

تم تحميل هذا الملف من موقع المناهج الإماراتية



## مراجعة اختبار وفق الهيكل الوزاري المسار العام المستوى 4.1

موقع المناهج ← المناهج الإماراتية ← الصف السابع ← لغة انجليزية ← الفصل الأول ← اختبارات ← الملف

تاريخ إضافة الملف على موقع المناهج: 2024-11-23 18:19:54

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

أسئلة مراجعة عامة وفق الهيكل الوزاري مع أمثلة محلولة

1

حل الكراسة التدريبية للاختبار النهائي وفق الهيكل الوزاري

2

الكراسة التدريبية للاختبار النهائي وفق الهيكل الوزاري

3

أسئلة اختبار تجريبي مع إجابات نموذجية المسار العام

4

نموذج مراجعة امتحانية نهائية وفق الهيكل الوزاري

5



مؤسسة الإمارات للتعليم المدرسي  
EMIRATES SCHOOLS ESTABLISHMENT



مراجعة اختبار نهاية الفصل الدراسي الأول للصف السابع عام لمادة اللغة الانجليزية

# English Language

## Coverage, Grammar and Functional Language For Grade7 BTS -Term 1

Level 4.1

Term 1

2024 - 2025

## Objectives :

1- Reading part.

2- Maze part.

3- Writing topics.



## Exam will be



Thursday 28<sup>th</sup> November 2024



\*From 9: 00 to 10:30 ( paper part  
1: writing )  
\* From 10:30 to 11:30( online part  
2 : reading &maze )



Two hours and half



Swift Assess+ paper

# Term 1 Assessment Coverage

محتوى الاختبار



SwiftAssess exam

ECFE Alignment: Level 3.1			Term Weighting: 60%	Domain: Reading
Sections	Question Type and Instruction	Outcomes Assessed	Number of Questions and Question Description	Constructs
Part 5	MAZE task multiple-choice questions  Read the text and answer a, b or c.	ENG.02.2.3.XX.002 Read and identify familiar words and set phrases in short, simple texts on familiar topics.	5 questions  Gap-fill sentences within a MAZE text that test students' awareness of basic grammar and sentence phrasing.	Remember and Understand  A: Foundational proficiency  Phase 2  A1 – A1+  - simple - informative  Text length: 80 words
Part 6	MAZE task multiple-choice questions  Read the text and answer a, b or c.	ENG.04.2.2.XX.010 Recognise key features of text organisation.	9 questions  Gap-fill sentences within a MAZE text that test students' awareness of at-level grammar and sentence phrasing.	Remember and Understand  B: Grade-level mastery  Phase 3  A2 – A2+  - simple - familiar and concrete topics - informative  Text length: 200 words

السؤال 1 (قواعد MAZE):  
اختاري الإجابة الصحيحة  
لاستكمال القطعة

السؤال 2 (قواعد MAZE):  
اختاري الإجابة الصحيحة  
لاستكمال القطعة

## امتحان القراءة والقواعد (الالكتروني)

**السؤال 3 (قراءة):** اقرئي الفقرة  
واختاري الإجابة الصحيحة ( 5  
أسألة)

**السؤال 4(قراءة):** اقرئي الفقرة  
واختاري الإجابة الصحيحة ( 6  
أسألة)

**السؤال 5(قراءة):** اقرئي الفقرة  
واختاري الإجابة الصحيحة ( 6  
أسألة)

**السؤال 6 (قراءة):** اقرئي الفقرة  
واختاري الإجابة الصحيحة ( سؤال  
واحد)

Part 7	Multiple-choice questions Read the text and answer a, b or c.	LL1.R.1.2 Identify specific ideas or pieces of information in short, simple texts.	6 questions Multiple-choice reading comprehension questions that demonstrate application of reading skills. Answers explicitly stated.	Application and Analysis A: Foundational proficiency Phase 2 A1 – A1+ Text: - simple - informative Text length: 150 words
Part 8	Multiple-choice questions Read the text and answer a, b or c.	ENG.04.2.3.XX.007 Read and understand the overall meaning of simple texts on familiar and concrete topics.	1 question Multiple-choice reading comprehension question that demonstrates application of reading skills. Answer explicitly stated.	Application and Analysis B: Grade-level mastery Phase 3 A2 – A2+ - simple - familiar and concrete topics - narrative Text length: 170 words
Part 9	Multiple choice questions Read the text and answer a, b or c.	ENG.04.2.3.XX.008 Read and identify specific information in simple texts on familiar and concrete topics. ENG.04.2.3.XX.013 Read and understand some details in short texts on familiar and concrete topics.	6 questions Multiple-choice reading comprehension questions that demonstrate application of reading skills. Answers explicitly and implicitly stated.	Application and Analysis B: Grade-level mastery Phase 3 A2 – A2+ - simple - familiar and concrete topics - informative Text length: 250 words
Part 10	Multiple choice questions Read the text and answer a, b or c.	ENG.04.2.3.XX.010 Read and identify the main points of simple texts on familiar and concrete topics.	3 questions Multiple-choice reading comprehension questions that demonstrate application of reading skills. Answers implicitly stated.	Application and Analysis B: Grade-level mastery Phase 3 A2 – A2+ - simple - familiar and concrete topics - informative Text length: 250 words



**Term 1 preparation:**  
**Grammar القواعد**



ECFE Grammar	Prerequisite	GSE Grammar	Functional Language
<p>1 Modals: present modals</p>	<p>Can use 'can' to refer to ability in the present. (29)</p>	<p>Can give, deny or ask about permission in the present and near future with 'can'. (33)</p> <p>Can make basic polite requests with 'could'. (33)</p> <p>Can use 'should(n't)' to offer or ask for advice or suggestions. (36)</p>	
<p>2 Future time: simple future (will and shall)</p>	<p>Can ask wh- questions using the past tense of verbs. (31)</p> <p>Can tell when to use the present simple and when to use the present continuous. (29)</p>	<p>Can use 'will' to ask questions about the future. (35)</p> <p>Can use 'will' + infinitive for predictions about the future. (38)</p>	<p>Asking for and giving advice</p> <p>Asking for and giving permission</p>
<p>3 Present time: present perfect</p>	<p>Can make affirmative statements using common regular past simple forms. (30)</p>	<p>Can use the present perfect to refer to personal experiences in the past. (41)</p> <p>Can form questions using the present perfect with 'ever'. (41)</p>	<p>Describing hopes and plans</p>
<p>4 Future time: future time (going to)</p>	<p>Can tell when to use the present simple and when to use the present continuous. (29)</p>	<p>Can express personal plans and intentions for the future using 'going to'. (35)</p>	



