مراجعة نهاية الفصل





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: 2026-11-22 23:26:26	
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 الثامن					
صفحة المناهج الإماراتية على فيسبوك					
المواد على تلغرام	التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات	

المزيد من الملفات بحسب الصف الثامن والمادة لغة انجليزية في الفصل الأول	
1	مراجعة نهاية الفصل
2	هيكل مراجعة نهاية الفصل للصفين السابع المتقدم والثامن العام
3	اختبار نهاية الفصل
4	EOT1 EXAM SPECIFICATIONS EXTENSIVE REVISION BOOKLET
5	اختبار نهاية الفصل للغة الإنجليزية

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

Grade 8 General · UAE · 2026–2027

مراجعة اللغة الإنجليزية للفصل الأول

القراءة والقواعد والمفردات ٦٠ درجة • الكتابة ٤٠ درجة

1 **Vocabulary · 10**

٥ جمل فيها فراغ، ولكل جملة ٣ اختيارات. حدّد معنى الكلمة من سياق الجملة.

2 **Grammar · 10**

قطعة وصفية عن المحيط، طولها نحو ١٣٠ كلمة وفيها ٥ فراغات. اختر من ثلاثة بدائل.

3A **Reading · 24**

قطعة معلوماتية عن الهوية والشخصية، طولها من ٢٠٠ إلى ٢٣٠ كلمة تقريبًا، وعليها ٨ أسئلة. ابحث عن ٤ معلومات مباشرة وتفصيلين، واستنتج معنى كلمة وحدّد الفكرة العامة.

3B **Reading · 16**

قطعة معلوماتية عن عجائب العلم، طولها من ٢٠٠ إلى ٢٣٠ كلمة تقريبًا، وعليها ٨ أسئلة. راجع ٣ تفاصيل، ومعنيين من السياق، وتوقّعًا أو استنتاجًا، وربطًا بموقف مشابه، والفكرة العامة.

4 **Writing · 40**

١٥ درجة لتلخيص نص في ثلاث أو أربع جمل بأسلوبك، و٢٥ درجة للكتابة في فقرات من ١١٠ كلمات على الأقل مع تغطية ٣ نقاط. الموضوع عن الفضاء أو الهوية والصداقة.

المرجع: مواصفات اختبار نهاية الفصل الأول للغة الإنجليزية للعام الدراسي ٢٠٢٦ / ٢٠٢٧، من ص ٢٥ إلى ص ٢٩. نماذج المذكرة للتدريب.

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Part 1 · Vocabulary

الكلمات المطلوبة ومعانيها

The Ocean

pollution	التلوّث
toxins	سموم
predator	مفترس
carnivore	حيوان لاحم
creature	كائن حي
bacteria	بكتيريا

Space

climate	مناخ
weather	طقس
gravity	جاذبية
oxygen	أكسجين
mission	مهمّة
experiment	تجربة

Scientific Wonders

canyon	وادٍ عميق ضيّق
volcano	بركان
arteries	شرايين
veins	أوردة
trench	أخدود عميق
reef	شِعاب
erosion	تعرية

Who Am I?

identity	هُويّة
personality	شخصيّة
qualities	صفات
skills	مهارات
respect	احترام
trust	ثقة

Ocean Words in the Grammar Passage

plastic	بلاستيك
chemicals	مواد كيميائية
fish	أسماك
ocean	محيط
garbage	قمامة
toxins	سموم
river	نهر
rain	مطر
animals	حيوانات
technology	تقنيّة
trash	نفايات
floats	يطفو
harbor	ميناء
installed	مُثبَّت
huge	ضخم
pollution	تلوّث
current	تيّار مائي
machine	آلة

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Part 2 · Grammar

الأفعال الناقصة والشرط الثاني

Modals (Present) — الأفعال الناقصة

Subject + modal + base verb

نستخدم can للقدرة، وshould للنصيحة، وmust للضرورة، وmay / might للاحتمال. يأتي الفعل بعدها في صورته الأصلية. في النفي نضيف not بعد الفعل الناقص، وفي السؤال نقدّمه على الفاعل.

We can reuse these bottles.
يمكننا إعادة استخدام هذه الزجاجات.

Visitors should use the bins.
يُنصح الزوار باستخدام صناديق القمامة.

Boats must not leave trash in the water.
يجب ألّا تترك القوارب نفايات في الماء.

Can this machine collect plastic?
هل تستطيع هذه الآلة جمع البلاستيك؟

Second Conditional — الشرط الثاني

If + subject + past simple, subject + would + base verb

نستخدمه لنتخيّل موقفًا في الحاضر أو المستقبل ونتيجته. تُستخدم صيغة الماضي بعد if للتعبير عن الافتراض. مع فعل be نستخدم were في الصيغة الشائعة مثل If I were you.

If people used less plastic, the ocean would be cleaner.
لو استخدم الناس كمية أقل من البلاستيك، لكان المحيط أنظف.

If I were you, I would bring a reusable bottle.
لو كنت مكانك، لأحضرت زجاجة قابلة لإعادة الاستخدام.

Part 2 · Grammar

المبني للمجهول والعبارات الاسمية

المبني للمجهول Present Simple Passive

Subject + am / is / are + past participle (V3)

نستخدمه عندما يكون التركيز على الشيء الذي يقع عليه الفعل أو على الإجراء نفسه. نختار is للمفرد الغائب، وare للجمع ومع you، وam مع I. يمكن ذكر الفاعل بعد by إذا كان مهمًّا.

The basket is emptied every day.

تُفرَّغ السلّة كل يوم.

Plastic bottles are collected by the team.

يجمع الفريق الزجاجات البلاستيكية.

The waste is not burned here.

لا تُحرَق النفايات هنا.

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العبارات الاسمية Noun Phrases

(Determiner / quantity) + (adjective) + head noun

العبارة الاسمية تتكوّن من اسمٍ رئيسي وقد تسبقه أداة تعريف أو ملكية أو عدد أو صفة. تأتي الصفة عادةً قبل الاسم، وقد تأتي بعد الاسم عبارة تضيف تفاصيل عنه.

a large metal basket

سلّة معدنية كبيرة. الاسم الرئيسي هو السلّة.

three plastic bottles

ثلاث زجاجات بلاستيكية. العدد والصفة قبل الاسم.

the bottles near the harbor

الزجاجات القريبة من الميناء. عبارة المكان بعد الاسم.

Part 4 · Writing

طريقة الإجابة في الكتابة

موضوعات الكتابة الواردة في المواصفات

الفضاء: ماذا ستأخذ في رحلة فضائية؟
الهوية: كيف تكون صديقًا جيدًا؟ وكيف تصف شخصيتك وصفاتك؟

١,١ | التلخيص (١٥ درجة)
اقرأ النص الذي يبلغ نحو ١٥٠ كلمة. حدّد موضوعه، ثم اختر أفكاره الرئيسية. اكتبها في ثلاث أو أربع جمل إنجليزية من صياغتك، مع حذف الأمثلة والتفاصيل الثانوية.

١,٢ | الكتابة (٢٥ درجة)
اكتب ١١٠ كلمات على الأقل في فقرات. غطِّ النقاط الثلاث في السؤال. قدّم الفكرة، ثم ادعمها بتفاصيل وأسباب، وأنهِ النص بجملة مناسبة. راجع الإملاء وعلامات الترقيم وعدد الكلمات.

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إبداء الرأي	**In my opinion, a notebook would be useful.**
وصف مكان	**The cabin is small, with a window facing Earth.**
طلب النصيحة	**What should I do if my friend feels left out?**
إعطاء النصيحة	**You should ask your friend how they feel.**

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موقع المناهج الإماراتية 2025 2026

Model 1 of 7 · Part 1 · 10 marks

Vocabulary

Choose A, B or C to complete each sentence.

