

Final Exam Training Booklet



تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ⇨ المناهج الإماراتية ⇨ الصف السابع ⇨ لغة انجليزية ⇨ الفصل الثالث ⇨ ملفات متنوعة ⇨ الملف

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

المزيد من مادة
لغة انجليزية:

إعداد: مدرسة درب السعادة

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 الثالث

English EOT3 Review Booklet

1

مراجعة كتابة Writing Weather الوحدة التاسعة weather and Climate

2

كتاب الطالب المجلد الثالث منهج أكسس نسخة 2026

3

أوراق عمل الوحدة الثامنة Numbers and People

4

عرض بوربوينت الدرس الثاني At Weekend من الوحدة الثامنة Numbers and People

5



Subject: English
Student's name: _____
Grade: 7 \ Section: _____
Date: ____/____/2026

Final Exam Training Booklet -
Term 3 -2025/2026

Part 1: Vocabulary

Academic Year 2025-2026: End of Term 3 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	Total Marks Platform	100 SwiftAssess

Part	Level	Theme	Vocabulary
Part 1: Vocabulary	Towards Grade Level Goal	People and Numbers At the Weekend, How we spend our Time	percent, quarter, half, seventy-five percent, none, activities, homework, cooking, gardening, computer games, spend, watch tv, ride a bike, comics, garden, running, stories, rest
		Climate and Weather What will the weather be like tomorrow?, Extreme weather, How's the Weather?	degrees, wind, light, strong, heavy, temperature, storm, extreme weather, gas, unusual, flood, sandstorm, hurricane, heatwave, too, global warming, spring, autumn, sunny, cloudy, windy, snowy, weather, season, warm, rain
		Task Description	Learning Outcomes
		Multiple-Choice Gap Fill	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.
		Choose the correct word(s) to complete the sentences. Choose A, B or C.	5 sentences with one gap 3 options, one of which is the correct answer 2 marks each (total: 10)

(Vocabulary Assessment Practice 1): Read the following sentences and choose the correct answer:

1. On the weekend, I usually _____ time with my cousins.

A. spend B. share C. plan

2. Yesterday the temperature was 20 _____, but today it is much colder.

A. degrees B. levels C. points



3. My brother reads comics every day. He finishes _____ a book in one week.

- A. half B. most C. quarter

4. The wind was very _____ last night, so we stayed inside.

- A. strong B. light C. cold

5. A _____ happens when there is too much rain and the water rises.

- A. flood B. storm C. heatwave

(Vocabulary Assessment Practice 2): Read the following sentences and choose the correct answer:

1- A _____ can bring heavy rain and strong winds.

- A. storm B. spring C. degree

2- The sky is full of clouds today, so the weather is _____.

- A. sunny B. cloudy C. snowy

3- We wear light clothes when the weather is _____.

- A. warm B. windy C. snowy

4- A _____ is a large storm that can cause serious damage.

- A. hurricane B. rain C. wind

5- Many people stay indoors during an _____ weather event.

- A. extreme B. sunny C. spring



Part 2: Grammar

Part	Level	Theme	Grammar		
Part 2: Grammar	At Grade Level Goal	People and Numbers Language Focus, Most of us eat breakfast	G.19.2 Verb forms (verb + to + inf. verb + inf. verb + ing) G.9.1 Nouns (plurals - regular) G.18.1/2/3 Reported Speech G.14.1 Past Time (past simple (including verb 'to be') G.2.3 Adverbs (frequency) G.15.1 Future Time (simple future (will and shall) G.13.2 Present Time (present continuous) G.6.1 Conjunctions (coordinating)		
		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 5 x 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 narrative text (A2.1 – A2.2) of 120 words (10% either way) with 5 gaps 3 options, one of which is the correct answer - Items can require: -One word (e.g., <i>went</i>) -OR multiple words (e.g., <i>is going, has been playing</i>) 2 marks each (total 10)	

(Grammar Assessment Practice 1): Read the following texts and choose the correct answer:

Text 1: Last weekend, my family and I visited my grandparents' house in the mountains. The weather was cool and sunny, so we decided (1) _____ a walk after lunch. My grandfather (2) _____ us stories about his childhood, and we listened carefully. While we were walking, my sister saw a small cat. It was hungry, (3) _____ we gave it some food. My mother said, "The cat (4) _____ stay with us until we find its owner." Tomorrow, we (5) _____ posters around the village to help find the family.

