

Term 1

The Mock Exam Answers Based on EOT

Coverage

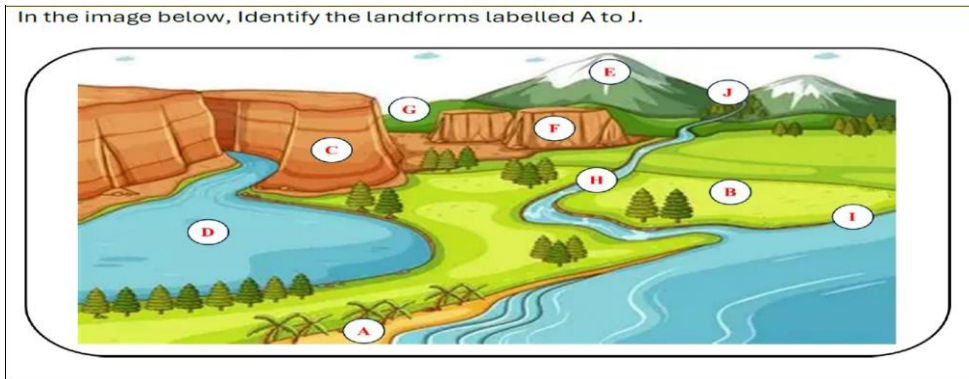
2025-2026

Grade 4



Unit 3. Page 12 & 13. Landforms

LO: Students will be able to identify and name common landforms from diagrams. Students will be able to describe the characteristics of different landforms using simple language.



Q1 -Identify the landforms with following labels:

- | | | |
|-----------|-------------|-----------|
| A) Beach | E) Mountain | H) River |
| B) Plain | F) Plateau | I) Ocean |
| C) Canyon | G) Hill | J) Valley |
| D) Lake | | |

Q2: Describe the landforms with following labels in simple words:

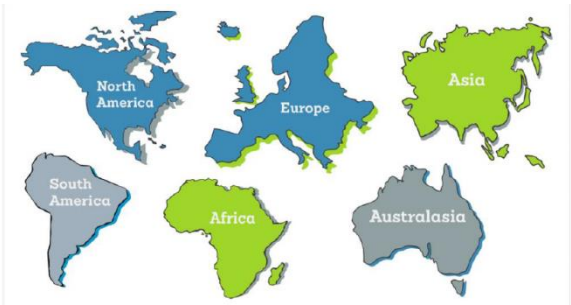
- A) Is the land along the edge of a body of water.
- B) Is a flat area.
- C) Is a deep valley with high steep sides
- D) Is a body of water surrounded by land.
- E) A landform that rises high above the earth's surface.
- F) Is a flat land that is higher than the land around it.
- G) A natural elevation on earth's surface, smaller than a mountain.
- H) A natural body of moving water.
- I) Is a large body of salt water.
- J) Is the low land between hills or mountains.

Unit 3 p.14 (2nd Paragraph)

LO: Students will understand that large land masses on Earth are called continents.

Q3- The land masses shown below are examples of a

- Landforms
- **Continent**
- Map
- Islands

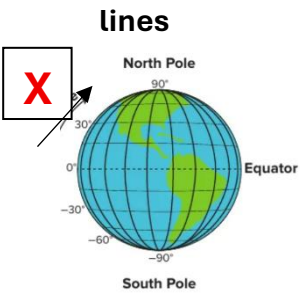


Unit 3: 17 (2nd Paragraph)

LO: Students will understand that lines of latitude and longitude are imaginary that help locate places on Earth.

Q4: The figure represents the globe. Which of the following is represented by the letter X?

- A) Prime meridian
- B) Latitude**
- C) Equator
- D) Longitude



Unit 3 p.14-15 Section Ocean Features, p.14 Q.1. p.14 Q.2

LO: Students will be able to identify and name parts of the ocean floor.

Q5: What is the flattest part of the ocean floor?

- A) Continental shelf
- B) Seamount
- C) Rift valley
- D) Abyssal plain**

Q6: Which ocean floor features are underwater mountains?

- A) Trench and Rift valley
- B) Mid-Ocean ridges and Seamount**
- C) Continental shelf and continent
- D) Continental rise and abyssal plain

Q7: What is the deepest part of the ocean floor?

