

نموذج تدريبي شامل تحضير لامتحان نهاية الفصل 2026



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المزيد من مادة
لغة انجليزية:

إعداد: Adel Ehab

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 الثالث

مواصفات اختبار نهاية الفصل 2026

1

مفردات الوحدة التاسعة الرحلات العظيمة

2

مفردات الوحدة الثامنة المهرجانات العالمية

3

النسخة العربية لدعوة متحف الاتحاد للجولات الافتراضية

4

دعوة افتراضية لزيارة متحف الاتحاد

5

- **Part 1: Vocabulary - (Towards Grade Level Goal)**
- **Themes: World Festivals + Great Expeditions**

Choose the correct words to complete the sentences... Choose A, B or C.

1. During Eid, families usually _____ together and eat _____ food.

- A. celebrate / delicious
- B. sink / dangerous
- C. explore / terrible

2. The astronaut travelled in a _____ to explore the _____.

- A. mosque / lanterns
- B. spacecraft / solar system
- C. crowd / pancakes

3. Many Muslims travel to Mecca because it is a very _____ and _____ place.

- A. holy / important
- B. expensive / colorful
- C. terrible / bright

4. The ship began to _____ after the terrible _____ at sea.

- A. decorate / experience
- B. land / prayer
- C. sink / disaster

5. At the night festival, the streets were decorated with bright _____ and children ate sweet _____.

- A. lanterns / pancakes
- B. rockets / passengers
- C. robots / planets



Assessment Year: 2025-2026, End of Term 3 Exam Test Specifications Grade 8 UAE - Grade 8 General - Stage 4 : A2-B1.1			
Module Level Goal	Grade 8 UAE - 8 General	Learning Objectives Stage 4 : A2-B1.1	Assessment
Language Skills	Reading & Viewing	Global Skills: Problem Solving	100
Topic	World Festivals	Learning Objectives	Assessment Objectives
Grade 8 UAE - 8 General	Global Knowledge / Texts students understand the structure, content and purpose of texts. Global Understanding / Learning the Texts students understand the structure, content and purpose of texts. Text Understanding students understand the structure, content and purpose of texts. Reading Objectives students understand the structure, content and purpose of texts.	Learning Objectives students understand the structure, content and purpose of texts. Assessment Objectives students understand the structure, content and purpose of texts.	• 10 questions with 1 mark each • 10 questions with 2 marks each • 10 questions with 3 marks each • 10 questions with 4 marks each • 10 questions with 5 marks each • 10 questions with 6 marks each • 10 questions with 7 marks each • 10 questions with 8 marks each • 10 questions with 9 marks each • 10 questions with 10 marks each



Part 2: Grammar - At Grade Level Goal

Theme: Great Expeditions | Above and Beyond

Multiple-Choice Gap-Fill

Read the text and choose the correct word(s) to complete the sentences. Choose **A, B or C.**

Climbing Mount Kilimanjaro

Last year, my older brother joined an expedition to climb Mount Kilimanjaro in Africa. Before the journey, he trained every day because climbing a mountain is much _____ than walking in a city park. While he _____ near our house every evening, he listened to advice from experienced climbers.

During the expedition, the weather became extremely cold, but the team continued climbing although they were tired. My brother said the view from the top was absolutely amazing. He also learned that many safety rules _____ by mountain guides in recent years to protect visitors.

Next summer, my brother _____ another expedition with his friends. They have already planned everything carefully. He believes that travelling and exploring nature are excellent ways of _____ new skills and becoming more confident.

- | | | |
|--------------------------|-------------------|-------------------|
| 1. A. difficult | B. more difficult | C. most difficult |
| 2. A. was running | B. runs | C. is run |
| 3. A. have been improved | B. improved | C. are improving |
| 4. A. will join | B. joining | C. joined |
| 5. A. learn | B. learning | C. learned |