Modals ( can \ could\ should \ must \ will \ would ) + فعل مجرد من أي إضافات

Meaning	The speaker is asking if they are allowed to play a sport.
Grammatical structure	<u>Present modals</u> أرجو الضغط على الرابط للتعرف والتدريب على القاعدة
Usage	<p>Can give, deny or ask about permission in the present and near future with 'can'.</p> <p>Can make basic polite requests with 'could'.</p> <p>Can use 'can't' to decline offers and invitations.</p> <p>Can make requests and offers with 'would like' + nouns and noun phrases.</p> <p>Can make requests and offers with 'would like to' + verbs in the infinitive.</p>
Other examples	<p><u>Can</u> I go outside to play with my friends?</p> <p>I <u>will be</u> in the class?</p> <p>I <u>would like</u> to try kayaking.</p> <p>I <u>mustn't write</u> my name here.</p>

**Can** I play basketball after school?

تستخدم كلمة **can \can't** للتعبير عن المقدرة أو عدم المقدرة لفعل شيء ما

No, you **can't** play basketball.

Meaning	The speaker is asking if they are allowed to play a sport.
Grammatical structure	<p><b>Present modals (can / can't)</b> أرجو الضغط على الرابط للتعرف والتدريب على القاعدة</p> <p><b>subject</b> + can / can't + <b>verb</b> + <b>object</b></p> <p>فاعل Can\ can't فعل مجرد من أي إضافات مفعول به</p> <p>ترتيب الجملة يكون بهذه الطريقة</p> <p>Question form: Can + <b>subject</b> + <b>verb</b> + <b>object</b>?</p> <p>Can\ can't مفعول به فعل مجرد من أي إضافات فاعل</p> <p>ترتيب السؤال يكون بهذه الطريقة</p>
Usage	We use present modals to ask for permission (can) and make requests. We can also use present modals to decline offers and invitations (can't).
Other examples	<p><u>Can</u> I go outside to play with my friends?</p> <p>What <u>can</u> we do for fun?</p> <p>I <u>can't</u> come to your house to play video games.</p>

## Could you help me?

تستخدم كلمة could \ couldn't لطلب المساعدة بطريقة مؤدبة

## Could I go to your house after school?

Meaning	The speaker asking politely for help. He is asking to visit his friend's house after school.
Grammatical structure	<p><u>Present modals</u> أرجو الضغط على الرابط للتعرف والتدريب على القاعدة</p> <p>'could' + <b>subject</b> + <b>main verb</b></p> <p>Could <b>فاعل</b> <u>فعل مجرد من أي إضافات</u></p> <div style="border: 1px solid black; padding: 5px; display: inline-block; color: green;">ترتيب السؤال يكون بهذه الطريقة</div>
Usage	We can use the modals to make polite requests. We form polite questions with 'could' in the front position followed by the subject, then the main verb. 'Could' asks politely about the ability of the person to do something.
Other examples	<p><u>Could</u> I ride my bicycle to school because the weather is nice?</p> <p><u>Could</u> you carry this bag for me?</p> <p><u>Could</u> you help me with my homework?</p>

I would like to go shopping for new shoes.

I would like some juice, please.

نستخدم كلمة would \wouldn't للتعبير عن الرغبة في عمل شيء ما أو للطلب المؤدب

Would you like something to eat?

Meaning	The speaker wants to go shopping for new shoes. The speaker is requesting to have a juice. Someone asks the speaker if he would like something to eat.
Grammatical structure	<p><u>Modals: present modals</u> أرجو الضغط على الرابط للتعرف والتدريب على القاعدة</p> <p>subject + 'would like' + object (polite request) <span style="border: 1px solid black; padding: 2px;">يستخدم للطلب المؤدب: بعد كلمة like نضع اسم</span></p> <p>subject + 'would like to' + infinitive (wish or intention)</p> <p>'would' + subject + 'like' + noun phrase (offer or request) <span style="border: 1px solid black; padding: 2px;">يستخدم للتعبير عن الرغبة لعمل شيء ما: بعد كلمة like to نضع فعل مجرد من أي اضافات</span></p>
Usage	We use modal verbs with 'like' and the infinitive of the verb with 'to' to indicate something we want to do. We also use modal verbs with ' would + subject + like + noun phrase' to make polite requests.
Other examples	<p><u>Would you like to</u> go out for lunch?</p> <p><u>Would she like</u> an ice cream?</p> <p>He <u>would like to</u> read this book.</p>

## Practice modal verbs

### MODAL VERBS

*I must go.*

**correct**

*I must ~~tə~~ go.*

**incorrect**

*We can stay here.*

**correct**

*We can ~~tə~~ stay here.*

**incorrect**

*My friend should study.*

**correct**

*My friend should ~~tə~~ study.*

**incorrect**

### MODAL VERBS

*He can run.*

**correct**

*He ~~can~~s run.*

**incorrect**

*We should try.*

**correct**

*We ~~should~~ed tried.*

**incorrect**

*They must go home.*

**correct**

*They ~~must~~ing go home.*

**incorrect**

## Will you visit me next week?

نستخدم كلمة **will\shall** للتحدث عن شيء سيحدث في المستقبل  
(غير متأكدين) - عرض المساعدة في المستقبل

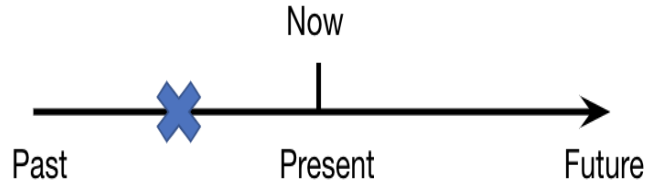
Meaning	The speaker wants to know if his friend wants to visit him. The speaker wants to go see a film with his friend.
Grammatical structure	<p><u>Future time</u>: simple future      أرجو الضغط على الرابط للتعرف والتدريب على القاعدة</p> <p>Will + <b>subject</b> + <b>verb phrase</b></p> <p>فاعل      فعل مجرد من أي إضافات</p>
Usage	We can use 'will' before a subject and verb phrase to ask questions about possible future events.
Other examples	<p><u>Will</u> you <b>come</b> to the pool tomorrow?</p> <p><u>Will</u> we <b>go</b> home before the game starts?</p> <p><u>Shall</u> we <b>go</b> out for dinner tonight?</p>



I **have walked** to school every day this week.  
 She **has been** working in this school for long time .  
 Have you **ever been** to London ?

