



أكاديمية همسات تربوية الإمارات

سابع متقدم / ثامن عام

هيكل امتحان الإنجليزي | الفصل الأول 2026-2027

المجموع: 100 درجة

القراءة والمفردات والفواحد: 60

الكتابة: 40



الكتابة ورقياً



القراءة عبر SwiftAssess



CEFR: A2.2-B1.1

1 | المفردات — 10 درجات



5 جمل، بكل جملة فراغ واحد.
3 اختيارات A / B / C، أحدها صحيح.
درجتان لكل سؤال = 10 درجات.

2 | القواعد — 10 درجات



نص وصفي: 130 كلمة،
بسماع 10% زيادة أو نقصاناً.
5 فراغات، و3 اختيارات A / B / C.
درجتان لكل سؤال = 10 درجات.

3A | القراءة — 24 درجة



نص تفسيري: 200 إلى 230 كلمة،
بسماع 10%.
مستوى A2.2-B1.1.
8 أسئلة × 3 درجات = 24 درجة.

عند هدف مستوى الصف

3B | القراءة — 16 درجة



نص تفسيري: 200 إلى 230 كلمة،
بسماع 10%.
مستوى B1.2.
8 أسئلة × درجتين = 16 درجة.

أعلى من هدف مستوى الصف

4 | الكتابة — 40 درجة



السؤال 1.1 — 15 درجة:
قراءة نص من 150 كلمة بسماع 10%، بمستوى A2.2-B1.1، وكتابة أفكاره الرئيسية
بأسلوب الطالب في 3 إلى 4 جمل.

موضوعات الكتابة المحتملة

ماذا تأخذ في رحلة فضائية؟
كيف تكون صديقاً جيداً؟
ما صفاتك؟

السؤال 1.2 — 25 درجة:
موضوع من 110 كلمات على الأقل في فقرات، مع 3 نقاط إرشادية.
مجموع الكتابة: 40 درجة.

توزيع مهارات أسئلة القراءة

القراءة 3A: 4 معلومات محددة، 2 تفاصيل، 1 معنى كلمة، 1 فكرة عامة.
القراءة 3B: 3 تفاصيل، 2 معنى كلمة، 1 استنتاج أو توقع، 1 ربط منطقي، 1 فكرة عامة.

أسئلة القراءة اختيار من متعدد: A أو B أو C.

English Practice Test 1

Grade 7 Advanced / Grade 8 General

Term 1 2026/2027 | CEFR A2.2–B1.1 | Total 100 marks

Name: _____ Class: _____

Part 1 Vocabulary 10 marks

Choose A, B or C to complete each sentence. (2 marks each)

1. A person who studies stars and planets is an _____.

A) astronaut B) astronomer C) architect

2. The new bridge will _____ the two villages.

A) connect B) collect C) protect

3. We should _____ water by turning off unused taps.

A) waste B) borrow C) conserve

4. Her _____ helped the team solve the difficult problem.

A) invitation B) suggestion C) permission

5. The museum has a large _____ of old coins.

A) collection B) direction C) prediction

Part 2 Grammar 10 marks

Read the text. Choose A, B or C for each gap. (2 marks each)

Our school garden is a peaceful place behind the science building. It (1) _____ created by students last year. Every morning, a small group checks the plants before lessons begin. The garden has several beds of vegetables, flowers and local plants. Students use collected rainwater whenever they can. If the soil feels dry, they (2) _____ the plants carefully. The teacher says that local plants need (3) _____ water than many imported plants. Last week, we found a bird (4) _____ nest was hidden in a tree. We stayed away so that it could feel safe. Working in the garden is more interesting than simply reading about nature. By next month, our class (5) _____ a small sign beside each plant. Visitors will then learn what grows there and why it matters.

1. A) is B) was C) were

2. A) water B) watered C) watering

3. A) few B) most C) less

4. A) who B) whose C) which

5. A) will place B) placed C) has placed

Part 3A Reading 24 marks

Read the explanatory text and choose A, B or C. (3 marks each)

Why Cities Need Trees

City trees do much more than make streets attractive. They are part of a system that helps people, animals and buildings cope with urban life. Their leaves provide shade, which stops sunlight from directly heating roads and walls. Trees also release water into the air through their leaves. Together, these processes can make a tree-lined street cooler than a nearby street with no trees.

