UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

الإمارات العربية المتحدة
وزارة التربية والتعليم

Ghayathi Common School (2025)

EOT PRACTICE QUESTIONS GRADE 6 REVEAL 2025-2026 (TERM 1)

Academic Year العام الدراسي	2025/2026
Term الفصل	1
Subject المادة	Science/Inspire العلوم / انسبير
Grade الصف	6
Stream المسار	General العام
Number of MCQ عدد الأسئلة الموضوعية	20
Marks of MCQ درجة الأسئلة الموضوعية	3
Number of FRQ عدد الأسئلة المقالية	4
Marks per FRQ الدرجات للأسئلة المقالية	10
Type of All Questions نوع كافة الأسئلة	MCQ/ الأسئلة الموضوعية FRQ/ الأسئلة المقالية

Question* السؤال*	Learning Outcome/Performance Criteria** ناتج التعلم/ معاييرالأدا ء**	Reference(s) in the Student Book (Arabic Version) المرجع في كتاب الطالب (النسخة العربية)	
		Example/Exercise مثال/تمرين	Page الصفحة
1	Identify particles in solids, liquids, gases.	PDF	PDF
2	Explain with examples how temperature shows particle motion.	PDF	PDF
3	Identify solid, liquid, gas states.	PDF	PDF
4	Interpret models/diagrams of state changes.	REAL-WOLRD CONNECTION	52
5	Identify energy transfer types (conduction, convection, radiation).	EARTH SCIENCE--Connection	65
6	Describe energy flow from hot to cold.	THREE DIMENSIONAL THINKING	60
		COLLECTIVE EVIDENCE	78
7	Identify conductors and insulators.	LESSON 4 LAUNCH	71
		THREE DIMENSIONAL THINKING	83
8	Explain direct Vs inverse proportional relationships between energy, mass, and temperature.	COLLECTIVE EVIDENCE	78
9	Identify evaporation, condensation, crystallization.	THREE DIMENSIONAL THINKING	119
		THREE DIMENSIONAL THINKING	119
		LESSON 1 LAUNCH	103

Type of All Questions نوع كافة الأسئلة	MCQ/ الأسئلة الموضوعية FRQ/ الأسئلة المقالية
Maximum Overall Grade الدرجة القصوى الممكنة	100
Exam Duration - مدة الامتحان	150 minutes
Mode of Implementation -طريقة التطبيق	SwiftAssess & Paper-Based
Calculator	Not Allowed
الآلة الحاسبة	غير مسموحة

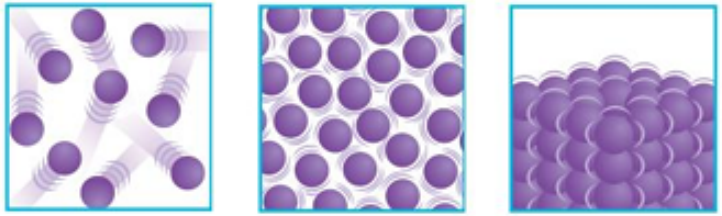
MCQ - الأسئلة الموضوعية

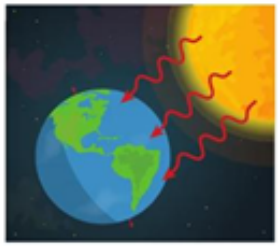
10	Explain real-life examples of evaporation/condensation.	LESSON 1 LAUNCH	103
		PDF	PDF
		PDF	PDF
11	Describe how gravity moves water downhill.	THREE DIMENSIONAL THINKING	135
12	Classify water reservoirs (ocean, river, lake, groundwater, glacier).	SUMMERIZE IT	134
13	Identify Sun as main energy source.	THREE DIMENSIONAL THINKING	151
14	Explain unequal heating across Earth.	COLLECTIVE EVIDENCE	153
15	Explain Earth's rotation effect on winds/currents.	HISTORY CONNECTION/THREE-DIMENSIONAL THINKING	179
		PDF	PDF
		PDF	PDF
16	Interpret diagrams showing heat transfer.	THREE DIMENSIONAL THINKING	60
		REAL-WOLRD CONNECTION	70
17	Interpret diagrams/models of evaporation, condensation, crystallization	THREE DIMENSIONAL THINKING	111
18	Identify and classify the four Earth subsystems (atmosphere, hydrosphere, geosphere, biosphere) and explain how they interact.	THREE DIMENSIONAL THINKING	108
19	Identify wind patterns & ocean currents.	INVESTIGATION (IT'S A BLOWIN')	178
20	Interpret weather maps showing fronts.	INVESTIGATION (COME RAIN OR SHINE)	214

