

مراجعة نهائية وفق الهيكل الوزاري الحديد منهج أكسس متنوعة بالإجابات



تم تحميل هذا الملف من موقع المناهج الإماراتية

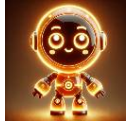
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المزيد من مادة
لغة انجليزية:

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

أسئلة الاختبار التجريبي وفق الهيكل الوزاري	1
شرح زمن الحاضر التام المستمر continuous perfect Present مع تدريبات	2
اختبار تجريبي على شاكلة الاختبار النهائي	3
كل ما يخص دروس القواعد التي يجب على الطالب فهمها	4
ملخص زمن المضارع التام المستمر (Continuous Perfect Present)	5

English Grade 7 General End of Term 1 Exam Review 2025-2026

Examination Date - 25th November 2025

Access Book

Ms. Zanele Shezi and Mr. Khalid

Exam Overview

Date - 25th November 2025

Structure

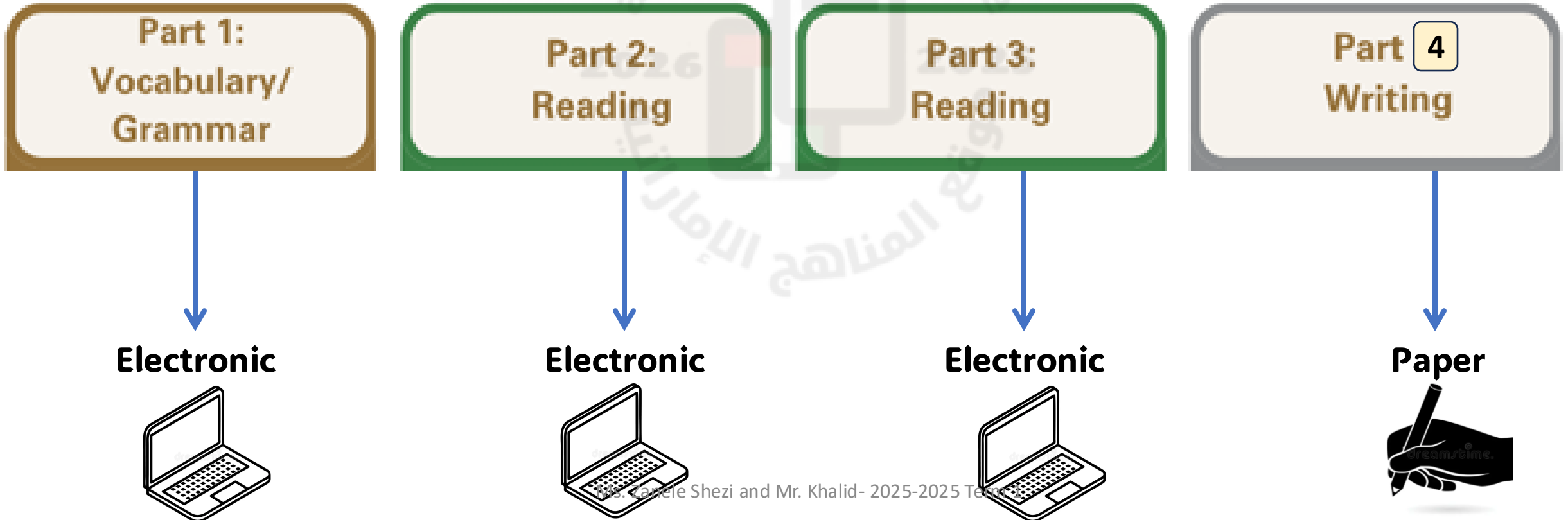
Centralised

The assessment is divided into three parts:

- **Part 1 – Vocabulary/Grammar:** Assesses skills toward Grade Level Goal.
- **Part 2 - Reading:** Targets working towards and at Grade Level Goal.
- **Part 3 – Reading:** Targets working at Grade Level Goal and beyond Grade Level Goal.
- **Writing Task:** Assesses student writing ability at Grade Level Goal.

	Part 1: Vocabulary/ Grammar	Part 2: Reading	Part 3: Reading	Part 4: Writing
Working toward Grade Level Goal		✓		
Working at Grade Level Goal	✓	✓	✓	✓
Working beyond Grade Level Goal			✓	

STRUCTURE



Academic Year 2025-2026: End of Term 1 Exam Test Specifications: Grade 7 GLG - Grade 7 General – Stage 3 - A2.1-A2.2

Grade Level Goal	Grade 7 GLG	Learning Continuum Stage	3
Class	7 General	CEFR	A2.1-A2.2
Language Domain	Reading & Viewing and Writing & Representing	Total Marks	Reading: 60
		Platform	SwiftAssess Writing: 40 Paper-based

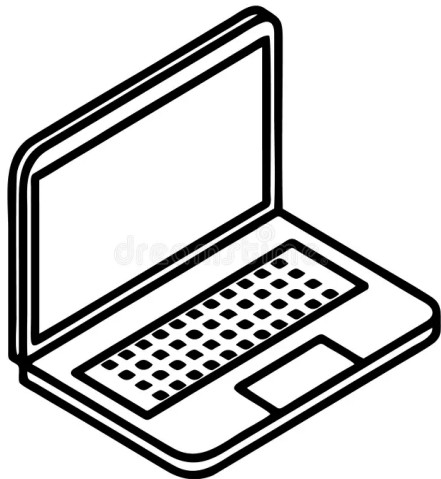
Part	Level	Theme	Vocabulary		
Part 1A: Vocabulary 	Towards Grade Level Goal Apply a range of basic reading strategies, including, using visuals, context, first language, culture, experiences, developing oral language, text format and appearance, numbers, dates and proper nouns to understand texts.	Greetings 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)	

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, smalll	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)

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading  		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)
	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.			
		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.	1 narrative text of 170-200 words (10% either way) 5 questions with 3 options, one of which is the correct answer (3 marks each, total: 15)

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		Construct Limits
		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.		1 transactional text of 170-200 words (10% either way) 5 questions with 3 options, one of which is the correct answer (3 marks each, total: 15)

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	Learning Outcomes		Construct Limits
		Constructed Writing Response Question 3 Writing prompts Write at least 100 words.	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.		- One question with three prompts to elicit a narrative text. - Word count: 100 words 40 marks (based on rubric)



