

شرح مع تدريبات وفق الهيكل الوزاري الجديد منهج أكسس



تم تحميل هذا الملف من موقع المناهج الإماراتية

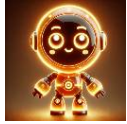
موقع المناهج ← المناهج الإماراتية ← الصف السابع ← لغة انجليزية ← الفصل الأول ← ملفات متنوعة ← الملف

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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:

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

حل كراسة تدريبية مراجعة وفق الهيكل الوزاري الجديد منهج أكسس

1

حل أسئلة الاختبار التجريبي وفق الهيكل الوزاري

2

أوراق عمل مراجعة هيكل اللغة الإنجليزية أكسس مع الحل

3

مراجعة نهائية وفق الهيكل الوزاري الجديد منهج أكسس متبوعة بالإجابات

4

أسئلة الاختبار التجريبي وفق الهيكل الوزاري

5

End of Term 1 Exam Specifications Grade 7 General

**2025-2026
Access Book**

STAGE 3

CEFR -A2.1-A2.2

School principal: Hamda AL Mansoori



EOT1 EXAM SUMMARY

المحتوى والصفحات من الكتاب المدرسي Content and book Pages	المفردات Vocabulary	القواعد Grammar
EOT 1 Revision : Part 1 A Vocabulary Greetings and Routines Daily Routines P 7 Greetings and Routines It's nice to give P15	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	
EOT 1 Revision : Part 1 B : Grammar Greetings and Routines My Family P27/ My house p13 Clothing P 41 / Going shopping	mother, father, parents, grandparents, grandmother, grandfather, uncle, aunt, brother, sister, cousin, house, room, floor, wall, garden, window, big, small shopping centre, mall, shop, restaurant, café, next week, trainers, shoes, nice, size, cheap, expensive	Possessive adjectives – my, her, its There is/are, prepositions Adjectives /(superlatives) Present Time (present continuous) Present Time (present perfect continuous)
EOT 1 Revision Part 2: Reading 1 The great outdoors The land of Adventure P 64/ What do you want to try? P 61	mountain biking, hiking, snowboarding, adventure, north, south, east, west, skateboarding, hiking, sailing, skydiving, falconry, land, air, outdoors, win	Present Time (present continuous) G.1.2 Adjectives (comparatives)
EOT 1 Revision Part 3: Reading 2 Greetings and Routines Visiting a new country p 17-18	email, letter, guest, welcome, holiday, to arrive, competition, congratulations, visitor, careful, country, special days	Grammar focus : Future tense (going to) G.16.4 Pronouns (possessive pronouns)
EOT 1 Revision : Part 4 :Writing: Topic:The Great outdoors The Great Outdoors What are your plans? P 73 –74, Alana goes to New Zealand p 75, A postcard p 77	Term 1 vocabulary	Simple future Describing ability (I can.../I want to...) Future tense (going to)

Part 1B : Grammar

Multiple-Choice Gap-Fill

Read the text and choose the correct word(s) to complete the sentences.

1 descriptive text of 120 words with 5 gaps

3 options, one of which is the correct answer

3 marks each (total 15)

1. Possessive adjectives

Possessive adjectives

This is **my** book.
This is **your** car.
This is **her** house.
This is **his** phone.
This is **its** food.
This is **our** cat.
This is **their** book.



They cannot stand alone and they always come before a noun.

Possessive pronouns

This book is **mine**.
This car is **yours**.
This house is **hers**.
This phone is **his**.
This food is **its**.
This cat is **ours**.
This book is **theirs**.



They must stand alone and they never come before a noun.

SUBJECT PRONOUN

I	I have a shirt.
YOU	You have a book.
HE	He has a pillow.
SHE	She has a dog.
IT	It has a bone.
WE	We have a bird.
YOU	You have a house.
THEY	They have a car.

POSSESSIVE ADJECTIVE

MY	My shirt is green.
YOUR	Your book is new.
HIS	His pillow is soft.
HER	Her dog is small.
ITS	Its bone is old.
OUR	Our bird is noisy.
YOUR	Your house is big.
THEIR	Their car is slow.

YOUR = Possessive Adjective

- You need to bring **your** dictionary.

YOU'RE = You are (contraction)

- **You're** an excellent student.

ITS = Possessive Adjective

- The dog played with **its** ball.

IT'S = It is (contraction)

- **It's** very hot right now.

2. There is/There are

There **is**
a book



There **are**
3 books



- There is + singular noun
- There are + plural nouns

There is / There are

Read and choose the correct option

1. There **is** / **are** a banana.



2. There **is** / **are** three birds.



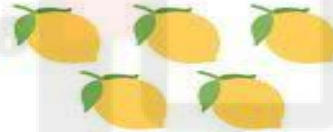
3. There **is** / **are** one car.



4. There **is** / **are** two oranges.



5. There **is** / **are** five lemons.



6. There **is** / **are** one cow.



7. There **is** / **are** four frogs.



8. There **is** / **are** three horses.



9. There **is** / **are** a kite.



10. There **is** / **are** two lamps.



There is / There are

Read and choose the correct option

1. There is / ~~are~~ a banana.



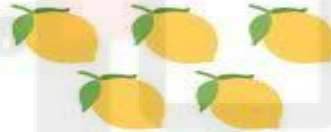
2. There is / ~~are~~ three birds.

3. There is / ~~are~~ one car.



4. There is / ~~are~~ two oranges.

5. There is / ~~are~~ five lemons.



6. There is / ~~are~~ one cow.

7. There is / ~~are~~ four frogs.



8. There is / ~~are~~ three horses.

9. There is / ~~are~~ a kite.



10. There is / ~~are~~ two lamps.



ANSWER KEYS



There is.... There are....

Write:

is

are

There _____ a table.



There _____ two beds.



There _____ three lamps.



There _____ one window.



There _____ a shelf.



There _____ two sofas.



There _____ a lot of boxes.



There _____ a TV.



There _____ four chairs.



There _____ an armchair.





There is.... There are....

Write:

is

are

There is a table.



There are two beds.



There are three lamps.