**المضارع التام**: يستخدم هذا النوع من الفعل للتحدث عن عدد مرات حدوث الشيء .  
 - يتكون الفعل من جزأين: صيغة المضارع التام من الفعل ' (have/has) و' الفعل الرئيسي (فعل تصريف ثالث )

Meaning	The first example (present perfect simple) shows that the subject walked to school over the past week. The second example (present perfect continuous) shows how long the subject has walked school, but not the number of times they walked.
Grammatical structure	<b>1-Present perfect simple</b> أرجو الضغط على الرابط للتعرف والتدريب على القاعدة <b>has / have + past participle</b>
Usage	We use the <b>present perfect simple to talk about how many times something has happened.</b> . We use <b>for / since</b> to state the action's current length of time.
Other examples	I <b>have listened</b> to the podcast <b>a few times</b> . She <b>has purchased</b> a new laptop. Has She <b>ever driven</b> a car ?



**Rule4Practice:**

<https://www.liveworksheets.com/cx1821821uo>



**Have you ever been** to the Grand Mosque in Abu Dhabi?

**المضارع التام في السؤال باستخدام ever**  
في سؤال الفعل المضارع التام تستخدم كلمة **ever** قبل الفعل وتأتي كلمة **have , has** في بداية السؤال .  
**Has** تستخدم للمفرد  
**Have** تستخدم للجمع

Meaning	The speaker is asking someone if they have attended the Grand Mosque at any time in their life.
Grammatical structure	<b>Present perfect simple (questions using 'ever')</b> Have/Has + subject + ever + past participle
Usage	We can use present perfect simple with 'ever' to ask about someone's experiences in the past up to the present time.
Other examples	<b>Has he ever played</b> online games with his friends? <b>Have they ever watched</b> any Bollywood movies? <b>Has she ever eaten</b> sushi?

What are you going to do this weekend?

تستخدم كلمة **going to** للتحدث عن حدث سيحدث في المستقبل وهناك دليل على حدوثه - للخطط المستقبلية

I am going to visit my friend in Dubai.

Meaning	The speaker wants to know what his friend plans to do at the weekend. The speaker plans to visit his friend in Dubai.
Grammatical structure	<p><u>Future time (going to)</u> أرجو الضغط على الرابط للتعرف والتدريب على القاعدة 📌</p> <p>(Wh) + subject + going to + infinitive مجرد ؟ subject + to be + going to + infinitive مجرد</p> <p><u>الفعل بعد going to يجب أن يكون فعل مجرد من أي إضافات</u></p>
Usage	We use 'going to' to talk about a future plan or intention.
Other examples	<p>What are you <u>going to</u> do tonight?</p> <p>We are <u>going to</u> go shopping next week.</p> <p>They are <u>going to</u> meet us tomorrow.</p>

How do I get to the train station?

Turn right when you reach gym, then keep going until you see the sign.

Walk to the end of the road. After that, turn right.

Functional language point	<u>Asking and giving directions</u> أرجو الضغط على الرابط للتعرف والتدريب على القاعدة
Associated grammar	Prepositions of movement, adverbs of movement, present continuous

Thursday would be a good day to meet everyone.  
Let's meet next week to talk about the game.  
Are you free at 12pm?  
I am sorry, I can't make it at that time. I'm going to go to Sharjah then.

Functional language point	<a href="#">Making arrangements</a> أرجو الضغط على الرابط للتعرف والتدريب على القاعدة
Associated grammar	Wh questions, future time, present modals

It would be great to become a teacher when I'm older.  
I hope to visit Italy someday.  
I am going to visit the museum next week.

Functional language point	<a href="#">Describing hopes and plans</a> أرجو الضغط على الرابط للتعرف والتدريب على القاعدة
Associated grammar	Present modals (would, can), future time (will)



# SAMPLE OF (MAZE)

## The Desert

"I am going **1** (on / to / for) give you some information about the trip. I **2** (will / would / want) explain what we can do, so listen carefully. **3** (Must / Maybe / Shall ) we go to the desert next week or hike the mountain? If we choose the **4** (big / rainy / busy) Sharjah desert, you should be ready for anything that can happen," said Mr. Hamza.

Mr. Hamza continued, "I **5** (plan / hope / say) that what I say next will help you stay safe. Try to stay together and make sure you have enough water and food for the trip. If you get lost, I would like you to **6** (go back / go around / go soon) to look for the big ghaf tree and wait there."

Aisha put her hand up and asked, "When **7** (can / would / must) be a good time to meet my group members? Also, **8** (can / must / have) we rest at any time?"

"It is good to meet them before you go into the desert together," replied Mr. Hamza. He continued, "You need to go **9** (back / inside / down) the difficult sand dunes with your group. Make sure you have one another's contact information."

1.

1. on	<input type="radio"/>
2. to	<input type="radio"/>
3. for	<input type="radio"/>

2.

1. will	<input type="radio"/>
2. would	<input type="radio"/>
3. want	<input type="radio"/>

3.

1. Must	<input type="radio"/>
2. Maybe	<input type="radio"/>
3. Shall	<input type="radio"/>

# SAMPLE OF (MAZE)

## The Desert

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"It is good to meet them before you go into the desert together," replied Mr. Hamza. He continued, "You need to go **9** (back / inside / down) the difficult sand dunes with your group. Make sure you have one another's contact information."

4.

- 1. big
- 2. rainy
- 3. busy

5.

- a. plan
- b. hope
- c. say

6.

- 1. go back
- 2. go around
- 3. go soon

# SAMPLE OF (MAZE)

## The Desert

"I am going **1** (on / to / for) give you some information about the trip. I **2** (will / would / want) explain what we can do, so listen carefully. **3** (Must / Maybe / Shall ) we go to the desert next week or hike the mountain? If we choose the **4** (big / rainy / busy) Sharjah desert, you should be ready for anything that can happen," said Mr. Hamza.