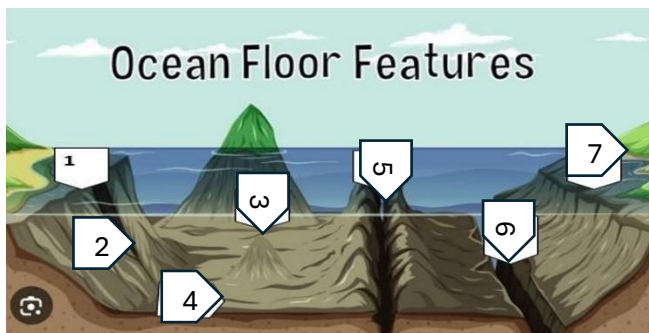
- A) Abyssal plain
- B) Trench**
- C) Seamount
- D) Rift valley

Q8: The valley down the center of a mid-ocean ridge is called:

- A) Rift valley**
- B) Continental slope
- C) Seamount
- D) Trench

Q9: Label the ocean floor:

Continent -continental slope - seamount - mid ocean ridge - trench - continental shelf – Abyssal plain



1	Continent
2	Continental slope
3	Seamount
4	Abyssal plain
5	Mid-ocean ridge
6	Trench
7	Continental shelf

Unit 3 p.14-15 Section Ocean Feature

LO: Students will be able to recognize that underwater canyons can form on the continental slope

Q10: Where do underwater canyons usually form?

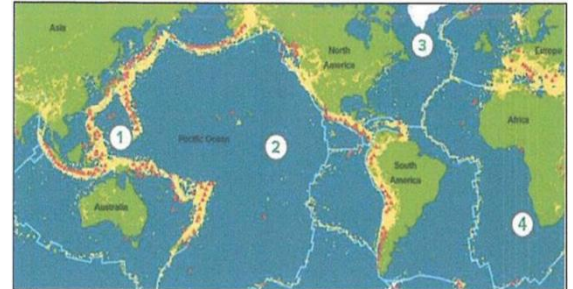
- A) On the seafloor plains
- B) On the continental slope**
- C) On the mid-ocean ridge
- D) On continental shelf

Unit 3 p.19 (3rd Paragraph), p.19 Q.2, p.85 Q.1, Q.2

LO: Students will be able to identify areas near fault lines or tectonic plate boundaries as regions where earthquakes are most likely to occur.

Q11: Which region is most likely to have earthquakes?

- A) Region 1
- B) Region 2
- C) Region 3
- D) Region 4



Unit 3 p.19 (2nd Paragraph).

LO: Students will be able to describe what a volcano is and what comes out of it.

Q12: What is a volcano?

- A) An opening on Earth's surface
- B) Shaking of Earth
- C) A valley between hills
- D) A frozen glacier



Q13: What is forced out of a volcano?

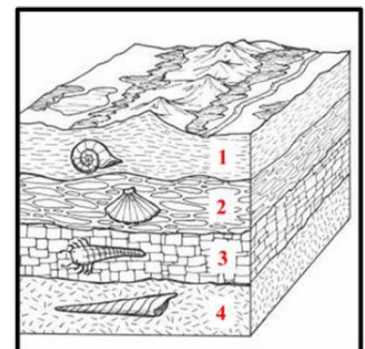
- A) Water
- B) Melted rocks or gases
- C) Ice
- D) Sand

Unit 3 p.32 Section on Fossils.

LO: Students will be able to identify layers that contain younger and older fossils.

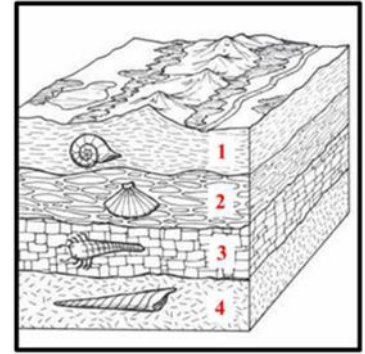
Q14: Which layer has the oldest fossil?

- A) 1
- B) 2
- C) 3
- D) 4



Q15: Which layer has the youngest fossil?