There is one window.



There is a shelf.



There are two sofas.



There are a lot of boxes.



There is a TV.



There are four chairs.



There is an armchair.



ANSWER KEYS

There is \ There are



- 1..... three flowers.
- 2..... a mirror.
- 3..... a bathtub.
- 4..... a sink.
- 5..... three plant pots
- 6..... a towel.
- 7..... a basket.

There is \ There are

ANSWER KEYS



- 1.....are..... three flowers.
- 2.....is..... a mirror.
- 3.....is..... a bathtub.
- 4.....is..... a sink.
- 5.....are..... three plant pots
- 6.....is..... a towel.
- 7.....is..... a basket.

3. Comparatives

Comparatives

We use a comparative + *than* to compare things.

How to make comparatives:

Short adjectives: +er

old → older

Long adjectives: more

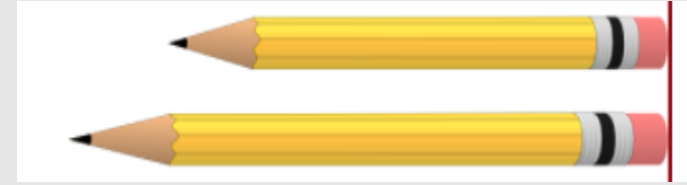
beautiful → more beautiful

Adjectives

Look. That's a big house.

Grammatical structure	Adjective + noun (I live in a big house) Verb to be + adjective (My house is big)
Usage	Adjectives describe nouns. Adjectives give us more information about a noun. Adjectives can be placed before a noun or after a noun. Order of adjectives: <i>size – shape – age – color</i> before the noun.
Meaning	Is the house small? No, it is big.
Other examples	Reem likes <u>red</u> apples. The car is <u>new</u> . She has <u>curly black</u> hair.

An elephant is more interesting than a cat.



Grammatical structure	Comparative adjectives noun (subject) + verb + comparative adjective + <i>than</i> + noun (object)
Usage	These words are used to compare differences between the two objects they describe (<i>larger, smaller, faster, higher, more exciting, more beautiful</i>).
Meaning	This person is thinking about how interesting an elephant and a mouse are and shows that they like the elephant more.
Other examples	My house is <u>larger than</u> hers. This box is <u>smaller than</u> the one I lost. Your dog runs <u>faster than</u> Salim's dog.



COMPARATIVES

Complete the sentences with the comparative form of the adjectives.

1. In summer days are than in winter. (long)
2. A Mercedes is than a Fiat. (expensive)
3. A turtle is than rabbit. (slow)
4. I am than my cousin. (young)
5. In the USA baseball is than soccer. (popular)
6. Bread is than meat. (cheap)

7. Annie is than Lucy. (pretty)
8. My dad is at English than my mum. (bad)
9. March is than July. (cold)
10. Our new flat is than the old one. (modern)
11. Basketballs are than tennis balls. (big)
12. Mont Blanc is than Mount Teide. (high)
13. A chair is than a stool. (comfortable)
14. Cats are than dogs. (lazy)
15. Maths is than History. (difficult)



COMPARATIVES

Complete the sentences with the comparative form of the adjectives.

1. In summer days are longer than in winter. (long)
2. A Mercedes is more expensive than a Fiat. (expensive)
3. A turtle is slower than rabbit. (slow)
4. I am younger than my cousin. (young)
5. In the USA baseball is more popular than soccer. (popular)
6. Bread is cheaper than meat. (cheap)

7. Annie is **prettier** than Lucy. (pretty)
8. My dad is **worse** at English than my mum. (bad)
9. March is **colder** than July. (cold)
10. Our new flat is **more modern** than the old one. (modern)
11. Basketballs are **bigger** than tennis balls. (big)
12. Mont Blanc is **higher** than Mount Teide. (high)
13. A chair is **more comfortable** than a stool. (comfortable)
14. Cats are **lazier** than dogs. (lazy)
15. Maths is **more difficult** than History. (difficult)

4. Superlatives

Superlatives

We use superlative adjectives to say something is the best, or top in a group.

How?

Short adjectives: the + adjective + est

Long adjectives: the most + adjective

old → the oldest

beautiful → the most beautiful

Deira has **the oldest** mall in Dubai.

The desert is the most exciting place to visit. It is also the hottest place!

Grammatical structure	Superlative adjectives noun (subject) + verb + the + superlative adjective + noun (object)
Usage	Superlative adjectives are used to describe an object that is more of something than all the others (<i>the tallest, the smallest, the fastest, the highest</i>). They are used in sentences where one thing is compared to a group of things.
Meaning	This person is comparing how exciting different places are to visit and saying that the desert is more exciting than every other place.
Other examples	My house is <u>the largest</u> one in our neighbourhood. This is <u>the smallest</u> box I've ever seen. Your dog ran <u>the fastest</u> . (<i>of all the dogs</i>)

SUPERLATIVES



Complete the sentences with the superlative form of the adjectives.

1. Burj Khalifa is building in the world. (high)
2. Cheetah is one of animals on Earth. (fast)
3. A Bugatti is Italian car. (expensive)
4. February is month of the year. (short)
5. Football is sport in Spain. (popular)
6. I am person in my family. (young)

7. Maggie is girl in my class. (pretty)
8. Puppies are animals of all. (cute)
9. Polish is one of languages to learn. (difficult)
10. It was pasta I have ever eaten. (tasty)
11. Mike got score on the Maths test. (bad)
12. Susan is person I've ever known. (friendly)
13. This armchair is in my house. (comfortable)
14. Koalas are one of animals in the world. (lazy)
15. Skydiving is one of sports. (dangerous)
16. person ever recorded weighed 630 kg. (fat)

SUPERLATIVES



Complete the sentences with the superlative form of the adjectives.