1. Oil and rubbish can cause ___ in the sea.

A. gravity B. pollution C. respect

2. A shark that hunts other animals is a ___.

A. predator B. mission C. canyon

3. A long, deep valley with steep sides is a ___.

A. reef B. canyon C. vein

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4. The force that pulls objects towards Earth is called ___.

A. weather B. identity C. gravity

5. Friends build ___ when they keep their promises.

A. trust B. erosion C. oxygen

Model 1 of 7 · Part 2 · Grammar · 10 marks

A Cleaner Harbor

Choose A, B or C. Write the answer in each blank.

At the edge of the harbor, a floating machine waits near the boats. It sits where the current often carries bottles and bags. Large pieces of plastic [1]_____ by the machine before they can move into the ocean. Inside, a basket holds the garbage until the workers arrive. The team [2]_____ check the basket after heavy rain because trash can build up quickly. A sign beside the path shows visitors where to place [3]_____. If more people [4]_____ reusable bottles, less plastic would reach the harbor. The machine cannot remove every small piece, but it helps the team see which kinds of trash are common. Visitors [5]_____ also help by using bins on the shore. Together, these actions reduce the amount of garbage that reaches fish and other animals.

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1.	A. collects	B. are collected	C. is collected
2.	A. should	B. should to	C. shoulds
3.	A. their empty bottles	B. their bottles empty	C. empty their bottles
4.	A. use	B. would use	C. used
5.	A. can to	B. can	C. cans

almanahj.com/ae 2026 2025

Model 1 of 7 · Part 3A · Who Am I? · 24 marks

An Identity Box

Read the text and choose A, B or C for each question.

Objects can represent different parts of a person’s identity. A classroom activity can make those parts easier to see. Mariam's teacher asked everyone to make an identity box. Each student had to choose three objects that showed something about them. Mariam placed a bus ticket, a small notebook, and a piece of blue cloth in her box. She had kept the ticket from her first trip across the city without her parents. For her, the ticket showed that she could do things on her own.

The notebook held words that Mariam had learned from her grandmother. Her classmates expected to see a list of school subjects, so they were surprised when she read out a few family expressions. The cloth came from a bag that she and her cousin had made together. The first bag had torn, but they tried again and changed how they joined its sides. To Mariam, this was an example of being persistent: she kept working even after the first attempt failed.

After the presentations, students could add one object to their boxes. Mariam chose a photo of her new class. She still cared about the things she had shared earlier, and the photo showed another part of her growing identity. The activity helped the class see how experiences, relationships, and choices can all tell a story about who we are.

Shaimaa Academy

1. How many objects did the teacher ask for at first?

A. Three
B. Two
C. Four

2. What did the ticket come from?

A. A visit abroad
B. A school show
C. A trip across the city

3. Whose words were in the notebook?

A. Her grandmother's
B. Her cousin's
C. Her teacher's

4. What did Mariam add after the presentations?

A. A class photo
B. A blue notebook
C. A second ticket

5. Why were the classmates surprised by the notebook?

A. It listed their subjects.
B. It held family expressions.
C. It was made of cloth.

6. How did they improve the second bag?

A. They used paper.
B. They changed how they joined its sides.
C. They asked the class to make it.

7. What does persistent mean here?

A. Learns very fast
B. Works alone
C. Keeps trying

8. What is the text mainly about?

A. How to make a strong bag
B. How objects can show parts of an identity
C. Why school travel matters

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Model 1 of 7 · Part 3B · Scientific Wonders · 16 marks

How a River Carves a Canyon

Read the text and choose A, B or C for each question.

From a lookout, a canyon may seem like a crack that appeared all at once. Many canyons, however, are shaped over a very long period. As a river flows downhill, it carries sand and small stones. These materials scrape the rock beneath the water. Over time, the river cuts deeper into the ground. This process is one form of erosion. Heavy rain can increase the amount of water in the river and allow it to carry larger stones.

Other forces help widen the canyon. For example, water can enter cracks along its sides. In cold places, the water may freeze and expand, pushing the cracks farther apart. Pieces of rock eventually break loose and fall. The loose material can then be carried downstream. The effects of the river and the weather are gradual, so visitors may notice little change from one year to the next.

Scientists study the exposed layers of rock in canyon walls. Different layers can contain clues about former rivers, lakes, or deserts. Researchers compare the materials and patterns in these layers to learn about past conditions. A canyon therefore records more than the work of a modern river. It also gives us a way to study older landscapes that are now hidden beneath other areas.

Shaimaa Academy

1. What scrapes the rock beneath the river?

A. Sand and small stones
B. Ice above the water
C. Tree roots

2. How can freezing water widen cracks?

A. It drains away more quickly.
B. It expands and pushes the sides apart.
C. It makes the rock warmer.

3. Why do scientists compare rock layers?

A. To learn about past conditions
B. To count visitors
C. To measure current rainfall

4. What does gradual mean here?

A. Happening only once
B. Happening without cause
C. Happening slowly

5. What does exposed mean here?

A. Made stronger by ice
B. Visible and uncovered
C. Hidden under other rock

6. What would heavy rain most likely let the river do?

A. Carry stones it usually could not move
B. Stop carrying stones entirely
C. Freeze along its whole length

7. Which example shows a similar process of erosion?

A. Paint drying on a wall
B. Rain forming a channel in soil
C. Water warming in a glass

8. What is the central idea?

A. Canyon walls show only recent conditions.
B. Canyons are made only by frozen water.
C. Rivers and weather shape canyons, whose layers reveal the past.

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Model 1 of 7 · Part 4 · Space · 15 marks

Packing for a Space Journey

Read the text below.

A student team is planning what to pack for a long journey in space. They have room for only a few personal objects. Aya wants to take a small notebook so she can record what she sees and how she feels. Omar prefers a photo of his family. He thinks it would help him feel close to home when he is far away. The team agrees that every object should be light enough to carry and easy to store. Their teacher advises them to think about how often they would use each object. For example, a notebook could also hold questions for the other crew members. The team decides to make a short list and explain every choice. They learn that packing for space means balancing useful items with things that make the journey feel less lonely. The smaller their bag is, the more carefully they need to choose.

Shaimaa Academy

1.1 Write the main ideas of the text in your own words. Write 3–4 sentences.

Model 1 of 7 · Part 4 · Space · 25 marks

Extended Writing

1.2 Write about what you would take on a space journey.

1. **Describe the place you imagine staying in during the journey.**
2. **Choose two personal items and explain why you would take each one.**
3. **Give advice to a friend who is packing for the same trip.**

Write at least 110 words in paragraphs.

Shaimaa Academy

Word count: _____

Model 2 of 7 · Part 1 · 10 marks

Vocabulary

Choose A, B or C to complete each sentence.

1. A coral ___ gives many young fish a place to hide.

A. volcano B. mission C. reef

2. An animal that mainly eats meat is a ___.

A. plant B. carnivore C. herbivore

3. The scientists carried out an ___ to test their idea.

A. experiment B. erosion C. identity

Shaimaa Academy

4. Your ___ includes the things that help define who you are.

A. weather B. identity C. gravity

5. The word ___ describes the usual weather of a place over many years.

A. weather B. oxygen C. climate

Model 2 of 7 · Part 2 · Grammar · 10 marks

From River to Sea

Choose A, B or C. Write the answer in each blank.

After a storm, rainwater runs along the streets and into a river near the town. Small pieces of trash [1]_____ downstream with the water. A group of students follows the river to find places where litter gathers. Beside a bridge, they find [2]_____ caught against a fallen branch. They record the number of bags and take photos from a safe distance. People [3]_____ keep rubbish out of street drains, because the drains lead to the river. If every shop [4]_____ a bin near its door, fewer cups would end up in the water. Near the river mouth, a floating barrier catches some rubbish. It [5]_____ every morning, and the collected waste goes to a sorting centre. The students share their photos at school so that others can see how street litter reaches the sea.

