تغطية اختبار نهاية الفصل



تم تحميل هذا الملف من موقع المناهج الإماراتية	
موقع المناهج ⇦ المناهج الإماراتية ⇦ الصف السابع ⇦ لغة انجليزية ⇦ الفصل الأول ⇦ اختبارات ⇦ الملف	
تاريخ إضافة الملف على موقع المناهج: 2026-11-22 23:16:38	
ملفات ا كتب للمعلم ا كتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس	المزيد من مادة لغة انجليزية:
إعداد: Academy Shaimaa	

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

المزيد من الملفات بحسب الصف السابع والمادة لغة انجليزية في الفصل الأول	
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تحميل تطبيق المناهج للهواتف الذكية	
تطبيق المناهج على Store App (آبل)	تطبيق المناهج على Play Google (أندرويد)

2026–2027 • English Language

مراجعة الإنجليزي للصف السابع | عام

150 دقيقة	100 درجة	27 سؤالًا

المفردات | 1–5

أكمل خمس جمل. لكل جملة فراغ واحد، وتختار الكلمة الصحيحة من بين ثلاثة اختيارات في هذه المذكرة.

القواعد | 6–10

اقرأ نصًّا وصفيًّا عن مصدر الطعام، ثم اختر ما يكمل كل فراغ. طول القطعة نحو 120 كلمة.

القراءة | 11–26

اقرأ نصًّا سرديًّا عن السلاسل والشبكات الغذائية، ونصًّا معلوماتيًّا عن الأنماط والفن الإسلامي. لكل قطعة ثمانية أسئلة وثلاثة اختيارات لكل سؤال.

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الكتابة | 27

انظر إلى أربع صور، ثم لخّص العملية التي توضّحها بكلماتك. اكتب 100 كلمة على الأقل في جمل تامة، واستخدم عبارات الترتيب.

Based on the attached Grade 7 General End of Term 1 Exam Coverage, 2026–2027.

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المفردات ومعانيها

Food for Life

healthy	صحي
fresh	طازج
producer	كائن مُنتِج يصنع غذاءه
consumer	كائن مُستهلِك يتغذّى على غيره
predator	مُفترِس
prey	فريسة
plastic	بلاستيك

It’s a Small World

advantage	ميزة
drawback	عيب / جانب سلبي
communicate	يتواصل
translate	يترجم

How Things Work

evaporation	التبخّر
condensation	التكاثف
filter	مُرشِّح / يُرشِّح
supply	إمداد / مخزون / يزوّد
engineer	مهندس

Patterns

pattern	نمط
sequence	تسلسل / متتالية
sum	المجموع / ناتج الجمع
number	عدد / رقم
hexagon	شكل سداسي
square	مربّع

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الأسماء والكميات

Countable & Uncountable Nouns

الاسم المعدود له مفرد وجمع. نستخدم أداة قبل المفرد إذا كان غير محدد. الاسم غير المعدود نعامله معاملة المفرد، ويمكن قياسه بوحدة.

a tomato → two tomatoes
water → a bottle of water

There are three tomatoes in the box.

هناك ثلاث حبات طماطم في الصندوق.

There is some water in the jug.

يوجد بعض الماء في الإبريق.

Determiners | Quantifiers

نستخدم ألفاظ الكمية لاختيار التعبير المناسب حسب نوع الاسم. نستعمل الصيغتين الأوليين كثيرًا في الأسئلة والنفي. ويمكن استخدام الكلمتين في السطر الأخير مع النوعين.

many / a few + plural countable noun
much / a little + uncountable noun
some / a lot of + either type

We bought a few apples and a little honey.

اشترينا بضع تفاحات وقليلًا من العسل.

How much milk do we need?

كم نحتاج من الحليب؟

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جمل الوصل

Defining Relative Clauses

تعطي معلومة أساسية تحدد الشخص أو الشيء أو المكان المقصود. نضعها بعد الاسم مباشرةً من دون فواصل.

person + who / that
thing + which / that
place + where

The farmer who grows these dates lives nearby.

المزارع الذي يزرع هذا التمر يسكن بالقرب منا.

This is the farm where the dates grow.

هذه هي المزرعة التي ينمو فيها التمر.

Non-defining Relative Clauses

تضيف معلومة عن اسم معروف بالفعل. نفصلها بفواصل، ونستخدم مع الشخص الكلمة الأولى ومع الشيء الكلمة الثانية.

person, who …, / thing, which …,

My aunt, who works on a farm, grows herbs.

عمّتي، التي تعمل في مزرعة، تزرع الأعشاب.

This mill, which is near the farm, makes flour.

هذا المطحن، القريب من المزرعة، يُنتج الدقيق.

في هذا النوع لا نستخدم that. إذا جاءت جملة الوصل في نهاية الجملة، تكفي الفاصلة قبلها والنقطة بعدها.

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الشرط الصفري وترتيب الخطوات

Zero Conditional

نستخدمه لوصف حقيقة عامة أو نتيجة تتكرر عند تحقق شرط. إذا بدأت الجملة بالشرط، نضع فاصلة قبل النتيجة.

If + present simple, present simple

If you heat ice, it melts.

إذا سخّنت الثلج، فإنه يذوب.

Plants grow well if they get enough light.

تنمو النباتات جيدًا إذا حصلت على ضوء كافٍ.

Sequencing Adverbs

نستخدم كلمات الترتيب لربط خطوات العملية. توضع الكلمة في بداية جملة الخطوة، ثم فاصلة.

First → Next → Then → Finally

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First, farmers pick the tomatoes.

أولًا، يقطف المزارعون الطماطم.

Next, they wash them. Then, they pack them.

بعد ذلك يغسلونها، ثم يعبّئونها.

Finally, they send them to the market.

أخيرًا، يرسلونها إلى السوق.

Part 4 | Writing

طريقة الإجابة عن سؤال الكتابة

اقرأ الصور الأربع

حدّد ما تفعله كل صورة ودوّن الفعل أو الشيء الذي يوضّح الخطوة. ابدأ بجملة تعرّف العملية، ثم اشرح الخطوات بالترتيب مستخدمًا تفاصيل الصور.

اربط الخطوات

First → Next → Then → Finally

اكتب كل خطوة في جملة تامة، وأضف تفصيلًا يوضّح كيف تتم أو لماذا هي مهمة.

صِف وقارِن عند الحاجة

صِف وظيفة أداة أو صفة شيء ظاهر في الصور. وعند وجود فرق بين شيئين، يمكنك الربط بكلمة مثل while أو unlike.

The scanner reads the label, while the robot arm moves the box.

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راجع قبل التسليم

تأكّد من ذكر الخطوات الأربع، ومن كتابة 100 كلمة على الأقل بكلماتك، وراجع الحروف الكبيرة وعلامات الترقيم.

المحاور المذكورة في الهيكل هي الروبوتات، وما يراه الزائر ويفعله في الإمارات، ودور الطعام في تحسين الصحة.

Part 1 | Q1–Q5

Vocabulary • Model 1

Choose A, B or C to complete each sentence.

