كتيب متابعة مهارات القراءة والتقدم الدراسي



تم تحميل هذا الملف من موقع المناهج الإماراتية
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المزيد من مادة لغة انجليزية: ملفات ا كتب للمعلم ا كتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس
إعداد: ALHANTOOBI AMNAH

التواصل الاجتماعي بحسب الصف السابع					
صفحة المناهج الإماراتية على فيسبوك					
المواد على تلغرام	التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات	

المزيد من الملفات بحسب الصف السابع والمادة لغة انجليزية في الفصل الأول	
1	ورقة عمل قواعد حول أدوات التوكيد
2	اختبار الوحدة الرابعة Patterns
3	اختبار الوحدة الرابعة Patterns مع الاجابات
4	اختبار الوحدة الثالثة World Small a s'It
5	اختبار الوحدة الثالثة World Small a s'It

تحميل تطبيق المناهج للهواتف الذكية	
تطبيق المناهج على Store App (آبل)	تطبيق المناهج على Play Google (أندرويد)

My Reading Progress Booklet

Grade 7 General

Term 1 | Academic Year 2026–2027

Food for Life • How Things Work
It’s a Small World • Patterns



Prepared by T. AMNAH ALHANTOOBI

Student name _____

Class _____ School _____

Start date _____ Review date _____

Read carefully. Find evidence. Notice your progress.

STUDENT GUIDE

Your reading routine

This booklet helps you read the English topics in all four Term 1 units. You will practise finding information, understanding details, working out word meanings, making connections, and identifying the main idea.

اقرئي خطوة بخطوة، وحددي الدليل، واحتفلي بتقدمك. يمكنك طلب دعم المعلمة أثناء التدريب.

Before reading

Read the title. Say one thing you already know. Look at the three helpful words. Your teacher may model the first paragraph.

During reading

Read one paragraph at a time. Point to key words. Reread a sentence when its meaning is unclear. Tell a partner the idea in your own words.

After reading

Answer Questions 1–4 first, then 5–6, then 7–8. Choose one answer only. Check the text before you circle A, B, or C.

My support can change

Step 1 Read with the teacher and use the word help.
Step 2 Read with a partner and explain your evidence.
Step 3 Read independently and check your own work.

My success check

I can find the sentence that helps me.
I can explain why my answer fits.
I can try again after feedback.

On assessment days, follow the teacher’s directions. Do not use the word help or practise the assessment text first. Record any usual access arrangements consistently.

almanahj.com/ae 2026 2025 موقع المناهج

TWENTY ENGLISH LESSONS

Our curriculum route

Lesson	Reading focus	Book pages	Date
1A	Healthy choices	5–8	____
1B	Planning a healthy lunch	9–12	____
1C	Using food wisely	13–16	____
1D	A food chain discovery	17–20	____
1E	Connecting the garden web	21–24	____
2A	Building a helpful robot	29–32	____
2B	Robots at work	33–36	____
2C	Energy from movement	37–40	____
2D	Following the water cycle	41–44	____
2E	Cleaning a water supply	45–48	____
3A	Learning another language	53–56	____
3B	Considering a big event	57–60	____
3C	Food from different places	61–64	____
3D	A journey across the Gulf	65–68	____
3E	Planning a visit to the UAE	69–72	____
4A	Noticing shape patterns	77–80	____
4B	Numbers with a rule	81–84	____
4C	Checking what we see	85–88	____
4D	Exploring Islamic art	89–92	____
4E	Patterns around us	93–96	____

Page numbers refer to printed pages in the supplied Coursebook and Workbook. Review pages 25–26, 49–50, 73–74 and 97–98 are revisited through the unit reflection tasks.

Coverage is the twenty English lessons in Units 1–4. Science, Mathematics and project sections are not treated as additional English units.

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ASSESSMENT PRE A

A pond visit

196 words | Narrative

Read independently. Keep the text open when answering. Your teacher will record the time and any usual access arrangements.

On Wednesday, Layla visited a pond with her science class. Their guide, Hana, gave the students notebooks and asked them to watch quietly. Layla saw tiny plants, insects, small fish, and a large bird standing near the water.

Hana explained that the plants used sunlight to make their own food. Some insects fed on the plants. Small fish ate some of the insects, and the bird could catch fish. Layla drew these relationships as a chain in her notebook.

Then she noticed a frog catching an insect. Hana explained that several feeding chains could share living things. When these chains were connected, they formed a food web. Layla added the frog and more arrows to her drawing.

Before leaving, the class collected litter from the path. They left the animals and plants where they were to protect the pond community. Hana asked what might happen if many pond plants disappeared. Layla thought that some animals would lose food, and other animals might be affected later.

At school, Layla used her drawing to explain the visit to a friend. She understood that protecting a pond meant caring for its connected living things, not just its largest animals.

Start time _____ Finish time _____

ASSESSMENT PRE A

Read and choose

Choose A, B, or C. You may look back at the text.

1. When did Layla visit the pond?

A) On Monday
B) On Saturday
C) On Wednesday

2. Who was the guide?

A) Layla
B) Hana
C) Salma

3. Where did Layla draw the chain?

A) In a notebook
B) On a wall
C) On a bag

4. What did the frog catch?

A) A large bird
B) A flower
C) An insect

5. Why did Layla add more arrows?

A) She wanted to show the weather
B) She found connected feeding chains
C) She forgot how to draw plants

6. Why did the class leave the living things there?

A) To avoid disturbing the pond community
B) To keep their notebooks empty
C) To stop the sunlight

7. What does connected mean in the story?

A) Completely separate
B) Hidden underground
C) Linked together

8. What is the story mainly about?

A) Learning to swim in a pond
B) Learning how pond living things depend on each other
C) Choosing the largest bird as a pet

Teacher score ____ / 24 Correct answers ____ / 8

ASSESSMENT PRE B

Patterns on museum tiles

193 words | Expository

Read independently. Keep the text open when answering. Your teacher will record the time and any usual access arrangements.

Museum tiles can tell us about design as well as materials. In many examples of Islamic art, artists use geometric patterns, plant designs, or calligraphy. A single object may include more than one of these features, so careful observation is useful.

Geometric patterns use shapes arranged according to a rule. A tile may contain squares and stars that repeat across a surface. Some arrangements are symmetrical, with matching parts on either side of a line. Repetition can join separate tiles into one larger design.

Plant designs may show leaves and flowers. These forms are sometimes simplified, so they do not include every detail of a real plant. Calligraphy uses letters as beautiful writing. Its curves and lines can contribute to the overall design.

A museum label can provide information that looking alone cannot reveal. It may name the materials, the place of production, or the object's original use. Visitors should combine this information with what they can see.

When describing a tile, explain its shapes, arrangement, and visible features. Avoid assuming that every object from a tradition looks identical. Comparing details helps viewers notice both shared ideas and individual choices made by artists.

Start time _____ Finish time _____

ASSESSMENT PRE B

Read and choose

Choose A, B, or C. You may look back at the text.

1. Which shapes are named in the text?

A) Squares and stars
B) Only circles
C) Only ovals

2. What may a plant design show?

A) Roads and buses
B) Only numbers
C) Leaves and flowers

3. What is calligraphy?

A) A type of food
B) Beautiful writing
C) A kind of stone

4. What may a museum label name?

A) Materials and place of production
B) Every visitor’s address
C) Tomorrow’s weather

5. What does symmetrical mean?

A) Having no repeated features
B) Having only one colour
C) Having matching parts across a line

6. What does simplified mean here?

A) Copied with every detail
B) Not including every natural detail
C) Made completely invisible

7. How is studying a tile like studying a patterned bag?

A) Both involve noticing arrangement and repeated features
B) Both require knowing the price first
C) Both must have identical designs

8. What is the main idea?

A) Every tile uses only letters
B) Museum labels replace looking at objects
C) Use observation and information to understand tile designs

Teacher score ____ / 16 Correct answers ____ / 8

LESSON 1A | BOOK PAGES 5–8

Healthy choices

181 words | Narrative

Before you read Look at the title. What do you already know?

On Monday, Mariam felt tired during her English lesson. At break, she bought a sweet drink and some crisps. Her friend Salma brought water, an apple, and a cheese sandwich. Salma asked Mariam to join a health project for one week.