Shaimaa Academy

1.	A. is carried	B. are carried	C. carries
2.	A. plastic several bags	B. several bags plastic	C. several plastic bags
3.	A. shoulds	B. should to	C. should
4.	A. provides	B. provided	C. would provide
5.	A. is checked	B. checks	C. are checked

Model 2 of 7 · Part 3A · Who Am I? · 24 marks

Finding My Voice

Read the text and choose A, B or C for each question.

Trying an unfamiliar role can change the way people describe themselves. A school activity can reveal interests and strengths that a student has not noticed before. Last September, Omar joined the school radio team. He wanted to choose music, and he hoped he could work behind the scenes. The team met in the library every Tuesday. On his third visit, his teacher asked him to read a short weather report. Omar spoke so quietly that the group could hardly hear him.

To practise, Omar recorded himself at home and played the recording back. His sister suggested that he put a pencil mark where he wanted to pause. The marks gave him time to breathe and made his words easier to follow. A month later, Omar read the morning announcements for the whole school. He still felt nervous before speaking, but he no longer rushed through the words.

Soon he started to interview students about their hobbies. One student talked about building model cars, and another explained how she fed birds in winter. Omar found that listening carefully helped him ask better questions. His teammates began to call him curious because he wanted to know how and why things happened. He had always thought of himself as the quiet student at the back of the room. Now he also saw himself as someone who could help other people tell their stories.

1. When did Omar join the team?

A. Last September
B. Last January
C. Last April

2. Where did the radio team meet?

A. In the music room
B. In the library
C. In the gym

3. What did Omar first read aloud?

A. A list of books
B. A weather report
C. A sports result

4. Who suggested making pencil marks?

A. His teacher
B. A classmate
C. His sister

5. How did the marks help him?

A. They told him which words to remove.
B. They helped him choose music.
C. They showed him when to pause.

6. Why did Omar listen closely during interviews?

A. He was looking for weather news.
B. He had to copy every word.
C. It helped him ask better questions.

7. What does curious mean here?

A. Unwilling to speak
B. Wanting to find out more
C. Worried about mistakes

8. What is the main idea?

A. A new experience changed how Omar saw himself.
B. Good speakers never feel nervous.
C. School radio needs more music.

Shaimaa Academy

Model 2 of 7 · Part 3B · Scientific Wonders · 16 marks

Life on a Reef

Read the text and choose A, B or C for each question.

A coral reef may look like a colourful garden, but much of its structure is built by tiny animals. These animals, called coral polyps, form hard skeletons. New generations can grow over older skeletons, adding to the reef slowly. Its uneven shape provides spaces for fish and other creatures to hide. Some young fish stay among the branches of corals until they are large enough to move into more open water.

Many reef-building corals live with tiny algae inside their tissues. The algae use sunlight to make food and share some of it with the coral. In return, the coral provides a place for the algae to live. When seawater stays unusually warm, corals may lose these algae. They then look pale, a change known as bleaching. A bleached coral is still alive, but it is more vulnerable because it has lost an important source of food.

Scientists check both the colour of corals and the temperature of the surrounding water. A single pale patch does not tell them everything. They compare records from several visits to see whether the reef is recovering or whether the stress is continuing. These observations show why a reef's health depends on relationships between organisms and on the conditions around them.

1. What builds much of a reef's structure?

A. Young fish
B. Loose seaweed
C. Coral polyps

2. What do the algae share with coral?

A. Some food they make using sunlight
B. Cooler seawater
C. Hard pieces of skeleton

3. What do scientists compare over time?

A. Wave speed and boat traffic
B. Fish length and sand colour
C. Coral colour and water temperature

4. What does vulnerable mean here?

A. Difficult to see
B. More likely to be harmed
C. Able to grow without food

5. What does recovering mean here?

A. Returning towards a healthier state
B. Moving to deeper water
C. Producing warmer water

6. What might happen if the water stays unusually warm?

A. Young fish would build the reef.
B. The corals could continue to lose algae.
C. The corals would stop needing food.

7. Which example also shows both partners benefiting?

A. A fish hides beneath an empty boat.
B. A bird rests on an unused sign.
C. A flower feeds a bee that carries its pollen.

8. What is the central idea?

A. A reef grows because fish leave it.
B. Reef health depends on living partnerships and water conditions.
C. Bleaching means every pale coral is dead.

Shaimaa Academy

Model 2 of 7 · Part 4 · Who Am I? · 15 marks

A Friend Who Listens

Read the text below.

Hessa notices that her friend is quiet after a group project. She wants to help, but she does not know exactly what happened. Instead of giving advice immediately, Hessa asks whether her friend would like to talk. She listens without interrupting and asks a short question when she is unsure what her friend means. Her friend says she felt ignored during the project and would like the group to share jobs more fairly next time. Hessa suggests speaking to the group before the next task and offers to help her practise what to say. The two agree that a good friend can support someone without making decisions for them. They also realise that keeping personal information private can build trust. Later, Hessa checks how the discussion went. Her friend says the best part was having time to explain the problem in her own way before anyone offered a solution.

Shaimaa Academy

1.1 Write the main ideas of the text in your own words. Write 3–4 sentences.

Model 2 of 7 · Part 4 · Who Am I? · 25 marks

Extended Writing

1.2 Write about how you can be a good friend.

1. **Describe a difficult situation a friend might face at school.**
2. **Explain how you would listen and help in that situation.**
3. **Give one piece of advice about building trust and explain why it matters.**

Write at least 110 words in paragraphs.

Shaimaa Academy

Word count: _____

Model 3 of 7 · Part 1 · 10 marks

Vocabulary

Choose A, B or C to complete each sentence.

1. Some ___ are so small that we need a microscope to see them.

A. arteries B. bacteria C. volcanoes

2. The air we breathe contains ___, which our bodies need.

A. oxygen B. pollution C. erosion

3. The deepest part of this area of the seabed is a long ___.

A. trench B. reef C. volcano

Shaimaa Academy

4. Listening while another person speaks shows ___.

A. climate B. gravity C. respect

5. The astronaut trained for a six-month ___ aboard a space station.

A. creature B. personality C. mission

Model 3 of 7 · Part 2 · Grammar · 10 marks

The Beach Survey

Choose A, B or C. Write the answer in each blank.

Each Saturday, a group of neighbours meets on the beach just after sunrise. They work along the same route so that their records can be compared. All glass bottles [1]_____ in a separate container. The volunteers carry [2]_____ to keep wet gloves away from clean supplies. They [3]_____ leave sharp objects to trained staff, who can remove them safely. The children count bottle caps and record the colours they find. If more visitors [4]_____ their belongings home, the volunteers would find fewer items in the sand. At the end of the morning, the total [5]_____ on a board by the entrance. The board also shows which objects were most common that week. Families sometimes stop to read these results before walking down to the water.

Shaimaa Academy

1.	A. is placed	B. places	C. are placed
2.	A. large two boxes	B. two large boxes	C. two boxes large
3.	A. musts	B. must to	C. must
4.	A. took	B. take	C. would take
5.	A. is written	B. writes	C. are written

Model 3 of 7 · Part 3A · Who Am I? · 24 marks

A Team with Different Strengths

Read the text and choose A, B or C for each question.

Teamwork can reveal strengths that students do not always notice in a classroom. Leila joined a group that was preparing a school garden. The group had four members, and they met after lunch on Thursday. When they first chose jobs, everyone wanted to plant seeds. No one wanted to check the tools or write down how much water the plants needed. Their teacher asked them to discuss what each person did well before choosing again.

Leila was good at noticing small changes, so she offered to check the plants twice a week. Yusuf drew clear pictures, and he made a plan that showed where each plant should go. Noor was organised and prepared a list of jobs. Hana liked explaining ideas, so she made signs for visitors. The group soon realised that these different skills were all important. For example, Leila noticed that leaves close to the wall were turning yellow. Yusuf used his drawing to show which plants could be moved to a brighter place.