01. A hawk that hunts a mouse is a ___.

A. predator B. producer C. prey

02. An ___ designed the new bridge.

A. engineer B. producer C. prey

03. The fox hunts rabbits, so the rabbit is its ___.

A. prey B. producer C. predator

04. Find the ___ by adding the two numbers.

A. pattern B. sum C. square

05. A major ___ of the old lift was its slow speed.

A. filter B. advantage C. drawback

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Part 1 | Q1–Q5

Vocabulary • Model 2

Choose A, B or C to complete each sentence.

01. The puddle got smaller in the sun because of ___.

A. translation B. evaporation C. condensation

02. A ___ has four equal sides and four right angles.

A. square B. sequence C. hexagon

03. Grass is a ___ because it makes its own food.

A. producer B. predator C. consumer

04. A ___ has six sides.

A. sum B. square C. hexagon

05. The town stores a large ___ of water for dry days.

A. drawback B. pattern C. supply

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Part 1 | Q1–Q5

Vocabulary • Model 3

Choose A, B or C to complete each sentence.

01. The numbers 2, 4, 6 and 8 form a ___.

A. sequence B. square C. producer

02. Eating different fruits and vegetables helps you stay ___.

A. fresh B. square C. healthy

03. The shapes follow a rule, so you can complete the ___.

A. pattern B. engineer C. prey

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04. To share ideas, students need to ___ clearly.

A. communicate B. filter C. condense

05. To remove sand from water, students used a ___.

A. sequence B. filter C. square

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Part 1 | Q1–Q5

Vocabulary • Model 4

Choose A, B or C to complete each sentence.

01. The guide offered to ___ the menu for the tourists.

A. supply B. filter C. translate

02. This bottle is made of ___.

A. sequence B. plastic C. evaporation

03. The worksheet asks for the next number in the ___.

A. sequence B. hexagon C. producer

04. A clear map is an ___ because it helps visitors find their way.

A. advantage B. drawback C. number

05. A rabbit is a ___ because it eats plants.

A. consumer B. hexagon C. producer

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Part 1 | Q1–Q5

Vocabulary • Model 5

Choose A, B or C to complete each sentence.

01. We bought ___ tomatoes from the market this morning.

A. square B. fresh C. plastic

02. The ___ of 7 and 5 is 12.

A. pattern B. sum C. square

03. Write the ___ of tiles you can see in the picture.

A. drawback B. number C. engineer

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04. Water slowly changes into water vapour during ___.

A. condensation B. translation C. evaporation

05. Use a cloth to ___ the bits of leaf out of the water.

A. filter B. translate C. communicate

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Part 1 | Q1–Q5

Vocabulary • Model 6

Choose A, B or C to complete each sentence.

01. Water droplets form on a cold glass during ___.

A. addition B. condensation C. evaporation

02. Can you ___ these signs from Arabic into English?

A. translate B. filter C. supply

03. An ___ checked the machine before it was used.

A. consumer B. engineer C. predator

04. Online maps have one useful ___: they can show your location.

A. drawback B. sum C. advantage

05. For safety, the cup is made of ___ instead of glass.

A. condensation B. advantage C. plastic

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Part 1 | Q1–Q5

Vocabulary • Model 7

Choose A, B or C to complete each sentence.

01. The mouse is the owl’s ___.

A. supply B. filter C. prey

02. The school planted vegetables to get a regular ___ of food.

A. hexagon B. consumer C. supply

03. A phone lets people ___ with friends far away.

A. communicate B. evaporate C. filter

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04. Red, blue, red, blue is a repeating ___.

A. filter B. number C. pattern

05. One ___ of the small bus is that it has too few seats.

A. drawback B. advantage C. sequence

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Part 2 | Q6–Q10

Grammar • Model 1

Read and choose A, B or C for each gap.

From Farm to Market

Every Thursday, a farm outside town sends fresh vegetables to our local market. There are (6) ____ tomatoes in the first wooden box and some cucumbers in the next. The workers check each box before it goes onto the truck. They also carry a little (7) ____ to clean the tables when they arrive. The farmer (8) ____ grows these vegetables uses labels to show where they come from. (9) ____, the driver collects the boxes from the packing room. Next, she checks the list and drives to town. If the temperature (10) ____ too high, the vegetables lose their freshness quickly. The market opens early so that shoppers can take their food home before the hottest part of the day.

06. Complete gap 6.

A. much B. a little C. many

07. Complete gap 7.

A. cloths B. bottles C. water

08. Complete gap 8.

A. who B. when C. where

09. Complete gap 9.

A. However B. First C. Because

10. Complete gap 10.

A. get B. gets C. getting

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Part 2 | Q6–Q10

Grammar • Model 2

Read and choose A, B or C for each gap.

Dates from the Oasis

An oasis can be a good place to grow date palms. The farmer checks how (6) ____ water the young palms need before watering them. If the soil (7) ____ dry, he adds water near the roots. His brother, (8) ____ works at the local packing centre, prepares boxes for the fruit. The centre receives (9) ____ from several farms in the area. Workers sort the fruit into groups before weighing it. They put each group into a clean box and add a label with the name of the farm. (10) ____, they close the boxes and load them onto a truck. The labels help the shops tell customers which oasis supplied the dates during that week.

06. Complete gap 6.

A. a few B. many C. much

07. Complete gap 7.

A. being B. is C. are

08. Complete gap 8.

A. where B. who C. that

09. Complete gap 9.

A. farmer B. fruit C. box

10. Complete gap 10.

A. Instead B. Finally C. For example

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Part 2 | Q6–Q10

Grammar • Model 3

Read and choose A, B or C for each gap.

Inside a School Greenhouse

Our school greenhouse is a warm place (6) ____ small plants can grow during cool months. A group of students takes turns checking the plants. The teacher tells them to add (7) ____ water when the soil feels dry. They use a short list so that they remember what to do. (8) ____, they read the thermometer. Next, they look at the leaves and check the soil. There are (9) ____ near the door for plants that need more space. If the air (10) ____ too warm, the students open a window and let in cooler air. They often take some of their herbs to the school kitchen, where they are used in a simple salad at lunchtime.

06. Complete gap 6.

A. where B. who C. when

07. Complete gap 7.

A. a few B. a little C. many

08. Complete gap 8.

A. Instead B. Finally C. First

09. Complete gap 9.

A. air B. soil C. pots

10. Complete gap 10.

A. getting B. gets C. get

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Part 2 | Q6–Q10

Grammar • Model 4

Read and choose A, B or C for each gap.

Honey Near the Hills

The honey at a weekend market comes from hives near the hills. A beekeeper (6) ____ looks after the hives checks them early in the day. Her son, (7) ____ is learning the work, helps prepare the clean jars. They keep only a little (8) ____ in each sample cup for shoppers to taste. At the stall, the beekeeper explains that the colour of honey can change with the flowers that the bees visit. If the weather (9) ____ cold, the honey can become thicker. The jars have labels with the date and place of collection. (10) ____, the family packs any jars left on the table and takes them back to the shop, ready for the next market day.