Their teacher explained that different foods help the body in different ways. Fruit and vegetables provide useful nutrients. Bread and rice give energy. Water helps the body work well. The teacher said that a healthy life also needs enough sleep and regular movement.

That evening, Mariam planned her meals with her mother. She packed a fresh orange and a sandwich for school. She also filled her water bottle. After school, she walked with her sister instead of sitting with her phone all afternoon.

By Friday, Mariam felt more active in class. She still enjoyed a small piece of cake at her cousin's party. She learned that healthy eating did not mean choosing only one kind of food. It meant making balanced choices most of the time. Mariam decided to continue her new habits and record how she felt each day.

Word help

balanced = having suitable amounts; nutrients = useful substances in food; active = full of energy

Read again Point to one fact. Tell your partner which paragraph helped you.

LESSON 1A | BOOK PAGES 5–8

Read and choose

Choose A, B, or C. You may look back at the text.

1. When did Mariam feel tired?

A) On Monday
B) On Friday
C) On Sunday

2. What did Salma bring to drink?

A) Juice
B) Milk
C) Water

3. Who helped Mariam plan her meals?

A) Her teacher
B) Her mother
C) Her cousin

4. Who walked with Mariam?

A) Her sister
B) Her friend
C) Her grandmother

5. Why did the teacher mention sleep?

A) Sleep replaces all food
B) Sleep makes fruit fresh
C) Health needs more than food

6. What changed by Friday?

A) Mariam stopped going to school
B) Mariam felt more active
C) Mariam ate only cake

7. What does balanced mean in the story?

A) Having suitable amounts of different foods
B) Eating only one food
C) Never eating with family

8. What is the story mainly about?

A) A girl learning a cake recipe
B) A girl buying a new phone
C) A girl improving her daily habits

My first score ____ / 8 My corrected score ____ / 8

Today I read with my teacher / with a partner / independently

One word or idea I understand better _____

LESSON 1B | BOOK PAGES 9–12

Planning a healthy lunch

181 words | Narrative

Before you read Look at the title. What do you already know?

Salma's class wanted to improve the food at its picnic. The first plan included only cakes, biscuits, and sweet drinks. Salma thought the group needed a more balanced lunch. She asked each friend to suggest one fresh food.

Aisha chose cucumber and tomato slices. Noor offered to bring chicken sandwiches. Salma planned to bring apples and water. The teacher asked them to explain their choices instead of calling every food simply good or bad.

The girls read the labels on two drinks. One contained much more sugar than the other. They decided that water would be the main drink. They also kept a small plate of biscuits to share after lunch. Nobody needed to bring a large packet.

On picnic day, the girls arranged the food on a clean table. They washed their hands before eating and kept the sandwiches in a cool bag. Everyone found something they liked. There was enough food without too many leftovers.

After the picnic, Salma wrote a short report. Planning together had helped the class make healthier choices, spend less money, and waste less food.

Word help

label = information on a packet; leftovers = food not eaten; suggest = give an idea

Read again Point to one fact. Tell your partner which paragraph helped you.

LESSON 1B | BOOK PAGES 9–12

Read and choose

Choose A, B, or C. You may look back at the text.

1. What event was the class planning?

A) A race
B) A picnic
C) A museum visit

2. Who chose vegetable slices?

A) Aisha
B) Noor
C) Salma

3. What was the main drink?

A) Sweet juice
B) Hot chocolate
C) Water

4. Where were the sandwiches kept?

A) On a sunny wall
B) In a cool bag
C) Under a tree overnight

5. Why did the girls read drink labels?

A) To compare the sugar
B) To learn the price of apples
C) To count their friends

6. How did planning help the class?

A) They bought only biscuits
B) They forgot their lunch
C) They had enough food with fewer leftovers

7. What are leftovers?

A) Food labels
B) Food that remains after eating
C) Empty water bottles

8. What is the best title?

A) A class plans a balanced picnic
B) A class loses its lunch
C) A class opens a cake shop

My first score ____ / 8 My corrected score ____ / 8

Today I read with my teacher / with a partner / independently

One word or idea I understand better _____

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LESSON 1C | BOOK PAGES 13–16

Using food wisely

190 words | Narrative

Before you read Look at the title. What do you already know?

On Saturday, Huda opened the fridge to help her father cook lunch. She found soft tomatoes, two carrots, and some cooked rice. She wanted to throw the vegetables away because they did not look perfect.

Her father checked them carefully. The tomatoes were still safe to eat, so he suggested making soup. He explained that food should be checked for safety, and that unsafe food must never be used. They washed the vegetables and cleaned the table before cooking.

First, Huda cut the carrots while her father prepared the tomatoes. Next, they cooked the vegetables in a pot with water. After that, they added some cooked rice that had been stored safely in the fridge. Finally, her father checked that the soup was thoroughly heated before serving it.

Huda enjoyed the soup with her family. Later, they made a shopping list and checked what was already at home. They planned to buy only the food they needed.

At school, Huda shared her experience. She learned that reducing food waste starts with sensible planning, safe storage, and careful choices. A vegetable does not always need to look perfect to be useful.

Word help

waste = use or throw away unnecessarily; stored = kept; sensible = showing good judgement

Read again Point to one fact. Tell your partner which paragraph helped you.

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LESSON 1C | BOOK PAGES 13–16

Read and choose

Choose A, B, or C. You may look back at the text.

1. When did Huda help her father?

A) On Monday
B) On Thursday
C) On Saturday

2. What did they make?

A) Cake
B) Soup
C) Salad

3. How many carrots did she find?

A) Two
B) Five
C) Ten

4. What did they make after lunch?

A) A food web
B) A travel plan
C) A shopping list

5. Why did her father check the tomatoes?

A) To count their seeds
B) To decide whether they were safe
C) To change their colour

6. What happened before cooking?

A) They washed the vegetables
B) They served the soup
C) They went shopping

7. What does stored mean?

A) Thrown into the sea
B) Painted with colours
C) Kept for later use

8. What is the main message?

A) Always throw away soft vegetables
B) Plan carefully and use safe food wisely
C) Buy more food than you need

My first score ____ / 8 My corrected score ____ / 8

Today I read with my teacher / with a partner / independently

One word or idea I understand better _____

LESSON 1D | BOOK PAGES 17–20

A food chain discovery

186 words | Narrative

Before you read Look at the title. What do you already know?

On Tuesday, Sara visited a nature centre with her class. Their guide gave each group three picture cards: grass, a rabbit, and a fox. Sara placed the fox first because it was the largest animal.

The guide asked the group to think about energy. Grass uses sunlight to make its own food. This makes it a producer. A rabbit eats grass, so it is a consumer. A fox can eat a rabbit. The group changed the order of its cards.

Next, the guide showed arrows between the pictures. Each arrow pointed from the food to the animal that ate it. The chain showed how energy moved from grass to rabbit to fox. Sara drew the arrows in her notebook.

At the centre's garden, the class saw insects eating leaves. A small bird caught an insect. Sara realised that this was another example of a food chain.

Before leaving, each student explained one chain to a partner. Sara used her drawing instead of guessing from the size of the animals. She understood that every part of a food chain has an important role, even a small plant.

Word help

producer = a living thing that makes its own food; consumer = a living thing that eats other organisms; role = part or job

Read again Point to one fact. Tell your partner which paragraph helped you.

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LESSON 1D | BOOK PAGES 17–20

Read and choose

Choose A, B, or C. You may look back at the text.

1. Where did Sara go?

A) A nature centre
B) An airport
C) A hospital

2. Which picture did Sara first place first?

A) The grass
B) The rabbit
C) The fox

3. What did the rabbit eat?

A) Foxes
B) Grass
C) Birds

4. Where did Sara draw arrows?

A) In her notebook
B) On her shoes
C) On the guide’s bag

5. Why is grass a producer?

A) It eats rabbits
B) It catches insects
C) It makes its own food

6. What did the arrows show?

A) The size of each animal
B) The direction energy moved
C) The age of the garden

7. What does role mean here?

A) A part or job
B) A kind of picture
C) A loud sound

8. What did Sara mainly learn?

A) How to draw the biggest fox
B) How to plant every kind of grass
C) How food chains show energy moving

My first score ____ / 8 My corrected score ____ / 8

Today I read with my teacher / with a partner / independently

One word or idea I understand better _____

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LESSON 1E | BOOK PAGES 21–24

Connecting the garden web

186 words | Narrative

Before you read Look at the title. What do you already know?