Some students had called Leila reserved because she rarely spoke in large groups. In the garden, however, she shared her ideas when she had time to observe the plants. On the day the garden opened, she explained the changes to a class of younger students. Working with others gave her a chance to use a strength that her classmates had not seen before.

1. How many members were in the group?

A. Four
B. Three
C. Five

2. When did they meet?

A. Before school on Monday
B. After school on Friday
C. After lunch on Thursday

3. How often did Leila offer to check the plants?

A. Once a month
B. Every morning
C. Twice a week

4. Who made the signs for visitors?

A. Hana
B. Noor
C. Yusuf

5. Why was Yusuf's drawing useful?

A. It showed how to use the tools.
B. It helped the group decide what to move.
C. It recorded the amount of rain.

6. Why did the teacher ask them to discuss strengths?

A. To help them choose suitable jobs
B. To help them plan their lunch
C. To choose one person to plant everything

7. What does reserved suggest about Leila?

A. She often arrives too late.
B. She does not notice small details.
C. She often keeps her thoughts to herself.

8. What does the text mainly show?

A. A garden needs the same plants in every area.
B. Teamwork can reveal different personal strengths.
C. Only confident speakers make good gardeners.

Shaimaa Academy

Model 3 of 7 · Part 3B · Scientific Wonders · 16 marks

Living Beside a Volcano

Read the text and choose A, B or C for each question.

The land near a volcano can offer both opportunities and risks. After some eruptions, lava cools and hardens into rock. Over many years, the rock breaks down, and materials from the volcano can become part of the soil. This can help make some volcanic areas good for farming. Yet an eruption can also send ash into the air, damage crops, or force people to leave their homes.

Scientists watch for changes that might give an early indication of activity. Small earthquakes can occur when hot material moves underground. Changes in the gases released from the volcano and slight movements of the ground can offer further clues. Any one observation may have several explanations, so the teams compare different kinds of measurements. They also examine records from earlier periods to find out which changes are unusual for that volcano.

Local authorities use this evidence when deciding whether to close roads or ask residents to leave. Maps of older lava flows can show which valleys might be affected. Schools and families can practise evacuation routes before an emergency. Scientists cannot give an exact time for every eruption, but these preparations make it easier for a community to respond quickly. The aim is to reduce danger while people continue to use the land.

Shaimaa Academy

1. How can old lava help farming?

A. Its broken-down material can become part of the soil.
B. It brings rain every day.
C. It keeps all insects away.

2. What may cause small earthquakes near a volcano?

A. The opening of local roads
B. Movement of hot material underground
C. Wind moving loose ash

3. What do older lava-flow maps help identify?

A. Valleys that might be affected
B. The types of crops grown today
C. The exact time of the next eruption

4. What does indication mean here?

A. A final decision
B. A large opening
C. A possible sign

5. What does evacuation mean here?

A. Planting a new crop
B. Moving people away from danger
C. Collecting rock samples

6. What is likely if several unusual changes occur together?

A. Authorities will know the exact minute of an eruption.
B. Scientists will ignore earlier records.
C. Scientists will examine the evidence more closely.

7. Which everyday example uses the same kind of preparation?

A. A farmer harvests fruit after it ripens.
B. A driver cleans a car after a trip.
C. A school practises leaving during a fire drill.

8. What is the central idea?

A. Monitoring and planning help communities manage volcanic risk.
B. Volcanoes provide only benefits.
C. Scientists can control when a volcano erupts.

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Model 3 of 7 · Part 4 · Space · 15 marks

A Small Bag for the Moon

Read the text below.

A class imagines spending a week in a small room at a base on the Moon. Outside, the ground looks grey and rocky. Inside, the crew shares a narrow table and a few shelves. Since personal space is limited, each person can pack only a small bag. Badr chooses a pencil and a notebook to record the changes he notices. Dana chooses a light set of printed family photos. She says the photos remind her of people she can talk to when she returns. The teacher asks the class to check whether their items have a clear purpose. She also recommends placing the most important things where the crew can find them easily. After comparing lists, the students decide that both practical and personal objects can be useful. What matters is explaining how each one would help during a journey in an unfamiliar place far from home.

Shaimaa Academy

1.1 Write the main ideas of the text in your own words. Write 3–4 sentences.

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Model 3 of 7 · Part 4 · Space · 25 marks

Extended Writing

1.2 Write about what you would pack for a week at a base on the Moon.

1. **Describe the space you would share with the crew.**
2. **Name two things you would pack and explain what you would use them for.**
3. **Advise a new crew member on how to pack a small bag.**

Write at least 110 words in paragraphs.

Shaimaa Academy

Word count: _____

Model 4 of 7 · Part 1 · 10 marks

Vocabulary

Choose A, B or C to complete each sentence.

1. A turtle is a ___ that can live in the ocean.

A. chemical B. creature C. current

2. Check the ___ forecast before you plan tomorrow's picnic.

A. weather B. identity C. climate

3. ___ are blood vessels that carry blood away from the heart.

A. Veins B. Arteries C. Reefs

Shaimaa Academy

4. Kindness and patience are personal ___.

A. missions B. toxins C. qualities

5. Hot lava came out of the ___.

A. volcano B. vein C. reef

Model 4 of 7 · Part 2 · Grammar · 10 marks

Watching the Current

Choose A, B or C. Write the answer in each blank.

A science class visits a small centre near the coast. On one wall, a large map shows how ocean currents move near the shore. [1]_____ on the map show where the water moves each morning. In a clear tank, pieces of plastic [2]_____ on the surface during a demonstration. The teacher changes the direction of a stream of water, and the class watches where each piece goes. Students [3]_____ use this model to see why litter often gathers in certain places. If the water [4]_____ more slowly, the pieces would take longer to reach the end of the tank. At the door, a short film [5]_____ every hour. It explains why technology can help scientists track floating trash, even far from the beach.

Shaimaa Academy

1.	A. The lines thin blue	B. The thin blue lines	C. Thin the blue lines
2.	A. are placed	B. is placed	C. places
3.	A. can	B. cans	C. can to
4.	A. would move	B. moved	C. moves
5.	A. are shown	B. shows	C. is shown

Model 4 of 7 · Part 3A · Who Am I? · 24 marks

Two Languages, Many Stories

Read the text and choose A, B or C for each question.

The languages people use can shape how they share their identity. Every Friday evening, Salma calls her grandfather, who lives in another town. They usually speak Arabic. At school, Salma uses English for a project in which students collect family stories. For her project, she decided to record her grandfather talking about the shop he ran when he was young. He told her how people used to visit the shop to buy rice and tea and to hear news about their neighbours.

Salma wrote the story in English. She found that it was hard to explain some words exactly, especially the names of local foods. She kept those words in Arabic and added short explanations. At first, she thought her English version should sound exactly like the recording. A friend pointed out that a new audience might need extra details. Salma then added a sentence about where the shop was and why it was important to the area.

During the class presentation, several students asked about expressions they used at home. Salma felt a sense of belonging when she realised that other families also had their own special words and ways to tell stories. The project helped her see both languages as part of her identity. One helped her remember how a story sounded at home, and the other helped her share its meaning more widely.

1. When does Salma call her grandfather?

A. On Friday evening
B. On Tuesday afternoon
C. On Sunday morning

2. What did her grandfather run when he was young?

A. A school
B. A shop
C. A restaurant

3. Which words did Salma often keep in Arabic?

A. Names of local foods
B. Names of days
C. Names of school subjects

4. What did she add after taking her friend's advice?

A. A map of her school
B. A list of prices
C. Information about the shop and its importance

5. Why did she add explanations to some Arabic words?

A. She wanted to make the recording shorter.
B. Her grandfather wanted only English.
C. Some meanings were hard to translate.