06. Complete gap 6.

A. who B. when C. where

07. Complete gap 7.

A. where B. that C. who

08. Complete gap 8.

A. honey B. flowers C. jars

09. Complete gap 9.

A. turning B. turn C. turns

10. Complete gap 10.

A. Finally B. Instead C. First

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Part 2 | Q6–Q10

Grammar • Model 5

Read and choose A, B or C for each gap.

Milk from the Farm

A driver takes fresh milk from a local farm to a cooling centre every morning. The tank (6) ____ holds the milk has a tight lid. Before loading it, workers check how (7) ____ milk the farm has collected. They take a sample and record the amount. The cooling centre, (8) ____ is near the main road, receives milk from several farms. If the milk (9) ____ warm for too long, it spoils more quickly. At the centre, the staff cool it and send it for processing. (10) ____, they pack the ready milk into clean bottles and store them in a cold room. Each bottle carries the date, so shoppers can see how long it will stay fresh.

06. Complete gap 6.

A. where B. who C. that

07. Complete gap 7.

A. a few B. many C. much

08. Complete gap 8.

A. which B. that C. who

09. Complete gap 9.

A. stays B. staying C. stay

10. Complete gap 10.

A. For example B. Finally C. First

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Part 2 | Q6–Q10

Grammar • Model 6

Read and choose A, B or C for each gap.

Fish from the Harbour

This shop buys fish from boats (6) ____ return to the harbour before sunrise. The team at the harbour checks every delivery. (7) ____, they weigh the fish. Next, they put it in containers with ice. The shopkeeper, (8) ____ lives near the harbour, collects the containers in a cool van. She takes (9) ____ boxes to the small shop and the rest to the market. If the ice (10) ____ before the workers reach town, they check that the fish is still cold and add more ice. The shop writes the name of the harbour on a sign beside the counter. This tells customers where the fish came from and when it reached the shop that morning.

06. Complete gap 6.

A. who B. that C. where

07. Complete gap 7.

A. First B. Instead C. Finally

08. Complete gap 8.

A. which B. that C. who

09. Complete gap 9.

A. a little B. much C. a few

10. Complete gap 10.

A. melting B. melt C. melts

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Part 2 | Q6–Q10

Grammar • Model 7

Read and choose A, B or C for each gap.

Bread from Local Wheat

Bread from Al Noor Bakery begins with wheat from farms near the town. The bakery buys flour from a mill (6) ____ is close to the farms. The baker measures how (7) ____ flour she needs for each batch. She also adds some (8) ____ before she mixes the dough. The mixing bowl, (9) ____ has a strong handle, is kept beside the big oven. If the dough feels dry, the baker adds a little more water. When the dough is ready, she shapes it and puts it on trays. She checks the oven temperature and slides the trays inside. (10) ____, she leaves the baked loaves on a rack to cool before putting them on the shop shelves.

06. Complete gap 6.

A. who B. which C. where

07. Complete gap 7.

A. much B. a few C. many

08. Complete gap 8.

A. spoons B. bottles C. water

09. Complete gap 9.

A. who B. that C. which

10. Complete gap 10.

A. First B. Instead C. Finally

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Part 3A | Q11–Q18

Narrative Reading • Model 1

Read the text and choose A, B or C.

The Missing Owls

On Monday, Mariam took her class to the school garden before the first lesson. The students often heard an owl near the old wall, but nobody had heard it for several nights. Huda thought the owl had flown away because the weather was hot. Mariam asked the class to record what they could see before they guessed again.

Under the trees, Omar found fewer mouse tracks than usual. Near the fence, Huda noticed that a pile of fallen seeds had been swept away. The class drew arrows from the seeds to the mice and from the mice to the owl. They realised that the missing seeds might explain why the mice had moved and why the owl had stopped visiting.

The students planted native grasses and left the ripe seeds on the ground. Each Thursday they checked the same corner of the garden. Two weeks later, fresh mouse tracks appeared in the soil. On Friday evening, Huda heard an owl from the garden gate. She smiled and wrote the date in the class notebook.

11. Where did the class go first?

A. The school garden
B. The sports hall
C. The library

12. What had stopped visiting?

A. An owl
B. A lizard
C. A fox

13. Why did Mariam ask the class to record what they saw?

A. To look for evidence before guessing
B. To find a place to plant a tree
C. To remember the time of the first lesson

14. What had been swept away?

A. Wet soil
B. Fallen seeds
C. Dry leaves

15. How could leaving seeds help the owl?

A. The seeds could cool the garden.
B. The seeds could bring back mice.
C. The seeds could repair the old wall.

16. What happened two weeks later?

A. The wall fell.
B. The gate shut.
C. Mouse tracks appeared.

17. What does “ripe” mean here?

A. Covered in dust
B. Too young to grow
C. Ready to fall or be used

18. What is the main idea?

A. Gardens need high walls.
B. Changes can affect a food chain.
C. Owls visit every night.

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Part 3A | Q11–Q18

Narrative Reading • Model 2

Read the text and choose A, B or C.

A Morning by the Creek

Salem joined his aunt on an early walk beside the creek. He brought binoculars because he hoped to see a heron catch a fish. When they reached the water, the heron stood without moving. Salem pointed to it, but his aunt pointed down at the shallow water instead.

Salem could see tiny shrimp beside the green algae on a rock. A small fish quickly swallowed a shrimp and hid again. A few minutes later the heron stepped forward and caught a fish. In his notebook, Salem drew arrows from the algae to the shrimp, then to the fish and finally to the heron. His aunt explained that arrows like these show where energy goes when one living thing eats another.

On the way home, they stopped beside a place where rubbish covered part of the bank. Salem picked up a plastic bag with his aunt's litter tongs. He suggested that his class could help clean the path. He wanted other students to see the creek clearly and learn how the animals depended on one another.

11. Why did Salem bring binoculars?

A. To find the path
B. To draw a map
C. To watch a heron

12. What was beside the algae?

A. Tiny shrimp
B. Plastic bags
C. Baby birds

13. What would happen to the fish if there were fewer shrimp?

A. It would begin to hunt herons.
B. It would have less of one food source.
C. It would stop hiding behind rocks.

14. Which chain matches Salem's notes?

A. Fish → algae → heron → shrimp
B. Algae → shrimp → fish → heron
C. Shrimp → heron → algae → fish

15. What did the arrows show?

A. How rain falls
B. How deep it is
C. How energy moves

16. What did Salem pick up?

A. A plastic bag
B. An old bottle
C. A broken net

17. What does "shallow" mean?

A. Very cold
B. Very wide
C. Not deep

18. What did Salem learn?

A. Creek life is connected.
B. Herons eat only algae.
C. Fish avoid all rocks.

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Part 3A | Q11–Q18

Narrative Reading • Model 3

Read the text and choose A, B or C.

The Field Behind the House

When Lina visited her uncle's farm, she expected to spend the morning picking tomatoes. Instead, her uncle handed her a small notebook and asked her to count the insects in the field behind the house. The previous week, he had noticed that several birds had started visiting the field at sunrise.