1. Burj Khalifa is building in the world. (high)
the highest
2. Cheetah is one of animals on Earth. (fast)
the fastest
3. A Bugatti is Italian car. (expensive)
the most expensive
4. February is month of the year. (short)
the shortest
5. Football is sport in Spain. (popular)
the most popular
6. I am person in my family. (young)
the youngest

7. Maggie is girl in my class. (pretty) **the prettiest**
8. Puppies are animals of all. (cute) **the cutest**
9. Polish is one of languages to learn. (difficult) **the most difficult**
10. It was pasta I have ever eaten. (tasty) **the tastiest**
11. Mike got score on the Maths test. (bad) **the worst**
12. Susan is person I've ever known. (friendly) **the friendliest**
13. This armchair is in my house. (comfortable) **the most comfortable**
14. Koalas are one of animals in the world. (lazy) **the laziest**
15. Skydiving is one of sports. (dangerous) **the most dangerous**
16. person ever recorded weighed 630 kg. (fat) **The fattest**

PRESENT CONTINUOUS TENSE

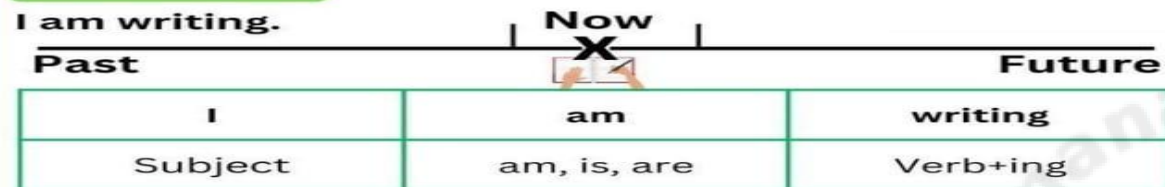
Definition

The present continuous tense is used to talk about things that are happening right now or are currently in progress. You make this tense by using "am," "is," or "are" with the base form of the verb and adding "ing."



Timeline

I am writing.



Time Words

Now	Right now	Currently	Today
Nowadays	These days	Look	Listen

+

Structure

Sub + am, is, are + V₁ + -ing

Examples

- I am eating lunch.
- She is watching TV.
- They are playing soccer.
- He is reading a book.
- We are studying for the exam.

-

Structure

Sub + (am not, isn't, aren't) + V₁ + ing

Examples

- I am not eating lunch.
- She is not watching TV.
- They are not playing soccer.
- He is not reading a book.
- We are not studying for the exam.

?

Structure

(Am, Is, Are) + subject + V₁ + -ing + ?

Examples

- Am I eating lunch?
- Is she watching TV?
- Are they playing soccer?
- Is he reading a book?
- Are we studying for the exam?

Usages

Examples

Actions happening at the moment	I am talking on the phone.
Temporary or ongoing actions	He is learning to play the guitar.
Future plans or arrangements	She is flying to Paris next week.
Annoyance or complaints	He is always interrupting me.

5. Present continuous tense



Present Continuous Tense



He is running on the road.



Structure

- S+ is/am/are + V1 (-ing)

Example

- He **is playing** football.



Structure

- S+ is/am/are + not + V1 (-ing)

Example

- He **is not playing** football.



Structure

- Is/am/are+ S + V1(ing) +... ?

Example

- **Is he playing** football?

USAGE

Actions happening now.

Actions that is already planned.

For changing situations

For expressing time at the moment of speaking

EXAMPLES

He **is playing** football now.

He **is watching** movie with his friend next Sunday.

The climate **is getting** hotter each year.

We **are performing** our duty at the moment.

Present continuous

Present continuous

I	am	reading.
---	----	----------

He	is	reading.
She		
It		

You	are	reading.
We		
They		



FILL IN THE BLANKS

- 1 I _____ walking.
- 2 He _____ eating.
- 3 She _____ talking.
- 4 It _____ sleeping.
- 5 You _____ singing.
- 6 We _____ drawing

ANSWER KEYS

Present
continuous

I	am	reading.
He	is	reading.
She		
It		
You	are	reading.
We		
They		



FILL IN THE BLANKS

- 1 I am walking.
- 2 He is eating.
- 3 She is talking.
- 4 It is sleeping.
- 5 You are singing.
- 6 We are drawing.

WHAT ARE THEY DOING?

Present Continuous

Read and match

a


b


c


d


e


g


f


h


i


j


k


l


- ☐ He's swimming.
- ☐ She's drawing.
- ☐ They're reading.
- ☐ He's singing.
- ☐ She's swimming.
- ☐ They're painting.
- ☐ He's dancing.
- ☐ She's reading.
- ☐ They're swimming.
- ☐ He's reading.
- ☐ She's singing.
- ☐ They're dancing.

ANSWER KEYS

e


f


- h** He's swimming.
- b** She's drawing.
- j** They're reading.
- g** He's singing.
- i** She's swimming.
- e** They're painting.
- f** He's dancing.
- a** She's reading.
- c** They're swimming.
- d** He's reading.
- l** She's singing.
- k** They're dancing.

g


h


I will visit you on Monday.

6. Prepositions of time



Grammatical structure	Prepositions: time <u>at</u> , <u>in</u> , and <u>on</u>
Usage	Prepositions: time is used to show a relationship in time. <u>at</u> : can be used for precise times. <u>in</u> : can be used for months, years, decades, centuries, and long period of time. <u>on</u> : can be used for dates and days.
Meaning	The day I chose to visit you is Monday.
Other examples	I have my snack <u>at</u> 10:00 am. National Day is <u>in</u> December. We go to the beach <u>on</u> Fridays.

6. Prepositions of time

at/in/on

- **at:** can be used for precise times.
- **in:** can be used for months, years, decades, centuries, seasons and long period of time.
- **on:** can be used for dates and days.

Examples

- . I have my snack at 10:00 am.
- . National Day is in December.
- . We go to the beach on Sundays.
- . Russia gets very cold in winter.

7. Future plans (be going to)



Aim: Express future plans using "going to".



AFFIRMATIVE

I	am	going to	eat a pizza
You	are		
He	is		
She			
It			
We	are		
They			



NEGATIVE

I	'm not	going to	eat a pizza
You	aren't		
He	isn't		
She			
It			
We	aren't		
They			

'Be going to'

2

Look at the picture and write the questions and answers as in the example.



1. You / go / post office / tomorrow / ?

Are you going to the post office tomorrow?

