

# English Final Exam Review

## Grade 8 ADV Term 1

Ms. Reem 2024-2025



***ALL ACTIVITY  
ANSWERS ARE AT  
THE END***

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# **Exam Summary**

## **Grade 8 ADV Term 1**

Ms. Reem 2024-2025

# Exam Overview

Date - 28th November 2024

Paper exam: 40% of summative assessment term grade			
Bloom's	Part	Activity	Weighting
Remember and Understand Application and analysis Higher-order thinking	1	Opinion	5%
	2	Plan	5%
Remember and Understand Application and analysis Higher-order thinking	3	Essay	25%
Higher-order thinking (5%)	4	Inference question	2%
		Justification question	3%

SwiftAssess exam: 60% of summative assessment term grade			
Bloom's	Part	Activity	Weighting
Remember and Understand (c.25%)	5	Below-level MAZE	13.33%
	6	At-level MAZE	13.33%
Application and analysis (c.35%)	7	Below-level reading text questions	13.33%
	8	At-level reading text questions	2.5%
	9	At-level reading text questions	12%
	10	At-level reading text questions	5.5%

# Writing Exam (Paper)

Date - 28th November 2024

Paper exam: 40% of summative assessment term grade			
Bloom's	Part	Activity	Weighting
Remember and Understand Application and analysis Higher-order thinking	1	Opinion	5%
	2	Plan	5%
Remember and Understand Application and analysis Higher-order thinking	3	Essay	25%
Higher-order thinking (5%)	4	Inference question	2%
		Justification question	3%

5 minutes

Part 1

Write your opinion.

2 SENTENCES!

10 minutes

Part 2

Write your plan for your essay.

4 CIRCLES!

40 minutes

Part 3

Write your essay (introduction, body and conclusion). **120 words!**

10 SENTENCES!

10 minutes

Part 4

Read a text and answer 2 questions using evidence from the text.

2 SENTENCES EACH!

# Reading Exam (Online)

Date - 28th November 2024

SwiftAssess exam: 60% of summative assessment term grade			
Bloom's	Part	Activity	Weighting
Remember and Understand (c.25%)	5	Below-level MAZE	13.33%
	6	At-level MAZE	13.33%
Application and analysis (c.35%)	7	Below-level reading text questions	13.33%
	8	At-level reading text questions	2.5%
	9	At-level reading text questions	12%
	10	At-level reading text questions	5.5%

Parts 5 & 6

MAZE Assessment - Choose the word that completes the sentence. (14 questions)

Part 7

Read the questions and find the answers in the **Text #1. (6 questions)**

Part 8

Read the questions and find the answers in the **Text #2. (2 questions)**

Parts 9 & 10

Read the questions and find the answers in the **Text #3. (8 questions)**

# Keywords Review

## Grade 8 ADV Term 1

Ms. Reem 2024-2025

***Keywords to help  
with the essay  
writing!***

# Keywords

People الناس	Culture and customs الثقافة والعادات	Technology التكنولوجيا
passion الشغف	traditional التقليدي	research البحث
attitude الموقف	culture الثقافة	design التصميم
calm هادئ	welcome الترحيب	realistic الواقعية
proud فخور	exchange التبادل	experiment تجارب
respect الاحترام	celebration الاحتفال	technology التكنولوجيا
opportunity فرص	benefit الفائدة	install التثبيت
mental (health) الصحة النفسية	support الدعم	advantage الميزة

[Keywords Link](#)



# Keywords

Topic	Word	Translation (Arabic)	Meaning	Sentence
PEOPLE	passion	شغف	intense enthusiasm or excitement	He has a passion for football.
	attitude	موقف	a settled way of thinking or feeling about something	His attitude towards work is positive.
	calm	هادئ	peaceful, quiet, and undisturbed	The sea was calm.
	proud	فخور	feeling or showing pride and pleasure at one's own achievements, or those of someone with whom one is closely associated	He is proud of his son.
	respect	احترام	due regard for the feelings, wishes, or rights of others	We should respect our elders.
	opportunity	فرصة	a chance to do something or to achieve something	This is a great opportunity for you.
	mental (health)	صحة نفسية	relating to the mind, especially as distinct from the body	Mental health is important.
CUSTOMS & TRADITIONS	traditional	تقليدي	existing in or relating to a particular tradition	She wears traditional clothes.
	culture	ثقافة	the customs, arts, social institutions, and achievements of a particular nation, people, or other social group	Indian culture is diverse.
	welcome	مرحباً	a greeting or expression of pleasure at the arrival or presence of someone	Welcome to my home, she said.
	exchange	تبادل	give and receive reciprocally	They exchanged gifts.
	celebration	احتفال	a special occasion when people celebrate something	The birthday celebration was fun.
	benefit	فائدة	an advantage or profit gained from something	The benefits of exercise are numerous.
	support	دعم	give assistance to, especially by providing money, advice, or help	She supports her family financially.
TECHNOLOGY	research	بحث	systematic investigation into a specific subject	They are conducting research on cancer.
	design	تصميم	a plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made	The car's design is sleek.
	realistic	واقعي	having or showing a sensible and practical approach to problems and situations	She is a realistic person.
	experiment	تجربة	a scientific procedure undertaken to make a discovery, test a hypothesis, or demonstrate a known fact	The experiment was successful.
	technology	تكنولوجيا	the application of scientific knowledge for practical purposes, especially in industry	Technology is advancing rapidly.
	install	تثبيت	put (equipment) in position for use	They installed a new air conditioner.
	advantage	ميزة	a condition or circumstance that puts one in a favorable position	This new job has many advantages.

[Keywords Link](#)

# Wordwall

 ثقافةCulture/	 تثبيتInstall/	 دعمSupport/	 احترامRespect/	 تصميمDesign/	 تبادلExchange/	 فائدةBenefit/
 Attitude	 بحثResearch/	 تجربةExperiment/	 Mental صحة(Health)/ نفسية	 تكنولوجياTechnology/	 فخورProud/	 واقعيRealistic/
 احتفالCelebration/	 تقليديTraditional/	 هادئCalm/	 ميزةAdvantage/	 مرحبًاWelcome/	 شغفPassion/	 فرصةOpportunity/

Planning how something will look or work	Strong feeling about something you love	Something people do that's been done for a long time	Something good that you get	Greeting someone kindly	Peaceful and quiet	Giving something and getting something in return
Treating others kindly and fairly	How you feel emotionally	Looking for information	How you think or feel about something	Thinking about things in a practical way	A chance to do something	Something that helps you
The way people live, their beliefs, and what they do	Feeling good about yourself or something you've done	Putting something in place	Helping someone	A special event to celebrate something	Tools and machines that make things easier	Trying something new to see what happens

[Keywords Link](#)

## 1. Strong feeling about something you love

- A ☐  تثبيت Install/
- B ☐  فائدة Benefit/
- C ☐  فرصة Opportunity/
- D ☐  شغف Passion/

## 2. Something people do that's been done for a long time

- A ☐  تقليدي Traditional/
- B ☐  فخور Proud/
- C ☐  دعم Support/
- D ☐  احتفال Celebration/





## 3. Looking for information

- A ☐  تصميم Design/
- B ☐  فرصة Opportunity/
- C ☐  دعم Support/
- D ☐  بحث Research/

## 4. How you think or feel about something

- A ☐  مرحباً Welcome/
- B ☐  شغف Passion/
- C ☐  Attitude
- D ☐  فرصة Opportunity/



## 5. The way people live, their beliefs, and what they do

- A ☐  ثقافة Culture/
- B ☐  هادئ Calm/
- C ☐  ميزة Advantage/
- D ☐  دعم Support/

## 6. Planning how something will look or work

- A ☐  صحة (Health)/ نفسية
- B ☐  تصميم Design/
- C ☐  دعم Support/
- D ☐  Attitude

## 7. Peaceful and quiet

- A ☐  هادئ Calm/
- B ☐  فرصة Opportunity/
- C ☐  ميزة Advantage/
- D ☐  Attitude

## 8. Greeting someone kindly

- A ☐  واقعي Realistic/
- B ☐  تكنولوجيا Technology/
- C ☐  مرحباً Welcome/
- D ☐  تجربة Experiment/

## 9. Thinking about things in a practical way

- A ☐  فخور Proud/
- B ☐  واقعي Realistic/
- C ☐  تكنولوجيا Technology/
- D ☐  ميزة Advantage/

## 10. Feeling good about yourself or something you've done

- A ☐  فخور Proud/
- B ☐  تصميم Design/
- C ☐  ثقافة Culture/
- D ☐  واقعي Realistic/

## 11. Giving something and getting something in return

- A ☐  ثقافة Culture/
- B ☐  تبادل Exchange/
- C ☐  احتفال Celebration/
- D ☐  ميزة Advantage/

## 12. Trying something new to see what happens

- A ☐  ميزة Advantage/
- B ☐  Attitude
- C ☐  تجربة Experiment/
- D ☐  فخور Proud/

## 13. Treating others kindly and fairly

- A ☐  فخور Proud/
- B ☐  احتفال Celebration/
- C ☐  احترام Respect/
- D ☐  شغف Passion/

## 14. A special event to celebrate something

- A ☐  بحث Research/
- B ☐  Attitude
- C ☐  احتفال Celebration/
- D ☐  واقعي Realistic/

## 15. Tools and machines that make things easier

- A ☐  تكنولوجيا Technology/
- B ☐  مرحباً Welcome/
- C ☐  تصميم Design/
- D ☐  دعم Support/

## 16. A chance to do something

- A ☐  فرصة Opportunity/
- B ☐  واقعي Realistic/
- C ☐  احتفال Celebration/
- D ☐  مرحباً Welcome/

## 17. Something good that you get

- A ☐  شغف Passion/
- B ☐  تقليدي Traditional/
- C ☐  فائدة Benefit/
- D ☐  واقعي Realistic/





## 18. Putting something in place

- A ☐  تثبيت Install/
- B ☐  تبادل Exchange/
- C ☐  بحث Research/
- D ☐  هادئ Calm/

## 19. How you feel emotionally

- A ☐  مرحباً Welcome/
- B ☐  صحة (Health)/ نفسية
- C ☐  فخور Proud/
- D ☐  ميزة Advantage/

## 20. Helping someone

- A ☐  Attitude
- B ☐  Mental صحة (Health)/ نفسية
- C ☐  دعم Support/
- D ☐  احترام Respect/

## 21. Something that helps you

- A ☐  مرحباً Welcome/
- B ☐  دعم Support/
- C ☐  ميزة Advantage/
- D ☐  احتفال Celebration/

Keywords Link

# Writing Review

## Grade 8 ADV Term 1

Ms. Reem 2024-2025



# Writing Exam Topics

- The writing final exam will be about ONE of these three topics. Look at examples of questions below to prepare.

People الناس	Culture and customs الثقافة والعادات	Technology التكنولوجيا
<ul style="list-style-type: none"> <li>passion الشغف</li> <li>attitude الموقف</li> <li>calm هادئ</li> <li>proud فخور</li> <li>respect الاحترام</li> <li>opportunity فرص</li> <li>mental (health) الصحة النفسية</li> </ul>	<ul style="list-style-type: none"> <li>traditional التقليدي</li> <li>culture الثقافة</li> <li>welcome الترحيب</li> <li>exchange التبادل</li> <li>celebration الاحتفال</li> <li>benefit الفائدة</li> <li>support الدعم</li> </ul>	<ul style="list-style-type: none"> <li>research البحث</li> <li>design التصميم</li> <li>realistic الواقعية</li> <li>experiment تجارب</li> <li>technology التكنولوجيا</li> <li>install التنصيب</li> <li>advantage الميزة</li> </ul>
<p>Essay Question 1: What makes a good friend?</p> <ul style="list-style-type: none"> <li>What qualities do you look for in a friend?</li> <li>How can you be a good friend to others?</li> <li>What are some ways to maintain friendships over time?</li> </ul> <p>Essay Question 2: How do you show respect to others?</p> <ul style="list-style-type: none"> <li>What are some ways to show respect to people who are different from you?</li> <li>How can you resolve conflicts peacefully?</li> <li>Why is it important to be respectful of others' opinions?</li> </ul> <p>Essay Question 3: How does pride affect our actions?</p> <ul style="list-style-type: none"> <li>Can pride be both a positive and negative emotion? Explain.</li> <li>How can pride lead to positive outcomes?</li> <li>How can pride lead to negative outcomes?</li> </ul>	<p>Essay Question 1: What is the importance of cultural traditions?</p> <ul style="list-style-type: none"> <li>How do cultural traditions shape our identity?</li> <li>What are some examples of cultural traditions that you celebrate?</li> <li>Why is it important to preserve cultural traditions?</li> </ul> <p>Essay Question 2: How does language shape culture?</p> <ul style="list-style-type: none"> <li>How does language reflect the values and beliefs of a culture?</li> <li>How can language barriers affect communication and understanding?</li> <li>What are some ways to learn about other cultures through language?</li> </ul> <p>Essay Question 3: How can we promote cultural understanding and tolerance?</p> <ul style="list-style-type: none"> <li>What are some ways to challenge stereotypes and prejudices?</li> <li>How can we celebrate cultural diversity?</li> <li>Why is it important to be open-minded and respectful of other cultures?</li> </ul>	<p>Essay Question 1: How has technology changed the way we communicate?</p> <ul style="list-style-type: none"> <li>What are the advantages and disadvantages of using technology for communication?</li> <li>How has technology impacted social interactions?</li> <li>What are some tips for responsible and ethical use of technology?</li> </ul> <p>Essay Question 2: How has technology impacted education?</p> <ul style="list-style-type: none"> <li>What are some ways technology can enhance learning?</li> <li>What are some challenges of using technology in education?</li> <li>How can we ensure that technology is used equitably in schools?</li> </ul> <p>Essay Question 3: What are the ethical implications of artificial intelligence?</p> <ul style="list-style-type: none"> <li>How could AI be used to benefit society?</li> <li>What are some potential risks of AI?</li> <li>How can we ensure that AI is developed and used responsibly?</li> </ul>

# Writing Final Exam

## Part 1

Answer a question about your opinion in two sentences.

