

## شرح هيكلية الامتحان الوزاري الجديد



### تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ← المناهج الإماراتية ← الصف السابع ← لغة انجليزية ← الفصل الأول ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 17:04:37 2025-10-30

ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل  
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي | للمدرس

المزيد من مادة  
لغة انجليزية:

إعداد: Alrawi Islam

### التواصل الاجتماعي بحسب الصف السابع



صفحة المناهج  
الإماراتية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

### المزيد من الملفات بحسب الصف السابع والمادة لغة انجليزية في الفصل الأول

مواضيع جاهزة Paragraphs مقترحة للاختبار النهائي منهج أكسس

1

مراجعة Assessment Summative First the for Sheets Revision متبوعة بالإجابات

2

مراجعة maze and comprehension Reading فهم قرائي واختبار

3

الدليل الإرشادي الوزاري لطريقة الكتابة في امتحان نهاية الفصل المسار المتقدم

4

الدليل الإرشادي الوزاري لطريقة الكتابة في امتحان نهاية الفصل

5



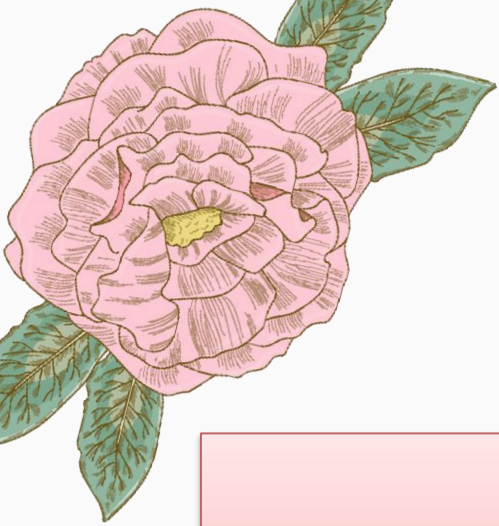
# شرح هيكل اللغة الإنجليزية

Grade 7 General – Term 1

2026-2025

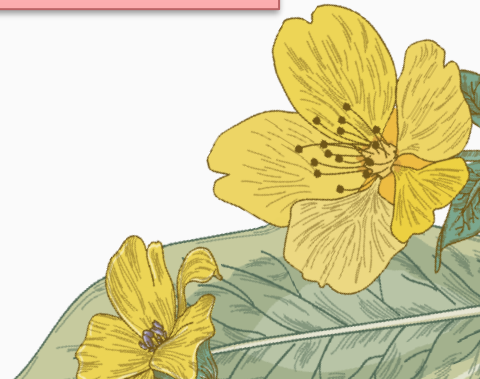
Done by: Ms. Islam Alrawi

Al Tafawooq School



# المفردات/الكلمات Part 1: Vocabulary

الكثروني - 15 marks



## الجزء الأول: الكلمات

سيتضمن هذا الجزء 5 جمل مع فراغ واحد

■ 3 خيارات، واحد هو الإجابة الصحيحة

■ 3 علامات لكل خيار (المجموع: 15)

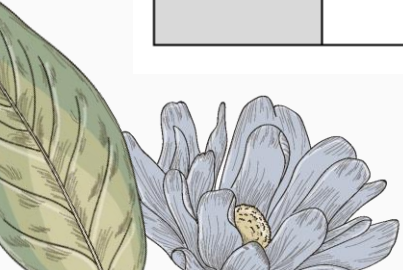
الكلمات التي يجب على الطالب ان يحفظها:

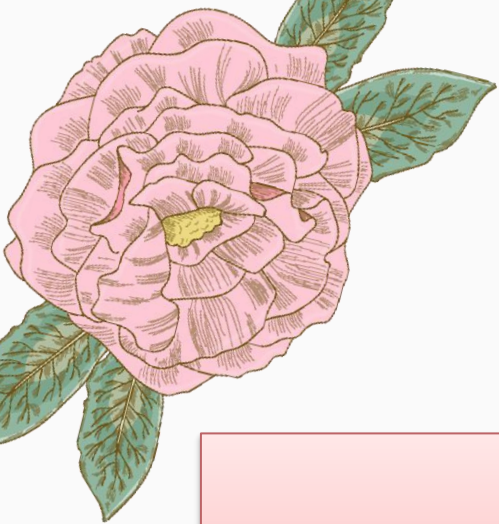
routine, to wake up, university, secondary school, go to school, go to bed

gift, to give, siblings, hungry, thirsty, please, thank you, to take off



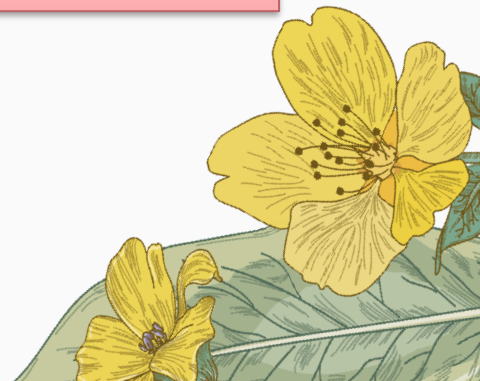
| Part                   | Level                                                                                                                                                                                                                                                      | Theme                                                                                               | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                           |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 1A:<br>Vocabulary | Towards Grade Level Goal<br>Apply a range of basic reading strategies, including, using visuals, context, first language, culture, experiences, developing oral language, text format and appearance, numbers, dates and proper nouns to understand texts. | Greetings and Routines   Daily Routines                                                             | routine, to wake up, university, secondary school, go to school, go to bed                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                           |
|                        |                                                                                                                                                                                                                                                            | Greetings and Routines   It's nice to give                                                          | gift, to give, siblings, hungry, thirsty, please, thank you, to take off                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                           |
|                        |                                                                                                                                                                                                                                                            | Task Description                                                                                    | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                 | Construct Limits                                                                                                                                                          |
|                        |                                                                                                                                                                                                                                                            | <p>Multiple-Choice Gap Fill</p> <hr/> <p>Correct the correct word(s) to complete the sentences.</p> | <p><b>Reading Strategies</b><br/>ENG.03.RV.S.3.3: Apply an increasing range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, known words, and rereading and reading on to understand and interpret simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.</p> | <ul style="list-style-type: none"> <li>• 5 sentences with one gap</li> <li>• 3 options, one of which is the correct answer</li> <li>• 3 marks each (total: 15)</li> </ul> |



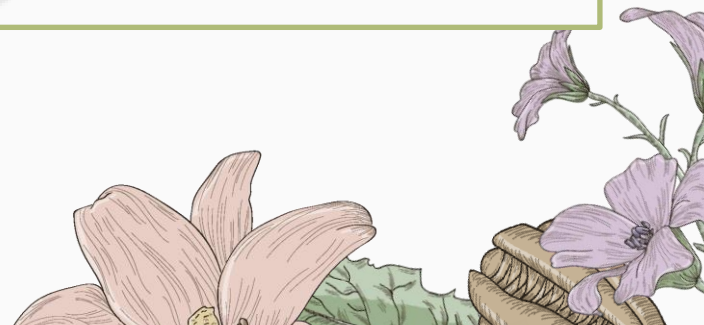
## Part 2: Grammar القواعد

الكثروني - 15 marks





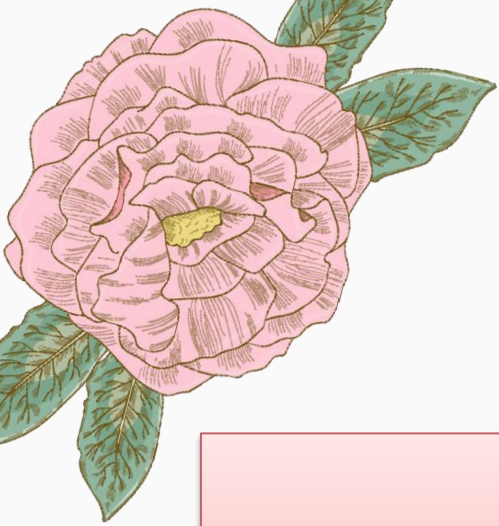
الجزء الثاني: القواعد  
نص وصفي واحد مكوّن من 120 كلمة، يحتوي على 5 فراغات،  
لكل فراغ 3 خيارات أحدها هو الإجابة الصحيحة،  
3 درجات لكل سؤال  
المجموع 15 درجة