Yes, I am.



2. She / go / wash clothes / tonight / ?

.....
.....



3. Lucas / go / do homework / ?

.....
.....



4. The students / go / visit / zoo / weekend / ?

.....
.....



5. It / rain / go / tomorrow morning / ?

.....
.....

'Be going to'

2

Look at the picture and write the questions and answers as in the example.



1. You / go / post office / tomorrow / ?

Are you going to the post office tomorrow?

Yes, I am.



2. She / go / wash clothes / tonight / ?

Is she going to wash her clothes tonight?

No, she isn't.



3. Lucas / go / do homework / ?

Is he going to do his homework?

No, he isn't.



4. The students / go / visit / zoo / weekend / ?

Are the students going to visit the zoo at the weekend?

Yes, they are.



5. It / rain / go / tomorrow morning / ?

Is it going to rain tomorrow morning?

Yes, it is.

8. Present simple tense

Does he go to school?

Yes, he goes to school every day.

Grammatical structure	Present simple tense We use the base form of the verb and add -s or -es to the end.
Usage	We can use the present simple to talk about general facts.
Meaning	The boy is at school regularly. He was there yesterday, he is there today and he will be there tomorrow.
Other examples	Hind brushes her teeth twice a day. She drinks tea at breakfast. Salem loves to read books.

8. Simple present verbs (to be) am/is/are

Personal Pronouns

Singular {
I am
You are
He is
She is
It is

Plural {
We are
You are
They are

verb to be:

-Am
-Is
-Are



Examples:

- I **am** a teacher.
- You **are** in the school.
- He **is** a big boy.
- She **is** in the kitchen.
- It **is** a cute cat.
- They **are** doctors.
- We **are** Peruvians.
- You **are** students.

Your turn!

Complete the sentences with am, is, are.

- She _____ a tall girl.
- We _____ studying English.
- I _____ in the office.
- They _____ teachers.
- It _____ a little cat.
- You _____ in the classroom.



I

am



You

are



He

is



She

is



It

is



We

are



You

are



They

are



Personal Pronouns

Singular {
I am
You are
He is
She is
It is

Plural {
We are
You are
They are

verb to be:

-Am
-Is
-Are



Examples:

- I **am** a teacher.
- You **are** in the school.
- He **is** a big boy.
- She **is** in the kitchen.
- It **is** a cute cat.
- They **are** doctors.
- We **are** Peruvians.
- You **are** students.

Your turn!

Complete the sentences with am, is, are.

- She _____ a tall girl.
- We _____ studying English.
- I _____ in the office.
- They _____ teachers.
- It _____ a little cat.
- You _____ in the classroom.



Read and complete the worksheet.

Personal Pronouns

Singular {
I am
You are
He is
She is
It is

Plural {
We are
You are
They are

verb to be:

-Am
-Is
-Are



Examples:

- I **am** a teacher.
- You **are** in the school.
- He **is** a big boy.
- She **is** in the kitchen.
- It **is** a cute cat.
- They **are** doctors.
- We **are** Peruvians.
- You **are** students.

Your turn!

Complete the sentences with am, is, are.

- She **is** _____ a tall girl.
- We **are** _____ studying English.
- I **am** _____ in the office.
- They **are** _____ teachers.
- It **is** _____ a little cat.
- You **are** _____ in the classroom.



Read and complete the worksheet.

ANSWER KEYS

Examples : of simple present verbs

1. I always wash my clothes.
2. Nobody opens the door.
3. My friend's mother prepares lunch for us.
4. The classroom looks clean.
5. The teacher starts the new chapter.
6. He lives in Istanbul.

PRESENT SIMPLE



I	work.
You	work.
He	works.
She	works.
It	works.
We	work.
They	work.

YES/NO QUESTIONS

with short answers

Do	I	work?
Do	you	
Does	he	
Does	she	
Does	it	
Do	we	
Do	they	

Yes,

I	do.
you	do.
he	does.
she	does.
it	does.
we	do.
they	do.

No,

I	don't.
you	don't.
he	doesn't.
she	doesn't.
it	doesn't.
we	don't.
they	don't.

don't = do not

doesn't = does not

- Fill in the blanks below to complete the sentences. Study the above boxes.

1. Mr. Stevens works at a bank.

Question: Does Mr. Stevens work at a bank?

Answer: Yes he does

2. Mary gets up at six o'clock.

Question: _____?

Answer: Yes, _____.

Answer: No, _____.

3. It rains a lot in that country.

Question: _____?

Answer: Yes, _____.

Answer: No, _____.

ANSWER KEY

1. Does Mr. Stevens work at a bank? / Yes, he does. No, he doesn't.
2. Does Mary get up at six o'clock? / Yes, she does. No, she doesn't.
3. Does it rain a lot in that country? / Yes, it does. No, doesn't.

9. Present perfect continuous

The present perfect continuous tense **describes actions or situations** that started in the **past**, continue in the **present**, and may continue into the **future**, using "**has/have been**" + present participle (-ing).

+

Structure: S + has/have been + verb (-ing)

Example: I have been studying.

-

Structure: S + has/have not been + verb (-ing)

Example: She has not been feeling well.

?

Structure: Has/Have + S + been + verb (-ing)

Example: Have they been waiting?

Usage



Usage	Example
Ongoing Action	She has been studying all morning.
Emphasizing Duration	They have been working for two hours.
Recent Completion	He has been fixing the car all afternoon.

Fill in the blanks with the present perfect continuous form of the verbs given in brackets.

1. I since morning. (study)
2. Sam since yesterday. He is sick. (not eat)
3. They for a long time. Call them in now. (play)
4. My friends me to attend the party since yesterday. I
have to go. (ask)
5. My father for the past two days. He has to rest now.
(work)
6. She is tired. She since morning. (cook)
7. you? Your eyes are red. (cry)

9. Present perfect continuous

1. I have been studying since morning.
2. Sam has not been eating since yesterday. He is sick.
3. They have been playing for a long time. Call them in now.
4. My friends have been asking me to attend the party since yesterday. I have to go.
5. My father has been working for the past two days. He has to rest now.
6. She is tired. She has been cooking since morning.
7. Have you been crying? Your eyes are red.

