

## مواصفات اختبار نهاية الفصل وتدريبات المفردات (غير محلول)



### 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: 2026-10-20 11:59:09

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

المزيد من مادة  
لغة انجليزية:

إعداد: Albaloooshi Muna

### التواصل الاجتماعي بحسب 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

مواصفات اختبار نهاية الفصل وتدريبات مفردات

1

اختبار استماع حول استكشاف الفضاء مع نموذج الإجابة

2

أوراق عمل مراجعة الوحدة الأولى الأنظمة البيئية

3

تمارين القراءة والمفردات حول الكائنات البحرية

4

اختبار استماع حول استكشاف الفضاء مع نموذج الإجابة

5

## تحميل تطبيق المناهج للهواتف الذكية

تطبيق المناهج على Play Google (أندرويد)

تطبيق المناهج على Store App (آبل)

# English End-of-Term 1 Test Specifications

Cycle 2 – 2026-2027



بالميثاق نبغ الآفاق

The National Charter for Education

With the Charter, We Reach New Horizons

## Grade Level Goal

# 8

T: Muna Albalooshi



### Academic Year 2026-2027: End-of-Term 1 Exam Test Specifications: Grade 8 GLG - Grade 7 Advanced / 8 General – Stage 4 - A2.2-B1.1

| Grade Level Goal | Grade 8 GLG                                  | Learning Continuum Stage | 4           |
|------------------|----------------------------------------------|--------------------------|-------------|
| Class            | 7 Advanced / 8 General                       | CEFR                     | A2.2-B1.1   |
| Language Domain  | Reading & Viewing and Writing & Representing | Total Marks              | Reading: 60 |
|                  |                                              | Platform                 | SwiftAssess |
|                  |                                              |                          | Writing: 40 |
|                  |                                              |                          | Paper-based |

| Part                  | Level                    | Theme                                                                                                                          | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 1:<br>Vocabulary | Towards Grade Level Goal | The Ocean                                                                                                                      | pollution, toxins, predator, carnivore, creature, bacteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                       |                          | Space                                                                                                                          | climate, weather, gravity, oxygen, mission, experiment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                       |                          | Scientific Wonders                                                                                                             | canyon, volcano, arteries, veins, trench, reef, erosion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                       |                          | Who am I?                                                                                                                      | identity, personality, qualities, skills, respect, trust                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                       |                          | Task Description                                                                                                               | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                       |                          | Multiple-Choice Gap Fill<br><br>Choose the correct word(s) to complete the sentences. Choose <b>A</b> , <b>B</b> or <b>C</b> . | <p><b>Reading Strategies</b><br/>ENG.04.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, developing oral 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.</p> <ul style="list-style-type: none"> <li>5 sentences with a gap</li> <li>3 options, one of which is the correct answer</li> <li>2 marks each (total: 10)</li> </ul> |



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Vocabulary Practice 1 The Ocean

Choose the correct word (A, B or C) to complete each sentence.

|           |         |          |           |          |
|-----------|---------|----------|-----------|----------|
| pollution | toxins  | predator | carnivore | creature |
| bacteria  | habitat | reef     | erosion   | climate  |

- Plastic and other waste cause \_\_\_\_\_ in the ocean.  
☐ A. pollution ☐ B. climate ☐ C. habitat
- Some sea animals can be dangerous \_\_\_\_\_.  
☐ A. predators ☐ B. bacteria ☐ C. erosion
- A shark is a \_\_\_\_\_ because it eats other animals.  
☐ A. predator ☐ B. carnivore ☐ C. creature
- Tiny \_\_\_\_\_ can be harmful to sea animals.  
☐ A. creatures ☐ B. bacteria ☐ C. reefs
- Coral \_\_\_\_\_ are home to many different sea animals.  
☐ A. toxins ☐ B. habitats ☐ C. reefs
- Oil and chemicals release \_\_\_\_\_ into the water.  
☐ A. pollution ☐ B. toxins ☐ C. climate
- A whale is a large and unusual \_\_\_\_\_.  
☐ A. creature ☐ B. carnivore ☐ C. erosion
- The \_\_\_\_\_ of the ocean affects the temperature and weather.  
☐ A. climate ☐ B. reef ☐ C. habitat
- Wave action can cause \_\_\_\_\_ of the coastline.  
☐ A. erosion ☐ B. bacteria ☐ C. pollution
- Sea turtles need a safe \_\_\_\_\_ to live and lay their eggs.  
☐ A. climate ☐ B. habitat ☐ C. predator



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Vocabulary Practice 2 Space

Choose the correct word (A, B or C) to complete each sentence.

|            |           |           |        |         |
|------------|-----------|-----------|--------|---------|
| climate    | weather   | gravity   | oxygen | mission |
| experiment | satellite | astronaut | orbit  | surface |

- Astronauts need \_\_\_\_\_ to breathe in space.  
☐ A. climate ☐ B. oxygen ☐ C. gravity
- An \_\_\_\_\_ is a person who travels to space.  
☐ A. satellite ☐ B. astronaut ☐ C. experiment
- A \_\_\_\_\_ is a task or journey with a special goal.  
☐ A. mission ☐ B. weather ☐ C. surface
- The Moon goes around the Earth in a regular \_\_\_\_\_.  
☐ A. orbit ☐ B. climate ☐ C. mission
- Scientists do an \_\_\_\_\_ to test new ideas.  
☐ A. experiment ☐ B. gravity ☐ C. weather
- A \_\_\_\_\_ is a machine that moves around Earth and sends information.  
☐ A. satellite ☐ B. astronaut ☐ C. surface
- The \_\_\_\_\_ on Mars is rocky and covered in dust.  
☐ A. surface ☐ B. oxygen ☐ C. climate
- Space is a place with almost no \_\_\_\_\_.  
☐ A. oxygen ☐ B. gravity ☐ C. weather
- The \_\_\_\_\_ on Earth can change from hot to cold.  
☐ A. climate ☐ B. weather ☐ C. surface
- The \_\_\_\_\_ pull keeps us on the ground.  
☐ A. gravity ☐ B. mission ☐ C. experiment



