كتيب مراجعة نهاية الفصل للغة الإنجليزية



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إعداد: Ibrahim Osama	

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	
1	شرح درس How can food improve your health?
2	Booklet Revision Full 3 EOT English - 2026 وفق الهيكل الوزاري

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SHAAM BOYS SCHOOL | CYCLES 2 & 3
مدرسة شعم – الحلقة الثانية والثالثة للبنين

GRADE 7 GENERAL
ENGLISH LANGUAGE
END-OF-TERM 1
REVISION BOOKLET
2026–2027

Prepared by: T. Osama Ibrahim

OFFICIAL EOT TEST SPECIFICATIONS • GRADE 7 GENERAL

Part 1 – Vocabulary: 5 MCQs / 10 marks

Part 2 – Grammar: 120-word descriptive cloze, 5 gaps / 10 marks

Part 3A – Reading: narrative, 8 MCQs / 24 marks

Part 3B – Reading: expository, 8 MCQs / 16 marks

Part 4 – Writing: four labelled images, 100+ words / 40 marks

Practice tasks are original and based on official topics. They are not actual examination questions.

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PART 1 | VOCABULARY

6 Grade 6 Advanced
7 Grade 7 General

Academic Year 2026-2027: End-of-Term 1 Exam Test Specifications: Grade 7 GLG - Grade 6 Advanced / 7 General – Stage 3 - A2.1-A2.2

Grade Level Goal	**Grade 7 GLG**	**Learning Continuum Stage**	**3**
Class	**6 Advanced / 7 General**	**CEFR**	**A2.1-A2.2**

Language Domain	Reading & Viewing and Writing & Representing	**Total Marks**	Reading: 60	Writing: 40
		Platform	SwiftAssess	Paper-based

Part	Level	Theme	Vocabulary	
Part 1: Vocabulary	**Towards Grade Level Goal**	**Food for Life**	healthy, fresh, producer, consumer, predator, prey, plastic	
		How Things Work	evaporation, condensation, filter, supply, engineer	
		It's a Small World	advantage, drawback, communicate, translate	
		Patterns	pattern, sequence, sum, number, hexagon, square	
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Gap Fill Choose the correct word(s) to complete the sentences. Choose **A**, **B** or **C**.	**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 ▪ 2 marks each (total: 10)

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Source: English Language Test Specifications, Cycle 2, Grade 7 General.

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PART 1: VOCABULARY – Practice 1 10 marks

Food for Life / How Things Work

Choose the correct word to complete each sentence. Choose A, B or C.

1. We need to eat _____ food to stay healthy.

A. prey B. plastic C. fresh

2. In a food chain, a lion is often a _____.

A. predator B. producer C. filter

3. A plant that makes its own food is a _____.

A. engineer B. producer C. consumer

4. Water changes into vapor through _____.

A. condensation B. translation C. evaporation

5. A device that removes dirt from water is a _____.

A. filter B. hexagon C. supply

PART 1: VOCABULARY – Practice 2 | 10 marks

1. Exercise and good food help us stay _____.

A. square B. healthy C. plastic

2. An animal hunted by another animal is called _____.

A. sum B. engineer C. prey

3. People who buy and use products are _____.

A. consumers B. producers C. predators

4. Water vapor cools and turns into droplets through _____.

A. evaporation B. condensation C. communication

5. An _____ designs machines and systems.

A. producer B. consumer C. engineer

EXTRA VOCABULARY PRACTICE | Unscored

1. Throwing _____ into the sea can harm marine animals.

A. plastic B. sunlight C. vegetables

2. A city needs a clean water _____ for its homes.

A. predator B. supply C. pattern

PART 1: VOCABULARY – Practice 3 10 marks

It's a Small World / Patterns

Choose the correct word to complete each sentence. Choose A, B or C.

1. **One _____ of learning languages is making international friends.**
   A. number B. drawback C. advantage
2. **We use language to _____ with people.**
   A. filter B. communicate C. evaporate
3. **We can _____ a short message into Arabic.**
   A. translate B. produce C. supply
4. **The shapes repeat in a regular _____.**
   A. prey B. producer C. pattern
5. **A _____ is a shape with six sides.**
   A. sum B. hexagon C. square

PART 1: VOCABULARY – Practice 4 10 marks

It's a Small World / Patterns

Choose the correct word to complete each sentence. Choose A, B or C.