Last week, Reem's class studied a garden behind their school. They noticed grass, insects, mice, small birds, and a visiting hawk. Their teacher asked them to show the feeding relationships on a large sheet of paper.

First, Reem drew grass and added a mouse that ate seeds. Then she drew insects eating plants and small birds eating insects. A hawk could eat mice and small birds. Several chains joined together. The teacher called the connected chains a food web.

Reem used arrows to show energy moving from food to eater. She labelled plants as producers and animals as consumers. She also learned that one animal can be a predator when it hunts and prey when another animal eats it.

The next day, the class discussed what might happen if many garden plants disappeared. Insects and mice would have less food. Birds and the hawk might also find less food later. A change in one part could affect other parts of the web.

Reem finished by writing one sentence under her diagram. Protecting plants helps more than plants alone. It supports the living things connected to them.

Word help

web = connected chains; predator = an animal that hunts others; prey = an animal eaten by another

Read again Point to one fact. Tell your partner which paragraph helped you.

LESSON 1E | BOOK PAGES 21–24

Read and choose

Choose A, B, or C. You may look back at the text.

1. Where did the class study living things?

A) Inside a bus
B) Behind the school
C) At the beach

2. What did mice eat in the example?

A) Seeds
B) Hawks
C) Small birds

3. Which animal could eat mice?

A) A butterfly
B) A camel
C) A hawk

4. What did Reem use to show energy movement?

A) Numbers for age
B) Arrows
C) Weather symbols

5. How does a web differ from one chain?

A) It joins several chains
B) It has no producers
C) It contains only one animal

6. Why could fewer plants affect birds?

A) Plants would turn into hawks
B) Birds would stop needing food
C) Their food supply could become smaller

7. What does prey mean?

A) A plant making food
B) An animal eaten by another animal
C) A place for drawing

8. What is the story mainly about?

A) Understanding connections in a food web
B) Training a hawk for a race
C) Building a new school garden

My first score ____ / 8 My corrected score ____ / 8

Today I read with my teacher / with a partner / independently

One word or idea I understand better _____

Thinking beyond the questions

Try these with support first. You may explain orally, draw, or write. These activities extend learning and are not part of the eight question exam score.

Apply

Use a food web idea to explain why plants matter.

_____

_____

Analyse

Compare a single food chain and a food web. How are their connections different?

_____

_____

Evaluate

A classmate says protecting only the biggest animal is enough. Do you agree? Use a reason from a text.

_____

_____

Create

Draw a food web with at least two connected chains. Add arrows from food to eater and explain one connection.

_____

_____

_____

Teacher feedback _____

LESSON 2A | BOOK PAGES 29–32

Building a helpful robot

192 words | Narrative

Before you read Look at the title. What do you already know?

At the science club, Dana's group planned a robot that could carry books. Their teacher asked them to think about a problem before choosing the robot's shape. Some students found heavy books difficult to carry between classrooms.

The group drew a small machine with wheels, a tray, and two arms. The wheels would move it along a flat floor. The tray would hold the books. The arms would keep the books in place. Dana added a sensor that could detect an object in front of the robot.

During the first test, a box blocked the robot's path. The sensor detected it, and the robot stopped. However, one book fell because the tray was too narrow. The group measured the books and made a wider tray.

In the second test, all the books stayed in place. The students recorded what worked and what still needed improvement. Their robot could not use stairs, so it was not ready for every classroom.

Dana learned that engineers do more than make attractive machines. They identify needs, test designs, and use evidence to improve them. A useful robot must suit the job it is meant to do.

Word help

sensor = a part that detects a change; tray = a flat holder; detect = notice

Read again Point to one fact. Tell your partner which paragraph helped you.

LESSON 2A | BOOK PAGES 29–32

Read and choose

Choose A, B, or C. You may look back at the text.

1. What would the robot carry?

A) Hot soup
B) Animals
C) Books

2. What moved the robot?

A) Wings
B) Wheels
C) Legs

3. What blocked its path?

A) A box
B) A tree
C) A wall of books

4. Which part did the group make wider?

A) The sensor
B) The classroom door
C) The tray

5. Why did the robot stop?

A) It wanted to sleep
B) Its sensor detected an object
C) Its books became lighter

6. What limitation remained?

A) It could not use stairs
B) It could not hold any book
C) It had no wheels

7. What does detect mean?

A) Paint something
B) Hide something
C) Notice something

8. What is the main lesson?

A) A robot never needs changes
B) Testing helps improve a useful design
C) Every robot must look human

My first score ____ / 8 My corrected score ____ / 8

Today I read with my teacher / with a partner / independently

One word or idea I understand better _____

LESSON 2B | BOOK PAGES 33–36

Robots at work

193 words | Expository

Before you read Look at the title. What do you already know?

Robots can help people in many workplaces. A robot is a machine designed to perform tasks. Some follow instructions written by engineers. Others use sensors to collect information and respond to changes around them. They do not all have human shapes.

In a factory, a robot arm may repeat the same movement many times. It can lift a part and put it in the correct position. This can help workers complete repetitive jobs. A human worker still checks the machine and the finished products.

In a hospital, a delivery robot may carry supplies along a corridor. Sensors help it notice people and objects. It needs clear routes and careful testing. A machine that works well in one building may need changes in another.

Robots have advantages, but they also have limits. They need power, maintenance, and suitable instructions. They cannot replace every human skill. People are still important for making decisions, understanding others, and solving unexpected problems.

Before choosing a robot, a team should identify the task and the risks. The best question is not whether the robot looks exciting. It is whether the machine can safely help people do a useful job.

Word help

repetitive = happening many times; maintenance = care and repairs; supplies = useful materials

Read again Point to one fact. Tell your partner which paragraph helped you.

LESSON 2B | BOOK PAGES 33–36

Read and choose

Choose A, B, or C. You may look back at the text.

1. Who writes instructions for some robots?

A) Engineers
B) Passengers
C) Tourists

2. What might a factory robot lift?

A) A cloud
B) A river
C) A part

3. Where might a delivery robot carry supplies?

A) Across an ocean
B) In a hospital
C) Inside a cloud

4. What do robots need?

A) Power and maintenance
B) Only a human face
C) No instructions

5. Why can one robot need changes in another building?

A) Every building is the same
B) Robots never use sensors
C) Routes and conditions can differ

6. What does repetitive mean?

A) Happening only once
B) Happening again and again
C) Being impossible to do

7. A library needs to move books along flat corridors. Which robot idea connects best?

A) A tested delivery robot
B) A robot that only paints cars
C) A robot that only explores oceans

8. What is the text mainly about?

A) The history of hospitals
B) The shapes of all buildings
C) Robot uses and their limits

My first score ____ / 8 My corrected score ____ / 8

Today I read with my teacher / with a partner / independently

One word or idea I understand better _____

LESSON 2C | BOOK PAGES 37–40

Energy from movement

188 words | Narrative

Before you read Look at the title. What do you already know?

On a school visit, Amal watched a small model wind turbine. Its blades turned when a fan blew air towards them. A tiny light came on. The guide explained that the model used moving air to help generate electricity.

Amal asked whether the fan created free energy. The guide said no. The fan used electricity to make the air move. The model simply helped students see how movement could turn a generator. In a real wind farm, natural wind turns the turbine blades.

Next, the group saw a model with flowing water. Water pushed a wheel, which turned a generator. The guide explained that suitable rivers can provide energy for hydroelectric power. The place and the amount of moving water matter.

Back at school, Amal compared the two models. Both used movement, but one depended on wind and the other on water. She drew arrows from the moving air or water to the generator and then to the light.

Her group decided that choosing an energy source needs information about local conditions. A clever design is useful only when the required energy source is available in that place.

Word help

generate = produce; turbine = a machine with turning blades; source = where something comes from

Read again Point to one fact. Tell your partner which paragraph helped you.