Part 1 A

Vocabulary

Theme	Vocabulary
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

Vocabulary

Word	Arabic Translation	Example Sentence
routine	روتين / عادة يومية	I follow the same morning routine every day before school.
to wake up	يستيقظ	I usually wake up at six o'clock in the morning.
university	جامعة	My sister studies medicine at the university.
secondary school	المدرسة الثانوية	I will go to secondary school next year.
go to school	يذهب إلى المدرسة	I go to school by bus every morning.
go to bed	ينام / يذهب إلى السرير	I usually go to bed at ten o'clock at night.
gift	هدية	I bought a nice gift for my friend's birthday.
to give	يعطي	Parents love to give presents to their children.
siblings	الاشقاء / الإخوة والاحوات	I have two siblings, one brother and one sister.
hungry	جائع	I feel hungry after playing football.
thirsty	عطشان	I am thirsty, can I have some water please?
please	من فضلك	Please close the door when you leave.
thank you	شكراً لك	Thank you for helping me with my homework.
to take off	يخلع	Don't forget to take off your shoes before entering the house.

Word	Arabic Translation	Example Sentence
mother	أم	My mother cooks delicious food every day.
father	أب	My father drives me to school in the morning.
parents	الوالدان	My parents always support me in everything I do.
grandparents	الأجداد	We visit our grandparents every weekend.
grandmother	جدة	My grandmother tells us amazing stories.
grandfather	جد	My grandfather likes to drink tea in the evening.
uncle	عم / خال	My uncle lives in another city.
aunt	عمة / خالة	My aunt is a teacher at a local school.
brother	أخ	My brother plays football after school.
sister	أخت	My sister helps me with my homework.
cousin	ابن العم / ابنة العم	My cousin is the same age as me.
house	منزل	Our house has a big garden.
room	غرفة	My room is clean and bright.
floor	أرضية / طابق	We live on the second floor of the building.
wall	جدار	There is a beautiful picture on the wall.
garden	حديقة	The children are playing in the garden.
window	نافذة	I opened the window to let in some fresh air.
big	كبير	They live in a big house near the park.
small	صغير	I have a small bag for school.
shopping centre	مركز تسوق	We went to the shopping centre to buy clothes.
mall	مول	The new mall has many shops and restaurants.
shop	متجر	I bought some snacks from the shop near my house.
restaurant	مطعم	We had dinner at an Italian restaurant.
café	مقهى	Let's meet at the café after school.
next week	الأسبوع القادم	We are going on a trip next week.
trainers	أحذية رياضية	I wear trainers when I play basketball.
shoes	أحذية	She bought new shoes for the party.
nice	جميل	You have a nice smile.
size	مقاس	What is your shoe size?
cheap	رخيص	This T-shirt is cheap but comfortable.
expensive	غالي / مرتفع السعر	The watch was too expensive for me to buy.

Fill in the blanks with the correct words from the box below.

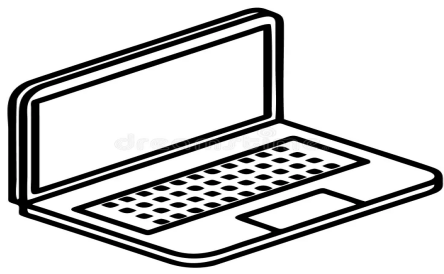
routine – to wake up – university – secondary school – go to school – go to bed – gift – to give – siblings – hungry – thirsty – please – thank you – to take off

Every day, I follow a morning **1.** _____. I usually **2.** _____ at six o'clock and get ready to **3.** _____. My brother studies at **4.** _____, and my sister goes to **5.** _____, so we all leave home around the same time.

After classes, I come back home **6.** _____ and **7.** _____, so I eat lunch and drink some water. My parents often like **8.** _____ us small surprises or a **9.** _____ when we do well in school.

Before entering the house, we remember **10.** _____ our shoes. In the evening, we say **11.** _____ and **12.** _____ to our parents for their help. Finally, I **13.** _____ at ten o'clock to get enough sleep for the next day.

1- routine, 2- to wake up, 3- go to school, 4- university, 5- secondary school, 6- hungry, 7- thirsty, 8- to give, 9- gift, 10- to take off, 11- please, 12- thank you, 13- go to bed



Part 1 B

Grammar

Theme	Vocabulary	Grammar
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	

SUBJECT PRONOUN

I	I have a shirt.
YOU	You have a book.
HE	He has a pillow.
SHE	She has a dog.
IT	It has a bone.
WE	We have a bird.
YOU	You have a house.
THEY	They have a car.

POSSESSIVE ADJECTIVE

MY	My shirt is green.
YOUR	Your book is new.
HIS	His pillow is soft.
HER	Her dog is small.
ITS	Its bone is old.
OUR	Our bird is noisy.
YOUR	Your house is big.
THEIR	Their car is slow.

YOUR = Possessive Adjective

- You need to bring **your** dictionary.

YOU'RE = You are (contraction)

- **You're** an excellent student.

ITS = Possessive Adjective

- The dog played with **its** ball.

IT'S = It is (contraction)

- **It's** very hot right now.

POSSESSIVE ADJECTIVES

Name:

Date:

Fill in each blank with a possessive adjective from the box.

my	your	our	their	her	its	his
----	------	-----	-------	-----	-----	-----

1. They have a car. This is _____ car.
2. The cat has a fish. This is _____ fish.
3. Ali has many books. These are _____ books.
4. We have a dog. This is _____ dog.
5. The dog has a tail. That is _____ tail.
6. The monster has wings. Those are _____ wings.
7. You have a Batman picture. This is _____ Batman picture.
8. The dogs have a bag of bones. These are _____ bones.
9. I have a teddy bear. This is _____ teddy bear.
10. The cat has a blanket. This is _____ blanket.

Answer keys

1. Their
2. Its
3. His
4. Our
5. Its
6. Its
7. Your
8. Their
9. My
10. its



Possessive Pronouns

	Subject	Possessive Pronouns	Possessive Adjectives
First Person	I	Mine	My
	We	Ours	Our
Second Person	You	Yours	Your
Third Person	He	His	His
	Her	Hers	Her
	It	Its	Its
	They	Theirs	Their



Possessive Pronoun

- The possessive pronoun is a type of pronoun that originates from personal pronoun type and indicates possession quality for any comparable relationships.