- A) 1
- B) 2
- C) 3
- D) 4



Unit 3 p.48-52 Section Weathering + Section Erosion and Deposition, p.50 Erosion and Deposition by gravity, water and wind.

LO: Students will be able to identify true and false statements about weathering and erosion and deposition. Students will be able to name common ways erosion and deposition happen.

Q16: Identify which of the following sentences are true or false:

1. Weathering is a slow process that does not break down materials into smaller pieces (☒)
2. Physical weathering does not change the minerals that make up rocks (☒)
3. Water, living things and oxygen can cause chemical weathering (☒)
4. Erosion is the movement of weathered material from place to another (☒)
5. Deposition is the process through which eroded soil and bits of rock are dropped off in another place (☒)
6. Erosion and deposition change the land (☒)
7. Abrasion is the action of rocks and sediments grinding against each other and wearing away (☒)
8. Acids from Volcano can cause physical weathering (☒)
9. Iron combines with oxygen in the presence of water to form rust (☒)

Q17: In what ways does erosion and deposition happen?

- 1- Gravity 2- Running water 3- Wind 4- Glaciers 5- Living things 6- Shorelines

Unit 3 p. 94 (2nd Paragraph)

LO: Students will be able to identify how particles move in transverse and longitudinal waves.

Q18: How do particles move in a transverse wave?

A) Back and forth in same direction

B) Up and down

C) Around in circles

D) In random directions



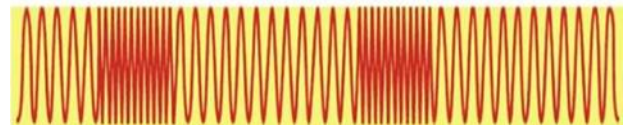
Q19: How do particles move in a longitudinal wave?

A) Up and down

B) At right angles

C) Back and forth in same direction

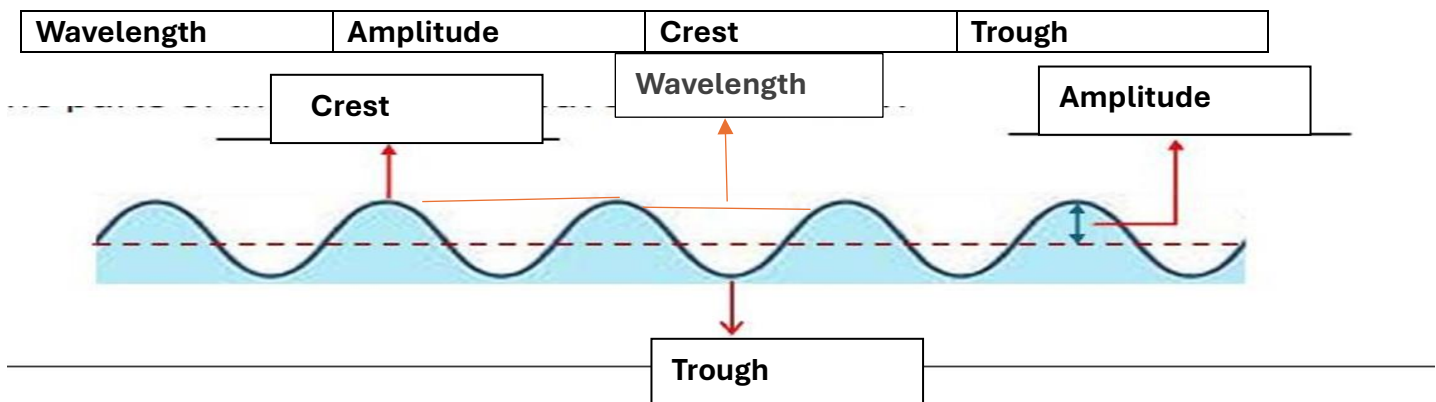
D) Diagonally



Unit 3 p.95 Wavelength, Amplitude - p.96 Label diagram activity.