## Part 2

Read the question and plan your essay.

## Part 3

Use your plan to write a 3 paragraph essay.

## Part 4

Read the text and answer each question in 2 sentences.

[illegible]

Part 2: Plan
<p><b>Write your answer below.</b></p> <p><b>Write a plan for the essay prompt below. Please note — this question asks for a plan, not a full essay. You will write the essay in the next question.</b></p> <p>Write about a place you enjoyed visiting.</p> <p>Include information about:</p> <ul style="list-style-type: none"><li>• Why do you think others may enjoy the place?</li><li>• What suggestions do you have for other visitors to do there?</li><li>• How do you think this place may change in the future?</li></ul>

[illegible][illegible]

# What are the parts of an essay?

1

**Title:** name of your essay.

## Are video games a good way to keep fit?

Nowadays, many teenagers have got video consoles at home and they often like playing active video games. These are good for you for a number of reasons.

3

**Body paragraph:**  
Includes information about your topic with topic sentences and supporting details.

First of all, I think that active video games are a good way to keep fit. There are lots of different types of exercise you can do such as basketball, water-skiing and dance and, what's more, you can play them in the comfort of your own home. In my opinion, these games are fun and interactive because you can play them with friends and, if you play online, you don't need to be in the same place as your friend to play. In addition, you can play them whenever you want. Some people think that it's better to do exercise outside in the fresh air. Although this is true, it's actually difficult to play outside when it's raining or very hot so video games are a good alternative.

To sum up, I believe that video games are a fun and social way to keep fit. I think they are a good option when you can't play outside and they might encourage people to do more exercise.

2

**Introduction:**  
the first paragraph of your essay, **tells you the main topic of the essay.**

4

**Conclusion:**  
the last paragraph of your essay, restate your main idea.

# Introduction

**Introduction**: the first paragraph of your essay, tells you the main topic of the essay.

## Introduction Starters

- Let me tell you about \_\_\_\_\_
- Would you like to hear about \_\_\_\_\_?
- It was amazing to read about \_\_\_\_\_
- It was interesting to learn about \_\_\_\_\_
- Did you know \_\_\_\_\_?

After discovering...,  
As a result of...,  
As the statistics show,  
At the moment,  
Current data indicates that...  
Evidence suggests that...  
Following research,  
Following recent events,  
Incredibly,  
In response to recent events,  
In the past few years,  
It was reported that...  
Latest research suggests that...  
Meanwhile,  
Nevertheless,  
Recently,

### Are video games a good way to keep fit?

Nowadays, many teenagers have got video consoles at home and they often like playing active video games. These are good for you for a number of reasons.

First of all, I think that active video games are a good way to keep fit. There are lots of different types of exercise you can do such as basketball, water-skiing and dance and, what's more, you can play them in the comfort of your own home. In my opinion, these games are fun and interactive because you can play them with friends and, if you play online, you don't need to be in the same place as your friend to play. In addition, you can play them whenever you want. Some people think that it's better to do exercise outside in the fresh air. Although this is true, it's actually difficult to play outside when it's raining or very hot so video games are a good alternative.

To sum up, I believe that video games are a fun and social way to keep fit. I think they are a good option when you can't play outside and they might encourage people to do more exercise.








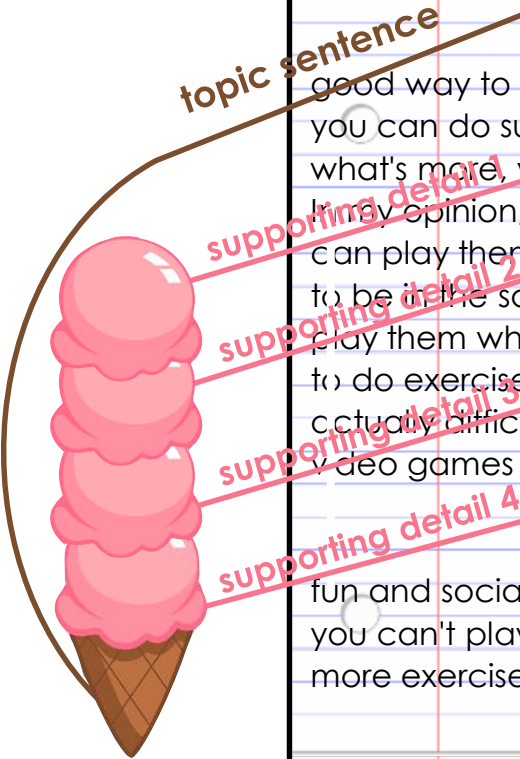
# Body Paragraph

**Body paragraph: it must include 5-8 sentences.**

- You start with the **topic sentence** (answer the main essay question)
- Then you add supporting details to explain your topic sentence.

## Sentence Starters

Introduction or conclusion	To Share an Opinion	Add Information	Compare & Contrast	Show Time
				
When If It We I The My In Some As Many	The best My favourite The worst In my opinion It is important I prefer I believe I think I feel	One reason Another reason also In addition For example Additionally One way Another way	Just like However Even though Both Either / or Similarly In contrast, On the other hand,	First Next Then During Later Earlier Before After Soon Finally Suddenly

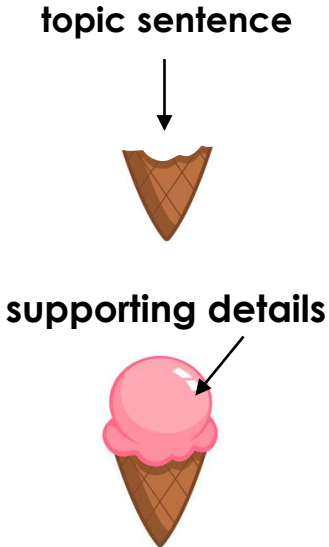


**Are video games a good way to keep fit?**

Nowadays, many teenagers have got video consoles at home and they often like playing active video games. These are good for you for a number of reasons.

First of all, I think that active video games are a good way to keep fit. There are lots of different types of exercise you can do such as basketball, water-skiing and dance and, what's more, you can play them in the comfort of your own home. In my opinion, these games are fun and interactive because you can play them with friends and, if you play online, you don't need to be in the same place as your friend to play. In addition, you can play them whenever you want. Some people think that it's better to do exercise outside in the fresh air. Although this is true, it's actually difficult to play outside when it's raining or very hot so video games are a good alternative.

To sum up, I believe that video games are a fun and social way to keep fit. I think they are a good option when you can't play outside and they might encourage people to do more exercise.



# Conclusion

**Conclusion**: the last paragraph of your essay, restate your main idea.

## Conclusion Starters

- |                           |                               |
|---------------------------|-------------------------------|
| ● In conclusion _____     | Accordingly,                  |
| ● To end with _____       | As a result,                  |
| ● I learned _____         | As recent studies have shown, |
| ● As you can see _____    | Consequently,                 |
| ● For these reasons _____ | Currently,                    |
|                           | Despite the evidence,         |
|                           | In conclusion,                |
|                           | In brief,                     |
|                           | In fact,                      |
|                           | In summary,                   |
|                           | It seems as though...         |
|                           | On this account,              |
|                           | Therefore,                    |
|                           | To conclude,                  |
|                           | To summarise,                 |

### Are video games a good way to keep fit?

Nowadays, many teenagers have got video consoles at home and they often like playing active video games. These are good for you for a number of reasons.

First of all, I think that active video games are a good way to keep fit. There are lots of different types of exercise you can do such as basketball, water-skiing and dance and, what's more, you can play them in the comfort of your own home. In my opinion, these games are fun and interactive because you can play them with friends and, if you play online, you don't need to be in the same place as your friend to play. In addition, you can play them whenever you want. Some people think that it's better to do exercise outside in the fresh air. Although this is true, it's actually difficult to play outside when it's raining or very hot so video games are a good alternative.

To sum up, I believe that video games are a fun and social way to keep fit. I think they are a good option when you can't play outside and they might encourage people to do more exercise.

# Sentence Starters

## Introduction



Hook your reader with  
Introductory Sentences!



- Let me tell you about \_\_\_\_\_
- Would you like to hear about \_\_\_\_\_?
- It was amazing to read about \_\_\_\_\_
- It was interesting to learn about \_\_\_\_\_
- Did you know \_\_\_\_\_?

Missss how can I start  
my sentennceee?

Missss can I use and or  
because to start my  
sentenceeee?

NO!

## Conclusion








Finish it up with  
Concluding Sentences!



- In conclusion \_\_\_\_\_
- To end with \_\_\_\_\_
- I learned \_\_\_\_\_
- As you can see \_\_\_\_\_
- For these reasons \_\_\_\_\_

## Body paragraph

Introduction or Conclusion 	To Share an Opinion 	Add Information 	Compare & Contrast 	Show Time 
When If It We I The My In Some As	The best My favorite The worst In my opinion It is important I prefer I believe I think I feel	One reason Another reason Also In addition For example Another Another reason Additionally One way Another way	Just like However Even though Both Either/or Similarly In contrast	First Next Then During Later Earlier Before After Soon Finally

# Part 1: Opinion

**Opinion = your ideas**

**What you think or believe.**

**How can I start  
my opinion  
sentence?**

- In my opinion, ...
- I believe ...
- I think ...
- I feel ...
- The best thing about ...
- The worst part about ...
- Everyone should ...
- ... is better than ... because ...

**Part 1: Opinion Question**

**Write your answer below. Use full sentences.**

Why is being a good friend important?

Write at least **two sentences** below.

.....

.....

.....

.....

.....

.....

.....

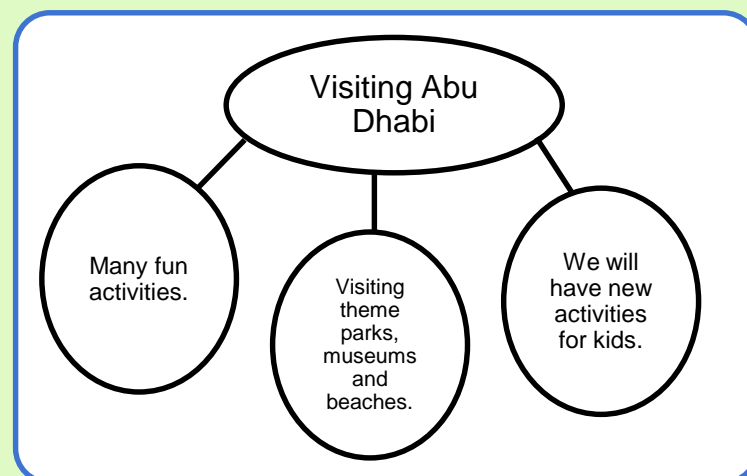
.....

# Part 2: Plan

Write short sentences in a mind map that will help you write your essay.

## How do I write my plan?

- Read the question carefully.
- Put the main idea in the middle.
- Add details on the side for each question.
- **Keep it short!**



## Part 2: Plan

Write your answer below.

Write a plan for the essay prompt below. Please note — this question asks for a plan, not a full essay. You will write the essay in the next question.

Write about what makes a good friend.

Include information about:

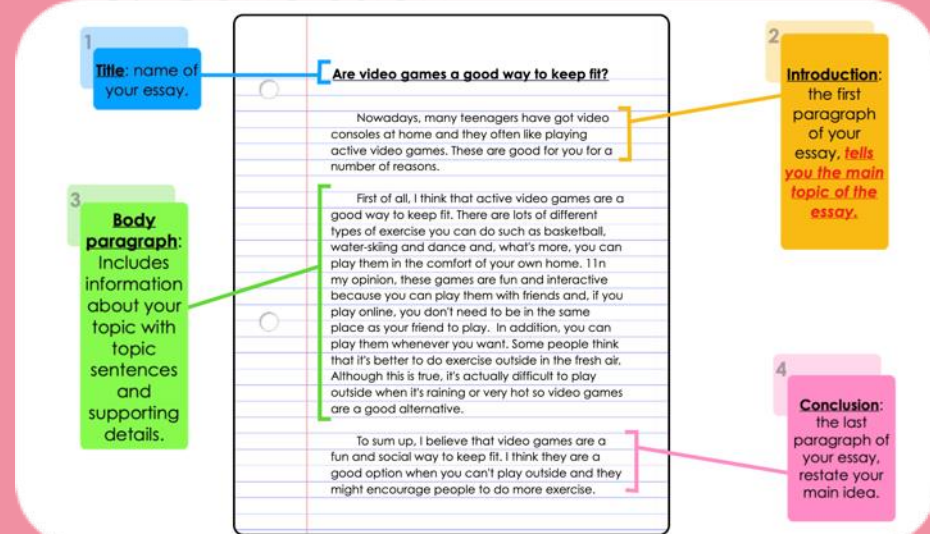
- What qualities do you look for in a friend?
- How can you be a good friend to others?
- What are some ways to maintain friendships over time?

