

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



الإمارات العربية المتحدة
وزارة التربية والتعليم

Grade 8 General Assessment planner Term 2 2025-2026

Part 1 : Grammar

- 5 questions X4 marks each (20 marks)
- Task type: Multiple-choice gap-fill
- Theme : **In the Kitchen , Rooms at home**

Grammar focus:

1. Nouns (Possessive 's)
2. Passives (Present simple passive)
3. Phrasal Verbs (non-separable)
4. Phrasal Verbs (three parts phrasal verbs)
5. Adjectives (Comparatives)
6. Conditionals (Zero)

Academic Year 2025-2026: End of Term 2 School-Based Summative Assessment: Grade 8 General- Sample Test Specifications

Grade	Grade 8 – Stage 4		CEFR	
Class	8 General		A2.2-B1.1	
Language Domains	Reading and Writing		Total Marks	Reading: 60 Writing: 40
Part	Level	Theme	Vocabulary	GRAMMAR
Part 1: Grammar	Working at Grade Level Goal	In the kitchen, Rooms at home	dishwasher, washing machine, oven, fridge, toaster, coffee machine, microwave, balcony, colourful, simple, bright, clean, helpful, garden, to get up, hotel, colourful, to visit, to tidy, to study	G.9.4 Nouns (possessive 's') G.10.1 Passives (present simple passive) G.11.1 Phrasal Verbs (non- separable) G.11.3 Phrasal Verbs (three-part phrasal verbs) G.1.2 Adjectives (comparatives) G.5.1 Conditionals (Zero)
		Task Description	Learning Outcomes (LOs)	
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	ENG.04.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, the main message and known words, adjusting reading rate, skimming, scanning, rereading and reading on to understand and interpret simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	Construct Limits • 1 descriptive text of 130 words (10% either way) with 6 gaps • 3 options, one of which is the correct answer • 3 marks each (total 18)

1. Nouns (Possessive 's)

LANGUAGE TIP

We use **s** when something belongs to someone.

Reem has a book. It is Reem's book.

3. Adjectives (Comparatives)

Comparatives and Superlatives

We use **comparatives** with *than* to compare things.

Short adjectives: + *er* *large* → *larger*

Long adjectives: *more* *interesting* → *more interesting*

We use **superlatives** to say something is the best or worst.

Short adjectives: + *est* *large* → *largest*

Long adjectives: *most* *interesting* → *most interesting*

Remember that some words are different:

good → *better* → *the best*

bad → *worse* → *the worst*

2. Passives (Present simple passive)

LANGUAGE TIP

We use the passive voice to say how something is made.

*First, cocoa beans **are taken** from the tree.*

The passive voice

We also use the passive voice when:

- the main topic is not the subject.
- we don't know who did an action.

*English **is spoken** in many countries.*

In passive sentences, the object becomes the subject. We use *to be* + a past participle verb.

Active: People make chocolate.

Passive: Chocolate **is made**.

How to form past participles

For regular verbs, add *d* or *ed* to the main verb. However, some verbs are different. We have to learn them.

present	past	past participle
cook	<i>cooked</i>	<i>cooked</i>
take	<i>took</i>	<i>taken</i>

1. Phrasal Verbs (non-separable)
2. Phrasal Verbs (three parts phrasal verbs)

Phrasal verbs are verbs made from two or more words (a verb with a preposition or an adverb)

LANGUAGE TIP

Sometimes you can understand the phrasal verb by looking at the words. For example, **up** and **down** show that something is higher or lower.

stand up ↑

sit down ↓

Some phrasal verbs have an object, and some have no object.

Please turn off your phone.

Please sit down.

Conditionals (Zero)

The Zero Conditional

We use the zero conditional to talk about something that is always true.

If + (present simple), (present simple)

If you mix red and yellow, you get orange.

Revision Task 1

Read the text and choose the correct word to complete the sentences.

My family's kitchen is the busiest room in our house. Every morning, breakfast (1) _____ by my mother before school. The coffee machine and toaster are placed next to the fridge, and everything looks clean and bright.

My sister's favourite place is the balcony because it is (2) _____ than the living room. After breakfast, we always (3) _____ the table together. If everyone helps, the kitchen (4) _____ tidy all day.