FRQ - الأسئلة المقالية	1	Describe how heating/cooling changes particle.	LESSON 1 LAUNCH (SCIENCE PROBE)	5
		Interpret models showing the motion of particles.	THREE DIMENSIONAL THINKING	14
		Describe how energy changes cause melting, freezing, and evaporation.	REAL-WORLD CONNECTION	52
	2	Identify evaporation, condensation, crystallization.	LESSON 1 LAUNCH (SCIENCE PROBE)	103
		Interpret models of runoff and storage.	PDF	PDF
		Explain real-life examples of evaporation/condensation	COLLECTIVE EVIDENCE	132
	3	Identify Sun as main energy source.	EXPLAIN THE PHENOMENON (EVIDENCE)	148
		Describe how air masses interact (fronts).	TYPES OF FRONTS	213
		Interpret weather maps showing fronts.	SUMMERIZE IT	224
	4	Identify conductors and insulators.	LESSON 4 LAUNCH (SCIENCE PROBES)	71
		Identify energy transfer types (conduction, convection, radiation).	ENCOUNTER THE PHENOMENON	73
		Identify and classify the four Earth subsystems (atmosphere, hydrosphere, geosphere, biosphere) and explain how they interact.	COLLECTIVE EVIDENCE	83
		Identify precipitation, runoff, reservoirs.	THREE DIMENSIONAL THINKING	83

*	Questions might appear in a different order in the actual exam, or on the exam paper.
*	قد تظهر الأسئلة بترتيب مختلف في الامتحان الفعلي، أو على ورقة الامتحان .
**	As it appears in the textbook,and LMS.
**	كما وردت في كتاب الطالب وLMS .

Grade 6 General Science EOT1 Practice Questions

Exam. Question No.	Practice No.	Example	Page
		MCQ	
1	1	 **A** **B** **C** Identify the states of matter represented by letters **A**, **B**, and **C** in the image above.	Q1 pdf
2	2	Why do wet clothes dry faster on a hot day than on a cold day? A. Heat makes water particles move faster and evaporate. B. Clothes soak up more water on hot days. C. Sunlight pushes the water out of the clothes. D. Water disappears without energy.	Q2 pdf
3	3	Classify the following substances into the table below: **Ice, Steam, Rock, Water, Juice, Air** **Solid** | **Liquid** | **gas** [ ] | [ ] | [ ]	Q3 pdf
4	4	**Real-World Connection** **4. Explain** Think of a time that you noticed a change of state. Explain what happened using the terms *temperature, particle motion,* and *energy.*	Q4 Pg. 52

5	5	**EARTH SCIENCE Connection** Thermal energy from the Sun can only travel to Earth by radiation. This is because space is a vacuum—a space that contains little or no matter. Since there is little matter in space, thermal energy cannot transfer by conduction, which requires objects to be in contact. Radiation is the method of thermal energy transfer in space. However, radiation also can transfer thermal energy through solids such as rocks, liquids like the ocean, and gases in the atmosphere.  Read the paragraph above and answer the question below. Name the method of energy transfer from the Sun to Earth.	Q5 Pg. 65
6	6	**THREE-DIMENSIONAL THINKING** In the figure above, the water in the ice cube tray is 10°C. It is placed in the freezer at 0°C. Add arrows to the figure to **model** the direction of **energy** transfer.	Q6 Pg. 60
	7	**COLLECT EVIDENCE** How does radiation help explain the direction of thermal energy transfer between the toast and the environment?	Q6 Pg.65

