

كراسة تدريبية مراجعة وفق الهيكل الوزاري الجديد منهج بريدج



تم تحميل هذا الملف من موقع المناهج الإماراتية

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المزيد من مادة
لغة انجليزية:

إعداد: مدرسة درب السعادة

التواصل الاجتماعي بحسب الصف السابع



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف السابع والمادة لغة انجليزية في الفصل الأول

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Subject: English

Student's name: _____

Grade: 7 \ Section: _____

Date: ____/____/2025

Training Form for the Final Exam

Term 1 -2025/2026

Part	Level	Theme	Vocabulary		
Part 1A: Vocabulary	Towards Grade Level Goal Apply a range of basic reading strategies, including, using visuals, context, first language, culture, experiences, developing oral language, text format and appearance, numbers, dates and proper nouns to understand texts.	Greetings and Routines Daily Routines	routine, to wake up, university, secondary school, go to school, go to bed		
		Greetings and Routines It's nice to give	gift, to give, siblings, hungry, thirsty, please, thank you, to take off		
		Task Description	Learning Outcomes	Construct Limits	
		Multiple-Choice Gap Fill Correct the correct word(s) to complete the sentences.	Reading Strategies ENG.03.RV.S.3.3: Apply an increasing range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, known words, and rereading and reading on to understand and interpret simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.	5 sentences with one gap 3 options, one of which is the correct answer 3 marks each (total: 15)	

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

"A Special Morning"

Every morning, I wake up early and help my (1)_____ make breakfast, because we don't want to bother our mum. My brother and I eat together before we (2)_____. Today is a special day because it's my sister's birthday. I want to give her a small (3)_____. She loves books, so I bought her a new one. When I give it to her, I will say, "(4)_____!" she will smile and say"(5)_____!"



- | | | |
|--------------------|--------------|-------------------|
| 1. a) siblings | b) teachers | c) friends |
| 2. a) go to school | b) go to bed | c) take off |
| 3. a) gift | b) thirsty | c) routine |
| 4. a) Please | b) Thank you | c) Happy birthday |
| 5. a) Thank you | b) Hungry | c) Hello |

“My Morning Routine”

Every day, I follow the same routine. I (1)_____ at 6:30 and brush my teeth. Then I eat breakfast with my family. My brother and I go to (2)_____ together. He is in secondary school, and I am in university. After classes, I come home and do my homework. In the evening, I eat dinner and watch TV. At 10:00, I (3)_____ because I feel tired. My sister is still awake. She is talking to her (4)_____ on the phone. Our house is quiet at night. I like my daily (5)_____ because it helps me stay organized.

- | | | |
|------------------|-----------------|-------------|
| 1. a) go to bed | b) wake up | c) take off |
| 2. a) school | b) garden | c) room |
| 3. a) go to bed | b) go to school | c) wake up |
| 4. a) cousin | b) necklace | c) gift |
| 5. a) university | b) routine | c) sibling |



Part	Level	Theme	Vocabulary	Grammar
Part 1B: Grammar	At Grade Level Goal Apply an increasing range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, known words, and rereading and reading on to understand and interpret texts.	Greetings and Routines Family, My house	mother, father, parents, grandparents, grandmother, grandfather, uncle, aunt, brother, sister, cousin, house, room, floor, wall, garden, window, big, small	Possessive adjectives – my, her, its There is/are, prepositions G.1.3 Adjectives (superlatives) G.13.2 Present Time (present continuous) G.13.4 Present Time (present perfect continuous)
		Clothing Going shopping	shopping centre, mall, shop, restaurant, café, next week, trainers, shoes, nice, size, cheap, expensive	
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	Reading Strategies ENG.03.RV.S.3.3: Apply an increasing range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, known words, and rereading and reading on to understand and interpret simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.	1 descriptive text of 120 words (10% either way) with 5 gaps 3 options, one of which is the correct answer 3 marks each (total 15)

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

“My Family’s New House”

My name is Rami, and I live with my family in a new house. It’s bigger than our old one. There are three bedrooms and a big garden. My sister and I share a room. It has two beds and a desk. In the living room, there is a big sofa and a TV. My mother is sitting on the sofa and reading a book. My father is in the kitchen. He (1) _____ dinner for us. My little brother is playing with (2) _____ toys on the floor. There is also a cat. (3) _____ name is Lulu. She is sleeping under the table. We love our new house. It’s the (4) _____ house in our street. There (5) _____ a small shop next to it, so we can buy snacks easily.



