كتيب مراجعة لاختبار نهاية الفصل



تم تحميل هذا الملف من موقع المناهج الإماراتية	
موقع المناهج ⇦ المناهج الإماراتية ⇦ الصف السابع ⇦ لغة انجليزية ⇦ الفصل الأول ⇦ اختبارات ⇦ الملف	
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إعداد: Lotfi Rasha	

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	
كتيب مراجعة لاختبار نهاية الفصل	1
مراجعة ومواصفات اختبار نهاية الفصل مع تدريبات	2
مواصفات اختبار نهاية الفصل	3
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مراجعة نهاية الفصل	5

تحميل تطبيق المناهج للهواتف الذكية	
تطبيق المناهج على Store App (آبل)	تطبيق المناهج على Play Google (أندرويد)

مجمع زايد التعليمي بخورفكان
Zayed Educational Complex
Khorfakkan

UAE

بالمثياق نبلغ الآفاق
Through the National Charter We Reach New Horizons

صاحب الهمة	القائد الإيجابي	المفكر المبدع	المحافظة على البيئة	المواطن المسؤول
Determined Individual	Positive Leader	Innovative Thinker	Environment Protector	Responsible Citizen

Grade 7 General Exam Revision Booklet

READING
GRAMMAR
VOCABULARY
WRITING

Prepared by:
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Zayed Educational Complex – Khorfakkan
English Department

Grade 7 General

GRADE 7 GENERAL ENGLISH

END-OF-TERM 1 REVISION BOOKLET

Academic Year 2026 – 2027

Everything you need for the End-of-Term 1 exam

01	02	03	04
VOCABULARY	GRAMMAR	READING	WRITING
22 key words	6 grammar points	Parts 3A & 3B	2 model tasks

Vocabulary • Grammar • Reading • Writing

Name: _____ Class: 7 – _____

Teacher: Rasha Lotfi

*Based on the UAE Ministry of Education **English Language Test Specifications – End-of-Term 1 – Cycle 2 (2026–2027), Grade 7 GLG (Stage 3, CEFR A2.1–A2.2)**. This is a practice booklet prepared by the teacher; all passages and questions are original practice material, not official exam content.*

Your exam at a glance

Part	Task	Questions	Marks
1 Vocabulary	Multiple-choice gap fill (A, B, C)	5 sentences	10
2 Grammar	Descriptive text (≈120 words) – choose A, B or C	5 gaps	10
3A Reading	Narrative text, Food for Life (170–200 words)	8 questions	24
3B Reading	Expository text, Patterns (170–200 words)	8 questions	16
4 Writing	4 labelled pictures of a process – at least 100 words	1 task	40
Total	Reading 60 (SwiftAssess) + Writing 40 (paper-based)		100

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PART 1 VOCABULARY REVISION

22 official words in 4 themes – Exam Part 1: 5 sentences, 10 marks

A. Vocabulary Bank

Learn the meaning, the Arabic translation and the spelling of every word.

Theme 1: Food for Life

Word	Meaning (English)	Meaning (Arabic)
healthy	good for your body; not ill	صحي
fresh	recently picked, made or caught; not old	طازج
producer	a living thing (like a plant) that makes its own food; a person or company that grows or makes things	مُنتِج
consumer	a living thing that eats other living things; a person who buys things	مُستهلِك
predator	an animal that hunts and eats other animals	حيوان مفترس
prey	an animal that is hunted and eaten by another animal	فريسة
plastic	a light, strong material made by people, used for bottles and bags	بلاستيك

Theme 2: How Things Work

Word	Meaning (English)	Meaning (Arabic)
evaporation	when liquid water changes into gas (water vapour) because of heat	تبخُّر
condensation	when water vapour cools and changes back into small drops of water	تكاثُف
filter	(n.) a tool that cleans water or air; (v.) to clean something this way	مُرشِّح / يُرشِّح
supply	(n.) an amount of something people need; (v.) to give people what they need	إمداد / يُزوِّد
engineer	a person who designs and builds machines, roads or bridges	مهندس

Theme 3: It's a Small World

Word	Meaning (English)	Meaning (Arabic)
advantage	something good that helps you	ميزة / فائدة
drawback	a problem or bad side of something	عيب / سلبية

Word	Meaning (English)	Meaning (Arabic)
communicate	to share ideas or information by speaking, writing or signs	يتواصل
translate	to change words from one language into another	يُترجِم

Theme 4: Patterns

Word	Meaning (English)	Meaning (Arabic)
pattern	shapes, colours or numbers that repeat in a regular way	نمط / نقش
sequence	a set of things that come one after another in order	تسلسل / متتالية
sum	the total you get when you add numbers together	مجموع
number	a word or symbol like 1, 2 or 3 that shows an amount	عدد / رقم
hexagon	a flat shape with six straight sides	شكل سداسي
square	a shape with four equal sides and four right angles	مُربَّع

B. Vocabulary Practice – 8 Exam-Style Sets

Exam format (Part 1 – Vocabulary)
Multiple-choice gap fill: 5 sentences, each with one gap and 3 options (A, B or C). 2 marks each – total 10 marks.

Set 1 Vocabulary – multiple-choice gap fill *(5 × 2 = 10 marks)*

Choose the correct word(s) to complete the sentences. Choose A, B or C.

1. A lion is a _____ because it hunts zebras.

A	B	C
prey	producer	predator

2. Please don't throw _____ bottles into the sea.

A	B	C
fresh	plastic	healthy

3. On a hot day, the water in puddles disappears because of _____.

A	B	C
evaporation	condensation	filter

4. My uncle is an _____. He designs roads and bridges.

A	B	C
consumer	engineer	supply

5. A _____ has six sides.

A square	B sequence	C hexagon

Set 2 Vocabulary – multiple-choice gap fill *(5 × 2 = 10 marks)*

Choose the correct word(s) to complete the sentences. Choose A, B or C.

1. The _____ of 8 and 4 is 12.

A number	B sum	C pattern

2. Sara speaks Arabic and French, so she often _____ letters into French for her father.

A communicates	B translates	C filters

3. One _____ of living in a small village is that the shops are far away.

A advantage	B engineer	C drawback

4. Green plants are _____ because they make their own food.

A producers	B predators	C consumers

5. Drops of water on a cold window are caused by _____.

A evaporation	B supply	C condensation

Set 3 Vocabulary – multiple-choice gap fill *(5 × 2 = 10 marks)*

Choose the correct word(s) to complete the sentences. Choose A, B or C.

1. Eating vegetables every day helps you stay _____.

A healthy	B fresh	C plastic

2. The bread is still warm and _____ from the bakery.

A fresh	B square	C prey

3. A mouse is _____ for the snake.

A predator	B prey	C producer

4. A goat is a _____ because it eats grass.

A consumer	B producer	C predator

5. This machine can _____ dirty water and make it clean.

A filter	B translate	C communicate

Set 4 Vocabulary – multiple-choice gap fill *(5 × 2 = 10 marks)*

Choose the correct word(s) to complete the sentences. Choose A, B or C.

1. The city needs a good _____ of clean water.

A sum	B pattern	C supply

2. A big _____ of a smartphone is that you can find information quickly.

A advantage	B drawback	C sequence

3. Deaf people can _____ using sign language.

A filter	B supply	C communicate

4. The blue and white tiles on the floor make a beautiful _____.

A prey	B consumer	C pattern

5. A _____ has four equal sides.

A hexagon	B square	C number

Set 5 Vocabulary – multiple-choice gap fill *(5 × 2 = 10 marks)*

Choose the correct word(s) to complete the sentences. Choose A, B or C.

1. When the sun heats the sea, _____ takes place.

A evaporation	B condensation	C filter

2. 1, 3, 5, 7, 9 is a _____ of odd numbers.

A square	B supply	C sequence

3. “Seven” and “twenty” are examples of a _____.