# Part 3: Essay

**Your essay should be 3 paragraphs answering all the questions.**

# How do I write my essay?

- **Read the questions carefully.**  
**Divide which questions will be for which paragraph.**
- **Write 3 paragraphs:**
  1. Introduction
  2. Body
  3. Conclusion



### Part 3: Essay

**Write your answer below. Use full sentences.**

Write about what makes a good friend.

Include information about:

- What qualities do you look for in a friend?
- How can you be a good friend to others?
- What are some ways to maintain friendships over time?

Write at least **120 words** in **3 paragraphs**.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There is no handwriting or other markings on the paper.



# Part 4: Inference

You should read the text and answer each question with 2 sentences.

## Inference Question

You answer with  
your own ideas  
using your  
understanding of  
the text.

## Justification Question

You support your  
answer with  
evidence from the  
text.

### Part 4: Inference

#### Text

#### The Documentary

"I'm going for a walk," Salim called to his mother.

"No! I don't think you should," she replied. "We don't know the area around this hotel very well. You know how easily you get distracted!" she continued, starting to get annoyed with Salim.

"I promise I'll concentrate and I won't go far," said Salim. He quickly left before his mother could stop him. At first, he kept his promise and only went as far as the creek near the hotel. Then, he noticed a crowd of people in the distance and made his way to where they were. To his surprise, they were actors, and next to them, there were studio lights and film cameras. I guess they must be making a movie, he thought. This is amazing! Especially as I'll study filmmaking when I go to university in September.

He saw the film director who said he was making a documentary about the changing culture and landscapes of Dubai. The director said he hoped the documentary would display the city's amazingly quick development from the past to the present. Salim agreed that it would.

Salim thought that he'd met the documentary's director before but couldn't remember where. The director said he became an actor straight after school. He must have acted in many films. I'm certain that's why I believed I knew him! Salim thought. The director asked Salim to join the team while they continued filming. Salim thought back to what his mother had said earlier. However, he quickly decided that the opportunity to join the recording was too good to miss, so he agreed.

As the filming moved from place to place, ever further from the hotel, Salim became more and more involved. He was enjoying it so much that he knew he had made the right choice about his university course. At the back of his mind, he thought about how worried his mother would be. However, he pushed the thought away and continued to follow the filming.

After a while, Salim noticed how far he had walked and how late it had become. If only I could stay, but I must go back to the hotel now, he thought.

### Part 4: **Inference** Question

Write your answer below. Use full sentences.

What happened to Salim next?

.....

.....

.....

.....

.....

### Part 4: **Justification** Question

Write your answer below. Use full sentences.

Why is your answer to the inference question the best answer? Use the information in the text above.

.....

.....

.....

.....

.....

.....

# Writing Practice

## Grade 8 ADV Term 1

Ms. Reem 2024-2025



# Quick Check!

Correct these sentences.		Wordbank
And exploring oceans will helps us learn more about our ecosystems.		<ul style="list-style-type: none"><li>• One reason</li><li>• Another reason</li><li>• However,</li><li>• That is because</li><li>• The reason is</li><li>• Also</li></ul>
but you can't stop at explore the oceans		
You can visit the island and meet with the people and learn about their culture		
because rainforest helping with increasing the oxygen in the world.		

# Part 1: Opinion

## Part 1: Opinion Question

Write your answer below. Use full sentences.

Why is technology important?

Write at least **two sentences** below.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



SENTENCE  
STARTERS

I prefer...

I think...

The best thing about...

The worst part about...

The greatest part about...

If you liked ... than you will love ....

Everyone should

I believe...

... is better than ... because ...

I feel...

# Part 2: Plan

## Part 2: Plan

Write your answer below.

**Write a plan for the essay prompt below. Please note — this question asks for a plan, not a full essay. You will write the essay in the next question.**

**How has technology impacted education?**

- What are some ways technology can enhance learning?
- What are some challenges of using technology in education?
- How can we ensure that technology is used equitably in schools?

# Part 3: Essay

## Part 3: Essay

**Write your answer below. Use full sentences.**

Write about how technology impacted education.

Include information about:

- What are some ways technology can enhance learning?
- What are some challenges of using technology in education?
- How can we ensure that technology is used equitably in schools?

Write at least **120 words** in **3 paragraphs**.

## Pre-writing

- ☐ Did I read all the parts of the question?
- ☐ Did I include all the questions in my plan?

## Writing

- ☐ Use capitals and fullstops.
- ☐ Leave spaces between paragraphs.
- ☐ Introduction (3 sentences)
- ☐ Body paragraph (6 sentences)
- ☐ Conclusion (3 sentences)
- ☐ Don't use AND + BECAUSE in the beginning of a sentence or after a fullstops.

## Post-writing

- ☐ Did I count my full stops and check that I wrote (3-6-3)?
- ☐ Did I leave spaces between the paragraphs?
- ☐ Do I have a topic sentence that answers the question?
- ☐ Do I have supporting details that explain my answer?
- ☐ Did I remove any AND or BECAUSE in the beginning of sentences?

[illegible]

# Part 4: Inference & Justification

## Journey to Planet Zog

Maya and her best friend, Leo, were the youngest astronauts to ever embark on a space mission. They were headed to Planet Zog, a newly discovered planet in a distant galaxy. The journey was long and exciting, filled with the wonders of space. They passed by colorful nebulae, saw distant stars twinkling, and even caught a glimpse of a comet zooming by.

When they finally arrived at Planet Zog, they were amazed by what they saw. The sky was a brilliant shade of purple, and the ground was covered in sparkling blue crystals. As they explored, they discovered plants that glowed in the dark and creatures that floated gently above the ground.

Maya and Leo set up their equipment to study the planet's atmosphere and collect samples of the unique plants and crystals. They carefully documented everything, eager to share their findings with scientists back on Earth. Despite the strange and unfamiliar surroundings, they felt a sense of wonder and excitement about their incredible journey.

As they prepared to leave, Maya looked back at Planet Zog and smiled. She knew this was just the beginning of many more adventures in the vast universe.

### Part 4: Inference Question

Write your answer below. Use full sentences.

What happened to Maya Next?

.....

.....

.....

.....

.....

.....

### Part 4: Justification Question

Write your answer below. Use full sentences.

Why is your answer to the inference question the best answer? Use the information in the text above.

.....

.....

.....

.....

.....

.....

# Grammar Review

**Grade 8 BTS Term 1**

Ms. Reem 2024-2025





# Parts of Speech

The boy yelled, "Help!" and he saw a brave dog quickly run to the rescue.



## Noun

A noun is the name of a person, place, or thing.

Person	Place	Thing
girl	school	pencil
boy	home	jacket
teacher	store	dog

## Pronoun

A pronoun is used in place of a noun in a sentence. A pronoun may take the place of the name of a person, place, or thing.

I	you	she	he
it	we	they	me

## Verb

A verb can tell what action someone or something is doing. A verb can also express a state of being.

Action		State of Being	
run	jump	am	is
sit	ask	are	was
think	talk		were

## Adjective

An adjective describes a noun or a pronoun. An adjective tells what kind, how many, or which one.

What Kind	How Many	Which One
happy	more	this
brave	two	that

## Article

The words a, an, and the belong to a special group of adjectives called articles. An article can be used before a noun in a sentence.

a	an	the
a dog	an apple	the boy
a rabbit	an ant	the bird

## Adverb

An adverb describes a verb, adjective, or another adverb. An adverb tells how, when, where, or to what degree.

When	How	Where	To What Degree
today	quickly	outside	barely

## Preposition

A preposition combines with a noun or pronoun to form a phrase that tells something about another word in a sentence.

from	to	until
over	with	after

## Conjunction

A conjunction joins together single words or groups of words in a sentence.

and	but	or	nor
-----	-----	----	-----

## Interjection

An interjection expresses strong feeling or emotion. An interjection can be a single word or a phrase.

Help!	Oh!	Ouch!
Ugh!	Whew!	Ah!
My goodness!	Look out!	Oh dear!

# Parts of Speech

Sort the words in the correct column.

<del>he</del>	scary	they	swimming
shiny	Shamsa	Zayed University	car
small	sneaked	is	yellow
table	people	ate	her

Noun	Pronoun	Verb	Adjective
	he		

Ahmed owns a shiny red car. He drove it really fast.



# Grammar Practice

**Grade 8 ADV Term 1**

Ms. Reem 2024-2025

# Grammar Topics

Topic(s): People, culture and customs, technology.			
ECFE Grammar	Prerequisite	GSE Grammar	Functional Language
Adverbs: degree	Can use a range of common adverbs of frequency. (30)	Can use a range of adverbial intensifiers with adjectives. (51)	Expressing agreement and disagreement  Asking for and making suggestions and recommendations  Expressing opinion
Past time: past continuous	Can make affirmative statements using common irregular past simple forms. (30)	Can use the past continuous to refer to temporary or changing past states or situations. (51)	
Passive: present perfect passive	Can use common forms of 'have' in the present tense. (25)	Can use the present perfect passive with 'just/already'. (52)  Can use the present perfect passive with 'yet'. (52)	
Conditionals: first / second conditional	Can describe possible future outcomes of a present action or situation using the first conditional. (46)	Can describe present or future outcomes of a hypothetical situation using 'even if'. (54)	
Verb forms: verb + to + infinitive / verb + infinitive / verb + ing	Can use 'like/hate/love' with the '-ing' forms of verbs. (30)	Can use 'plan'/'intend'/'mean' + 'to' + infinitive to talk about present and future plans and intentions. (52)  Can use a range of common verb + verb combinations using the '-ing' form. (51)	

# Grammar Topics 1

## First & Second Conditionals

Using if+would OR if+will to talk about future situations.

English Grammar

Conditionals

Woodward ENGLISH

CONDITION	+	RESULT
<b>FIRST conditional</b> If it rains, If you study, <b>PRESENT SIMPLE</b>	+	we will cancel the trip. you will pass the exam. <b>WILL / WON'T + VERB</b>
<b>USES:</b> A possible situation in the future. Predicting a likely result in the future (if the condition happens).		
<b>SECOND conditional</b> If I won the lottery, If they sold their house, they would be rich. <b>PAST SIMPLE</b>	+	I would travel a lot. they would be rich. <b>WOULD + VERB</b>
<b>USES:</b> Hypothetical or unlikely situations. Unreal or improbable situation now or in the future.		

## Adverbs of Degree (Intensifiers)

Words that come before adjectives to increase their meaning.



## Past Continuous

Using was/were + verb-ing to talk about the past.

Positive

I He She It	+	was	+	staying	« 1st form of verb + '-ing' »
You We You They	+	were	+	staying	« 1st form of verb + '-ing' »

Example: We were staying in Paris.

Negative

I He She It	+	was not wasn't	+	staying	« 1st form of verb + '-ing' »
You We You They	+	were not weren't	+	staying	« 1st form of verb + '-ing' »

Example: We were not ( weren't ) staying in Paris.

Question

Was	+	I He She It	+	staying	« 1st form of verb + '-ing' »
Were	+	You We You They	+	staying	« 1st form of verb + '-ing' »

# Grammar Topics 2

## Present Perfect Passive

Using have/has + been + past participle to talk about the past.

We use the **passive voice** to focus on the action in a sentence or when we don't know the subject.

Present perfect passive: Blood **has been** carried by blood vessels.

Form: Subject + **has/have been** + **past participle** object

**present perfect passive =**  
**has/have + been + past participle**

Object Past participle Subject  
The boys took the test.

Subject has/have + been Past participle Object  
The test **has been taken** by the boys.

PRESENT TENSE	PAST PARTICIPLE	PRESENT TENSE	PAST PARTICIPLE	PRESENT TENSE	PAST PARTICIPLE
1 be	been	35 give	given	69 shake	shaken
2 become	become	36 go	gone	70 shine	shone
3 begin	begun	37 grow	grown	71 shoot	shot
4 bend	bent	38 hang	hung	72 shut	shut
5 bet	bet	39 have	had	73 sing	sung
6 bite	bitten	40 hear	heard	74 sink	sunk
7 bleed	bled	41 hide	hidden	75 sit	sat
8 blow	blown	42 hit	hit	76 sleep	slept
9 break	broken	43 hold	held	77 slide	slid
10 bring	brought	44 hurt	hurt	78 speak	spoken
11 build	built	45 keep	kept	79 speed	sped
12 buy	bought	46 know	known	80 spend	spent
13 catch	caught	47 lead	led	81 spin	spun
14 choose	chosen	48 leave	left	82 spread	spread
15 come	come	49 lend	lent	83 stand	stood
16 cost	cost	50 let	let	84 steal	stolen
17 cut	cut	51 light	lit	85 stick	stuck
18 deal	dealt	52 lose	lost	86 sting	stung
19 dig	dug	53 make	made	87 strike	struck
20 do	done	54 mean	meant	88 sweep	swept
21 draw	drawn	55 meet	met	89 swim	swum
22 drink	drunk	56 pay	paid	90 swing	swung
23 drive	driven	57 put	put	91 take	taken
24 eat	eaten	58 quit	quit	92 teach	taught
25 fall	fallen	59 read	read	93 tear	torn
26 feed	fed	60 ride	ridden	94 tell	told
27 feel	felt	61 ring	rung	95 think	thought
28 fight	fought	62 rise	risen	96 throw	thrown
29 find	found	63 run	run	97 understand	understood
30 fly	flown	64 say	said	98 wake	woken
31 forget	forgotten	65 see	seen	99 wear	worn
32 forgive	forgiven	66 sell	sold	100 win	won
33 freeze	frozen	67 send	sent	101 write	written
34 get	got/gotten	68 set	set		

© Woodward

English

## Verb Forms

Knowing when to use to + verb infinitive OR verb-ing in sentences.