1. **One _____ of a long journey is that it may be expensive.**
   A. consumer B. drawback C. advantage
2. **The _____ 3, 6, 9, 12 increases by three.**
   A. sequence B. square C. predator
3. **The _____ of 5 and 4 is 9.**
   A. pattern B. filter C. sum
4. **The _____ 12 is between 11 and 13.**
   A. translate B. number C. consumer
5. **A _____ has four equal sides and four right angles.**
   A. square B. prey C. hexagon

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PART 2 | GRAMMAR

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Part	Level	Theme	Vocabulary	Grammar
Part 2: Grammar	**At Grade Level Goal**	**It's a Small World** | Where does your food come from?	cocoa, tea, rice, dates, crop, grow, produce, country, chocolate, port	G.7.5 Determiners (quantifiers) G.9.3 Nouns (countable_uncountable) G.4.1 Clauses and phrases (defining relative clauses) G.4.2 Clauses and phrases (non-defining relative clauses) G.5.1 Conditionals (Zero) G.2.2 Adverbs (sequencing)
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences. Choose **A**, **B** or **C**.	**Reading Strategies** 5 x ENG.03.RV.S.3.3: Apply an increasing range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, known words, and rereading and reading on to understand and interpret simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.	▪ 1 descriptive text of 120 words (10% either way) with 5 gaps ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total 10)

Source: English Language Test Specifications, Cycle 2, Grade 7 General.

PART 2: GRAMMAR – Practice 1 10 marks

It's a Small World | Where does your food come from?

Read the descriptive text and choose A, B or C to complete gaps 1–5.

Where Does Our Food Come From?

Food reaches our tables from many different places. In the UAE, families enjoy rice, dates and vegetables every day. Some foods grow on local farms, while others travel by ship from distant countries. Farmers care for the crops, and workers pack them before the journey begins. There are [1] farms near some towns, but there is not [2] rain in the desert. Dates, [3] grow on palm trees, are a familiar local food. A date palm is a tree [4] needs warmth and sunlight. First, farmers pick the fruit. Next, they clean and pack it. Finally, shops sell it to customers. If a farmer [5] the trees regularly, the trees grow well. Learning where food comes from helps us make thoughtful choices.

1. A. a little B. many C. much
2. A. many B. a few C. much
3. A. which B. where C. who
4. A. who B. which C. whose
5. A. will water B. water C. waters

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PART 2: GRAMMAR – Practice 2 10 marks

It's a Small World | Where does your food come from?

Read the descriptive text and choose A, B or C to complete gaps 1–5.

Rice, Tea and Chocolate

People around the world enjoy different foods and drinks. Rice grows in wet fields in many Asian countries. Tea plants grow on hills where the weather is warm and rainy. Chocolate starts as cocoa beans from tropical farms. Workers pick, dry and prepare the beans before they make chocolate. There is [1]_____ rice in the large storage bags, but there are only [2] _____fresh tea leaves in the small basket. The farmer [3] _____grows cocoa works carefully every day. Tea, [4] _____is popular in many countries, comes from plant leaves. First, workers collect the crops. [5]_____, they transport them to factories. The journey from farm to shop shows how people in different places depend on one another.

1.	A. a few	B. many	C. a lot of
2.	A. a few	B. much	C. a little
3.	A. where	B. who	C. which
4.	A. who	B. where	C. which
5.	A. Next	B. If	C. Because

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PART 2: GRAMMAR – Practice 3 10 marks

It's a Small World | Where does your food come from?

Read the descriptive text and choose A, B or C to complete gaps 1–5.

Dates from an Emirati Farm

An Emirati date farm is a busy place during the harvest season. Palm trees stand in rows, and workers check the fruit carefully. Dates need warmth, sunlight and water to grow. There are [1]_____ ripe dates on each large tree. However, the farm uses only [2] _____water because farmers try to save resources. A worker [3] _____knows the trees well explains how the fruit is collected. The harvest, [4] _____happens during the warmer months, is an important event for the family. First, workers climb safely and pick the fruit. Then they sort and wash it. Finally, the dates go into clean boxes. If the weather [5] _____hot, dates ripen faster. This careful process helps the farm supply fresh food to nearby communities.

1.	A. many	B. a little	C. much
2.	A. many	B. a little	C. a few
3.	A. where	B. which	C. who
4.	A. which	B. who	C. where
5.	A. was	B. is	C. will be

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PART 2: GRAMMAR – Practice 4 10 marks

It's a Small World | Where does your food come from?