- | | | |
|-------------|---------------|-----------------|
| 1. a) cooks | b) is cooking | c) cooked |
| 2. a) his | b) he | c) him |
| 3. a) Her | b) His | c) Its |
| 4. a) big | b) bigger | c) biggest |
| 5. a) is | b) are | c) there aren't |

“Shopping with My Sister”

Today, I'm going shopping with my sister. We are going to the mall near our house. It has many shops and restaurants. My sister wants to buy new trainers. She says her old ones are not comfortable.

We are walking past a shoe shop now. She **(1)** _____ at the trainers in the window. “These are the **(2)** _____ shoes I've seen today!” she says.

We go inside. The shop assistant helps us. My sister tries on a pair. They fit well. She looks happy and says, “My new shoes are **(3)** _____ than my old shoes”

The shop is clean and bright. There **(4)** _____ many people inside. I'm waiting near the door while my sister pays. Her bag is on the chair. I put it **(5)** _____ the table so it doesn't fall.

- | | | |
|------------------|----------|-----------|
| 1. a) is looking | b) looks | c) looked |
| 2. a) nice | b) nicer | c) nicest |
| 3. a) good | b) best | c) better |
| 4. a) is | b) are | c) isn't |
| 5. a) under | b) on | c) beside |



“At the Shopping Centre”

Today, I’m at the shopping Centre with my parents. We are looking for new clothes. My mother wants to buy a dress, and my father is searching for shoes. I’m helping them carry the bags. Right now, my mother (1) _____ at a red dress in the window. “This is the (2) _____ dress I’ve seen today!” she says. My father is trying on trainers. He says they are more comfortable than his old ones. There (3) _____ many shops in this mall. We are walking past a café now. My bag is heavy, so I put it (4) _____ the chair. My sister is not with us. She is shopping with (5) _____ friend in another mall.

- | | | |
|-----------------|----------|-------------|
| 1-a) is looking | b) looks | c) looked |
| 2. a) nice | b) nicer | c) nicest |
| 3. a) is | b) are | c) there is |
| 4. a) under | b) on | c) beside |
| 5. a) her | b) she | c) hers |

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	Towards Grade Level Goal Identify specific information At Grade Level Goal Identify some details Infer the meaning of unknown words and expressions from the context. Identify the overall meaning.	The great outdoors The land of Adventure, What do you want to do?	mountain biking, hiking, snowboarding, adventure, north, south, east, west, skateboarding, hiking, sailing, skydiving, falconry, land, air, outdoors, win	G.13.2 Present Time (present continuous) G.1.2 Adjectives (comparatives)
		Task Description	Learning Outcomes	
		Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Specific Information: ENG.03.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Details: ENG.03.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Inference ENG.03.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context when reading simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Overall Meaning ENG.03.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.	
			Construct Limits	



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

The Land of Adventure

Welcome to the Land of Adventure! Right now, many visitors are enjoying exciting outdoor activities. In the north, people are hiking through green mountains. In the south, families are sailing across the blue sea. The east is perfect for mountain biking, and the west is great for skydiving. Today, Sam is snowboarding with his sister. "This is more fun than skateboarding!" he says. His sister is taking pictures while he rides down the snowy hill. Visitors love this place because they can explore land, air, and water. Every day feels like a new adventure.

1- What is Sam doing today?

- a) Hiking in the mountains
- b) Snowboarding with his sister
- c) Sailing across the sea

2- What activity is happening in the east?

- a) Mountain biking
- b) Skydiving
- c) Falconry

3- What does Sam mean when he says, "This is more fun than skateboarding"?

- a) He likes skateboarding more
- b) He thinks snowboarding is better
- c) He is tired of both sports

4- Why do visitors love the Land of Adventure?

- a) They can win prizes
- b) They can explore land, air, and water
- c) They can stay in hotels



5- What is Sam's sister doing while he is snowboarding?

- a) She is snowboarding with him
- b) She is taking pictures
- c) She is sailing across the sea

The Best Weekend Ever!

It's a sunny weekend, and four friends are having their own adventure. Omar is hiking in the mountains. He is wearing strong boots and carrying a backpack. Layla is trying falconry for the first time. She is learning how to hold the bird carefully. Ali is skateboarding at the park. "This is faster than hiking," he says. His friend Hana is watching and taking notes for her school project. Each friend is doing something different, but they are all enjoying the activities. "We are having the best weekend ever!" says Layla.