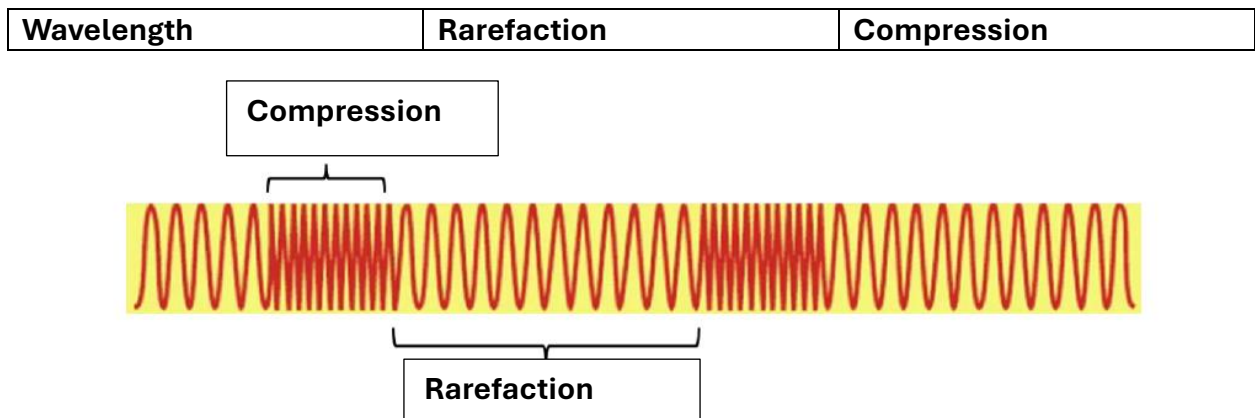
LO: Students will be able to identify and label the main parts of transverse and longitudinal waves, including wavelength and amplitude.

Q20: Label the parts of the wave as shown below.



Q21: What is the type of wave? Transverse wave

Q22: Identify the parts of the wave shown below.

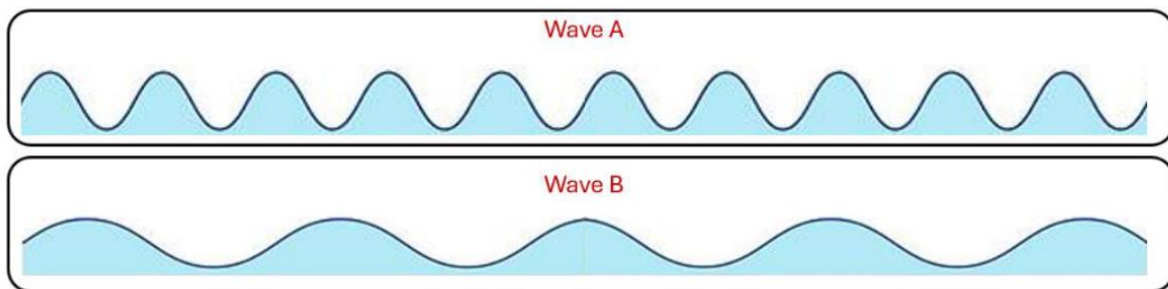


Q23: What is the type of this wave? Longitudinal wave

Unit 3 p. 95 Section Feature of Waves (1st Paragraph), p.96 Q.2, p.96 Label a diagram: Parts of Waves

LO: Students will be able to compare the wavelength and frequency of two waves traveling at the same speed. Students will be able to rank earthquake magnitudes by comparing their values.

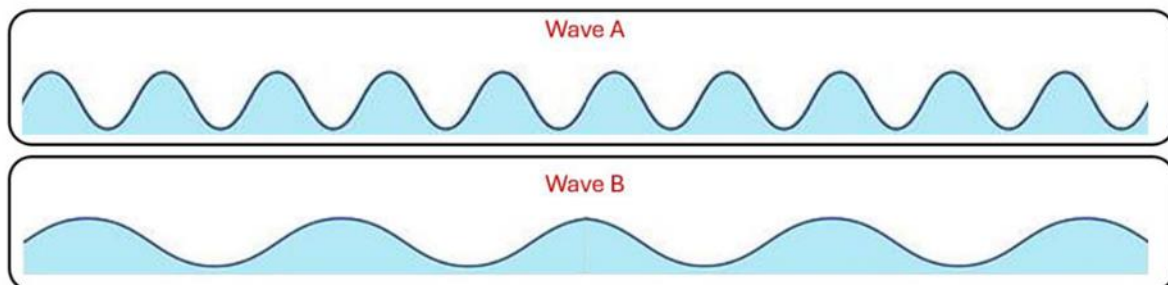
Q24: The two waves shown below travel with the same speed. Which wave has the longer wavelength?