In the evening, the dishwasher is used after dinner, and the floor is cleaned carefully. My father always tells us to (5) _____ our plates before leaving the kitchen.

- | | | |
|------------------|-------------------|-------------------|
| 1. a) prepares | b) is prepared | c) preparing |
| 2. a) beautiful | b) more beautiful | c) most beautiful |
| 3. a) look after | b) tidy up | c) take off |
| 4. a) stay | b) stayed | c) stays |
| 5. a) put away | b) putting | c) put away |

Revision Task 2

Read the text and choose the correct word to complete the sentences.

Our home is simple but comfortable. The living room's sofa is softer than the chairs in my bedroom. Every weekend, the house (1) _____ carefully by all family members.

In the kitchen, the washing machine and oven are modern, and meals (2) _____ quickly during busy days. My brother always helps to (3) _____ the dishes after dinner.

If the rooms are clean, everyone (4) _____ happier and more relaxed. My mother says the garden's flowers make the house look (5) _____ than before.

- | | | |
|-----------------|-------------------|-------------------|
| 1. a) cleans | b) is cleaned | c) cleaning |
| 2. a) cook | b) cooked | c) are cooked |
| 3. a) take off | b) wash up | c) look for |
| 4. a) feel | b) feels | c) feeling |
| 5. a) colourful | b) more colourful | c) most colourful |

Revision Task 3

Read the text and choose the correct word to complete the sentences.

Our house is bright and welcoming. The kitchen's window lets in more light than the living room's window. Every morning, breakfast (1)_____ before everyone goes to school or work.

My brother usually helps to (2) _____ the table after we finish eating. The dining room is (3) _____ than my bedroom, so our family gathers there in the evening.

The washing machine is used every day, and the clothes (4) _____ carefully by my mother. If we keep the house clean, everyone (5)_____ comfortable and happy.

- | | | |
|----------------|----------------|--------------|
| 1. a) prepares | b) is prepared | c) preparing |
| 2. a) take off | b) look after | c) clean up |
| 3. a) big | b) biggest | c) bigger |
| 4. a) wash | b) are washed | c) washing |
| 5. a) feel | b) felt | c) feels |

Part 2 : Reading

- 5 questions X4 marks each (20 marks)
- Task type: narrative text of 200-230 words
- Theme : **In the room, Daily routines**

Skills assessed :

1. Identify specific information
2. Identify details
3. Infer meaning details
4. Identify main idea

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	At Grade Level Goal	In the room, Daily routines	furniture, book shelf, pillow, duvet, wardrobe, messy, tidy, to get up, hotel, colourful, to visit, to tidy, to study, at the weekend, everyday, sometimes, to wake up, always	G.5.2 Conditionals (First) G.6.1 Conjunctions (coordinating) G.6.2 Conjunctions (subordinating) G.2.2 Adverbs (sequencing)
		Task Description	Learning Outcomes (LOs)	Construct Limits
	Working at Grade Level Goal	Multiple-Choice Questions	1 x ENG.04.RV.CS.4.2 Read and identify specific information. 2 x ENG.03.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Inference 1 x ENG.04.LCS.4.1 Infer the meaning of unknown words and expressions from the context when listening. 1 x ENG.04.RV.CS.3.1 Make logical connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them and give simple reasons for these connections when reading.	• 1 narrative text of 200-230 words (10% either way) • 7 questions with 3 options, one of which is the correct answer (3 marks each, total: 21)
		Read the text and choose the correct answer. Choose A, B or C.	1 x ENG.04.RV.CS.1.1 Read and identify the overall meaning.	

Revision Task 1

Read the text and choose the correct for the following questions.

My Weekend Routine

Every Saturday, I wake up later than usual because I do not have school. First, I open my curtains and make my bed. Then, I organise my bookshelf and put my clothes back in the wardrobe. Although I sometimes feel lazy, I try to keep my room tidy.

After breakfast, I help my parents clean the house. My father cleans the living room, and my sister washes the dishes while I vacuum my bedroom. If we finish early, we watch a movie together.

In the afternoon, I usually study or read a book. Sometimes I visit my friends at the weekend because it helps me relax. Before sleeping, I prepare my school bag so that I do not forget anything on Sunday morning.