Trees have other useful roles. Their roots take in rainwater, reducing the amount that flows quickly across hard surfaces. This can lower the risk of small floods after heavy rain. Branches offer places for birds to rest and build nests, while flowers provide food for insects.

However, planting any tree in any space is not a sensible plan. A species that needs a lot of water may struggle in a dry climate. Large roots can damage paths if a tree is planted too close to them. City planners therefore need to choose suitable species and leave enough space for growth.

Residents can help by caring for young trees and reporting damaged branches. Protecting older trees is important too, because a large tree usually provides more shade than a newly planted one. Trees need time and care, but the benefits can continue for many years.

1. What stops sunlight from heating roads directly?

- A) tree roots B) shade from leaves C) food for insects

2. What do roots take in?

- A) rainwater B) sunlight C) road dust

3. Where can birds build nests?

- A) under roads B) inside flowers C) among branches

4. What should residents report?

- A) busy streets B) damaged branches C) new buildings

5. Why can trees reduce small floods?

- A) They stop all rain. B) They turn roads into soil. C) Their roots absorb some rainwater.

6. Why should planners leave room around trees?

- A) Roots need space as trees grow. B) Trees grow only on paths. C) All trees stay the same size.

7. What does "suitable" mean here?

- A) expensive B) right for the conditions C) recently planted

8. What is the main idea?

- A) Trees benefit cities but need careful planning and care. B) Every city should plant the same tree species. C) Trees only make streets look attractive.

Part 3B Reading 16 marks

Read the explanatory text and choose A, B or C. (2 marks each)

How Satellites Help Farmers

Farmers have always watched the weather and soil to decide how to care for their crops. Today, some also use information from satellites high above Earth. These machines collect images of large areas, including fields that may be difficult to check on foot.

A satellite image can reveal differences that are not obvious from the ground. For example, a section of a field may reflect light differently when its plants lack water. Computer systems compare these patterns over time and help farmers identify areas that need attention. However, an unusual pattern does not explain the cause by itself. A farmer may still need to visit the field and examine the plants.

Used carefully, satellite information can make farming more efficient. Instead of watering an entire field equally, a farmer can direct water to the driest sections. This is especially valuable where water is limited. Similar information can help farmers decide where to check for pests or poor soil.

There are limits to the technology. Clouds can block the view of some satellite cameras, and useful images may not arrive every day. Equipment and advice can also cost money. For these reasons, satellite data works best alongside local knowledge rather than replacing it. The strongest decisions combine a broad view from space with close observation on the ground.

1. What may happen when plants lack water?

A) They reflect light differently. B) They stop all clouds. C) They make soil disappear.

2. Why might a farmer still visit a field?

A) To move the satellite. B) To discover the cause of a pattern. C) To make clouds thicker.

3. How can cloud cover affect satellite cameras?

A) It improves every image. B) It waters the crops directly. C) It can block their view.

4. What does “efficient” mean here?

A) using resources with less waste B) working without any information C) watering every plant equally

5. What does “limited” mean here?

A) easy to replace B) not available in large amounts C) completely unnecessary

6. Who might benefit most from targeted watering?

A) A farmer with no crops. B) A farmer growing plastic plants. C) A farmer in a region with little water.

7. Why does the writer discuss costs and clouds?

A) To explain why the technology has limits. B) To prove all satellite images are useless. C) To show that weather never affects farming.

8. Which statement best summarises the text?

A) Satellites should replace every farmer. B) Satellite data and local checks can improve farming together. C) Farmers only need to look at clouds.

Part 4 Writing 40 marks

Question 1.1 Summary 15 marks

Read the text below. Summarise its main ideas in 3 to 4 sentences using your own words.

A school library can support learning in many ways, but students do not always know how to use it well. One school decided to change this by creating a student library team. The team asked classmates what they wanted and discovered that many needed quiet study areas and advice about choosing books. Volunteers then organised shelves, made simple reading guides and showed younger students where to find useful information. Teachers helped them check the guides for accuracy. The school also introduced short weekly visits so that every class could practise using the library. After two months, more students were borrowing books, and fewer said they felt confused about finding resources. The project showed that improving a library does not always require expensive equipment. Listening to users, offering clear guidance and giving students regular opportunities to practise can make an important difference to how confidently they learn and read on their own.