Sentences with two verbs are written in two different ways

If the first verb is:  
want, need, agreed,  
hope, decided,  
refused, afford, plan

Then we use the  
infinitive form

verb 1 + to + verb infinitive

verb 1 to verb infinitive  
I **hope to see** you next week.

verb 1 to verb infinitive  
He can't **afford to buy** a new car.

If the first verb is:  
enjoy, keep, dislike,  
avoid, discuss, finish,  
practice, miss

Then we use the  
verb-ing form

verb 1 + verb-ing

verb 1 verb-ing  
I'll **finish cooking** the dinner.

verb 1 verb-ing  
They **keep talking** about the weather.



# Adverbs of Degree

Words that come before adjectives to give more meaning.

Grammar  
Link

## Adverbs of Degree

Adverbs of degree are like little boosters or dimmers for words. They make adjectives and other adverbs stronger or weaker.

Here's a simple example:

- Adjective: The test was difficult.
- Adverb of Degree + Adjective:  
The test was very difficult.

→ Common Adverbs of Degree:

- To make something stronger: very, extremely, really, incredibly
- To make something a little stronger: quite, fairly
- To make something weaker: rather

→ Examples:

- It's very hot outside.
- She's a fairly good singer.
- The movie was rather boring.



Activity: Choose the correct word to complete the sentence.

- The movie was \_\_\_\_\_ boring. I almost fell asleep.  
a. very  
b. extremely  
c. quite
- She is a \_\_\_\_\_ good dancer. She can move gracefully to any beat.  
a. really  
b. very  
c. fairly
- The test was \_\_\_\_\_ difficult. I had to think really hard for each question.  
a. quite  
b. extremely  
c. very
- The ice cream was \_\_\_\_\_ delicious. I could eat it all day long.  
a. extremely  
b. quite  
c. very
- The book is \_\_\_\_\_ interesting. I have read better.  
a. fairly  
b. very  
c. extremely
- He runs \_\_\_\_\_ fast. He almost won the race.  
a. very  
b. quite  
c. extremely
- The weather is \_\_\_\_\_ cold today. I need to wear a coat.  
a. really  
b. quite  
c. extremely
- She is \_\_\_\_\_ tired. She's been working all day.  
a. very  
b. fairly  
c. quite

# Past Continuous

## Using was/were + verb-ing to talk about the past.

Grammar  
Link

### Past Continuous

The past continuous tense is used to talk about something that was happening in the past for a certain amount of time. It helps us understand that an action was in progress before it ended.

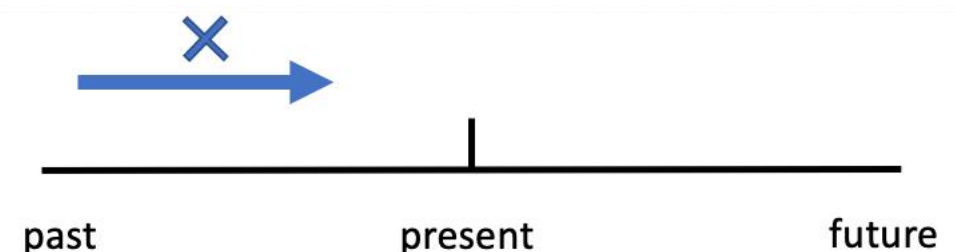
How to Use the Past Continuous:

- Form: Use was/were + verb-ing.
  - Was is used with I, he, she, it.
  - Were is used with you, we, they.
  - Examples:
    - "I was reading a book."
    - "They were playing outside."
- When to Use It:
  - To describe something happening over a period of time in the past:
    - "She was drawing a picture yesterday."
  - To show an interrupted action: If something was happening when something else happened.
    - "I was eating dinner when the phone rang."

Positive				
I He She It	+	was	+	staying « 1st form of verb + '-ing' »
You We You They	+	were	+	staying « 1st form of verb + '-ing' »
Example: We were staying in Paris.				
Negative				
I He She It	+	was not wasn't	+	staying « 1st form of verb + '-ing' »
You We You They	+	were not weren't	+	staying « 1st form of verb + '-ing' »
Example: We were not (weren't) staying in Paris.				
Question				
Was	+	I He She It	+	staying « 1st form of verb + '-ing' »
Were	+	You We You They	+	staying « 1st form of verb + '-ing' »

**Activity:** Use the given verb to complete the sentence using the past continuous.

- He was playing the guitar when his mom came home. (play)
- Martin \_\_\_\_\_ his classmate's homework when the teacher saw him. (copy)
- My sister \_\_\_\_\_ when she came home from school (cry)
- A bad boy \_\_\_\_\_ a younger student after school. (bully)
- My mom \_\_\_\_\_ the violin at nine last night. (practice)



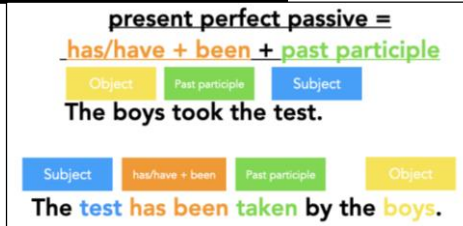
# Present Perfect Passive

Using have/has + been + past participle to talk about the past.

Grammar  
Link

## Present Perfect Passive

The present perfect passive is used when we want to talk about actions that happened in the past and are important now, but we don't need to say who did the action.



### → How It Works:

The present perfect passive is formed with "has been" or "have been" + the past participle (the form of the verb used after "have"). For example, in the sentence:

- "The homework has been completed."
  - We are focusing on the fact that the homework is finished and ready, not on who did it.

### → Why We Use It:

- To focus on the action or result rather than the person who did it.
- To talk about recent actions that are important in the present.

### → Examples:

- "The cake has been baked." (The cake is ready now.)
- "Many books have been read this month." (It's important that a lot of reading has been done, not who read them.)

Activity: Read the text and choose the correct words to complete the sentences.

Over the past few years, significant changes 1. \_\_\_\_\_ (make) to improve the city's public transportation system. A new fleet of electric buses 2. \_\_\_\_\_ (introduce) to reduce carbon emissions. Several bus routes 3. \_\_\_\_\_ (update) to make travel more convenient for passengers. In addition, many bus stops 4. \_\_\_\_\_ (upgrade) with real-time tracking information, so passengers can know exactly when their bus will arrive. Efforts 5. \_\_\_\_\_ (take) to increase safety, and additional security cameras 6. \_\_\_\_\_ (install) at major stations. These initiatives 7. \_\_\_\_\_ (welcome) by most residents, although a few complaints about delays and overcrowding 8. \_\_\_\_\_ (receive) from commuters during peak hours. Overall, the improvements 9. \_\_\_\_\_ (appreciate) by the majority of the public, who now have a more efficient and environmentally friendly way to travel around the city.

1. \_\_\_\_\_

- a) has made
- b) has been made
- c) have been made
- d) were made

2. \_\_\_\_\_

- a) have introduced
- b) have been introduced
- c) has introduced
- d) has been introduced

3. \_\_\_\_\_

- a) has updated
- b) have been updated
- c) were updated
- d) was updated

4. \_\_\_\_\_

- a) has upgraded
- b) have upgraded
- c) have been upgraded
- d) has been upgrading

5. \_\_\_\_\_

- a) has been taken
- b) have been taken
- c) were taken
- d) is taken

6. \_\_\_\_\_

- a) have installed
- b) has installed
- c) have been installed
- d) has been installed

7. \_\_\_\_\_

- a) has welcomed
- b) has been welcomed
- c) have welcomed
- d) have been welcomed

8. \_\_\_\_\_

- a) have received
- b) have been received
- c) has been received
- d) has received

**List of past participle on  
Slide 36**

# Quantifiers

**Words that come before nouns that tell the amount of something.**

Grammar  
Link

## Quantifiers

**A Countable Noun**  
consists of people, places,  
things, or ideas that can  
be counted.

apple

book

**Uncountable Noun**  
are not individual objects  
and cannot be counted.

sugar

milk

### With Countable Nouns

A majority of  
A number of  
Several  
Many  
A large number of  
A few  
Few  
Very few  
A great number of

### With Uncountable Nouns

Much  
A bit  
A great deal of  
A large quantity of  
A large amount of  
A little  
Little  
Very little

### With Countable & Uncountable Nouns

Enough  
All  
More  
Most  
Less

Least  
No  
None  
Any  
Not any

Some  
Plenty of  
Lots of

Quantifiers are words added before nouns to help count them. These words can explain that you need more, less or none. You need to choose the correct quantifier based on the noun, if it is countable or uncountable.

### How to Use the Past Simple:

- For uncountable nouns: many, few, a few, several, too many.  
→ Examples:
  - I saw many water bottles in the fridge.
  - There are several books on the shelf.
  - She had a few friends at her party.
- For uncountable nouns: much, too much, a bit, a little  
→ Examples:
  - There was too much sugar in the tea.
  - I had a little water before I came.
- For all nouns: enough, none, all, some, more, less, most, any  
→ Examples:
  - I bought enough apples.
  - Put some rice on the plate please.

**Activity 1: Fill in the blanks with much, many, a little and a few.**

- I'm not very busy today. I haven't got \_\_\_\_\_ to do.
- Most of the town is modern. There are \_\_\_\_\_ old buildings.
- Ann is very busy these days. She has \_\_\_\_\_ free time.
- The weather has been very dry recently. We've had \_\_\_\_\_ rain.

**Activity 2: Fill in the blanks with many, much, a lot of or some.**

- Do you know \_\_\_\_\_ English grammar rules?
- There are \_\_\_\_\_ dogs in the park. Too many. I don't like them.
- How \_\_\_\_\_ classes do you have this week? Are you busy?
- It seems like you have \_\_\_\_\_ cousins. I thought I'd met them all!
- Is there \_\_\_\_\_ information on African culture?
- Can I have \_\_\_\_\_ sugar in my tea, please? Not too much.
- How \_\_\_\_\_ money do you need?



# First & Second Conditionals

Using if+would OR if+will to talk about future situations.

Grammar  
Link 1

Grammar  
Link 2

## First and Second Conditionals

### First Conditional

The first conditional talks about things that can really happen in the future if a certain condition is met. We use if + present tense, and then the will form of the verb.

- Structure: If + present tense, will + verb.
- Example: "If it rains, we will stay inside."

### Second Conditional

The second conditional talks about things that are unlikely or imaginary situations. It's for things that probably won't happen but are fun to imagine. We use if + past tense, and then would + verb.

- Structure: If + past tense, would + verb.
- Example: "If I had a superpower, I would fly over the city."

English Grammar

Conditionals

Woodward English

	CONDITION	+	RESULT
<b>FIRST conditional</b>	If it rains, If you study,		we will cancel the trip. you will pass the exam.
	PRESENT SIMPLE	+	WILL / WON'T + VERB
<b>USES:</b> A possible situation in the future. Predicting a likely result in the future (if the condition happens).			
<b>SECOND conditional</b>	If I won the lottery, If they sold their house,		I would travel a lot. they would be rich.
	PAST SIMPLE	+	WOULD + VERB
<b>USES:</b> Hypothetical or unlikely situations. Unreal or improbable situation now or in the future.			

Read each sentence carefully and determine whether it is a first or second conditional sentence. Write "First" or "Second" in the blank.

1. If I win the lottery, I will travel the world.
2. If it rains, we will stay inside.
3. If you don't study, you won't pass the test.
4. If I had a million dollars, I would buy a house.
5. If they lived in a big city, they would have more opportunities.
6. If she had studied harder, she would have passed the exam.
7. If I see her tomorrow, I will tell her the news.
8. If we had time, we would go to the beach.
9. If you heat water, it boils.
- 10.If I were you, I would ask for help.

# Verb Forms

## Knowing when to use to + verb infinitive OR verb-ing in sentences.

### Verb forms

Grammar  
Link

When using two verbs in sentences you need to look at the first verb. The first verb will specify if the second verb should be written as an infinitive or as verb-ing.

Sentences with two verbs are written in two different ways

If the first verb is:  
want, need, agreed,  
hope, decided,  
refused, afford, plan

Then we use the  
infinitive form

verb 1 + to + verb infinitive

verb 1    to    verb infinitive  
I **hope** **to see** you next week.

verb 1    to    verb infinitive  
He can't **afford** **to buy** a new car.

If the first verb is:  
enjoy, keep, dislike,  
avoid, discuss, finish,  
practice, miss

Then we use the  
verb-ing form

verb 1 + verb-ing

verb 1    verb-ing  
I'll **finish** **cooking** the dinner.

verb 1    verb-ing  
They **keep** **talking** about the weather.

Activity 1: Choose the correct form of the given verb to complete the sentence.