A) Wave A

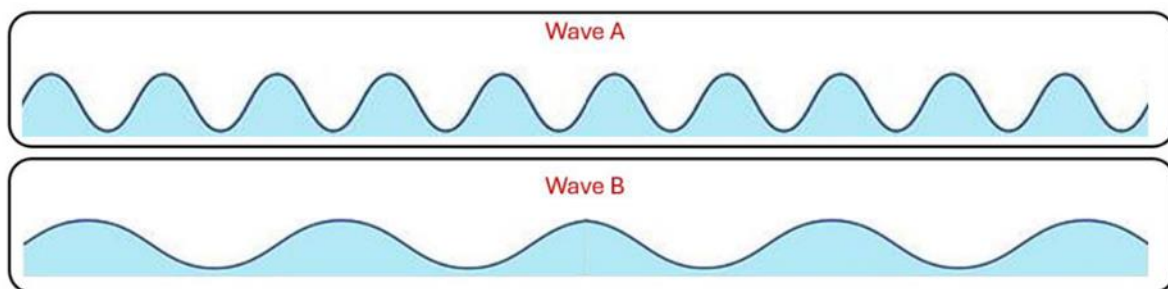
B) Wave B

Q25: The two waves shown below travel with the same speed. Which wave has the shorter wavelength?



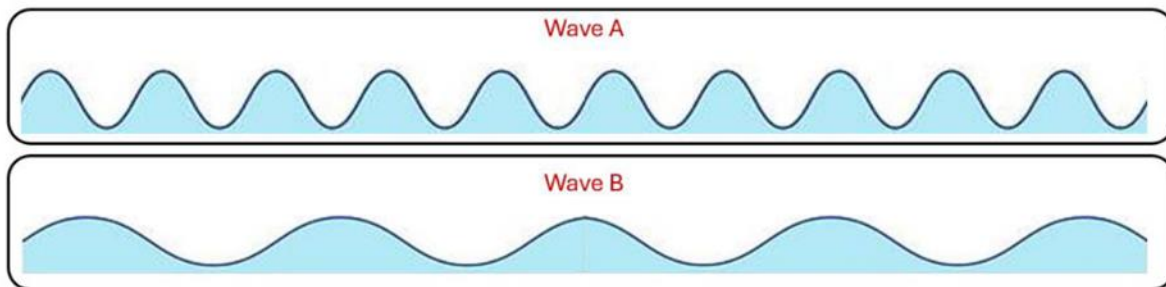
- A) Wave A
- B) Wave B

Q26: The two waves shown below travel at the same speed. Which wave has higher frequency?



- A) Wave A
- B) Wave B

Q27: The two waves shown below travel at the same speed. Which wave has lower frequency?



- A) Wave A
- B) Wave B

Q28: Arrange the earthquakes in the table below from strongest to weakest.

Earthquake	Magnitude
1. B	7.8
2. A	6.9
3. C	4.4

Earthquake	Magnitude
A	6.9
B	7.8
C	4.3

Q29: Arrange the earthquakes in the table below from weakest to strongest.

Earthquake	Magnitude
1. C	4.3
2. A	6.9
3. B	7.8

Earthquake	Magnitude
A	6.9
B	7.8
C	4.3

Q30: Arrange the earthquakes in the table below from strongest to weakest.

Earthquake	Magnitude
1. C	7.3
2. A	6.9
3. B	6.8

Earthquake	Magnitude
A	6.9
B	6.8
C	7.3

Q31: Arrange the earthquakes in the table below from weakest to strongest.

Earthquake	Magnitude
1. B	6.8
2. A	6.9
3. C	7.3

Earthquake	Magnitude
A	6.9
B	6.8
C	7.3

Unit 3 p.101 Q1, Q2

LO: Students will be able to read and interpret data from tables to answer questions about earthquake magnitudes.

Q32: Study the table below and answer the questions.