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### 7.\*\*\*\*\*BONUS\*\*\*\*\*

- a. can
- b. would
- c. must

### 8.\*\*\*\*\*BONUS\*\*\*\*\*

- 1. can
- 2. must
- 3. have

### 9.\*\*\*\*\*BONUS\*\*\*\*\*

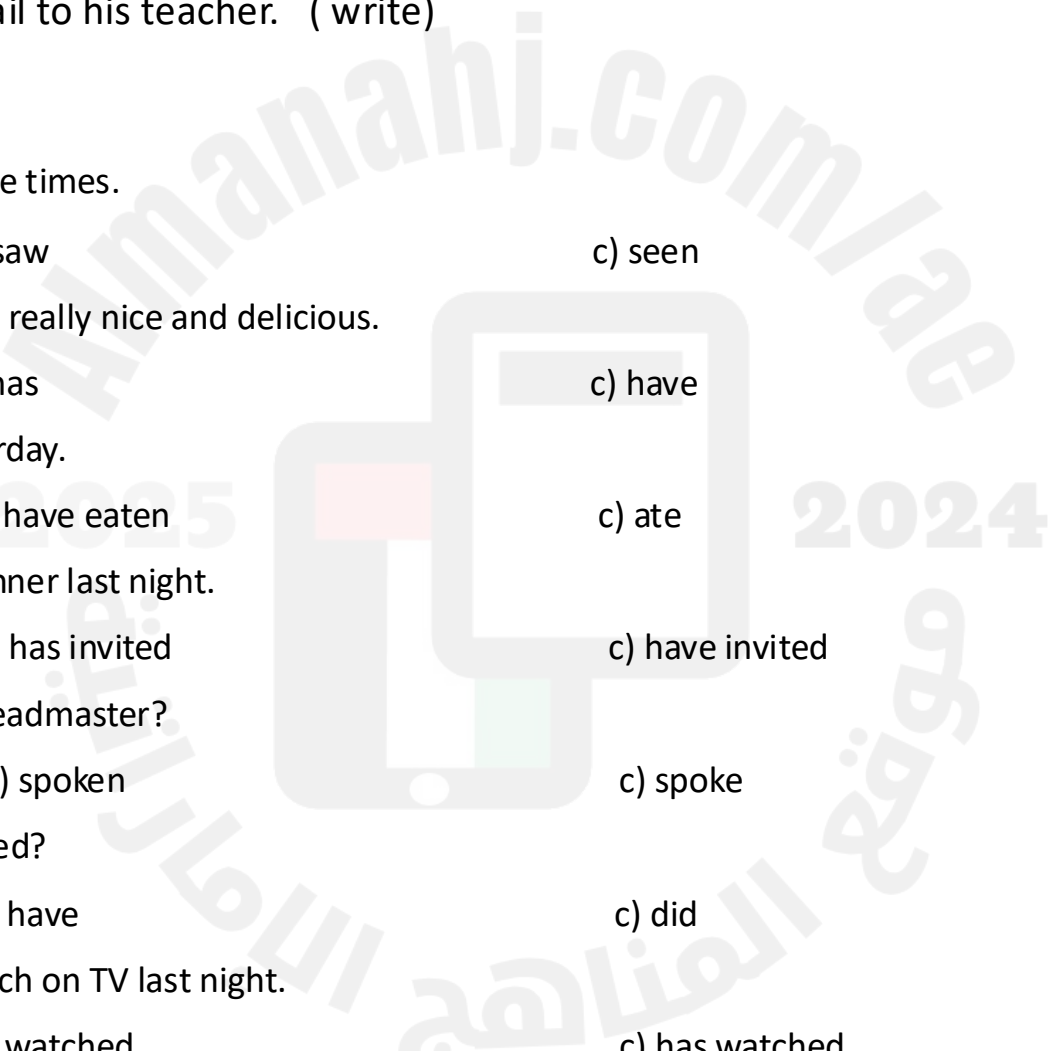
- 1. back
- 2. inside
- 3. down

**\* Complete the sentences using the present perfect of the verbs in brackets:**

- 1) I think we \_\_\_\_\_ too much science homework this term. ( have)
- 2) I \_\_\_\_\_ new subjects like Technology and Design. ( enjoy)
- 3) He \_\_\_\_\_ an email to his teacher. ( write)

**\* Choose the correct answer:**

- 1) He has ----- this movie three times.
  - a) see
  - b) saw
  - c) seen
- 2) I ----- enjoyed the meal. It was really nice and delicious.
  - a) did
  - b) has
  - c) have
- 3) I ----- fish and chips yesterday.
  - a) eat
  - b) have eaten
  - c) ate
- 4) I ----- my relatives for dinner last night.
  - a) invited
  - b) has invited
  - c) have invited
- 5) Has mum ----- to the headmaster?
  - a) speak
  - b) spoken
  - c) spoke
- 6) Which sports ----- you played?
  - a) has
  - b) have
  - c) did
- 7) I ----- the football match on TV last night.
  - a) watch
  - b) watched
  - c) has watched



**Term 1 preparation:**  
**Reading** القراءة



## Core Lexis

Sports and leisure activities		Culture and customs		Community	
مغامرة	adventure	حديث\جديد	modern	يجمع	collect
رمل	sand	تاريخ	history	الجيران	neighbours
صحراء	desert	هدية	gift	المنصة\ المسرح مرحلة	stage
عرض	show (n)	يصافح	shake	حفلة موسيقي	concert
مخيم	camp	احتفال	celebration	الأخبار	the news
رقص	dance	خاص\ مميز	special	ملعب	stadium





# Reading practice

## تمارين على القراءة

2025

2024

المناهج الإلكترونية  
موقع المناهج الإلكترونية

# WH Question Words

متى

**When** - ask about time

لماذا

**Why** - ask about reason

أي

**Which** - ask about choices

من

**Whom** - ask about people

ماذا

**What** - ask for information

أين

**Where** - ask about places

من (ملكية)

**Whose** - ask about possession

من

**Who** - ask about people

كيف

**How** - ask about process, manner



## The Box

Can you open it for me, please? I want to know what's inside," Qasim asked.

"I can't. It's too difficult to open. This box looks very old," said Abdullah.

The day before, Saad called Abdullah and Qasim and said, "Are you two ready for another adventure?" They both agreed. "Great, shall we meet tomorrow at the bus stop?" he asked.

"Yes, will you text us the directions later? I hope that it won't be too hot," Abdullah said.

*Qasim was excited. It's always fun when Saad comes over to my house, he thought. I'm glad I met him in Cycle 2. This adventure is going to be the best!*

Saad wrote them the text, "Shall we get the bus at 8am? To get there from my villa, you turn right and walk to the end of the road, turn on to the big road and you'll see it. Before we meet, I'm going to go to the shop to get water and check the weather."

They travelled a while, then the bus arrived at the last stop. When they got off, the boys were going down a small road, pointing to a large ghaf tree. Saad said, "That's where we're going, boys. When I went inside the coffee shop, I heard an old man talking. He said that a long time ago, people buried things near the tree. They wanted to keep them safe when they travelled. They dug them up later when they were going back home. Some boxes might still be there!"

The boys got to the tree and started digging. Soon, they saw something in the sand. It was a box.

The boys are trying to see \_\_\_\_.

a. what's in the box

b. if the box is hard to open

c. how old the box is

Who will be giving them the directions?

1. Abdulla

2. Qasim

3. Saad

What is Abdullah worried about?