- I want \_\_\_\_\_ the science museum tomorrow.  
a. visiting  
b. to visit
- We need \_\_\_\_\_ our homework before going outside.  
a. to finish  
b. finishing
- I miss \_\_\_\_\_ my cousins who live far away.  
a. seeing  
b. to see
- They agreed \_\_\_\_\_ set up for the school play.  
a. to help  
b. helping
- My friends and I discuss \_\_\_\_\_ different activities during recess.  
a. to do  
b. doing

Activity 2: Complete the sentences using the correct form of the given verb.

- They dislike \_\_\_\_\_ math, but they try their best. (study)
- I hope \_\_\_\_\_ more about animals in science class. (learn)
- He finished \_\_\_\_\_ his story and shared it with the class. (write)
- She decided \_\_\_\_\_ a card for her friend. (make)
- He refused \_\_\_\_\_ his vegetables at lunch. (eat)

# MAZE Assessment Practice 1

Activity: Fill in the blanks with the correct option to complete the passage.

One summer evening, Sam and Lily (1) \_\_\_\_\_ (decide) to explore the forest near their home. They (2) \_\_\_\_\_ (take) some snacks, water, and a flashlight. As they (3) \_\_\_\_\_ (walk) along the path, they noticed that the sun (4) \_\_\_\_\_ (begin) to set, casting a warm glow over everything. Sam said, "We have explored (5) \_\_\_\_\_ parts of this forest, but I think there's still (6) \_\_\_\_\_ left to see!"

As they moved deeper into the forest, they (7) \_\_\_\_\_ (hear) a strange noise. Lily (8) \_\_\_\_\_ (stop) in her tracks and asked, "What was that?" They (9) \_\_\_\_\_ (not see) anything unusual yet, but the sound was getting louder. Suddenly, they (10) \_\_\_\_\_ (see) a family of deer crossing the path. The deer quickly disappeared, leaving Sam and Lily both amazed and curious.

They had already (11) \_\_\_\_\_ (explore) many trails, but this one felt different. Sam was glad they had brought (12) \_\_\_\_\_ supplies, just in case they stayed longer than expected. By the time they (13) \_\_\_\_\_ (head) home, it (14) \_\_\_\_\_ (become) dark, and they felt excited to plan their next adventure.

1. \_\_\_\_\_  
a. decided  
b. are deciding  
c. decide

2. \_\_\_\_\_  
a. took  
b. taken  
c. take

3. \_\_\_\_\_  
a. walked  
b. were walking  
c. was walking

4. \_\_\_\_\_  
a. was beginning  
b. begins  
c. beginning

5. \_\_\_\_\_  
a. much  
b. so much  
c. many

6. \_\_\_\_\_  
a. more  
b. little  
c. few

7. \_\_\_\_\_  
a. hear  
b. heard  
c. hearing

# MAZE Assessment Practice 2

Activity: Fill in the blanks with the correct option to complete the passage.

One summer evening, Sam and Lily (1) \_\_\_\_\_ (decide) to explore the forest near their home. They (2) \_\_\_\_\_ (take) some snacks, water, and a flashlight. As they (3) \_\_\_\_\_ (walk) along the path, they noticed that the sun (4) \_\_\_\_\_ (begin) to set, casting a warm glow over everything. Sam said, "We have explored (5) \_\_\_\_\_ parts of this forest, but I think there's still (6) \_\_\_\_\_ left to see!"

As they moved deeper into the forest, they (7) \_\_\_\_\_ (hear) a strange noise. Lily (8) \_\_\_\_\_ (stop) in her tracks and asked, "What was that?" They (9) \_\_\_\_\_ (not see) anything unusual yet, but the sound was getting louder. Suddenly, they (10) \_\_\_\_\_ (see) a family of deer crossing the path. The deer quickly disappeared, leaving Sam and Lily both amazed and curious.

They had already (11) \_\_\_\_\_ (explore) many trails, but this one felt different. Sam was glad they had brought (12) \_\_\_\_\_ supplies, just in case they stayed longer than expected. By the time they (13) \_\_\_\_\_ (head) home, it (14) \_\_\_\_\_ (become) dark, and they felt excited to plan their next adventure.

8. \_\_\_\_\_  
a. stopped  
b. stops  
c. stopping

9. \_\_\_\_\_  
a. had seen  
b. hadn't seen  
c. hasn't seen

10. \_\_\_\_\_  
a. see  
b. saw  
c. sees

11. \_\_\_\_\_  
a. explores  
b. exploring  
c. explored

11. \_\_\_\_\_  
a. enough  
b. none  
c. less

12. \_\_\_\_\_  
a. heads  
b. headed  
c. head

13. \_\_\_\_\_  
a. had become  
b. become  
c. becomes

# Reading Comprehension

## Grade 8 ADV Term 1

Ms. Reem 2024-2025

# Reading Tips

- Always read the **questions before the text**.
- Look for **keywords in the question**, the same word will help you find the answer in the text.
- When reading the text, **skip some words that you don't understand** - it's okay!
- Make sure you **choose the answer you found in the text**.
- **Read the text again** to check your answers.
- Don't submit without **checking all your answers**.



Always make sure to highlight where you found the answer in the text to know that your answer is correct.

## Your Unique Identity and Mental Health

Your identity is like a unique puzzle that makes up who you are. It's a combination of your personality, interests, values, and beliefs. Think of it as your own special fingerprint. As you grow and learn, your identity evolves, just like a growing tree.

Mental health is just as important as physical health. It affects how you think, feel, and behave. Taking care of your mental health is like taking care of a garden. You need to water it, give it sunlight, and weed out negative thoughts.

When you feel good about yourself, it's like shining a light on your identity. This positive self-image, or self-esteem, comes from recognizing your strengths, setting achievable goals, and celebrating your successes. It's also about being kind to yourself, practicing self-compassion, and learning to forgive your mistakes.

Remember, it's okay to feel a range of emotions, including sadness, anger, and frustration. What matters is how you handle those emotions. Talking to a friend, family member, or counselor can help you process your feelings, develop healthy coping strategies, and find ways to bounce back from setbacks.

By understanding your identity and taking care of your mental health, you can build a strong foundation for a fulfilling life.

Activity: Answer the questions using the text.

1. What is the best metaphor to describe personal identity?
  - a) A puzzle
  - b) A flower
  - c) A cloud
  - d) A river
2. Mental health is compared to:
  - a) A garden
  - b) A mountain
  - c) A book
  - d) A painting
3. What is the key to building self-esteem?
  - a) Comparing yourself to others
  - b) Ignoring your mistakes
  - c) Recognizing your strengths and setting achievable goals
  - d) Seeking validation from others
4. How can you handle negative emotions healthily?
  - a) Ignoring them
  - b) Blaming others
  - c) Talking to a friend or counselor
  - d) Suppressing them
5. What is the relationship between identity and mental health?
  - a) They are unrelated.
  - b) Mental health directly impacts identity.
  - c) Identity directly impacts mental health.
  - d) Both a and b.
6. What is the significance of self-compassion?
  - a) It's unnecessary.
  - b) It can lead to self-pity.
  - c) It can help boost self-esteem and mental health.
  - d) It makes you weak.
7. What is the role of a counselor in mental health?
  - a) To judge your feelings
  - b) To provide solutions to your problems
  - c) To listen and offer guidance
  - d) To fix your problems
8. What is the most important aspect of taking care of your mental health?
  - a) Eating healthy food
  - b) Exercising regularly
  - c) Getting enough sleep
  - d) Paying attention to your emotions and seeking help when needed

Always make sure to highlight where you found the answer in the text to know that your answer is correct.

## Culture and Customs: A Tapestry of Traditions

Culture is the unique fabric that weaves together the traditions, customs, beliefs, and arts of a particular group of people. It's like a colorful tapestry, with each thread representing a different aspect of a society's identity.

Traditional customs are the age-old practices that have been passed down through generations. They often reflect a community's history, values, and spirituality. These traditions can be anything from festive celebrations to daily rituals, and they play a crucial role in shaping a culture's identity.

One of the most beautiful aspects of culture is the exchange of ideas and practices between different groups. Through trade, travel, and migration, cultures have influenced one another, leading to a rich tapestry of diversity. This exchange has resulted in the fusion of traditions, the creation of new customs, and the evolution of cultural identities.

Celebrations are an integral part of any culture. They provide opportunities for people to come together, share joy, and strengthen their bonds. Whether it's a religious festival, a cultural event, or a simple family gathering, celebrations offer a chance to express gratitude, honor traditions, and create lasting memories.

While cultures may differ in their customs and traditions, they often share common values, such as respect, compassion, and community. These values form the foundation of a strong and harmonious society.

By embracing and celebrating cultural diversity, we can foster understanding, tolerance, and peace. Let us continue to learn from one another, appreciate our differences, and work together to create a more inclusive and harmonious world.

Activity: Answer the questions using the text.

- What is the best metaphor to describe culture?
  - A puzzle
  - A tapestry
  - A river
  - A mountain
- Traditional customs are:
  - Modern practices
  - Age-old practices passed down through generations
  - Rules imposed by the government
  - Fads and trends
- How do cultures influence each other?
  - Through isolation
  - Through trade, travel, and migration
  - By ignoring each other
  - By competing with each other
- What is the significance of celebrations in a culture?
  - To waste time and resources
  - To create division and conflict
  - To strengthen bonds and share joy
  - To ignore important issues
- What common values do many cultures share?
  - Greed and selfishness
  - Hatred and prejudice
  - Respect, compassion, and community
  - Ignorance and apathy
- How can we foster understanding and tolerance between cultures?
  - By ignoring cultural differences
  - By imposing our own culture on others
  - By embracing and celebrating cultural diversity
  - By isolating ourselves from other cultures
- What is the role of traditions in shaping a culture's identity?
  - They have no significant role.
  - They weaken a culture's identity.
  - They strengthen a culture's identity.
  - They hinder cultural progress.
- How can cultural exchange benefit society?
  - It can lead to conflict and misunderstanding.
  - It can limit creativity and innovation.
  - It can promote diversity, tolerance, and understanding.
  - It can weaken cultural identity.
- What is the importance of preserving cultural heritage?
  - It's unnecessary in the modern world.
  - It can hinder progress and development.
  - It helps connect us to our past and future generations.
  - It promotes isolation and narrow-mindedness.
- How can we ensure that future generations appreciate cultural diversity?
  - By ignoring cultural differences
  - By promoting stereotypes and prejudices
  - By educating ourselves and others about different cultures
  - By imposing our own culture on others

Always make sure to highlight where you found the answer in the text to know that your answer is correct.

## Maya's Project

Maya loved tinkering with gadgets. She was always taking apart old toys and putting them back together in new ways. One day, she had a big idea: she wanted to build a robot that could help people.

She started by doing a lot of research. She read books, watched videos, and even talked to real scientists. She learned about circuits, motors, and coding. Then, she started designing her robot. She sketched out its shape, thought about its functions, and even picked out its color.

Maya knew she couldn't just dream about her robot; she had to make it real. So, she started experimenting. She tried different wires, different motors, and different codes. Sometimes things worked, and sometimes they didn't. But Maya never gave up. She was determined to make her robot work.

Finally, after many tries, Maya's robot was ready. She carefully installed all the parts and connected the wires. When she turned it on, it moved! It was a small step, but a big victory.

Maya's robot was a great example of how technology can be used to help people. It could help with chores, assist people with disabilities, and even explore dangerous places. Maya was proud of her creation and excited to see what other inventions she could come up with.

Activity: Answer the questions using the text. Highlight your answer.

- What is the main theme of the story?
  - The importance of perseverance
  - The dangers of technology
  - The difficulty of building a robot
  - The importance of giving up
- How does Maya's research contribute to her project?
  - It helps her build the robot faster.
  - It gives her ideas for new features.
  - It allows her to understand the technology better.
  - It helps her find cheaper materials.
- What is the significance of Maya's experimentation?
  - It helps her avoid mistakes.
  - It allows her to learn from her failures.
  - It guarantees the success of her project.
  - It makes the process more time-consuming.
- What does Maya's robot symbolize?
  - The limitations of technology
  - The power of human imagination and creativity
  - The dangers of artificial intelligence
  - The need for more government regulation on technology
- How does Maya's story inspire others?
  - It shows that technology is easy to master.
  - It encourages people to give up on their dreams.
  - It demonstrates the importance of perseverance and hard work.
  - It highlights the dangers of failure.
- What is the role of failure in Maya's journey?
  - It hinders her progress.
  - It discourages her from trying again.
  - It teaches her valuable lessons and helps her grow.
  - It proves that her idea is flawed.
- How does Maya's project reflect the potential of technology?
  - It shows that technology can only be used for harmful purposes.
  - It highlights the limitations of technology.
  - It demonstrates the positive impact of technology on society.
  - It suggests that technology will eventually replace humans.
- What is the main message the author wants to convey through Maya's story?
  - Technology is too complex for young people.
  - Failure is a sign of weakness.
  - With hard work and dedication, anyone can achieve their goals.
  - Technology should be feared and avoided.

Always make sure to highlight where you found the answer in the text to know that your answer is correct.

## Education Today

Education in the present is an exciting and important part of our lives. Let's explore what it's like to learn and grow in the world today.

In the past, students mostly learned from books and teachers in a classroom. But today, education has become more diverse and interesting. We use computers, tablets, and even smartphones to help us learn. These tools make learning fun and interactive. We can watch educational videos, play educational games, and even connect with teachers and students from around the world online.