A number	B pattern	C hexagon

4. The _____ checked the broken machine and fixed it.

A consumer	B engineer	C prey

5. One _____ of living in a big city is the heavy traffic.

A advantage	B drawback	C sum

Set 6 Vocabulary – multiple-choice gap fill *(5 × 2 = 10 marks)*

Choose the correct word(s) to complete the sentences. Choose A, B or C.

1. In a food chain, plants are _____ because they make their own food from sunlight.

A producers	**B** consumers	**C** predators

2. Small drops of water on the outside of a cold juice bottle are caused by _____.

A evaporation	**B** condensation	**C** supply

3. This app can _____ English words into Arabic in seconds.

A communicate	**B** filter	**C** translate

4. A small fish is easy _____ for a shark.

A predator	**B** engineer	**C** prey

5. Please use a cloth bag, not a _____ bag.

A plastic	**B** healthy	**C** fresh

Set 7 Vocabulary – multiple-choice gap fill *(5 × 2 = 10 marks)*

Choose the correct word(s) to complete the sentences. Choose A, B or C.

1. Fast trains save travellers a lot of time. This is a big _____.

A drawback	**B** advantage	**C** pattern

2. The _____ of 10 and 15 is 25.

A sum	**B** number	**C** sequence

3. Bees store honey in cells shaped like a _____.

A hexagon	**B** square	**C** sum

4. An owl catches mice at night, so it is a _____.

A prey	**B** producer	**C** predator

5. Trucks _____ fresh food to the supermarket every morning.

A filter	**B** translate	**C** supply

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Set 8 Vocabulary – multiple-choice gap fill *(5 × 2 = 10 marks)*

Choose the correct word(s) to complete the sentences. Choose A, B or C.

1. People who buy food in a supermarket are _____.

A producers	**B** consumers	**C** engineers

2. Ali picks _____ vegetables from his garden every day, so they are never old.

A plastic	**B** square	**C** fresh

3. My cousins live in London, but we _____ with them every week by video call.

A translate	**B** communicate	**C** supply

4. Our house _____ is 24, so it is easy to find.

A sum	**B** pattern	**C** number

5. Before drinking, we _____ the water to remove dirt.

A supply	**B** filter	**C** communicate

PART 2 GRAMMAR REVISION

6 official grammar points – Exam Part 2: a 120-word text with 5 gaps, 10 marks

Official Grade 7 General grammar points (Test Specifications, page 20)

1. **G.7.5** Determiners: Quantifiers
2. **G.9.3** Countable and Uncountable Nouns
3. **G.4.1** Defining Relative Clauses
4. **G.4.2** Non-defining Relative Clauses
5. **G.5.1** Zero Conditional
6. **G.2.2** Adverbs of Sequencing

1. G.7.5 – Determiners: Quantifiers

What is it? Quantifiers are words that tell us how much or how many of something there is. We use them before nouns.

المحددات الكمية كلمات تأتي قبل الاسم لتوضح الكمية: كم عدد الأشياء المعدودة، أو كم مقدار الأشياء غير المعدودة.

Form and use

Quantifier	Use with	Example
many	countable plural nouns (mostly negatives and questions)	How many eggs do we need?
much	uncountable nouns (mostly negatives and questions)	There isn't much milk.
a few	countable plural nouns – a small number	I ate a few dates.
a little	uncountable nouns – a small amount	Add a little salt.
some	both kinds – positive sentences, offers and requests	We have some rice.
any	both kinds – negatives and questions	Are there any apples?
a lot of / lots of	both kinds – mostly positive sentences	Farmers grow a lot of rice.

- Use many / a few with things you can count.
- Use much / a little with things you cannot count.
- Use some in positive sentences, and any in negatives and questions.
- Use a lot of in positive sentences with both kinds of nouns.

✔ **Positive:** There are a lot of dates on the palm tree. I need a few tomatoes and a little oil.

× Negative / question: We don't have many eggs. There isn't any juice in the fridge. Question: How much water do plants need?

Common mistakes

× Wrong	✓ Correct
How much apples are there?	How many apples are there?
Add a few sugar.	Add a little sugar.
I have any bread.	I have some bread.

Compare: a few / a little = a small amount (positive idea): I have a few friends here – good! few / little = not enough (negative idea): I have few friends here – sad!

★ REMEMBER!
Can you COUNT it? → many / a few. Can you POUR or WEIGH it? → much / a little.

Practice 1A Determiners: Quantifiers: A Visit to the Date Market *(5 × 2 = 10 marks)*

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.

Every Saturday, my grandfather takes me to the date market in Al Ain. There are (1) _____ different kinds of dates there, and every shop sells something special. Grandpa always buys (2) _____ boxes of Khalas dates because they are his favourite. The market is not very big, so there isn't (3) _____ space for cars. We usually walk. The sellers are friendly and give us (4) _____ dates to taste for free. Some farmers also sell honey. I like to put (5) _____ honey on my bread for breakfast, but not too much! At the end of our visit, we drink a cup of Arabic coffee together. Dates come from palm trees, which grow well in the hot, dry weather of the UAE.

(124 words)

(1)	A many	B much	C a little
(2)	A a little	B a few	C much
(3)	A many	B a few	C much
(4)	A some	B any	C much
(5)	A a few	B many	C a little

Practice 1B Determiners: Quantifiers: Rice for Dinner *(5 × 2 = 10 marks)*

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.

Tonight, my mother is cooking chicken machboos, a traditional dish from the Gulf. First, she checks the kitchen. "Is there (1) _____ rice in the cupboard?" she asks. Luckily, there is (2) _____ rice in a big bag. Rice is a crop that farmers grow in (3) _____ countries in Asia, such as India and Pakistan. Next, she needs onions and tomatoes. We don't have (4) _____ tomatoes, so I run to the shop and buy six. My mother adds (5) _____ salt and some spices. Soon, the whole house smells delicious. When dinner is ready, the whole family sits together and enjoys the meal. Machboos is my favourite food, and I always ask for a second plate.

(118 words)

(1)	**A** any	**B** much	**C** many
(2)	**A** many	**B** a lot of	**C** a few
(3)	**A** much	**B** a little	**C** many
(4)	**A** much	**B** many	**C** a little
(5)	**A** a little	**B** a few	**C** many

2. G.9.3 – Countable and Uncountable Nouns

What is it? Countable nouns are things we can count (one apple, two apples). They have singular and plural forms. Uncountable nouns are things we cannot count (water, rice). They have no plural form, and we do not use a / an with them.

الأسماء المعدودة يمكن عدّها ولها مفرد وجمع مثل تفاحة وتفاحات. أما الأسماء غير المعدودة فلا تُعدّ، وليس لها جمع، ولا نستخدم معها أداة النكرة، مثل الماء والأرز والحليب.

Form and use

	Countable nouns	Uncountable nouns
Examples	an apple, a date, a carrot, an egg, a country, a port	rice, water, milk, bread, sugar, tea, money, information
Plural?	✓ a carrot → carrots	× rice (NOT rices)
a / an?	✓ a banana	× a rice
Verb	The apples are fresh.	The rice is ready.
Quantifiers	many, a few, some, any, a lot of	much, a little, some, any, a lot of

▸ To count uncountable nouns, use a container or unit: a bottle of water, a cup of tea, a bag of rice, a loaf of bread, a piece of cake, a glass of milk.

✓ **Positive:** Carrots are good for your eyes. Milk is rich in calcium.

× **Negative / question:** There isn't any bread. We don't eat many sweets.

Common mistakes

× Wrong	✓ Correct
I bought two breads.	I bought two loaves of bread.
Can you give me some informations?	Can you give me some information?
The milk are cold.	The milk is cold.

Compare: Countable nouns take a plural verb when plural (The dates are sweet). Uncountable nouns always take a singular verb (The tea is hot).