Possessive Pronoun List with Examples



Possessive Pronoun	Examples
yours	That is my spectacles, not <u>yours</u> .
mine	This car is <u>mine</u> , not yours.
theirs	Improve your mistakes first, then talk about <u>theirs</u> .
her	She has many lipsticks in <u>her</u> purse.
whose	<u>Whose</u> pencil had lost yesterday?
its	This fish is so small for <u>its</u> aquarium.
ours	This bag is not <u>ours</u> , it's theirs.
my	Nobody enters <u>my</u> bedroom without permission.
yours	The entire property is <u>yours</u> from now.
his	James and <u>his</u> brother are cops in America.
their	The management has dropped <u>their</u> plans.
yours	You picked up my cell phone instead of <u>yours</u> .

Fill in the Blanks: Possessive Pronouns Practice

In this exercise, students will **fill in the blanks** with the correct possessive pronouns. This helps learners focus on identifying when to use “mine,” “yours,” “hers,” etc., to show ownership.

Fill in the blanks using correct possessive pronoun.

1. This book is _____. (mine/yours)
2. Is this jacket _____, or did you borrow it? (his/mine)
3. The cat found _____ way home. (its/yours)
4. We're going to bring _____ own lunch. (our/their)
5. These keys are _____, not theirs. (hers/ours)
6. _____ apartment is on the next floor. (Their/Our)
7. That bicycle is _____; I saw you ride it. (his/theirs)
8. Can I borrow your car? _____ isn't working. (Mine/Ours)
9. The toys are _____; we bought them yesterday. (ours/their)
10. This is not my notebook; it must be _____. (yours/mine)

Fill in the Blanks: Possessive Pronouns Practice-Answers

In this exercise, students will **fill in the blanks** with the correct possessive pronouns. This helps learners focus on identifying when to use “mine,” “yours,” “hers,” etc., to show ownership.

Fill in the blanks using the correct possessive pronoun.

- 1.This book is _____, but the yellow one is mine. (mine/**yours**)
- 2.Is this jacket _____, or did you borrow it? (his/**mine**)
- 3.The cat found _____ way home. (**its**/yours)
- 4.We're going to bring _____ own lunch. (**our**/their)
- 5.These keys are _____, not theirs. (hers/**ours**)
- 6._____ apartment is on the next floor. (**Their**/Yours)
- 7.That bicycle is _____; he bought it. (**his**/theirs)
- 8.Can I borrow your car? _____ isn't working. (**Mine**/Ours)
- 9.The toys are _____; we bought them yesterday. (**ours**/their)
- 10.This is not my notebook; it must be _____. (**yours**/mine)

'There is' and 'There are'

- How do we make statements and questions with 'There is' and 'There are'? Study the **grammar reference chart** below.

We use '**there is**' and '**there are**' to say that something exists.

- Singular:** there is
There is a tree in the yard.

Contraction

There is a tree. = **There's** a tree.

Negative

There is not a tree in the yard.

Negative Contraction

There's not a tree in the yard.

There isn't a tree in the yard.

Question

Is there a tree in the yard?

Any

~Use '**any**' in questions with uncountable nouns:

Q: Is there any water in the cup?

A: Yes, there is. / No, **there isn't.**

~Use '**any**' in negative sentences:

There isn't any water in the cup.

- Plural:** there are
There are two cats on the chair.

Contraction

~You cannot contract '**There are**'

Negative

There are not two cats on the chair.

Negative Contraction

There aren't two cats on the chair.

Question

Are there two cats on the chair?

Any

~Use '**any**' in questions with plural nouns:

Q: Are there any cats?

A: Yes, there are. / No, **there aren't.**

~Use '**any**' in negative sentences:

There aren't any cats.

How many

How many trees **are there** (in the yard)?

How many cats **are there** (on the chair)?



GRAMMAR WORKSHEET

THERE IS / THERE ARE



There is	a	pen on the table.
There are	(two)	pens on the table

There aren't <u>any</u> pens on the table.
OR
There aren't (two) pens on the table. There are (three) pens on the table.

Is there	a	pen on the table?
Are there	(two)	pens on the table?

Yes, there is . / No, there isn't .
Yes, there are . / No, there aren't .

There is = There's

There are → "There are" does not have a contraction form

- Fill in the blanks below to complete the sentences.

1. There is a library next to the park.
2. All the students went home. There aren't any students in the classroom.
3. _____ 50 states in the United States.
4. No, _____ polar bears at the South Pole.
5. A: _____ a message for me? B: No, _____.
6. Why _____ so many cars in the parking lot?
7. A: I'm hungry. B: _____ a restaurant across the street.
8. How many days _____ in March, thirty or thirty-one?
9. _____ a few things I have to do this afternoon.
10. A: _____ a post office nearby? B: I'm sorry, I don't know.
11. _____ something I can help you with?
12. No, _____ public holidays next month.
13. How many countries _____ in the world?
14. _____ a woman in the picture. She is smiling.
15. _____ only three more days before the exam. Let's study!

ANSWER KEY

My Notes



1. There is
2. There aren't any
3. There are
4. There aren't any
5. Is there / there isn't
6. are there
7. There is
8. are there

9. There are
10. Is there
11. Is there
12. there aren't any
13. are there
14. There is
15. There are

COMPARATIVES

- How do we form *comparative statements*? Study the **grammar reference chart** below.

- Adjectives with one syllable:** add '-er' or '-r' + 'than'

cold	colder than	"In Canada, winter is colder than summer."
nice	nicer than	"Chocolate ice-cream is nicer than strawberry ice-cream."

- Adjectives with two or more syllables:** add 'more' + 'than'

boring	more boring than	"I think golf is more boring than baseball."
expensive	more expensive than	"This restaurant is more expensive than that restaurant."

- Adjectives with two syllables that end in '-y':** change '-y' to '-i' and add '-er' + 'than'

early	earlier than	"He arrived at school earlier than I did."
happy	happier than	"John looks happier than David."

- Adjectives that end with a single vowel and a consonant:** double the final letter before adding 'than'

big	bigger than	"Russia is bigger than Canada."
hot	hotter than	"In my country, August is hotter than January."

NOTE: When a comparative statement is used to answer a question, it is not necessary to use 'than' if only one person, place or thing is mentioned.

Example:

(A) Which month is hotter, January or August?

(B) August is hotter.