6. What made Salma feel closer to her classmates?

A. Other families had special expressions too.
B. They all bought tea at the shop.
C. They repeated the recording exactly.

7. What does belonging mean here?

A. Feeling confused about a task
B. Feeling included and connected
C. Feeling ready to travel

8. What is the main idea?

A. It is better to read a story than hear it.
B. Languages help us express identity.
C. Family shops should sell local food only.

Shaimaa Academy

Model 4 of 7 · Part 3B · Scientific Wonders · 16 marks

A Journey into an Ocean Trench

Read the text and choose A, B or C for each question.

An ocean trench is a long, deep depression in the seabed. Sunlight cannot reach its deepest parts. The water is cold, and the pressure is far greater than at the surface. This combination makes direct exploration difficult. Researchers send specially designed vehicles that protect instruments and cameras from the pressure. Some vehicles are connected to a ship so that the crew can see images as they are recorded.

Food can be scarce in a trench. Small pieces of dead material drift down from higher waters, but only part of that material reaches the floor. Where it gathers, small animals can feed on it. Larger animals then may feed on those small creatures. Certain species have features that allow them to survive in the dark. For instance, some find food through a strong sense of smell rather than by sight.

One dive shows only a small section of a trench. To avoid making conclusions too quickly, researchers survey several locations and compare what they find. They record depth, water conditions, and the kinds of animals they see. Repeated trips can help them decide whether a species lives widely in the trench or mainly in one area. Studying trenches reveals how life can persist in conditions that make exploration difficult for humans.

Shaimaa Academy

1. What protects cameras during deep exploration?

A. A layer of sand
B. Specially designed vehicles
C. Floating wood

2. Where does much of the drifting food come from?

A. Higher waters
B. Lava below the seabed
C. The ship's engine

3. What do researchers record besides depth and water conditions?

A. The height of the waves during storms
B. The kinds of animals they see
C. The age of the ship

4. What does scarce mean here?

A. Too heavy to move
B. Very easy to find
C. Available in small amounts

5. What does persist mean here?

A. Depend on daylight
B. Continue to survive
C. Rise to the surface

6. What can researchers conclude after seeing a species on one dive?

A. It never appears at another depth.
B. It lives throughout the trench.
C. It was present at that location.

7. Which situation uses the same research approach?

A. Counting birds in several parks to check how common they are
B. Guessing the city total from one bird
C. Guessing local numbers from photos

8. What is the passage mainly about?

A. How teams study life in ocean trenches
B. How ships carry food across oceans
C. How trenches make sunlight brighter

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Model 4 of 7 · Part 4 · Who Am I? · 15 marks

What My Hobbies Say About Me

Read the text below.

When the class prepares a short talk about identity, Faisal begins with a list of his favourite hobbies. He enjoys drawing maps and playing basketball. His teacher asks him what these activities show about him. Faisal realises that drawing maps has taught him to notice details and work patiently. Basketball has taught him to communicate with other people and stay calm during a difficult game. He decides to describe those qualities in his talk and give one example of each. His friend suggests including something he wants to improve, too. Faisal chooses speaking in front of a group because he still feels nervous when everyone is looking at him. By the end, his talk has a clearer message. The things he does are part of his identity, and the skills and attitudes he develops through them help explain the kind of person he is becoming.

Shaimaa Academy

1.1 Write the main ideas of the text in your own words. Write 3–4 sentences.

Model 4 of 7 · Part 4 · Who Am I? · 25 marks

Extended Writing

1.2 Write about what you are like.

1. **Describe two qualities that are important to your identity.**
2. **Give an example of an activity or experience that shows one of those qualities.**
3. **Explain a skill you want to improve and give yourself practical advice.**

Write at least 110 words in paragraphs.

Shaimaa Academy

Word count: _____

Model 5 of 7 · Part 1 · 10 marks

Vocabulary

Choose A, B or C to complete each sentence.

1. Some harmful algae release ___ that can poison fish.

A. currents B. toxins C. skills

2. The way a person usually thinks, feels and behaves is their ___.

A. weather B. mission C. personality

3. ___ carry blood back towards the heart.

A. Arteries B. Veins C. Trenches

Shaimaa Academy

4. We practised our map-reading and speaking ___ before the trip.

A. creatures B. toxins C. skills

5. The slow wearing away of rock by wind or water is called ___.

A. erosion B. climate C. trust

Model 5 of 7 · Part 2 · Grammar · 10 marks

Harbor Rescue Signs

Choose A, B or C. Write the answer in each blank.

New signs have appeared along a busy harbor. They explain how people can protect the water and the animals that live there. A map near the gate shows the places where trash bins [1]_____. It also marks [2]_____ for visitors who want to watch fish from the shore. The signs explain that people [3]_____ report a large spill to the harbor office. If litter [4]_____ in the water for weeks, it would be harder to collect. At the end of the pier, floating rubbish sometimes gathers where the water slows down. This corner [5]_____ twice a day by a member of the harbor team. The worker checks whether the bins are full as well. A clean path and clear signs make it easier for everyone to look after the harbor.

Shaimaa Academy

1.	A. is installed	B. installs	C. are installed
2.	A. safe two places	B. two safe places	C. two places safe
3.	A. shoulds	B. should to	C. should
4.	A. stayed	B. stays	C. would stay
5.	A. are checked	B. is checked	C. checks

Model 5 of 7 · Part 3A · Who Am I? · 24 marks

More Than a Label

Read the text and choose A, B or C for each question.

A familiar label can describe one part of a person. Trying a new role can reveal another. At the start of a school camp, a leader gave each student a card and asked them to write three things about themselves. Hamad wrote “football player,” “older brother,” and “good at maths.” He had played football for five years, so he thought that being a player was the easiest way to describe himself. He put the card in the front pocket of his backpack.

On the second day, rain stopped the outdoor games. The group decided to make a short play instead. Hamad offered to count the minutes each group could spend on stage, which felt like a familiar sort of job. Then the student who was meant to read the story lost his voice. Hamad stepped in. He changed his voice for different characters and made his group laugh. Afterwards, the leader told him that he had been adaptable because he had changed his plan when the situation changed.

Before going home, the students looked at their cards again. Hamad added “storyteller” to his. He still planned to play football the following weekend, and he still enjoyed maths. Yet he now had a wider idea of what he was able to do. The camp gave him an experience that a list of his usual activities could never have predicted.

Shaimaa Academy

1. How many things did students write at first?

A. Five
B. Four
C. Three

2. How long had Hamad played football?

A. Two years
B. Five years
C. One year

3. Where did he put his card?

A. In his backpack
B. On the stage
C. Under his chair

4. What did he add to his card at the end?

A. Team captain
B. Camp leader
C. Storyteller

5. Why did the group make a play?

A. The camp leader cancelled the camp.
B. They had forgotten their football.
C. Rain stopped the outdoor games.

6. Why did Hamad volunteer to read?

A. The original reader lost his voice.
B. He wanted to win a maths prize.
C. The group had no story to tell.

7. What does adaptable mean here?

A. Always follows the first plan
B. Able to change when needed
C. Enjoys playing outdoors

8. Which main idea fits the text?

A. A hobby tells everything about a person.
B. New experiences help people discover new sides of themselves.
C. Camp activities should always take place outside.

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Model 5 of 7 · Part 3B · Scientific Wonders · 16 marks

Two Routes through the Body

Read the text and choose A, B or C for each question.

Arteries and veins are two types of blood vessel. Arteries carry blood away from the heart, while veins carry blood back towards it. The names describe the direction of flow. In most of the body, arteries carry blood rich in oxygen and veins return blood with less oxygen. The route between the heart and lungs shows an exception. The artery going to the lungs carries blood that has less oxygen. After the blood picks up oxygen in the lungs, veins carry it back to the heart.