One fantastic thing about education now is that it's not just about memorizing facts. We learn how to think critically, solve problems, and work as a team. These skills will help us in our future jobs and everyday life.

Another exciting part of modern education is that it's tailored to each student. Some students might be interested in science, while others love art or music. In today's classrooms, teachers help students follow their passions and explore their interests.

Moreover, we learn about the world's different cultures and the importance of being kind and respectful to everyone. Education today is not just about facts; it's about creating better individuals and a better world.

So, in the present, education is like a big adventure. We have so many tools, opportunities, and ways to learn, and it's up to us to make the most of them. Remember, education is not just about school; it's about learning throughout our lives and becoming the best version of ourselves.

**Activity: Answer the questions using the text.**

- 1. How is education today different from the past?**
  - a) It's all about memorizing facts.
  - b) It uses computers and smartphones.
  - c) It only happens in a classroom with books.
- 2. What important skills do students learn in modern education?**
  - a) Memorizing facts and taking tests.
  - b) Critical thinking, problem-solving, and teamwork.
  - c) Making friends in the classroom.
- 3. Based on the text, why is education said to be tailored to each student today?**
  - a) Because students can choose whatever they want to study.
  - b) Because students must follow a strict curriculum.
  - c) Because teachers help students explore their interests.
- 4. What do we understand about the role of modern education in creating a better world from the text?**
  - a) Modern education only cares about facts.
  - b) Modern education doesn't aim to create better individuals.
  - c) Modern education aims to create better individuals and a better world.
- 5. Why is it mentioned that education is not just about memorizing facts?**
  - a) Because memorizing facts is more important than critical thinking.
  - b) Because memorizing facts doesn't help in everyday life.
  - c) Because critical thinking and problem-solving are crucial for the future.
- 6. How does education today encourage students to explore their interests?**
  - a) By forcing all students to study the same subjects.
  - b) By allowing students to choose their favorite subjects.
  - c) By removing all technology from the classroom.

# **Activity Answers**

## **Grade 8 ADV Term 1**

Ms. Reem 2024-2025



# Part 1: Opinion

**Opinion = your ideas**

**What you think or believe.**

**How can I start  
my opinion  
sentence?**

- In my opinion, ...
- I believe ...
- I think ...
- I feel ...
- The best thing about ...
- The worst part about ...
- Everyone should ...
- ... is better than ... because ...

**Part 1: Opinion Question**

**Write your answer below. Use full sentences.**

Why do you think exploring new places is important?

Write at least **two sentences** below.

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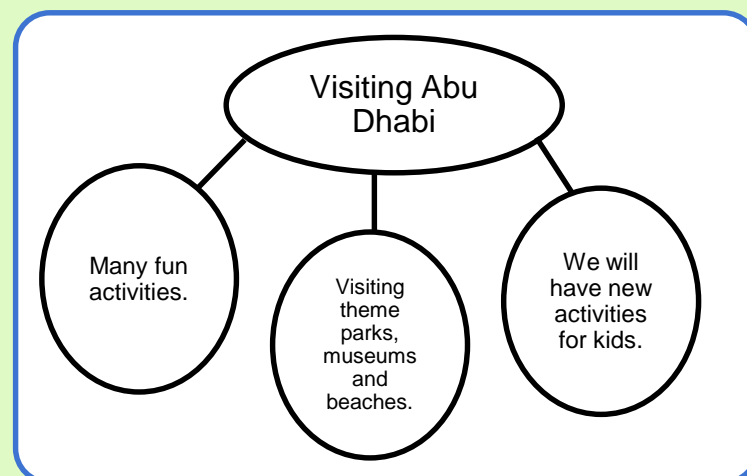


# Part 2: Plan

Write short sentences in a mind map that will help you write your essay.

## How do I write my plan?

- Read the question carefully.
- Put the main idea in the middle.
- Add details on the side for each question.
- **Keep it short!**



## Part 2: Plan

Write your answer below.

Write a plan for the essay prompt below. Please note — this question asks for a plan, not a full essay. You will write the essay in the next question.

Write about a place you enjoyed visiting.

Include information about:

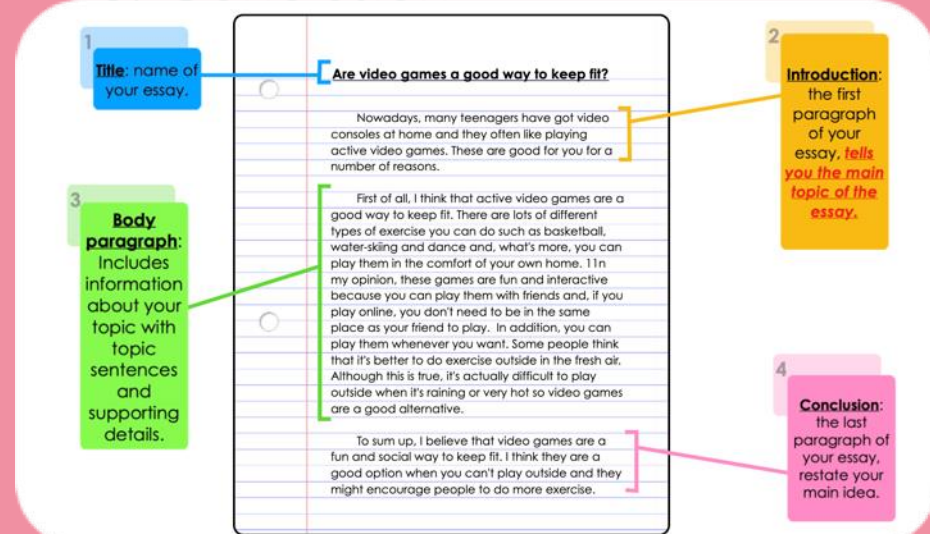
- Why do you think others may enjoy the place?
- What suggestions do you have for other visitors to do there?
- How do you think this place may change in the future?

# Part 3: Essay

**Your essay should be 3 paragraphs answering all the questions.**

# How do I write my essay?

- **Read the questions carefully.**  
**Divide which questions will be for which paragraph.**
- **Write 3 paragraphs:**
  1. Introduction
  2. Body
  3. Conclusion



### Part 3: Essay

**Write your answer below. Use full sentences.**

Write about a place you enjoyed visiting.

Include information about:

- Why do you think others may enjoy the place?
- What suggestions do you have for other visitors to do there?
- How do you think this place may change in the future?

Write at least **70 words** in **3 paragraphs**.

This image shows a full page of primary-ruled paper. It features a series of evenly spaced horizontal dotted lines across the entire width of the page, designed for handwriting practice. The lines are light gray or black dots on a white background. There is no text or other markings on the page.

# Part 4: Inference

You should read the text and answer each question with 2 sentences.

## Inference Question

You answer with  
your own ideas  
using your  
understanding of  
the text.

## Justification Question

You support your  
answer with  
evidence from the  
text.

### Part 4: Inference

#### Text

#### The Documentary

"I'm going for a walk," Salim called to his mother.

"No! I don't think you should," she replied. "We don't know the area around this hotel very well. You know how easily you get distracted!" she continued, starting to get annoyed with Salim.

"I promise I'll concentrate and I won't go far," said Salim. He quickly left before his mother could stop him. At first, he kept his promise and only went as far as the creek near the hotel. Then, he noticed a crowd of people in the distance and made his way to where they were. To his surprise, they were actors, and next to them, there were studio lights and film cameras. I guess they must be making a movie, he thought. This is amazing! Especially as I'll study filmmaking when I go to university in September.

He saw the film director who said he was making a documentary about the changing culture and landscapes of Dubai. The director said he hoped the documentary would display the city's amazingly quick development from the past to the present. Salim agreed that it would.

Salim thought that he'd met the documentary's director before but couldn't remember where. The director said he became an actor straight after school. He must have acted in many films. I'm certain that's why I believed I knew him! Salim thought. The director asked Salim to join the team while they continued filming. Salim thought back to what his mother had said earlier. However, he quickly decided that the opportunity to join the recording was too good to miss, so he agreed.

As the filming moved from place to place, ever further from the hotel, Salim became more and more involved. He was enjoying it so much that he knew he had made the right choice about his university course. At the back of his mind, he thought about how worried his mother would be. However, he pushed the thought away and continued to follow the filming.

After a while, Salim noticed how far he had walked and how late it had become. If only I could stay, but I must go back to the hotel now, he thought.

### Part 4: Inference Question

Write your answer below. Use full sentences.

What happened to Salim next?

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### Part 4: Justification Question

Write your answer below. Use full sentences.

Why is your answer to the inference question the best answer? Use the information in the text above.

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# Quick Check!

Correct these sentences.		Wordbank
And exploring oceans will helps us learn more about our ecosystems.	Exploring oceans will help us learn more about our ecosystems.	<ul style="list-style-type: none"> <li>• One reason</li> <li>• Another reason</li> <li>• However,</li> <li>• That is because</li> <li>• The reason is that</li> <li>• Also</li> <li>• As well as</li> </ul>
but you can't stop at explore the oceans	However, you can't stop at exploring the oceans.	
You can visit the island and meet with the people and learn about their culture	You can visit the island and meet with people. As well as learn about their cultures.	
because rainforest helping with increasing the oxygen in the world.	The reason is that rainforests help with increasing the oxygen in the world.	

# Part 1: Opinion

## Part 1: Opinion Question

Write your answer below. Use full sentences.

Why do we need different facilities in our city?

Write at least **two sentences** below.

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SENTENCE  
STARTERS

I prefer...

I think...

The best thing about...

The worst part about...

The greatest part about...

If you liked ... than you will love ....

Everyone should

I believe...

... is better than ... because ...

I feel...

# Part 2: Plan

## Part 2: Plan

Write your answer below.

**Write a plan for the essay prompt below. Please note — this question asks for a plan, not a full essay. You will write the essay in the next question.**

Write about a place you enjoyed visiting.

Include information about:

- Why do you think others may enjoy the place?
- What suggestions do you have for other visitors to do there?
- How do you think this place may change in the future?



# Part 3: Essay

## Part 3: Essay

**Write your answer below. Use full sentences.**

Write about facilities in your area are most useful.

Include information about:

- What facilities can you find near your home?
- Explain how they help you and your family.
- What other facilities do you need?

Write at least **70 words** in **3 paragraphs**.

## Pre-writing

- ☐ Did I read all the parts of the question?
- ☐ Did I include all the questions in my plan?

## Writing

- ☐ Use capitals and fullstops.
- ☐ Leave spaces between paragraphs.
- ☐ Introduction (3 sentences)
- ☐ Body paragraph (6 sentences)
- ☐ Conclusion (3 sentences)
- ☐ Don't use AND + BECAUSE in the beginning of a sentence or after a fullstops.

## Post-writing

- ☐ Did I count my full stops and check that I wrote (3-6-3)?
- ☐ Did I leave spaces between the paragraphs?
- ☐ Did I have a topic sentence that answers the question?
- ☐ Did I have supporting details that explain my answer?
- ☐ Did I remove any AND or BECAUSE in the beginning of sentences?

[illegible]

# Part 4: Inference & Justification

## Journey to Planet Zog

Maya and her best friend, Leo, were the youngest astronauts to ever embark on a space mission. They were headed to Planet Zog, a newly discovered planet in a distant galaxy. The journey was long and exciting, filled with the wonders of space. They passed by colorful nebulae, saw distant stars twinkling, and even caught a glimpse of a comet zooming by.

When they finally arrived at Planet Zog, they were amazed by what they saw. The sky was a brilliant shade of purple, and the ground was covered in sparkling blue crystals. As they explored, they discovered plants that glowed in the dark and creatures that floated gently above the ground.

Maya and Leo set up their equipment to study the planet's atmosphere and collect samples of the unique plants and crystals. They carefully documented everything, eager to share their findings with scientists back on Earth. Despite the strange and unfamiliar surroundings, they felt a sense of wonder and excitement about their incredible journey.

As they prepared to leave, Maya looked back at Planet Zog and smiled. She knew this was just the beginning of many more adventures in the vast universe.

### Part 4: Inference Question

Write your answer below. Use full sentences.

What happened to Maya Next?

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### Part 4: Justification Question

Write your answer below. Use full sentences.

Why is your answer to the inference question the best answer? Use the information in the text above.

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# Parts of Speech

Sort the words in the correct column.

<del>he</del>	scary	they	swimming
shiny	Shamsa	Zayed University	car
small	sneaked	is	yellow
table	people	ate	her

Noun	Pronoun	Verb	Adjective
<div> <div>table</div> <div>Shamsa</div> <div>people</div> <div>Zayed University</div> <div>car</div> </div>	<div> <div>he</div> <div>they</div> <div>her</div> </div>	<div> <div>sneaked</div> <div>is</div> <div>ate</div> <div>swimming</div> </div>	<div> <div>shiny</div> <div>small</div> <div>scary</div> <div>yellow</div> </div>

# Adverbs of Degree

Words that come before adjectives to give more meaning.

Grammar  
Link

## Adverbs of Degree

Adverbs of degree are like little boosters or dimmers for words. They make adjectives and other adverbs stronger or weaker.

Here's a simple example:

- Adjective: The test was difficult.
- Adverb of Degree + Adjective:  
The test was very difficult.