Practice
TIME

Part 2: Grammar: 3 marks each (total: 15)

My Friend's Lovely Cat

This is (1) _____ friend Sara. She lives in a small house near the beach. (2) _____ house is very clean and bright. Sara 3 _____ a cute cat called Lulu. Lulu loves sleeping on the sofa because it is the (4) _____ place in the house. Right now, Sara (5) _____ playing with Lulu in the garden. She always takes good care of her pet. Sara has been looking after Lulu since she was a kitten. Everyone loves Lulu because she is friendly and sweet. There is a big cushion in the corner where Lulu likes to rest after eating.

Choose the correct answer for each blank:

- 1) a) her b) my c) its
- 2) a) Her b) It's c) your
- 3) a) has b) having c) have
- 4) most comfortable b) more comfortable
c) comfortable
- 5) am b) are c) is

ANSWER KEYS

- 1. my
- 2. her
- 3. has
- 4. most comfortable
- 5. is

Practice
TIME

Text 1 :My Desert Adventure

Last weekend, I went to the desert with ____ (1) family. ____ (2) a big tent near the dunes. We sat ____ (3) the fire and drank tea. My sister ____ (4) photos of the sunset. The sand was soft under ____ (5) feet. Right now, we ____ (6) stories and laughing. The sky is the ____ (7) I've ever seen. Camels walk ____ (8) the camp slowly. My brother ____ (9) to ride one. It's ____ (10) first time doing that!

Practice
TIME

Text 2: A Busy Morning

Fatima wakes up early every day. ____ (1) alarm rings at 6:00 AM. ____ (2) a small clock next to her bed. She gets dressed and walks ____ (3) the kitchen. Her mother ____ (4) breakfast while Fatima packs ____ (5) bag. Right now, she ____ (6) her shoes. The sun is the ____ (7) it's been all week. Birds fly ____ (8) the balcony. Fatima ____ (9) her toast quickly. It's ____ (10) favorite meal.

Practice TIME

Text 1 answers:

1. a) my ☒ b) her c) its
2. a) There is ☒ b) There are c) Is
3. a) on b) around ☒ c) under
4. a) takes b) is taking ☒ c) take
5. a) her b) my ☒ c) its
6. a) tell b) are telling ☒ c) tells
7. a) beautiful b) more beautiful c) most beautiful ☒
8. a) through ☒ b) on c) at
9. a) wants ☒ b) want c) wanted
10. a) its ☒ b) her c) my

Text 2 answers:

1. Her ☒ b) My c) Its
2. a) There is ☒ b) There are c) Is
3. a) to ☒ b) in c) at
4. a) makes b) is making ☒ c) make
5. a) her ☒ b) my c) its
6. a) puts b) is putting ☒ c) put
7. a) bright b) brighter c) brightest ☒
8. a) over ☒ b) on c) in
9. a) eats ☒ b) eat c) is eating
10. a) her ☒ b) its c) my

Grade Level Goal

Reading

Part 1A : Vocabulary

Example: مثال

Multiple-Choice Gap Fill

Correct the correct word(s) to complete the sentences.

5 sentences with one gap

3 options, one of which is the correct answer

3 marks each (total: 15)

Part 1A: Vocabulary: 3 marks each (total: 15)

Activity 1 :

1. I usually _____ at 6:30 in the morning to get ready for school.

- a) go to bed
- b) wake up
- c) take off

2. My brother and I study in the same place; we go to the same _____.

- a) secondary school
- b) shop
- c) routine

3. When you receive a _____, you should say “thank you.”

- a) routine
- b) gift
- c) thirsty

4. Before entering the house, please _____ your shoes.

- a) Wake up
- b) go to bed
- c) Take off

5. At night, I _____ at 10 o'clock.

- a) wake up
- b) go to bed
- c) go to school

ANSWER KEYS

- 1.b
- 2.a
- 3.b
- 4.c
- 5.b

**Practice
TIME**

Activity 2 :

1. On birthdays, I like _____ my friends a present.
a) take b) give c) open
2. A _____ is something nice you give to someone.
a) gift b) plate c) school
3. My parents always tell me to say “_____” after getting something.
a) sorry b) thank you c) goodbye
4. My little brother and I are _____; we like to share toys.
a) teachers b) siblings c) students
5. When you enter a house, it's polite _____ your shoes.
a) to take off b) to clean c) to buy
6. If you feel _____, you should drink some water.
a) thirsty b) sleepy c) funny
7. It's polite to say “_____” when you ask for help.
a) please b) hi c) wow
8. After sports, I feel very _____ and eat a big meal.
a) hungry b) angry c) tired
9. When someone helps you, you should always say “_____.”
a) thank you b) welcome c) yes
10. In the UAE, it's nice _____ dates or sweets to guests.
a) to give b) to take c) to hide

**Practice
TIME**

Part 1A: Vocabulary: 3 marks each (total: 15)

- On birthdays, I like _____ my friends a present.
a) take b) give ☒ c) open
- A _____ is something nice you give to someone.
a) gift ☒ b) plate c) school
- My parents always tell me to say "_____" after getting something.
a) sorry b) thank you ☒ c) goodbye
- My little brother and I are _____; we like to share toys.
a) teachers b) siblings ☒ c) students
- When you enter a house, it's polite _____ your shoes.
a) to take off ☒ b) to clean c) to buy
- If you feel _____, you should drink some water.
a) thirsty ☒ b) sleepy c) funny
- It's polite to say "_____" when you ask for help.
a) please ☒ b) hi c) wow
- After sports, I feel very _____ and eat a big meal.
a) hungry ☒ b) angry c) tired
- When someone helps you, you should always say "_____."
a) thank you ☒ b) welcome c) yes
- In the UAE, it's nice _____ dates or sweets to guests.
a) to give ☒ b) to take c) to hide

Activity 2 :

ANSWER KEYS

Academic Year 2025-2026: End of Term 1 Exam Test Specifications: Grade 7 GLG - Grade 7 General – Stage 3 - A2.1-A2.2