★ **REMEMBER!**
Put a number in front: "three apples" ✓ → countable. "three rices" × → uncountable.

Practice 2A Countable and Uncountable Nouns: Chocolate Around the World *(5 × 2 = 10 marks)*

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.

Chocolate (1) _____ one of the most popular sweets in the world. It is made from cocoa beans, which (2) _____ inside pods on cocoa trees in hot countries. Farmers pick the pods and take out the (3) _____. Then the beans travel by ship to factories in other countries. In the factory, workers add sugar and (4) _____ to the cocoa to make milk chocolate. Today, shops sell (5) _____ different kinds of chocolate, from big bars to small hearts. Doctors say that dark chocolate can be healthy, but only if you eat a small piece. Eating too much sugar is bad for your teeth, so it is a good idea to enjoy chocolate only as a special treat.

(120 words)

(1)	A are	B is	C be
(2)	A grow	B grows	C growing
(3)	A bean	B a bean	C beans
(4)	A milk	B milks	C a milk

(5)	A much	B a little	C many

Practice 2B Countable and Uncountable Nouns: Tea Time in the UAE *(5 × 2 = 10 marks)*

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.

In the UAE, people drink (1) _____ every day. Many families enjoy karak, a sweet drink made with black tea, milk, sugar and spices. To make it, you need (2) _____ water, some tea leaves and (3) _____ cardamom seeds. Most of the tea in the UAE comes from India and Sri Lanka. Ships bring the tea to big ports such as Jebel Ali. Tea leaves (4) _____ dried before they are packed. If you visit a café in Sharjah, you can order (5) _____ of karak and a small snack. Drinking tea with friends is an important part of the culture, and it is a great way to relax and chat after a long day at school or work.

(120 words)

(1)	A a tea	B teas	C tea
(2)	A a	B some	C many
(3)	A a few	B a little	C much
(4)	A are	B is	C be
(5)	A cups	B a cup	C a cups

3. G.4.1 – Defining Relative Clauses

What is it? A defining relative clause gives important information. It tells us WHICH person, thing or place we mean. Without it, the sentence is not clear. We do NOT use commas.

جملة الصلة المحددة تعطي معلومة ضرورية لتحديد الشخص أو الشيء أو المكان المقصود لا يمكن حذفها، ولا نضع معها فواصل.

Form and use

Pronoun	Use for	Example
who	people	A farmer is a person who grows crops.
which	things and animals	Cocoa is a plant which grows in hot countries.
that	people or things	This is the bag that I bought.

Pronoun	Use for	Example
where	places	This is the port where ships bring tea.

- Form: noun + who / which / that / where + clause.
- Use it to define or identify the person, thing or place.

✓ **Positive:** The man who sells fish is my uncle. I like food which is fresh.

× **Negative / question:** Students who don't eat breakfast often feel tired. Dates are a fruit which doesn't grow in cold countries.

Common mistakes

× Wrong	✓ Correct
The girl which won is my cousin.	The girl who won is my cousin.
The boy who he plays football is Ali.	The boy who plays football is Ali.
This is the shop where I bought it there.	This is the shop where I bought it.

Compare: who replaces a person; which replaces a thing; where replaces a place (= in / at which). Don't repeat the pronoun (he, it, there) after who / which / where.

★ **REMEMBER!**
who = people | which = things | where = places | that = people or things

Practice 3A Defining Relative Clauses: People Who Feed Us *(5 × 2 = 10 marks)*

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.

Have you ever thought about the people (1) _____ bring food to your table? A farmer is a person (2) _____ grows crops such as rice, wheat and dates. A fisherman is someone who catches fish in the sea. The boats (3) _____ fishermen use leave the port very early in the morning. A driver takes the food to a market (4) _____ shop owners buy it. Finally, the chef is the person (5) _____ cooks the meal in a restaurant. All these people work hard every day. Next time you eat a delicious meal, remember everyone who helped to produce it. You can say thank you to the farmers, fishermen, drivers and chefs who make our lives better.

(119 words)

(1)	A where	B who	C which
(2)	A who	B which	C where

(3)	A who	B where	C that
(4)	A where	B which	C who
(5)	A which	B who	C where

Practice 3B Defining Relative Clauses: The Spice Souk *(5 × 2 = 10 marks)*

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.

Dubai has a famous market (1) _____ visitors can buy spices from all over the world. It is called the Spice Souk. Most of the spices (2) _____ are sold there come from countries like India and Iran. The shop (3) _____ my uncle owns is near the creek. He sells saffron, a spice that gives food a beautiful yellow colour. The customers (4) _____ visit his shop often ask him for advice. My uncle always knows the right spice for each dish. He says that the people (5) _____ cook with fresh spices make the tastiest food. If you visit Dubai, don't forget to walk through the souk and smell the wonderful spices.

(114 words)

(1)	A which	B where	C who
(2)	A who	B where	C that
(3)	A that	B who	C where
(4)	A which	B who	C where
(5)	A which	B where	C who

4. G.4.2 – Non-defining Relative Clauses

What is it? A non-defining relative clause gives EXTRA information. The sentence is still complete and clear without it. We put commas before and after it. We use who, which or where – NOT that.

جملة الصلة غير المحددة تعطي معلومة إضافية فقط، ويمكن حذفها دون أن يتغيّر المعنى الأساسي. نضعها دائمًا بين فاصلتين.

Form and use

	Defining	Non-defining
Information	necessary – tells us which one	extra – we can remove it
Commas	no commas	commas before and after
that?	✓ we can use that	× never use that
Example	The boy who won the prize is my brother.	My brother, who is 14, won the prize.

- Form: noun, + who / which / where + extra information, + rest of the sentence.
- We often use it after names of people and places, because the name already tells us who or where.

✓ **Positive:** My grandfather, who lives in Kalba, grows dates. Khorfakkan, which is on the east coast, has a busy port.

× **Negative / question:** Rice, which doesn't grow well in dry places, needs a lot of water.

Common mistakes

× Wrong	✓ Correct
My mother, that is a teacher, loves reading.	My mother, who is a teacher, loves reading.
Dubai which is a big city has many malls.	Dubai, which is a big city, has many malls.

Compare: Defining: The students who studied hard passed. (only some students) | Non-defining: The students, who studied hard, passed. (all the students studied hard)

★ **REMEMBER!**
The cover test: cover the clause with your finger. Is the sentence still clear? Yes → extra information → use commas.

Practice 4A Non-defining Relative Clauses: The Liwa Date Festival *(5 × 2 = 10 marks)*

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.

Liwa, (1) _____ is in the west of Abu Dhabi, is famous for its date farms. Every summer, the town holds the Liwa Date Festival, (2) _____ attracts thousands of visitors. My cousin Hamad, (3) _____ is a farmer, takes part in the festival every year. He grows Khalas dates, (4) _____ are sweet and soft. At the festival hall, (5) _____ the competitions take place, visitors can taste dates, watch shows and buy local food. Last year, Hamad won a prize for the best dates. Our family was very proud of him, and we celebrated with a big dinner. Next year, I want to help him on his farm during the harvest.

(113 words)

(1)	**A** that	**B** which	**C** who
(2)	**A** which	**B** who	**C** that
(3)	**A** that	**B** which	**C** who
(4)	**A** which	**B** that	**C** where
(5)	**A** which	**B** where	**C** who

Practice 4B Non-defining Relative Clauses: Khorfakkan Port *(5 × 2 = 10 marks)*

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.

Khorfakkan, (1) _____ is on the east coast of the UAE, has one of the busiest ports in the region. Big ships bring food from many countries, such as rice from India and tea from Sri Lanka. My father, (2) _____ works at the port, checks the containers every day. The port, (3) _____ opened many years ago, is very important for trade. Ships do not need to sail through the Strait of Hormuz, (4) _____ saves a lot of time. Near the port is Khorfakkan Beach, (5) _____ families enjoy swimming and picnics at the weekend. I love watching the huge ships from the beach. One day, I want to become an engineer and design new machines for the port.