LESSON 2C | BOOK PAGES 37–40

Read and choose

Choose A, B, or C. You may look back at the text.

1. What turned the first model’s blades?

A) A student’s hand
B) Air from a fan
C) Hot sunlight

2. What came on during the test?

A) A tiny light
B) A television
C) A traffic signal

3. What turned the second model’s wheel?

A) Falling books
B) Dry sand
C) Flowing water

4. Where did Amal compare the models?

A) At home
B) At school
C) On a ship

5. Why was the fan not a free energy source?

A) It used electricity
B) It used no power
C) It made natural rivers

6. How were the models similar?

A) Both depended only on sunlight
B) Both stored books
C) Both used movement to turn a generator

7. What does generate mean?

A) Forget
B) Produce
C) Freeze

8. What is the main message?

A) Energy choices depend on suitable local sources
B) Every place has strong wind
C) Small models power whole cities

My first score ____ / 8 My corrected score ____ / 8

Today I read with my teacher / with a partner / independently

One word or idea I understand better _____

LESSON 2D | BOOK PAGES 41–44

Following the water cycle

188 words | Expository

Before you read Look at the title. What do you already know?

Water moves around the Earth in a continuing cycle. The same water can move between the sea, the air, and the land. Learning the stages helps us understand where rain comes from and why water does not stay in one place.

First, the sun warms water in seas, lakes, and rivers. Some liquid water changes into water vapour, a gas. This change is called evaporation. Wind and rising air help move the water vapour through the atmosphere.

As moist air cools, some water vapour changes into tiny drops of liquid water. This process is condensation. Clouds contain these tiny drops or ice crystals. A cloud is not simply a large bag filled with invisible gas.

When drops or ice particles become large enough, water falls as precipitation. Rain is one kind of precipitation. Some rainwater flows across the ground into rivers. Some enters the soil, and some is used by plants.

Eventually, water can return to larger bodies of water and the cycle continues. A diagram with arrows can show the stages clearly. The arrows represent movement and changes, rather than a journey with a final stopping point.

Word help

evaporation = liquid changing into gas; condensation = gas changing into liquid; precipitation = water falling from clouds

Read again Point to one fact. Tell your partner which paragraph helped you.

LESSON 2D | BOOK PAGES 41–44

Read and choose

Choose A, B, or C. You may look back at the text.

1. What warms water at the start of evaporation?

A) The moon
B) The soil
C) The sun

2. What is water vapour?

A) A rock
B) A gas
C) A plant

3. What do clouds contain?

A) Tiny drops or ice crystals
B) Only dry sand
C) Large solid stones

4. Where can some rainwater go?

A) Only into houses
B) Only into clouds immediately
C) Into the soil

5. How does condensation differ from evaporation?

A) Liquid changes into stone
B) Gas changes into liquid
C) Water stops moving forever

6. What does continuing mean here?

A) Happening again without a final end
B) Happening once and stopping
C) Happening only indoors

7. Drops form outside a cold bottle in moist air. Which stage is this most like?

A) Water flowing in a river
B) Rain entering soil
C) Condensation

8. What is the text mainly about?

A) How to build a bottle
B) How water moves and changes in a cycle
C) Why all water stays in the sea

My first score ____ / 8 My corrected score ____ / 8

Today I read with my teacher / with a partner / independently

One word or idea I understand better _____

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LESSON 2E | BOOK PAGES 45–48

Cleaning a water supply

189 words | Narrative

Before you read Look at the title. What do you already know?

Noor's class visited a water treatment centre. Before entering, they put on safety equipment and stayed with their guide. Noor wanted to know how dirty water could become suitable for use. The guide showed them a diagram of several stages.

First, screens removed large objects. Next, water moved into a tank where some solid material settled at the bottom. Later, filters removed more particles. The guide explained that different systems may use different stages for different water sources.

Noor noticed that filtered water looked clear. She asked if clear water was always safe to drink. The guide said that appearance alone could not show whether harmful microorganisms were present. Treatment and testing were still necessary. The children were not allowed to taste any sample.

After the visit, Noor's group made a classroom model using sand and gravel. The model removed some visible dirt from muddy water. Their teacher clearly labelled it as a demonstration, not a way to make drinking water.

Noor wrote a sequence using first, next, and finally. She also added a warning. Water treatment needs suitable processes and proper checks, even when the water looks clean.

Word help

filter = material that removes particles; settled = moved down and stayed; sample = a small amount for checking

Read again Point to one fact. Tell your partner which paragraph helped you.

LESSON 2E | BOOK PAGES 45–48

Read and choose

Choose A, B, or C. You may look back at the text.

1. Where did Noor's class go?

A) A water treatment centre
B) A railway station
C) A food shop

2. What removed large objects first?

A) Clouds
B) Small cups
C) Screens

3. Where did some solid material settle?

A) Above the clouds
B) At the bottom of a tank
C) On a classroom ceiling

4. What did the classroom model use?

A) Sand and gravel
B) Sugar and juice
C) Paint and oil

5. Why was clear water not necessarily safe?

A) It always contained fish
B) It had no colour
C) It might contain harmful microorganisms

6. Why did the teacher label the model?

A) To encourage tasting it
B) To stop anyone treating it as drinking water
C) To sell the model

7. What does sample mean?

A) A small amount for checking
B) A whole river
C) A kind of bus

8. What is the main message?

A) All clear water is safe
B) A sand model makes drinking water
C) Cleaning water needs stages and safety checks

My first score ____ / 8 My corrected score ____ / 8

Today I read with my teacher / with a partner / independently

One word or idea I understand better _____

Thinking beyond the questions

Try these with support first. You may explain orally, draw, or write. These activities extend learning and are not part of the eight question exam score.

Apply

Use one stage of the water cycle to explain drops on a cold surface.

_____

_____

Analyse

Compare two robot designs or two energy models. State one similarity and one difference.

_____

_____

Evaluate

Choose the better tray design for carrying heavy books. Explain your choice using the test results in Lesson 2A.

_____

_____

Create

Create a labelled robot design for a school need. State the need, useful parts, and one test.

_____

_____

_____

Teacher feedback _____

LESSON 3A | BOOK PAGES 53–56

Learning another language

192 words | Narrative

Before you read Look at the title. What do you already know?

When Fatima joined an international school club, she met students who spoke several languages. She spoke Arabic and was learning English. At first, she stayed quiet because she was worried about making mistakes in front of the group.

Her partner, Lina, explained why she was learning another language. She wanted to speak with relatives who lived abroad. Another student wanted to read stories without a translation. Fatima realised that people had different reasons for learning.

The teacher gave each pair a simple task. They had to ask about a favourite hobby and report one interesting fact. Fatima prepared three questions. She listened carefully and asked Lina to repeat one word slowly. Lina was happy to help.

By the end of the activity, Fatima had shared a short report in English. It was not perfect, but the other students understood her. She felt proud that she had communicated a real message.

That evening, she made a small practice plan. She would learn useful words, read short texts, and speak for a few minutes each day. She understood that confidence grows through practice and that mistakes can help a learner notice what to improve.

Word help

communicate = share meaning; translation = meaning given in another language; confidence = belief in your ability

Read again Point to one fact. Tell your partner which paragraph helped you.

LESSON 3A | BOOK PAGES 53–56

Read and choose

Choose A, B, or C. You may look back at the text.

1. Which language did Fatima already speak?

A) Japanese
B) Arabic
C) Italian

2. Why did Lina want another language?

A) To speak with relatives abroad
B) To design robots
C) To win a swimming race

3. How many questions did Fatima prepare?

A) Eight
B) Twelve
C) Three

4. What did she ask Lina to repeat?

A) The whole lesson
B) One word
C) A long song

5. Why did Fatima feel proud?

A) Others understood her message
B) She made no mistakes at all
C) She stopped learning English

6. What did her practice plan include?

A) Avoiding every conversation
B) Learning only difficult grammar
C) Reading short texts

7. What does communicate mean?

A) Hide a message
B) Share meaning
C) Copy a picture

8. What is the main message?

A) Practice helps language learners gain confidence
B) Only perfect speakers should talk
C) Everyone learns for the same reason

My first score ____ / 8 My corrected score ____ / 8

Today I read with my teacher / with a partner / independently

One word or idea I understand better _____

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LESSON 3B | BOOK PAGES 57–60

Considering a big event

191 words | Expository

Before you read Look at the title. What do you already know?