Read the descriptive text and choose A, B or C to complete gaps 1–5.

Food Travels by Sea

A busy port connects farms and markets in different countries. At the port, workers check containers filled with rice, tea and cocoa. Ships bring food from many parts of the world, and trucks carry it to stores. There is [1]_____ tea in one container, while there are [2]_____ boxes of dates in another. A ship [3] _____carries fresh products must travel safely. The port, [4]_____ is close to the city, receives goods every week. First, workers unload the containers. After that, they inspect the products and record their destinations. [5]_____, drivers deliver the food to shops. If people understand these steps, they can see how different workers support the food supply. Every journey depends on communication, organisation and safe transport.

1. **A. a few B. many C. some**
2. **A. much B. many C. a little**
3. **A. which B. where C. who**
4. **A. who B. which C. where**
5. **A. Unless B. Because C. Finally**

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PART 3A | READING

Official UAE Ministry of Education Examination Specifications • 2026–2027

Part	Level	Theme		
Part 3A: Reading	**At Grade Level Goal**	**Food for Life** | How does a food web work?, How are things connected in a food chain?		
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Read the text and choose the correct answers. Choose **A**, **B** or **C**.	**Comprehension Skills** Specific Information: 4 x 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: 2 x ENG.03.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Inference 1 x ENG.03.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context when reading simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Overall Meaning 1 x ENG.03.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.	▪ 1 narrative text (A2.1-A2.2) of 170-200 words (10% either way) ▪ 8 questions with 3 options, one of which is the correct answer (3 marks each, total: 24)

Source: English Language Test Specifications, Cycle 2, Grade 7 General.

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PART 3A: READING – Practice 1 24 marks

Food for Life | Food webs and food chains

Read the passage. Choose the correct answer (A, B or C).

The Desert Field Trip

Last Thursday, Mariam joined her class on a trip to a desert nature reserve in the UAE. Their teacher, Ms Salma, wanted them to discover how living things share food and energy. At first, Mariam thought the dry land had no life. Then she spotted green grasses growing near a small rock. A grasshopper was eating one of the leaves. Nearby, a lizard waited quietly. Suddenly, it caught the grasshopper and ran behind a bush. A little later, the children saw a snake moving across the sand. Their guide explained that snakes sometimes eat lizards and that falcons can hunt snakes. Mariam wrote each animal in her notebook and drew arrows to show the feeding relationships. Before lunch, the group found dead leaves under a tree. The guide explained that tiny decomposers break down dead plants and return nutrients to the soil. Mariam finally understood that every plant and animal had a role. On the bus home, she told her friend that removing one part of this food web could affect many other living things. She was excited to share her new discovery with her family.

1. **Where did Mariam go with her class?**
   A. To a shopping centre B. To an aquarium C. To a desert nature reserve
2. **Who explained the feeding relationships?**
   A. The guide B. Her friend C. The bus driver
3. **What was the grasshopper eating?**
   A. A snake B. A leaf C. A lizard
4. **What did Mariam draw in her notebook?**
   A. Arrows between living things B. A school map C. A timetable
5. **What animal caught the grasshopper?**
   A. A snake B. A falcon C. A lizard
6. **What happens to dead leaves?**
   A. They turn into snakes B. Decomposers break them down C. They stop plants growing
7. **What does nutrients most nearly mean?**
   A. Strong winds B. Large desert animals C. Useful substances that help plants grow
8. **What did Mariam learn?**
   A. All parts of a food web are connected B. Deserts have no food webs C. Only birds need food

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PART 3A: READING – Practice 2 24 marks

Food for Life | Food webs and food chains

Read the passage. Choose the correct answer (A, B or C).

A Problem at the Pond

On Saturday morning, Omar visited a small park with his older sister, Huda. They carried a notebook because their science teacher had asked them to observe a food chain. Near a pond, Omar saw tall green plants, tiny insects and several frogs. He watched a frog jump from a stone and catch an insect with its tongue. Huda pointed to a heron standing at the edge of the water. After a few minutes, the bird caught a small frog. Omar drew the animals in order and showed the picture to his sister. Soon they noticed plastic bags beside the pond. Omar worried that the rubbish might harm the plants and animals. They put on gloves and collected the bags in a bin. A park worker thanked them and explained that living things depend on one another. If insects disappear, frogs may not find enough food. If frogs become fewer, birds may need to look elsewhere for food. Before going home, Omar added this important note to his drawing. At school on Monday, he shared the story with his classmates and suggested protecting local habitats.