Grade Level Goal Class	Grade 7 GLG 7 General	Learning Continuum Stage CEFR	3 A2.1-A2.2
Language Domain	Reading & Viewing and Writing & Representing	Total Marks Platform	Reading: 60 SwiftAssess Writing: 40 Paper-based

Part	Level	Theme	Vocabulary		
Part 1A: Vocabulary	Towards Grade Level Goal 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	
		Multiple-Choice Gap Fill Correct the correct word(s) to complete the sentences.	Reading Strategies 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.	5 sentences with one gap 3 options, one of which is the correct answer 3 marks each (total: 15)	

EOT1 Vocabulary

Book reference	Lessons topic	Key Exam Vocabulary
Unit 1 Lessons 1 L4	Greetings and Routines Daily Routines	routine, to wake up, university, secondary school, go to school, go to bed
Unit1 L 8	Greetings and Routines It's nice to give	gift, to give, siblings, hungry, thirsty, please, thank you, to take off
Unit 1 L 5-7	Greetings and Routines Family, My house	mother, father, parents, grandparents, grandmother, grandfather, uncle, aunt, brother, sister, cousin, house, room, floor, wall, garden, window, big, small
Unit 3 L 4-7	Clothing Going shopping	shopping centre, mall, shop, restaurant, café, next week, trainers, shoes, nice, size, cheap, expensive
Unit4: Lesson 1-2	The great outdoors 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
U4: Lesson 9	Greetings and Routines Visiting a new country	email, letter, guest, welcome, holiday, to arrive, competition, congratulations, visitor, careful, country, special days

Part	Level	Theme	Vocabulary	Grammar
Part 18: Grammar	At Grade Level Goal 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.	Greetings and Routines 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, your, his, her, its, our, their There is/are, prepositions G.1.3 Adjectives (superlatives) G.13.2 Present Time (present continuous) G.13.4 Present Time (present perfect continuous)
		Clothing Going shopping	shopping centre, mall, shop, restaurant, café, next week, trainers, shoes, nice, size, cheap, expensive	
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	Reading Strategies 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.	1 descriptive text of 120 words (10% either way) with 5 gaps 3 options, one of which is the correct answer 3 marks each (total 15)

Part 2 : Reading text 1

Part 3: Reading text 2

Multiple-Choice

Read text 1 and text 2 . Choose the correct answer.

- 1 narrative text of 170-200 words
- 5 questions with 3 options, one of which is the correct answer (3 marks each, total: 15)
- 1 transactional text of 170-200 words
- 5 questions with 3 options, one of which is the correct answer (3 marks)

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	Towards Grade Level Goal Identify specific information	The great outdoors 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) G.1.2 Adjectives (comparatives)
	At Grade Level Goal Identify some details			
	Infer the meaning of unknown words and expressions from the context.			
	Identify the overall meaning.			
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice	Comprehension Skills Specific Information: 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. Details: ENG.03.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Inference 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. Overall Meaning 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.	1 narrative text of 170-200 words (10% either way) 5 questions with 3 options, one of which is the correct answer (3 marks each, total: 15)
		Read the text. Choose the correct answer.		

Part 3: Reading 1 : 3 marks each (total: 15)

Read the text and answer the questions

The Land of Adventure

Last summer, my friends and I visited The Land of Adventure, a park for all kinds of outdoor activities. We wanted to try everything! In the north part of the park, we went mountain biking on steep trails. The ride was exciting, and we felt the wind in our hair. Later, we went hiking in the south area, where we saw rivers, forests, and wild animals.

In the east, some people were skydiving, while others tried sailing on a large lake. I wanted to test my courage, so I went skydiving for the first time. The view of the park from the air was breathtaking! My friends also tried skateboarding and snowboarding in the west part of the park.

In the evening, we watched a falconry demonstration and learned how birds of prey hunt. It was an incredible adventure, and we loved every moment in the great outdoors. At the end of the day, we felt we had truly won a memorable experience, and we couldn't wait to come back.

1.Which activity did the narrator try in the north part?

- a) Hiking b) Mountain biking c) Sailing

2.What did the narrator do for the first time?

- a) Snowboarding b) Skydiving c) Skateboarding

3.Where was sailing taking place?

- a) West b) North c) East

4.What did they watch in the evening?

- a) Movie b) Falconry demonstration c) Concert

5.How did the narrator feel at the end of the day?

- a)Happy and proud b) Tired and bored c) Angry

ANSWER KEYS

1.b

2.b

3. c

4. b

5.a

Read the text and answer the questions

Rayan's Eid Celebration

On Eid al-Fitr, Rayan woke up very early, full of excitement and joy. The bright morning sunshine filled his room as he quickly put on his new traditional clothes that his mother had prepared the night before. He looked in the mirror and smiled proudly. Then, he ran to hug his parents, wishing them “Eid Mubarak!” They smiled and hugged him back lovingly. After breakfast, Rayan visited his relatives, where he received colorful toys and money as Eid gifts. Rayan didn't only enjoy receiving gifts—he also loved to give. With great care, he had made handmade Eid cards decorated with stars and crescent moons. He walked around his neighborhood, giving these cards and sweets to his friends and neighbors, who smiled and thanked him warmly. The streets were filled with laughter, children playing, and families visiting one another. Rayan felt that Eid was not just about presents but about sharing happiness, kindness, and love. By the end of the day, Rayan sat with his family, watching fireworks light up the sky. He thought about all the hugs, smiles, and sweet moments and whispered, “This is why Eid is my favorite time of the year.”