A school forum asked students to discuss a large sports event in their city. The teacher wanted balanced ideas, not simply a list of things students liked. Each group had to consider both advantages and drawbacks before making a recommendation.

Some students said that visitors would spend money in hotels and restaurants. Local businesses might benefit, and people could learn about the city. Young people might also become interested in sport after seeing skilled competitors.

Other students worried about traffic and waste. Busy roads could make ordinary journeys longer. Large crowds might leave plastic bottles and food packaging behind. The groups agreed that an event needed careful planning as well as exciting activities.

One team suggested extra buses and clearly marked recycling points. Another suggested sharing travel information before the event. The teacher asked students to connect each solution to a specific problem instead of adding unrelated ideas.

At the end, the class supported holding the event if organisers managed its effects responsibly. Their final message included benefits, concerns, and practical actions. Reading different opinions had helped the students make a more thoughtful judgement about an issue that affected their community.

Word help

advantage = benefit; drawback = disadvantage; recommendation = suggested action

Read again Point to one fact. Tell your partner which paragraph helped you.

LESSON 3B | BOOK PAGES 57–60

Read and choose

Choose A, B, or C. You may look back at the text.

1. What was the forum discussing?

A) A private birthday party
B) A new school uniform
C) A large sports event

2. Which businesses might benefit?

A) Only farms in another country
B) Hotels and restaurants
C) Only empty shops

3. What might make journeys longer?

A) Busy roads
B) Shorter lessons
C) New books

4. What transport solution was suggested?

A) Fewer paths
B) Closing every road permanently
C) Extra buses

5. Why connect a solution to a problem?

A) So it sounds unrelated
B) So it addresses a real concern
C) So no evidence is needed

6. What does drawback mean?

A) A disadvantage
B) A prize
C) A drawing tool

7. A school fair creates litter. Which idea from the text could help?

A) Removing every bin
B) Giving out more packaging
C) Clearly marked recycling points

8. What is the text mainly about?

A) Choosing the fastest competitor
B) Weighing benefits and problems of an event
C) Learning every rule of a sport

My first score ____ / 8 My corrected score ____ / 8

Today I read with my teacher / with a partner / independently

One word or idea I understand better _____

LESSON 3C | BOOK PAGES 61–64

Food from different places

192 words | Narrative

Before you read Look at the title. What do you already know?

At breakfast, Maha looked at the labels on the food packets. The dates came from the UAE, while the tea came from another country. She wondered how so many foods reached one table. Her teacher suggested investigating a familiar product.

Maha's group chose chocolate. They learned that cocoa grows in warm areas with suitable rainfall. Cocoa beans are processed, and manufacturers use cocoa products to make chocolate. A chocolate bar can contain ingredients from several different places.

Another group studied dates. They explained that date palms grow well in suitable hot regions and are important in local food traditions. The students compared the journeys of local dates and imported cocoa. They used a map rather than guessing from packet colours.

The teacher reminded them that a product label might name the place where food was packed, not where every ingredient grew. The groups checked more than one piece of information before making claims.

Maha finished her project with a simple diagram. It showed growing, processing, transporting, and selling. She now understood that food connects people and places. She also wanted to learn how choices about transport and packaging could affect the environment.

Word help

imported = brought from another country; ingredient = part of a food; processed = changed or prepared for use

Read again Point to one fact. Tell your partner which paragraph helped you.

LESSON 3C | BOOK PAGES 61–64

Read and choose

Choose A, B, or C. You may look back at the text.

1. Where did Maha look for information first?

A) On food labels
B) On her shoes
C) On a classroom clock

2. Which product did her group study?

A) Rice
B) Milk
C) Chocolate

3. What do cocoa trees need?

A) Permanent ice
B) Suitable warmth and rainfall
C) Only dry stones

4. What tool helped compare places?

A) A map
B) A stopwatch
C) A thermometer only

5. Why might a packing label be insufficient?

A) Food never travels
B) Labels only describe animals
C) Ingredients may grow somewhere else

6. Which sequence matches Maha’s diagram?

A) Selling then growing then planting
B) Growing then processing then transporting
C) Transporting then growing then processing

7. What does imported mean?

A) Brought from another country
B) Grown inside a classroom
C) Used without packaging

8. What is the main idea?

A) All foods grow in the same climate
B) Every packet gives the whole story
C) Food products connect different places

My first score ____ / 8 My corrected score ____ / 8

Today I read with my teacher / with a partner / independently

One word or idea I understand better _____

LESSON 3D | BOOK PAGES 65–68

A journey across the Gulf

194 words | Narrative

Before you read Look at the title. What do you already know?

Dear Alya,

Your holiday photographs made me remember a journey from my childhood. My family wanted to visit relatives in Bahrain. Travel was very different then, and getting there took much longer than a short flight today.

First, we travelled from Al Ain towards Abu Dhabi by camel. There were no modern roads along our route. We carried water and food, and the adults planned regular stops. I watched the landscape and listened to stories from my older sister.

When we reached the coast, we boarded a dhow. This traditional boat carried people and goods across the Gulf. I felt excited, but I also missed the comfort of home. The sea journey took several days, so we needed patience.

Our relatives welcomed us warmly when we arrived. I remember sharing a meal and telling them about the trip. Today, many travellers can reach Bahrain by airplane much more quickly. Modern transport saves time, although journeys still need planning.

When I look at your pictures, I notice how travel has changed. The vehicles are different, but the happiness of meeting family is familiar. That is why my first journey still matters to me.

Love,
Grandmother

Word help

route = way taken; boarded = got onto a vehicle; patience = ability to wait calmly

Read again Point to one fact. Tell your partner which paragraph helped you.

LESSON 3D | BOOK PAGES 65–68

Read and choose

Choose A, B, or C. You may look back at the text.

1. Which country did the family visit?

A) Malaysia
B) Bahrain
C) India

2. How did they travel from Al Ain?

A) By camel
B) By airplane
C) By train

3. Who told stories on the route?

A) The pilot
B) The cousin in Bahrain
C) The older sister

4. How long did the sea journey take?

A) Ten minutes
B) Several days
C) One hour

5. Why did the land journey take time?

A) There were no modern roads on their route
B) They used a fast train
C) They had already arrived

6. What stayed familiar across time?

A) The same vehicles
B) The same journey length
C) The happiness of meeting family

7. What does boarded mean?

A) Drew a picture
B) Got onto a vehicle
C) Closed a window

8. What is the email mainly about?

A) A remembered family journey and changing travel
B) Instructions for buying an airplane
C) A list of Bahrain’s restaurants

My first score ____ / 8 My corrected score ____ / 8

Today I read with my teacher / with a partner / independently

One word or idea I understand better _____

LESSON 3E | BOOK PAGES 69–72

Planning a visit to the UAE

193 words | Expository

Before you read Look at the title. What do you already know?

A visitor can experience many sides of the UAE. A good travel plan considers interests, time, and distance. It does not need to include every famous place in a single day. Leaving time to rest can make a visit more enjoyable.

Someone interested in art might choose a museum or a cultural centre. Before visiting, it is useful to check opening times and any booking requirements. Reading a short description helps visitors choose a place that matches their interests.

A family that enjoys nature might visit a suitable beach or a protected area open to visitors. They should follow local guidance, respect wildlife, and put litter in the correct bins. Comfortable clothing and enough drinking water can help them prepare for outdoor activities.

Transport also matters. Places that look close together on a map may take longer to reach during busy periods. A realistic plan allows time for travel and does not depend on rushing from one activity to another.

Finally, visitors can learn a little about local customs. Respectful behaviour helps everyone enjoy shared spaces. The best itinerary is a thoughtful choice of activities, rather than the longest possible list of places.

Word help

itinerary = travel plan; realistic = possible in real conditions; customs = usual traditions and behaviour

Read again Point to one fact. Tell your partner which paragraph helped you.

LESSON 3E | BOOK PAGES 69–72

Read and choose

Choose A, B, or C. You may look back at the text.