1- What is Omar doing this weekend?

- a) Skateboarding
- b) Hiking in the mountains
- c) Sailing

2- What is Layla learning?

- a) How to fly a kite
- b) How to ride a bike
- c) How to hold a falcon

3- What does Ali say about skateboarding?

- a) It is slower than hiking
- b) It is faster than hiking
- c) It is more dangerous than hiking



4- What is Hana doing at the park?

- a) Taking notes for school
- b) Riding a skateboard
- c) Flying a drone

5- What do all the friends have in common?

- a) They are all doing the same activity
- b) They are all indoors
- c) They are all enjoying the outdoors

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	At Grade Level Goal Identify some details Beyond Grade Level Goal Infer the meaning of unknown words and expressions from the context. Identify the overall meaning. Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to support understanding of new texts.	Greetings and Routines Visiting a new country	email, letter, guest, welcome, holiday, to arrive, competition, congratulations, visitor, careful, country, special days	Future tense (going to) G.16.4 Pronouns (possessive pronouns)
		Task Description	Learning Outcomes	
		Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Details: ENG.03.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Inference ENG.03.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context when reading simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Connections ENG.03.RV.CS.3.1: Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to support understanding of new texts when reading simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Overall Meaning 03.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.	



Fatima's First Day

Fatima is a new student at Darb Alsaada School. She arrived last week from another city. On her first day, she felt nervous but excited. Ms. Enas, her English teacher, gave her a warm welcome and introduced her to the class. Fatima's friend, Sara, showed her the school and explained the daily routine.

Every morning, they sing the national anthem and do sport. After that, they go to their classes. Fatima enjoys English class the most. She likes reading stories and writing emails.

At lunch, Fatima sat with Sara and some other girls. They talked about their favorite subjects and special days at school. Fatima said, "I feel happy here. Everyone is kind."

1. Why did Fatima feel nervous on her first day?

- a) She was late for school
- b) She didn't know anyone
- c) She had a test

2. What happens in the morning?

- a) Students eat breakfast
- b) Students sing and do sport
- c) Students play games

3. What does Fatima enjoy most in English class?

- a) Reading and writing
- b) Grammar tests
- c) Watching videos

4. What does the word "routine" mean in the passage?

- a) A special event
- b) A daily plan
- c) A school trip

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

- a) She felt sad and lonely
- b) She felt happy and welcomed
- c) She felt tired and bored



Omar's Trip to Jordan

Omar is going to visit Jordan next month. He will stay with his uncle in Amman. Omar is very excited. He wants to visit Petra, a famous place with ancient buildings. He also wants to eat falafel and mansaf, two popular foods in Jordan.

Before the trip, Omar packs his bag. He puts in his clothes, a camera, and a notebook because he wants to take pictures and write about his holiday. His uncle told him that there will be a school competition, and Omar is going to be a guest at the event.

Omar wrote an email to his friend: "I can't wait! I'm going to learn new things and meet new people."

1. Why is Omar excited about his trip?

- a) He is going to visit Petra and try new food
- b) He is going to go to a new school
- c) He is going to stay in a hotel

2. What does Omar pack in his bag?

- a) Toys and snacks
- b) Clothes, a camera, and a notebook
- c) Books and shoes

3. What does the word "guest" mean in this passage?

- a) A person who visits a place
- b) A person who wins a prize
- c) A person who teaches a class

4. What is Omar going to do at the competition?

- a) He will be a visitor
- b) He will sing a song
- c) He will play football

5. Why does Omar take a notebook with him?

- a) To draw pictures of food
- b) To write about his holiday
- c) To study for school



National Day Celebration

It was National Day at Darb Alsaada School. The students were excited. They wore traditional clothes and brought food from their countries. The school was full of music, colors, and happy faces.

Alana was a visitor from New Zealand. She was spending her holiday in the UAE and came to see the celebration. She watched a dance show, ate biryani and dates, and took pictures with the students.

The students sang a welcome song and gave Alana a small gift. She smiled and said, "This was the best day of my holiday!" Later, she wrote an email to her family: "I saw many cultures today. Everyone was friendly and proud of their country."