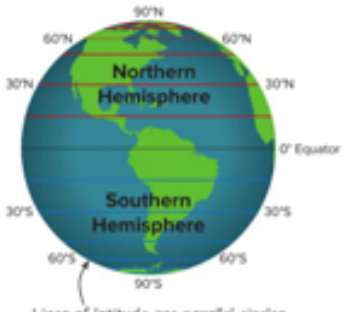
7	8	LESSON 4 LAUNCH Is the cup hot? Adita and his friends were learning about insulators and conductors in school. They all agree that metal, a conductor, will heat up more quickly than ceramic, an insulator. They have different ideas about how the materials will cool. This is what each friend said: **Adita:** I think the ceramic will cool quicker than the metal. **Niabi:** I think the metal will cool quicker than the ceramic. **Irene:** I think they will both cool at the same rate. **Rafi:** I think conductors and insulators have nothing to do with how a material cools, just how a material heats up. Which student do you agree with the most? _____ Explain your ideas about conductors and insulators.	Q7 Pg. 71
	9	THREE-DIMENSIONAL THINKING You can bake food in either a metal pan or oven safe glass. Which would require more energy to heat up? Which would cool down the fastest? Explain your reasoning.	Q7 Pg. 83
8	10	COLLECT EVIDENCE How does the mass of a material in the kitchenware affect how it transfers thermal energy? Record your evidence (A) in the chart at the beginning of the lesson.	Q8 Pg.78

9	11	**Three-Dimensional Thinking** Jorge wanted to model two processes that cycle water in the atmosphere for a class project. He began by filling a self-sealing plastic bag half-full of water. After sealing the bag, he taped it to a sunny window. After a few hours, water beaded along the inside of the bag. **2.** Which processes are represented by Jorge's model? **A** transpiration and respiration **B** condensation and crystallization **C** respiration and evaporation **D** evaporation and condensation	Q9 Pg.119
	12	**Three-Dimensional Thinking** Examine the photo below. **3.** Which statement best describes the transfer of energy in the photo above? **A** When water changes state from a liquid to a solid, thermal energy is absorbed. **B** When water changes state from a solid to a liquid, thermal energy is absorbed. **C** When water changes state from a liquid to a solid, thermal energy is released. **D** When water changes state from a solid to a liquid, thermal energy is released.	Q9 Pg.119

10	13	LESSON 1 LAUNCH SCIENCE PROBES What happened to the puddle? Four friends noticed a large puddle on the sidewalk when they walked to school in the morning. When they walked home, the puddle was gone. They wondered what happened to the water that was in the puddle. **Desi:** I think the water soaked into the bricks. **Trudi:** I think the water went up into the clouds. **Max:** I think the water is in the air around us. **Carli:** I think the Sun changed it into something else. Circle the student you most agree with. Explain why you agree with that student.	Q10 Pg. 103
	14	Which of these shows condensation? A. Steam rising from hot soup. B. Water drops forming on a cold glass. C. Clothes drying in the sun D. Ice melting into water	Q10 pdf

	15	Which of these shows evaporation? A. Steam rising from boiling soup. B. Water freezing into ice. C. Dew forming in the morning. D. Frost inside a freezer.	Q10 pdf
11	16	**Three-Dimensional Thinking** Four friends are walking along the bank of a stream. They each have differing opinions of why the stream moves along Earth's surface. **2.** Which person do you agree with the most? **A** Marco: Wind drags water particles along in the stream. **B** Selma: Gravity causes water in the stream to move downhill. **C** Brock: The Sun warms the stream causing it to flow. **D** Chen: The stream moves because of its velocity.	Q11 Pg. 135

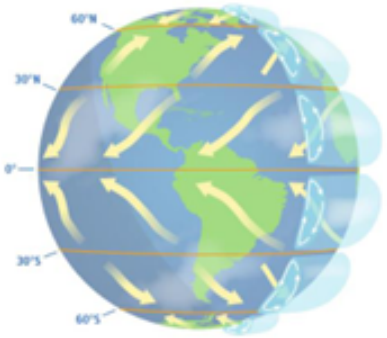
12	17	**Summarize It!** 1. **Organize** Create a graphic organizer that illustrates the role of gravity in keeping water moving on Earth. Include at least four places where water is stored and the state that water is in at each reservoir.	Q12 Pg. 134
13	18	**THREE-DIMENSIONAL THINKING** Models can be used to represent **systems** and their interactions. How did this demonstration **model** energy transfer between the Sun and Earth? Support your reasoning with a real-life example.	Q13 Pg. 151