(121 words)

(1)	A who	B where	C which
(2)	A who	B that	C which
(3)	A that	B which	C who
(4)	A which	B who	C that
(5)	A which	B that	C where

5. G.5.1 – Zero Conditional

What is it? We use the zero conditional to talk about facts, general truths, science and rules – things that are ALWAYS true.

نستخدم الجملة الشرطية الصفرية للتعبير عن الحقائق العلمية والأمور الصحيحة دائمًا. نستخدم المضارع البسيط في الجملتين.

Form and use

If-clause (condition)	Main clause (result)
If / When + present simple,	present simple.
If you heat ice,	it melts.
When plants don't get water,	they die.
What happens if	you put water in the freezer?

- Put a comma when the if-clause comes first: If you heat ice, it melts.
- No comma when the main clause comes first: Ice melts if you heat it.
- When can replace if with the same meaning in the zero conditional.

✓ **Positive:** If you mix blue and yellow, you get green. Water boils if you heat it to 100 °C.

× **Negative / question:** If you don't eat breakfast, you feel hungry in class. Plants don't grow if there isn't any sunlight.

Common mistakes

× Wrong	✓ Correct
If you heat water, it boil.	If you heat water, it boils.
If you heated ice, it melts.	If you heat ice, it melts.
If it rains the ground gets wet.	If it rains, the ground gets wet.

Compare: Zero conditional (always true): If you heat water, it boils. First conditional (a possible future situation): If it rains tomorrow, we will stay at home.

★ **REMEMBER!**
Zero conditional = present + present = a fact that is always true.

Practice 5A Zero Conditional: How Rice Grows *(5 × 2 = 10 marks)*

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.

Rice is a crop that needs a lot of water. If farmers (1) _____ rice in wet fields, the plants grow quickly. If the fields (2) _____ dry, the young plants die. When the sun shines all day, the rice (3) _____ golden. Rice plants need warm weather. If it (4) _____ too cold, the plants don't grow well. That is why most rice comes from hot countries such as Thailand and India. When the rice is ready, farmers cut it and dry it in the sun. If you (5) _____ rice in a dry, cool place, it stays fresh for a long time. Many families in the UAE buy big bags of rice because they cook it almost every day.

(121 words)

(1)	**A** plant	**B** planted	**C** will planting
(2)	**A** gets	**B** get	**C** got
(3)	**A** turned	**B** turns	**C** turning
(4)	**A** is	**B** was	**C** be
(5)	**A** kept	**B** will kept	**C** keep

Practice 5B Zero Conditional: Science in the Kitchen *(5 × 2 = 10 marks)*

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.

Cooking is full of science. If you heat water to 100 °C, it (1) _____. When water boils, some of it changes into steam because of evaporation. If you (2) _____ a cold lid over the pot, drops of water appear on it. This is called condensation. Chocolate also changes with heat. If you leave a bar of chocolate in the sun, it (3) _____. When you (4) _____ it in the fridge, it becomes hard again. Ice cream is similar. If it (5) _____ warm, it melts and drips onto your hands. Learning about science helps us to cook better. Next time you are in the kitchen, look carefully, and you will see science everywhere around you!

(118 words)

(1)	A boil	B boils	C boiled
(2)	A put	B puts	C putting
(3)	A melt	B melted	C melts
(4)	A puts	B put	C putting
(5)	A gets	B get	C got

6. G.2.2 – Adverbs of Sequencing

What is it? Sequencing adverbs show the ORDER of actions or events. They help the reader follow the steps of a process or a story.

ظروف الترتيب توضّح تسلسل الخطوات أو الأحداث مثل: أولًا، بعد ذلك، ثم، وأخيرًا. نستخدمها كثيرًا في وصف العمليات وفي الكتابة.

Form and use

Stage	Words to use
Beginning	First, / Firstly, / To begin with,
Middle	Next, / Then / After that, / Second,
End	Finally, / Lastly,

- Put them at the start of a sentence.
- Use a comma after First, Next, After that and Finally. (Then often has no comma.)
- The words must follow the real order of the events.

✓ **Positive:** First, wash your hands. Next, cut the vegetables. Then put them in a bowl. Finally, add some lemon juice.

× **Negative / question:** After that, don't open the oven for ten minutes.

Common mistakes

× Wrong	✓ Correct
Finally, buy the vegetables. First, cook them.	First, buy the vegetables. Finally, cook them.
At first, open the box.	First, open the box. (At first = at the beginning, but later it changed.)
Then, after that, we eat.	After that, we eat. (Use one sequencing word, not two.)

Compare: First (step 1 of a process) ≠ At first (in the beginning, before a change): At first, I didn't like dates, but now I love them.

★ **REMEMBER!**
Remember F – N – T – A – F: First → Next → Then → After that → Finally.

Practice 6A Adverbs of Sequencing: How Chocolate Is Made *(5 × 2 = 10 marks)*

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.

Making chocolate takes many steps. (1) _____, farmers cut the ripe cocoa pods from the trees. They open the pods and take out the beans. (2) _____, they leave the beans in boxes for about a week so that they taste better. (3) _____ the farmers dry the beans in the sun. After that, the dry beans travel by ship to a chocolate factory. In the factory, workers roast the beans and crush them into a thick paste. (4) _____, they add sugar and milk. (5) _____, they pour the chocolate into moulds and leave it to cool. Now it is ready for the shops, and people all over the world can enjoy it!

(114 words)

(1)	**A** Finally	**B** First	**C** After that
(2)	**A** Next	**B** First	**C** Finally
(3)	**A** Finally	**B** At first	**C** Then
(4)	**A** Next	**B** First	**C** At first
(5)	**A** First	**B** Finally	**C** Next

Practice 6B Adverbs of Sequencing: Our Class Trip to a Farm *(5 × 2 = 10 marks)*

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.

Last week, our class visited an organic farm in Al Dhaid. (1) _____, we met the farmer, who showed us around the farm. (2) _____, we visited the greenhouse, where he grows tomatoes and cucumbers without chemicals. He explained that plants need sunlight, water and good soil. (3) _____ we went to the chicken house and collected fresh eggs. (4) _____, we had a healthy picnic under the palm trees and tasted the vegetables we had picked. The food was delicious! (5) _____, we got on the bus and returned to school. It was a fantastic day, and I learned a lot about where our food comes from and how farmers produce it.

(113 words)

(1)	**A** First	**B** Finally	**C** Then
(2)	**A** First	**B** Next	**C** Finally
(3)	**A** Then	**B** First	**C** Finally
(4)	**A** First	**B** After that	**C** At first
(5)	**A** Next	**B** First	**C** Finally

7. Mixed Grammar Practice – All Six Points (3 Models)

Exam format (Part 2)
One descriptive text of about 120 words with 5 gaps. Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C. 2 marks each – total 10 marks.

Model 1 From Cocoa Beans to Chocolate *(10 marks)*

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.

Chocolate is a sweet food that people all over the world love. It comes from cocoa, (1) _____ grows on trees in hot countries like Ghana. Farmers who grow cocoa need (2) _____ rain and sunshine. (3) _____, the farmers cut the cocoa pods from the trees. Then, they take out the beans and dry them in the sun. If cocoa beans are too wet, they (4) _____ bad quickly. After that, the dry beans travel by ship from a busy port to other countries. Factories buy the beans and turn them into chocolate. Ghana, (5) _____ is in West Africa, is one of the biggest producers of cocoa in the world. Next time you eat chocolate, remember the farmers.

(120 words)

(1)	A who	B which	C where
(2)	A a lot of	B many	C a few
(3)	A Finally	B After that	C First
(4)	A went	B go	C going
(5)	A which	B that	C who

Model 2 Rice: A Crop That Feeds the World *(10 marks)*

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.