1. **When did Omar visit the park?**
   A. On Monday night B. On Saturday morning C. On Friday evening
2. **Who went with Omar?**
   A. His sister Huda B. His teacher C. A park guide
3. **What did the frog catch?**
   A. A plant B. A fish C. An insect
4. **What did Omar and Huda collect?**
   A. Small rocks B. Plastic bags C. Frog eggs
5. **What animal caught a frog?**
   A. A heron B. An insect C. A lizard
6. **Why did Omar draw the animals in order?**
   A. To count trees B. To make a map C. To show a food chain
7. **What does habitats mean in the last sentence?**
   A. Paths for bicycles B. Places where living things live C. Food inside a bag
8. **What is the main message of the story?**
   A. Protecting habitats helps connected living things B. Ponds are always unsafe
   C. All birds eat plants

PART 3A: READING – Practice 3 24 marks

Food for Life | Food webs and food chains

Read the passage. Choose the correct answer (A, B or C).

The School Garden Mystery

Early one morning, Aisha and her friends entered the school garden to water the vegetables. They were surprised to see tiny holes in several green leaves. Aisha wondered who had been eating the plants. While they looked carefully, a small caterpillar moved across a leaf. Their science teacher explained that some insects feed on plants, while birds may feed on insects. Just then, a small bird landed on a branch and picked up a caterpillar. Aisha smiled because she could see the food chain happening in front of her. Later, the children found dry leaves on the ground. Their teacher showed them how worms and other decomposers help turn dead material into nutrients for the soil. Aisha wrote down the roles of producers, consumers and decomposers. At first, she wanted to remove every insect from the garden. However, the teacher asked her to think about the birds. Without insects, some birds might have less food. By the end of the lesson, Aisha understood that a healthy garden needs many kinds of living things. She decided to make a poster about protecting the balance of nature.

1. **Where did Aisha find the damaged leaves?**
   A. In the school garden B. Near the sea C. At the market
2. **What did the children plan to do in the garden?**
   A. Feed fish B. Paint walls C. Water vegetables
3. **What was moving on a leaf?**
   A. A bird B. A caterpillar C. A worm
4. **Who explained the food chain?**
   A. The science teacher B. The headteacher C. A park worker
5. **What did the bird pick up?**
   A. A stone B. A caterpillar C. A seed
6. **What helps turn dead material into nutrients?**
   A. Plastic bags B. Garden tools C. Worms and decomposers
7. **What does balance mean here?**
   A. A healthy relationship between living things B. A heavy object C. A classroom test
8. **What is the main lesson?**
   A. Remove all insects B. Only vegetables need care C. Many living things help a garden stay healthy

PART 3A: READING – Practice 4 24 marks

Food for Life | Food webs and food chains

A Walk on the Coast

During the school holiday, Rashid went to a coastal nature centre with his grandfather. They arrived early because they wanted to see the birds before the beach became busy. At the water's edge, Rashid noticed tiny green plants growing in shallow water. His grandfather said that these plants make food using sunlight. Small fish were swimming nearby and feeding on tiny living things. Farther out, a larger fish chased the smaller fish. A seabird suddenly flew down and caught a small fish. Rashid followed the action with his eyes and drew a simple food chain in his notebook. Later, they met a volunteer who was collecting rubbish from the shore. She explained that plastic can hurt sea animals and disturb their feeding relationships. Rashid helped her pick up safe pieces of litter and place them in a bag. He also learned that decomposers return nutrients to the environment when living things die. On the way home, his grandfather asked why every link mattered. Rashid answered that when one population changes, other living things may struggle to survive. He promised to tell his friends about caring for the coast.