→ Common Adverbs of Degree:

- To make something stronger: very, extremely, really, incredibly
- To make something a little stronger: quite, fairly
- To make something weaker: rather

→ Examples:

- It's very hot outside.
- She's a fairly good singer.
- The movie was rather boring.



Activity: Choose the correct word to complete the sentence.

- The movie was \_\_\_\_\_ boring. I almost fell asleep.  
a. very  
b. extremely  
c. quite
- She is a \_\_\_\_\_ good dancer. She can move gracefully to any beat.  
a. really  
b. very  
c. fairly
- The test was \_\_\_\_\_ difficult. I had to think really hard for each question.  
a. quite  
b. extremely  
c. very
- The ice cream was \_\_\_\_\_ delicious. I could eat it all day long.  
a. extremely  
b. quite  
c. very
- The book is \_\_\_\_\_ interesting. I have read better.  
a. fairly  
b. very  
c. extremely
- He runs \_\_\_\_\_ fast. He almost won the race.  
a. very  
b. quite  
c. extremely
- The weather is \_\_\_\_\_ cold today. I need to wear a coat.  
a. really  
b. quite  
c. extremely
- She is \_\_\_\_\_ tired. She's been working all day.  
a. very  
b. fairly  
c. quite

# Past Continuous

## Using was/were + verb-ing to talk about the past.

### Present Perfect

The past continuous tense is used to talk about something that was happening in the past for a certain amount of time. It helps us understand that an action was in progress before it ended.

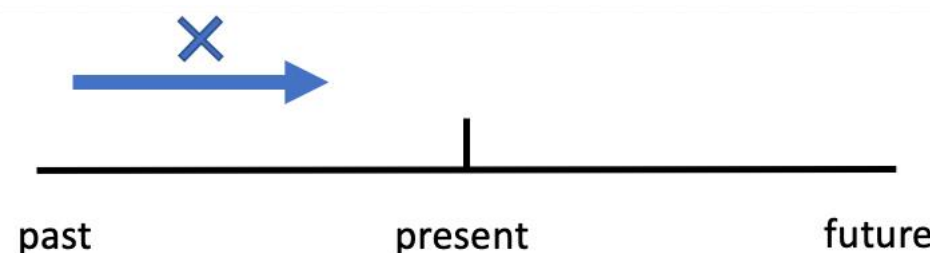
How to Use the Past Continuous:

- Form: Use was/were + verb-ing.
  - Was is used with I, he, she, it.
  - Were is used with you, we, they.
  - Examples:
    - "I was reading a book."
    - "They were playing outside."
- When to Use It:
  - To describe something happening over a period of time in the past:
    - "She was drawing a picture yesterday."
  - To show an interrupted action: If something was happening when something else happened.
    - "I was eating dinner when the phone rang."

Positive				
I	+	was	+	staying
He				« 1st form of verb + '-ing' »
She				
It				
You	+	were	+	staying
We				« 1st form of verb + '-ing' »
You				
They				
Example: We were staying in Paris.				
Negative				
I	+	was not	+	staying
He		wasn't		« 1st form of verb + '-ing' »
She				
It				
You	+	were not	+	staying
We		weren't		« 1st form of verb + '-ing' »
You				
They				
Example: We were not (weren't) staying in Paris.				
Question				
Was	+	I	+	staying
		He		« 1st form of verb + '-ing' »
		She		
		It		
Were	+	You	+	staying
		We		« 1st form of verb + '-ing' »
		You		
		They		

**Activity:** Use the given verb to complete the sentence using the past continuous.

- He was playing the guitar when his mom came home. (play)
- Martin was copying his classmate's homework when the teacher saw him. (copy)
- My sister was crying when she came home from school (cry)
- A bad boy was bullying a younger student after school. (bully)
- My mom was practicing the violin at nine last night. (practice)



# Present Perfect

## Using have/has + past participle to talk about the past.

### Present Perfect

The past continuous tense is used to talk about something that was happening in the past for a certain amount of time. It helps us understand that an action was in progress before it ended.

How to Use the Past Continuous:

- Form: Use was/were + verb-ing.
  - Was is used with I, he, she, it.
  - Were is used with you, we, they.
  - Examples:
    - "I was reading a book."
    - "They were playing outside."
- When to Use It:
  - To describe something happening over a period of time in the past:
    - "She was drawing a picture yesterday."
  - To show an interrupted action: If something was happening when something else happened.
    - "I was eating dinner when the phone rang."

+ Affirmative		
SUBJECT	AUXILIARY	PAST PARTICIPLE
I / you / we / they	have	lived studied eaten
he / she / it	has	
- Negative		
SUBJECT	AUXILIARY	PAST PARTICIPLE
I / you / we / they	haven't	lived studied eaten
he / she / it	hasn't	
? Question		
AUXILIARY	SUBJECT	PAST PARTICIPLE
Have	I / you / we / they	lived studied eaten
Has	he / she / it	

**Activity:** Choose the correct word to complete the sentence.

- Sarah \_\_\_\_\_ her homework already.
  - do
  - did
  - has done
  - does
- We \_\_\_\_\_ a new puppy.
  - get
  - got
  - have gotten
  - gets
- Tom \_\_\_\_\_ to the new movie that just came out.
  - go
  - goes
  - went
  - has gone
- My family \_\_\_\_\_ a fun vacation last summer.
  - have
  - had
  - has had
  - having
- They \_\_\_\_\_ many books from the library.
  - read
  - reads
  - have read
  - reading



# Quantifiers

Words that come before nouns that tell the amount of something.

## Quantifiers

Quantifiers are words added before nouns to help count them. These words can explain that you need more, less or none. You need to choose the correct quantifier based on the noun, if it is countable or uncountable.

How to Use the Past Simple:

- For uncountable nouns: many, few, a few, several, too many.  
→ Examples:
  - I saw many water bottles in the fridge.
  - There are several books on the shelf.
  - She had a few friends at her party.
- For uncountable nouns: much, too much, a bit, a little  
→ Examples:
  - There was too much sugar in the tea.
  - I had a little water before I came.

## A Countable Noun

consists of people, places, things, or ideas that can be counted.

apple

book

## Uncountable Noun

are not individual objects and cannot be counted.

sugar

milk

### With Countable Nouns

A majority of

A number of

Several

Many

A large number of

A few

Few

Very few

A great number of

### With Uncountable Nouns

Much

A bit

A great deal of

A large quantity of

A large amount of

A little

Little

Very little

### With Countable & Uncountable Nouns

Enough

All

More

Most

Less

Least

No

None

Any

Not any

Some

Plenty of

Lots of

**Activity 1: Fill in the blanks with much, many, a little and a few.**

- I'm not very busy today. I haven't got much to do.
- Most of the town is modern. There are a few old buildings.
- Ann is very busy these days. She has little free time.
- The weather has been very dry recently. We've had little rain.

**Activity 2: Fill in the blanks with many, much, a lot of or some.**

- Do you know a lot of English grammar rules?
- There are a lot of dogs in the park. Too many. I don't like them.
- How many classes do you have this week? Are you busy?
- It seems like you have a lot of cousins. I thought I'd met them all!
- Is there some information on African culture?
- Can I have a little sugar in my tea, please? Not too much.
- How much money do you need?

# MAZE Assessment Practice 1

Activity: Fill in the blanks with the correct option to complete the passage.

One summer evening, Sam and Lily (1) \_\_\_\_\_ (decide) to explore the forest near their home. They (2) \_\_\_\_\_ (take) some snacks, water, and a flashlight. As they (3) \_\_\_\_\_ (walk) along the path, they noticed that the sun (4) \_\_\_\_\_ (begin) to set, casting a warm glow over everything. Sam said, "We have explored (5) \_\_\_\_\_ parts of this forest, but I think there's still (6) \_\_\_\_\_ left to see!"

As they moved deeper into the forest, they (7) \_\_\_\_\_ (hear) a strange noise. Lily (8) \_\_\_\_\_ (stop) in her tracks and asked, "What was that?" They (9) \_\_\_\_\_ (not see) anything unusual yet, but the sound was getting louder. Suddenly, they (10) \_\_\_\_\_ (see) a family of deer crossing the path. The deer quickly disappeared, leaving Sam and Lily both amazed and curious.

They had already (11) \_\_\_\_\_ (explore) many trails, but this one felt different. Sam was glad they had brought (12) \_\_\_\_\_ supplies, just in case they stayed longer than expected. By the time they (13) \_\_\_\_\_ (head) home, it (14) \_\_\_\_\_ (become) dark, and they felt excited to plan their next adventure.

1. \_\_\_\_\_  
a. decided  
b. are deciding  
c. decide

2. \_\_\_\_\_  
a. took  
b. taken  
c. take

3. \_\_\_\_\_  
a. walked  
b. were walking  
c. was walking

4. \_\_\_\_\_  
a. was beginning  
b. begins  
c. beginning

5. \_\_\_\_\_  
a. much  
b. so much  
c. many

6. \_\_\_\_\_  
a. more  
b. little  
c. few

7. \_\_\_\_\_  
a. hear  
b. heard  
c. hearing

# MAZE Assessment Practice 2

Activity: Fill in the blanks with the correct option to complete the passage.

One summer evening, Sam and Lily (1) \_\_\_\_\_ (decide) to explore the forest near their home. They (2) \_\_\_\_\_ (take) some snacks, water, and a flashlight. As they (3) \_\_\_\_\_ (walk) along the path, they noticed that the sun (4) \_\_\_\_\_ (begin) to set, casting a warm glow over everything. Sam said, "We have explored (5) \_\_\_\_\_ parts of this forest, but I think there's still (6) \_\_\_\_\_ left to see!"

As they moved deeper into the forest, they (7) \_\_\_\_\_ (hear) a strange noise. Lily (8) \_\_\_\_\_ (stop) in her tracks and asked, "What was that?" They (9) \_\_\_\_\_ (not see) anything unusual yet, but the sound was getting louder. Suddenly, they (10) \_\_\_\_\_ (see) a family of deer crossing the path. The deer quickly disappeared, leaving Sam and Lily both amazed and curious.

They had already (11) \_\_\_\_\_ (explore) many trails, but this one felt different. Sam was glad they had brought (12) \_\_\_\_\_ supplies, just in case they stayed longer than expected. By the time they (13) \_\_\_\_\_ (head) home, it (14) \_\_\_\_\_ (become) dark, and they felt excited to plan their next adventure.

8. \_\_\_\_\_  
a. stopped  
b. stops  
c. stopping

9. \_\_\_\_\_  
a. had seen  
b. hadn't seen  
c. hasn't seen

10. \_\_\_\_\_  
a. see  
b. saw  
c. sees

11. \_\_\_\_\_  
a. explores  
b. exploring  
c. explored

11. \_\_\_\_\_  
a. enough  
b. none  
c. less

12. \_\_\_\_\_  
a. heads  
b. headed  
c. head

13. \_\_\_\_\_  
a. had become  
b. become  
c. becomes

# Wordwall

 <b>Wildlife</b> (الحياة البرية)	 <b>Facilities</b> (الخدمات)	 <b>Atmosphere</b> (جو المكان)	 <b>Modern</b> (حديث)	 <b>Trade</b> (التجارة)	 <b>Ancient</b> (قديم)	 <b>Climate</b> (المناخ)
 <b>Dangerous</b> (خطير)	 <b>Destination</b> (الوجهة)	 <b>Explore</b> (استكشاف)	 <b>Pharmacy</b> (الصيدلية)	 <b>Underground</b> (تحت الأرض)	 <b>Culture</b> (الثقافة)	 <b>Barber</b> (الحلاق)
 <b>Customs</b> (العادات)	 <b>Shop Gift</b> (متجر الهدايا)	 <b>Bookshop</b> (مكتبة لبيع الكتب)	 <b>Goods</b> (البضائع)	 <b>Office Post</b> (مكتب البريد)	 <b>Environment</b> (البيئة)	 <b>Society</b> (المجتمع)

<b>Society</b> A group of people living together with shared laws and culture.	<b>Environment</b> The natural world around us.	<b>Post Office</b> A place to send mail and buy stamps.	<b>Ancient</b> Very old or from a long time ago.	<b>Modern</b> New or from recent times.	<b>Underground</b> A subway system or something located below the ground.	<b>Facilities</b> Places or equipment provided for convenience, like bathrooms or gyms.
<b>Trade</b> The act of buying and selling goods.	<b>Goods</b> Items that are made or sold.	<b>Wildlife</b> Animals and plants living in nature.	<b>Barber</b> A person who cuts hair, especially for men.	<b>Book Shop</b> A store that sells books.	<b>Atmosphere</b> The feeling or mood of a place.	<b>Climate</b> The usual weather in a place over time.
<b>Culture</b> The customs, arts, and lifestyle of a group of people.	<b>Dangerous</b> Something that can cause harm.	<b>Customs</b> Traditional habits or practices of a group.	<b>Explore</b> To look around and learn about a place.	<b>Destination</b> The place where you are going.	<b>Pharmacy</b> A place where you can buy medicine.	<b>Gift Shop</b> A store that sells gifts and souvenirs.