Irregular Comparative Adjectives:

good – **better than**

bad – **worse than**

far – **farther than / further than**



Comparisons – Adjectives

- 2 Finish each sentences using the comparative adjectives.

faster	farther	heavier	higher
stronger	better	longer	taller



1. Venn ran than Paul today.

2. Robert jumped than Tina..



3. Emma threw than Mark did.



4. I think Jessica is than Kevin.



5. Linda had a start than Brian.



6. The running race was this week.



7. The children are doing than before

8. The metal box feels today.



Comparatives-Answer keys

1. faster
2. higher
3. farther
4. taller
5. stronger
6. longer
7. better
8. heavier



SUPERLATIVES

- How do we form superlative statements? Study the **grammar reference chart** below.

- Adjectives with one syllable:** add 'the' + '-est' or '-st'

cold	the coldest	"January is often the coldest winter month."
nice	the nicest	"She is the nicest person I know."

- Adjectives with two or more syllables:** add 'the' + 'most'

boring	the most boring	"It's the most boring movie at the cinema."
expensive	the most expensive	"We ate at the most expensive restaurant in town."

- Adjectives with two syllables that end in '-y':** change '-y' to '-i' and add 'the' + '-est'

early	the earliest	"He was the earliest person to arrive"
happy	the happiest	"It was the happiest time of my life."

- Adjectives that end with a vowel and a consonant:** double the final letter before adding 'the' + '-est'

big	the biggest	"Russia is the biggest country in the world."
hot	the hottest	"August is usually the hottest summer month."

- Adjectives that are irregular:**

good	the best	"She is the best student in our class."
bad	the worst	"It was the worst storm in many years."
far	the farthest the furthest	"He lives the farthest/furthest from my home."

ADJECTIVES

Fill in the blanks with the adjectives in the superlative form.



China is the _____ (populated) country in the world.



The cheetah is the _____ (fast) among the animals.



Excuse me, where is the _____ (near) bus stop?



This is the _____ (boring) book that I've ever read.



This is the _____ (comfortable) chair in the room.



This film has the _____ (sad) ending.

Superlatives -Answer keys

1. most
2. fastest
3. nearest
4. most
5. most
6. Saddest/ most sad

PRESENT SIMPLE

POSITIVE
I walk
You walk
She walks
He walks
It walks
We walk
You walk
They walk

NEGATIVE
I don't walk
You don't walk
She doesn't walk
He doesn't walk
It doesn't walk
We don't walk
You don't walk
They don't walk

INTERROGATIVE
Do I walk?
Do you walk?
Does she walk?
Does he walk?
Does it walk?
Do we walk?
Do you walk?
Do they walk?

SPELLING RULES

I, We, You, They	He, She, It (third person singular)
I love music.	She loves music.
My friends play tennis	Dan plays basketball.
Ben and I watch MTV every day.	My dad watches CNN.
You study English.	Jane studies French.



In the present simple third person singular (he, she, it) we add **s** / **es** / **ies** to the verb:

es

We add **es** to verbs ending with **ch, sh, ss, x, o**

teach	⇒	teaches
wash	⇒	washes
kiss	⇒	kisses
fix	⇒	fixes
go	⇒	goes

ies

When the verb ends with consonant+y, we drop the **y** and add **ies**

fly	⇒	flies
try	⇒	tries
cry	⇒	cries
study	⇒	studies
carry	⇒	carries

s

We add **s** to all the other verbs

walk	⇒	walks
love	⇒	loves
swim	⇒	swims
play	⇒	plays
sit	⇒	sits

Simple Present Tense

Worksheet 1

1. She ____ (eat) an apple every day.



2. They ____ (walk) in the park every morning.

3. He ____ (play) the guitar.



4. Tina ____ (read) a book every weekend.



5. Tom ____ (wash) his clothes every Sunday.

6. We ____ (play) tennis.



7. He ____ (sleep) eight hours a night.



8. He ____ (watch) television at 8 pm.



9. They ____ (go) to school at 7 am.



10. It ____ (rain) a lot in winter.



Simple Present Tense -Answer keys

1. eats
2. walk
3. plays
4. reads
5. washes
6. Play
7. Sleeps
8. Watches
9. Go
10. rains



PRESENT CONTINUOUS TENSE

Positive

I	+	am	+	working	« 1st form of verb + '-ing' »
He She It	+	is	+	working	« 1st form of verb + '-ing' »
You We You They	+	are	+	working	« 1st form of verb + '-ing' »

Example: He **is working** in the garden.

Negative

I	+	am not	+	working	« 1st form of verb + '-ing' »
He She It	+	is not isn't	+	working	« 1st form of verb + '-ing' »
You We You They	+	are not aren't	+	working	« 1st form of verb + '-ing' »

Example: He **is not (isn't) working** in the garden.

Question

Am	+	I	+	working	« 1st form of verb + '-ing' »
Is	+	He She It	+	working	« 1st form of verb + '-ing' »
Are	+	You We You They	+	working	« 1st form of verb + '-ing' »

Example: **Is** he **working** in the garden.

Example: **Is** he **working** in the garden?

PRESENT CONTINUOUS

We use the Present Continuous for actions happening **now**.

POSITIVE	NEGATIVE	QUESTION
I am playing.	I am not playing	Am I playing?
He / She / It is playing.	He / She / It isn't playing	Is he / she / it playing?
We / You / They are playing.	We / You / They aren't playing	Are we / you / they playing?

Complete the sentences with the correct form of the verbs in brackets.

- 1- At this moment, they _____ (play) a game in the living room.
- 2- I _____ (watch) a movie with my parents right now.
- 3- Look! The chef _____ (prepare) a special dish for the guests.
- 4- We _____ (not do) our homework now, we're playing.
- 5- Listen! The birds _____ (sing) outside my window.
- 6- _____ you _____ (study) for your exam? It's tomorrow.
- 7- Right now, the kids _____ (build) a sandcastle on the beach.
- 8- The dog _____ (sleep) on the couch now. It's in the yard.
- 9- The teacher _____ (not speak) now, she's writing.

Present Continuous Tense -Answer keys

1. ...are playing
2.am watching
3. ...is preparing
4. ...are not doing
5.are singing
6. Arestudying
7. ...are building
8. ... is sleeping
9.is not speaking



HAVE TO

- How do we form statements, questions and answers with **'have to'**? Study the grammar reference chart below.