Name: \_\_\_\_\_

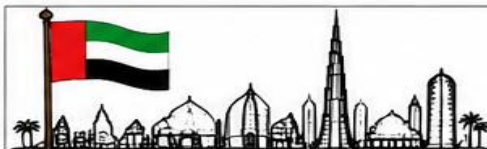
Date: \_\_\_\_\_

### Vocabulary Practice 3 Scientific Wonders

Choose the correct word (A, B or C) to complete each sentence.

|        |         |            |          |          |
|--------|---------|------------|----------|----------|
| canyon | volcano | arteries   | veins    | trench   |
| reef   | erosion | experiment | bacteria | creature |

- A \_\_\_\_\_ is a deep valley with steep sides, often formed by a river.  
☐ A. canyon ☐ B. trench ☐ C. reef
- A \_\_\_\_\_ is a mountain that can erupt hot lava, ash and gas.  
☐ A. reef ☐ B. volcano ☐ C. canyon
- This word means the process of soil or rock being worn away.  
☐ A. erosion ☐ B. experiment ☐ C. creature
- Blood travels through \_\_\_\_\_ to carry oxygen from the heart to the body.  
☐ A. veins ☐ B. arteries ☐ C. trenches
- Blood returns to the heart through \_\_\_\_\_.  
☐ A. reefs ☐ B. veins ☐ C. arteries
- Scientists do an \_\_\_\_\_ to test a new idea or find an answer.  
☐ A. trench ☐ B. experiment ☐ C. bacteria
- A \_\_\_\_\_ is a long, narrow and very deep part of the ocean.  
☐ A. reef ☐ B. trench ☐ C. canyon
- Coral \_\_\_\_\_ is home to many sea animals.  
☐ A. arteries ☐ B. reef ☐ C. bacteria
- Tiny living things that can cause disease are called \_\_\_\_\_.  
☐ A. experiments ☐ B. creatures ☐ C. bacteria
- A \_\_\_\_\_ is a living thing, such as a fish, bird or insect.  
☐ A. creature ☐ B. canyon ☐ C. erosion



Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Vocabulary Practice 4 Who am I?

Choose the correct word (A, B or C) to complete each sentence.

|          |             |             |          |           |
|----------|-------------|-------------|----------|-----------|
| identity | personality | qualities   | skills   | respect   |
| trust    | confidence  | responsible | teamwork | challenge |

- Your \_\_\_\_\_ is who you are, including your culture, values and beliefs.  
☐ A. personality ☐ B. identity ☐ C. challenge
- A person's \_\_\_\_\_ shows their feelings, behaviour and the way they think.  
☐ A. personality ☐ B. skills ☐ C. respect
- Good \_\_\_\_\_ help you succeed, such as being kind and honest.  
☐ A. qualities ☐ B. teamwork ☐ C. confidence
- \_\_\_\_\_ are the things you can do well, such as speaking, drawing or using a computer.  
☐ A. skills ☐ B. qualities ☐ C. challenge
- You should always show \_\_\_\_\_ to your teachers, parents and classmates.  
☐ A. respect ☐ B. trust ☐ C. challenge
- When someone believes in you, they show \_\_\_\_\_.  
☐ A. identity ☐ B. trust ☐ C. teamwork
- \_\_\_\_\_ means working together with others to reach a goal.  
☐ A. teamwork ☐ B. confidence ☐ C. skills
- Feeling sure about yourself is called \_\_\_\_\_.  
☐ A. challenge ☐ B. confidence ☐ C. personality
- A \_\_\_\_\_ is something difficult that needs effort and problem solving.  
☐ A. skill ☐ B. quality ☐ C. challenge
- Being \_\_\_\_\_ means doing what you should do and making good choices.  
☐ A. responsible ☐ B. personality ☐ C. identity



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Vocabulary Practice 3 Scientific Wonders

Choose the correct word (A, B or C) to complete each sentence.

|        |         |            |          |        |
|--------|---------|------------|----------|--------|
| canyon | volcano | arteries   | veins    | trench |
| reef   | erosion | earthquake | minerals | fossil |

- A deep, narrow valley with steep sides is called a \_\_\_\_\_.  
☐ A. canyon ☐ B. trench ☐ C. reef
- A \_\_\_\_\_ is a mountain that can erupt with lava, ash and gas.  
☐ A. volcano ☐ B. earthquake ☐ C. fossil
- The long, thin tubes that carry blood away from the heart are called \_\_\_\_\_.  
☐ A. veins ☐ B. arteries ☐ C. minerals
- \_\_\_\_\_ are tubes that carry blood back to the heart.  
☐ A. Arteries ☐ B. veins ☐ C. fossils
- The deepest part of the ocean is called a \_\_\_\_\_.  
☐ A. canyon ☐ B. trench ☐ C. reef
- Waves, wind and water can cause \_\_\_\_\_ of rocks and soil.  
☐ A. erosion ☐ B. earthquake ☐ C. minerals
- A sudden movement of the earth's surface is called an \_\_\_\_\_.  
☐ A. earthquake ☐ B. canyon ☐ C. trench
- A \_\_\_\_\_ is a group of rocks or coral that is home to many sea animals.  
☐ A. reef ☐ B. volcano ☐ C. artery
- Natural substances found in rocks, such as gold and salt, are called \_\_\_\_\_.  
☐ A. minerals ☐ B. veins ☐ C. erosion
- The remains of a plant or animal from a long time ago are called a \_\_\_\_\_.  
☐ A. fossil ☐ B. canyon ☐ C. artery



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Vocabulary Practice 4 Who am I?