- | | | |
|---------------|-------------|----------------|
| 1. A. to take | B. taking | C. take |
| 2. A. tells | B. told | C. is telling |
| 3. A. or | B. but | C. and |
| 4. A. will | B. is going | C. was |
| 5. A. put | B. will put | C. are putting |



Text 2: Last Friday, our class visited a small science museum near the city center. When we arrived, the guide welcomed us and explained that we (1) _____ a special workshop about weather. Inside the first room, we saw models of storms, clouds, and different types of wind. My friend Sara was excited because she (2) _____ learning about extreme weather. During the workshop, the guide told us that scientists (3) _____ new tools to predict dangerous storms. After that, we worked in groups to build simple weather stations, (4) _____ everyone enjoyed the activity. At the end of the trip, our teacher said, "we (5) _____ write a short report about what we learned".

- | | | |
|---------------------|-----------------------|-------------------|
| 1. A. are having | B. will have | C. had |
| 2. A. always enjoys | B. is always enjoying | C. always enjoyed |
| 3. A. develops | B. are developing | C. developed |
| 4. A. or | B. but | C. and |
| 5. A. will | B. are going | C. were |

Text 3: Last weekend, my cousin Lina visited us for the first time in months. When she arrived, we (1) _____ dinner together because everyone was hungry after a long day. Lina told us she (2) _____ to join a new sports club at her school, and she was very excited about it. After dinner, we sat in the living room and watched a documentary about weather. The presenter said that scientists (3) _____ storms more accurately now. While we were watching, my little brother kept asking questions, (4) _____ we tried to explain everything to him. Before Lina left, she said "I (5) _____ visit again next month".

- | | | |
|---------------|-------------------|--------------|
| 1. A. cooked | B. are cooking | C. will cook |
| 2. A. wants | B. is wanting | C. wanted |
| 3. A. predict | B. are predicting | C. predicted |
| 4. A. or | B. but | C. and |
| 5. A. will | B. is going | C. was |



Part 3A: Reading

Part	Level	Theme		
Part 3A: Reading	Towards Grade Level Goal	Climate and Weather Storms		
		Task Description	Learning Outcomes	Construct Limits
		True, False, Not Given Read the text. Choose the correct answer. Choose True, False or Not Given for each statement.	Comprehension Skills Details: 3 x ENG.03.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Inference 2 x 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 1 x 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 (A2.1) of 170-200 words (10% either way) 6 statements with 3 options, one of which is the correct answer (4 marks each, total: 24) - Ensure one of each: True (supported), False (contradicted), Not Given (no evidence)

(Reading Assessment Practice): Read the following texts and answer the questions:

Text 1: Last night, a strong storm passed through our neighborhood. It began just after sunset, when dark clouds covered the sky and the wind started to blow quickly. My family and I were preparing dinner when we heard the first loud thunder. A few minutes later, heavy rain began to fall, and the streets outside became wet and shiny.

My father checked the weather app and said the storm would continue for at least two hours. He also told us to keep our phones charged in case the electricity went out. While we were eating, the lights flickered twice, but they stayed on. My younger sister was nervous, so we sat together in the living room and played a board game to distract her.

After an hour, the rain became lighter, but the wind was still strong. We heard an announcement on the radio saying that some schools in nearby towns might open late the next morning. When the storm finally ended, we looked outside and saw leaves and small branches scattered across the road.



Questions:

1. The storm started before the family finished preparing dinner.
A. True B. False C. Not Given
2. The father used a weather app to check the storm information.
A. True B. False C. Not Given
3. The electricity went out during the storm.
A. True B. False C. Not Given
4. The family played a board game to help the younger sister feel calm.
A. True B. False C. Not Given
5. Schools in the family's town were closed the next day.
A. True B. False C. Not Given
6. The storm caused leaves and branches to fall onto the road.
A. True B. False C. Not Given

Text 2: Two days ago, our school planned a short trip to the beach to study weather changes. In the morning, the sky was clear, and the air felt warm. However, by the time we arrived, dark clouds had already started to gather. Our science teacher, Mr. Kareem, checked his tablet and said a small storm might form later in the afternoon.

We began our activities quickly. Some students measured wind speed, while others recorded the temperature every ten minutes. Suddenly, the wind became stronger, and the waves grew higher. Mr. Kareem told us to pack our equipment and move to the bus for safety. As we walked back, we heard distant thunder, but there was no lightning.

When we reached the bus, a light rain began to fall. The driver said we should leave immediately before the storm became heavier. On the way back to school, we saw people closing their shop doors and securing outdoor items. By the time we arrived, the rain had stopped, but the sky was still dark.