دروس القواعد التي يجب على الطالب ان يفهمها:

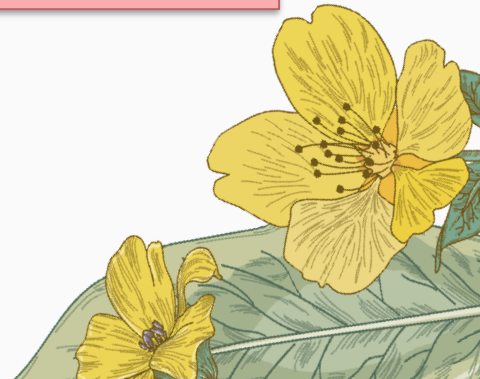
- ✓ Possessive adjectives – my, her, its
- ✓ <https://www.mauthor.com/present/5615798332030976>
- ✓ There is/are
- ✓ prepositions
- ✓ Adjectives (superlatives)
- ✓ <https://www.mauthor.com/present/5688084284440576>
- ✓ Present Time (present continuous)
- ✓ <https://www.mauthor.com/present/5587359759990784>
- ✓ Present Time (present perfect continuous)
- ✓ <https://www.mauthor.com/present/4719218816057344>

| Part                | Level                                                                                                                                                                                                                                                                                    | Theme                                                                                                            | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                | Grammar                                                                                                                                                                                                |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 1B:<br>Grammar | <b>At Grade Level Goal</b><br>Apply an increasing range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, known words, and rereading and reading on to understand and interpret texts. | <b>Greetings and Routines</b>   Family, My house                                                                 | mother, father, parents, grandparents, grandmother, grandfather, uncle, aunt, brother, sister, cousin, house, room, floor, wall, garden, window, big, small                                                                                                                                                                                                                                                               | Possessive adjectives – my, her, its<br>There is/are, prepositions<br>G.1.3 Adjectives (superlatives)<br>G.13.2 Present Time (present continuous)<br>G.13.4 Present Time (present perfect continuous)  |
|                     |                                                                                                                                                                                                                                                                                          | <b>Clothing</b>   Going shopping                                                                                 | shopping centre, mall, shop, restaurant, café, next week, trainers, shoes, nice, size, cheap, expensive                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                        |
|                     |                                                                                                                                                                                                                                                                                          | <b>Task Description</b>                                                                                          | <b>Learning Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Construct Limits</b>                                                                                                                                                                                |
|                     |                                                                                                                                                                                                                                                                                          | <b>Multiple-Choice Gap-Fill</b><br><hr/> Read the text and choose the correct word(s) to complete the sentences. | <b>Reading Strategies</b><br>ENG.03.RV.S.3.3: Apply an increasing range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, known words, and rereading and reading on to understand and interpret simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. | <ul style="list-style-type: none"> <li>1 descriptive text of 120 words (10% either way) with 5 gaps</li> <li>3 options, one of which is the correct answer</li> <li>3 marks each (total 15)</li> </ul> |



2026 2025  
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Part 3: Reading القراءة

اللكتروني - 30 marks



## الجزء الثالث: القراءة: يحتوي الامتحان على فقرتين قراءة

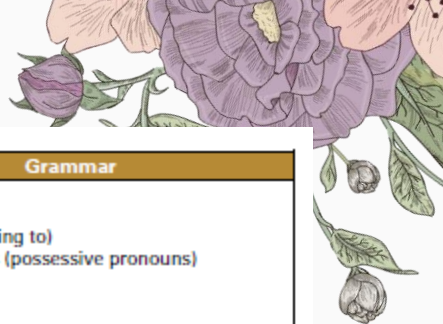
### الفقرة الثانية:

نص وظيفي مكوّن من 170 إلى 200 كلمة  
يتضمن 5 أسئلة، ولكل سؤال 3 خيارات أحدها هو  
الإجابة الصحيحة.  
3 درجات لكل سؤال  
المجموع 15 درجة

### الفقرة الأولى:

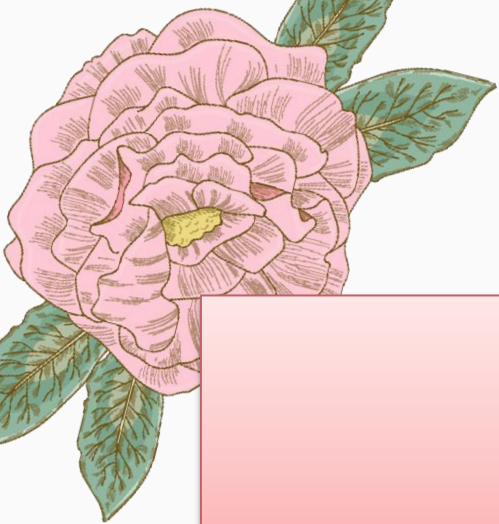
نص سردي مكوّن من 170 إلى 200 كلمة  
يتضمن 5 أسئلة، ولكل سؤال 3 خيارات أحدها هو  
الإجابة الصحيحة.  
3 درجات لكل سؤال  
المجموع 15 درجة

| Part            | Level                                                                                                                                                                                                                                                 | Theme                                                                         | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Grammar                                                                                                                                                                                                                                   |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 2: Reading | <p><b>Towards Grade Level Goal</b><br/>Identify specific information</p> <p><b>At Grade Level Goal</b><br/>Identify some details</p> <p>Infer the meaning of unknown words and expressions from the context.</p> <p>Identify the overall meaning.</p> | <b>The great outdoors</b>   The land of Adventure, What do you want to do?    | mountain biking, hiking, snowboarding, adventure, north, south, east, west, skateboarding, hiking, sailing, skydiving, falconry, land, air, outdoors, win                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | G.13.2 Present Time (present continuous)<br>G.1.2 Adjectives (comparatives)                                                                                                                                                               |
|                 |                                                                                                                                                                                                                                                       | <b>Task Description</b>                                                       | <b>Learning Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                           |
|                 |                                                                                                                                                                                                                                                       | <p>Multiple-Choice</p> <hr/> <p>Read the text. Choose the correct answer.</p> | <p><b>Comprehension Skills</b><br/>Specific Information:<br/>ENG.03.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.</p> <p>Details:<br/>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.</p> <p>Inference<br/>ENG.03.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context when reading simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.</p> <p>Overall Meaning<br/>ENG.03.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.</p> | <p><b>Construct Limits</b></p> <ul style="list-style-type: none"> <li>▪ 1 narrative text of 170-200 words (10% either way)</li> <li>▪ 5 questions with 3 options, one of which is the correct answer (3 marks each, total: 15)</li> </ul> |



| Part            | Level                                                                                                                                                                                                                                                                                                                                                                                                            | Theme                                                                   | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Grammar                                                          |                                                                                                                                                                                                             |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 3: Reading | <b>At Grade Level Goal</b><br>Identify some details<br><br><b>Beyond Grade Level Goal</b><br>Infer the meaning of unknown words and expressions from the context.<br><br>Identify the overall meaning.<br><br>Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to support understanding of new texts. | <b>Greetings and Routines  </b><br>Visiting a new country               | email, letter, guest, welcome, holiday, to arrive, competition, congratulations, visitor, careful, country, special days                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Future tense (going to)<br>G.16.4 Pronouns (possessive pronouns) |                                                                                                                                                                                                             |
|                 |                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Task Description</b>                                                 | <b>Learning Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                  | <b>Construct Limits</b>                                                                                                                                                                                     |
|                 |                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Multiple-Choice</b><br><br>Read the text. Choose the correct answer. | <b>Comprehension Skills</b><br>Details:<br>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.<br><br>Inference<br>ENG.03.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context when reading simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.<br><br>Connections<br>ENG.03.RV.CS.3.1: Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to support understanding of new texts when reading simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.<br><br>Overall Meaning<br>03.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. |                                                                  | <ul style="list-style-type: none"><li>• 1 transactional text of 170-200 words (10% either way)</li><li>• 5 questions with 3 options, one of which is the correct answer (3 marks each, total: 15)</li></ul> |