Choose the correct word (A, B or C) to complete each sentence.

|          |             |                |               |         |
|----------|-------------|----------------|---------------|---------|
| identity | personality | qualities      | skills        | respect |
| trust    | confidence  | responsibility | determination | goal    |

- Your \_\_\_\_\_ is what makes you different from other people.  
☐ A. identity ☐ B. respect ☐ C. goal
- A person's \_\_\_\_\_ is the combination of their thoughts, feelings and behaviour.  
☐ A. personality ☐ B. skills ☐ C. determination
- Being kind and honest are important \_\_\_\_\_.  
☐ A. qualities ☐ B. skills ☐ C. goals
- The ability to do something well is called a \_\_\_\_\_.  
☐ A. skill ☐ B. trust ☐ C. responsibility
- It is important to show \_\_\_\_\_ to your teachers, family and friends.  
☐ A. confidence ☐ B. respect ☐ C. personality
- When people believe in you, they have \_\_\_\_\_ in you.  
☐ A. identity ☐ B. trust ☐ C. goal
- \_\_\_\_\_ means being in charge of your actions and duties.  
☐ A. Responsibility ☐ B. confidence ☐ C. qualities
- \_\_\_\_\_ helps you keep trying even when something is difficult.  
☐ A. Determination ☐ B. trust ☐ C. respect
- Having \_\_\_\_\_ means believing in yourself.  
☐ A. confidence ☐ B. responsibility ☐ C. identity
- A \_\_\_\_\_ is something you want to achieve in the future.  
☐ A. goal ☐ B. skill ☐ C. personality

| Part            | Level               | Theme                                                                                                                                                       | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Grammar                                                                                                                                                                                                      |
|-----------------|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 2: Grammar | At Grade Level Goal | <b>The Ocean</b>   How do humans affect the health of the oceans?, What should we do to clean up the oceans?                                                | plastic, chemicals, fish, ocean, garbage, toxins, river, rain, animals, technology, trash, floats, harbor, installed, huge, pollution, current, machine                                                                                                                                                                                                                                                                                                                                        | G.8.1 Modals (present)<br>G.5.3 Conditionals (Second)<br>G.10.1. Passives (present simple passive)<br>G.9.8 Nouns (noun phrases)                                                                             |
|                 |                     | Task Description                                                                                                                                            | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Construct Limits                                                                                                                                                                                             |
|                 |                     | <p>Multiple-Choice Gap-Fill</p> <hr/> <p>Read the text and choose the correct word(s) to complete the sentences. Choose <b>A</b>, <b>B</b> or <b>C</b>.</p> | <p><b>Reading Strategies</b></p> <p>5 x ENG.04.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, developing oral 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.</p> | <ul style="list-style-type: none"> <li>▪ 1 descriptive text of 130 words (10% either way) with 5 gaps</li> <li>▪ 3 options, one of which is the correct answer</li> <li>▪ 2 marks each (total 10)</li> </ul> |



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Grammar Practice 1

The Ocean | How do humans affect the health of the oceans?

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

The oceans are very important for our planet. They give us food, oxygen and help control the weather. However, human activities are damaging the oceans. Every year, millions of tons of plastic (1) \_\_\_\_\_ into the sea. This plastic can harm fish and other marine animals. It can also break down into small pieces called microplastics, which are difficult to remove.

Large ships travel across the oceans and (2) \_\_\_\_\_ fuel. Chemicals and oil from ships can pollute the water. In some places, fishing boats (3) \_\_\_\_\_ huge nets, which can catch many animals by mistake.

To help protect the oceans, we should (4) \_\_\_\_\_ recycling, reduce plastic use and keep our beaches clean. New technology, such as underwater cleaning machines, (5) \_\_\_\_\_ already being used in some countries. If we all take action, the oceans can stay healthy for future generations.



- 1 plastic \_\_\_\_\_ into the sea.  
☐ A. floats ☐ B. is floating ☐ C. float
- 2 Large ships travel across the oceans and \_\_\_\_\_ fuel.  
☐ A. use ☐ B. are using ☐ C. used
- 3 fishing boats \_\_\_\_\_ huge nets.  
☐ A. install ☐ B. are installing ☐ C. installed
- 4 we should \_\_\_\_\_ recycling.  
☐ A. start ☐ B. are starting ☐ C. started
- 5 New technology \_\_\_\_\_ already being used in some countries.  
☐ A. is ☐ B. are ☐ C. was



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Grammar Practice 2

How should we clean up the oceans?

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

Many beaches around the world are covered with plastic and garbage. People should take action to keep the oceans clean. Volunteers often (1) \_\_\_\_\_ to beaches to collect trash. They wear gloves and use bags to carry the waste.

Governments (2) \_\_\_\_\_ new laws to reduce plastic use. For example, many countries have banned single-use plastic bags. Schools and local communities (3) \_\_\_\_\_ awareness campaigns to teach people about the importance of clean oceans.

In addition, scientists (4) \_\_\_\_\_ new machines that can remove plastic from the water. These machines (5) \_\_\_\_\_ by solar energy and can collect large amounts of floating trash. If we work together, we can protect the oceans and the amazing animals that live in them.



- 1 Volunteers often \_\_\_\_\_ to beaches to collect trash.  
☐ A. go ☐ B. are going ☐ C. went
- 2 Governments \_\_\_\_\_ new laws to reduce plastic use.  
☐ A. make ☐ B. are making ☐ C. made
- 3 Schools and local communities \_\_\_\_\_ awareness campaigns.  
☐ A. start ☐ B. are starting ☐ C. started
- 4 scientists \_\_\_\_\_ new machines that can remove plastic from the water.  
☐ A. design ☐ B. are designing ☐ C. designed
- 5 These machines \_\_\_\_\_ by solar energy.  
☐ A. power ☐ B. are powered ☐ C. powered



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Grammar Practice 3

### The Ocean | How do we keep the oceans clean?

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

The world's oceans are facing many problems. People (1) \_\_\_\_\_ a lot of plastic into the sea, and this is harming marine animals. Plastic bags and bottles can (2) \_\_\_\_\_ on the surface of the water for a long time. Animals such as turtles and dolphins sometimes eat this plastic and become very sick.

There are also chemicals from factories that (3) \_\_\_\_\_ into rivers and then reach the ocean. These chemicals can change the water and make it dangerous for sea life.