Choose the correct answer: a, b, or c

1. **What special day is mentioned in the passage?**

- a) Ramadan
- b) Rayan's birthday
- c) Eid al-Fitr

2. **Who did Rayan hug in the morning?**

- a) His friends
- b) His parents
- c) His teacher

3. **What gifts did Rayan receive?**

- a) Books and shoes
- b) Toys and money
- c) Clothes and food

4. **What made Eid special for Rayan?**

- a) Traveling
- b) Giving and receiving gifts
- c) Watching TV

5. **How did Rayan feel during Eid?**

- a) Sad
- b) Excited and joyful
- c) Tired

Choose the correct answer: a, b, or c

1. **What special day is mentioned in the passage?**

- a) Ramadan
- b) Rayan's birthday
- c) Eid al-Fitr

2. **Who did Rayan hug in the morning?**

- a) His friends
- b) His parents
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- c) Clothes and food

4. **What made Eid special for Rayan?**

- a) Traveling
- b) Giving and receiving gifts
- c) Watching TV

5. **How did Rayan feel during Eid?**

- a) Sad
- b) Excited and joyful
- c) Tired

ANSWER KEYS

1.c

2.b

3. b

4. b

5.b

Visiting Japan

Read the text and answer the questions

Last summer, I visited Japan with my family. We arrived in Tokyo and stayed in a small hotel near the city center. Every morning, we woke up early and had breakfast at a local café. The people were very polite and always greeted us with “Ohayou gozaimasu,” which means “Good morning.” We visited different places , tried sushi, and learned how to use chopsticks. One day, we went to Mount Fuji and took many photos. The weather was cool and the view was amazing. In the evening, we walked through busy streets filled with lights and shops. I loved the culture, the food, and the kindness of the people. It was a trip I’ll never forget.

Questions

1. Where did the writer stay in Japan?
a) In a mountain cabin b) In a small hotel c) In a club
2. What does “Ohayou gozaimasu” mean?
a) Goodbye b) Thank you c) Good morning
3. What food did the writer try?
a) Pizza b) Sushi c) Burgers
4. What was the weather like at Mount Fuji?
a) cool b) Rainy c) hot
5. What did the writer enjoy most?
a) The shopping b) The culture and kindness c) The hotel

ANSWER KEYS

1. b
2. c
3. b
4. a
5. b

A Day in France

Read the text and answer the questions

When I visited France, I stayed with my cousin in Paris. Each morning, we walked to a bakery and bought fresh croissants. People greeted each other with “Bonjour,” which means “Hello.” My cousin showed me how to use the metro to travel around the city. We visited the Eiffel Tower, museums, and small cafés. In the afternoon, we relaxed in the park and watched artists painting. At night, we had dinner with her family and talked about our day. I learned many new words in French and enjoyed the slow, peaceful routine. France is beautiful, and the people were friendly and welcoming.

Questions

1. Who did the writer stay with in France?
a) A friend b) A teacher c) A cousin
2. What does “Bonjour” mean?
a) Goodbye b) Good morning c) Please
3. What did the writer eat in the morning?
a) Pancakes b) Croissants c) Sandwiches
4. How did the writer travel around Paris?
a) By metro b) By bus c) By car
5. What did the writer enjoy in the park?
a) Watching artists b) Playing football c) Feeding birds

ANSWER KEYS

1. c
2. b
3. b
4. a
5. a

Part 3: Reading 2: 3 marks each (total: 15)

Read the email and answer the questions

Dear Sara,

I hope you are doing well! I just wanted to tell you about my holiday in Spain. I arrived last Saturday, and the welcome at the airport was amazing. The hotel staff was very friendly, and they gave me a small gift as a guest.

On my first day, I explored the city carefully. I visited museums, parks, and famous streets. I also learned about the special days they celebrate, such as festivals with music, food, and dance. Everything in this country is so different and exciting!

Yesterday, I received an email with congratulations because I won a photography competition organized for visitors in the city. I feel really proud and happy. I will write a letter when I return back home to share more stories. Spain is a wonderful place to visit, and I hope you can come here one day too.

Best regards,

Lina

1. When did Lina arrive in Spain?

- a) Last Sunday b) Last Saturday c) Last Friday

2. What did the hotel staff give her?

- a) A competition ticket b) a letter c) a small gift

3. What did Lina explore on her first day?

- a) Mountains b) Museums, parks, and famous streets
c) Beaches only

4. Why did Lina receive congratulations?

- a) She visited a museum b) She won a photography competition
c) She met a famous singer

5. What does Lina plan to do when she returns?

- a) buy gifts b) write a letter c) sleep

ANSWER KEYS

1. a

2. c

3. b

4. b

5. b

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	At Grade Level Goal Identify some details	Greetings and Routines Visiting a new country	email, letter, guest, welcome, holiday, to arrive, competition, congratulations, visitor, careful, country, special days	Future tense (going to) G.16.4 Pronouns (possessive pronouns)
	Beyond Grade Level Goal Infer the meaning of unknown words and expressions from the context. Identify the overall meaning. 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.	Task Description Multiple-Choice Read the text. Choose the correct answer.	Learning Outcomes Comprehension Skills Details: ENG.03.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Inference 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. Connections 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. Overall Meaning 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.	Construct Limits ▪ 1 transactional text of 170-200 words (10% either way) ▪ 5 questions with 3 options, one of which is the correct answer (3 marks each, total: 15)

Grade Level Goal

Writing

Example: مثال

Constructed Writing Response

Question

3 Writing prompts

Write at least 100 words.

One question with three prompts to elicit a narrative text.

- Word count: 100 words
- 40 marks (based on rubric)

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

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.	<table border="1"><tr><td>Total/40</td></tr><tr><td> </td></tr></table>	Total/40	
Total/40			

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	At Grade Level Goal Spell a wide range of words using regular spelling patterns and an increasing range of words with irregular spellings.	The Great Outdoors What are your plans?, Alana goes to New Zealand, A postcard	Term 1 Vocabulary	Simple future Describing ability (I can.../I want to...) Future tense (going to)	FL.36 Describing hopes and plans FL.6 Describing places 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.	Constructed Writing Response	Spelling ENG.03.WR. S.2.2 Spell a wide range of words using regular and irregular spellings with increasing accuracy. Punctuation ENG.03.WR.S.3.1: Write sentences using a wide range of punctuation with a high level of control. Fluency in text production 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. Presentation and development of ideas 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. Recounts ENG.03.WR.P.3.1: Recount stories, past experiences and events with key details		- One question with three prompts to elicit a narrative text. - Word count: 100 words 40 marks (based on rubric)
	Express simple ideas, information and opinions with developing coherence.	Question 3 Writing prompts Write at least 100 words.			
	Recount stories, past experiences and events.				