1. What should a travel plan consider?

A) Only the number of photographs
B) Only shop colours
C) Interests, time, and distance

2. Where might an art lover go?

A) A repair garage
B) A museum
C) A bus depot

3. What should visitors check before a museum visit?

A) Opening times
B) The sea temperature only
C) Every restaurant menu

4. What should outdoor visitors respect?

A) Only their phones
B) Only souvenir prices
C) Wildlife and local guidance

5. Why allow time for transport?

A) Maps always show exact travel times
B) Busy periods can make journeys longer
C) All places are next door

6. What does realistic mean?

A) Possible in real conditions
B) Impossible to complete
C) Only exciting on paper

7. A friend wants six distant visits in one morning. What advice fits?

A) Add more distant places
B) Ignore all opening times
C) Choose fewer visits and allow travel time

8. What is the main purpose of the text?

A) To list all UAE museums
B) To explain thoughtful visit planning
C) To sell one kind of transport

My first score ____ / 8 My corrected score ____ / 8

Today I read with my teacher / with a partner / independently

One word or idea I understand better _____

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Thinking beyond the questions

Try these with support first. You may explain orally, draw, or write. These activities extend learning and are not part of the eight question exam score.

Apply

Use the visit planning advice to plan two activities with enough travel time.

_____

_____

Analyse

Compare a past journey and a modern journey. Name one difference and one shared purpose.

_____

_____

Evaluate

Choose one solution to event traffic or litter. Explain why it addresses the problem.

_____

_____

Create

Create a short travel email or a visit plan. Include place, transport, people, and two useful details.

_____

_____

_____

Teacher feedback _____

LESSON 4A | BOOK PAGES 77–80

Noticing shape patterns

197 words | Expository

Before you read Look at the title. What do you already know?

A pattern is a design or sequence with a rule. In a repeating pattern, a unit appears again and again. The unit might contain colours, shapes, sounds, or movements. Finding the unit helps us predict what comes next.

Imagine a row with a circle, a square, a circle, and a square. The repeating unit has two shapes. If the rule continues, a circle comes next. A different row might use two circles followed by one triangle. Its unit has three shapes.

Patterns also appear in buildings and everyday objects. Floor tiles may repeat a small design across a large surface. A square has four equal sides and four right angles. A hexagon has six sides. Naming shapes can help describe a pattern accurately.

Not every repeated-looking design follows the same rule. To explain a pattern, examine several parts rather than guessing from one shape. If a shape is missing, use the surrounding units to decide what belongs there.

After identifying the rule, you can create a new example that follows it. A clear explanation tells another person both the repeating unit and how it continues. This is more useful than simply saying that a design looks nice.

Word help

unit = one complete repeated part; predict = say what may come next; surface = outside or top area

Read again Point to one fact. Tell your partner which paragraph helped you.

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LESSON 4A | BOOK PAGES 77–80

Read and choose

Choose A, B, or C. You may look back at the text.

1. What helps predict the next part?

A) Finding the unit
B) Ignoring the rule
C) Counting only colours

2. What follows circle, square, circle, square?

A) Triangle
B) Hexagon
C) Circle

3. How many sides does a hexagon have?

A) Four
B) Six
C) Eight

4. Where might a repeated design appear?

A) On floor tiles
B) Only inside a clock
C) Only in the sky

5. Why examine several parts?

A) Every pattern has only one shape
B) Rules never repeat
C) One part may not reveal the rule

6. What does predict mean?

A) Erase the first shape
B) Say what is likely to come next
C) Measure a wall

7. A clap, stamp, clap, stamp activity is like the design because it has what?

A) A repeating unit
B) Six equal sides
C) No rule

8. What is the text mainly about?

A) Buying colourful tiles
B) Naming only triangles
C) Finding and explaining shape patterns

My first score ____ / 8 My corrected score ____ / 8

Today I read with my teacher / with a partner / independently

One word or idea I understand better _____

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LESSON 4B | BOOK PAGES 81–84

Numbers with a rule

195 words | Expository

Before you read Look at the title. What do you already know?

A number sequence is an ordered list of numbers that follows a rule. Some sequences add the same amount each time. For example, two, four, six, and eight increase by two. Identifying the rule helps us continue the list.

The Fibonacci sequence uses a different rule. It can begin with zero and one. Each new number is the sum of the two numbers before it. The beginning is zero, one, one, two, three, five, and eight. After five and eight, the next number is thirteen.

You need more than the last number to continue this sequence. You must look at the previous pair. This makes its rule different from simply adding two each time. Checking more than one step helps confirm that a proposed rule fits.

Some natural arrangements show relationships linked to Fibonacci numbers, such as spiral patterns in certain plants. However, not every flower or spiral follows an exact Fibonacci rule. Careful observation is better than assuming every natural pattern is identical.

To explain a sequence clearly, give its starting numbers and rule. Then show one calculation. A reader can use that example to check your explanation and work out another number independently.

Word help

sequence = ordered list; sum = result of addition; previous = coming before

Read again Point to one fact. Tell your partner which paragraph helped you.

LESSON 4B | BOOK PAGES 81–84

Read and choose

Choose A, B, or C. You may look back at the text.

1. What is a sequence?

A) A random bag
B) An ordered list
C) A single colour

2. What is added each time in two, four, six, eight?

A) Two
B) Three
C) Five

3. What follows five and eight in the Fibonacci sequence?

A) Ten
B) Twelve
C) Thirteen

4. What should an explanation include?

A) Only the final number
B) Starting numbers and a rule
C) Only a plant’s colour

5. Why look at the previous pair?

A) The next Fibonacci number is their sum
B) The next number is always two
C) The numbers must get smaller

6. What does sum mean?

A) The result of painting
B) The name of a shape
C) The result of addition

7. You have one, one, two, three. Which method continues the same rule?

A) Subtract three from two
B) Add two and three
C) Repeat only the last number

8. What is the text mainly about?

A) Understanding and explaining number rules
B) Measuring every plant
C) Drawing only straight lines

My first score ____ / 8 My corrected score ____ / 8

Today I read with my teacher / with a partner / independently

One word or idea I understand better _____

LESSON 4C | BOOK PAGES 85–88

Checking what we see

198 words | Expository

Before you read Look at the title. What do you already know?

An optical illusion is an image that can make us see something differently from how it really is. Our eyes receive light, and our brain interprets the information. Surrounding shapes, colours, and shadows can affect that interpretation.

In one kind of illusion, two equal lines appear to have different lengths. Extra lines or shapes near their ends influence how we judge them. A ruler can show that the central lines are actually equal. Measuring helps us check an impression.

Another picture may seem to move even though it is still. Repeated shapes and contrasts can create this effect. The paper does not need to move for a viewer to experience apparent movement. Different people may notice the effect differently.

Illusions are useful because they encourage us to ask questions about evidence. Seeing something quickly does not always explain it correctly. We can compare, measure, or look again before reaching a conclusion.

This does not mean our eyes are useless. They give us important information all day. It means that understanding a picture involves both receiving information and interpreting it. When an image is surprising, a careful check can help explain why our first impression may need to change.

Word help

illusion = a misleading visual effect; interprets = gives meaning to; impression = first idea or feeling

Read again Point to one fact. Tell your partner which paragraph helped you.

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LESSON 4C | BOOK PAGES 85–88

Read and choose

Choose A, B, or C. You may look back at the text.

1. What receives light?

A) Our elbows
B) Our feet
C) Our eyes

2. What can check the length of a line?

A) A loudspeaker
B) A ruler
C) A lunchbox

3. Does a still illusion picture have to move?

A) No
B) Always
C) Only at night

4. What can affect interpretation?

A) Only the paper’s price
B) Only the viewer’s name
C) Surrounding shapes and colours

5. Why are illusions useful?

A) They prove all measuring is wrong
B) They encourage checking evidence
C) They stop us asking questions

6. What does impression mean here?

A) A first idea about what is seen
B) A kind of ruler
C) A moving vehicle

7. Two bars on a screen seem unequal. What should you do first?

A) Assume the longer-looking one is longer
B) Close the screen forever
C) Measure or compare them carefully

8. What is the text mainly about?

A) How to make every picture move
B) How illusions can change what we think we see
C) Why eyes receive no useful information

My first score ____ / 8 My corrected score ____ / 8

Today I read with my teacher / with a partner / independently

One word or idea I understand better _____

LESSON 4D | BOOK PAGES 89–92

Exploring Islamic art

196 words | Expository

Before you read Look at the title. What do you already know?