Part	Level	Theme	Uncovered
Part 2: Grammar	At Grade Level Goal	Great Expeditions Above and Beyond	G.3.2 Adverbial (time) / (place) adjectives G.18.1 Future Time (simple future (will and shall)) G.18.2 Future Time (future tense (present continuous)) G.1.1.2 Adjectives (comparatives) G.14.1 Past Tense (past simple (including verb 'to be')) G.18.2 Past Tense (past continuous) G.18.2 Past Tense (present perfect simple (passive)) G.6.2 Conjunctions (subordinating) G.18.1 Verb Tenses (passive)
		Task Description	Learning Outcomes
		Multiple-Choice Gap Fill Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.	Reading Strategies: 3 + CHG 24 RV G.3.2 Apply a wide range of reading strategies, including: using context, first language, rereading, skimming and scanning, identifying main language skills, text format and appearance, the main message and known words, adjusting reading rate, skimming, scanning, rereading and reading on to understand and interpret simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured. • 1 descriptive text (A2.2.6) for 100 words (10% either side) with 5 gaps • 2 options, one of which is the correct answer • Some marks: Multiple words (e.g., it prompts the most phrasing) • 2 marks each (total 10)



Part 2: Reading

Towards Grade Level Goal- Theme: World Festivals | National Festivals

Read the text. Choose the correct answer, **True, False or Not Given** for each statement.

The Al Dhafra Festival

The Al Dhafra Festival is a famous national festival in the United Arab Emirates. It takes place every year in the Al Dhafra region and celebrates Emirati culture and traditions. Many people from different countries visit the festival to learn about local life and enjoy traditional activities.

One important part of the festival is the camel beauty competition. Camel owners bring their camels from many regions of the UAE and nearby countries. Judges carefully examine the camels and choose the most beautiful ones. Visitors can also watch horse races, falcon shows, and traditional dances during the festival.

The festival includes markets where people sell handmade clothes, perfumes, carpets, and local food. Families often spend the whole day there because there are activities for both children and adults. Some schools organize trips so students can learn more about Emirati heritage.

The Al Dhafra Festival also helps support tourism and local businesses. Many visitors stay in hotels and buy products from local shops. Today, the festival is one of the most important cultural events in the UAE and continues to attract thousands of visitors every year.

Choose True, False, or Not Given.

1.The Al Dhafra Festival celebrates Emirati traditions.

- True
- False
- Not Given

2.Only people from the UAE visit the festival.

- True
- False
- Not Given

3.Camel owners bring camels to compete in a beauty competition.

- True
- False
- Not Given

4.Students can visit the festival with their schools.

- True
- False



- Not Given

5.The festival lasts for exactly one week.

- True
- False
- Not Given

6.The festival helps tourism and local businesses in the UAE.

- True
- False
- Not Given

Part	Level	Theme		
Part 3A: Reading	Towards Grade Level Goal	World Festivals National Festivals		
		Task Description	Learning Outcomes	Construct Limits
		True, False, Not Given	Comprehension Skills Details: 3 x ENG.04.RV.CS.5.1: Read and identify details in simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	• 1 expository text (A2.1-A2.2) of 200-230 words (10% either way) • 6 statements with 3 options, one of which is the correct answer (4 marks each, total: 24) • Ensure one of each: True (supported), False (contradicted), Not Given (no evidence)
		Read the text. Choose the correct answer. Choose True , False or Not Given for each statement.	2 x ENG.04.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context when reading simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	
			Overall Meaning 1 x ENG.04.RV.CS.1.1: Read and identify the overall meaning of simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	



Part 3B: Reading

At Grade Level Goal- Theme: Great Expeditions | Travels in Africa

Read the text. Choose the correct answer... Choose **A, B or C**.

My Trip to Kenya

Last summer, my uncle invited me to join him on a trip to Kenya in Africa. It was my first time visiting the continent, and I felt both excited and nervous. We stayed near a large national park where many wild animals lived freely.

On the first morning, we woke up very early and travelled in a small jeep with a guide. During the journey, we saw elephants, giraffes, zebras, and even a lion resting under a tree. The guide explained how animals survive in the hot climate and why it is important to protect nature.

One afternoon, we visited a small village. The local people welcomed us warmly and showed us their traditional dances and clothes. I learned that many families work together to help visitors understand their culture and daily life.

Although the trip was sometimes tiring because of the long drives, it was also unforgettable. I took many photographs and wrote about my experiences in a travel blog after returning home. The journey taught me that travelling can help people learn about different cultures and respect the natural world.