Arteries usually have thick, elastic walls. These walls stretch with each heartbeat and then return towards their earlier shape. That movement helps the blood keep flowing. Blood in many veins moves under lower pressure. Valves inside many veins, especially in the limbs, help prevent it from flowing backwards. Muscles can also squeeze nearby veins as a person moves, helping blood return to the heart.

A model made with flexible tubes may help students visualise this system. However, the model is useful only if learners know what each tube represents. Using arrows to mark the direction of flow can prevent confusion. The model can then help explain why the vessels are named according to where blood is going.

1. Which vessels carry blood away from the heart?

A. Both types at all times
B. Arteries
C. Veins

2. What happens to blood in the lungs?

A. It loses all its oxygen.
B. It stops flowing.
C. It picks up oxygen.

3. What helps prevent blood going backwards in many veins?

A. Oxygen from outside
B. Elastic artery walls
C. Valves

4. What does elastic mean in this text?

A. Able to stretch and return towards its shape
B. Hard and easily broken
C. Open on one side

5. What does visualise mean here?

A. Make an object heavier
B. Measure with a ruler
C. Picture in your mind

6. What would help students identify a model artery?

A. A tube with no arrow and a different colour
B. An arrow pointing away from the heart
C. A label showing only oxygen level

7. Which object has a purpose most like a vein valve?

A. A gate that allows movement in one direction
B. A window that opens in either direction
C. A lamp that lights both sides of a road

8. What is the main idea?

A. Veins and arteries are named by the amount of oxygen alone.
B. Vessel direction and structure help explain blood flow.
C. Only arteries carry blood between the lungs and heart.

Shaimaa Academia

Model 5 of 7 · Part 4 · Space · 15 marks

Choosing What Matters in Orbit

Read the text below.

Students make a packing list for an imagined trip to a space station. In their design, the station has a work area, a small sleeping space and a window looking down at Earth. Each student has a small place for personal objects. Lina considers taking a book because she likes to read before she sleeps. She then decides to choose a thin book, since she also wants room for a notebook. Her partner says he would take a few printed puzzles that the crew could share. Their group recommends choosing items that have a clear use and securing them so they do not float around. The class compares the lists and finds that choices depend on what people value. Some students want a quiet activity for themselves, while others choose something that helps everyone relax together. All of them need to explain how their choices fit the limited space.

Shaimaa Academy

1.1 Write the main ideas of the text in your own words. Write 3–4 sentences.

Model 5 of 7 · Part 4 · Space · 25 marks

Extended Writing

1.2 Write about what you would take on a trip to a space station.

1. **Describe where you would spend your free time on the station.**
2. **Explain which items you would take for yourself and for the crew.**
3. **Give advice about choosing and storing items on the station.**

Write at least 110 words in paragraphs.

Shaimaa Academy

Word count: _____

Model 6 of 7 · Part 1 · 10 marks

Vocabulary

Choose A, B or C to complete each sentence.

1. The students used plants from two pots in their ___ to find out how light affects growth.

A. experiment B. personality C. mission

2. A polar bear hunts seals, so it is a ___ of seals.

A. predator B. carnivore's shelter C. creature

3. The rocks of a deep ___ rise steeply on both sides of the river.

A. trench B. reef C. canyon

Shaimaa Academy

4. In orbit, Earth's ___ still pulls on the astronauts and their spacecraft.

A. weather B. gravity C. climate

5. Being honest and keeping promises help friends develop ___.

A. erosion B. pollution C. trust

Model 6 of 7 · Part 2 · Grammar · 10 marks

Keeping Toxins Out

Choose A, B or C. Write the answer in each blank.

A poster in a coastal town shows how harmful chemicals can reach the sea. Rain can carry some chemicals from streets into drains, and from there the water may flow into a river. At the town's collection centre, [1]_____ are kept near the entrance. Unused products [2]_____ safely by trained staff. The poster tells families that they [3]_____ take unwanted cleaning products to the centre. If everyone [4]_____ the instructions, fewer harmful substances would enter the drains. The centre also answers questions during its opening hours. A simple guide [5]_____ on the wall next to the door. It lists the kinds of products people can bring. By explaining where the chemicals go, the poster connects actions at home with the health of fish and other ocean creatures.

Shaimaa Academy

1.	A. several containers labelled	B. labelled several containers	C. several labelled containers
2.	A. is handled	B. handles	C. are handled
3.	A. should	B. shoulds	C. should to
4.	A. would follow	B. followed	C. follows
5.	A. is displayed	B. displays	C. are displayed

Model 6 of 7 · Part 3A · Who Am I? · 24 marks

The Choice to Tell the Truth

Read the text and choose A, B or C for each question.

Identity includes more than favourite activities. A difficult choice can show the values a person is willing to follow. Aisha and her friend Sara took turns taking care of a class model for the science fair. They kept the model on a shelf by the classroom window. One Monday afternoon, Aisha moved it to make room for her bag. As she lifted it, a paper tower fell off and tore. Sara had spent an hour making the tower, and Aisha worried that her friend would be upset.

Aisha thought about fixing the model quickly and saying nothing. Then she remembered how much she valued honesty in other people. She told Sara what had happened, and she offered to stay after school to help make another tower. Sara was disappointed at first, but she thanked Aisha for telling her and agreed to work with her. Together, they made a stronger tower with thicker paper.

At the fair, a visitor asked which parts of the project the two students were proudest of. Instead of naming one part of the model, Aisha said she was proud of how they had handled a problem. She had described herself mainly by her favourite subjects and activities. That afternoon, she understood that values could also help describe a person. Her choice had shown that she was willing to be honest even when it was difficult.

Shaimaa Academy

1. Where was the model kept?

A. In Sara's locker
B. Under a laboratory table
C. On a shelf by the window

2. When did the tower tear?

A. On Monday afternoon
B. On Tuesday evening
C. On Friday morning

3. How long had Sara spent making the tower?

A. Ten minutes
B. Two hours
C. An hour

4. What did they use for the new tower?

A. Thicker paper
B. Thin wood
C. Plastic sheets

5. Why did Aisha move the model?

A. She needed to open the window.
B. She needed space for her bag.
C. She wanted to take it to the fair.

6. How did Sara respond when Aisha told her?

A. She stopped taking part in the fair.
B. She asked Aisha to hide the model.
C. She thanked Aisha and agreed to help.

7. What are values in this text?

A. Prices of materials
B. Beliefs that guide choices
C. Numbers in a chart

8. What is the text mainly about?

A. The way choices and values can express identity
B. Why paper is the best building material
C. How a class judges science models

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Model 6 of 7 · Part 3B · Scientific Wonders · 16 marks

When Wind Shapes Stone

Read the text and choose A, B or C for each question.

In dry places, strong winds can lift sand and carry it across open ground. As the grains strike a rock face, they can wear away small pieces of it. The effect of any one grain is slight. Over a long time, however, many impacts can change a rock's shape. This kind of erosion can leave surfaces smoother on the side that faces the usual wind direction.

The height of the moving sand matters. Many larger grains travel close to the ground, bouncing when they strike the surface. A rock may therefore lose more material near its base than near the top. Different layers of the same rock can also wear away at different speeds. A soft lower layer may become thinner while a harder upper layer remains broad. This can help explain why some rocks in a desert resemble mushrooms.

Researchers look at the direction of scratches and the hardness of different rock layers. They also check where sand collects after the wind slows. Evidence from several surfaces helps them decide whether wind has been a major influence. A single unusual shape might have more than one cause. Combining clues allows researchers to distinguish the effects of wind from those of other processes, such as flowing water or changes in temperature.