1. **Where did Rashid go?**
   A. To a desert camp B. To a coastal nature centre C. To a mountain farm
2. **Who travelled with Rashid?**
   A. His brother B. His teacher C. His grandfather
3. **What were the small fish doing?**
   A. Feeding on tiny living things B. Eating birds C. Sleeping on the sand
4. **Who was collecting rubbish?**
   A. A shopkeeper B. A volunteer C. A driver
5. **What did the seabird catch?**
   A. A small fish B. A green plant C. A plastic bag
6. **Why can plastic be harmful?**
   A. It makes fish swim faster B. It creates sunlight C. It disturbs sea animals and feeding relationships
7. **What does population mean in the final paragraph?**
   A. A weather report B. A group of the same kind of living thing C. A type of plastic
8. **What is the main point of the story?**
   A. All sea animals eat plants B. Birds never live near water C. Coastal food chains need protection

PART 3B | READING

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Part	Level	Theme		
Part 3B: Reading	**Beyond Grade Level Goal**	**Patterns** | What are some important features of Islamic Art?, What is a pattern?		
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Read the text and choose the correct answers. Choose **A**, **B** or **C**.	**Comprehension Skills** Details: 4 x ENG.03.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Inference 2 x ENG.03.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context when reading simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Connections 1 x 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 1 x ENG.03.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.	▪ 1 expository text (B1.1) of 170-200 words (10% either way) ▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)

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English End-of-Term 1 Test Specifications Cycle 2 – 2026-2027

Source: English Language Test Specifications, Cycle 2, Grade 7 General.

PART 3B: READING – Practice 1 16 marks

Patterns | Islamic art and repeating designs

Patterns in Islamic Architecture

Islamic architecture is admired for repeated shapes, flowing lines and balanced patterns decorating walls, floors and ceilings across many regions. These designs can be seen in mosques, palaces and public buildings, including important places in the UAE. One common feature is geometric repetition: squares, triangles and stars appear together to create larger, more complex forms. Another feature is symmetry, which means that parts of a design match across a line or around a central point. Artists also use calligraphy and plant-inspired shapes to add meaning and beauty. Creating such patterns requires planning because even a small change can alter the overall arrangement. Traditional craftspeople drew designs by hand and placed individual tiles carefully. Today, architects can use computer programs to test the same mathematical ideas before building begins. The connection between old and new methods demonstrates that patterns are not merely decoration. They express cultural identity while encouraging observation, imagination and logical thinking. Visitors may notice how simple shapes combine into a harmonious whole. These features reveal artistic skill and mathematical reasoning.

1. **Where are Islamic patterns commonly displayed?**
   A. Only in gardens B. In private books C. On public buildings
2. **Which shapes can form larger designs?**
   A. Stars and triangles B. Written sentences C. Unrelated curves
3. **What did traditional craftspeople place carefully?**
   A. Wooden frames B. Individual tiles C. Coloured glass
4. **What technology may modern architects use?**
   A. Hand-drawn maps B. Paper catalogues C. Computer software
5. **What does craftspeople most likely mean here?**
   A. Skilled artists and makers B. Building visitors C. Computer programmers
6. **What does harmonious suggest about a design?**
   A. A design without shapes B. Parts working well together C. An unfinished design
7. **How is this topic connected to mathematics?**
   A. Artists avoid angles B. Patterns avoid order C. They use mathematical shapes
8. **What is the central message?**
   A. Art, culture and mathematics B. Art without traditions C. One shape in every design

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PART 3B: READING – Practice 2 16 marks

Patterns | Islamic art and repeating designs

Read the passage. Choose the correct answer (A, B or C).

The Meaning of Repeated Designs

A pattern is an arrangement that repeats according to a recognisable rule. People may first notice patterns in nature, such as the spiral of a shell or the regular cells of a honeycomb. However, patterns are also central to many artistic traditions. In Islamic art, designers often combine stars, polygons and curved lines to produce detailed decorative surfaces. A single small shape may appear dozens of times, yet its position changes in a predictable way. This organisation makes the design look connected rather than random. Traditional patterns are visible in historic mosques, on ceramic tiles and in carefully carved wooden screens. In the UAE, contemporary buildings sometimes adapt these forms to connect modern architecture with cultural heritage. Repetition also has practical value. Architects can use patterned screens to provide shade while allowing air and light to pass through. The result is both useful and attractive. These examples show how artistic decisions can respond to climate, history and local identity. Understanding a pattern therefore involves more than naming shapes: readers must notice relationships, recognise repeated structures and explain why the arrangement matters. The same observation skills are valuable in mathematics, design and the natural sciences.