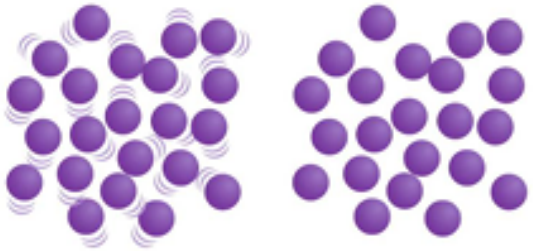
14	19	**Solar Energy Distribution** The angle of incoming sunlight depends largely on latitude. **Latitude** is the distance in degrees north or south of the equator. In latitudes near the equator—an area referred to as the tropics—sunlight strikes Earth's surface at a nearly 90° angle year-round. As a result, there is more sunlight per unit of surface area and the tropics are warmer than other areas on Earth. At latitudes near the North Pole and the South Pole, sunlight strikes Earth's surface at a low angle. Sunlight is now spread over a larger surface area than in the tropics. As a result, the poles receive very little energy per unit of surface area and are cooler.  *Lines of latitude are parallel circles. The equator is the largest circle.* **COLLECT EVIDENCE** Would the temperatures of the containers in the opening activity vary depending on where they were placed on Earth? Record your evidence (B) in the chart at the beginning of the lesson.	Q14 Pg. 153
15	20	**3.** **HISTORY Connection** The trade winds were named by sailors, who took advantage of these winds to sail their ships across the oceans. It is the northeast trade winds that carried ships from Europe to the New World. Label the direction of the trade winds on the map below. **THREE-DIMENSIONAL THINKING** Why do you think there are many wind **systems** between a pole and the equator instead of just one large single wind system? Use your knowledge of the global convection cells to inform your reasoning.	Q15 Pg. 179

	21	3. HISTORY Connection The trade winds were named by sailors, who took advantage of these winds to sail their ships across the oceans. It is the northeast trade winds that carried ships from Europe to the New World. Label the direction of the trade winds on the map below. Why do the trade winds shown on the map curve instead of moving straight? A. Earth's rotation. B. Sunlight is stronger at the equator. C. Ocean waves push the wind. D. Mountains block the winds.	Q15 pdf
	22	3. HISTORY Connection The trade winds were named by sailors, who took advantage of these winds to sail their ships across the oceans. It is the northeast trade winds that carried ships from Europe to the New World. Label the direction of the trade winds on the map below. Why were the northeast trade winds important for European sailors traveling to the New World? A. They pushed ships quickly across the Atlantic. B. They stopped storms from forming. C. They made the oceans calm. D. They carried fresh water to ships.	Q15 pdf

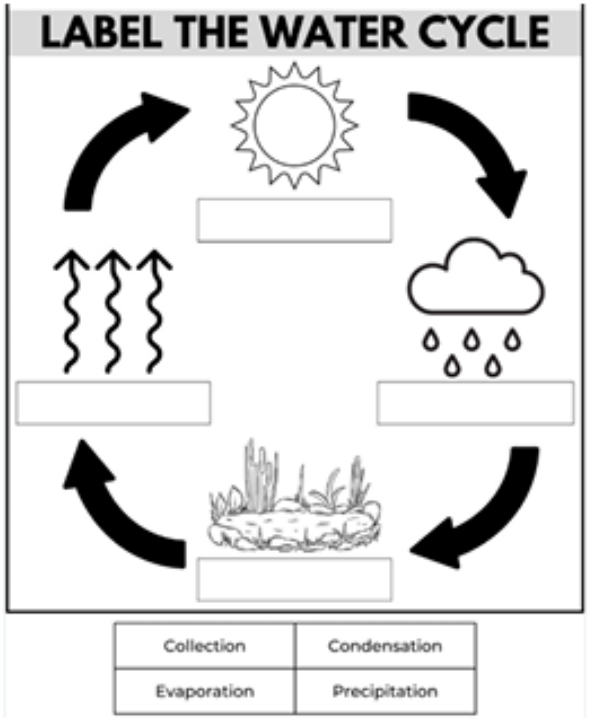
16	23	**Direction of Thermal Energy Transfer** All substances contain thermal energy. When two substances contain different amounts of thermal energy, energy can transfer between the substances. The amount of thermal energy transferred from a region of higher temperature to a region of lower temperature is **heat.** Heat can also refer to the amount of energy transferred during this process. It is not possible to make something colder by adding "coldness" to it. A substance can only be cooled by allowing some of its energy to be transferred to a substance of a lower temperature. For example, liquid water transfers energy to the surrounding air in a freezer in order to freeze. *Where did the heat go?* **THREE-DIMENSIONAL THINKING** In the figure above, the water in the ice cube tray is 10°C. It is placed in the freezer at 0°C. Add arrows to the figure to **model** the direction of **energy** transfer.	Q16 Pg. 60
	24	**Real-World Connection** **4. Illustrate** Phoebe is making fruit pops. She places the liquid in the pop molds and places them in the freezer. Phoebe is wondering how the freezer can turn the liquid pops solid. Sketch a diagram showing the flow of thermal energy through all the components in the system.	Q16 Pg. 70