Lina walked slowly along the edge of the grass. She saw a grasshopper chewing a leaf and another one jumping from a stem. A bird landed near the path and caught a grasshopper. Later, a hawk circled overhead. Lina's uncle explained that the hawk sometimes hunted small birds. Lina drew the four living things in a line and added arrows between them.

In the afternoon, her uncle planned to cut all the grass. Lina showed him the drawing and suggested leaving one strip beside the path. He agreed to try her idea for a month. When Lina returned the following weekend, she saw three birds in the grassy strip. She wrote down the number and decided to check again on her next visit.

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11. What did Lina expect to pick?

A. Carrots
B. Apples
C. Tomatoes

12. What did her uncle ask her to count?

A. Insects
B. Tractors
C. Leaves

13. What was chewing a leaf?

A. A hawk
B. A grasshopper
C. A small bird

14. Which food chain fits Lina's drawing?

A. Grasshopper → hawk → grass → bird
B. Bird → hawk → grass → grasshopper
C. Grass → grasshopper → bird → hawk

15. What did Lina suggest keeping?

A. A strip of grass
B. A part of the fence
C. A basket of food

16. Why did Lina record the number of birds?

A. To compare it with later visits
B. To tell her uncle when to cut all the grass
C. To work out how many tomatoes to pick

17. What does "circled" mean here?

A. Flew around
B. Hid under leaves
C. Fell quickly

18. What does the story mainly show?

A. Grass can support several animals.
B. Hawks only eat grasshoppers.
C. Tomatoes grow best at sunrise.

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Part 3A | Q11–Q18

Narrative Reading • Model 4

Read the text and choose A, B or C.

The Pond Project

For a class science project, Ali and Noor watched a small pond near their school. Noor photographed green plants floating on the water. Ali saw tiny insects feeding on the plants, and a frog caught one of the insects. They drew a simple chain and put the plants at the beginning.

One afternoon, a kingfisher landed on a branch above the pond. It caught a small fish, and Ali wrote this new observation down. The students later saw that the fish ate some of the same insects as the frog. Their teacher asked them to connect the two chains. The picture now looked like a web because the insects had more than one predator.

A week later, the students saw fewer insects. They checked their notes before making a conclusion. The day had been colder, and the insects might simply have been less active. They scheduled several more visits so that they could compare their observations. At the science fair, both students explained why one visit was rarely enough to understand a whole pond.

Shaimaa Academy

11. What did Noor photograph?

A. A kingfisher's nest
B. Floating plants
C. A school gate

12. Why did they put plants first in the chain?

A. The frog hid beneath them.
B. The kingfisher ignored them.
C. The insects fed on them.

13. What might happen if insects stayed scarce?

A. Both frogs and fish could have less food.
B. Kingfishers would start eating plants.
C. All plants would disappear at once.

14. What did the fish eat?

A. Frogs
B. Tree leaves
C. Some of the insects

15. Why did the picture look like a web?

A. The lines formed a square.
B. They used a new camera.
C. The chains shared a link.

16. Why did they plan more visits?

A. To compare observations
B. To count school visitors
C. To catch the frog

17. What is an "observation"?

A. A plan for the future
B. A question about maths
C. Something noticed or recorded

18. What is the main idea?

A. A pond has linked food chains.
B. Birds cannot live near ponds.
C. Cold days always harm insects.

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Part 3A | Q11–Q18

Narrative Reading • Model 5

Read the text and choose A, B or C.

The Beetles Under the Log

Before the school trip ended, Mr Omar asked each group to find a food chain without disturbing any animals. Farah's group searched beside a line of trees. On the ground they found a fallen log. A few beetles were feeding on soft pieces of the wood, and a lizard was waiting nearby.

The group watched quietly. The lizard moved closer and caught a beetle. Then a kestrel flew down from a post. The lizard ran under the log, and the kestrel flew back to its post without catching it. Farah sketched the animals and labelled the lizard both predator and prey. Her friend Zain wondered how one animal could have both roles. Farah pointed to the beetle and then to the kestrel.

Back at school, the group put the sketch on a poster. They added a short note about why fallen wood can be useful to wildlife. The next time the class visited the trees, the log was still there. Zain found another beetle beside it and called Farah over to look.

Shaimaa Academy

11. What were beetles feeding on?

A. Soft wood
B. Grass seeds
C. Small flies

12. What caught a beetle?

A. A frog
B. A lizard
C. A kestrel

13. What does the kestrel's action suggest?

A. It was looking for a new post.
B. It was trying to catch the lizard.
C. It wanted to eat the fallen log.

14. Where did the lizard hide?

A. In a pond
B. Behind a poster
C. Under the log

15. Why was the lizard also prey?

A. It ate a beetle.
B. It hid all morning.
C. The kestrel tried to catch it.

16. Why did the group put the sketch on a poster?

A. To show where to build a bird feeder
B. To share what they learned about the food chain
C. To teach students how to move the log

17. What does "disturbing" mean here?

A. Counting
B. Feeding
C. Bothering

18. What did Farah's group learn?

A. An animal can have two roles.
B. Fallen logs attract no animals.
C. Lizards always catch birds.

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Part 3A | Q11–Q18

Narrative Reading • Model 6

Read the text and choose A, B or C.

The Garden After the Rain

After a night of rain, Aisha helped her grandfather open the gate to his vegetable garden. Some lettuce leaves had holes in them. Aisha looked under one leaf and found a snail. She suggested taking every snail away, but her grandfather asked her to watch the garden for a few minutes.

A blackbird landed next to the lettuce and ate a snail. Aisha wrote down what she saw. Near the fence, another blackbird was eating berries. Later, a hawk passed overhead, and both blackbirds quickly hid in a bush. Aisha drew two lines leading to the blackbird in her notebook because the bird had two different food sources.

They decided to protect a few young lettuces with covers and leave the rest of the garden as it was. Aisha returned on Sunday to see how their plan was working. Most of the leaves under the covers were whole, and she saw a blackbird searching beside the same fence. Her grandfather asked her to draw a food web for the wall of the shed.

Shaimaa Academy

11. What had holes in it?

A. A seed bag
B. Lettuce leaves
C. The garden gate

12. Why did Aisha's grandfather ask her to watch?

A. She could check when it would rain again.
B. She could see how other animals used the garden.
C. She could learn how to open the gate.

13. What was the second blackbird eating?

A. Lettuce
B. Seeds
C. Berries

14. Why did the blackbirds probably hide?

A. The hawk could be a threat.
B. The covers made the garden wet.
C. The berries were too hard.

15. Why did Aisha draw two lines to the bird?

A. It ate two kinds of food.
B. It had two wings.
C. It flew in two directions.

16. How did they protect some lettuces?

A. They moved the fence.
B. They added a sign.
C. They used covers.

17. What does "whole" mean here?

A. Much bigger than usual
B. Ready to plant
C. Without holes or missing parts

18. What is the main idea?

A. Food links can guide garden choices.
B. All birds feed on lettuce.
C. Rain stops birds from eating.

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Part 3A | Q11–Q18

Narrative Reading • Model 7

Read the text and choose A, B or C.