1. **Which natural example is mentioned?**
   A. A honeycomb B. A mountain river C. A snowstorm
2. **What do Islamic designers combine?**
   A. Only written words B. Only straight lines C. Stars, polygons and curves
3. **Where may traditional patterns be found?**
   A. Only on vehicles B. On ceramic tiles C. Only in newspapers
4. **What can patterned screens provide?**
   A. Shade and fresh air B. Food and water C. Loud music
5. **What does predictable suggest?**
   A. Unable to repeat B. Entirely accidental C. Following a clear rule
6. **What is meant by heritage in the passage?**
   A. New sports equipment B. Inherited cultural traditions C. A weather report
7. **How might this help a student studying science?**
   A. Recognise natural patterns B. Avoid comparing shapes C. Ignore observations
8. **What does the text mainly explain?**
   A. Patterns exist only in history B. Nature has no patterns C. Design, function and culture

PART 3B: READING – Practice 3 16 marks

Patterns | Islamic art and repeating designs

Read the passage. Choose the correct answer (A, B or C).

Art and Patterns at the Grand Mosque

The Sheikh Zayed Grand Mosque in Abu Dhabi is celebrated for its architecture and thoughtful decorative details. Visitors can observe geometric designs across floors, walls and other surfaces. Repeated shapes create a sense of order, while floral motifs add gentle movement and colour. The marble and carefully arranged materials contribute to the building's distinctive appearance. Islamic art often uses geometry, calligraphy and plant-inspired forms, and the mosque offers opportunities to notice how these features work together. A pattern may begin with one simple shape and develop through reflection, rotation or repetition. These changes allow artists to produce complicated arrangements without losing balance. The patterns also encourage visitors to look closely rather than simply admire the building from a distance. A student studying the mosque can connect geometry lessons to real architecture by identifying lines, angles and symmetrical designs. Similar principles appear in traditional objects and contemporary public spaces across the UAE. This continuity shows how design can preserve memories while remaining useful to new generations. In this way, decorative art becomes a visible connection between mathematics, craftsmanship and cultural identity. Its details reward patient observation and thoughtful discussion.

1. **Where is the mosque located?**
   A. Fujairah B. Abu Dhabi C. Sharjah
2. **Which motifs add movement and colour?**
   A. Floral motifs B. Road markings C. Food chains
3. **What can artists do to develop a pattern?**
   A. Use only words B. Remove all shapes C. Rotate and repeat shapes
4. **Which building material is mentioned?**
   A. Granite B. Marble C. Limestone
5. **What does continuity mean in this context?**
   A. An unexpected mistake B. A sudden ending C. Links across generations
6. **What does distinctive mean here?**
   A. Recognisable and unique B. Impossible to notice C. Similar to every building
7. **Which school subject connects directly to the patterns?**
   A. Biology B. Mathematics C. History
8. **What is the main idea?**
   A. No repeated mosque shapes B. All buildings look identical C. Art links culture with maths

PART 3B: READING – Practice 4 16 marks

Patterns | Islamic art and repeating designs

Read the passage. Choose the correct answer (A, B or C).

Nature Inspires Geometric Art

Artists have long observed the natural world to discover ideas for decorative patterns. The cells of a honeycomb form regular shapes, the petals of many flowers grow around a centre, and some shells display spirals. These examples help explain why repetition and symmetry are so common in design. In Islamic artistic traditions, craftspeople transform observations into organised geometric compositions. A star may be repeated across a tiled wall, while curved lines may connect several shapes into one continuous arrangement. The design becomes more complex as repeated units fit together. Such patterns are found in historic buildings and can still influence modern architecture in the UAE. Designers may adapt traditional forms to create attractive surfaces or screens that filter strong sunlight. The process combines cultural knowledge with practical thinking. A learner who notices the same mathematical relationships in flowers, shells and buildings begins to understand how art connects with science. Although the materials and methods change over time, the principles of careful observation and repeated structure remain useful. Studying these patterns encourages people to appreciate nature, heritage and the creative decisions behind the places they visit every day.

