 7

A day at an amusement park

27. Write about how you spent your free time at an amusement park.

1. Say when you went, who went with you and why you chose the park.
2. Describe two activities in the order you did them.
3. Say which activity you enjoyed most and why.

Write at least 80 words in complete sentences.

Shaimaa Academy

Answer Key · Vocabulary

Questions 1–5

Model 1
1 entrance · 2 costume · 3 performance · 4 dessert · 5 colorful

Model 2
1 herbivore · 2 carnivore · 3 habitat · 4 enclosure · 5 survive

Model 3
1 telescope · 2 asteroid · 3 crater · 4 discover · 5 hobby

Model 4
1 explorer · 2 expedition · 3 compass · 4 route · 5 survive

Model 5
1 journey · 2 attraction · 3 entrance · 4 dessert · 5 colorful

Model 6
1 discover · 2 route · 3 expedition · 4 habitat · 5 compass

Model 7
1 performance · 2 enclosure · 3 herbivore · 4 telescope · 5 crater

Answer Key · Grammar

Questions 6–10

Model 1

6 B (was) · 7 C (Hold) · 8 A (because) · 9 B (must not) · 10 A (looks after)

Model 2

6 B (used to) · 7 C (must) · 8 B (When) · 9 A (moved) · 10 C (did)

Model 3

6 B (were) · 7 C (looks after) · 8 A (Don’t put) · 9 A (when) · 10 C (did)

Model 4

6 A (would) · 7 C (asked) · 8 C (Keep) · 9 A (because) · 10 B (must not)

Model 5

6 C (was) · 7 A (did) · 8 A (must) · 9 B (after) · 10 B (after)

Model 6

6 C (used to) · 7 A (would) · 8 A (Ring) · 9 B (were) · 10 C (because)

Model 7

6 B (hid) · 7 C (for) · 8 C (Where) · 9 B (must not) · 10 A (When)

Answer Key · Reading 3A

Questions 11–18

Model 1
11 B · 12 C · 13 C · 14 C · 15 B · 16 A · 17 A · 18 B

Model 2
11 B · 12 C · 13 A · 14 C · 15 C · 16 B · 17 A · 18 A

Model 3
11 A · 12 C · 13 B · 14 B · 15 C · 16 A · 17 A · 18 B

Model 4
11 C · 12 B · 13 C · 14 B · 15 A · 16 A · 17 A · 18 C

Model 5
11 C · 12 B · 13 B · 14 A · 15 A · 16 B · 17 C · 18 C

Model 6
11 A · 12 B · 13 A · 14 C · 15 C · 16 B · 17 A · 18 B

Model 7
11 C · 12 B · 13 B · 14 A · 15 C · 16 B · 17 C · 18 A

Answer Key · Reading 3B

Questions 19–26

Model 1
19 A · 20 C · 21 A · 22 B · 23 C · 24 A · 25 B · 26 C

Model 2
19 B · 20 C · 21 A · 22 B · 23 A · 24 B · 25 A · 26 C

Model 3
19 B · 20 A · 21 B · 22 C · 23 B · 24 C · 25 C · 26 A

Model 4
19 C · 20 C · 21 A · 22 A · 23 B · 24 B · 25 B · 26 A

Model 5
19 C · 20 B · 21 B · 22 A · 23 C · 24 A · 25 C · 26 A

Model 6
19 B · 20 A · 21 C · 22 B · 23 C · 24 B · 25 A · 26 C

Model 7
19 B · 20 B · 21 A · 22 A · 23 C · 24 A · 25 C · 26 C

Sample Writing Answers

Models 1 and 2

Model 1 · Climbing a mountain

Last spring, I climbed a mountain with my cousins and a guide. I took water, a raincoat and a map. Climbing in a group helped us because we could share equipment and look after each other. The hardest part was crossing a rocky path after it rained. The rocks were wet and slippery. Our guide showed us an easier route, and we walked slowly until we reached the top. I think climbing with a group was a good decision because we helped each other during the difficult part.

88 words

Model 2 · A desert expedition

Last winter, my family and I went on a guided expedition in the desert. We took hats, water and a map. We left early, so the air was cooler and we could walk without getting tired quickly. The main difficulty was finding our route after the wind covered part of the trail with sand. We stopped in the shade, and the guide used her map to find another way back to camp. In my opinion, the trip was worthwhile because it taught me how important it is to plan a route before leaving.

93 words

Shaimaa Academy

Sample Writing Answers

Models 3 and 4

Model 3 · An ocean expedition

Last Saturday, I went on an ocean expedition with my aunt and a team of researchers. We travelled by boat to a reef because we hoped to see fish. Using an underwater camera helped us watch the fish from the boat without disturbing them. Our main difficulty was that the waves shook the boat and blurred our recording. Our guide moved the boat to a sheltered spot, and we filmed the fish again. In my opinion, the expedition was worth the effort because we saw the fish clearly once we changed our plan.

93 words

Shaimaa Academy

Model 4 · Staying safe on a mountain

During the school holiday, my brother and I joined a guided climb in the mountains. We carried water and warm jackets. Our jackets helped us stay warm when the weather suddenly changed. Thick fog made it difficult to see the path, so our guide led us back to a shelter we had passed. We stayed there until we could see the trail again. Then we followed the marked path back to camp. I think turning back was the right decision because reaching the top could wait until the weather improved.

90 words

Sample Writing Answers

Models 5 and 6

Model 5 · An afternoon at the aquarium

Last Friday, I went to the aquarium with my sister because we both wanted to see the sea turtles. First, we picked up a map at the entrance and went to the main tank. We watched a large turtle swim past the glass and rest on the sand. After that, we listened to a keeper talk about what turtles eat and how the staff look after them. I enjoyed the talk most because I learned what the keepers did each day to keep the turtles healthy.

86 words

Model 6 · A festival day

On Saturday evening, I went to a festival in the town park with my cousins. First, we watched a short play on the main stage. One actor wore a colourful bird costume, and the audience laughed when he tried to fly. After the play, we made paper masks at a craft table. I made a blue mask like the one I had seen on stage. I felt proud when my little cousin asked to wear it. Making something together was the part of the festival I remembered most.

88 words

Shaimaa Academy

Sample Writing Answers

Model 7

Model 7 · A day at an amusement park

Last weekend, I went to an amusement park with my brother and cousins. We chose it because it had rides and outdoor shows. First, we rode the Ferris wheel. From the top, we saw the park's colourful tents and the small boats on the lake. Then we watched a juggling show near the entrance. A performer asked my cousin to catch a ball, and we all cheered when she caught it. I enjoyed the show most because we got to take part and laugh together.

85 words

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