1. the directions

2. the weather

3. the bus journey

\*\*\*\*\*BONUS\*\*\*\*\*How did the boys first meet?

a. as they were visiting a home

b. when they were going cycling

c. while they were studying together

### What made Qasim happy?

1. waiting to go on an exciting journey
2. thinking about school
3. going to a friend's house

### Why will Saad go out before the adventure?

1. to send the group a message
2. to get the bus to his villa
3. to see if the weather is good

### Why did the boys go searching under the ghaf tree?

1. An old man wanted to keep something safe.
2. Saad buried something near the tree.
3. Saad heard a story at a shop.

### What is the text about?

- a. best friends going on an adventure
- b. how to find a ghaf tree in the desert
- c. an old man who lost a box by a tree

## A Special Tree

"Grandfather, can I ask you about ghaf trees? My friend and I are going to write a report on it for class, but we don't know much about it," said Khalid.

His grandfather began to speak, "I know some interesting facts about these trees. They grow here in the Middle East, but also in Asia and Africa. Plant them, and they will easily grow. They can live for more than 120 years in the desert. It's interesting that they grows without much water. In the past, travellers used the ghaf tree to make medicine. Farmers also used the leaves for animal food.

In the hot and dangerous desert, travellers were sometimes hurt by snakes and scorpions. When that happened, their hope was to find a ghaf tree. They could use the water from the tree to clean their cuts. Travellers could also lie down to sleep under the tree during the night if they were travelling far.

Today, people still love ghaf trees. They plant ghaf trees in hot deserts to help animals like goats and camels. The desert eagle owl lives in the ghaf and the oryx and desert fox rest near them. The wood is used to build houses and for fires. People even eat the leaves in salads. This type of salad is very special. The ghaf is so important that it is the national tree of the UAE."

When his grandfather finished, Khalid said, "I hope to make sure more of them grow. Thank you, grandfather, I will tell my friend you helped us a lot."



Why does Khalid ask his grandfather for help?

1. to get information for his lesson

2. to report a problem with a tree

3. to learn how to help his friend

The ghaf tree grows \_\_\_\_.

a. only in Africa

b. just in the Middle East

c. many places, including Asia

This tree is special because it doesn't \_\_\_\_.

1. grow very easily

2. need a lot of water

3. live for a long time

According to the text, why is the ghaf tree interesting?

1. It was used to help sick travellers.

2. Travellers rested under it during the day.

3. Animals easily find food near it.

\*\*\*\*\*BONUS\*\*\*\*\*What do people use the ghaf tree for?

1. to keep away wild animals

2. to make homes

3. to keep goats

How are the leaves of the ghaf tree used today?

1. People make food with them.

2. They are burnt in fires.

3. Animals live in them.

Khalid wishes to \_\_\_\_ a ghaf tree one day.

1. plant and take care of

2. tell his friend to plant

3. help his grandfather plant

What is the text about?

a. how to plant a ghaf tree

b. where to find trees in the UAE

c. the UAE's most important tree

**Read this email from Mariam to Fatima. For questions 1-5, choose the correct answer (A,B or C).**

Dear Fatima,

I am so happy to tell you that my Mum says yes! She wants you to know that you are always welcome in our home. It's a holiday weekend - three full days of fun together.

This is what we usually do on a long holiday weekend. Wednesday night, we usually do our homework. Then we stay awake late watching television.

On Thursday morning, Mum lets us sleep as late as we want. When we wake up, we eat breakfast. After that, we choose an activity we all want to do, like go to the cinema or the mall.

We usually go to sleep early on Thursday nights, because we have to wake up early the next day to go to my grand parents' house. Grandmother lets us have fun while she makes biryani for us.

The next day, we are usually back at our house, and sometimes, Mum lets my sister Amna and me make a sweet! Three-day weekends are always fun, but this one will be more special because I will be with you!

Your friend,  
Mariam

1. When does Mariam usually sleep late on a holiday weekend?

- A Thursday morning
- B Friday morning
- C Saturday morning

2. Which day does Mariam usually spend at home?

- A Thursday
- B Friday
- C Saturday

3. When do they usually eat biryani?

- A Thursday
- B Friday
- C Saturday

4. Who makes sweets?

- A Mariam and Amna
- B Mariam and her mother
- C Her mother and grandmother

5. Why did Mariam write this email?

- A to tell Fatima how she usually spends a holiday weekend
- B to tell Fatima how she will spend the holiday weekend
- C to tell Fatima how to make sweets

**Reading Answer Key**

- 1. A
- 2. C
- 3. B
- 4. A
- 5. A

Read this email from Alia to Mariam. For questions 1-5, choose the correct answer (A-C).

Dear Mariam,

Two weeks ago, my family moved from Khorfakkan, near Fujairah, to Dubai. We stayed in a hotel when we first got there. During the first week, I was feeling terrible. But the second week was much better.

In the first week, we didn't do anything I wanted to do. We didn't go on the metro. We didn't go to the zoo, so we didn't see any animals. We didn't visit any museums at all. We did go to the shopping mall, but I didn't buy anything.

The whole week I had to go to school alone, by taxi. My school is an interesting place. It is on a very busy road called Sheikh Zayed Road. It is behind a cinema and next to a post office.

My taxi stops in front of the police station and I have to walk from there to school.

The second week was much better because we did many nice things. We walked to the metro station and took the metro. We went to Dubai Museum and the zoo. We went to the library to pick up some books. We even had a tour with a city guide.

I really think you should visit us very soon. Our home has a beautiful view of the main road.

Hope to see you soon.

Your friend,

Alia

1. Which city did Alia's family move to?

- A Khorfakkan
- B Fujairah
- C Dubai

2. In her first week, Alia went to \_\_\_\_\_.

- A a zoo
- B a museum
- C a shopping mall

3. Alia's new school is \_\_\_\_\_.

- A next to a post office
- B in front of the police station
- C behind Sheikh Zayed Road

4. Alia said that her second week was much better because \_\_\_\_\_.

- A she visited the museum
- B she did things she wanted to do
- C she was happy with the city tour

5. Why did Alia write this email?

- A To tell Mariam to visit her.
- B To tell Mariam her new address.
- C To tell Mariam about her new school.

**Reading Answer Key**

- 1. C
- 2. C
- 3. A
- 4. B
- 5. A

## Part 2

Read about Three Great Races in Dubai. For questions 6 – 10, choose the correct answer (A, B, or C). There is one **EXAMPLE**.

### Three Great Races

It's time to run! On January 17, every person in your family should come to run.

Dubai Marathon is a 42-kilometre race for people over the age of 18. It starts at 7:00 a.m.