To keep the oceans clean, everyone (4) \_\_\_\_\_ do their part. We should reduce plastic use, recycle properly and take our rubbish home. In many countries, people (5) \_\_\_\_\_ special machines to collect plastic from the water. If we all work together, we can protect the oceans and keep them healthy for future generations.



- |          |                                                                                     |                                     |                                            |                                       |
|----------|-------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------------|---------------------------------------|
| <b>1</b> | People _____ a lot of plastic into the sea.                                         | <input type="checkbox"/> A. throw   | <input type="checkbox"/> B. are throwing   | <input type="checkbox"/> C. threw     |
| <b>2</b> | Plastic bags and bottles can _____ on the surface of the water for a long time.     | <input type="checkbox"/> A. float   | <input type="checkbox"/> B. are floating   | <input type="checkbox"/> C. floated   |
| <b>3</b> | Chemicals from factories _____ into rivers and then reach the ocean.                | <input type="checkbox"/> A. flow    | <input type="checkbox"/> B. are flowing    | <input type="checkbox"/> C. flowed    |
| <b>4</b> | To keep the oceans clean, everyone _____ do their part.                             | <input type="checkbox"/> A. can     | <input type="checkbox"/> B. should         | <input type="checkbox"/> C. must      |
| <b>5</b> | In many countries, people _____ special machines to collect plastic from the water. | <input type="checkbox"/> A. install | <input type="checkbox"/> B. are installing | <input type="checkbox"/> C. installed |

| Part             | Level               | Theme                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                           |
|------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 3A: Reading | At Grade Level Goal | Who am I?   How can we define identity? , What are you like?                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                           |
|                  |                     | Task Description                                                                                                             | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Construct Limits                                                                                                                                                                                                          |
|                  |                     | <p>Multiple-Choice</p> <hr/> <p>Read the text and choose the correct answers.<br/>Choose <b>A</b>, <b>B</b> or <b>C</b>.</p> | <p><b>Comprehension Skills</b></p> <p>Specific Information:<br/>4 x ENG.04.RV.CS.2.1: Read and identify specific information in simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.</p> <p>Details:<br/>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.</p> <p>Inference<br/>1 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.</p> <p>Overall Meaning<br/>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.</p> | <ul style="list-style-type: none"> <li>▪ 1 expository text (A2.2 – B1.1) of 200-230 words (10% either way)</li> <li>▪ 8 questions with 3 options, one of which is the correct answer (3 marks each, total: 24)</li> </ul> |



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Reading Practice 1

### Who Am I? | Understanding Identity

Read the text and choose the correct answer (A, B or C).

### Understanding My Identity

My name is Mariam, and I am a fourteen-year-old student from the UAE. I believe that identity is more than a name or where a person comes from. It includes our culture, values, personality, interests and experiences. Every person has a special identity that makes them different from others.

I am a friendly and hardworking person. I enjoy reading books, learning English and helping my classmates. My friends say that I am kind and responsible because I always try to keep my promises. However, I sometimes feel nervous when speaking in front of a large group. To improve my confidence, I joined the school speaking club.

My family has taught me important values such as honesty, respect and kindness. I am proud of my Emirati identity and enjoy celebrating National Day with my family. I also respect people from different countries and cultures.

Last year, I worked with my classmates on a project about protecting the environment. We collected plastic bottles and encouraged students to recycle. This experience taught me that teamwork and responsibility are important qualities.

I believe our identities can develop as we learn new skills, meet people and face challenges. We should be proud of who we are while continuing to improve ourselves.



- 1 What country is Mariam from?  
☐ A. Oman  
☐ B. The UAE  
☐ C. Saudi Arabia
- 2 What does Mariam enjoy doing?  
☐ A. Reading books  
☐ B. Playing football  
☐ C. Cooking food
- 3 Why did Mariam join the speaking club?  
☐ A. To learn cooking  
☐ B. To make videos  
☐ C. To improve her confidence
- 4 Which values did Mariam learn from her family?  
☐ A. Honesty and respect  
☐ B. Competition and wealth  
☐ C. Speed and strength
- 5 What did Mariam and her classmates collect?  
☐ A. Old books  
☐ B. Plastic bottles  
☐ C. School uniforms
- 6 What did the environmental project teach Mariam?  
☐ A. How to travel  
☐ B. How to cook  
☐ C. The value of teamwork and responsibility
- 7 The word "challenges" in the final paragraph means:  
☐ A. Difficult situations  
☐ B. Easy games  
☐ C. Happy celebrations
- 8 What is the main idea of the text?  
☐ A. Everyone should have the same personality  
☐ B. Identity includes our values, experiences and personal growth  
☐ C. Speaking English is the only important skill



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Reading Practice 4

### Who Am I? | My Community and Identity

Read the text and choose the correct answer (A, B or C).

### My Community, My Identity

I live in the UAE, a country that brings together people from many cultures and backgrounds. This diversity makes our community special and helps us learn from each other. I am proud to be part of a community that values respect, kindness and cooperation.

My identity is shaped by my family, my culture, my beliefs and the place where I live. I am Emirati, and I feel proud of my heritage and traditions. At the same time, I enjoy learning about other cultures through my friends at school. We sometimes share food, celebrate different events and learn new languages.

In my community, people work together to solve problems. For example, volunteers organise beach clean-ups to protect our environment. Students take part in tree-planting projects, and families support recycling programmes. These activities show that we care about our country and want to keep it beautiful for future generations.

Being part of a community also helps me become a better person. I learn to be more responsible, confident and open-minded. I listen to others, respect different opinions and try to help when I can. I believe that small actions, like helping a classmate or taking care of the environment, can make a big difference.

My goal is to continue learning, contribute to my community and represent my country in a positive way. I want to use my skills and knowledge to help build a brighter and more sustainable future for the UAE.