Questions:

1. The sky was clear when the students first arrived at the beach.
A. True B. False C. Not Given
2. Some students measured wind speed during the trip.
A. True B. False C. Not Given
3. The teacher said the storm would arrive in the evening.
A. True B. False C. Not Given
4. The students heard thunder while walking back to the bus.
A. True B. False C. Not Given
5. The bus driver told them to wait at the beach until the storm ended.
A. True B. False C. Not Given
6. People in the town were preparing for the storm as the students returned.
A. True B. False C. Not Given

Part 3 B: Reading

Part	Level	Theme		
Part 3B: Reading	At Grade Level Goal	People and Numbers Famous Places, Language Focus, To Give		
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answer. Choose A, B or C.	Comprehension Skills Details: 3 x ENG.03.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Inference 2 x 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. Main Points: 1 x ENG.03.RV.CS.6.1: Read and identify the main points of simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Overall Meaning 1 x 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 expository text (A2.1 – A2.2) of 170-200 words (10% either way) 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)



(Reading Assessment Practice): Read the following texts and answer the questions:

Text 1: Every year, millions of people visit famous places around the world to learn about history, culture, and human achievement. One of the most popular places is the Pyramids of Giza in Egypt. These ancient structures were built thousands of years ago and continue to amaze visitors with their size and design. Many tourists enjoy taking guided tours to learn how the pyramids were constructed and why they were important to the ancient Egyptians. Another well-known place is the Statue of Liberty in the United States. It was a gift from France and has become a symbol of freedom and hope. Visitors can take a ferry to Liberty Island and climb to the viewing area inside the statue's crown. In Asia, the Taj Mahal in India attracts people from all over the world. It was built as a symbol of love and is famous for its beautiful white marble and detailed artwork. Many visitors enjoy walking through the gardens and taking photos at sunrise when the building appears to change color. Famous places help people understand different cultures and appreciate the creativity and hard work of past generations.

Questions:

- 1. Why do people visit famous places?**
 - A. To learn about history and culture
 - B. To buy souvenirs
 - C. To study modern technology
- 2. What do tourists often do at the Pyramids of Giza?**
 - A. Climb to the top
 - B. Take guided tours
 - C. Watch movies
- 3. What is the Statue of Liberty a symbol of?**
 - A. Wealth
 - B. Freedom
 - C. Education



4. How do visitors reach Liberty Island?

- A. By ferry
- B. By train
- C. By bus

5. Why was the Taj Mahal built?

- A. As a symbol of love
- B. As a government building
- C. As a place for meetings

6. What do visitors enjoy doing at the Taj Mahal?

- A. Swimming near the building
- B. Walking through the gardens
- C. Riding bicycles inside the palace

7. What is the main idea of the text?

- A. Famous places are difficult to visit
- B. Famous places teach us about culture and history
- C. Famous places are only for tourists

Text 2: Around the world, people visit famous places to learn about history and enjoy new experiences. One of the most visited places is **Machu Picchu** in Peru. It was built high in the mountains by the Inca people more than 500 years ago. Visitors often take long hikes to reach the site, and many enjoy the beautiful views of the valleys below. Another well-known place is **Big Ben** in London. Although many people think Big Ben is the name of the clock tower, it is actually the name of the large bell inside the tower. The tower is part of the UK Parliament, and thousands of tourists take photos of it every day. In Australia, the **Sydney Opera House** is famous for its unique shape and cultural events. It hosts concerts, plays, and dance performances throughout the year. Many visitors enjoy walking around the harbor and watching the building light up at night. Famous places help people understand different cultures and appreciate the creativity of people from the past and present.



Questions:

1. **Why do people visit famous places?**
 - A. To learn about history and enjoy new experiences
 - B. To study science
 - C. To avoid traveling
2. **Where is Machu Picchu located?**
 - A. In a desert
 - B. In the mountains
 - C. On an island
3. **What do many visitors do to reach Machu Picchu?**
 - A. Take long hikes
 - B. Drive cars
 - C. Ride bicycles
4. **What is Big Ben actually the name of?**
 - A. The tower
 - B. The bell
 - C. The clock
5. **What is the Sydney Opera House famous for?**
 - A. Its gardens
 - B. Its unique shape
 - C. Its tall towers
6. **What events are held at the Sydney Opera House?**
 - A. Sports competitions
 - B. Concerts and plays
 - C. Cooking classes
7. **What is the main idea of the text?**
 - A. Famous places are difficult to visit
 - B. Famous places teach us about culture and creativity
 - C. Famous places are only for local people