Rice is a crop (1) _____ feeds more than half of the people in the world. It grows best in countries (2) _____ there is a lot of rain, such as India and Thailand. Rice plants need (3) _____ water, so farmers often grow them in wet fields. If the fields are dry, the young plants (4) _____. Farmers in Asia have grown rice for thousands of years. Today, ships carry rice from these countries to ports around the world, including Jebel Ali in Dubai. In the UAE, people eat (5) _____ rice. It is an important part of many traditional dishes, such as machboos, which families often share at lunchtime.

(111 words)

(1)	A where	B who	C that

(2)	A where	B which	C who
(3)	A many	B a few	C a lot of
(4)	A died	B die	C will died
(5)	A a lot of	B many	C a few

Model 3 Tea: From the Fields to Your Cup *(10 marks)*

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.

Tea is one of the most popular drinks in the world. Most tea comes from countries like China, India and Sri Lanka, (1) _____ the weather is warm and wet. Tea is made from the leaves of a small bush. (2) _____, workers pick the young green leaves by hand. Next, they dry the leaves in the sun or in big machines. (3) _____, the leaves are packed into boxes and sent to the port. Sri Lanka, (4) _____ produces a lot of tea, sends it to many countries, including the UAE. When you add hot water to tea leaves, the water (5) _____ brown. Many people enjoy their tea with a little milk and sugar.

(116 words)

(1)	A which	B where	C who
(2)	A First	B Finally	C After that
(3)	A First	B At first	C Finally
(4)	A which	B who	C that
(5)	A turned	B turns	C turning

PART 3 READING COMPREHENSION

Part 3A: narrative text (A2.1–A2.2) – 24 marks | Part 3B: expository text (B1.1) – 16 marks

A. Reading Part 3A – Food for Life (narrative)

Exam tips for Part 3A

Read the questions first, then find the answers in the story. 4 questions ask for specific information, 2 ask for details, 1 asks you to guess the meaning of a word from the context, and 1 asks for the main idea.

3A – Model 1 Grandpa's Farm *(24 marks)*

Read the text and choose the correct answers. Choose A, B or C. (8 questions × 3 marks)

Last weekend, Hamad visited his grandfather's farm in Masafi. Grandpa grows fresh vegetables and keeps a few chickens. "Every living thing on this farm is connected," Grandpa said.

First, he showed Hamad the green plants. "Plants are producers," he explained. "They use sunlight to make their own food." Then Hamad saw a small grasshopper eating a leaf. "The grasshopper is a consumer because it eats plants," Grandpa said.

Suddenly, a lizard ran across the path and caught the grasshopper. Hamad was surprised. "The lizard is a predator, and the grasshopper is its prey," Grandpa said. Later, they saw a hawk flying high above the trees. "That hawk hunts lizards," Grandpa added. "This is called a food chain."

Then Hamad noticed an old plastic bag near the fence. "Animals can eat plastic and become sick," Grandpa said. Hamad picked it up and put it in the bin.

At lunch, they ate a healthy salad made from vegetables from the garden. Hamad smiled. "Now I understand that every plant and animal needs the others," he said.

(174 words)

1. Where is Grandpa's farm?

A in Dubai	**B** in Masafi	**C** in Al Ain

2. Why are plants called producers?

A They make their own food from sunlight.
B They eat small insects.
C They grow very fast.

3. What was the grasshopper eating?

A a lizard	**B** a vegetable from the salad	**C** a leaf

4. Which animal caught the grasshopper?

A a hawk	**B** a lizard	**C** a chicken

5. What does the hawk hunt?

A chickens	**B** grasshoppers	**C** lizards

6. What did Hamad do with the plastic bag?

A He put it in the bin.	**B** He gave it to Grandpa.	**C** He left it near the fence.

7. In paragraph 4, the word "noticed" means _____.

A saw	**B** threw	**C** bought

8. What is the main idea of the story?

A Hawks are dangerous birds.
B Living things on a farm are connected in a food chain.
C Hamad likes eating salad.

3A – Model 2 A Trip to the Mangroves *(24 marks)*

Read the text and choose the correct answers. Choose A, B or C. (8 questions × 3 marks)

On Tuesday, Mariam's class went on a school trip to the mangroves in Kalba. Their science teacher, Ms Noura, wanted to show them how a food web works.

When they arrived, the students got into small boats. Ms Noura pointed at the green mangrove trees. "These trees are producers. They make food from sunlight and give shelter to many animals," she said.

In the shallow water, Mariam saw tiny crabs eating bits of leaves. Then a small fish swam past. "Small fish eat tiny plants and animals," Ms Noura explained. "But they must be careful, because bigger fish and birds are their predators."

Just then, a white heron dived into the water and came up with a fish in its beak. Everyone cheered. "In a food web, one animal can be food for many different animals," Ms Noura said.

On the way back, Mariam saw a plastic bottle floating near the trees. The students collected it and three more bottles. "Plastic harms the animals here," Mariam said. "If we protect the mangroves, we protect the whole food web." That evening, she told her family everything she had learned.

(188 words)

1. Where did the class go?

A to a farm	**B** to a zoo	**C** to the mangroves in Kalba

2. Who is Ms Noura?

A Mariam's science teacher	**B** Mariam's mother	**C** a boat driver

3. What were the tiny crabs eating?

A small fish	**B** bits of leaves	**C** plastic

4. What did the heron catch?

A a fish	**B** a crab	**C** a bottle

5. Why are mangrove trees important, according to Ms Noura?

A They make food and give shelter to animals.
B They are good for building boats.
C They stop the rain.

6. How many plastic bottles did the students collect in total?

A three	**B** four	**C** five

7. "Everyone cheered." The word "cheered" means _____.

A cried sadly	**B** slept quietly	**C** shouted happily

8. What is the story mainly about?

A how to drive a small boat
B learning how plants and animals depend on each other
C why herons are white

3A – Model 3 The Lunchbox Challenge *(24 marks)*

Read the text and choose the correct answers. Choose A, B or C. (8 questions × 3 marks)

Fatima loved crisps and fizzy drinks. Every day, she brought them to school in her lunchbox. One morning, her teacher, Mrs Aisha, announced a "Lunchbox Challenge". "For one week, bring only healthy food," she said. "The class with the healthiest lunches will win a prize."

That evening, Fatima went to the market with her mother. They bought fresh fruit, vegetables and some fish. The fish seller told Fatima something interesting. "This kingfish is a predator. It eats smaller fish, and those small fish eat tiny plants in the sea. Every animal depends on food," he said.

"People are consumers too," her mother added. "We need the right food to stay strong."

All week, Fatima took sandwiches, carrots and dates to school. She drank water instead of fizzy drinks. She also used a metal box, not plastic bags. By Thursday, she felt more active, and she did not feel sleepy in class.

On Friday, Mrs Aisha announced the winners. Fatima's class had won! But Fatima was happiest about something else: she had discovered that healthy food made her feel great.

(179 words)

1. What did Fatima usually bring to school?

A crisps and fizzy drinks	**B** sandwiches and water	**C** fish and rice

2. Who started the Lunchbox Challenge?

A Fatima's mother	**B** the fish seller	**C** Mrs Aisha

3. Where did Fatima go with her mother?

A to a restaurant	**B** to the market	**C** to the beach

4. What does the kingfish eat?

A tiny sea plants	**B** smaller fish	**C** dates

5. What did Fatima drink during the challenge?

A water	**B** fizzy drinks	**C** juice

6. How did Fatima feel by Thursday?

A hungry	**B** sleepy and tired	**C** more active

7. "She had discovered that healthy food made her feel great." The word "discovered" means _____.

A forgotten	**B** found out	**C** worried

8. What is the main message of the story?

A Fish is the best food.
B Prizes are important.
C Healthy food helps us feel better.