The 10-kilometre Road Race is for ages 15 and older. It starts at 9:00 a.m.

Grade 7 students are too young for the Marathon and the Road Race. They can run in the 4-kilometre Fun Run. It is a race for children ages 5 – 13. It starts at 11:00 a.m.

The Marathon and Road Race starts on Umm Suqeim Road, near Madinat Jumeirah. The Fun Run starts on Umm Suqeim Road near Al Sifouh. All three races end at the Dubai Police Academy.

Bring your friends and family. There are gifts for all runners.

6. What time does Dubai Marathon start?  
A 7:00  
B 9:00  
C 11:00
  
7. How long is the Road Race?  
A 42 kilometres  
B 10 kilometres  
C 4 kilometres
  
8. Which race can a Grade 7 student run in?  
A The Marathon  
B The Road Race  
C The Fun Run
  
9. Which races start near Madinat Jumeirah?  
A The Marathon and the Road Race  
B The Marathon and the Fun Run  
C The Road Race and the Fun Run
  
10. Where does the Fun Run end?  
A near Madinat Jumairah  
B at the Dubai Police Academy  
C near Al Sufouh

#### Reading Part 2

6. A
7. B
8. C
9. A
10. B



## Part 3

Read about the different personalities in one family. For questions 11 – 15, choose the correct answer (A, B, or C). There is one **EXAMPLE**.

### “One Family – Many Personalities”

My name is Nasir. I have an interesting family. Come to my house in the morning because this is the best time to see each personality.

Mum gets up first. She checks our homework and organises our backpacks, because she wants us to be good students. She is organised and helpful. My father gets up next. He is a quiet and positive person. My sister Amna gets up next. She is very funny, but sometimes annoying. My brother Hassan likes to sleep, but Amna is always trying to get him out of bed early. Hassan is angry when Amna is noisy.

We eat breakfast. My father says kind and positive things before he goes to work. Mum talks about what we should do in the evening. Amna plays. Hassan doesn't talk in the morning. He is more friendly in the afternoon.

11. When is the best time to see the different personalities in Nasir's family?

- A in the morning
- B in the afternoon
- C in the evening

12. Why does Nasir's mother organise their bags for school?

- A so they can sleep
- B so they won't be hungry
- C so they will be good students

13. How does Nasir describe Amna?

- A quiet, but sometimes funny
- B funny, but sometimes annoying
- C angry, but sometimes funny

14. Who says kind and positive things?

- A Nasir's father
- B Nasir's mother
- C Nasir's brother

15. When is Hassan friendly?

- A in the morning
- B in the afternoon
- C in the evening

#### Reading Part 3

- 11. A
- 12. C
- 13. B
- 14. A
- 15. B



## Part 1

Read this email from a school principal to parents. For numbers 1 – 5, choose the correct answer **A**, **B**, or **C**. There is one **EXAMPLE**.

Dear Parents,

I am writing to tell you about the school trip to the desert. The activities are falconry, camel rides, and hiking.

On December 8, students receive t-shirts from their teachers. Your son must wear this t-shirt, trousers and trainers on the trip. If he wears sandals, he cannot go.

All students should have sunglasses and a bag. Students can wear a watch, but no other jewelry. This is a day trip, so students do not need sleeping bags or tents.

Students should not bring food. We give breakfast, lunch, dinner, and snacks.

Please bring your child to school at 5:00 a.m. on December 15. The bus leaves at 5:30. The bus returns to the school at 6:00 p.m.

This day in the desert is a learning activity. December 16 is quiz day.

Sincerely,

Mr. Mohamad  
Principal, Salam School

1. Why is the principal writing this email?

- A To talk about camels
- B To talk about clothes
- C To talk about a trip

2. What are the activities?

- A Falconry, camel rides, and hiking
- B Falconry, tent-making, and camel rides.
- C Camel rides, hiking, and tent-making.

3. What do students receive from teachers?

- A trainers
- B sandals
- C t-shirts

4. What must students wear?

- A t-shirt, trousers, and sandals
- B t-shirt, trousers, and trainers
- C t-shirt, trousers, and jewelry

5. When does the bus leave?

- A at 5:30 on December 15
- B at 5:00 on December 15
- C at 5:30 on December 16

Read about how students help others. For questions 1 – 7, choose **A**, **B** or **C**.  
There is one **example**.

### Helping Others

**EXAMPLE:** Who is raising money for charity?

(A) B C

1. Who is working with everyone in their class?

A B (C)

2. Who is working with two friends?

(A) B C

3. Who is making children happy?

A (B) C

4. Who is helping people to change the way they think?

A B (C)

5. Who is giving their time?

(A) B C

6. Who hopes to donate more than last year?

(A) B C

7. Who needs to collect more donations?

A B (C)

**A**

My friends and I are having a bake sale to raise money for charity. I am not good at baking, but I am a very good sales person. Fatma and Alya make the best cakes, so people will buy them quickly. Last year, we had a bake sale, and everyone loved the cakes. It was a sad day for me, because there were not enough cakes for me to buy one. I won't let that happen again. This year, I will be the first person to buy a cake. And this year, we hope to donate twenty percent more money to charity.

**B**

Yousef and I have been asked to volunteer at the children's hospital. The children are very sick, but they still need to learn and play like other children. Our teacher said that because we are good students, we can help them with their studies. He also said that we're not just there for homework help. Being in the hospital makes children feel sad, so we should also help them to have fun. My dad is so happy we are doing this. He says that it's important to give our time to help people in need.

**C**

We have so much. We have more food than we need, and so many people in the world are hungry. My class decided to collect donations to help the poor and donate twenty boxes of food to charity. We are asking everyone to bring in food. We made posters, and we went to each classroom and talked to everyone about what it really means to be hungry. After only two days, we have collected eighteen boxes of food. Everyone in my class is happy because we have helped everyone in our school to think about the needs of others.