California Earthquake Data		
Year	Location	Magnitude
1980	Eureka	7.2
1984	Morgan Hill	6.2
1989	Loma Prieta	6.9
1992	Landers	7.3
1994	Northridge	6.7
2004	Parkfield	6.0
2010	Baja	7.2

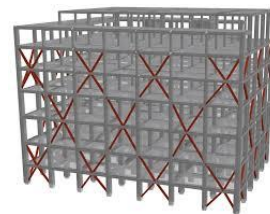
- How many earthquakes had a magnitude greater than 7.0? **3**
- How many earthquakes had a magnitude less than 7.0? **4**
- In which regions were there earthquakes of magnitude greater than 6.2 and under 7.3? **4**
- How many earthquakes had a magnitude greater than 6.2 and under 7.2? **3**

Unit 3 p.114-115

LO: Students will know ways buildings are made strong to stay safe during earthquakes.

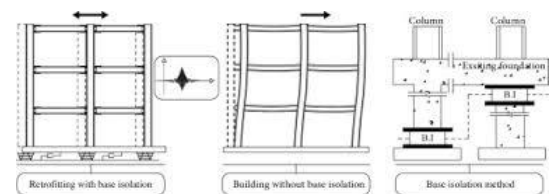
Q33: How to design strong and safe buildings during an earthquake? (Choose two answers)

- A) Using bricks
- B) Using concrete blocks
- C) Using bracing
- D) Using shear wall



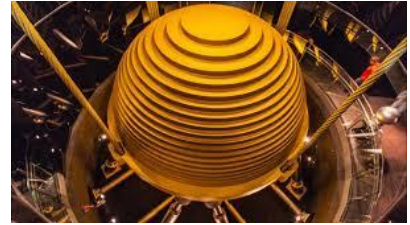
Q34: How do bracing and shear wall help a building?

- A) Support the building
- B) Not supporting the building
- C) Damage the building
- D) Crumble the building



Q35: Another way for very tall buildings to resist lateral forces is:

- A) Using damper
- B) Using bricks
- C) Using concrete blocks



Unit 1 p.10 Section Speed

LO: Students will be able to identify the correct units used to measure a given quantity.

Q36: In what units can you measure distance?

- A) Seconds
- B) Kilometers (Km)
- C) Hours
- D) Minutes



Q37: In what units can you measure time?

- A) Kilometers (km)
- B) Seconds
- C) Meters
- D) Kilograms



Q37: In what units can you measure speed?

- A) Kilometers per hour (km/h) or meters per second (m/s) or miles per hour (mph)
- B) Seconds
- C) Kilograms
- D) Meters

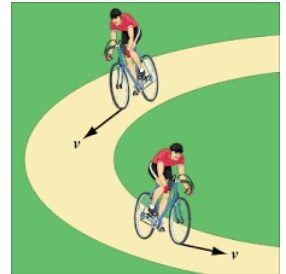
p.11 Section: Acceleration. **LO:** Students will be able to define acceleration as a change in velocity.

Q38: What is acceleration?

- A) A change in velocity over time
- B) A type of energy
- C) Contact force
- D) A type of wave

Q39: What is the change in velocity called?

- A) Friction
- B) Acceleration
- C) Inertia
- D) Force



Q40: When a moving object speeds up, slows down, or changes direction it.....

- A) Forces
- B) Velocity
- C) Inertia
- D) Acceleration

Unit 1 p.12 (1st Paragraph)

LO: Students will be able to define a force as a push or a pull.

Q41: What is a force?

- A) Cause an object to speed
- B) Cause an object to slow down
- C) Push or pull
- D) Speed and direction

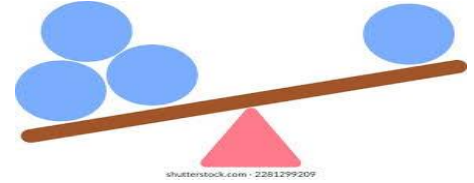


Unit 1 p.13 Section: Balanced and Unbalanced Forces.

LO: Students will be able to identify whether forces acting on an object are balanced or unbalanced.

Q42: Which of the following is an example of unbalanced forces?