● <i>Affirmative and Negative Statements</i> with 'have to'			
I	have	do not have	to travel.
You	have	do not have	
He / She / It	has	does not have	
We	have	do not have	
They	have	do not have	

● <i>Questions</i> with 'have to'			
Do	I	have to	travel?
Do	you	have to	
Does	he / she / it	has to	
Do	we	have to	
Do	they	have to	

● <i>Affirmative ('Yes') answers</i> with 'have to'		
Yes,	I	do.
	you	do.
	he / she / it	does.
	we	do.
	they	do.

● <i>Negative ('No') answers</i> with 'have to'		
No,	I	do not. (don't)
	you	do not. (don't).
	he / she / it	does not. (doesn't).
	we	do not. (don't).
	they	do not. (don't).

● <i>Information Questions</i> with 'have to'				
*What	do	I	have	to travel?
When	do	you	have	
Where	does	he / she / it	have	
Why	do	we	have	
How	do	they	have	
**Who ... with				

*What do you have to do (next week)? **Who do you have to travel with (next week)?

GRAMMAR WORKSHEET

HAVE



I	have	a pen.
You	have	
He	has	
She	has	
It	has	
We	have	
They	have	

I	don't	have	a pen.
You	don't		
He	doesn't		
She	doesn't		
It	doesn't		
We	don't		
They	don't		

Do	I	have	a pen?
Do	you		
Does	he		
Does	she		
Does	it		
Do	we		
Do	they		

Yes,	No,
I do.	I don't.
you do.	you don't.
he does.	he doesn't.
she does.	she doesn't.
it does.	it doesn't.
we do.	we don't.
they do.	they don't.

- Fill in the blanks below to complete the sentences. Use the words in the above boxes.

- I'm very busy today. I have lots of work to do.
- A: _____ your classmate _____ a car? B: No, he _____.
- My sister _____ a new job in an office.
- Can I borrow your pen? I _____ a pen.
- Why _____ you _____ an umbrella?
- They are very busy today. They _____ many things to do.
- A: _____ you _____ a bicycle? B: Yes, I _____.
- Tom and Carlos _____ lots of math homework.
- How many cookies do you _____?
- Maria _____ a pet cat, but she _____ a pet dog.
- _____ we _____ enough time to eat lunch?
- Steven _____ a pen, but I _____.
- December _____ thirty-one days, but November _____.
- Who _____ a birthday in October?
- I _____ a car, but Stewart _____.

Present Perfect Tense -Answer keys

1. Have
2. Does/have/doesn't
3. Has
4. don't have
5. Do/ have
6. Have
7. Do/ have/ do
8. Have
9. Have
10. Has/ doesn't have
11. Do/ have
12. Has/ don't
13. Has/ doesn't
14. Has
15. Don't have/ does



GRAMMAR WORKSHEET

FUTURE: GOING TO



I	am		
You	are		
He	is		
She	is	going to	cook.
It	is		
We	are		
They	are		

I	am not		
You	aren't		
He	isn't		
She	isn't	going to	cook.
It	isn't		
We	aren't		
They	aren't		

Am	I		
Are	you		
Is	he		
Is	she	going to	cook?
Is	it		
Are	we		
Are	they		

Yes,		No,	
I	am.	I	am not.
you	are.	you	aren't.
he	is.	he	isn't.
she	is.	she	isn't.
it	is.	it	isn't.
we	are.	we	aren't.
they	are.	they	aren't.

aren't = are not
isn't = is not

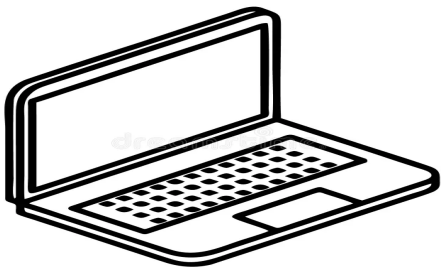
- Fill in the blanks below to complete the sentences. Use the words in the boxes above.

- I am going to meet my friends after class. Would you like to join us?
- A: _____ your brother _____ travel next week? B: Yes, he _____.
- Alex _____ go to work today because he is sick.
- Bob and Cathy _____ see a movie tonight. It starts at seven o'clock.
- A: _____ you _____ do your homework? B: Yes, I _____.
- We're too busy, so we _____ have lunch.
- A: _____ you _____ watch TV tonight? B: No, I _____.
- Where _____ they _____ stay when they visit Paris?
- My classmates and I _____ have a test next Monday. We have to study!
- What _____ you _____ buy for your sister's birthday present?
- We _____ go to the beach today because the weather is bad.
- I'm tired, so I _____ take a short nap.
- My cousin doesn't like her boss. She _____ look for a new job.
- It's almost three o'clock. _____ we _____ leave for the airport soon?
- Look at those dark clouds! I think it _____ rain soon.

Future tense-Going to-Answer keys

1. Am going to
2. Is/ going/ is
3. Isn't going to
4. Are going to
5. Are/ going to/ am
6. Aren't going to
7. Are/ going to/ am not
8. Are they going to
9. Are going to
10. Are you going to
11. Aren't going to
12. Am going to
13. Is going to
14. Are we going to
15. Is going to





Part 2

Reading

Theme	Vocabulary	Grammar
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)

Reading Tips

- Always read the **questions before the text**.
- Look for **keywords in the question**, the same word will help you find the answer in the text.
- When reading the text, **skip some words that you don't understand** - it's okay!
- Make sure you **choose the answer you found in the text**.
- **Read the text again** to check your answers.
- Don't submit without **checking all your answers**.

Reading Passage 1

Email to a Friend About Visiting a New Country

Dear Sara,

I hope you are doing well! I just wanted to tell you about my holiday in Spain. I arrived last Saturday, and the welcome at the airport was amazing. The hotel staff was very friendly, and they gave me a small gift as a guest.

On my first day, I explored the city carefully. I visited museums, parks, and famous streets. I also learned about the special days they celebrate, such as festivals with music, food, and dance. Everything in this country is so different and exciting!

Yesterday, I received an email with congratulations because I won a photography competition organized for visitors in the city. I feel really proud and happy.

I will write a letter when I return to share more stories. Spain is a wonderful place to visit, and I hope you can come here one day too.