Part 3 C: Reading

Part	Level	Theme		
Part 3C: Reading	Beyond Grade Level Goal	Climate and Weather Extreme Weather Report, Weather and Mood		
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answer. Choose A, B or C.	Comprehension Skills Details: 3 x ENG.03.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Inference 2 x 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. Main Points: 1 x ENG.03.RV.CS.6.1: Read and identify the main points of simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Overall Meaning 1 x 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 expository text (A2.2-B1.1) of 170-200 words (10% either way) 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

(Reading Assessment Practice): Read the following texts and answer the questions:

Text 1: Extreme weather events are becoming more common in many parts of the world. One example is the heatwave that affected several countries last summer. During a heatwave, temperatures rise to unusually high levels, and people must drink plenty of water and avoid staying outside for long periods. Heatwaves can also cause electricity problems because many people use air conditioners at the same time. Another type of extreme weather is the blizzard. A blizzard is a strong snowstorm with very cold temperatures and powerful winds. When a blizzard hits, roads become dangerous, and visibility becomes very low. Schools and offices often close to keep people safe. Heavy storms can also affect people's moods. Some studies show that dark, cloudy weather can make people feel tired or less motivated. On the other hand, sunny weather often makes people feel more energetic and positive. Because of this, weather reports are important for helping people plan their day and stay safe. Understanding extreme weather helps communities prepare for emergencies. When people know what to expect, they can protect themselves and support others during difficult conditions.



Questions:

- 1. What happens during a heatwave?**
 - A. Temperatures become unusually high
 - B. It snows heavily
 - C. The weather becomes windy and cold
- 2. Why can heatwaves cause electricity problems?**
 - A. People stop using electricity
 - B. Many people use air conditioners
 - C. Power stations close during summer
- 3. What makes a blizzard dangerous?**
 - A. High temperatures
 - B. Low visibility and strong winds
 - C. Lack of rain
- 4. What often happens when a blizzard hits?**
 - A. Schools and offices close
 - B. People go swimming
 - C. Roads become dry and clear
- 5. How can dark, cloudy weather affect people?**
 - A. It makes them feel more energetic
 - B. It makes them feel tired or less motivated
 - C. It makes them feel hungry
- 6. Why are weather reports important?**
 - A. They help people plan and stay safe
 - B. They teach people how to cook
 - C. They show the best travel prices



7. What is the main idea of the text?

- A. Extreme weather only happens in winter
- B. Extreme weather affects people's lives and moods
- C. People should not watch weather reports

Text 2: Extreme weather can affect people's daily routines and their emotional well-being. One common example is heavy rainfall. When rain continues for many days, streets may flood, and transportation becomes difficult. People often arrive late to work or school because buses and cars move more slowly in wet conditions. Another type of extreme weather is the sandstorm, which is common in some desert regions. During a sandstorm, strong winds lift sand into the air, making it hard to see and breathe. People are advised to stay indoors, close windows, and wear masks if they must go outside. Sandstorms can also damage cars and buildings because the sand hits surfaces at high speed. Weather can also influence how people feel. Studies show that bright, sunny days often make people feel more active and motivated. In contrast, long periods of cloudy weather may cause some people to feel tired or less focused. Because of this, many communities use weather alerts to help people prepare for difficult conditions and plan their activities safely. Understanding how weather affects both safety and mood helps people make better decisions in their daily lives.

Questions:

1. What can happen when it rains for many days?

- A. Streets may flood
- B. Temperatures rise sharply
- C. Sand fills the air

2. Why do people arrive late during heavy rain?

- A. Roads are closed
- B. Transportation becomes slower
- C. Schools open earlier



- 3. What makes sandstorms dangerous?**
 - A. They bring cold weather
 - B. They make it hard to see and breathe
 - C. They cause heavy snow

- 4. What should people do during a sandstorm?**
 - A. Keep windows open
 - B. Stay indoors
 - C. Go swimming

- 5. How do sunny days affect people?**
 - A. They make people feel more active
 - B. They make people feel confused
 - C. They make people feel angry

- 6. What may happen during long periods of cloudy weather?**
 - A. People feel more focused
 - B. People feel tired or less motivated
 - C. People become more energetic

- 7. What is the main idea of the text?**
 - A. Weather affects safety and mood
 - B. Weather is the same everywhere
 - C. People should avoid going outside

Good luck