B. Reading Part 3B – Patterns (expository)

Exam tips for Part 3B
This text is a little harder (B1.1). 4 questions ask for details, 2 ask about the meaning of words or expressions, 1 asks you to connect the text to your own life or the world, and 1 asks for the main idea.

3B – Model 1 Patterns in Islamic Art *(16 marks)*

Read the text and choose the correct answers. Choose A, B or C. (8 questions × 2 marks)

Islamic art is famous around the world for its beautiful geometric patterns. These designs can be found on the walls, ceilings and floors of mosques, palaces and homes. Instead of drawing people or animals, many Islamic artists used shapes such as circles, squares, stars and hexagons to decorate buildings.

To create these patterns, artists usually started with a simple circle. By dividing the circle into equal parts, they could draw stars with six, eight or even twelve points. Then they repeated the same shape again and again, so the pattern seemed to continue forever. This repetition represents the idea of infinity, something that has no end.

Islamic artists also used calligraphy, which is the art of beautiful handwriting, and plant designs called arabesques. Calligraphy was often combined with geometric shapes to create a balanced design.

Today, you can see these traditional patterns in many modern places. The Sheikh Zayed Grand Mosque in Abu Dhabi, for example, has detailed flower designs and patterns on its floors and walls. Many architects and designers still use these ideas because they are both beautiful and mathematically precise.

(183 words)

1. Where can Islamic geometric patterns be found?
   - **A** only on carpets
   - **B** on walls, ceilings and floors
   - **C** only in books
2. Which shape did artists usually start with?

A a circle	**B** a square	**C** a hexagon

3. What is calligraphy?
   - **A** a kind of plant design
   - **B** the art of beautiful handwriting
   - **C** a type of star

4. What are arabesques?

A plant designs	**B** number sequences	**C** mosques

5. In paragraph 2, the word "infinity" means _____.

A something very small	**B** something very old	**C** something that has no end

6. Why did artists repeat the same shape many times?
- **A** to make the pattern look endless
- **B** to save paint
- **C** because they could not draw other shapes

7. Where in the UAE might you see geometric patterns like the ones in the text?
- **A** on the tiles and windows of a mosque
- **B** on a weather map
- **C** inside a car engine

8. What is the text mainly about?
- **A** the history of Abu Dhabi
- **B** how geometric patterns are used in Islamic art
- **C** how to write calligraphy

3B – Model 2 What Is a Pattern? *(16 marks)*

Read the text and choose the correct answers. Choose A, B or C. (8 questions × 2 marks)

A pattern is something that repeats in a regular and predictable way. Patterns are everywhere: in numbers, shapes, music and even in nature. Once you recognise a pattern, you can predict what comes next.

In mathematics, a list of numbers that follows a rule is called a sequence. For example, in the sequence 3, 6, 9, 12, each number is three more than the one before it, so the next number is 15. Some sequences are more complex. In the famous Fibonacci sequence, each number is the sum of the two numbers before it: 1, 1, 2, 3, 5, 8, 13 and so on.

Shape patterns work in a similar way. A floor might have tiles arranged as square, triangle, square, triangle. Designers use such patterns because they make spaces look organised and attractive.

Surprisingly, the Fibonacci sequence also appears in nature. The number of petals on many flowers, such as lilies and buttercups, is a Fibonacci number. The seeds in a sunflower are arranged in spirals that follow the same pattern.

Scientists study patterns because they help us to understand how the world works and to make useful predictions.

(190 words)

1. In the sequence 3, 6, 9, 12, what is the next number?

A 13	**B** 15	**C** 18

2. In the Fibonacci sequence, each number is _____.
- **A** the sum of the two numbers before it
- **B** three more than the one before it
- **C** double the number before it

3. Why do designers use shape patterns?
- **A** because they are cheap
- **B** because they make spaces look organised and attractive
- **C** because they are easy to clean

4. Where does the Fibonacci sequence appear in nature?
- **A** in the number of petals on some flowers
- **B** in the colour of the sky
- **C** in the size of animals

5. In paragraph 1, the word “predictable” means _____.
- **A** very colourful
- **B** very difficult
- **C** easy to know what will happen next

6. The writer starts paragraph 4 with “Surprisingly” because _____.
- **A** people do not expect a maths pattern in flowers
- **B** flowers are not beautiful
- **C** the sequence is wrong

7. Which of these is an example of a pattern in everyday life?
- **A** a random pile of books
- **B** the days of the week, which repeat every seven days
- **C** a broken window

8. What is the main idea of the text?
- **A** Patterns follow rules and can be found in maths, design and nature.
- **B** Sunflowers are the most beautiful flowers.
- **C** Fibonacci was a famous designer.

3B – Model 3 Hexagons: Nature's Favourite Shape *(16 marks)*

Read the text and choose the correct answers. Choose A, B or C. (8 questions × 2 marks)

A hexagon is a shape with six straight sides. Although it may seem like an ordinary shape, the hexagon appears again and again in the natural world, and scientists believe there is a good reason for this.

The best-known example is the honeycomb. Bees build their honeycomb from wax, which their bodies produce. They shape each cell into a hexagon. Hexagons fit together perfectly without leaving any gaps, so bees can store the largest amount of honey while using the smallest amount of wax. In other words, the hexagon is an efficient shape.

Hexagons can also be found in other places. Snowflakes have six sides or six points, and the shells of turtles are often covered in hexagon-like plates. At the Giant's Causeway in Northern Ireland, thousands of rock columns, many of them with six sides, formed when hot lava cooled slowly.

Engineers have learned from these natural designs. They use hexagon patterns to make strong but light materials for aircraft and buildings. Squares and triangles can also fit together without gaps, but hexagons need less material to cover the same area.

So next time you see a hexagon, remember that it is one of nature's smartest shapes.

(198 words)

1. What do bees use to build their honeycomb?

A mud	**B** wax	**C** leaves

2. Why are hexagons useful for bees?

A They leave no gaps and save wax.
B They are easy to see.
C They keep the honey cold.

3. How did the rock columns at the Giant's Causeway form?

A Bees built them.	**B** People cut them.	**C** Hot lava cooled slowly.

4. What do engineers make with hexagon patterns?

A strong but light materials	**B** snowflakes	**C** honey

5. In paragraph 2, the word "efficient" means _____.

A very old
B doing a job well without wasting anything
C very colourful

6. In paragraph 2, the writer uses “In other words” to _____.
   - A give an example from another country
   - B say the same idea in a different, simpler way
   - C start a new topic

7. Which everyday object often has a hexagon pattern?
   - A a football with six-sided patches
   - B a round plate
   - C a triangle road sign

8. What is the text mainly about?
   - A how bees make honey
   - B why the hexagon appears in nature and design
   - C the history of Northern Ireland

PART 4 WRITING REVISION

Exam Part 4: 4 labelled pictures · describe each stage with First, Next, Then, After that, Finally · at least 100 words · 40 marks

Writing Task 1 (40 marks)

Food for Life

How can food improve your health?

Grade 7 General End of Term 1

Look at the four pictures of a student making a healthy meal. Describe what happened at each stage and explain how this food can improve your health. Use sequencing words and phrases. Write at least 100 words in complete sentences.

Use the words under the pictures and the ideas in the boxes to write a description of what happened.



buy fresh food



wash vegetables



prepare a meal



enjoy the meal

Useful words and phrases:

- First
- Next
- Then
- After that
- Finally
- because
- so
- healthy
- fresh
- delicious
- energy

Ideas to include:

- Why did you choose this food?
- How did you prepare it?
- How does this food help your health?
- How do you feel after eating it?
- What will you do next?

Model Answer – Writing Task 1

Grade 7 General
End of Term 1

Food for Life
How can food improve your health?

First, I went to the supermarket with my family to buy fresh food. We bought vegetables, fruits and eggs.

Next, we washed the vegetables with clean water. This helps to remove dirt and keep them safe.