**Term 1 preparation:**

**Writing الكتابة**

2025

2024

الامتحانات  
الوطنية

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## امتحان الكتابة (ورقي)

ECFE Alignment: Level 3.1			Term Weighting: 40%	Domain: Reading and Writing
Sections	Question Type and Instruction	Outcomes Assessed	Number of Questions and Question Description	Constructs
Part 1	Writing task Free-response opinion question	ENG.04.4.3.XX.006 Plan and develop ideas before writing. ENG.04.4.2.XX.013 Apply spelling rules and conventions when writing. ENG.04.4.3.XX.014 Use basic language structures in writing.	5 marks, marked using a rubric Students are asked to produce at least one sentence that contains their opinion about the topic of an essay prompt.	Remember and Understand Application and Analysis Higher-order thinking A: Foundational proficiency B: Grade-level mastery C: Advanced application Phase 3 A2 - A2+
Part 2	Writing task Free-response plan	ENG.04.4.3.XX.006 Plan and develop ideas before writing. ENG.04.4.2.XX.013 Apply spelling rules and conventions when writing. ENG.04.4.3.XX.014 Use basic language structures in writing. ENG.04.4.2.XX.005 Write simple texts on familiar topics.	5 marks, marked using a rubric Students are asked to produce a plan to answer an essay prompt.	Remember and Understand Application and Analysis Higher-order thinking A: Foundational proficiency B: Grade-level mastery C: Advanced application Phase 3 A2 - A2+
Part 3	Writing Task Extended response	ENG.04.4.2.XX.013 Apply spelling rules and conventions when writing. ENG.04.4.3.XX.014 Use basic language structures in writing. ENG.04.4.2.XX.005 Write simple texts on familiar topics.	25 marks, marked using a rubric Students are asked to produce an extended text in response to a prompt and three bullet points.	Remember and Understand Application and Analysis Higher-order thinking A: Foundational proficiency B: Grade-level mastery C: Advanced application Topics: Sports and leisure activities, culture and customs, community. Expected text length: 50 words
Part 4	Free-response question Read the text and answer the question. Use full sentences.	LL4.R.In.1 Infer complex information needed for comprehension when it is not directly stated in complex, extended texts. LL4.R.P.2 Consider how information from extended texts can be used after reading or listening.	Inference - 2 marks, marked using a rubric A free-response inference question that tests deep understanding of the text. Justification - 3 marks, marked using a rubric A free-response justification of the student's answer to the inference question.	Higher-order thinking C: Advanced application Phase 4 B1 - B1+ Text: - extended - concrete and abstract topics - narrative Text length: 300 words

السؤال 1 (الرأي): اقرئي السؤال ثم اكتبى جملة عن رأيك في الموضوع

السؤال 2 (عصف ذهني): اقرئي ثلاثة أسئلة واجبي عنها من خلال القيام بعصف ذهني (مخطط)

السؤال 3 (كتابة موضوع): استخدمى الإجابات من السؤال الثاني لكتابة موضوع كامل الفقرات (مقدمة-عرض-خاتمة)

السؤال 4 (إجابة مفتوحة): اقرئي الفقرة ثم اجبي عن السؤالين :  
السؤال 1: يعتمد على فهمك للقطعة  
السؤال 2: لماذا كتبتى هذه الإجابة  
للسؤال ( اذكرى الدليل من القطعة )



# Writing practice

## تمارين على الكتابة

2025

2024

موقع المناهج الإماراتية

**Write a paragraph on how do you spend your Free Time / Holiday**

**1- What do you like to do in your free time?**

(Are they indoor or outdoor activities?)

**2- Who do you spend your free time with?**

Describe that person.

**3- Do you enjoy your free time?**

(Would you like to have more free time? What will you do?)

**2-Brainstorming ( plan )**

**1-What is your opinion about the topic?**

Write 50-70 words

Handwriting practice area with multiple horizontal lines for writing.

**Culture and custom**

Write a short paragraph about **your favourite item of clothes**

- 1- What is your favorite item of clothes ?
- 2- What is it made of ? ( describe it )
- 3- Why do you like it ?

**2-Brainstorming ( plan )**

**1-What is your opinion about the topic?**

Write 50-70 words

Handwriting practice area with multiple horizontal dashed lines on an orange background.



**Community**

Write a short paragraph about **meeting and greeting in the UAE:**

- 1- What do you do when you meet an adult ?
- 2- What do you do when you meet someone in your age ?
- 3- What do you do when you meet a family member ?

**2-Brainstorming ( plan )**

**1-What is your opinion about the topic?**

Write 50-70 words

Handwriting practice area with multiple horizontal lines for writing.

**Community**

Write a short paragraph about **your school** .

Answer these questions to help you write your writing .

- 1-What is your school name ?
- 2-Why do you like your school ?
- 3-What is your favourite subject ? and why ?
- 4-What is the subject you don't like ? and why ?

**2-Brainstorming ( plan )**

**1-What is your opinion about the topic?**

Write 50-70 words

Handwriting practice area with multiple horizontal lines for writing.

Hello, my name is .....and I will write about things I like to do in my free time .

In my free time, I like doing many things. At the weekend , I visit my grandparents. I greet them by shaking hands and kiss their heads. My grandparents are caring and kind. I love spending time with them. My cousins are also amazing. They are fun. We like to do kayaking, zorbing and hiking. In my holidays, I love visiting many places in Dubai.

Finally, I love spending my free time with my family.

## Writing topics : FROM UNIT 1 –UNIT 4

### Meeting and Greeting in the U.A.E. - (Unit 1)

In this writing , I will write bout meeting and greeting in the UAE.

When I meet someone in my age for first time ,I shake hands. When I meet an adult for first time ,I say good morning. when I greet family member or close friends , I hug and kiss them on cheeks .

I think when you talk to adults we should respect them.

### My school life - (unit 2)

Hello my name is ..... ,and I attend at Alshuhada 1school.I love my school because it has the best teachers. My favourite subject so far is English. I like it because it is a fun subject, and the teacher who teaches English is one of the best teachers I have ever seen. I also really like Science. However, one subject I don't really like is History because I am not a fan of the history of my old ancestors, I am the type who cares about the present and the future.

### A person in my family I admire (love)- (unit 2)

**My father** is the person in my family I admire the most. He is hard working and helpful. He always does his best to be number one in his work. In addition, he helps me and my sister in doing our homework and projects. Besides, he is generous and positive. He usually gives money and clothes to the needy, and he is always smiling. Really, my father is a great man, and I would like to be like him one day.

### **My Favorite Item of Clothing - (unit 3)**

My favorite item of clothing is "Kandora". It is an ankle-length garment, usually with long sleeves. It is worn by men and boys in the U.A.E. It is also popular in other Arab countries. It is usually made of cotton, wool and linen. It comes in different colours like white, black, blue, grey and yellow. I like the "Kandora" because it is comfortable.

### **My Free Time Activity (My holiday) - (unit 4)**

Hello, my name is ..... I am in grade seven at Alshuhada1 School in kalba. My favorite activity is playing football. I like this sport because it makes me strong and fit. I always play football in my free time. I play it in a playground. I like playing it with my friends as it will be a lot of fun.