EOT 1 Writing

Theme	Vocabulary	Grammar	Functional Language	
The Great Outdoors What are your plans? Unit 4 L7 *Alana goes to New Zealand, Unit 4 Lesson 8 *A postcard Unit 4 Lesson 9	Term 1 Vocabulary	*Simple future *Describing ability (I can.../I want to...) *Future tense (going to)	FL.36 Describing hopes and plans FL.6 Describing places FL.30 Making arrangements.	One question with three prompts to elicit a narrative text. - Word count: 100 words 40 marks (based on rubric)

Part 4 : Writing

One question with three prompts to elicit a narrative text.

- Word count: 100 words
- 40 marks (based on rubric)

Topic 1

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**.

Total/40

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



Sample answer:

Introduction

Detail 1

Detail 2

Detail 3

Conclusion :
Restate my opinion

I love spending my free time outdoors because it helps me relax and enjoy nature. I often go for walks, have picnics, or go kayaking with my friends and family.

Next weekend, I would like to go hiking in the nearby mountains with my classmates. We will bring some food, water, and a camera to take pictures of the beautiful views. I am excited because we have planned this trip for a long time.

My weekend will be fun because I will spend it with my best friends. We will sing songs, play games, and enjoy our lunch under the trees.

If my plans change, I will stay at home and watch my favourite adventure movie instead.

In conclusion, outdoor activities always make my weekends enjoyable and full of energy.



Sample answer

Introduction

Detail 1

Detail 2

Detail 3

+

Examples

Restate my opinion

What I Like to Do in My Free Time

Introduction:

In my free time, I like to relax and do fun things that make me happy. I often listen to music, watch movies, or spend time with my friends. Free time helps me rest after a busy week at school.

Detail 1 :Paragraph 1:

Next weekend, I would like to go to the park with my friends. We plan to play soccer and have a picnic. I will also take some snacks and a ball so we can enjoy the day.

Detail 2 :Paragraph 2:

My weekend will be fun because I will spend time outdoors and laugh with my friends. Playing games and eating together always makes me feel happy and relaxed.

Detail 3 Paragraph 3:

If my plans change, I will stay home and watch a movie instead. I can also read a good book or help my parents in the kitchen. I will still make my weekend enjoyable.

Conclusion:

In conclusion, I like to spend my free time doing things that make me happy. Whether I go out or stay home, I always find a way to have fun and relax.



Writing practice

Topic 2 :

Imagine you are visiting a different country. You are going to write a postcard.

Answer these questions:

- what country are you visiting?
- * With whom are you going to travel?
- what outdoor activities are you going to do there?
- which day you are leaving back? Write at least 100 words.



Sample answer

A Postcard from Tokyo

I am visiting Tokyo next summer holiday. I am going to travel with my best friend , and we are really excited about the trip because it will be full of outdoor adventures.

I am going to visit Tokyo with my best friend, Asma. We will arrive in Tokyo on Monday and stay for one week. It will be amazing because we have always wanted to see Mount Fuji and try Japanese food.

We are going to try hiking in the mountains and kayaking on the lake. After that, we will have a picnic near a beautiful waterfall. It will be incredible because we love spending time outdoors.

We are leaving next Friday, but before we leave, we will buy some gifts for our friends from the souvenir shop. The day after we arrive home, I will tell everyone about our incredible trip.

I think this trip will be unforgettable, and I can't wait to go there again someday.



Writing Tips

- Read the question carefully.
- Answer all parts of the question.
- Start sentences with capitals.
- Use punctuation: full stops, question marks...
- Make sure your sentence isn't very long.
- DON'T USE AND MORE THAN ONCE IN A SENTENCE!
- Vary your connectives (First, second, third, Finally, In addition, Moreover, Furthermore ...)
- DON'T START A SENTENCE WITH, AND OR BECAUSE!

Writing Check-list

☒	I wrote my name on my paper.
☒	I wrote today's date on my paper.
☒	I started each sentence with a capital letter.
☒	I used . ? ! correctly.
☒	I checked my spelling.
☒	I read my work and it makes sense.
☒	I did my best!

طريقة تصحيح الكتابة

Grade 7 Writing Rubric

	Task completion	Structure	Grammar	Vocabulary	Spelling and Punctuation
7-8	Addresses all parts of the prompt clearly using connected, complete sentences. Ideas are relevant and fully developed for the task.	Sentences are logically ordered with smooth connections between ideas.	Mostly accurate use of simple and some compound sentences. Minor errors do not affect meaning.	Uses a range of topic-related and high-frequency words accurately and appropriately.	Spelling and punctuation are mostly correct; occasional minor errors do not affect readability.
5-6	Covers most parts of the prompt; response is clear but may miss one detail or example.	Ideas are mostly ordered; sentences link reasonably well.	Grammar is generally correct with some errors that may occasionally affect clarity.	Adequate vocabulary for the topic; some repetition or basic word choice.	Common words spelt correctly; basic punctuation (full stops, capitals) mostly accurate.
3-4	Attempts the task but misses several parts of the prompt or lacks clear ideas.	Some sentences connect but order or flow may be unclear.	Frequent errors in tense or sentence structure sometimes make meaning unclear.	Limited range of vocabulary but enough to convey a basic message.	Some correct spelling and punctuation, but errors occur often.
2	Gives a partial or unclear response to the prompt; meaning is limited.	Little sense of order or link between ideas.	Frequent grammatical errors; many sentences incomplete or inaccurate.	Very limited vocabulary; several words used incorrectly.	Spelling and punctuation errors frequent; meaning often unclear.
1	Response is off-topic, copied, or too short to assess.	No clear organisation or connection between ideas.	Grammar control minimal; sentences mostly incorrect or missing.	Vocabulary inappropriate or unrelated to the topic.	Numerous errors; response difficult to read.
0	No response, or entirety of response plagiarised.				



Good Luck
dear students