Your summary

Summary score: _____ / 15

Question 1.2 Extended Writing 25 marks

What would you take on a journey into space?

Write at least 110 words in paragraphs. Include the following three points:

1. Choose the most important items you would take.
2. Explain how these items would help you.
3. Describe one challenge and how you would prepare for it.

Use clear paragraphs and check your vocabulary, grammar, spelling and punctuation.

Handwriting practice lines with a watermark reading "Hamasat Online Academy".

Extended writing: ____ / 25 Summary: ____ / 15 Writing total: ____ / 40

Vocabulary and grammar: ____ / 20 **Reading:** ____ / 40 **Total:** ____ / 100

English Practice Test 2

Grade 7 Advanced / Grade 8 General

Term 1 2026/2027 | CEFR A2.2–B1.1 | Total 100 marks

Name: _____ Class: _____

Part 1 Vocabulary 10 marks

Choose A, B or C to complete each sentence. (2 marks each)

1. A good friend will _____ your opinion even when it is different.

A) respect B) repeat C) repair

2. The heavy rain caused a _____ in our journey.

A) design B) delay C) detail

3. We need reliable _____ before making a decision.

A) inventions B) invitations C) information

4. The scientist carried out an _____ to test her idea.

A) experiment B) environment C) experience

5. A helmet can _____ your head during a bicycle ride.

A) provide B) protect C) produce

Part 2 Grammar 10 marks

Read the text. Choose A, B or C for each gap. (2 marks each)

The community sports centre stands beside a small park. It has a swimming pool, a gym and two outdoor courts. Many teenagers visit after school because the activities are both enjoyable and useful. My brother (1) _____ basketball there every Tuesday. Last month, the centre (2) _____ a new class for beginners. The coach explains each skill clearly before students practise in pairs. Anyone (3) _____ wants to join can register at the front desk. Players must bring their own water bottles, but they do not need expensive equipment. If a player arrives early, the coach (4) _____ extra time to help. I have become (5) _____ confident since joining the class. The best part is meeting people from different schools. Although we sometimes disagree during games, we learn to listen, share responsibility and support each other.

1. A) play B) plays C) playing

2. A) starts B) starting C) started

3. A) who B) which C) whose

4. A) gave B) give C) gives

5. A) more B) most C) much

Part 3A Reading 24 marks

Read the explanatory text and choose A, B or C. (3 marks each)

Why Sleep Supports Learning

Sleep is more than a break from daily activity. While we sleep, the brain remains active and carries out important tasks. One of these tasks involves memory. Information collected during the day can be strengthened and organised, helping us use it later. This is one reason why staying awake all night to study may not be a useful plan.

Sleep also affects attention. After a poor night, a student may find it harder to follow instructions or notice mistakes. Feeling tired can make small problems seem more frustrating, which may affect relationships with classmates. A regular sleep routine can therefore support both learning and wellbeing.

Several habits may help. Going to bed and waking up at similar times gives the body a predictable pattern. A quiet, comfortable room can make it easier to settle. Bright screens and exciting games close to bedtime may keep some people alert when they want to rest.

However, one good night cannot solve every difficulty. Stress, illness and other factors can also affect concentration. Students who continue to feel unusually tired should speak to a trusted adult and seek appropriate advice. Sleep works alongside balanced meals, physical activity and sensible study habits. It does not replace effort, but it can help students make better use of the effort they give.

1. What can the brain do with information during sleep?

A) forget all of it B) collect it from books C) strengthen and organise it

2. What may be harder after a poor night?

A) following instructions B) opening a school bag C) choosing a uniform colour

3. Which routine may help the body?

A) changing bedtime every day B) sleeping and waking at similar times C) playing games all night

4. Who should an unusually tired student speak to?

A) a trusted adult B) only an online stranger C) nobody at all

5. Why might an all-night study session be unhelpful?

A) Studying never needs effort. B) Memory and attention may suffer without sleep. C) The brain stops working during sleep.