- 1 What makes the UAE community special?  
☐ A. It has the same culture.  
☐ B. It brings together people from many cultures.  
☐ C. It is only Emirati people.
- 2 What does the word "diversity" mean in the text?  
☐ A. Different cultures and backgrounds  
☐ B. Only one culture  
☐ C. A small community
- 3 What activities do volunteers organise?  
☐ A. Sports competitions  
☐ B. Beach clean-ups  
☐ C. Cooking classes
- 4 Why do students take part in tree-planting projects?  
☐ A. To learn new languages  
☐ B. To protect the environment  
☐ C. To win prizes
- 5 What can we infer about the writer?  
☐ A. She does not like her community.  
☐ B. She wants to help and make a positive impact.  
☐ C. She only cares about school.
- 6 The word "represent" in the last paragraph means:  
☐ A. Show or present  
☐ B. Change  
☐ C. Leave
- 7 What is one value the writer mentions?  
☐ A. Respect  
☐ B. Richness  
☐ C. Fame
- 8 What is the main idea of the text?  
☐ A. The UAE is a country with many buildings.  
☐ B. Being part of a community helps shape identity and make a positive difference.  
☐ C. Students should focus only on academic subjects.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Reading Practice 2

### Who Am I? | My Goals and Future

Read the text and choose the correct answer (A, B or C).

### A Step Towards My Future

My name is Layla and I am a Grade 8 student from the UAE. I have always been curious and enjoy learning new things. I like science and technology because I am interested in how things work. I also enjoy helping people and working in teams.

I want to become an engineer in the future. I hope to design solutions that can help the environment, such as clean energy and smart buildings. I believe that small ideas can make a big difference.

To achieve my goal, I try to be organised and responsible. I manage my time well and always complete my homework. I also participate in school activities, such as science projects and community events. These activities help me build my skills and confidence.

My family and teachers support me and encourage me to work hard. They remind me that success takes time and effort. Although I sometimes face challenges, I never give up. I believe that learning from mistakes helps me grow and become a better person.

I am proud of my Emirati identity and the opportunities my country gives me. I hope to use my knowledge and skills to make a positive contribution to the UAE and help build a brighter future.



1

What is Layla interested in?

- ☐ A. Sports and art
- ☐ B. Science and technology
- ☐ C. Cooking and travel

2

What does Layla want to become?

- ☐ A. A teacher
- ☐ B. An engineer
- ☐ C. A doctor

3

What kind of solutions does she hope to design?

- ☐ A. New games
- ☐ B. Clean energy and smart buildings
- ☐ C. Mobile phones

4

How does Layla achieve her goal?

- ☐ A. She is organised and completes her homework.
- ☐ B. She only studies at home.
- ☐ C. She watches TV every day.

5

What do her family and teachers do?

- ☐ A. They give her money.
- ☐ B. They support and encourage her.
- ☐ C. They help her with science projects only.

6

What does the word "challenges" mean in the text?

- ☐ A. Easy tasks
- ☐ B. Difficult situations
- ☐ C. Happy moments

7

What can we infer about Layla?

- ☐ A. She gives up easily.
- ☐ B. She learns from mistakes and grows.
- ☐ C. She does not like school.

8

What is the main idea of the text?

- ☐ A. Layla wants to travel around the world.
- ☐ B. Layla has goals and works hard to build a better future.
- ☐ C. Layla enjoys playing sports.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Reading Practice 3

### Who Am I? | Helping Others

Read the text and choose the correct answer (A, B or C).

### Making a Difference

Aisha is a sixteen-year-old student who believes that helping others is an important part of who she is. She spends her free time volunteering in her local community. She helps at a beach clean-up programme with her school club, where students collect plastic, sort the waste and raise awareness about keeping the beaches clean.

Aisha also enjoys visiting elderly people at a care centre. She listens to their stories and spends time with them. She feels that these visits make them happy, and she learns a lot from their experiences. It also teaches her to be more patient, kind and respectful.

At school, Aisha encourages her classmates to take part in volunteer activities. She says that small actions can create big changes. She likes working in a team and believes that everyone has a role to play. Through volunteering, she has become more confident and responsible. She has also learned valuable skills, such as communication and problem-solving.

Aisha is proud to be part of the UAE, a country that values helping the community and protecting the environment. She hopes to continue volunteering in the future and make a positive impact on people's lives.



1

What does Aisha do in her free time?

- ☐ A. Watches movies
- ☐ B. Plays football
- ☐ C. Volunteers in her community

2

What do students do during the beach clean-up programme?

- ☐ A. Build sandcastles
- ☐ B. Collect and sort plastic waste
- ☐ C. Swim in the sea

3

Why does Aisha visit elderly people?

- ☐ A. To learn how to cook
- ☐ B. To help with homework
- ☐ C. To listen to their stories and make them happy

4

What does Aisha encourage her classmates to do?

- ☐ A. Take part in volunteer activities
- ☐ B. Focus only on exams
- ☐ C. Travel to other countries

5

What skills has Aisha learned through volunteering?

- ☐ A. Swimming and running
- ☐ B. Communication and problem-solving
- ☐ C. Cooking and drawing

6

The word "respectful" in the text means:

- ☐ A. Rude
- ☐ B. Careful
- ☐ C. Kind and polite

7

What can we infer about Aisha?

- ☐ A. She works alone.
- ☐ B. She believes small actions can make a big change.
- ☐ C. She is not interested in the environment.

8

What is the main idea of the text?

- ☐ A. Aisha enjoys playing sports.
- ☐ B. Aisha helps others and makes a positive impact.
- ☐ C. Aisha wants to become a famous singer.

| Part             | Level                   | Theme                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                    |
|------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 3B: Reading | Beyond Grade Level Goal | <b>Scientific Wonders</b>   What do you know about the wonders of the natural world?, What can Science tell us about our world? |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                    |
|                  |                         | Task Description                                                                                                                | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Construct Limits                                                                                                                                                                                                   |
|                  |                         | Multiple-Choice<br><br><hr/> Read the text and choose the correct answers. Choose <b>A, B</b> or <b>C</b> .                     | <b>Comprehension Skills</b><br><br>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.<br><br>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.<br>Connections<br><br>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.<br><br>1 x ENG.04.RV.CS.3.1: Make logical connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them and give simple reasons for these connections when reading simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.<br><br>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. | <ul style="list-style-type: none"> <li>▪ 1 expository text (B1.2) of 200-230 words (10% either way)</li> <li>▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)</li> </ul> |
|                  |                         |                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                    |



## بالميثاق نبغ الآفاق

The National Charter for Education  
With the Charter, We Reach New Horizons

Grade: 8  
Part 3B: Reading  
Practice 1  
Unit: Scientific Wonders  
T: Muna Albaloooshi

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Reading Practice 1 Scientific Wonders | Amazing Natural Places

Read the text and choose the correct answer (A, B or C).