Shaimaa Academy

1. What wears away the rock in this process?

A. Sand grains striking it
B. Sunlight heating it only
C. Plants growing on it

2. Where do many larger grains travel?

A. Above clouds
B. Close to the ground
C. Far under the ground

3. What can researchers examine on the rock surface?

A. The smell of clean sand
B. The time of sunrise
C. The direction of scratches

4. What does resemble mean here?

A. Travel towards
B. Grow inside
C. Look like

5. What does distinguish mean here?

A. Tell apart
B. Move below
C. Mix together

6. What could happen to a softer lower layer over time?

A. It would always remain wider.
B. It could stop all sand from moving.
C. It could become thinner than the harder top.

7. Which example works most like windblown sand?

A. Rubbing wood with sandpaper many times
B. Drying a glass in the sun
C. Placing a sheet of paper on a shelf

8. What is the central idea?

A. Wind changes every rock at the same speed.
B. Moving sand can shape rocks, and scientists use clues to study its effects.
C. Rock shape alone always reveals its cause.

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Model 6 of 7 · Part 4 · Who Am I? · 15 marks

Repairing a Friendship

Read the text below.

After a school game, Malak promises to meet her friend Noura in the library. She forgets the plan and goes straight home. The following morning, Noura says she waited for twenty minutes and felt that her time did not matter. Malak first wants to explain how busy she was. She decides to listen and then gives a clear apology. She says she should have checked her plans before leaving. To repair the problem, Malak asks when they can meet again and writes the new time in her planner. Over the next few weeks, she also sends a short message if a plan changes. Noura notices these actions and feels she can trust Malak again. The two friends learn that repairing trust can take time. A sincere apology helps, and keeping later promises shows that the person has understood why the problem mattered in the first place.

Shaimaa Academy

1.1 Write the main ideas of the text in your own words. Write 3–4 sentences.

Model 6 of 7 · Part 4 · Who Am I? · 25 marks

Extended Writing

1.2 Write about how a good friend can repair trust after a mistake.

1. **Describe a mistake that could hurt a friend.**
2. **Explain what you would say and do to repair the friendship.**
3. **Give advice on how to keep promises in the future.**

Write at least 110 words in paragraphs.

Shaimaa Academy

Word count: _____

Model 7 of 7 · Part 1 · 10 marks

Vocabulary

Choose A, B or C to complete each sentence.

1. The warm water above the coral ___ was home to colourful fish.

A. reef B. volcano C. canyon

2. Today the ___ is rainy, even though the area is usually dry.

A. oxygen B. climate C. weather

3. Some types of ___ help break down waste in nature.

A. bacteria B. veins C. toxins

Shaimaa Academy

4. Speaking two languages is part of Huda's cultural ___.

A. erosion B. identity C. weather

5. Waves gradually wore away the cliff. This is an example of ___.

A. gravity B. erosion C. trust

Model 7 of 7 · Part 2 · Grammar · 10 marks

A Trap for Floating Trash

Choose A, B or C. Write the answer in each blank.

A coastal village uses a simple trap near the mouth of a river. The trap sits across part of the water and guides floating garbage towards the bank. [1]_____ at the side holds plastic bottles and pieces of packaging. Every morning, the collected items [2]_____ into different groups. The team [3]_____ look at this information to find out which kinds of packaging are most common. If the trap [4]_____ closer to the open sea, waves would make it more difficult to empty. The chosen site is calm enough for the team to work from the bank. A record of the weekly totals [5]_____ online by the village. The records help local shops and residents discuss which changes could keep more plastic out of the water.

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1.	A. A large metal basket	B. A basket large metal	C. Large a metal basket
2.	A. are sorted	B. is sorted	C. sorts
3.	A. cans	B. can	C. can to
4.	A. would sit	B. sat	C. sits
5.	A. are published	B. publishes	C. is published

Model 7 of 7 · Part 3A · Who Am I? · 24 marks

A Map of Me

Read the text and choose A, B or C for each question.

Places shape identity by giving people experiences they can carry forward. Rashid's class made personal maps on large sheets of paper. Each student drew places that had been important in their life. Rashid first drew his old neighbourhood on the left side of his sheet. He added the bakery where his father had taught him how to count change. On the right, he drew the new sports centre where he had recently joined a swimming class.

At first, Rashid planned to keep the two sides of the map separate. Then he remembered a neighbour from his old street who had encouraged him to try a sport. He drew a line between the old street and the pool to show how that advice had influenced his choice. He added another line from the bakery to a small shop near his new home. He felt comfortable shopping there on his own because he had already practised using money.

The class walked around the room and compared maps. Rashid noticed that he and a new classmate both had a park on their maps, although the parks were in different places. Both students had learned to ride a bike there. Making the maps helped them see that a person's identity can be connected to places and experiences. It also gave them a simple way to start a conversation about what they had in common.

1. Which place did Rashid draw first?

A. The new shop
B. The sports centre
C. His old neighbourhood

2. What did his father teach him to count?

A. Steps
B. Change
C. Laps

3. What class had Rashid joined?

A. Cycling
B. Cooking
C. Swimming

4. What had Rashid and his classmate learned in parks?

A. To ride a bike
B. To buy bread
C. To swim

5. Why did he connect the old street to the pool?

A. The pool was behind the bakery.
B. A neighbour had encouraged him to try a sport.
C. He used to swim in the old street.

6. Why could he shop alone near his new home?

A. He already knew how to use money.
B. His classmate worked in the shop.
C. His father gave him a map.

7. What does influenced mean in the text?

A. Helped shape
B. Completely hid
C. Made someone forget

8. What is the main idea?

A. Moving home makes people lose all their skills.
B. Places and experiences can shape who we are.
C. Every important place must be drawn to scale.

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Model 7 of 7 · Part 3B · Scientific Wonders · 16 marks

How a Cooling Flow Creates New Land

Read the text and choose A, B or C for each question.

When hot lava enters the sea, the outside of the flow can cool very quickly. A dark crust forms on the surface, while material inside can remain hot enough to move. The surface may then crack as hot lava pushes forward. More lava can pass through these openings, cool in the water, and add to the new rock. When this continues near a coast, fresh rock can extend the shoreline.

New land formed this way can be unstable. Some rock rests on loose pieces underneath, and the waves can remove part of that support. Sections may collapse back into the sea. Rain and waves break down other parts more slowly. Scientists therefore compare maps or photographs taken at different times to see which parts of the new shoreline remain.

The rock surface changes in another way as it ages. Wind can bring dust, and bits of dead material can collect in cracks. In some areas, small plants eventually grow where enough material and water have gathered. This early growth does not happen equally across the new land. Sheltered cracks can hold water longer than open, windy surfaces. The contrast helps explain why a young volcanic shoreline may show areas with a little plant life beside bare rock.

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1. Which part of lava cools first when it enters the sea?

A. The hottest centre
B. The outside
C. All parts equally

2. What can remove support from underneath new rock?

A. Waves
B. Early plant growth
C. Wind-blown dust alone

3. How do scientists check which land remains?

A. They check the smell of the stone.
B. They compare maps or photos from different dates.
C. They count plants once.

4. What does unstable mean here?

A. Likely to shift or collapse
B. Ready for farming
C. Unable to cool

5. What does sheltered mean here?

A. Covered only with lava
B. Kept completely dry
C. Protected from exposed conditions

6. Where are small plants more likely to appear first?

A. In the hottest moving lava
B. In cracks that keep water and material
C. On smooth rock that dries quickly

7. Which example shows a similar loss of support?

A. Mud drying in a bowl
B. A plant growing towards a window
C. Water washing sand away under a sandcastle wall

8. What is the central idea?

A. Lava can add land that later changes through erosion and early plant growth.
B. All new volcanic land stays the same.
C. Plants grow everywhere as soon as lava reaches water.

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Model 7 of 7 · Part 4 · Who Am I? · 15 marks

Learning Through a New Challenge

Read the text below.