1. What was the event at Darb Alsaada School?

- a) A sports day
- b) A test day
- c) National Day

2. What did students wear and bring?

- a) School uniforms and books
- b) Traditional clothes and food
- c) Costumes and toys

3. What did Alana do during the celebration?

- a) She taught a class
- b) She watched, ate, and wrote an email
- c) She went home early

4. What does the word "proud" mean in this passage?

- a) feeling pleased and confident about something or someone.
- b) Sad and quiet
- c) Angry and tired

5. Why did Alana enjoy the celebration at Darb Alsaada School?

- a) Because she met her family there
- b) Because she saw many cultures and felt welcomed
- c) Because she won a prize



Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	At Grade Level Goal Spell a wide range of words using regular spelling patterns and an increasing range of words with irregular spellings. Write sentences using capital letters, full stops, commas and question marks correctly, and apostrophes and other punctuation with increasing control. Produce short, simple written or multimodal texts, expressing simple comparisons and justifications where appropriate. Express simple ideas, information and opinions with developing coherence. Recount stories, past experiences and events.	The Great Outdoors What are your plans?, Alana goes to New Zealand, A postcard	Term 1 Vocabulary	Simple future Describing ability (I can.../I want to...) Future tense (going to)	FL.36 Describing hopes and plans FL.6 Describing places FL.30 Making arrangements
		Task Description Constructed Writing Response Question 3 Writing prompts Write at least 100 words.	Learning Outcomes Spelling ENG.03.WR. S.2.2 Spell a wide range of words using regular and irregular spellings with increasing accuracy. Punctuation ENG.03.WR.S.3.1: Write sentences using a wide range of punctuation with a high level of control. Fluency in text production ENG.03.WR.P.1.1: Produce simple written or multimodal texts on familiar and concrete topics, expressing simple comparisons and justifications where appropriate in a simple list of points and linked sentences with an increasing ability to convey meaning, although there may be inaccuracies and repetition of vocabulary and structures. Presentation and development of ideas ENG.03.WR.P.2.1: Express simple ideas, information, opinions, feelings and emotions on familiar and concrete topics using an increasing range of familiar phrases and expressions in simple written or multimodal texts with developing coherence, although there may be inaccuracies and repetition of vocabulary and structures. Recounts ENG.03.WR.P.3.1: Recount stories, past experiences and events with key details using an increasing range of familiar phrases and expressions in simple written or multimodal texts, although there may be inaccuracies and repetition of vocabulary and structures.		Construct Limits • One question with three prompts to elicit a narrative text. • Word count: 100 words • 40 marks (based on rubric)

(Writing Assessment Practice): Read the questions and write complete answers.:

1. Future Plans

“Write about your plans for the weekend. What are you going to do? Why?”

Guided Questions:

1. Where are you going to go?
2. Who are you going to go with you?
3. What activities are you going to do?
4. Why are you excited about this weekend?



2. Describing a Place

“Describe a place you visited or want to visit. What can you do there?”

Guided Questions:

1. What is the name of the place?
2. Where is it located?
3. What does it look like?
4. What can you do there?
5. *Why do you want to visit or why did you enjoy it?*

3. Making Arrangements

“Write a message to a friend to make plans for an outdoor activity. Include time, place, and what you’ll do.”

1. *What outdoor activity are you planning?*
2. *Where will the activity happen?*
3. *What time will you meet?*
4. *What will you bring or wear?*
5. *What do you hope to do together?*



4. A Past Experience

“Write about your last holiday. What happened? How did you feel?”

1. *Where did you go on your last holiday?*
2. *When was it? (Which month or season?)*
3. *Who did you go with?*
4. *What did you do during the holiday?*
5. *Did you visit any special places or landmarks?*
6. *Did you try something new or exciting?*
7. *How did you feel during the holiday?*



5. Write an email

“Write an Email to a friend from a place you’re visiting. Describe what you see and what you’re doing.”

1. Who are you writing to?
2. How will you greet them? (e.g., “Hi Sara!” or “Dear Omar,”)
3. Why are you writing this email?
4. Where are you right now?
5. What does the place look like? (e.g., buildings, nature, colors)
6. What can you hear, smell, or feel around you?
7. What are you doing there?
8. How do you feel about this trip?

6. Comparing Places or Activities

“Compare two places you’ve visited . Which one did you enjoy more and why?”

1. What are the two places you visited?
2. When did you visit each one?



3. *Who did you go with?*
4. *What did it look like?*
5. *What was the weather like?*
6. *What was similar between the two places?*
7. *What was different?*
8. *Which place had better food, views, or activities?*
9. *Which place did you enjoy more? Why?*

Good luck