6. How could tiredness affect friendships?

A) It makes all students silent. B) It stops classmates meeting. C) It can make small problems feel frustrating.

7. What does “predictable” mean here?

A) easy to expect B) difficult to remember C) impossible to change

8. What is the main idea?

A) Sleep replaces all other healthy habits. B) Good sleep supports learning as part of a balanced routine. C) Only students need sleep.

Part 3B Reading 16 marks

Read the explanatory text and choose A, B or C. (2 marks each)

When Online Maps Choose a Route

An online map may suggest a different route to the same place on different days. This happens because modern mapping systems can consider more than distance. They may use traffic reports, road information and recent travel speeds to estimate how long a journey will take.

Some systems receive anonymous location signals from devices travelling along roads. When many devices move slowly in one area, the system may detect congestion. It can then suggest another route. However, slow movement does not always mean a traffic jam. A road may have traffic lights, a low speed limit or temporary building work.

The route that is fastest for one person is not necessarily best for everyone. A cyclist may need a safe cycle path, while a driver of a large vehicle may need to avoid a low bridge. People should therefore choose settings that match their journey and pay attention to road signs.

Maps also have gaps. A newly closed road may not appear immediately, and a weak signal can affect directions. Relying completely on an app can be risky if its advice conflicts with conditions on the ground. Online maps are valuable planning tools, but they still require human judgement. Checking the route before leaving and remaining alert during the journey can help travellers use the technology responsibly.

1. What may help a map estimate travel time?

A) recent travel speeds B) the colour of cars C) the driver's favourite food

2. What can a system detect when many devices move slowly?

A) a new mountain B) congestion C) the number of passengers

3. Why might a large vehicle avoid a route?

A) It has a cycle path nearby. B) It is shown on a screen. C) It includes a low bridge.

4. What does "congestion" mean?

A) a busy build-up of traffic B) a quiet empty road C) a short journey on foot

5. What does "alert" mean here?

A) ready to sleep B) paying careful attention C) travelling very quickly

6. What should a driver do if a road sign conflicts with the app?

A) Ignore the road sign. B) Stop using every map forever. C) Follow safe road instructions and assess conditions.

7. Why does the writer mention a newly closed road?

A) To show that map information may be incomplete. B) To prove every route is always wrong. C) To explain why phones need large screens.

8. What is the main message?

A) The shortest route is always safest. B) Online maps help, but travellers must use judgement. C) Only cyclists should use maps.

Part 4 Writing 40 marks

Question 1.1 Summary 15 marks

Read the text below. Summarise its main ideas in 3 to 4 sentences using your own words.

A class wanted to reduce waste during school lunches. Before suggesting changes, students counted the items thrown away over five days. They found many unused napkins, plastic bottles and pieces of fruit. Instead of blaming people, they asked why these items were wasted. Some students took more napkins than they needed, while others forgot to bring reusable bottles. The class placed clear reminders near the lunch area and encouraged everyone to take only what they would use. They also asked the school to provide a safe place to refill water bottles. After a month, they repeated the count and found less waste. The project taught students that useful solutions begin with careful observation. Small changes were easier to follow when people understood their purpose. Measuring the results also helped the class decide which actions to continue and which needed improvement. They shared their findings with other classes to encourage wider participation.

Your summary

Summary score: _____ / 15

Question 1.2 Extended Writing 25 marks
How can you be a good friend?

Write at least 110 words in paragraphs. Include the following three points:

1. Describe the qualities of a good friend.
2. Give examples of how you would support a friend.
3. Explain how to deal with a disagreement respectfully.

Use clear paragraphs and check your vocabulary, grammar, spelling and punctuation.

Handwriting practice lines with a watermark reading "Hamamat Online Academy".