If my room is clean and organised, I feel happier and more focused. Keeping a daily routine helps me manage my time better and reduces stress during the school week.

1. Why does the writer wake up later on Saturday?

- A. Because school starts late
- B. Because there is no school
- C. Because he feels tired

2. What does the writer do after making the bed?

- A. Watches TV
- B. Organises the bookshelf
- C. Goes outside

3. Who washes the dishes?

- A. The writer
- B. The father
- C. The sister

4. What does the word organised most nearly mean?

- A. Clean and arranged
- B. Expensive
- C. Old

5. What is the main idea of the text?

- A. Weekends are boring
- B. Daily routines help manage time
- C. Cleaning is difficult

Revision Task 2

Read the text and choose the correct for the following questions.

A Busy School Morning

Every weekday, Sara wakes up early so she can prepare for school calmly. First, she makes her bed and chooses her clothes. Then, she eats breakfast while listening to music. Because she plans her morning well, she usually arrives at school on time.

After school, Sara rests for a short time before starting her homework. Although she sometimes feels tired, she finishes her tasks before dinner. If she completes her homework early, she watches her favourite programme or reads a story.

At the weekend, Sara cleans her room carefully. She arranges her pillows, folds her duvet, and tidies her desk. If everything is ready for the next day, she feels relaxed and confident.

Sara believes that good daily routines make life easier and help students succeed at school.

1. Why does Sara wake up early?

- A. To play games
- B. To prepare calmly
- C. To meet friends

2. What does Sara do while eating breakfast?

- A. Reads a book
- B. Watches TV
- C. Listens to music

3. When does Sara clean her room?

- A. Every evening
- B. At the weekend
- C. Before school

4. What does the word tasks in paragraph 2 mean?

- A. Homework and duties
- B. Furniture
- C. Clothes

5. What is the main message of the text?

- A. Students dislike routines
- B. Daily routines help students succeed
- C. School mornings are stressful

Part 3 : Reading

- 5 questions X4 marks each (20 marks)
- Task type: Expository text of 200-230 words
- Theme : **Amazing places , The food Chain , Amazing**

Skills assessed :

1. Identify specific information
2. Identify some details
3. Make basic inferences
4. Infer meaning details
5. Identify main idea

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	Working at Grade Level Goal Working Beyond Grade Level Goal	Amazing places, The food chain, Amazing animals	place, scenery, wonderful, visitor, picnic, mountain, herbivores, carnivores, predators, prey, forest, problem, gorilla, elephant, lion, oryx, flamingo, baby	G.1.2 Adjectives (comparatives)
		Task Description	Learning Outcomes (LOs)	Construct Limits
		Multiple-Choice Questions Read the text and choose the correct answer. Choose A, B or C.	1 x ENG.04.RV.CS.4.2 Read and identify specific information. 1 x ENG.04.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Inference 1 x ENG.04.RV.CS.4.2 Make basic inferences or predictions about text content, line of argumentation and sequence of events in a narrative, using text features and basic connectors when reading. 1 x ENG.04.L.CS.4.1 Infer the meaning of unknown words and expressions from the context when listening. 1 x ENG.04.RV.CS.3.1 Make logical connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them and give simple reasons for these connections when reading. 1 x ENG.04.RV.CS.1.1 Read and identify the overall meaning.	• 1 expository text of 200-230 words (10% either way) • 7 questions with 3 options, one of which is the correct answer (3 marks each, total: 21)

Revision Task 1

Read the text and choose the correct for the following questions.

Amazing Animals in the Food Chain

Animals live in many amazing places such as forests, mountains, and deserts. Each environment supports different species depending on food, water, and climate. In every habitat, animals are connected through the food chain.

Herbivores, such as elephants and oryx, eat plants and grass. They are usually larger but less aggressive than carnivores. Carnivores, including lions and some birds of prey, hunt other animals to survive. Predators are often faster and stronger than their prey, which helps them catch food easily.

In forests, animals find more shelter and food than in dry deserts. Because forests have thicker plant life, they support a wider variety of animals. Visitors often enjoy forest scenery because it is greener and more colourful than other natural places. However, human activities create serious problems. When forests are destroyed, animals lose their homes and food sources. As a result, survival becomes more difficult for many species. Protecting natural habitats is important because it keeps ecosystems balanced and helps animals live safely.