A Surprise on the Beach

Rashid and his sister Dana joined a guide for a walk along the beach. The guide asked them to look at the smooth stones just below the water. On one stone, Rashid found a small snail feeding on algae. Dana noticed a crab moving across the sand toward another snail.

The crab caught the snail and carried it into a gap between two rocks. A gull landed nearby and waited. When a second crab came out, the gull caught it and flew away. Rashid drew a chain beginning with algae and ending with the gull. Dana drew another arrow from a small fish to the gull because she had watched gulls catch fish earlier that week.

Before leaving, they showed their drawings to the guide. She placed the pictures side by side and asked them to join any links that the two pictures shared. Dana realised that the gull did not depend on only one kind of food. Rashid wrote a title at the top of the page and saved it for their next science lesson.

Shaimaa Academy

11. What was the snail feeding on?

A. Algae
B. Fish
C. Sand

12. Which pair shows a predator and its prey?

A. Crab and snail
B. Algae and sand
C. Guide and gull

13. Where did the first crab go?

A. Under a boat
B. Between two rocks
C. Onto a path

14. What did the gull catch that day?

A. A snail
B. A fish
C. A crab

15. What extra arrow did Dana draw?

A. From fish to gull
B. From crab to algae
C. From gull to rocks

16. Why did the guide ask them to join shared links?

A. To find which rock was the smoothest
B. To show how far the gull could fly
C. To turn separate chains into a food web

17. What does “gap” mean here?

A. A smooth surface
B. A long journey
C. An open space

18. What did Dana realise?

A. A gull eats more than one kind of food.
B. Algae eat snails.
C. A gull never hunts crabs.

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Part 3B | Q19–Q26

Expository Reading • Model 1

Read the text and choose A, B or C.

Patterns on a Courtyard Wall

Many courtyards in buildings with Islamic geometric decoration have walls covered with tiles. An artist can arrange small pieces into a unit made from squares, stars and other shapes. The same unit then appears again across the wall. A visitor who studies one corner can often predict what comes next. The wall looks complex, but a few simple rules can explain most of its design.

Colour can be part of the rule. For example, a blue star might always sit between two white shapes. Some patterns also have a line of symmetry. If a design is reflected across that line, its two sides match. Artists can use both repetition and symmetry in a single design.

To explore these ideas, students can draw one tile on squared paper. They can copy it several times and check whether the edges match. After that, they can change the colour of every second tile to create a second pattern. Looking for the repeating unit helps students see how mathematics supports the design of a large wall.

19. What shapes do the artists use?

A. Only triangles
B. Squares and stars
C. Only circles

20. How can looking at one corner help a visitor?

A. It can reveal the rule for the rest of the wall.
B. It can tell when the courtyard was built.
C. It can show how heavy the tiles are.

21. What can sit between two white shapes?

A. A yellow circle
B. A blue star
C. A green square

22. What happens across a line of symmetry?

A. The two sides match.
B. The unit disappears.
C. The colours always change.

23. Why does the writer describe a classroom activity?

A. To show how students can test a repeating design
B. To explain how to find a courtyard
C. To compare tiles made from different materials

24. What can students change every second tile?

A. Its weight
B. Its colour
C. Its thickness

25. What does “predict” mean here?

A. Turn a tile over
B. Copy a finished wall
C. Work out what will come next

26. What is the main idea?

A. Simple rules build complex patterns.
B. Artists always use the same colour.
C. A wall needs only one tile.

Shaimaa Academy

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Part 3B | Q19–Q26

Expository Reading • Model 2

Read the text and choose A, B or C.

Making a Star Pattern

A star in Islamic geometric art can begin with a very simple drawing. One way to make an eight-pointed star is to draw two squares with the same centre. Turn one square so that its corners sit between the corners of the other square. If you trace the outer edges, you can see eight points around the centre.

Artists can repeat the star across a flat surface. They can place a smaller shape between neighbouring stars, then repeat the same arrangement across the row. A second row can follow the same rule. The spaces between stars are part of the design because the artist chooses what shape or colour will fill them.

Students can try the method on paper. First, they draw the squares lightly. Next, they trace the outline of the star with a darker pencil. Finally, they choose two colours and repeat them in the same order. By changing only the colours while keeping the shapes in place, they can create designs that look different but follow the same geometric plan.

Shaimaa Academy

19. How many squares begin the star?

A. Eight
B. Two
C. Three

20. Why is one square turned?

A. So the star has only four points
B. So the two squares have different centres
C. So its corners fall between the other corners

21. How many points does the star have?

A. Eight
B. Four
C. Six

22. What can go between neighbouring stars?

A. A dark pencil
B. A smaller shape
C. A larger wall

23. Which action comes first for students?

A. Draw the squares lightly.
B. Colour the stars.
C. Trace the star in dark pencil.

24. What can two differently coloured designs share?

A. A different set of star points
B. The same arrangement of shapes
C. The same pencil marks and colours

25. What does “outline” mean here?

A. The darkest colour
B. The line around a shape
C. The middle point

26. What does the text mainly explain?

A. Why artists avoid squares
B. Where artists buy pencils
C. How a simple star pattern is built

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Part 3B | Q19–Q26

Expository Reading • Model 3

Read the text and choose A, B or C.

Why Hexagons Fit Together

A regular hexagon has six equal sides and six equal angles. If several regular hexagons are placed edge to edge, they can cover a flat area without leaving holes. At each meeting point, three corners fit together. This is one reason artists can use hexagons to make large patterns in tiles, paper or wood.

A repeating pattern can include more than one colour. Imagine a row of hexagons that goes blue, green, blue, green. The two colours form a repeating unit. If each new row begins with a different colour from the row above, the result can look more complicated even though the rule stays simple.

To test the idea, a class can cut out several hexagons of the same size. Students can move the pieces until the edges fit. Then they can try turning a few pieces or changing their colours. By recording the placement of each colour, they make instructions that another group can follow. If the second group produces the same design, the instructions describe the pattern clearly.

Shaimaa Academy

19. How many sides does a hexagon have?

A. Four
B. Eight
C. Six

20. How many corners meet at each point?

A. Three
B. Six
C. Two

21. Why are hexagons useful for covering a surface?

A. They can fit with no gaps.
B. They have exactly four corners.
C. They must be made out of wood.

22. What is the colour unit in the example?

A. Green, yellow
B. Blue, green
C. Blue, blue, green

23. What is the purpose of the final paragraph?

A. To give a way to test how hexagon patterns work
B. To describe the history of hexagonal tiles
C. To list places to buy paper and wood

24. Why does another group use the instructions?

A. To learn how to cut squares
B. To check whether the design can be copied
C. To change the size of every tile

25. What does “placement” mean here?

A. The length of an edge
B. The name of a colour
C. The position of something

26. What is the main idea?

A. Hexagons fit together to form patterns.
B. Hexagons always need spaces.
C. A pattern needs exactly six colours.

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Part 3B | Q19–Q26

Expository Reading • Model 4

Read the text and choose A, B or C.