Best regards,

Lina

1. When did Lina arrive in Spain?

- a) Last Sunday b) Last Saturday c) Last Friday

2. What did the hotel staff give her?

- a) A competition ticket b) A small gift c) A letter

3. What did Lina explore on her first day?

- a) Mountains b) Museums, parks, and streets c) Beaches only

4. Why did Lina receive congratulations?

- a) She visited a museum b) She won a photography competition c) She met a famous singer

5. What does Lina plan to do when she returns?

- a) Buy gifts b) Write a letter c) Sleep

Reading Passage 1

Email to a Friend About Visiting a New Country

ANSWER KEY

- 1. b) Last Saturday**
- 2. b) A small gift**
- 3. b) Museums, parks, and streets**
- 4. b) She won a photography competition**
- 5 b) Write a letter**

Reading Passage 2

Last weekend, Saeed and his family went on an exciting adventure in the mountains. The weather was cool and perfect for **hiking** and **mountain biking**. Early in the morning, they packed their bags and drove north to a small camping area. Saeed's father enjoyed **sailing** before, but this time, he wanted to try **skydiving**, while his brother preferred **skateboarding** near the hills.

Saeed and his cousin went **hiking** together, following the narrow path between the rocks. They saw a man practicing **falconry**, and Saeed was amazed at how the bird flew high in the **air** and then returned to land on the man's arm.

In the evening, they sat outdoors and watched the sunset in the **west**. Everyone felt happy because they tried new things and worked hard to **win** the family adventure challenge. It was truly a day full of fun, laughter, and unforgettable memories.

Comprehension Questions

1. Where did Saeed and his family go for their adventure?
 - A) To a shopping mall
 - B) To the mountains
 - C) To the desert
2. What activity did Saeed's father want to try this time?
 - A) Skydiving
 - B) Sailing
 - C) Falconry
3. What does the word *falconry* most likely mean?
 - A) A sport using birds to hunt
 - B) A game played with a ball
 - C) A type of mountain climbing
4. What did Saeed and his cousin do during the trip?
 - A) They went sailing
 - B) They went hiking
 - C) They went skydiving
5. What is the overall meaning of the passage?
 - A) The family went shopping and bought gifts.
 - B) The family had an outdoor adventure full of fun and new experiences.
 - C) The family stayed at home to rest.

Answer key: 1.B 2.A 3.A 4.B 5. B

Reading passage 3

A Special Holiday Visitor

Last **holiday**, Sara and her family were very excited because they were expecting a **visitor** from another **country**. Her uncle was coming from Egypt. The family cleaned every **room** in the **house** and decorated the **wall** with colorful lights. When the **guest** finally **arrived**, everyone shouted, “**Welcome!**”

Sara’s uncle brought a small **gift** for her—a beautiful letter with her name written in Arabic. Sara was so happy and said, “**Thank you!**” Her uncle smiled and told her, “Always be **careful** when you open your gifts; you never know what surprise you might find inside!”

During his stay, the family took him to a **special day** celebration in the city. There were parades, music, and food. Sara’s uncle said it was the best **holiday** he had ever had. Before he left, he promised to send Sara an **email** soon so they could stay in touch.

1. Why was Sara's family excited?
 - A) They were going on a trip
 - B) They were expecting a visitor
 - C) They bought a new car

2. What can you guess about Sara's uncle's personality?
 - A) He is kind and caring
 - B) He is quiet and shy
 - C) He doesn't like gifts

2. What is the main idea of the story?
 - A) Sara enjoys writing letters to her friends
 - B) A family celebrates a special visit during the holiday
 - C) Sara travels to a new country to see her uncle

2. What does the word *careful* most likely mean in the passage?
 - A) To be fast
 - B) To be safe and pay attention
 - C) To be quiet

Answer key: 1.B 2.A 3.B 4.B

Reading passage 4

TV

Televisions show sounds and pictures. They get data from cables, discs, or over-the-air signals. They turn this data into sounds and images. People watch news and shows on them. You probably call them TVs.

John Baird made the first TV in 1925. It had one color. It could only show 30 lines. This was just enough room for a face. It didn't work well, but it was a start.

The first TV station was set up in 1928. It was in New York. Few people had TVs. The broadcasts were not meant to be watched. They showed a Felix the Cat doll for two hours a day. The doll spun around on a record player. They were experimenting. It took many years to get it right.

By the end of the 1930s, TVs were working well. America got its first taste at the 1939 World's Fair. This was one of the biggest events ever. There were 200 small, black-and-white TVs set up around the fair. The U.S. President gave a speech over the TVs. The TVs were only five inches big but the people loved it.

They wanted TVs. But World War II was going on during this time. Factories were busy making guns and bombs. When the war was over, TV spread across the country.

By 1948 there were 4 big TV networks in America. They aired their shows from 8 to 11 each night. Local shows were aired at other times. Most of the time, nothing was shown at all. TV was not "always on" like it is now.

Color TVs came out in 1953. They cost too much money for most. Also, shows were aired in black and white. By 1965, color TVs were cheaper. TV stations started airing shows in color. People had to switch if they wanted to see the shows.

Now most TVs are high-def. This means that they have many lines on them. This makes the image clear. TVs have come a long way since Baird's 30 line set. High-def TVs have 1080 lines. There are state of the art sets called 4K TVs. These TVs have 3,840 lines. Some people watch TV in 3D. I wonder what they will come up with next. Smell-o-vision anyone?

1. When did color TVs come out?

a. 1925

b. 1953

c. 1939

2. Which was not true about the first TV?

a. It could only show one color.

b. It only had 30 lines.

c. It did not have sound.

3. When did networks start showing programs in color?

a. 1948

b. 1953

c. 1965

4. Why did the first TV station only show Felix the Cat for two hours a day?

a. They were running tests.

b. Felix the Cat was really popular.

c. Felix the Cat had been a big radio star.

5. Which of these events slowed the spread of TVs?

a. The World's Fair of 1939

b. The Civil War

c. World War II

1. What is the author's main purpose in writing this?

- a. He is trying to explain how a TV works.
- b. He is telling readers how TVs became popular.
- c. He is describing the history of the TV.

2. Why did many families switch to color TVs in 1965?

- a. Color TVs cost a lot of money.
- b. Many shows were only shown in color.
- c. Color TVs came out in 1965.

3. Why was 1939 an important year for TV?

- a. Many Americans were introduced to TV.
- b. The first color TV was released.
- c. John Baird created the first TV.

4. How many lines does a 4K TV have?

- a. 30 b. 1,080 c. 3,840

4. Which happened first?

- a. The 1939 World's Fair
- b. The release of high-def TVs
- c. The end of World War II

ANSWER KEY

1.b. 1953

2.c. It did not have sound.

(They did have sound; the passage doesn't say they lacked sound.)