- A) A book resting on a table
- B) A car accelerating on a highway
- C) A hanging picture frame
- D) A stationary ball



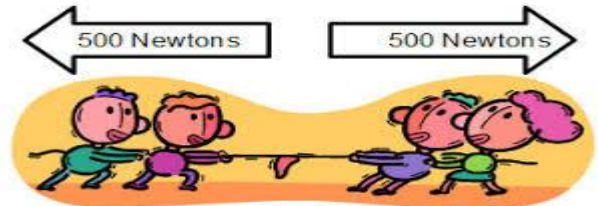
Q43: Which of the following is an example of balanced forces?

- A) A moving car
- B) A person pushing a wall that doesn't move
- C) A ball rolling downhill
- D) A falling object



Q44: When forces act on an object without changing its motion, they are called?

- A) Balanced forces
- B) Unbalanced forces
- C) Contact forces
- D) Non-Contact forces



Q45: If an object is at rest, the forces on it are.....?

- A) Balanced forces
- B) Unbalanced forces
- C) Contact forces
- D) Non-contact forces

Unit 1 p.13 Balanced and Unbalanced Forces.

LO: Students understand how forces combine and affect the motion of objects. Students will know how to calculate average speed using distance and time

Q46: If a car travels 360 kilometers in 3 hours, what was the car's average speed?

Answer: $360 \div 3 = 120$ km/h

Q47: If a car travels 250 kilometers in 2 hours, what was the car's average speed?

Answer: $250 \div 2 = 125$ km/h

Q48: Which of the following is the average velocity of a plane flying 1200 kilometers north in 2 hours?

- A) 600 km/h south
- B) 600 km/m south
- C) 600 km/h north
- D) 600 km/m north

Unit 1 p.13 (5th Paragraph).

LO: Students will understand the concept of inertia as the tendency of objects to keep doing what they are doing

Q49: What is inertia?

- A) Change in velocity over time
- B) Push or pull
- C) Speed and direction
- D) The tendency of an object to resist changes in motion



Q50: Which of the following describe the tendency of an object in motion to stay in motion or of an object at rest to stay at rest?

- A) Gravity
- B) Friction
- C) Inertia
- D) Momentum

Unit 1 p.15 Section: Friction.

LO: Students will understand the concept of friction and its effects on moving objects.

Q51: What is friction?

- A) Is a non-contact force
- B) Is a force between surfaces that slows objects or stops them from moving.
- C) Is a push or pull
- D) Is a change in velocity over time

Q52: What is the effect of friction?

- A) It speeds up motion
- B) It opposes or slows down motion
- C) It creates energy
- D) It has no effect



Q53: Smooth surfaces usually have friction

- A) Less
- B) More

Unit 1 p.15 Section: Friction, p.21 Q3

LO: Students will understand how changing drag forces affect the motion of objects in motion

Q54: If the drag forces are increased, then an object will fall.....

- A) More slowly
- B) Faster
- C) At the same speed
- D) Rapidly and then slow down

Q55 If the drag forces are decreased, then an object will fall.....

- A) More slowly
- B) Faster**
- C) At the same speed
- D) Rapidly and then slow down

Unit 1 p.30 (1st paragraph).

LO: Students will be able to recall the definition of energy

Q55: What is energy?

- A) Is the ability to walk only
- B) Is the ability to move only
- C) Is the ability to do any work**
- D) Is a push or pull

Unit 1 p.30 Section: Stored Energy, p.31 Section Energy in Motion, p.39 Q 2.

LO: Students will be able to recognize when an object has only potential energy, only kinetic energy, or both at the same time.

Q56: Energy that is stored inside an object is called:

- A) Kinetic energy
- B) Energy
- C) Potential energy**
- D) Energy of motion

Q57: What form of energy does a car in motion on a flat road have?

- A) Stored energy
- B) Kinetic energy**

Q58: What form of energy does an apple have on the branch of a tree?

- A) **Stored energy**
- B) Kinetic energy

Q: 59: A ball is thrown upwards. What form or forms of energy does it have as it moves away from the ground?

- A) Stored energy
- B) **Kinetic energy**

Q60: Energy that is in motion called:

- A) **Kinetic energy**
- B) Energy
- C) Potential energy
- D) Energy of motion

Q61: An airplane in flight has.....

- A) Stored energy because it is above ground
- B) Energy of motion because its moving
- C) **Both stored energy and energy of motion**
- D) No energy