Then, we prepared a healthy meal. We cut the vegetables and made a salad. We also boiled some eggs and made fresh juice.

After that, we ate the meal together. The food was delicious and gave us energy. I felt happy and full. Healthy food is important because it helps our bodies grow and keeps us strong.

Finally, I decided to eat more fresh food every day and drink water to stay healthy.

Word count: 109 words

Writing Task 2 (40 marks)

It's a Small World

What can visitors see and do in the UAE?

Grade 7 General End of Term 1

Look at the four pictures of a family's visit to the UAE. Describe what happened at each stage and say what visitors can see and do in the UAE. Use sequencing words and phrases. Write at least 100 words in complete sentences.

Use the words under the pictures and the ideas in the boxes to write a description of what happened.



arrive in Dubai



visit famous places



enjoy desert activities



buy souvenirs

Useful words and phrases:

- First
- Next
- Then
- After that
- Finally
- visit
- see
- explore
- enjoy
- take photos
- learn about

Ideas to include:

- Where did you go?
- What did you see and do?
- How did you travel?
- What was your favourite activity?
- What did you learn about the UAE?
- How did you feel at the end of the trip?

Model Answer – Writing Task 2

Grade 7 General
End of Term 1

It's a Small World
What can visitors see and do in the UAE?

First, I arrived in the UAE with my family. We travelled by plane. I was very excited to visit this beautiful country.

Next, we visited famous places in Dubai. We saw the Burj Khalifa and took many photos. The building was very tall and amazing.

Then, we went to the desert. We rode camels and enjoyed the sand dunes. It was a fun and new experience for me. I also learned about Bedouin life and their traditions.

After that, we visited a traditional market. We bought some souvenirs for our friends and family. I saw many beautiful things, like dates, lanterns and handicrafts.

Finally, we returned to our hotel. I felt happy and tired. It was a wonderful trip. I learned a lot about the UAE and its culture, and I hope to visit it again in the future.

Word count: 139 words

PART 5 ANSWER KEYS AND TEACHER SUPPORT

TEACHER ONLY – remove these pages before giving the booklet to students if you wish

1. Vocabulary Practice Sets

Set 1: 1 C (predator) 2 B (plastic) 3 A (evaporation) 4 B (engineer) 5 C (hexagon)

Set 2: 1 B (sum) 2 B (translates) 3 C (drawback) 4 A (producers) 5 C (condensation)

Set 3: 1 A (healthy) 2 A (fresh) 3 B (prey) 4 A (consumer) 5 A (filter)

Set 4: 1 C (supply) 2 A (advantage) 3 C (communicate) 4 C (pattern) 5 B (square)

Set 5: 1 A (evaporation) 2 C (sequence) 3 A (number) 4 B (engineer) 5 B (drawback)

Set 6: 1 A (producers) 2 B (condensation) 3 C (translate) 4 C (prey) 5 A (plastic)

Set 7: 1 B (advantage) 2 A (sum) 3 A (hexagon) 4 C (predator) 5 C (supply)

Set 8: 1 B (consumers) 2 C (fresh) 3 B (communicate) 4 C (number) 5 B (filter)

2. Grammar Practice Texts – Answers and Explanations

Practice 1A (G.7.5) – A Visit to the Date Market

Gap	Answer	Why
1	A many	kinds is a countable plural noun → many
2	B a few	boxes is countable; a small number → a few
3	C much	space is uncountable; negative sentence → much
4	A some	positive sentence with a plural noun → some (any is for negatives and questions)
5	C a little	honey is uncountable; a small amount → a little

Practice 1B (G.7.5) – Rice for Dinner

Gap	Answer	Why
1	A any	a question with an uncountable noun → any
2	B a lot of	rice is uncountable; positive sentence → a lot of
3	C many	countries is countable plural → many
4	B many	tomatoes is countable plural; negative → many
5	A a little	salt is uncountable; a small amount → a little

Practice 2A (G.9.3) – Chocolate Around the World

Gap	Answer	Why
1	B is	chocolate is uncountable → singular verb is

Gap	Answer	Why
2	A grow	beans is a countable plural noun → plural verb grow
3	C beans	many beans come out of the pods → plural countable noun beans
4	A milk	milk is uncountable → no plural, no a
5	C many	kinds is countable plural → many

Practice 2B (G.9.3) – Tea Time in the UAE

Gap	Answer	Why
1	C tea	tea (the drink in general) is uncountable → no a, no plural
2	B some	water is uncountable → some (not a or many)
3	A a few	seeds is countable plural → a few
4	A are	leaves is countable plural → are
5	B a cup	we count uncountable drinks with a container → a cup of karak

Practice 3A (G.4.1) – People Who Feed Us

Gap	Answer	Why
1	B who	people → who
2	A who	a person → who
3	C that	boats are things → that (or which)
4	A where	a market is a place → where
5	B who	the person → who

Practice 3B (G.4.1) – The Spice Souk

Gap	Answer	Why
1	B where	a market is a place → where
2	C that	spices are things → that (or which)
3	A that	the shop is a thing (the object of owns) → that
4	B who	customers are people → who
5	C who	people → who

Practice 4A (G.4.2) – The Liwa Date Festival

Gap	Answer	Why
1	B which	extra information about a place, with commas → which (never that)
2	A which	extra information about the festival (a thing) → which

Gap	Answer	Why
3	C who	extra information about a person → who
4	A which	extra information about dates (things) → which
5	B where	the hall is a place where something happens → where

Practice 4B (G.4.2) – Khorfakkan Port

Gap	Answer	Why
1	C which	extra information about a city, with commas → which
2	A who	extra information about a person → who (never that)
3	B which	extra information about the port (a thing), with commas → which
4	A which	extra information about the whole idea → which
5	C where	a beach is a place where people do things → where

Practice 5A (G.5.1) – How Rice Grows

Gap	Answer	Why
1	A plant	zero conditional: If + present simple → plant
2	B get	present simple with a plural subject (the fields) → get
3	B turns	result clause in the present simple → turns
4	A is	If + present simple → is
5	C keep	If + present simple (you) → keep

Practice 5B (G.5.1) – Science in the Kitchen

Gap	Answer	Why
1	B boils	result clause, present simple with it → boils
2	A put	If + present simple with you → put
3	C melts	result clause, present simple with it → melts
4	B put	When + present simple with you → put
5	A gets	If + present simple with it → gets

Practice 6A (G.2.2) – How Chocolate Is Made

Gap	Answer	Why
1	B First	the first step of the process → First
2	A Next	a middle step → Next
3	C Then	another middle step → Then (At first means 'in the beginning, before a change')
4	A Next	a middle step → Next

Gap	Answer	Why
5	B Finally	the last step → Finally

Practice 6B (G.2.2) – Our Class Trip to a Farm

Gap	Answer	Why
1	A First	the first event → First
2	B Next	the second event → Next
3	A Then	a middle event → Then
4	B After that	a later event → After that
5	C Finally	the last event → Finally

3. Mixed Grammar Models – Answers and Explanations

Model 1 – From Cocoa Beans to Chocolate

Gap	Answer	Why
1	B which	cocoa is a thing (non-defining clause after a comma) → which
2	A a lot of	rain and sunshine are uncountable; positive sentence → a lot of
3	C First	this is the first step of the process; 'Then' and 'After that' come later
4	B go	zero conditional (general fact): present simple in both clauses
5	A which	non-defining clause about a place/thing with commas → which (never that)

Model 2 – Rice: A Crop That Feeds the World

Gap	Answer	Why
1	C that	defining clause about a thing → that (or which)
2	A where	countries are places → where
3	C a lot of	water is uncountable → a lot of (many / a few are for countable nouns)
4	B die	zero conditional: If + present, present
5	A a lot of	rice is uncountable → a lot of

Model 3 – Tea: From the Fields to Your Cup

Gap	Answer	Why
1	B where	countries are places → where
2	A First	the first stage of the process → First

Gap	Answer	Why
3	C Finally	the last stage → Finally
4	A which	non-defining clause about a country (commas) → which
5	B turns	zero conditional (a fact): present simple

4. Reading – Answers with Evidence

3A – Model 1: Grandpa's Farm

Q	Answer	Skill	Evidence / explanation
1	B in Masafi	Specific information	Paragraph 1: "his grandfather's farm in Masafi".
2	A They make their own food from sunlight.	Specific information	Paragraph 2: "They use sunlight to make their own food."
3	C a leaf	Specific information	Paragraph 2: "a small grasshopper eating a leaf".
4	B a lizard	Specific information	Paragraph 3: "a lizard … caught the grasshopper".
5	C lizards	Details	Paragraph 3: "That hawk hunts lizards."
6	A He put it in the bin.	Details	Paragraph 4: "picked it up and put it in the bin".
7	A saw	Inference (word meaning)	Hamad saw the bag and then picked it up, so 'noticed' = saw.
8	B Living things on a farm are connected in a food chain.	Overall meaning	The whole story shows how plants and animals depend on each other (food chain).