17	25	**THREE-DIMENSIONAL THINKING** On the figure below, **model** the process that changes liquid water to water vapor. Label the transfer of **energy** that takes place during this process. How does **energy** from the Sun drive the cycling of **matter**?	Q17 Pg. 111
18	26	**THREE-DIMENSIONAL THINKING** With a partner, label the **subsystems** of the larger Earth system in the photo. How do you think water moves between the subsystems? Create a diagram that **models** your ideas on how water moves between Earth's subsystems in your Science Notebook. 	Q18 Pg. 108

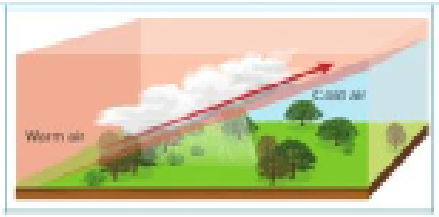
19	27	INVESTIGATION **It's a Blowin'** 1. Label the image with the global wind systems based on the descriptions below.  • The **polar easterlies** are cold winds that blow from east to west near the North Pole and the South Pole. Polar easterlies begin as dense polar air that sinks. • The **prevailing westerlies** are steady winds that flow from west to east between latitudes 30°N and 60°N, and 30°S and 60°S. • The **trade winds** are steady winds that flow from east to west between 30°N latitude and 30°S latitude.	Q19 Pg. 178
20	28	INVESTIGATION **Come Rain or Shine** Examine the map and answer the questions below. 1. Which cities are experiencing clear, dry conditions? Explain why these conditions are occurring. 2. Which cities are probably experiencing stormy conditions or rainy weather? Explain why these conditions are occurring.	Q20 Pg. 214

	Paper Part		
1	29	LESSON 1 LAUNCH SCIENCE PROBES Fruit Pops Lina and Vera purchased fruit pops at the grocery store. The drive home was hot and the fruit pops turned slushy. After a few hours in the freezer, the fruit pops were solid again and ready to eat. What is the relationship between temperature and particle motion? A. Decreased temperature means particles have greater motion. B. Decreased temperature stops particle motion. C. Increased temperature means particles have greater motion. D. Increased temperature means particles have less motion. E. Temperature does not affect particle motion. Circle the statement you most agree with. Explain why you agree with that statement.	Pg. 5
	30	THREE-DIMENSIONAL THINKING Add motion lines to the liquid particles **model** on the right to show they are moving faster than the liquid particles on the left. Circle the model that has more kinetic **energy**. 	Pg. 14

	31	**Real-World Connection** **4. Explain** Think of a time that you noticed a change of state. Explain what happened using the terms *temperature, particle motion,* and *energy.*	Pg. 52
2	32	LESSON 1 LAUNCH SCIENCE PROBES What happened to the puddle? Four friends noticed a large puddle on the sidewalk when they walked to school in the morning. When they walked home, the puddle was gone. They wondered what happened to the water that was in the puddle. **Desi:** I think the water soaked into the bricks. **Trudi:** I think the water went up into the clouds. **Max:** I think the water is in the air around us. **Carli:** I think the Sun changed it into something else. Circle the student you most agree with. Explain why you agree with that student.	Pg. 103