1. **Which natural object has regular cells?**
   A. A honeycomb B. A river bend C. A cloud formation
2. **What can petals grow around?**
   A. A single stem B. A centre C. A wooden fence
3. **Where may repeated stars appear?**
   A. Under the sea B. In a food chain C. On a tiled wall
4. **What may screens help filter?**
   A. Strong sunlight B. Animal sounds C. Weather reports
5. **What does compositions refer to here?**
   A. A food list B. Musical instruments C. Arranged design elements
6. **What does adapt mean in the passage?**
   A. Destroy something B. Change for a new use C. Copy exactly
7. **What shared skill is useful in art and science?**
   A. Observing relationships B. Guessing without looking C. Ignoring patterns
8. **What is the main message?**
   A. Art rejects nature B. Nature inspires Islamic geometry C. Geometry is only historical

PART 4 | WRITING

Official UAE Ministry of Education Examination Specifications • 2026–2027

Part	Level	Theme		Functional Language
Part 4: Writing	**At Grade Level Goal**	*The Writing Task will be based around one of these themes:*		FL.13 Describing processes FL.7 Describing objects
		It's a Small World | What can visitors see and do in the UAE?		
		Food for Life | How can food improve your health?		
		Task Description	**Learning Outcomes**	**Construct Limits**
		Constructed Writing Response Look at the four pictures of _____. Describe what happened at each stage and _____. Use sequencing words and phrases. Write at least 100 words in complete sentences.	**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.	4 labelled (2-3 words) images showing a process or sequence related to the theme. One question asking students to interpret the visual information and describe each stage using sequencing words and phrases. ▪ Word count: 100 words ▪ 40 marks (based on rubric)

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English End-of-Term 1 Test Specifications Cycle 2 – 2026-2027

Source: English Language Test Specifications, Cycle 2, Grade 7 General.

PART 4: WRITING – Practice 1 40 marks

What can visitors see and do in the UAE?

Describe the four stages of a visitor's day in the UAE. Use sequencing words and write at least 100 words.



1. Arrive in Dubai



2. See Burj Khalifa



3. Ride a camel



4. Try Emirati food

Useful sequencing phrases: First, Next, Then, After that, Finally

Practice checklist: four stages ✓
clear sentences ✓
sequencing language ✓
spelling and punctuation ✓
at least 100 words ✓

PART 4: WRITING – Practice 2 40 marks

How can food improve your health?

Look at the four labelled pictures. How can healthy food improve your health? Describe the stages in order using sequencing words and phrases. Write at least 100 words.



Useful sequencing phrases: First, Next, Then, After that, Finally

Practice checklist: four stages ✓
clear sentences ✓
sequencing language ✓
spelling and punctuation ✓
at least 100 words ✓

SHAAM BOYS SCHOOL | CYCLES 2 & 3

GRADE 7 GENERAL | END-OF-TERM 1 | WRITING PRACTICE 3

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

Look at the four pictures. Imagine a visitor’s day exploring places and experiences in the UAE. Explain each stage in order and give reasons for your choices. Write at least 100 words in complete sentences.



1. Arrive in Dubai



2. Visit Burj Khalifa



3. Ride a camel



4. Try local cuisine

Useful sequencing words: First – Next – Then – After that – Finally

_____
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Check: four stages • at least 100 words • sequencing words • accurate grammar and punctuation

SHAAM BOYS SCHOOL | CYCLES 2 & 3

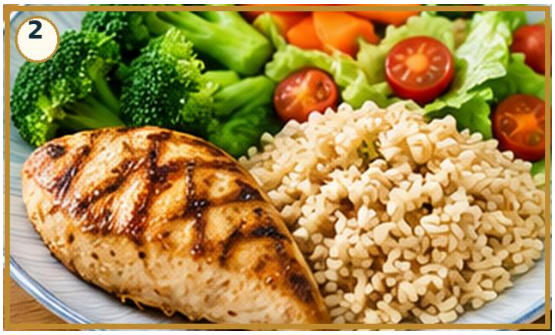
GRADE 7 GENERAL | END-OF-TERM 1 | WRITING PRACTICE 4

Food for Life | How can food improve your health?

Look at the four labelled pictures. How can healthy food help during a school day? Describe each stage in order using sequencing words and phrases. Write at least 100 words.