Islamic art includes many kinds of beautiful objects and buildings. Across different places and times, artists have used geometric patterns, plant designs, and calligraphy. These features can appear together, although not every work contains all three.

Geometric patterns use shapes such as squares, triangles, and stars. Artists repeat or arrange shapes to create larger designs. Some patterns show symmetry: one part balances another. A viewer can look for a line that divides a design into matching parts.

Plant designs may include leaves, stems, and flowers. Artists sometimes simplify natural forms instead of copying every detail exactly. Calligraphy is the art of beautiful writing. The shape and arrangement of letters can become an important part of a design.

These features appear on tiles, pages, textiles, and buildings. When studying an object, read its label as well as looking closely. The label may explain where it was made, what materials were used, or what its purpose was.

A careful description uses evidence. Instead of saying that every Islamic design is the same, name the features you can actually see. Comparing two objects can reveal shared ideas as well as differences. This makes looking at art a thoughtful investigation.

Word help

geometric = made with shapes; symmetry = balanced matching parts; calligraphy = beautiful artistic writing

Read again Point to one fact. Tell your partner which paragraph helped you.

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LESSON 4D | BOOK PAGES 89–92

Read and choose

Choose A, B, or C. You may look back at the text.

1. Which shapes can geometric patterns use?

A) Squares and triangles
B) Only clouds
C) Only letters

2. What may plant designs include?

A) Only numbers
B) Only wheels
C) Leaves and stems

3. What is calligraphy?

A) The art of cooking
B) The art of beautiful writing
C) The study of rainfall

4. Where may these features appear?

A) On tiles and textiles
B) Only on screens
C) Only on roads

5. What does symmetry mean?

A) A completely random shape
B) An object’s price
C) Balanced matching parts

6. What does simplify suggest about a plant design?

A) The plant must be alive
B) Some natural details are reduced
C) Every detail is copied exactly

7. How is reading an object label like using a food label?

A) Both provide information beyond appearance
B) Both replace all observation
C) Both always show the same facts

8. What is the main idea?

A) Every Islamic artwork is identical
B) Only buildings can contain designs
C) Identify art features using careful observation

My first score ____ / 8 My corrected score ____ / 8

Today I read with my teacher / with a partner / independently

One word or idea I understand better _____

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LESSON 4E | BOOK PAGES 93–96

Patterns around us

197 words | Expository

Before you read Look at the title. What do you already know?

Patterns are not limited to art lessons. We can find them in buildings, clothing, nature, and daily routines. Looking for a repeated feature or a rule helps us describe what we notice rather than simply saying that something looks interesting.

In a building, rows of windows may repeat across a wall. Some designs use a line of symmetry, while others repeat a shape in several directions. A photograph can help us examine details that we might miss while walking past.

Clothing can contain repeated stripes or small geometric designs. To describe a pattern clearly, name the shapes or colours and explain their arrangement. The words next to, between, and above help a reader understand where parts belong.

Nature also contains patterns, but living things are not always perfect copies. Leaves on one plant may be similar without having exactly the same size. A useful description includes both similarities and differences.

For a class project, choose one everyday object and sketch its pattern. Add labels and a short explanation of the rule you can observe. Ask a partner to use your description to imagine the object. If the partner is confused, add more precise details and try again.

Word help

arrangement = how things are placed; precise = clear and exact; sketch = quick drawing

Read again Point to one fact. Tell your partner which paragraph helped you.

LESSON 4E | BOOK PAGES 93–96

Read and choose

Choose A, B, or C. You may look back at the text.

1. What may repeat across a building wall?

A) Only clouds
B) Rows of windows
C) Only footsteps

2. Which words help describe position?

A) Between and above
B) Yesterday and tomorrow
C) Loud and quiet

3. Are leaves always exactly the same size?

A) Always
B) Only in books
C) No

4. What should a project include?

A) Only a price
B) A sketch and an explanation
C) Only an object’s name

5. Why use a photograph?

A) To examine details more closely
B) To make every shape equal
C) To stop observing

6. What does precise mean?

A) Very long but unclear
B) Impossible to understand
C) Clear and exact

7. A partner cannot picture your striped bag. What should you do?

A) Repeat only that it is nice
B) Describe the stripe colours and order
C) Remove all details

8. What is the text mainly about?

A) Observing and describing everyday patterns
B) Buying only patterned clothes
C) Finding identical leaves everywhere

My first score ____ / 8 My corrected score ____ / 8

Today I read with my teacher / with a partner / independently

One word or idea I understand better _____

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Thinking beyond the questions

Try these with support first. You may explain orally, draw, or write. These activities extend learning and are not part of the eight question exam score.

Apply

Use a repeating unit to continue a shape or number pattern.

_____

_____

Analyse

Compare two patterns. Describe their units and how they are arranged.

_____

_____

Evaluate

A friend says every artwork has the same features. Judge this claim using evidence from Lesson 4D.

_____

_____

Create

Create a pattern with at least two shapes. Label its repeating unit and explain how it continues.

_____

_____

_____

Teacher feedback _____

ASSESSMENT POST A

The garden investigation

199 words | Narrative

Read independently. Keep the text open when answering. Your teacher will record the time and any usual access arrangements.

On Thursday, Noura explored a garden with her school nature club. Their guide, Omar, gave everyone a worksheet and asked them to observe quietly. Noura noticed green plants, caterpillars, small birds, and a hawk resting on a nearby wall.

Omar explained that plants used sunlight to make their own food. Caterpillars ate the leaves. Small birds ate some caterpillars, and the hawk could hunt small birds. Noura recorded these feeding relationships as a chain on her worksheet.

Then she saw a mouse eating seeds from a plant. Omar explained that a hawk could also eat mice. Several chains could therefore connect. Together, these chains formed a food web. Noura added the mouse and new arrows to her drawing.

Before leaving, the club picked up litter beside the gate. They did not remove plants or animals because they wanted to protect the garden community. Omar asked what might happen if many plants were lost. Noura explained that some animals would have less food, and predators could be affected afterwards.

Back in class, Noura used her diagram to explain the garden to a partner. She realised that looking after the whole garden helped the connected living things, including the smallest ones.

Start time _____ Finish time _____

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ASSESSMENT POST A

Read and choose

Choose A, B, or C. You may look back at the text.

1. When did Noura explore the garden?

A) On Tuesday
B) On Thursday
C) On Sunday

2. Who was the guide?

A) Omar
B) Noura
C) Hamad

3. Where did Noura record the chain?

A) On a gate
B) On a wall
C) On a worksheet

4. What was the mouse eating?

A) Small birds
B) Seeds
C) Caterpillars

5. Why did Noura add new arrows?

A) Another feeding chain connected to the first
B) The hawk had flown away
C) She wanted to mark a travel route

6. Why did the club avoid removing plants?

A) To finish drawing faster
B) To stop seeds growing anywhere
C) To protect the garden’s living community

7. What does afterwards mean here?

A) Before everything else
B) Later
C) At exactly the same moment

8. What is the story mainly about?

A) Understanding and protecting a connected food web
B) Building a new wall
C) Feeding a hawk every day

Teacher score ____ / 24 Correct answers ____ / 8

ASSESSMENT POST B

Reading designs on textiles

196 words | Expository

Read independently. Keep the text open when answering. Your teacher will record the time and any usual access arrangements.

A textile is a material made from fibres, such as cloth. Some textiles used in Islamic art contain geometric patterns, plant designs, or calligraphy. Studying these features helps a viewer understand how small details contribute to a larger design.

Geometric designs use shapes placed according to a rule. A cloth may show diamonds and triangles repeated across its surface. Some designs are symmetrical, so parts match across a central line. Repeated units can make the whole cloth appear organised and connected.

Plant designs may contain stems and leaves. Artists sometimes simplify these natural forms instead of copying every detail. Calligraphy is beautiful writing. Letters can be arranged so that their shapes also become part of the decoration.