Sequences in a Border

A border is a band that runs around the edge of a design. On a tile panel, the border may use a sequence of colours or shapes. For example, an artist might place a green square, a white star and a blue square, then repeat the three shapes along the edge. Finding the repeating unit tells a viewer what to expect next.

A border with corners needs extra planning. If the pattern turns, the artist can choose a special corner tile or rotate one of the regular tiles. Either method can help the design continue around the edge. Artists may plan the number of tiles before making the panel so that the corners look balanced.

A paper model lets students test their own border. They can draw a rectangle, mark equal spaces around it and plan what to place in each space. When they reach a corner, they can try both methods and compare the results. The model gives them a chance to adjust the sequence before they colour the final design.

Shaimaa Academy

19. Where is a border placed?

A. Under the wall
B. Only in the centre
C. Around the edge

20. What comes after a blue square if the unit repeats?

A. A green square
B. A white star
C. Another blue square

21. What helps a viewer guess the next tile?

A. Counting the corners only
B. Changing the wall colour
C. Finding the repeating unit

22. What can the artist rotate?

A. The entire panel
B. A paper model
C. A regular tile

23. Why do artists plan the tile count?

A. To balance the corners
B. To hide the middle
C. To make each space bigger

24. What is the purpose of the paper model?

A. To remove all the corners from the panel
B. To make the actual tiles heavier
C. To try border choices before finishing the design

25. What does “adjust” mean here?

A. Change a little
B. Copy exactly
C. Remove for good

26. What is the text mainly about?

A. Making tiles from clay
B. Planning patterns along an edge
C. Comparing large and small stars

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Part 3B | Q19–Q26

Expository Reading • Model 5

Read the text and choose A, B or C.

From One Tile to a Panel

Some panels in Islamic geometric art begin with one tile design. The original tile may contain straight lines, a small star or several coloured sections. A designer repeats the same tile across a panel. Sometimes the designer turns several copies before placing them next to one another. In this way, parts of separate tiles can form a larger shape.

The edges of each copy need to match its neighbours. A line reaching the side of one tile may continue into the next one. When the copies are placed correctly, the viewer can follow the line across several tiles. By using this method, a designer can create a large pattern from a small starting design.

Students can make a similar panel with paper. They draw a diagonal line across a square and colour one side. They then make three copies and arrange the four squares in different ways. Some arrangements make a larger stripe, while others make a diamond. Drawing each arrangement in a notebook helps the students compare how turning a tile changes the finished pattern.

19. What might the original tile have?

A. A moving part
B. A photo of a bird
C. A small star

20. Why might a designer turn some tile copies?

A. To stop all the lines at the edges
B. To make each tile a different size
C. To create a larger shape from several tiles

21. What should match between neighbours?

A. The backs
B. The edges
C. The labels

22. Where can a line continue?

A. Under the paper
B. Into the notebook only
C. Into the next tile

23. Why do students draw each arrangement?

A. To change how many squares they have
B. To measure the cost of the materials
C. To compare the effects of turning tiles

24. What shape can the four squares make?

A. A diamond
B. A hexagon
C. A circle

25. What does “diagonal” mean here?

A. Going round the whole square
B. Going along the very bottom edge
C. Going from one corner to the opposite corner

26. What is the main idea?

A. Panels must use different kinds of tile.
B. One repeated tile can form larger designs.
C. A stripe can only be drawn on one tile.

Shaimaa Academy

Part 3B | Q19–Q26

Expository Reading • Model 6

Read the text and choose A, B or C.

Numbers Behind a Pattern

A pattern does not always need colour or shape. It can also be a sequence of numbers. In the sequence 3, 6, 9, 12, the rule is to add three each time. Knowing the rule allows you to find the next number. The same idea can help an artist plan how many shapes to use in each row of a design.

Imagine a panel with three stars in the first row. The artist adds three more stars to each new row. The second row has six stars, and the third has nine. The sum of the stars in those three rows is eighteen. A designer can use the sum to work out how many stars to cut out before building the panel.

Other patterns have rules that change. For example, a row might have two stars, then five, then nine, with the increases getting larger. Students can compare several rows and write down the differences between them. This helps them describe the rule and check that their prediction fits the rest of the sequence.

Shaimaa Academy

19. What is added each time in the first sequence?

A. Nine
B. Six
C. Three

20. How many stars would be in row four of the first panel?

A. Eighteen
B. Fifteen
C. Twelve

21. What is the purpose of the star-panel example?

A. To show how a number rule works in a design
B. To explain how to draw a star with four points
C. To tell the history of a famous panel

22. What is the total for the first three rows?

A. Twelve
B. Eighteen
C. Fifteen

23. Why does the artist work out the sum?

A. To know how many stars to cut
B. To measure the width of a star
C. To choose a paint colour

24. What happens to the increases in the second example?

A. They get smaller.
B. They get larger.
C. They stay the same.

25. What does “sum” mean?

A. Total
B. Difference
C. Position

26. What does the text mainly explain?

A. How to count the sides of a square
B. How number patterns can help plan a design
C. How to paint every star blue

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Part 3B | Q19–Q26

Expository Reading • Model 7

Read the text and choose A, B or C.

Seeing Symmetry in a Design

Symmetry is an important feature of many designs in Islamic art. In a design with mirror symmetry, one half matches the reflection of the other half. The line where the halves meet is called the line of symmetry. A design may have one such line or several, depending on how its shapes and colours are arranged.

Another kind of symmetry appears when a design looks the same after it is turned through part of a full turn. A square with four identical corners, for example, looks the same after a quarter turn around its centre. If one corner is changed to a different colour, this match may be lost.

To explore symmetry, students can fold a sheet of paper in half and draw half a design close to the fold. They can open the paper and add a matching half on the other side. They can also copy a simple shape four times around a marked centre. Comparing the two methods helps students recognise the different ways in which a design can repeat.

Shamaa Academy

19. What matches in mirror symmetry?

A. One half and the reflection of the other
B. The paper and the pencil
C. Two unrelated shapes

20. What is the line between the halves called?

A. The line of colour
B. The number line
C. The line of symmetry

21. How can a student check a mirror design?

A. See whether one half matches the other when folded.
B. Give each half a different shape.
C. Turn one half a full circle.

22. What turn is given for the square?

A. Half a turn
B. A full turn
C. A quarter turn

23. What can break the square's quarter-turn match?

A. Marking its centre
B. Changing the colour of one corner
C. Using four identical corners

24. Why does the writer include two classroom methods?

A. To compare the prices of paper shapes
B. To show two ways of exploring symmetry
C. To explain which corner should be coloured

25. What does "identical" mean?

A. Almost square
B. Far apart
C. Exactly the same

26. What is the best summary?

A. Designs can show symmetry in different ways.
B. Only paper can show symmetry.
C. All designs have one mirror line.

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Part 4 | Q27 • Model 1 • Robots

How a Floor Robot Cleans

Look at the four pictures. What process do they show? Summarise the process in your own words. Use sequencing phrases and write at least 100 words in complete sentences.