Extended writing: ____ / 25 Summary: ____ / 15 Writing total: ____ / 40

Vocabulary and grammar: ____ / 20 Reading: ____ / 40 Total: ____ / 100

English Practice Test 3

Grade 7 Advanced / Grade 8 General

Term 1 2026/2027 | CEFR A2.2–B1.1 | Total 100 marks

Name: _____ Class: _____

Part 1 Vocabulary 10 marks

Choose A, B or C to complete each sentence. (2 marks each)

1. The group worked together to _____ its goal.

A) arrive B) avoid C) achieve

2. Please check that the website is a reliable _____ of information.

A) source B) surface C) service

3. The rescue team acted quickly in the _____.

A) entertainment B) emergency C) exhibition

4. Solar panels use energy from the sun to produce _____.

A) equipment B) electricity C) education

5. You need to _____ different options before choosing one.

A) compare B) complain C) complete

Part 2 Grammar 10 marks

Read the text. Choose A, B or C for each gap. (2 marks each)

Our local museum is smaller than the city museum, but it has many interesting objects. Its oldest room contains tools (1) _____ were used by fishermen long ago. Visitors can listen to short recordings about daily life near the sea. My class (2) _____ the museum yesterday, and a guide showed us a wooden boat. She explained how people travelled before modern roads were built. We were not allowed (3) _____ the objects, but we could ask questions. The guide spoke slowly so that everyone could understand. I have never seen such detailed models before. If I return next weekend, I (4) _____ my younger sister with me. She enjoys stories about the past. The visit reminded us that learning outside school can be just (5) _____ valuable as learning in a classroom.

1. A) who B) that C) whose

2. A) visited B) visits C) visiting

3. A) touch B) touched C) to touch

4. A) brought B) will bring C) bringing

5. A) than B) more C) as

Part 3A Reading 24 marks

Read the explanatory text and choose A, B or C. (3 marks each)

How Museums Tell Stories

A museum is not simply a room full of old objects. It is a place where selected objects and information are arranged to help visitors understand a subject. A small fishing tool, for example, can reveal how people worked, what materials they used and how they adapted to their surroundings.

Before an object goes on display, museum workers investigate it. They may study its age, compare it with similar items and ask people who know its history. This research helps them write labels that explain what visitors are seeing. When information is uncertain, a good label should make that clear rather than present a guess as a fact.

The way objects are displayed also matters. Grouping tools, photographs and personal stories can show different sides of the same event. Audio recordings may help visitors hear a language or understand a person's experience. Clear signs and accessible paths allow more people to explore independently.

Museums must protect their collections while making them available to the public. Strong light can damage some materials, and touching can leave harmful marks. This explains why certain objects are kept behind glass. Digital displays offer another way to examine details without handling the original. By combining careful research, thoughtful design and protection, museums can connect people with lives and ideas beyond their own.

1. What can a fishing tool reveal?

A) only its price B) how people worked C) the weather tomorrow

2. What may workers compare an object with?

A) similar items B) modern school timetables C) visitors' tickets

3. What can audio recordings let visitors hear?

A) the age of glass B) the weight of tools C) a language or personal experience

4. What can damage some museum materials?

A) clear signs B) strong light C) accessible paths

5. Why should a label show uncertainty?

A) To make every label longer. B) To stop all visitors asking questions. C) To avoid presenting a guess as a fact.

6. How can digital displays protect originals?

A) They allow close viewing without handling. B) They remove the need for research. C) They prevent visitors learning history.

7. What does "accessible" mean here?

A) very expensive B) easy for people to reach and use C) closed to the public

8. What is the main idea?

A) Museums use research, design and protection to explain stories. B) Museums should display objects without labels. C) Every old object tells the same story.

Part 3B Reading 16 marks

Read the explanatory text and choose A, B or C. (2 marks each)

The Hidden Work of Translation

When people read instructions in another language, they may notice only the finished words. Behind those words, however, a translator has made many decisions. Good translation is not simply replacing each word with the first equivalent in a dictionary. The message must remain accurate and make sense to its intended readers.

Context is essential. The same word can have different meanings in a medical report, a sports article or an ordinary conversation. A translator must identify the subject and understand how each sentence fits the wider text. Choosing an attractive phrase is not helpful if it changes an important detail.

Audience also influences decisions. Instructions for children may require simple language, while a specialist report may need precise technical terms. This does not give a translator permission to invent information. Instead, it means expressing the same meaning in a form the audience can understand.

