

تمارين القراءة والمفردات حول الكائنات البحرية



تم تحميل هذا الملف من موقع المناهج الإماراتية

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

تاريخ إضافة الملف على موقع المناهج: 2026-10-19 12:28:33

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 الشيم

التواصل الاجتماعي حسب الصف الثامن



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

اختبار استماع حول استكشاف الفضاء مع نموذج الإجابة

1

اختبار نهاية الفصل للوحدة الأولى

2

اختبار نهاية الفصل للوحدة الثالثة

3

اختبار نهاية الفصل للوحدة الثانية

4

اختبار نهاية الفصل للوحدة الرابعة

5

تحميل تطبيق المناهج للهواتف الذكية

تطبيق المناهج على Play Google (أندرويد)

تطبيق المناهج على Store App (آبل)

Name:

Grade 8

Word: Simple Meaning

1. **current**: A continuous movement of water in the ocean.
2. **harmful**: Causing damage or injury.
3. **toxins**: Poisonous substances.
4. **surface**: The top layer of water or land.
5. **impact**: A strong effect or result.
6. **floats**: Stays on top of water without sinking.
7. **decompose**: To break down naturally into smaller pieces over time.
8. **plastic**: A man-made material used to make many things.
9. **poisonous** - something dangerous that can cause pain and/or death
10. **adaptation** - a biological change to be able to live better in the environment
11. **fishing rod** - an object used to catch fish
12. **tentacles** -squid and octopus have these
13. **communicate** - to send a message
14. **escape** -to get away from something
15. **lure (n)** -an object used to attract fish
16. **sting** - a painful feeling
17. **Foe** - An enemy or someone/something that is against you.
18. **Fin**- A flat body part that fish use to swim and move in water.
19. **Food chain**- a series of living things where each one gets food from another.
20. **Attack** -To try to hurt, catch, or fight someone or something.
21. **Carnivores**- Animals that eat other animals for food.
22. **Protect**-To keep someone or something safe from harm or danger.
23. **Predator**-An animal that hunts and eats other animals.
24. **glow** - to give out light
25. **creature** - any type of animal

26.**deep** - extending far down from the surface

27.**shine** - to shine with a low, steady light

28. **predator** - an animal that kills and eats other animals

29.**prey** - an animal that gets eaten by another animal

Reading

Read the text and choose the correct answer for each question.

“Light in the Deep Ocean”

Deep below the ocean surface, where sunlight never reaches, lies a mysterious world filled with unique creatures. In this completely dark environment, many marine animals have developed a fascinating ability known as bioluminescence, which means they can produce their own light. This biological adaptation serves several important purposes in the deep sea, including finding food, communicating with others, and escaping from dangerous predators. One famous example of a glowing creature is the deep-sea anglerfish. The female anglerfish has a long piece of skin hanging over its giant mouth, which glows brightly due to special bacteria living inside it. Smaller fish are attracted to this small light, thinking it is a snack, but they are eaten as soon as they swim too close. Another remarkable creature is the vampire squid. Unlike the anglerfish, the vampire squid does not use light to hunt. Instead, it uses glowing body parts to protect itself. When a predator attacks, the squid releases a cloud of glowing liquid into the black water. This sudden flash confuses the predator, allowing the squid to swim away safely. Studying these strange deep-sea animals helps us understand how life adapts to extreme environments on Earth.

1. What is the primary cause of bioluminescence in deep-sea creatures?

- a. Absorbing sunlight during the daytime at the surface.
- b. A biological ability to produce their own light.
- c. Eating glowing plants that grow on the sea floor.

2. How does the anglerfish manage to glow?

- a. It has glowing bacteria living inside its lure.
- b. Its skin absorbs light from other passing fish.
- c. It releases a glowing liquid from its giant mouth

3. Why do smaller fish swim close to the anglerfish's mouth?

- a. They want to hide from larger predators.
- b. They mistake the glowing light for food.
- c. They are trying to help the anglerfish see in the dark.

4. In what way does the vampire squid use light differently than the anglerfish?

- a. It uses light exclusively to communicate with its family.
- b. It uses light to attract tiny plankton to eat.
- c. It uses light for protection and defense rather than hunting.

5. How does learning about bioluminescence connect to our understanding of the wider world?

- a. It demonstrates how living things can adapt to survive in extreme conditions.
- b. It proves that human pollution has reached the deepest parts of the world.
- c. It teaches us how to make better lights for our houses.