1 **Scan the room**

2 **Plan a route**

3 **Brush and collect dust**

4 **Return to the charger**

Sample Answer

The pictures show how a floor robot cleans a room and returns to its charger. First, the small robot uses sensors to scan the floor and find objects such as chairs. Next, it uses that information to plan a route through the open spaces. Compared with a random path, a planned route helps the robot cover the room in a more organised way. Then, a round brush sweeps dust into a container as the robot moves. The container holds the dust until someone empties it. Finally, the robot returns to its charging station. Once the battery has charged, the robot can start another cleaning job.

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Part 4 | Q27 • Model 2 • Robots

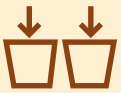
How a Robot Sorts Boxes

Look at the four pictures. What process do they show? Summarise the process in your own words. Use sequencing phrases and write at least 100 words in complete sentences.

1  **Place boxes on the belt**

2  **Read the labels**

3  **Move each box**

4  **Collect boxes in two bins**

Sample Answer

The pictures show how a robot uses labels to sort boxes. First, workers place the boxes on a moving belt. Each box has a clear label that is easy to scan. Next, a scanner reads the label as the box passes under it. The computer uses that information to choose the correct bin. Then, a robot arm lifts the box and moves it off the belt. It sends boxes with one type of label to the left, while boxes with the other type go to the right. Finally, workers collect the boxes from the two bins. Because the boxes are already sorted, each group can be sent to the correct place.

Skills Academy

Part 4 | Q27 • Model 3 • UAE Attractions

From a Map to a Museum Visit

Look at the four pictures. What process do they show? Summarise the process in your own words. Use sequencing phrases and write at least 100 words in complete sentences.

1 **Check the city map**

2 **Travel to the museum**

3 **Get an entry ticket**

4 **Explore the galleries**

Sample Answer

The pictures show how visitors plan and make a museum visit in the UAE. First, they check a city map and find the museum and the closest bus stop. Next, they take a bus to the area and walk from the stop to the entrance. They follow signs to the ticket desk, where they buy an entry ticket. Then, they show the ticket at the gate before entering the building. Finally, they walk through the galleries and read the labels next to the objects. Unlike the labels, which describe individual objects, the gallery map shows where the different displays are located. This helps visitors decide which room to explore next.

Part 4 | Q27 • Model 4 • UAE Attractions

How Visitors Take a Mangrove Tour

Look at the four pictures. What process do they show? Summarise the process in your own words. Use sequencing phrases and write at least 100 words in complete sentences.

1  **Meet the guide**

2  **Put on a life jacket**

3  **Paddle along the marked route**

4  **Watch wildlife quietly**

Sample Answer

The pictures show how visitors take a guided kayak tour in the mangroves in the UAE. First, they meet their guide near the water and listen to instructions about the route. Next, each visitor puts on a life jacket and checks that it fits. Then, they get into their kayaks and follow the guide along a marked route. They move slowly in the narrow channels, while they have more space to paddle in the wider areas. Finally, they stop at a safe place and watch birds quietly from their kayaks. Staying quiet and keeping their distance lets them observe the wildlife without frightening it.

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Part 4 | Q27 • Model 5 • Healthy Food

How to Make a Balanced Lunch Box

Look at the four pictures. What process do they show? Summarise the process in your own words. Use sequencing phrases and write at least 100 words in complete sentences.

1  **Add wholegrain bread**

2  **Add a protein filling**

3  **Pack fruit and vegetables**

4  **Add a bottle of water**

Sample Answer

The pictures show how to put together a balanced lunch box. First, place two slices of wholegrain bread in a clean container. Wholegrain bread provides fibre and can form the base of a sandwich. Next, add a protein filling, such as mashed chickpeas, and close the sandwich. Then, wash some fruit and vegetables and pack them in a separate section. You could use an apple and a few cucumber sticks for different flavours and textures. Finally, put a bottle of water beside the lunch box. Water helps you stay hydrated, and unlike a sweetened drink, plain water contains no added sugar. The lunch is now ready to take to school.

Shaimaa Academy

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Part 4 | Q27 • Model 6 • Healthy Food

How to Prepare a Fruit and Yogurt Bowl

Look at the four pictures. What process do they show? Summarise the process in your own words. Use sequencing phrases and write at least 100 words in complete sentences.

1  **Wash the fruit**

2  **Cut the fruit**

3  **Spoon in plain yogurt**

4  **Top with fruit and oats**

Sample Answer

The pictures show how to prepare a bowl of fruit and yogurt. First, choose fresh fruit and rinse it under clean running water. This removes loose dirt from the fruit before you cut it. Next, slice the fruit into small pieces so that it is easy to eat. Then, spoon some plain yogurt into a bowl. The yogurt provides protein, and plain unsweetened yogurt has no added sugar. Finally, place the fruit on top and sprinkle a small amount of oats over it. The oats add a different texture and provide fibre. The bowl is ready to serve, and you can change the fruit depending on what is available.

Elaintah Academy

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Part 4 | Q27 • Model 7 • Healthy Food

How to Make a Chickpea Salad

Look at the four pictures. What process do they show? Summarise the process in your own words. Use sequencing phrases and write at least 100 words in complete sentences.

1  **Drain and rinse chickpeas**

2  **Chop the vegetables**

3  **Mix with lemon and oil**

4  **Serve the salad**

Sample Answer

The pictures show how to make a chickpea salad. First, drain cooked chickpeas in a strainer and rinse them with clean water. The chickpeas provide protein and fibre. Next, wash a cucumber and some tomatoes, then chop them into small pieces. The cucumber is crisp, while the tomatoes are soft and juicy. Then, put the chickpeas and vegetables in a large bowl. Add some lemon juice and a little oil, and stir until the dressing coats the ingredients. Finally, put the salad on a plate and serve it. The vegetables add colour and different flavours, and the chickpeas help make the salad filling enough to serve as part of a meal.

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Part 4 | Q27 • Model 8 • Extra Practice

How the Water Cycle Works

Look at the four pictures. What process do they show? Summarise the process in your own words. Use sequencing phrases and write at least 100 words in complete sentences.

1  **Evaporation**

2  **Condensation**

3  **Precipitation**

4  **Collection**

Sample Answer

The pictures show how water moves through the water cycle. First, the sun warms water in seas, lakes and rivers. Some of this liquid water changes into water vapour and rises into the air. This step is called evaporation. Next, the water vapour cools and changes into tiny drops of liquid water. During this stage, called condensation, the droplets gather to form clouds. Then, as the droplets grow larger, they can fall as rain. Snow can also fall when conditions are cold enough. Finally, water collects in rivers, lakes and seas, and some soaks into the ground. When the sun warms the water again, the cycle continues.

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Part 4 | Q27 • Model 9 • Extra Practice

How Water Is Filtered and Purified

Look at the four pictures. What process do they show? Summarise the process in your own words. Use sequencing phrases and write at least 100 words in complete sentences.