Careful checking is another major part of the work. Names, dates, numbers and negative statements deserve special attention because a small error can have a large effect. Technology can suggest wording, but it may miss context or produce a sentence that sounds correct while changing the meaning. Human review therefore remains important. A successful translation allows readers to act on the message confidently, even when they cannot compare it with the original.

1. What must a good translation preserve?

A) the original meaning B) the same number of letters C) the first dictionary choice

2. Why does the subject of a text matter?

A) Every word has one meaning. B) It helps identify the correct meaning. C) It removes the need to read sentences.

3. Which details need special attention?

A) only the page colour B) only the font size C) names, dates and numbers

4. What does “equivalent” mean here?

A) a word with a corresponding meaning B) an unrelated picture C) a missing sentence

5. What does “precise” mean here?

A) very short B) exact and clear C) funny and informal

6. What could happen if a negative word is missed?

A) The text must become longer. B) The page becomes unreadable. C) The intended meaning may be reversed.

7. Why does the writer discuss technology’s mistakes?

A) To explain why human checking is still needed. B) To claim dictionaries are never useful. C) To show that all technology changes numbers.

8. What is the main idea?

A) Translation is only a word replacement task. B) Translation requires context, audience awareness and careful checking. C) Readers must know both languages to understand a translation.

Part 4 Writing 40 marks

Question 1.1 Summary 15 marks

Read the text below. Summarise its main ideas in 3 to 4 sentences using your own words.

A community group noticed that some older residents found it difficult to use online services. The volunteers first asked which tasks caused the most problems. Common answers included booking appointments, finding trustworthy information and sending documents. The group then arranged small weekly lessons at the community centre. Each learner practised one task at a time with a volunteer nearby. Instead of completing everything for them, volunteers encouraged learners to try the steps themselves. They also explained how to recognise suspicious messages and protect private information. Simple printed guides allowed residents to practise again at home. After several weeks, many participants said they felt more confident and needed less help. The project showed that digital support works best when it is patient, practical and based on real needs. Giving people time to practise can build independence more effectively than offering a quick solution that they do not understand and cannot repeat alone.

Your summary

Summary score: _____ / 15

Question 1.2 Extended Writing 25 marks

What personal qualities would you like to develop?

Write at least 110 words in paragraphs. Include the following three points:

1. Choose two qualities and explain why they matter.
2. Describe situations in which these qualities would help you.
3. Explain practical steps you can take to improve.

Use clear paragraphs and check your vocabulary, grammar, spelling and punctuation.

Handwriting practice lines with a watermark reading "Hamasat Online Academy".

Extended writing: ____ / 25 Summary: ____ / 15 Writing total: ____ / 40

Vocabulary and grammar: ____ / 20 Reading: ____ / 40 Total: ____ / 100

Answer Key Practice Test 1

Part 1

1 B | 2 A | 3 C | 4 B | 5 A

Part 2

1 B | 2 A | 3 C | 4 B | 5 A

Part 3A

1 B | 2 A | 3 C | 4 B | 5 C | 6 A | 7 B | 8 A

Part 3B

1 A | 2 B | 3 C | 4 A | 5 B | 6 C | 7 A | 8 B

Reading skills

3A: Q1–4 specific information; Q5–6 details; Q7 word meaning; Q8 main idea.

3B: Q1–3 details; Q4–5 word meaning; Q6 inference or prediction; Q7 logical connection; Q8 main idea.

Question 1.1 Example summary

Students helped improve their school library by finding out what classmates needed and providing clearer guidance. They organised resources and supported younger students, while regular class visits gave everyone practice. More students borrowed books and became confident, showing that listening and practical support can improve learning without costly equipment.

Question 1.2 Example response

If I travelled into space, I would choose my things carefully because there would be little room in the spacecraft. First, I would take the safety equipment recommended by the experts, including a suitable space suit. I would also need food, water and any medicine approved for the journey. These items would help me stay healthy.

For my free time, I would take a small digital book reader and a photograph of my family. Reading would help me relax, while the photograph would remind me of home.

One difficult part of the journey would be feeling lonely. Before leaving, I would practise working with my team and learn how to communicate with my family. Good preparation would make the adventure safer and more enjoyable.