3.c. 1965

4.a. They were running tests.

5.c. World War II

6.c. He is describing the history of the TV.

7.b. Many shows were only shown in color.

8.a. Many Americans were introduced to TV.

9.c. 3,840

10.a. The 1939 World's Fair

(1939 happened before the end of World War II in 1945 and before high-def TVs many years later.)

My snowboarding experiences

Young snowboarder Maya Gonzales writes about her experiences. I've always loved excitement and my parents encouraged me to try to be the best at everything I did. I started gymnastics when I was three and was winning competitions when I was six. By the time I was fourteen, I was finding it too easy. Doing the same routines was becoming boring and I needed a change. My family used to go skiing every year, so I could ski almost as soon as I could walk! So I convinced my parents to let me try snowboarding, which I thought looked harder than skiing. How right I was!

The first step was managing the board – it's not as easy as you might think. I felt I had lost control over my body and every time I fell over it was difficult to stand up again. In fact, I was sure that everyone was laughing at me, which wasn't a good feeling! But I had a good instructor and, once I learnt how to balance, I improved quickly. He said that my previous gymnastics classes helped me with that. Then I discovered there were tricks I could do on my snowboard. I decided I wanted to spend the winter learning to do these properly.

The first competition I entered was a real surprise. I was used to being a winner but this was a completely different experience. The standard was really high, which was a shock, and I was very nervous. Then one of the other competitors told me I had the talent to get to the top, although he didn't tell me how to do it. What he said made me feel more positive and although I only came tenth, it felt more like a small success. He also said he wasn't as good as me, which was kind of him!

Now I'm more confident, my aim is to win a national competition. I've got a new coach and I'm working on new tricks that really challenge me – they're often dangerous, but I love trying them. I know I have to take chances if I want to be the best. I really hope I can inspire other people to try it. It's a great sport and you'll have lots of fun, even if you don't ever do it in competitions!

1. Why did Maya decide to learn how to snowboard?

A to try something dangerous

B to overcome a fear

C to face a new challenge

D to please her parents

2. How did Maya feel when she started snowboarding?

A keen to learn more about it

B embarrassed about her lack of ability

C grateful for her gymnastics knowledge

D worried about getting injured

3. Maya says that a snowboarder who talked to her at her first competition

A gave her some good advice.

B made her feel better about the result.

C encouraged her to change her sport.

D showed her new moves to work on.

4. What is Maya doing in the final paragraph?

A recommending the sport to other people

B describing how she does her training

C explaining why she wants to be successful

D outlining ways of making the sport more popular

5 What might Maya say about learning to snowboard?

A I'm starting to lose that feeling of excitement when I snowboard and I worry if there are other competitors who are really good.

B I knew exactly what would happen when I took part in my first competition, and I enjoyed it.

C I'm amazed I've been chosen to take part in the National Championships, especially as I've been dreaming of it since I was young.

D I don't get as anxious before competitions as I used to and I'm hoping to perform the tricks I'm learning at an important competition soon.

ANSWER KEY

1. C, 2. B, 3. B, 4. A, 5. D



Part 4

Writing

Theme	Vocabulary	Grammar	Functional Language
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

Writing: The Great Outdoors

Total/40

Write about what you like to do in your free time.

Write about these things:

- what you would like to do next weekend
- what will make your weekend fun
- what you will do if your plans change
- Write at least 100 words.

2026 2025

A Writing Sample:

In my free time, I like to read books, watch movies, and spend time with my friends. I also enjoy walking in the park when the weather is nice. During summer I like to swim in the beach and enjoy diving.

Next weekend, I would like to go shopping with my family and eat at a restaurant. I think my weekend will be fun because I will relax and do the things I love. We might also watch a new movie together at home or go to the cinema.

If my plans change, I will stay at home and help my mother cook and bake. I can also play games or read stories. I just want to have a happy and relaxing weekend.

Writing: The Great Outdoors

Write a postcard, Accessbook pages 75-78, 80

Total/40

Write about what would happen when you visit a new country.

Write about these things:

- Where and when did you arrive?
- What will you do there?
- Why should people visit that country?
- Write at least 100 words.**

The Great Outdoors | What are your plans?, Alana goes to New Zealand, A postcard

Dear Zainub,

Greetings from beautiful New Zealand! I arrived a few days ago, and the outdoors here is amazing. The mountains are huge, the lakes are so blue, and the fresh air makes me feel alive.

Tomorrow, I'm **going to hike** in a national park and explore some waterfalls. I'm also **going to visit** a famous beach where people surf and watch the sunset. This weekend, I'm **going to try** kayaking for the first time—I'm so excited!

New Zealand is full of adventure, and I'm really enjoying every moment. I wish you could be here to see these wonderful places with me.

**See you soon,
Alana**

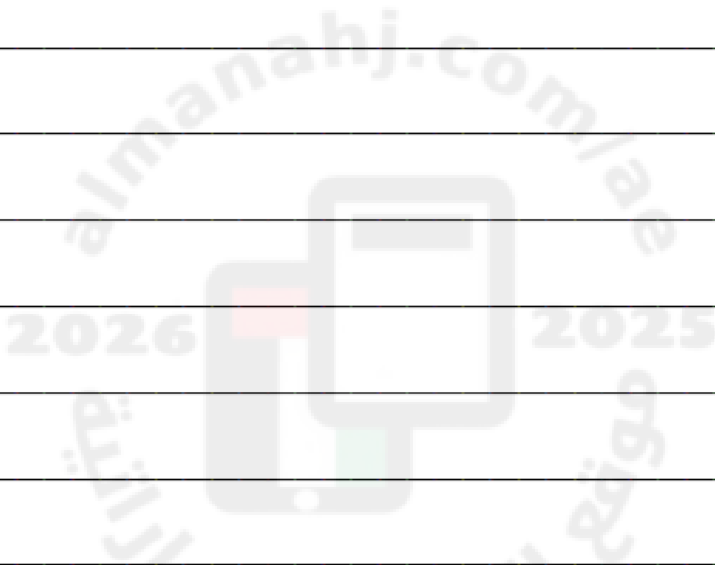
Writing: Visiting a New Country

Total/40

Write about what happened when visiting a new country.