A museum label can add useful information. It may identify the fibres, the place where the cloth was made, or how people used it. Looking at the object and reading the label give different kinds of evidence.

To describe a textile accurately, name visible shapes and explain their arrangement. Do not assume that all textiles from one tradition are identical. Comparing two examples can reveal shared features and differences, including choices about colour, repetition, and the size of units.

Start time _____ Finish time _____

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ASSESSMENT POST B

Read and choose

Choose A, B, or C. You may look back at the text.

1. Which shapes are named in the text?

A) Only squares
B) Only circles
C) Diamonds and triangles

2. What may plant designs contain?

A) Only vehicles
B) Stems and leaves
C) Only numbers

3. What is calligraphy?

A) Beautiful writing
B) A kind of fibre
C) A measuring tool

4. What may a label identify?

A) The viewer’s favourite food
B) The future price of every cloth
C) Fibres and place of production

5. What does symmetrical mean?

A) Having no organised parts
B) Having matching parts across a central line
C) Having only different colours

6. What does accurately mean?

A) Correctly and precisely
B) Very quickly without looking
C) In an unrelated way

7. How is studying a textile like studying patterned floor tiles?

A) Both must use the same material
B) Both can be understood only by price
C) Both involve checking shapes and their arrangement

8. What is the main idea?

A) All cloth has the same pattern
B) Use visual and label evidence to understand textile designs
C) Letters cannot be decoration

Teacher score ____ / 16 Correct answers ____ / 8

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ASSESSMENT DELAY A

A desert food web

196 words | Narrative

Read independently. Keep the text open when answering. Your teacher will record the time and any usual access arrangements.

On Sunday, Hessa joined a guided visit to a desert reserve. Their guide, Ahmed, gave the group pencils and asked them to notice living things. Hessa saw grasses, small insects, lizards, and a falcon flying above the sand.

Ahmed explained that green plants made food using sunlight. Some insects ate parts of the plants. Lizards could eat the insects, and a falcon could catch a lizard. Hessa drew this feeding chain on a sheet of paper.

Later, she noticed a small rodent eating seeds. Ahmed explained that the falcon could hunt this animal too. The new chain shared parts with the first chain. Hessa joined them with arrows and labelled her drawing as a food web.

Before returning, the group collected plastic beside the path. They watched from a distance and left plants untouched to protect the living community. Ahmed asked what might happen if many seeds and plants disappeared. Hessa said some animals would lose food, which could affect their predators later.

At home, she used the drawing to describe her visit to her sister. She understood that caring for the desert meant protecting connections between living things, including plants that visitors might easily overlook.

Start time _____ Finish time _____

ASSESSMENT DELAY A

Read and choose

Choose A, B, or C. You may look back at the text.

1. When did Hessa visit the reserve?

A) On Sunday
B) On Friday
C) On Tuesday

2. Who was the guide?

A) Hessa
B) Omar
C) Ahmed

3. Where did Hessa draw the chain?

A) On sand
B) On paper
C) On a door

4. What did the rodent eat?

A) Seeds
B) Falcons
C) Lizards

5. Why did Hessa join the chains?

A) They had no connection
B) They were different colours
C) They shared living things

6. Why were plants left untouched?

A) They were not important
B) They supported the reserve’s living things
C) The group needed more pencils

7. What does overlooked mean here?

A) Not noticed
B) Carefully measured
C) Taken home

8. What is the story mainly about?

A) Training a falcon to fly
B) Finding the shortest desert route
C) Discovering and protecting desert food web connections

Teacher score ____ / 24 Correct answers ____ / 8

ASSESSMENT DELAY B

Patterns on a decorated page

197 words | Expository

Read independently. Keep the text open when answering. Your teacher will record the time and any usual access arrangements.

A decorated page can combine writing with patterns. In examples of Islamic art, a page may include calligraphy, geometric designs, and plant forms. Looking at the arrangement helps a reader notice how different features work together in one composition.

Calligraphy is the art of beautiful writing. The shape, size, and spacing of letters can make the writing visually important. Geometric borders may use stars and rectangles. Repeating a unit along the edge can frame the centre of the page.

Plant forms may include curling stems and small flowers. Artists sometimes simplify these forms, keeping a few recognisable features rather than every natural detail. Some designs have symmetry, with matching parts arranged across an imagined line.

A museum label may explain the materials used for the page or the place where it was produced. This information can support observation, but it does not replace looking closely at the object itself. Different sources provide different evidence.

To describe the page, identify visible features and explain where they appear. Avoid claiming that every decorated page has the same design. Comparing examples may show similarities in repetition while also revealing differences in colour, spacing, and the balance between writing and decoration.

Start time _____ Finish time _____

ASSESSMENT DELAY B

Read and choose

Choose A, B, or C. You may look back at the text.

1. Which shapes may appear in geometric borders?

A) Only circles
B) Stars and rectangles
C) Only ovals

2. What may plant forms include?

A) Stems and flowers
B) Roads and towers
C) Only letters

3. What is calligraphy?

A) A kind of glue
B) A type of plant
C) Beautiful writing

4. What may a museum label explain?

A) Every reader’s birthday
B) Materials and place of production
C) The next day’s weather

5. What does symmetry mean?

A) Matching parts across an imagined line
B) A design with no relationships
C) An empty page

6. What does composition mean in this context?

A) A trip to another country
B) A list of food ingredients
C) The arrangement of parts in one design

7. How is studying a page like studying a patterned notebook cover?

A) Both always have the same colours
B) Both involve observing placement and repeated features
C) Both require ignoring the centre

8. What is the main idea?

A) Observe features and use evidence to understand page designs
B) All decorated pages are identical
C) Writing cannot be part of art

Teacher score ____ / 16 Correct answers ____ / 8

STUDENT RECORD

My lesson progress

Record your first attempt. Keep the corrected score separately so that practice is not mistaken for independent progress.

Lesson	Date	First /8	Corrected /8	Support T P I	Next step
1A					
1B					
1C					
1D					
1E					
2A					
2B					
2C					
2D					
2E					

T = teacher P = partner I = independent

My next goal

I will practise _____

_____

_____

A lesson target is 6 out of 8. My teacher will also check whether I can explain the evidence and need less support.

STUDENT RECORD

My lesson progress

Record your first attempt. Keep the corrected score separately so that practice is not mistaken for independent progress.

Lesson	Date	First /8	Corrected /8	Support T P I	Next step
3A					
3B					
3C					
3D					
3E					
4A					
4B					
4C					
4D					
4E					

T = teacher P = partner I = independent

My next goal

I will practise _____

_____

_____

A lesson target is 6 out of 8. My teacher will also check whether I can explain the evidence and need less support.

MEASURE GROWTH

My assessment progress

The narrative has 8 questions worth 3 marks each. The expository text has 8 questions worth 2 marks each. Together they make a reading practice score out of 40.

Measure	Before	After	Follow up
Date			
Narrative /24			
Expository /16			
Total /40			
Percentage			
Minutes used			
Access arrangements			

My skill record

Skill	Questions in each pair	Before	After	Follow up
Specific information	A 1–4 /4			
Details	A 5–6 and B 1–4 /6			
Word meaning in context	A 7 and B 5–6 /3			
Connections	B 7 /1			
Overall meaning	A 8 and B 8 /2			

Skill scores count correct answers, not weighted marks. One connection question gives limited evidence; check the same skill in lessons too.

My reflection

I improved in _____

The strategy that helped me _____

My next goal _____

CELEBRATE PROGRESS

Reading achievement certificate

Presented to

_____

____

Class _____ Date _____

For making measurable progress in reading

Your evidence

Before ____ /40 After ____ /40

Growth ____ percentage points

Your strongest improvement _____

You kept practising, used feedback, and found evidence in texts.



T. AMNAH ALHANTOOBI

Teacher signature _____

CELEBRATE PERSISTENCE

Reading effort certificate

Presented to

_____

____

Class _____ Date _____

For persistence and thoughtful reading practice

You earned this certificate by

completing ____ lessons, using feedback, and trying again.

A specific success I noticed

_____

_____



Every step forward matters.

T. AMNAH ALHANTOOBI

Teacher signature _____