#### The Grand Canyon

The Grand Canyon is one of the most famous natural wonders in the world. It is located in the United States and is over 440 kilometres long, up to 29 kilometres wide and more than 1.8 kilometres deep. The canyon was formed over millions of years by the Colorado River, which slowly cut through layers of rock.

The colourful rock layers show the history of the Earth. Each layer tells a story about the climate and environment at a different time. Scientists study these rocks to learn how our planet has changed.

The Grand Canyon is also home to many plants and animals such as eagles, deer and unique desert plants. It attracts millions of visitors every year who enjoy hiking, taking photos and learning about nature. The area is protected as a national park to keep it safe for future generations. This natural wonder reminds us how powerful nature is and how important it is to protect our planet.



- 1 Where is the Grand Canyon located?  
☐ A. in the UAE  
☐ B. in the United States  
☐ C. in Canada
- 2 How long is the Grand Canyon?  
☐ A. 29 kilometres  
☐ B. 440 kilometres  
☐ C. 1.8 kilometres
- 3 What formed the Grand Canyon over millions of years?  
☐ A. strong winds  
☐ B. the Colorado River  
☐ C. volcanic eruptions
- 4 Why do scientists study the rock layers?  
☐ A. to find treasure  
☐ B. to learn how the Earth has changed  
☐ C. to build roads
- 5 Which animal is mentioned in the text?  
☐ A. camel  
☐ B. dolphin  
☐ C. eagle
- 6 What does the word "protected" mean?  
☐ A. safe  
☐ B. visited  
☐ C. destroyed
- 7 What can we infer about the Grand Canyon?  
☐ A. It was formed quickly.  
☐ B. It attracts many visitors every year.  
☐ C. It is located under the sea.
- 8 What is the main idea of the text?  
☐ A. The Grand Canyon is an important natural wonder that shows the power of nature and should be protected.  
☐ B. The Grand Canyon is a dangerous place to visit.  
☐ C. The Grand Canyon is a new city in the United States.



## بالميثاق نبغ الآفاق

The National Charter for Education  
With the Charter, We Reach New Horizons

Grade: 8  
Part 3B: Reading  
Practice 2  
Unit: Scientific Wonders  
T: Muna Albaloooshi

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Reading Practice 2 Scientific Wonders | How Nature Can Teach Us

Read the text and choose the correct answer (A, B or C).

#### The Power of Volcanoes

Volcanoes are amazing natural wonders. They can be both dangerous and useful. A volcano is an opening in the Earth's crust that allows hot magma, ash and gases to escape from below the surface. When pressure builds up, the volcano can erupt.

Volcanoes can destroy homes and change the land, but they also help our planet. The ash from volcanoes makes the soil rich in nutrients, which helps plants grow. Many **fertile** farms are located near volcanoes because the soil is excellent for agriculture.

Scientists study volcanoes to learn more about the Earth and to predict future eruptions. By monitoring changes in the ground, gases and temperature, they can give early warnings to keep people safe.

Volcanoes remind us how powerful nature is and how important it is to respect the natural world. They also show how nature can create both challenges and opportunities for people.



- 1 What is a volcano?  
☐ A. a type of mountain  
☐ B. an opening in the Earth's crust  
☐ C. a large hole in the sea
- 2 What comes out of a volcano when it erupts?  
☐ A. water, sand and rocks  
☐ B. hot magma, ash and gases  
☐ C. snow, rain and ice
- 3 Why is the soil near volcanoes good for farming?  
☐ A. because it has many nutrients  
☐ B. because it is easy to dig  
☐ C. because it is very dry
- 4 How do scientists predict future eruptions?  
☐ A. by watching animals  
☐ B. by monitoring changes in the ground, gases and temperature  
☐ C. by building houses on the volcano
- 5 What does the word "fertile" mean in the text?  
☐ A. rich in nutrients  
☐ B. very hot  
☐ C. full of rocks
- 6 What can we infer about living near a volcano?  
☐ A. It is always safe.  
☐ B. It can be dangerous but also helpful.  
☐ C. It is not useful for people.
- 7 Which of the following is a benefit of volcanoes?  
☐ A. They destroy homes.  
☐ B. They make the soil rich for plants.  
☐ C. They cover the land with snow.
- 8 What is the main idea of the text?  
☐ A. Volcanoes are only dangerous.  
☐ B. Volcanoes are amazing natural wonders that can be dangerous and useful.  
☐ C. Scientists build volcanoes to help farmers.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Reading Practice 3

#### Scientific Wonders | The Amazing World of Caves

Read the text and choose the correct answer (A, B or C).

#### Hidden Worlds Beneath Our Feet

Caves are amazing natural wonders that exist all over the world. They are formed over thousands of years when water slowly dissolves rock, such as limestone. Dripping water leaves behind tiny minerals that build unique shapes called stalactites and stalagmites.

Some caves are very deep, dark and cold, and they can be home to unique animals. For example, cave fish and many types of insects have special adaptations because they live in complete darkness. They often have weak or no eyes, and they use other senses to survive.

Caves also tell us important stories about the Earth's past. Scientists study cave rocks to learn about climate changes, ancient plants and animals, and even human history. Some caves contain old drawings made by people who lived thousands of years ago.

Exploring caves can be dangerous, so it is important to protect them. Caves are fragile, and even small actions can damage their natural beauty and the living creatures inside. By keeping caves clean and following rules, we can help preserve these extraordinary places for the future.