	33		pdf
	34	**COLLECT EVIDENCE** How does water become groundwater and where else is water stored? Record your evidence (C) in the chart at the beginning of the lesson.	Pg. 132
3	35	**EXPLAIN** THE PHENOMENON You just analyzed data that resulted from from two containers of water being exposed to energy from the Sun. Use the data to make a claim about how energy from the Sun warms Earth and the atmosphere. **EVIDENCE** A. What evidence have you discovered to describe how energy from the Sun reaches Earth?	Pg. 148

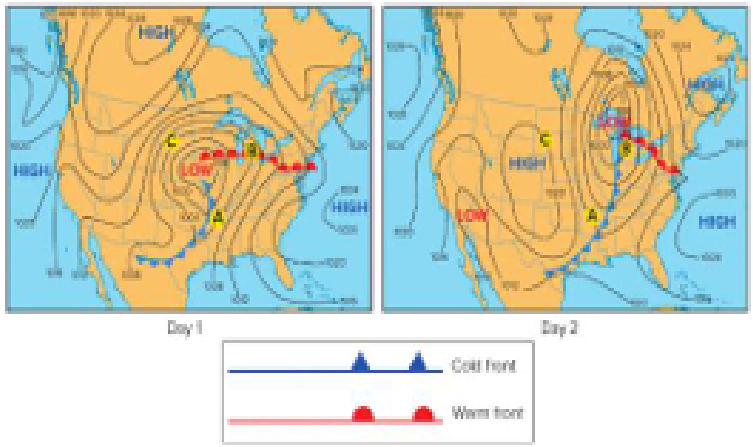
	36	Identify each type of front in the image below.	Pg. 213

Type of Front	Diagram
	

	37		Pg. 224

Summarize It!

Examine the weather maps below.



1. For each location, A, B, and C, describe how the weather changed over the two days.

2. Weather patterns generally move from west to east. Choose location A, B, or C and predict the weather on the third day for that location. Explain your reasoning in your Science Notebook.

4	38	LESSON 4 LAUNCH SCIENCE PROBES Is the cup hot? Adita and his friends were learning about insulators and conductors in school. They all agree that metal, a conductor, will heat up more quickly than ceramic, an insulator. They have different ideas about how the materials will cool. This is what each friend said: **Adita:** I think the ceramic will cool quicker than the metal. **Niabi:** I think the metal will cool quicker than the ceramic. **Irene:** I think they will both cool at the same rate. **Rafi:** I think conductors and insulators have nothing to do with how a material cools, just how a material heats up. Which student do you agree with the most? _____ Explain your ideas about conductors and insulators.	Pg. 71
	39	**ENCOUNTER** THE PHENOMENON | Why is this kitchenware made out of so many different materials?	Pg. 73
	40	COLLECT EVIDENCE How does the type of material in the kitchenware affect how it transfers thermal energy?	Pg. 83
	41	THREE-DIMENSIONAL THINKING You can bake food in either a metal pan or oven safe glass. Which would require more energy to heat up? Which would cool down the fastest? Explain your reasoning.	Pg. 83

	42	 Janey had a bowl of hot soup for lunch. The soup was so hot she decided to put it in the refrigerator for a few minutes to cool it. What happened to cool the soup so Janey could eat it? **A.** The heat moved from the soup to the cold air in the refrigerator. **B.** The cold in the refrigerator moved into the hot soup. **C.** No heat or cold moved out of or into the soup. It just cooled off. Circle the answer that best matches your thinking. Explain your thinking. Describe what happened to cool the soup down.	Pg. 53
	43	**THREE-DIMENSIONAL THINKING** With a partner, label the subsystems of the larger Earth system in the photo. How do you think water moves between the subsystems? Create a diagram that models your ideas on how water moves between Earth's subsystems in your Science Notebook. 	Pg. 108

	44		Pg. 135

Three-Dimensional Thinking

Four friends are walking along the bank of a stream. They each have differing opinions of why the stream moves along Earth's surface.

2. Which person do you agree with the most?

   A Marco: Wind drags water particles along in the stream.

   B Selma: Gravity causes water in the stream to move downhill.

   C Brock: The Sun warms the stream causing it to flow.

   D Chen: The stream moves because of its velocity.