Write about these things:

- When and what happened when you arrived?
- What are the things you did?
- Why people should visit that country
- **Write at least 100 words.**



Task Completion	Structure	Grammar	Vocabulary	Spelling & Punctuation	Total
/8	/8	/8	/8	/8	/40

Email to a Friend About Visiting a New Country

Dear Sara,

I hope you are doing well! I just wanted to tell you about my holiday in Spain. I arrived last Saturday, and the welcome at the airport was terrific. The hotel staff were very friendly and gave me a small gift as a guest.

On my first day, I explored the city carefully. I visited museums, parks, and famous streets. I also learned about the special days they celebrate, such as festivals with music, food, and dance. Everything in this country is so different and exciting!

Yesterday, I received an email congratulating me for winning a photography competition organized for visitors in the city. I feel really proud and happy.

I will write a letter when I return to share more stories. Spain is a wonderful place to visit, and I hope you can come here one day too.

Best regards,

Lina



Part 4

Writing-Essay

Part 1: Plan

Write your answer below

Write a plan for your essay below. **Please note – this question asks for a plan, not a full essay.** You will write the full essay in the next question.

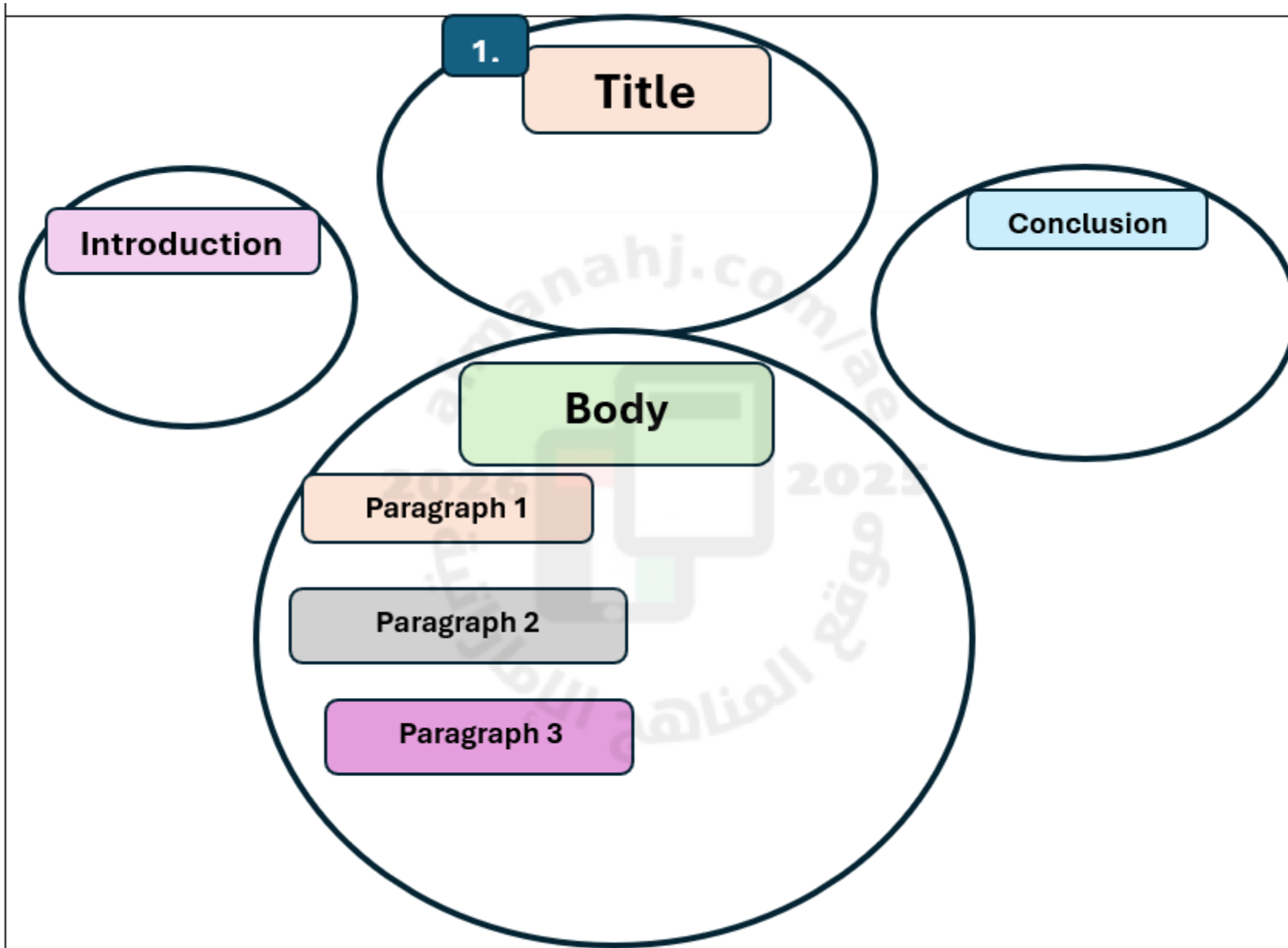
Describe the country you want to visit. Write about these things.

1. Introduction
2. Body

Include information about:

- What kind of weather does it have?
- What animals can you see there?
- What can you do there?

3. Conclusion



1.

Title/topic**The Country I want to Visit.**

2.

Introduction**The country I want to visit is Japan.**

4.

Conclusion**In conclusion, Japan is really a great and beautiful country,**

3.

Body**Paragraph 1****The weather in Japan is enjoyable.****Paragraph 2****There are lots of animals that you can see in Japan.****Paragraph 3****There are lots of things you can enjoy doing when you visit Japan.**



Part 2: ESSAY

Write your answer below

Write in full sentences:

Describe the country you want to visit. Write about these things.

1. Introduction
2. Body

Include information about:

- What kind of weather does it have?
- What animals can you see there?
- What can you do there?

3. Conclusion

Write at least 100 words.

The Country I want to visit.

The country I want to visit is Japan, because it is beautiful, has lovely people, and delicious food.

The weather in Japan is enjoyable. In winter, heavy snowfall occurs in some areas, while others experience light snowfall. In summer, temperatures range from warm to hot, and typhoons are common.

There are lots of animals you can see in Japan. You can see Japanese red-crowned cranes, Japanese giant salamanders, raccoon dogs, Macaque monkeys, deer, and others.

There are lots of things you can enjoy doing when you visit Japan. You can visit Universal Studios Japan or Tokyo Disneyland, see Mount Fuji and its volcano, islands, temples, and museums, and visit famous Himeji Castle.

In conclusion, Japan is really a great and beautiful country, which is why I want to visit there.