- 1 How are caves formed?  
☐ A. By wind and sand  
☐ B. By water dissolving rock  
☐ C. By volcanic eruptions
- 2 What shapes are formed by dripping water?  
☐ A. Rivers and lakes  
☐ B. Stalactites and stalagmites  
☐ C. Mountains and valleys
- 3 What special adaptations do cave animals have?  
☐ A. Strong eyes to see in the dark  
☐ B. Wings to fly  
☐ C. Weak or no eyes and other strong senses
- 4 What can scientists learn from cave rocks?  
☐ A. The weather today  
☐ B. Climate changes and ancient life  
☐ C. How to build houses
- 5 What did some people leave in caves?  
☐ A. Old drawings  
☐ B. Treasure and gold  
☐ C. Food and tools
- 6 Why can exploring caves be dangerous?  
☐ A. Because they are very hot  
☐ B. Because they are deep, dark and cold  
☐ C. Because there are too many trees
- 7 What does the word "fragile" mean in the text?  
☐ A. Easy to break or damage  
☐ B. Very large  
☐ C. Very dark
- 8 What is the main idea of the text?  
☐ A. Caves are dangerous and should be closed.  
☐ B. Caves are amazing natural wonders that tell us about the Earth and must be protected.  
☐ C. Caves are only home to plants.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Reading Practice 4

#### Scientific Wonders | Coral Reefs – Nature's Cities

Read the text and choose the correct answer (A, B or C).

#### Coral Reefs – Nature's Cities

Coral reefs are often called the "rainforests of the ocean" because they are full of life. They are not made of rocks, but of tiny animals called coral polyps. These polyps live together in large groups and build hard skeletons over many years, forming reefs.

Coral reefs provide homes for thousands of marine animals, including colourful fish, crabs, sea turtles and many other creatures. They also protect coastlines from strong waves and storms, which helps keep beaches and nearby communities safe.

However, coral reefs are in danger. Rising ocean temperatures, pollution and human activities can cause coral bleaching. When the water becomes too warm, corals lose their colour and can die. This affects all the animals that **depend** on the reef.

Scientists and local communities are working to protect coral reefs. They study the health of reefs, reduce plastic waste, create marine protected areas and teach people about the importance of keeping the oceans clean. By working together, we can help protect coral reefs and the amazing life they support for future generations.



- 1 What are coral reefs made of?  
☐ A. Rocks and sand  
☐ B. Tiny animals called coral polyps  
☐ C. Plants and shells
- 2 Why are coral reefs called the "rainforests of the ocean"?  
☐ A. Because they are very large  
☐ B. Because they are full of life  
☐ C. Because they are dark and deep
- 3 What is one function of coral reefs?  
☐ A. They produce food for people  
☐ B. They protect coastlines from strong waves  
☐ C. They create new islands
- 4 What causes coral bleaching?  
☐ A. Too much light  
☐ B. Rising ocean temperatures  
☐ C. Too many fish
- 5 What happens when corals die?  
☐ A. The water becomes cleaner  
☐ B. Many marine animals lose their habitat  
☐ C. New coral reefs grow quickly
- 6 What are scientists doing to help coral reefs?  
☐ A. Building more boats  
☐ B. Reducing plastic waste and creating protected areas  
☐ C. Collecting corals for aquariums
- 7 What does the word "depend" mean in the text?  
☐ A. need and rely on  
☐ B. destroy  
☐ C. move away
- 8 What is the main idea of the text?  
☐ A. Coral reefs are made of rocks.  
☐ B. Coral reefs are important, but they are in danger and we must protect them.  
☐ C. Fish are the most important animals in the ocean.

| Part            | Level               | Theme                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Functional Language                                                                                                                                                                                                                                                                                                                                      |
|-----------------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 4: Writing | At Grade Level Goal | The Writing Task will be based around one of these themes:                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | FL.16 Expressing opinion,<br>FL.6 Describing places,<br>FL.24 Asking for and giving advice                                                                                                                                                                                                                                                               |
|                 |                     | Space   What would you take on a space journey?                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                          |
|                 |                     | Who Am I   How can I be a good friend?, What are you like?                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                          |
|                 |                     | Task Description                                                                                                                                                                                                                                                                                                                        | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Construct Limits                                                                                                                                                                                                                                                                                                                                         |
|                 |                     | <div>Constructed Writing Response</div> <hr/> <div>1.1<br/>Read the text. Write the main ideas of the text in your own words. Write 3-4 sentences.</div> <div>1.2 Write about _____.<ul style="list-style-type: none"><li>Prompt 1</li><li>Prompt 2</li><li>Prompt 3</li></ul></div> <div>Write at least 110 words in paragraphs.</div> | <div><b>Spelling</b><br/>ENG.04.WR.S.2.2: Spell many challenging words with accuracy.</div> <div><b>Fluency in text production</b><br/>ENG.04.WR.P.1.1: Produce simple and some extended written or multimodal texts on familiar and concrete topics, expressing comparisons and justifications where appropriate with an increasing ability to convey meaning, although there may be some inaccuracies and repetition of vocabulary and structures.</div> <div><b>Text Structure</b><br/>ENG.04.WR.P.4.1: Produce simple and some extended written or multimodal texts on familiar and concrete topics with paragraphs that may contain a topic sentence and some supporting details where appropriate, although there may be some inaccuracies and repetition of vocabulary and structures.</div> <div><b>Presentation and development of ideas</b><br/>ENG.04.WR.P.2.1: Express simple ideas, information, opinions, feelings, emotions and personal perspectives on familiar and concrete topics using a wide range of phrases and expressions in simple and some extended written or multimodal texts, although there may be some inaccuracies and repetition of vocabulary and structures.</div> <div><b>Processing text in Writing</b><br/>ENG.04.WR.S.6.1 : Summarise and describe the main points and information in simple written, spoken or multimodal texts on familiar and concrete topics using a wide range of phrases and expressions in writing, although there may be some inaccuracies and repetition of vocabulary and structures.</div> | <div>1.1 (15 marks)<br/>One text (A2.2–B1.1) of 150 words (10% either way) related to the theme.</div> <div>One question asking for the main ideas of the text, using their own words.</div> <div>1.2 (25 marks)<br/>A main prompt, with 3 sub-prompts<ul style="list-style-type: none"><li>Word count: 110 words</li><li>40 marks total</li></ul></div> |



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Writing Practice 1

### Space | What would you take on a space journey?

### A Journey into Space

Space travel is one of the most exciting achievements of modern science. Astronauts travel into space to explore new places and learn more about our universe. However, living in space is very different from living on Earth. There is very little gravity, so astronauts float inside their spacecraft. They must exercise every day to keep their muscles strong.