A school club asks Amal to welcome new members. Amal normally prefers working quietly and thinks she is too shy to speak to the group. A teacher suggests starting with a simple plan: practise a short greeting, prepare one question, and ask another club member to help if needed. On the first day, Amal greets two visitors and shows them where to sit. She asks about their interests, and they begin to talk about a project they would like to try. The next week, Amal welcomes a bigger group. She still enjoys quiet work, but she discovers that she can also make people feel included. Amal decides that being shy is one part of how she sees herself, while being thoughtful and willing to practise are other parts. This experience shows her that identity can grow when we try a new role and pay attention to what we learn.

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1.1 Write the main ideas of the text in your own words. Write 3–4 sentences.

Model 7 of 7 · Part 4 · Who Am I? · 25 marks

Extended Writing

1.2 Write about what you are like and how you can grow.

1. **Describe a quality that others might notice about you.**
2. **Explain how a new experience could help you discover another strength.**
3. **Give advice to someone who feels nervous about trying a new role.**

Write at least 110 words in paragraphs.

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Word count: _____

Parts 1–3 · Models 1–7

Answer Key

Vocabulary

1	B A B C A
2	C B A B C
3	B A A C C
4	B A B C A
5	B C B C A
6	A A C B C
7	A C A B B

Grammar

1	B A A C B
2	B C C B A
3	C B C A A
4	B A A B C
5	C B C A B
6	C C A B A
7	A A B B C

Reading 3A

1	A C A A B B C B
2	A B B C C C B A
3	A C C A B A C B
4	A B A C C A B B
5	C B A C C A B B
6	C A C A B C B A
7	C B C A B A A B

Reading 3B

1	A B A C B A B C
2	C A C B A B C B
3	A B A C B C C A
4	B A B C B C A A
5	B C C A C B A B
6	A B C C A C A B
7	B A B A C B C A

Grade 8 General · Writing Answers · Model 1 of 7

Packing for a Space Journey

1.1 Summary · 15 marks

The students have to choose a few personal items for a long space trip. Their teacher encourages them to think about which items they will actually use and whether they can carry and store them easily. The students learn that a good packing list includes useful objects and things that help them feel close to home.

1.2 Extended Writing · 25 marks

If I went on a long space journey, I would stay in a quiet cabin with a narrow bed and a small shelf. A round window would let me watch Earth get smaller as we travelled farther away.

I would take a small notebook and a family photo. I would use the notebook to write about each day and save questions for the crew. The photo would remind me of home on evenings when I missed my family.

I would tell my friend to make a list before packing. You should choose light objects that are easy to store and give each one a clear purpose. Put the things you need most often near the top of the bag so you can find them quickly.

Word count for 1.2: 125

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Grade 8 General · Writing Answers · Model 2 of 7

A Friend Who Listens

1.1 Summary · 15 marks

Hessa supports her friend by letting her explain why she felt left out of a group project. She suggests a way to discuss the problem with the group and offers to help her friend prepare. The experience shows how listening, respecting privacy and letting friends make their own choices can build trust.

1.2 Extended Writing · 25 marks

A friend might feel left out when the rest of the class chooses teams for a project. If I noticed that she was upset, I would ask whether she wanted to talk somewhere quiet. Then I would listen and give her enough time to explain how she felt.

I would ask her what she wanted to happen next. If she wanted to speak to her teacher, I could help her practise what to say. She could ask for a role that lets her contribute, such as presenting one slide or checking the research.

My advice is to keep personal conversations private. When friends know you will respect their privacy, they can speak honestly about their problems and feel safer asking for help.

Word count for 1.2: 122

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Grade 8 General · Writing Answers · Model 3 of 7

A Small Bag for the Moon

1.1 Summary · 15 marks

The class imagines sharing a small room on the Moon, so everyone has limited space for personal things. The teacher asks the students to choose things they have a reason to use and to place essentials where they are easy to reach. The class learns that items for recording the trip and items that provide comfort can both be worth taking.

1.2 Extended Writing · 25 marks

I would spend a week in a compact room at a Moon base. The crew would share a narrow table and a few shelves. Through the window, we could see grey rocks and dusty ground. I would keep my bag under my bed to leave space for everyone.

I would pack a pocket torch and a family photo. I could use the torch to find equipment in a dark cupboard without turning on the main light. The photo would make my small sleeping area feel more like home.

I would advise a new crew member to check which supplies the base already provides. Then you should pack the smallest version of each item and keep anything you use every day near the top of the bag.

Word count for 1.2: 126

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Grade 8 General · Writing Answers · Model 4 of 7

What My Hobbies Say About Me

1.1 Summary · 15 marks

Faisal starts his talk about identity by naming his hobbies, then thinks about the qualities he has developed through them. Drawing maps has made him patient and careful, and basketball has taught him to work with others and stay calm. He also identifies public speaking as a skill he wants to develop.

1.2 Extended Writing · 25 marks

Two qualities that are important to me are patience and curiosity. I am patient when a task takes several tries, and I am curious about how things work. These qualities help me enjoy projects that take time to finish.

Last month, my group built a paper bridge in science class. It bent under the first few coins we placed on it. I suggested folding the paper into a new shape. We tested our second bridge and found that it could hold more coins. That experience showed me how patience helps me learn from mistakes.

I want to get better at speaking in front of my class. I should record a short practice talk, listen for places where I speak too quickly, and then give the same talk to a friend.

Word count for 1.2: 130

Shaimaa Academy

Grade 8 General · Writing Answers · Model 5 of 7

Choosing What Matters in Orbit

1.1 Summary · 15 marks

The students imagine travelling to a space station where each person has little room for personal objects. Some choose items for quiet time alone, while others prefer things the crew can enjoy together. They agree that each object should have a clear use, fit the available space and be stored securely.

1.2 Extended Writing · 25 marks

On a space station, I would spend most of my free time by the window. There would be a small reading lamp nearby, and I could watch clouds and oceans pass below. I think it would be a peaceful place after a busy day.

I would take a thin book for myself because reading helps me relax before I sleep. For the crew, I would bring a small pack of picture puzzles. We could solve one together after dinner and give everyone a chance to suggest an answer.

My advice is to choose light items you expect to use often. Store loose pages in a zipped pouch and secure the pouch to a shelf so it stays in place when you open your locker.

Word count for 1.2: 124

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Repairing a Friendship

1.1 Summary · 15 marks

Malak forgets a meeting and realises that her friend feels let down. She listens to Noura, takes responsibility and makes a new plan to meet. She earns back Noura’s trust over time by following through and letting her know when plans change.

1.2 Extended Writing · 25 marks

A friend might feel hurt if I promised to help with a class presentation and then arrived without my part ready. She might have to do extra work and worry about whether she could rely on me again.

I would ask how my mistake affected her and listen carefully. I would say, “I promised to prepare the slides, and I’m sorry I came without them.” Then I would complete my part that afternoon and arrange a short practice session at a time that worked for both of us.

To keep promises in future, I would set a reminder as soon as I made a plan. My advice is to tell your friend early if you cannot finish on time. Keeping smaller promises regularly can help rebuild trust.

Word count for 1.2: 127

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Grade 8 General · Writing Answers · Model 7 of 7

Learning Through a New Challenge

1.1 Summary · 15 marks

Amal is nervous about welcoming new club members, so her teacher helps her prepare and start with a small group. With practice, Amal discovers that she can make visitors feel comfortable. The experience helps her see that a new role can reveal strengths she had overlooked.

1.2 Extended Writing · 25 marks

People often describe me as organised. I make lists before a project and keep track of what our group needs to finish. My classmates usually ask me to note the deadlines because they know I will remember them.

If I volunteered to guide younger students around our school, I might discover that I am good at explaining things clearly. I could plan a short route and show the students where to find the library and the sports hall. Listening to their questions would help me explain what they really wanted to know.

My advice to someone who feels nervous is to practise a short introduction with a friend. Start with one small group and ask for feedback afterwards. Each attempt can help you learn something about yourself.

Word count for 1.2: 127

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