1  **Remove large debris**

2  **Let particles settle**

3  **Filter the water**

4  **Disinfect the water**

Sample Answer

The pictures show four steps that a treatment plant can use to clean water. First, water passes through a screen that catches large objects such as leaves and sticks. Next, it moves into a tank where heavier particles settle to the bottom. The clearer water near the top flows to the next stage. Then, it passes through filters with layers such as sand. Unlike the screen, these filters can trap much smaller particles. Finally, the plant disinfects the water to kill or inactivate harmful germs that may remain after filtration. The plant checks the treated water before sending it through pipes to homes and other buildings.

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Writing Practice | Q27 • Model 1

How a Floor Robot Cleans

Look at the four pictures. What process do they show? Summarise the process in your own words. Use sequencing phrases and write at least 100 words in complete sentences.

1  **Scan the room**

2  **Plan a route**

3  **Brush and collect dust**

4  **Return to the charger**

Your Answer

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Writing Practice | Q27 • Model 2

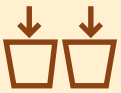
How a Robot Sorts Boxes

Look at the four pictures. What process do they show? Summarise the process in your own words. Use sequencing phrases and write at least 100 words in complete sentences.

1  **Place boxes on the belt**

2  **Read the labels**

3  **Move each box**

4  **Collect boxes in two bins**

Your Answer

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Writing Practice | Q27 • Model 3

From a Map to a Museum Visit

Look at the four pictures. What process do they show? Summarise the process in your own words. Use sequencing phrases and write at least 100 words in complete sentences.

1 Check the city map

2 Travel to the museum

3 Get an entry ticket

4 Explore the galleries

Your Answer

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Writing Practice | Q27 • Model 4

How Visitors Take a Mangrove Tour

Look at the four pictures. What process do they show? Summarise the process in your own words. Use sequencing phrases and write at least 100 words in complete sentences.

1  **Meet the guide**

2  **Put on a life jacket**

3  **Paddle along the marked route**

4  **Watch wildlife quietly**

Your Answer

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Writing Practice | Q27 • Model 5

How to Make a Balanced Lunch Box

Look at the four pictures. What process do they show? Summarise the process in your own words. Use sequencing phrases and write at least 100 words in complete sentences.

1.  Add wholegrain bread

2.  Add a protein filling

3.  Pack fruit and vegetables

4.  Add a bottle of water

Your Answer

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Writing Practice | Q27 • Model 6

How to Prepare a Fruit and Yogurt Bowl

Look at the four pictures. What process do they show? Summarise the process in your own words. Use sequencing phrases and write at least 100 words in complete sentences.

1  **Wash the fruit**

2  **Cut the fruit**

3  **Spoon in plain yogurt**

4  **Top with fruit and oats**

Your Answer

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Writing Practice | Q27 • Model 7

How to Make a Chickpea Salad

Look at the four pictures. What process do they show? Summarise the process in your own words. Use sequencing phrases and write at least 100 words in complete sentences.

1  Drain and rinse chickpeas

2  Chop the vegetables

3  Mix with lemon and oil

4  Serve the salad

Your Answer

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Writing Practice | Q27 • Model 8

How the Water Cycle Works

Look at the four pictures. What process do they show? Summarise the process in your own words. Use sequencing phrases and write at least 100 words in complete sentences.

1  **Evaporation**

2  **Condensation**

3  **Precipitation**

4  **Collection**

Your Answer

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Writing Practice | Q27 • Model 9

How Water Is Filtered and Purified

Look at the four pictures. What process do they show? Summarise the process in your own words. Use sequencing phrases and write at least 100 words in complete sentences.

1  Remove large debris

2  Let particles settle

3  Filter the water

4  Disinfect the water

Your Answer

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Answer Key

Vocabulary

Model 1	01	**A**	02	**A**	03	**A**	04	**B**	05 **C**
Model 2	01	**B**	02	**A**	03	**A**	04	**C**	05 **C**
Model 3	01	**A**	02	**C**	03	**A**	04	**A**	05 **B**
Model 4	01	**C**	02	**B**	03	**A**	04	**A**	05 **A**
Model 5	01	**B**	02	**B**	03	**B**	04	**C**	05 **A**
Model 6	01	**B**	02	**A**	03	**B**	04	**C**	05 **C**
Model 7	01	**C**	02	**C**	03	**A**	04	**C**	05 **A**

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Answer Key

Grammar

Model 1	06 **C**	07 **C**	08 **A**	09 **B**	10 **B**
Model 2	06 **C**	07 **B**	08 **B**	09 **B**	10 **B**
Model 3	06 **A**	07 **B**	08 **C**	09 **C**	10 **B**
Model 4	06 **A**	07 **C**	08 **A**	09 **C**	10 **A**
Model 5	06 **C**	07 **C**	08 **A**	09 **A**	10 **B**
Model 6	06 **B**	07 **A**	08 **C**	09 **C**	10 **C**
Model 7	06 **B**	07 **A**	08 **C**	09 **C**	10 **C**

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Answer Key

Narrative Reading

Model 1	11 **A**	12 **A**	13 **A**	14 **B**	15 **B**	16 **C**	17 **C**	18 **B**
Model 2	11 **C**	12 **A**	13 **B**	14 **B**	15 **C**	16 **A**	17 **C**	18 **A**
Model 3	11 **C**	12 **A**	13 **B**	14 **C**	15 **A**	16 **A**	17 **A**	18 **A**
Model 4	11 **B**	12 **C**	13 **A**	14 **C**	15 **C**	16 **A**	17 **C**	18 **A**
Model 5	11 **A**	12 **B**	13 **B**	14 **C**	15 **C**	16 **B**	17 **C**	18 **A**
Model 6	11 **B**	12 **B**	13 **C**	14 **A**	15 **A**	16 **C**	17 **C**	18 **A**
Model 7	11 **A**	12 **A**	13 **B**	14 **C**	15 **A**	16 **C**	17 **C**	18 **A**

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Answer Key

Expository Reading

Model 1	19 **B**	20 **A**	21 **B**	22 **A**	23 **A**	24 **B**	25 **C**	26 **A**
Model 2	19 **B**	20 **C**	21 **A**	22 **B**	23 **A**	24 **B**	25 **B**	26 **C**
Model 3	19 **C**	20 **A**	21 **A**	22 **B**	23 **A**	24 **B**	25 **C**	26 **A**
Model 4	19 **C**	20 **A**	21 **C**	22 **C**	23 **A**	24 **C**	25 **A**	26 **B**
Model 5	19 **C**	20 **C**	21 **B**	22 **C**	23 **C**	24 **A**	25 **C**	26 **B**
Model 6	19 **C**	20 **C**	21 **A**	22 **B**	23 **A**	24 **B**	25 **A**	26 **B**
Model 7	19 **A**	20 **C**	21 **A**	22 **C**	23 **B**	24 **B**	25 **C**	26 **A**

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