Before a mission, astronauts prepare carefully. They pack special food, water, clothes and medical equipment. They also take communication devices to stay in contact with scientists on Earth. During their journey, astronauts carry out experiments and collect important information about space.

Space travel can be dangerous because astronauts face extreme temperatures and limited supplies. They must follow safety rules and work together to solve problems. Some missions study the Moon, while others investigate Mars and distant planets.

The UAE has contributed to space exploration through its astronauts and the Hope Probe mission to Mars. These achievements encourage young people to study science and technology. Exploring space helps scientists make new discoveries and understand our universe better.

### Part 1.1 – Summary (15 marks)

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

### Part 1.2 – Writing Task (25 marks)

#### What would you take on a space journey?

Write a paragraph using these prompts:

1. What three important things would you take?
2. Why would you need these things?
3. What would you like to explore or do in space?

Write at least 110 words in paragraphs.

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### Writing Rubric – Total: 40 Marks

| Criteria                                                                             | Mark       |
|--------------------------------------------------------------------------------------|------------|
| <b>Task Completion</b> – Addresses all parts of the task and develops ideas clearly. | /10        |
| <b>Use of Vocabulary</b> – Uses a range of appropriate and accurate vocabulary.      | /10        |
| <b>Grammar</b> – Uses a variety of correct sentence structures.                      | /10        |
| <b>Punctuation</b> – Uses capital letters, full stops and commas correctly.          | /5         |
| <b>Spelling</b> – Spells key words correctly.                                        | /5         |
| <b>Total</b>                                                                         | <b>/40</b> |



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Writing Practice 2

### Who Am I? | How can I be a good friend?

### The Importance of Good Friendship

Friendship is an important part of our lives. Good friends make us feel happy, confident and supported. They share our interests, listen to our problems and help us during difficult times. However, being a good friend requires more than spending time together.

A good friend should be honest, kind and respectful. Friends need to trust each other and keep their promises. When someone makes a mistake, a true friend offers advice instead of making fun of them. Good communication is also important because it helps friends understand each other's feelings.

Sometimes, friends have different opinions or interests. They should respect these differences and solve disagreements calmly. For example, if two friends disagree about a school project, they can listen to each other's ideas and find a solution together.

Friendship can also help students develop important life skills such as teamwork, patience and responsibility. In the UAE, respect, kindness and cooperation are important values that help build strong communities. Good friendships make our school and community better places for everyone.

### Part 1.1 – Summary (15 marks)

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

### Part 1.2 – Writing Task (25 marks)

#### How can you be a good friend?

Write a paragraph using these prompts:

1. What are your best personality qualities?
2. How do you help and support your friends?
3. What advice would you give someone who wants to be a good friend?

Write at least 110 words in paragraphs.

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### Writing Rubric – Total: 40 Marks

| Criteria                                                                             | Mark       |
|--------------------------------------------------------------------------------------|------------|
| <b>Task Completion</b> – Addresses all parts of the task and develops ideas clearly. | /10        |
| <b>Use of Vocabulary</b> – Uses a range of appropriate and accurate vocabulary.      | /10        |
| <b>Grammar</b> – Uses a variety of correct sentence structures.                      | /10        |
| <b>Punctuation</b> – Uses capital letters, full stops and commas correctly.          | /5         |
| <b>Spelling</b> – Spells key words correctly.                                        | /5         |
| <b>Total</b>                                                                         | <b>/40</b> |



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Writing Practice 3

### Nature and the Environment | How can we protect our planet?

#### Saving Our Oceans

The oceans are home to many amazing creatures, such as whales, dolphins, turtles and colourful fish. They provide us with food, clean air and help control the Earth's climate.

However, our oceans are in danger. Every year, millions of tons of plastic waste enter the sea. This plastic can harm marine animals. Many animals, such as turtles, mistake plastic bags for food, which can make them very sick or even kill them. Fishing nets and other waste can also trap dolphins and whales.

There are many ways we can help. We can reduce the use of plastic, recycle, and join beach clean-up activities. We can also choose sustainable products and encourage others to take care of our oceans. Governments, schools and communities are working together to protect marine life. In the UAE, many people and organisations support ocean conservation projects and raise awareness about keeping our beaches and seas clean.

If we all take small actions, we can make a big difference and keep our oceans healthy for future generations.

#### Part 1.1 – Summary (15 marks)

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

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#### Part 1.2 – Writing Task (25 marks)

##### What can we do to protect our oceans?

Write a paragraph using these prompts:

1. What actions can individuals take to protect the oceans?
2. How can schools and communities help?
3. Why is it important to keep our oceans clean for the future?

Write at least 110 words in paragraphs.

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#### Writing Rubric – Total: 40 Marks

| Criteria                                                                             | Mark       |
|--------------------------------------------------------------------------------------|------------|
| <b>Task Completion</b> – Addresses all parts of the task and develops ideas clearly. | /10        |
| <b>Use of Vocabulary</b> – Uses a range of appropriate and accurate vocabulary.      | /10        |
| <b>Grammar</b> – Uses a variety of correct sentence structures.                      | /10        |
| <b>Punctuation</b> – Uses capital letters, full stops and commas correctly.          | /5         |
| <b>Spelling</b> – Spells key words correctly.                                        | /5         |
| <b>Total</b>                                                                         | <b>/40</b> |