[Keywords Link](#)



1. The feeling or mood of a place.

- A ☐  متجر الهدايا (Shop Gift)  
 B ☐  البيئة (Environment)  
 C ☐  مكتبة لبيع الكتب (Bookshop)  
 D ☒  جو المكان (Atmosphere)

2. The usual weather in a place over time.

- A ☒  Climate (المناخ)  
 B ☐  Customs (العادات)  
 C ☐  Office Post (مكتب البريد)  
 D ☐  Trade (التجارة)

3. Something that can cause harm.

- A ☐  الخدمات (Facilities)  
 B ☐  مكتبة لبيع الكتب (Bookshop)  
 C ☐  مكتب البريد (Office Post)  
 D ☒  خطير (Dangerous)

4. The place where you are going.

- A ☐  قديم (Ancient)  
 B ☐  جو المكان (Atmosphere)  
 C ☒  الوجهة (Destination)  
 D ☐  مكتبة لبيع الكتب (Bookshop)

5. To look around and learn about a place.

- A ☒  استكشاف (Explore)  
 B ☐  الحياة البرية (Wildlife)  
 C ☐  تحت الأرض (Underground)  
 D ☐  مكتب البريد (Office Post)





6. Places or equipment provided for convenience, like bathrooms or gyms.

- A ☐  الصيدلية (Pharmacy)  
 B ☒  الخدمات (Facilities)  
 C ☐  مكتب البريد (Office Post)  
 D ☐  الوجهة (Destination)




7. Animals and plants living in nature.

- A ☒  الحياة البرية (Wildlife)  
 B ☐  مكتبة لبيع الكتب (Bookshop)  
 C ☐  تحت الأرض (Underground)  
 D ☐  الوجهة (Destination)

8. Very old or from a long time ago.

- A ☐  Culture (الثقافة)  
 B ☐  Barber (الحلاق)  
 C ☒  Ancient (قديم)  
 D ☐  Modern (حديث)

9. The customs, arts, and lifestyle of a group of people.

- A ☐  العادات (Customs)  
 B ☒  Culture (الثقافة)  
 C ☐  Barber (الحلاق)  
 D ☐  Underground (تحت الأرض)

10. Traditional habits or practices of a group.

- A ☒  العادات (Customs)  
 B ☐  الخدمات (Facilities)  
 C ☐  استكشاف (Explore)  
 D ☐  Culture (الثقافة)

11. Items that are made or sold.

- A ☐  استكشاف (Explore)  
 B ☒  البضائع (Goods)  
 C ☐  التجارة (Trade)  
 D ☐  تحت الأرض (Underground)

12. New or from recent times.

- A ☐  تحت الأرض (Underground)  
 B ☐  الوجهة (Destination)  
 C ☒  حديث (Modern)  
 D ☐  العادات (Customs)

13. A group of people living together with shared laws and culture.

- A ☐  العادات (Customs)  
 B ☐  التجارة (Trade)  
 C ☒  المجتمع (Society)  
 D ☐  جو المكان (Atmosphere)





14. The act of buying and selling goods.

- A ☐  خطير (Dangerous)  
 B ☐  الوجهة (Destination)  
 C ☒  التجارة (Trade)  
 D ☐  الثقافة (Culture)

15. A person who cuts hair, especially for men.

- A ☒  Barber (الحلاق)  
 B ☐  Ancient (قديم)  
 C ☐  الخدمات (Facilities)  
 D ☐  مكتب البريد (Office Post)

16. A store that sells books.

- A ☒  مكتبة لبيع الكتب (Bookshop)  
 B ☐  الثقافة (Culture)  
 C ☐  التجارة (Trade)  
 D ☐  قديم (Ancient)

17. The natural world around us.

- A ☐  جو المكان (Atmosphere)  
 B ☐  المناخ (Climate)  
 C ☐  البيئة (Environment)  
 D ☐  الثقافة (Culture)

18. A store that sells gifts and souvenirs.

- A ☒  متجر الهدايا (Shop Gift)  
 B ☐  البضائع (Goods)  
 C ☐  خطير (Dangerous)  
 D ☐  الحياة البرية (Wildlife)





19. A place where you can buy medicine.

- A ☐  قديم (Ancient)  
 B ☒  الصيدلية (Pharmacy)  
 C ☐  العادات (Customs)  
 D ☐  تحت الأرض (Underground)

20. A place to send mail and buy stamps.

- A ☐  الوجهة (Destination)  
 B ☐  الصيدلية (Pharmacy)  
 C ☒  مكتب البريد (Office Post)  
 D ☐  المجتمع (Society)

21. A subway system or something located below the ground.

- A ☐  قديم (Ancient)  
 B ☐  مكتب البريد (Post Office)  
 C ☒  تحت الأرض (Underground)  
 D ☐  التجارة (Trade)

Keywords Link

Always make sure to highlight where you found the answer in the text to know that your answer is correct.

## Education Today

Education in the present is an exciting and important part of our lives. Let's explore what it's like to learn and grow in the world today.

In the past, students mostly learned from books and teachers in a classroom. But today, education has become more diverse and interesting. We use computers, tablets, and even smartphones to help us learn. These tools make learning fun and interactive. We can watch educational videos, play educational games, and even connect with teachers and students from around the world online.

One fantastic thing about education now is that it's not just about memorizing facts. We learn how to think critically, solve problems, and work as a team. These skills will help us in our future jobs and everyday life.

Another exciting part of modern education is that it's tailored to each student. Some students might be interested in science, while others love art or music. In today's classrooms, teachers help students follow their passions and explore their interests.

Moreover, we learn about the world's different cultures and the importance of being kind and respectful to everyone.

Education today is not just about facts; it's about creating better individuals and a better world.

So, in the present, education is like a big adventure. We have so many tools, opportunities, and ways to learn, and it's up to us to make the most of them. Remember, education is not just about school; it's about learning throughout our lives and becoming the best version of ourselves.

**Activity: Answer the questions using the text.**

1. **How is education today different from the past?**
  - a) It's all about memorizing facts.
  - b) It uses computers and smartphones.
  - c) It only happens in a classroom with books.
2. **What important skills do students learn in modern education?**
  - a) Memorizing facts and taking tests.
  - b) Critical thinking, problem-solving, and teamwork.
  - c) Making friends in the classroom.
3. **Based on the text, why is education said to be tailored to each student today?**
  - a) Because students can choose whatever they want to study.
  - b) Because students must follow a strict curriculum.
  - c) Because teachers help students explore their interests.
4. **What do we understand about the role of modern education in creating a better world from the text?**
  - a) Modern education only cares about facts.
  - b) Modern education doesn't aim to create better individuals.
  - c) Modern education aims to create better individuals and a better world.
5. **Why is it mentioned that education is not just about memorizing facts?**
  - a) Because memorizing facts is more important than critical thinking.
  - b) Because memorizing facts doesn't help in everyday life.
  - c) Because critical thinking and problem-solving are crucial for the future.
6. **How does education today encourage students to explore their interests?**
  - a) By forcing all students to study the same subjects.
  - b) By allowing students to choose their favorite subjects.
  - c) By removing all technology from the classroom.



Always make sure to highlight where you found the answer in the text to know that your answer is correct.

## Exploring Ancient Ruins

Exploring ancient ruins is like stepping back in time. These old structures were built by people long ago and tell us about how they lived. Imagine walking through a stone city that was once full of life but is now silent and mysterious.

One famous ancient ruin is Machu Picchu in Peru. It was built by the Inca people high up in the mountains. When you explore Machu Picchu, you can see stone buildings, terraces, and temples. The Incas were amazing builders, and their stonework has lasted for centuries.

Another incredible site is the Pyramids of Giza in Egypt. These pyramids were built as tombs for the pharaohs. The largest pyramid, the Great Pyramid, was the tallest man-made structure in the world for over 3,800 years. Exploring these pyramids, you can imagine the hard work it took to build them without modern machines.

The ruins of Pompeii in Italy tell a different story. This city was buried by a volcanic eruption in 79 AD. When you visit Pompeii, you can see houses, theaters, and even the remains of people who lived there. It's like a snapshot of life almost 2,000 years ago.

Exploring ancient ruins helps us understand the past. We learn about the people who built these places and what their lives were like. It's important to protect these sites so future generations can explore and learn from them too.

Activity: Answer the questions using the text. Highlight your answer.

1. What do ancient ruins tell us about?
  - a. The future
  - b. How people lived long ago
  - c. Modern technology
  - d. Space travel
2. Where is Machu Picchu located?
  - a. Egypt
  - b. Italy
  - c. Peru
  - d. Greece
3. What were the Pyramids of Giza built for?
  - a. Temples for worship
  - b. Tombs for pharaohs
  - c. Homes for people
  - d. Markets for trading
4. How long was the Great Pyramid the tallest man-made structure?
  - a. 1,000 years
  - b. 2,500 years
  - c. 3,800 years
  - d. 5,000 years
5. What caused the city of Pompeii to be buried?
  - a. An earthquake
  - b. A flood
  - c. A volcanic eruption
  - d. A war
6. What can you see when you visit Pompeii?
  - a. Modern skyscrapers
  - b. Houses and theaters
  - c. Jungle and wildlife
  - d. Snow and ice
7. Why is it important to protect ancient ruins?
  - a. To build new cities
  - b. To keep people away
  - c. So future generations can learn from them
  - d. To find hidden treasure
8. What is a common feature of the ancient ruins mentioned?
  - a. They are all located in Europe
  - b. They were all built with modern machines
  - c. They all tell us about past civilizations
  - d. They were all found underwater

Always make sure to highlight where you found the answer in the text to know that your answer is correct.

## The Wonders of Rainforests

Rainforests are dense, tropical forests found near the equator. They are incredibly important to our planet and are home to an astonishing variety of plants and animals. Rainforests receive a lot of rain throughout the year, which helps them stay lush and green. These forests are often called the "lungs of the Earth" because they produce a significant amount of the world's oxygen.

One of the most famous rainforests is the Amazon Rainforest in South America. It is the largest rainforest in the world and contains millions of different species of plants, insects, birds, and mammals. Many of these species cannot be found anywhere else on Earth.

Rainforests have several layers, each with its own unique ecosystem. The forest floor is dark and damp, home to decomposers like fungi and insects. Above that is the understory, where smaller trees and shrubs grow. The canopy is a thick layer of tall trees whose leaves and branches form a roof over the forest. Some trees even reach up to the emergent layer, which towers above the canopy.

Rainforests are vital for many reasons. They help regulate the Earth's climate by absorbing carbon dioxide. They also provide resources like fruits, nuts, and medicines. However, rainforests are under threat due to deforestation. Trees are cut down for timber, and land is cleared for agriculture. This not only destroys habitats but also contributes to climate change.

Protecting rainforests is crucial for maintaining biodiversity and the health of our planet. Efforts to conserve these incredible ecosystems are essential for future generations.

**Activity: Answer the questions using the text.**

**1. Why are rainforests often called the "lungs of the Earth"?**

- A) They are full of trees
- B) They produce a lot of oxygen
- C) They are very humid
- D) They cover a large area

**2. Which layer of the rainforest is known for being dark and damp?**

- A) Emergent layer
- B) Canopy
- C) Understory
- D) Forest floor

**3. What is one major threat to rainforests mentioned in the text?**

- A) Earthquakes
- B) Flooding
- C) Deforestation
- D) Wildfires

**4. Why is it important to protect rainforests?**

- A) To increase timber production
- B) To build more farms
- C) To maintain biodiversity and climate health
- D) To create more land for cities

Always make sure to highlight where you found the answer in the text to know that your answer is correct.

## The Galactic Explorers

As the spaceship landed on Planet Zarok, Lila's heart raced with excitement. She had trained for this moment for years. The alien landscape stretched before her, glowing with strange purple trees and swirling orange rivers. Lila adjusted her oxygen mask and stepped out, her boots sinking slightly into the soft, mossy ground. The air shimmered with tiny floating lights, like fireflies dancing in a different world.

Lila's mission was to collect samples and record any signs of life. As she wandered through the strange forest, she heard a soft hum echoing in the distance. Curious, she followed the sound, carefully stepping over strange plants that seemed to move as she approached. Soon, she came upon a large, glowing structure—almost like a hive. It pulsed with light, and every few seconds, the hum grew louder and softer again, like a heartbeat.

Just then, a small creature appeared, hovering beside her. It was about the size of her hand, with wings that sparkled in the dim light. The creature studied her with large, curious eyes, tilting its head to the side. Lila smiled, feeling an odd connection. She held out her hand, and the creature perched lightly on her glove, as if it trusted her. She realized then that they were both explorers, each curious about the other's world.

Activity: Answer the questions using the text.

1. Why did Lila feel excited as she landed on Planet Zarok?
  - a. She had always dreamed of visiting a new planet.
  - b. She liked purple trees.
  - c. She was scared of what might happen.
  - d. She wanted to collect moss.
2. What was Lila's mission on the planet?
  - a. To find her spaceship.
  - b. To explore the glowing structure.
  - c. To collect samples and look for signs of life.
  - d. To follow the floating lights.
3. What can we guess about the humming sound that Lila heard?
  - a. It was coming from her spaceship.
  - b. It might be related to the glowing structure.
  - c. It was made by her oxygen mask.
  - d. It was caused by an orange river.
4. Why did the creature trust Lila?
  - a. She was holding food.
  - b. She was calm and friendly.
  - c. She moved quickly.
  - d. She ignored the creature.
5. How did Lila feel about the creature?
  - a. She was afraid of it.
  - b. She felt curious and connected.
  - c. She didn't notice it.
  - d. She thought it was dangerous.

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