1. Why did the writer travel to Kenya?

- A. To study at a school
- B. To join a trip with his uncle
- C. To visit a hospital

2. Where did the writer stay during the trip?

- A. Near a national park
- B. In a big city
- C. On a farm

3. What animals did the writer see?

- A. Penguins and whales
- B. Tigers and pandas
- C. Elephants, giraffes, and zebras



4. What does the word “climate” most likely mean in the text?

- A. Weather conditions
- B. Dangerous animals
- C. Traditional food

5. What does the word “unforgettable” suggest about the trip?

- A. It was boring
- B. It was very special
- C. It was short

6. How did the local people help visitors?

- A. By teaching school lessons
- B. By showing their culture and traditions
- C. By selling cars to tourists

7. What is the main message of the text?

- A. Travelling can help people learn about cultures and nature
- B. Africa only has dangerous animals
- C. Long trips are always difficult

Part	Level	Theme		
Part 3B: Reading	At Grade Level Goal	Great Expeditions Travels in Africa		
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answer. Choose A, B or C.	Comprehension Skills Details: 3 x ENG.04.RV.CS.5.1: Read and identify details in simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured. Inference 2 x ENG.04.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context when reading simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured. Connections 1 x ENG.04.RV.CS.3.1: Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to support understanding of new texts when reading simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Overall Meaning 1 x 04.RV.CS.1.1: Read and identify the overall meaning of simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	• 1 narrative text (A2.2-B1.1)(example blogpost) of 200-230 words (10% either way) • 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)



Part 3C: Reading

Beyond Grade Level Goal - Theme: World Festivals | Let's Go to a Festival

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

A Day at the International Food Festival

Last month, my cousin invited me to an international food festival in Dubai. At first, I thought the event would only be about eating different kinds of food, but it turned out to be much more exciting than I expected.

When we arrived, colorful flags and music filled the area. There were food stalls from many countries, including Italy, India, Japan, and Mexico. Each stall offered traditional dishes, desserts, and drinks. I decided to try sushi for the first time, while my cousin chose spicy Mexican tacos.

In the afternoon, children joined cooking competitions and art activities. Some chefs also demonstrated how to prepare healthy meals using fresh ingredients. Many visitors took photos and shared their experiences online.

Later in the evening, a cultural parade moved through the festival. People wore traditional clothes and performed dances from different countries. The atmosphere was lively, and everyone seemed cheerful and relaxed.

Before leaving, I realized the festival was not only about food but also about learning about cultures and meeting new people. I would definitely like to visit the festival again next year with my friends and family.

1. Why did the writer go to the festival?

- A. To visit a school
- B. To attend a food festival with a cousin
- C. To buy new clothes

2. What surprised the writer about the festival?

- A. It was smaller than expected
- B. It was only for children
- C. It included more than just food

3. Which food did the writer try for the first time?

- A. Pizza
- B. Sushi
- C. Tacos

4. What does the word “demonstrated” most likely mean in the text?

- A. Showed how to do something
- B. Sold expensive products
- C. Cleaned the cooking area

5. What can readers predict the writer may do in the future?

- A. Avoid festivals completely
- B. Return to the festival again
- C. Stop trying new foods

6. How does the festival connect people from different countries?

- A. By closing food stalls early
- B. By sharing cultures, food, and traditions
- C. By limiting activities for visitors

7. What is the main idea of the text?

- A. Festivals can help people learn about different cultures
- B. Cooking competitions are difficult for children
- C. Traditional clothes are expensive to make

Part	Level	Theme		
Part 3C: Reading	Beyond Grade Level Goal	World Festivals Let's go to a festival, invitation to a food festival, Children's festival		
		Task Description	Learning Outcomes	Construct Limits
		Multiple Choice	Comprehension Skills Details: 2 x ENG.04.RV.CS.5.1: Read and identify details in simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured. Inference 2 x ENG.04.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context when reading simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured. Connections 1 x ENG.04.RV.CS.4.2: Make basic inferences or predictions about text content, line of argumentation and sequence of events in a narrative, using text features and basic connectors when reading simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured. 1 x ENG.04.RV.CS.3.1: Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to support understanding of new texts when reading simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Overall Meaning 1 x 04.RV.CS.1.1: Read and identify the overall meaning of simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	• 1 narrative text (B1.1) of 200–220 words (10% either way) • 7 questions with 3 options, one of which is the correct answer (4 marks each, total 28)
		Read the text. Choose the correct answer. Choose A, B or C.		