Sharks

Sharks lived in the world's oceans for millions of years. They are often recognized as powerful predators, but their role in marine ecosystems is much more important than simply hunting other animals. Sharks are part of complex food chains, and their presence can influence the health and balance of ocean ecosystems. A food chain shows how energy moves between living organisms. In a simple marine food chain, tiny organisms may be eaten by small fish. Larger fish may then eat the small fish, and a shark may eat one of the larger fish. Real ecosystems are more complicated than this simple example because animals can eat several different types of food. As predators, many sharks help control populations of other marine animals. This does not mean that sharks simply remove large numbers of animals from the ocean. Instead, their feeding behavior can influence where other animals live and what they eat. In some ecosystems, the presence of predators can prevent one species from becoming too numerous. Sharks also tend to target animals that are easier to catch. This can sometimes influence the health of prey populations. For example, if a predator removes weaker or slower animals, stronger individuals may have a better chance of surviving and reproducing. In this way, predators can play a role in the natural process of selection. However, many shark populations are under pressure because of human activities. Some sharks are accidentally caught in fishing equipment. Others are caught intentionally. Pollution and changes in ocean conditions can also affect marine ecosystems. When shark numbers decrease greatly, the effects may spread through the food web. Protecting sharks does not mean allowing unlimited growth of their populations. It means maintaining a healthy balance in marine ecosystems. Scientists study shark populations, fishing activities and ocean conditions to understand what levels of fishing can be sustainable. People can help by learning more about sharks and supporting conservation efforts that protect healthy, balanced marine ecosystems for future generations.

Question 1: According to the text, how do sharks (as predators) influence the health of prey populations?

- A) By removing all animals from the ocean entirely.
- B) By targeting weaker or slower animals, giving stronger ones a better chance to survive and reproduce.
- C) By increasing pollution levels in the ocean.
- D) By preventing any other fish species from breeding.

Question 2: What is one of the main pressures currently facing shark populations?

- A) Being accidentally or intentionally caught by humans.
- B) A lack of tiny organisms at the start of the food chain.
- C) Changes in surface wind speeds.
- D) Permanent migration into freshwater rivers.

Question 3: According to the final paragraph, what does protecting sharks mean?

- A) Allowing their populations to grow without any limits.
- B) Banning all fishing worldwide.
- C) Maintaining a healthy balance in marine ecosystems.
- D) Feeding sharks regularly to protect prey.

Anglerfish

Anglerfish Being ugly doesn't mean you can't be cool. Just ask the deep-sea anglerfish. It lives near the bottom of the ocean. The deep-sea anglerfish does not make its own light. Instead, it has glowing bacteria that live inside its lure. The bacteria get food and stay safe inside the anglerfish, and the anglerfish gets the glow from the bacteria. So, they are both happy. Probably one of the best-known glowing creatures, the deep-sea angler uses a lighted lure to attract its prey. The lure hangs near its mouth. It moves the lure to attract prey. When other fish see the small light, they think it's something they can eat. When they get close enough, the anglerfish eats them up with its giant mouth. The mouths of an anglerfish are so big and their bodies are so soft that they can eat prey up to two times their own size.

1. The anglerfish makes light. True False

Which sentence from the text best supports your answer?

- a.** Just ask the deep-sea anglerfish. **b** It lives near the bottom of the ocean. **c.** The deep-sea anglerfish does not make its own light.

2. The anglerfish has glowing bacteria in its lure. True False

Which sentence from the text best supports your answer?

- a** The bacteria get food and stay safe inside the anglerfish, and the anglerfish gets the glow from the bacteria.
b Instead, it has glowing bacteria that live inside its lure. **c** The deep-sea anglerfish does not make its own light.

3. The glowing bacteria are not good for the anglerfish. True False

Which sentence from the text best supports your answer?

- a** The bacteria get food and stay safe inside the anglerfish, and the anglerfish gets the glow from the bacteria.
b Probably one of the best-known glowing creatures, the deep-sea angler uses a lighted lure to attract its prey.

c Instead, it has glowing bacteria that live inside its lure.

Grammar

MUST

- We must protect the oceans.
- Students must not throw rubbish into the sea

Form: must + base verb

Have to We use have to when something is necessary because of a rule, situation, or external requirement.

- Scientists have to collect accurate information.
- We have to reduce plastic waste.

Form: have / has to + base verb

Should We use should to give advice or make a recommendation.

- People should recycle plastic.
- We should protect coral reefs.

Shouldn't We use shouldn't to say that something is not a good idea.

- We shouldn't waste water.
- People shouldn't throw rubbish into the ocean.

The Difference Between May, Might, and Could Although all three are used to express, they differ slightly in the degree of certainty

1. May (Medium Possibility): Used when there is a reasonable or fair chance that something will happen.

Example: It may rain later. (The sky is cloudy, so it's quite possible).

2. Might (Weak / Lower Possibility): Used when the chance of something happening is smaller, or when you are expressing more doubt.

Example: We might travel next summer. (We are thinking about it, but we are not sure at all)

3. Could (Theoretical Possibility / Ability): Used to express that something is possible or that there is an opportunity to do it.

Example: If we practice hard, we could win the game. (We have the potential or opportunity to do it).