**Last Summer**

I have learned languages at school, but I have never used them. One day, I hope I can. My family are a traditional family. They like what they already know. They only take vacations to the local lake or visit nearby countries that speak our language. They like visiting bookshops, gift shops and clothes shops, where my mother buys luxury goods like silk dresses. However, my last vacation was really different.

My friend asked me to help him to sail his boat across the sea to Africa. The wind was strong enough that we didn't need the engine. The sky was clearing quite quickly and the sea water felt warm and clean. Where I come from, the sky is grey and brown circles appear on the ground when it rains. My home has a lot of pollution. Suddenly, the wind died. The boat stopped.

My friend said, "Let's use the boat's engine." As he was trying to start the engine, he handed me a book about it. He asked, "Have you ever studied French? Can you translate this?" French was one of my school subjects and I was excited to use it, but this book was too difficult. So, my friend couldn't fix the engine.

We couldn't move. We didn't have enough drinking water and we had no food left. We were quite quickly getting hungry and thirsty. My friend used a square of the sail to catch fish. I asked, "Have you ever cooked fish?" He said he had. I remembered the water cycle and how to get water from the air. I took some plastic and very slowly began collecting drops of water.

That night, my friend saw a light. It was getting closer really fast. A voice shouted, "I'm here to help you!"

"Did you understand anything he said?" asked my friend. I understood everything. He was speaking English, my second language! I have never been happier than when I heard that man speak.

**Write your answer below. Use full sentences.**

Why is the writer happy at the end of the story?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**Part 3: Justification Question**

**Write your answer below. Use full sentences.**

Why is your answer to the inference question the best answer?  
Use the information in the text above to support your answer.

.....  
.....



**A Future Career**

Every day before going to school, Fatima has been looking online for roles in technology. Fatima is in her last term of school, so she has been thinking a lot about what she wants to do the next year. Fatima's father has always had a strong opinion about where she should work. "I believe my daughter should work in a nearby hospital here in Dubai," he would often say.

"You have been so creative in school, Fatima. I think you would be a great artist," her mother would say. However, she thought the most important thing was for Fatima to go to university so she could get a well-paid job.

Fatima has recently decided that having a job that gives her the ability to travel would be best for her. Last week, she spotted a job advertisement for a trainee web designer. It read: *We are looking for a candidate with good personal and communication skills. The job involves frequent travel to Germany and France. Although you do not need to have a degree in IT (information technology), having some experience in web design would be good. We provide a positive working environment and all the equipment you need. The candidate can manage their daily working hours by organising their own timetable.*

*I love getting work done in the morning. I want to apply!* she thought.

"I didn't know that you wanted to work abroad. I always thought you wanted to be close by," said Fatima's father while he looked at a photo of himself and Fatima when she was a baby.

"I do, but right now I want to travel. I didn't know that it might be difficult to get a job in another country as a doctor. That worried me!" she explained.

"You will not find a job with a good salary unless you get a degree Fatima," he explained.

"The salaries in IT can often be much higher than in medicine because of the benefits," she said. After pausing for a moment, Fatima's father tried to show support by giving her a weak smile.

Write your answer below. Use full sentences.

What does Fatima's father think about her plans for a career choice?

.....

.....

.....

.....

.....

.....

.....

.....

**Part 3: Justification Question**

Write your answer below. Use full sentences.

Why is your answer to the inference question the best answer? Use the information in the text above to support your answer.

.....

.....

.....

.....

.....



Salama's Celebration

Salama had always valued her special relationship with her close-knit family. However, in recent years, her teaching job had become much more demanding and changed this. *I'm always looking after other people's children, she thought. I hardly have time to do anything for my own family!* So, in order to bring her family closer, Salama decided to plan a traditional celebration.

She rang her mother, Fatima, to invite her. "We don't see you enough. You're always working!" said Fatima. "How about inviting more of the family? I know your eldest brother and grandparents would love to see you." As she thought about her brothers, she started to feel sad. She thought about how they were all living in another country when they grew up. Her twin brother, Salim, had stayed in Kuwait when the rest of the family moved to the UAE. Over time, they'd lost touch.

"Do you hear much from Salim?" Salama asked her mother hopefully.

"No," Fatima replied. "He is so busy with his job, all his many friends and his children that we rarely speak to him." Fatima saw how sad Salama looked after the conversation, so she started to come up with a plan.

Soon, most of the family were talking about the event. On the day of the celebration, Salama's home was full of activity. The smell of traditional dishes filled the air, which stirred memories of her childhood with her brothers. Salama remembered helping her mother in the kitchen with Salim. *It was a little hard, and a bit messy, but still such fun!* she thought. Her happiness turned to sadness as she remembered that her twin would not be there to share the delicious food they had prepared that day.

As the sun was setting that evening, the family came together. The occasion was a moment of relaxation for them all, and they all took the chance to tell stories of their culture and customs. Salama found them so enjoyable that she didn't want the night to end. However, Fatima seemed anxious. She had spent the whole evening watching the window. The delivery of a beautiful cake cheered her up, but only for a moment. She was looking outside again when, suddenly, there was another knock at the door.

"Who could that be?" asked Salama with surprise, while Fatima smiled with happiness.

Write your answer below. Use full sentences.

Why was Fatima pleased to hear a knock at the door?

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Part 3: Justification Question

Write your answer below. Use full sentences.

Why is your answer to the inference question the best answer?  
Use the information in the text above to support your answer.

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#### Part 1.

- Read the beginning of the story and write what happens next.

Simon was packing his bag to get ready for his camping trip. He packed some sandwiches, some water, his tent, his sleeping bag, and some clean clothes. He was waking up early the next morning to go camping in the mountains. He would have to drive for one hour, then walk for three hours before he arrived at the place he would set up his tent. Simon had to wake up very early the next morning so he went to bed at 8:00pm so he could get a good night's sleep. The next day \_\_\_\_\_

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#### Part 2.

- Explain why do you think this will happen? (Use information from the text)

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## Sample of part 4 (inference question)

### نموذج من السؤال 4

Read the text and answer the question:

Last summer, I vacationed in a stunning coastal town with clear skies, pristine beaches, and delectable local food. The friendly locals, always eager to share their town's history, created a warm and welcoming atmosphere. One of the trip's highlights was a breathtaking boat tour to nearby islands with turquoise waters and lush greenery. Snorkeling among colorful fish and coral reefs was an unforgettable adventure.

The local cuisine was a gastronomic delight, offering fresh seafood, regional specialties, and mouthwatering desserts. Every meal felt like a culinary journey through the area's flavors and traditions. In summary, my vacation was fantastic making me eager to return next year.

Question:

Why did the author find their vacation to the coastal town fantastic? Give an example from the text to explain.

Justify your answer:



Thank you