1. What does the food chain describe?

- A. How animals are connected through food
- B. Where visitors travel
- C. Types of mountains

2. Why are predators successful hunters?

- A. They are slower than prey
- B. They are stronger and faster
- C. They eat plants

3. Why do forests support more animals than deserts?

- A. They have fewer plants
- B. They have more rainfall and plant life
- C. They are smaller

4. What does the word habitat most nearly mean?

- A. A place where animals live
- B. A type of animal
- C. A hunting tool

5. What is the main idea of the text?

- A. Animals prefer deserts
- B. Natural habitats are important for animal survival
- C. Visitors enjoy mountains

Revision Task 2

Read the text and choose the correct for the following questions.

Amazing Places and Wildlife

Many amazing places around the world are home to unique animals. Forests, mountains, and wetlands provide food and protection for wildlife. These environments are often richer and more colourful than urban areas.

In wetlands, flamingos live near lakes where they find small animals to eat. Flamingos are lighter and more graceful than many other birds. In forests, gorillas live in groups and eat fruits and plants. They are stronger than most herbivores but usually peaceful animals. Every ecosystem depends on balance. Herbivores eat plants, while carnivores control animal populations. Without predators, some species would grow too quickly and create problems for the environment.

Unfortunately, pollution and habitat loss threaten wildlife. When people protect nature, animals have a better chance of survival. National parks and wildlife reserves are safer places for animals because hunting and pollution are controlled there.

Understanding the food chain helps visitors appreciate how important animals are to nature.

1. Why are wetlands important for flamingos?

- A. They provide food and water
- B. They are hotter than deserts
- C. They have no animals

2. How are gorillas described in the text?

- A. Faster than birds
- B. Strong but peaceful
- C. Dangerous predators

3. What happens without predators?

- A. Plants disappear
- B. Animal populations increase too much
- C. Wetlands become dry

4. What does the word threaten most nearly mean?

- A. Protect
- B. Cause danger to
- C. Study carefully

5. What is the main message of the text?

- A. Wildlife protection is important
- B. Cities are better than forests
- C. Flamingos are the strongest animals

Part 4 : Writing

(40 marks)

Students must include :

1. Do you think social media makes learning languages easier or more difficult? Why?
2. Compare online communication with face-to-face communication. Which do you prefer?
3. If people were more careful online, how would social media improve?

- Write at least **110 Words**
- Topic : **Social media and online safety**

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	Working at GLG	Global Languages / Social Media and Online Safety	global, Arabic, Chinese, Spanish, Hindi, social media, English speaking country, million, use an app, free, language learner, to make a noise, grammar	G.5.5 Mixed Conditionals G.1.2 Adjectives (comparatives) Stage 4 Grammar	Stage 4 FL FL.8 Expressing preference FL.16 Expressing opinion
		Task Description	Learning Outcomes (LOs)		Construct Limits
		Constructed Writing Response Question 3 Writing prompts Write at least 110 words.	ENG.04.WR.P.4.1 Produce written or multimodal texts with paragraphs that may contain a topic sentence and some supporting details where appropriate. ENG.04.WR.P.1.1Produce simple and some extended written or multimodal texts, expressing comparisons and justifications where appropriate. ENG.04.WR.S.2.2SSpell many challenging words with accuracy. ENG.04.WR.P.2.1Express simple ideas, information, opinions, feelings, emotions and personal perspectives in writing. ENG.04.WR.P.3.1 Recount detailed stories, past experiences and events that are sequenced, expressing feelings and reasons for those feelings in response to the event or experience in writing.		▪ One question with three prompts to elicit a descriptive text. ▪ Word count: 110 words ▪ 40 marks (based on rubric)

Social Media and Online Safety

Introduction

Today, many students use social media to learn languages. Social media helps people talk and learn from others around the world. I think it makes learning languages easier.

Body

Students can watch videos, learn new words, and practise speaking online. Online communication is easier than face-to-face communication because we can talk anytime. However, face-to-face communication is sometimes better because we can see people and understand them clearly. I prefer online communication because it is faster and more comfortable. If people are careful online, social media will be safer. Students should not share personal information and should use safe websites.

Conclusion

In conclusion, social media is helpful for learning languages. If we use it safely, it can be a good learning tool.