3A – Model 2: A Trip to the Mangroves

Q	Answer	Skill	Evidence / explanation
1	C to the mangroves in Kalba	Specific information	Paragraph 1: "a school trip to the mangroves in Kalba".
2	A Mariam's science teacher	Specific information	Paragraph 1: "Their science teacher, Ms Noura".
3	B bits of leaves	Specific information	Paragraph 3: "tiny crabs eating bits of leaves".
4	A a fish	Specific information	Paragraph 4: "came up with a fish in its beak".
5	A They make food and give shelter to animals.	Details	Paragraph 2: "They make food from sunlight and give shelter to many animals."

Q	Answer	Skill	Evidence / explanation
6	B four	Details	Paragraph 5: they collected the first bottle "and three more bottles" = 4.
7	C shouted happily	Inference (word meaning)	The students were excited to see the heron catch a fish, so they shouted happily.
8	B learning how plants and animals depend on each other	Overall meaning	The trip teaches the students how a food web works.

3A – Model 3: The Lunchbox Challenge

Q	Answer	Skill	Evidence / explanation
1	A crisps and fizzy drinks	Specific information	Paragraph 1: "Fatima loved crisps and fizzy drinks … she brought them to school".
2	C Mrs Aisha	Specific information	Paragraph 1: "her teacher, Mrs Aisha, announced a 'Lunchbox Challenge'".
3	B to the market	Specific information	Paragraph 2: "Fatima went to the market with her mother".
4	B smaller fish	Specific information	Paragraph 2: "It eats smaller fish".
5	A water	Details	Paragraph 4: "She drank water instead of fizzy drinks."
6	C more active	Details	Paragraph 4: "By Thursday, she felt more active".
7	B found out	Inference (word meaning)	Fatima learned something new from her experience, so 'discovered' = found out.
8	C Healthy food helps us feel better.	Overall meaning	Fatima's change to healthy food made her feel active and great.

3B – Model 1: Patterns in Islamic Art

Q	Answer	Skill	Evidence / explanation
1	B on walls, ceilings and floors	Details	Paragraph 1: "on the walls, ceilings and floors of mosques, palaces and homes".
2	A a circle	Details	Paragraph 2: "artists usually started with a simple circle".
3	B the art of beautiful handwriting	Details	Paragraph 3: "calligraphy, which is the art of beautiful handwriting".
4	A plant designs	Details	Paragraph 3: "plant designs called arabesques".

Q	Answer	Skill	Evidence / explanation
5	C something that has no end	Inference (word meaning)	The text explains it: "something that has no end"; the pattern "seemed to continue forever".
6	A to make the pattern look endless	Inference	Paragraph 2: they repeated it "so the pattern seemed to continue forever".
7	A on the tiles and windows of a mosque	Connection	The text links these patterns to mosques; students can connect this to mosques they know in the UAE.
8	B how geometric patterns are used in Islamic art	Overall meaning	Every paragraph explains patterns in Islamic art and how they are used.

3B – Model 2: What Is a Pattern?

Q	Answer	Skill	Evidence / explanation
1	B 15	Details	Paragraph 2: "so the next number is 15".
2	A the sum of the two numbers before it	Details	Paragraph 2: "each number is the sum of the two numbers before it".
3	B because they make spaces look organised and attractive	Details	Paragraph 3 gives this reason.
4	A in the number of petals on some flowers	Details	Paragraph 4: "The number of petals on many flowers … is a Fibonacci number."
5	C easy to know what will happen next	Inference (word meaning)	The next sentence says you "can predict what comes next".
6	A people do not expect a maths pattern in flowers	Inference	It is unexpected that a number rule appears in nature.
7	B the days of the week, which repeat every seven days	Connection	The days of the week repeat in a regular, predictable way – like the patterns in the text.
8	A Patterns follow rules and can be found in maths, design and nature.	Overall meaning	The text explains patterns in numbers, shapes and nature.

3B – Model 3: Hexagons: Nature's Favourite Shape

Q	Answer	Skill	Evidence / explanation
1	B wax	Details	Paragraph 2: "Bees build their honeycomb from wax".
2	A They leave no gaps and save wax.	Details	Paragraph 2: they fit "without leaving any gaps" and use "the smallest amount of wax".
3	C Hot lava cooled slowly.	Details	Paragraph 3: "formed when hot lava cooled slowly".
4	A strong but light materials	Details	Paragraph 4: "strong but light materials for aircraft and buildings".
5	B doing a job well without wasting anything	Inference (word meaning)	The hexagon stores the most honey with the least wax – it wastes nothing.
6	B say the same idea in a different, simpler way	Inference (expression)	The sentence after it repeats the idea of the previous sentence more simply.
7	A a football with six-sided patches	Connection	Many footballs have patches with six sides – a hexagon pattern from everyday life.
8	B why the hexagon appears in nature and design	Overall meaning	The text explains where hexagons appear and why the shape is useful.

5. Feedback

Common error	Suggested feedback
much / many confusion	Ask: "Can you count it?" Practise with food words (rice, eggs, water, dates).
Plurals of uncountable nouns (breads, informations)	Teach unit phrases: a loaf of bread, a piece of information.
which for people / that in non-defining clauses	who = people. Non-defining clauses (with commas) never use that.
Missing commas in non-defining clauses	Use the cover test: if the sentence is clear without the clause, add commas.
will or past tense in the zero conditional	Facts use present + present: If you heat ice, it melts.
Missing -s with he / she / it	Underline the subject and check the verb: it boils, she grows.
Overusing "then" or wrong sequence order	Use the F–N–T–A–F chain and number the pictures before writing.
Writing fewer than 100 words / skipping a picture	Plan one main sentence + one detail sentence for each picture, plus an opening and a conclusion.

Common error	Suggested feedback
No capital letters for places (dubai, hatta)	Proofread names of people, places and the first word of every sentence.
Spelling of topic words	Practise: evaporation, condensation, hexagon, sequence, predator, translate, engineer.

6. Revision

☐ I know the meaning, Arabic translation and spelling of all 22 vocabulary words in the four themes.
☐ I can use much, many, a few, a little, some, any and a lot of correctly.
☐ I know the difference between countable and uncountable nouns.
☐ I can use who, which, that and where in defining relative clauses.
☐ I can write non-defining relative clauses with commas (and without that).
☐ I can use the zero conditional to talk about facts.
☐ I can use First, Next, Then, After that and Finally in the correct order.
☐ I can answer specific information, detail, inference and overall-meaning questions about a narrative text (Part 3A).
☐ I can answer detail, inference, connection and overall-meaning questions about an expository text (Part 3B).
☐ I can describe four pictures of a process in at least 100 words using sequencing words (Part 4).

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