Paper part: Writing الكتابة

امتحان ورقي - 40 marks



الجزء الورقي: الكتابة

- موضوع واحد مع ثلاثة أسئلة
- عدد الكلمات المطلوب كتابتها من قبل الطالب:

بما لا يقل عن ١٠٠ كلمة

40 درجة (بناءً على معايير التقييم)

| Part            | Level                                                                                                                                                                                                                                                        | Theme                                                                                                     | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Grammar                                                                                | Functional Language                                                                                                                                                              |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 4: Writing | <b>At Grade Level Goal</b><br>Spell a wide range of words using regular spelling patterns and an increasing range of words with irregular spellings.                                                                                                         | <b>The Great Outdoors   What are your plans?, Alana goes to New Zealand, A postcard</b>                   | Term 1 Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Simple future<br>Describing ability (I can.../I want to...)<br>Future tense (going to) | FL36 Describing hopes and plans<br>FL.6 Describing places<br>FL.30 Making arrangements                                                                                           |
|                 | Write sentences using capital letters, full stops, commas and question marks correctly, and apostrophes and other punctuation with increasing control.                                                                                                       | Task Description                                                                                          | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                        | Construct Limits                                                                                                                                                                 |
|                 | Produce short, simple written or multimodal texts, expressing simple comparisons and justifications where appropriate.<br><br>Express simple ideas, information and opinions with developing coherence.<br><br>Recount stories, past experiences and events. | <b>Constructed Writing Response</b><br><br>Question<br>3 Writing prompts<br><br>Write at least 100 words. | <b>Spelling</b><br>ENG.03.WR. S.2.2 Spell a wide range of words using regular and irregular spellings with increasing accuracy.<br><br><b>Punctuation</b><br>ENG.03.WR.S.3.1: Write sentences using a wide range of punctuation with a high level of control.<br><br><b>Fluency in text production</b><br>ENG.03.WR.P.1.1: Produce simple written or multimodal texts on familiar and concrete topics, expressing simple comparisons and justifications where appropriate in a simple list of points and linked sentences with an increasing ability to convey meaning, although there may be inaccuracies and repetition of vocabulary and structures.<br><br><b>Presentation and development of ideas</b><br>ENG.03.WR.P.2.1: Express simple ideas, information, opinions, feelings and emotions on familiar and concrete topics using an increasing range of familiar phrases and expressions in simple written or multimodal texts with developing coherence, although there may be inaccuracies and repetition of vocabulary and structures.<br><br><b>Recounts</b><br>ENG.03.WR.P.3.1: Recount stories, past experiences and events with key details using an increasing range of familiar phrases and expressions in simple written or multimodal texts, although there may be inaccuracies and repetition of vocabulary and structures. |                                                                                        | <ul style="list-style-type: none"> <li>One question with three prompts to elicit a narrative text.</li> <li>Word count: 100 words</li> <li>40 marks (based on rubric)</li> </ul> |

**Write about what you like to do in your free time. Write about these things:**

- what you would like to do next weekend
- what will make your weekend fun
- what you will do if your plans change

**Write at least 100 words.**

## معايير التقييم

| Task Completion | Structure | Grammar | Vocabulary | Spelling & Punctuation | Total |
|-----------------|-----------|---------|------------|------------------------|-------|
| /8              | /8        | /8      | /8         | /8                     | /40   |