Teacher guidance: Accept other accurate summaries and relevant extended responses. Assess main ideas, use of the student's own words, relevance, organisation and language accuracy. Award summary marks out of 15 and extended writing marks out of 25 using the applicable school rubric.

Practice material based on the supplied specifications image. Reading is delivered through SwiftAssess in the actual assessment; writing is on paper. These printed models provide practice for both sections.

Answer Key Practice Test 2

Part 1

1 A | 2 B | 3 C | 4 A | 5 B

Part 2

1 B | 2 C | 3 A | 4 C | 5 A

Part 3A

1 C | 2 A | 3 B | 4 A | 5 B | 6 C | 7 A | 8 B

Part 3B

1 A | 2 B | 3 C | 4 A | 5 B | 6 C | 7 A | 8 B

Reading skills

3A: Q1–4 specific information; Q5–6 details; Q7 word meaning; Q8 main idea.

3B: Q1–3 details; Q4–5 word meaning; Q6 inference or prediction; Q7 logical connection; Q8 main idea.

Question 1.1 Example summary

Students investigated lunchtime waste before choosing ways to reduce it. They used reminders and encouraged careful use of napkins and reusable bottles. A later count showed improvement, demonstrating that observing problems, explaining changes and measuring results can help a school reduce waste.

Question 1.2 Example response

A good friend is someone who makes others feel respected and supported. In my opinion, honesty and kindness are the most important qualities. Friends should tell the truth, but they should also think about how their words affect another person.

I try to support my friends in practical ways. If a friend misses a lesson, I can explain the homework and share my notes. If someone feels upset, I can listen carefully instead of immediately giving advice. Keeping a reasonable promise also shows that I can be trusted.

Friends sometimes disagree, and that is normal. When this happens, I would explain my feelings calmly and listen to the other person. If I made a mistake, I would apologise and try to improve. A strong friendship grows when both people make an effort.

Teacher guidance: Accept other accurate summaries and relevant extended responses. Assess main ideas, use of the student's own words, relevance, organisation and language accuracy. Award summary marks out of 15 and extended writing marks out of 25 using the applicable school rubric.

Practice material based on the supplied specifications image. Reading is delivered through SwiftAssess in the actual assessment; writing is on paper. These printed models provide practice for both sections.

Answer Key Practice Test 3

Part 1

1 C | 2 A | 3 B | 4 B | 5 A

Part 2

1 B | 2 A | 3 C | 4 B | 5 C

Part 3A

1 B | 2 A | 3 C | 4 B | 5 C | 6 A | 7 B | 8 A

Part 3B

1 A | 2 B | 3 C | 4 A | 5 B | 6 C | 7 A | 8 B

Reading skills

3A: Q1–4 specific information; Q5–6 details; Q7 word meaning; Q8 main idea.

3B: Q1–3 details; Q4–5 word meaning; Q6 inference or prediction; Q7 logical connection; Q8 main idea.

Question 1.1 Example summary

Volunteers helped older residents learn online tasks by first identifying their needs. Small practical lessons, safety advice and printed guides allowed learners to practise independently. Participants gained confidence, showing that patient support and repeated practice can be more useful than doing tasks for someone.

Question 1.2 Example response

There are several personal qualities I would like to develop, but patience and confidence are especially important to me. Being patient would help me stay calm when learning a difficult skill. Confidence would help me share useful ideas even when I feel nervous.

For example, I sometimes want to stop when a maths problem takes a long time. Instead, I could divide it into smaller steps and ask a clear question when I need help. During group work, I could practise explaining one idea rather than waiting for someone else to speak.

To improve, I would set a small weekly goal and keep a record of my progress. I would also ask a teacher or friend for helpful feedback. I know these qualities will not change overnight, but regular practice can make a real difference.

Teacher guidance: Accept other accurate summaries and relevant extended responses. Assess main ideas, use of the student's own words, relevance, organisation and language accuracy. Award summary marks out of 15 and extended writing marks out of 25 using the applicable school rubric.

Practice material based on the supplied specifications image. Reading is delivered through SwiftAssess in the actual assessment; writing is on paper. These printed models provide practice for both sections.