1. Pick fresh fruit



2. Eat nutritious lunch



3. Drink enough water



4. Play after school

Useful sequencing words: First – Next – Then – After that – Finally

Check: four stages • at least 100 words • sequencing words • accurate grammar and punctuation

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ANSWER KEY | GRADE 7 GENERAL

END-OF-TERM 1 • 2026–2027 | SHAAM BOYS SCHOOL – CYCLES 2 & 3

PART 1 – VOCABULARY (5 questions × 2 marks)

Practice	Correct Answers (in question order)
Practice 1	1. C 2. A 3. B 4. C 5. A
Practice 2	1. B 2. C 3. A 4. B 5. C
Practice 3	1. C 2. B 3. A 4. C 5. B
Practice 4	1. B 2. A 3. C 4. B 5. A
Extra practice (unscored)	1. A – plastic 2. B – supply

PART 2 – GRAMMAR (5 gaps × 2 marks)

Practice	Correct Answers (in question order)
Practice 1	1. B 2. C 3. A 4. B 5. C
Practice 2	1. C 2. A 3. B 4. C 5. A
Practice 3	1. A 2. B 3. C 4. A 5. B
Practice 4	1. C 2. B 3. A 4. B 5. C

PART 3A – READING (8 questions × 3 marks)

Practice	Correct Answers (in question order)
Practice 1	1. C 2. A 3. B 4. A 5. C 6. B 7. C 8. A
Practice 2	1. B 2. A 3. C 4. B 5. A 6. C 7. B 8. A
Practice 3	1. A 2. C 3. B 4. A 5. B 6. C 7. A 8. C
Practice 4	1. B 2. C 3. A 4. B 5. A 6. C 7. B 8. C

PART 3B – READING (8 questions × 2 marks)

Practice	Correct Answers (in question order)
Practice 1	1. C 2. A 3. B 4. C 5. A 6. B 7. C 8. A
Practice 2	1. A 2. C 3. B 4. A 5. C 6. B 7. A 8. C
Practice 3	1. B 2. A 3. C 4. B 5. C 6. A 7. B 8. C
Practice 4	1. A 2. B 3. C 4. A 5. C 6. B 7. A 8. B

Note: Writing tasks are open-ended and are assessed using the official 40-mark rubric. Suggested model responses follow.

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WRITING PRACTICE 1 –

An Amazing Holiday in the UAE

Have you ever wanted to visit a place full of adventure and beauty? The UAE is a great choice because it has modern buildings, beautiful deserts and delicious traditional food. During our holiday, we discovered many exciting things.

First, we flew to Dubai and arrived at the airport in the morning. We were happy to begin our trip.

Next, we went to see the Burj Khalifa. We looked up at the tall building and took lovely pictures.

Then, we travelled into the desert. I rode a camel and enjoyed the golden sand dunes.

After that, my family ate Emirati food at a local restaurant. We tried rice, meat and sweet dates.

Finally, we went back to our hotel and talked about our favourite moments. The UAE gave us wonderful memories.

WRITING PRACTICE 2 –

Healthy Food, Healthy Life

Good health starts with healthy food. Eating healthy food is very important because it helps us grow, stay strong and feel happy.

First, I choose healthy food such as fresh fruits and vegetables. They contain vitamins that help my body stay healthy.

Next, I eat balanced meals with rice, chicken and vegetables. These foods give my body the nutrients it needs.

Then, I drink enough water and avoid too much junk food. I feel strong and healthy because I eat good food every day.

After that, I feel energetic and ready to study and play sports. I can run, jump and enjoy playing football with my friends.

Finally, I believe that healthy eating is the key to a happy and active life.

WRITING PRACTICE 3

A Wonderful Trip to the UAE

The UAE is a wonderful country where modern cities meet golden deserts. It has amazing places, friendly people, and a rich culture. Last winter, my family and I enjoyed a special trip there.

First, we arrived in Dubai by plane. We felt excited when we saw the beautiful city.

Next, we visited the Burj Khalifa. It was very tall, and we took many photos.

Then, we travelled to the desert and rode camels. The golden sand and the beautiful views were unforgettable.

After that, we went to a traditional restaurant and tried Emirati food, such as rice, meat and dates. Everything was delicious.

Finally, we returned to our hotel, feeling happy and tired. It was a wonderful trip, and I hope to visit the UAE again.

WRITING PRACTICE 4 –

Eat Well, Live Well

Have you ever wondered how food can change your life? Healthy food is the secret to a strong body and a happy mind. It gives us energy and helps us stay active every day.

First, I choose fresh and healthy food like apples, bananas, carrots and vegetables. They are full of important vitamins.

Next, I enjoy a balanced meal with meat, rice and salad. Eating different kinds of healthy food helps my body grow.

Then, I drink plenty of water. I stay healthy and feel better because I make good food choices.

After that, I have more energy to study at school and play basketball with my friends. I feel active and strong.

Finally, I think everyone should eat healthy food to enjoy a better life. Healthy food makes a healthy body!