English End-of-Term 1 Test Specifications

Cycle 2 – 2026-2027



Grade Level Goal

7

بالميثاق نبلغ الآفاق

The National Charter for Education

With the Charter, We Reach New Horizons

T: Muna Albalooshi

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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Grade: 7
Part 1: Vocabulary
Practice 1
T: Muna Albalooshi

Name: _____ Date: _____

Vocabulary Practice 1
Food for Life / How Things Work

Choose the correct word (A, B or C) to complete each sentence. (10 marks)

1 It is important to eat _____ food to stay healthy.

☐ A. fresh ☐ B. plastic ☐ C. predator

2 Farmers are _____ who grow food for people.

☐ A. consumers ☐ B. producers ☐ C. engineers

3 A _____ eats other animals.

☐ A. consumer ☐ B. producer ☐ C. predator

4 Water changes into vapour through _____.

☐ A. evaporation ☐ B. condensation ☐ C. filter

5 When water cools, it changes back into water in a process called _____.

☐ A. evaporation ☐ B. condensation ☐ C. supply



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Grade: 7
Part 1: Vocabulary
Practice 2
T: Muna Albalooshi

Name: _____ Date: _____

Vocabulary Practice 2
It's a Small World / Patterns

Choose the correct word (A, B or C) to complete each sentence. (10 marks)

1 People use different languages to _____ with others around the world.

☐ A. translate ☐ B. communicate ☐ C. produce

2 One _____ of learning another language is better job opportunities.

☐ A. advantage ☐ B. drawback ☐ C. pattern

3 A _____ has six sides.

☐ A. square ☐ B. circle ☐ C. hexagon

4 We can see a _____ in this group of numbers: 2, 4, 6, 8, 10.

☐ A. sum ☐ B. pattern ☐ C. producer

5 Engineers design systems to _____ water to homes.

☐ A. supply ☐ B. consume ☐ C. filter

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Part 1: Vocabulary
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Name: _____ **Date:** _____

Vocabulary Practice 1

Food for Life / How Things Work

Choose the correct word (A, B or C) to complete each sentence. (10 marks)

1 It is important to eat _____ food to stay healthy.

☑ **A. fresh** ☐ B. plastic ☐ C. predator

2 Farmers are _____ who grow food for people.

☐ A. consumers ☑ **B. producers** ☐ C. engineers

3 A _____ eats other animals.

☐ A. consumer ☐ B. producer ☑ **C. predator**

4 Water changes into vapour through _____.

☑ **A. evaporation** ☐ B. condensation ☐ C. filter

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Part 1: Vocabulary
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T: Muna Albalooshi

Name: _____ **Date:** _____

Vocabulary Practice 2

It's a Small World / Patterns

Choose the correct word (A, B or C) to complete each sentence. (10 marks)

1 People use different languages to _____ with others around the world.

☐ A. translate ☑ **B. communicate** ☐ C. produce

2 One _____ of learning another language is better job opportunities.

☑ **A. advantage** ☐ B. drawback ☐ C. pattern

3 A _____ has six sides.

☐ A. square ☐ B. circle ☑ **C. hexagon**

4 We can see a _____ in this group of numbers: 2, 4, 6, 8, 10.

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5 Engineers design systems to _____ water to homes.

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With the Charter, We Reach New Horizons

Grade: 7
Part 1: Vocabulary
Practice 3
T: Muna Albalooshi

Name: _____ Date: _____

Vocabulary Practice 3

Food for Life / How Things Work

Choose the correct word (A, B or C) to complete each sentence. (10 marks)

1. We should eat _____ food to stay healthy.
   ☐ A. fresh ☐ B. plastic ☐ C. predator

2. A person who designs and builds machines is an _____.
   ☐ A. engineer ☐ B. consumer ☐ C. producer

3. Some sea animals eat smaller animals called _____.
   ☐ A. prey ☐ B. supply ☐ C. filter

4. Water changes from liquid to vapour in a process called _____.
   ☐ A. evaporation ☐ B. condensation ☐ C. pattern

5. A water _____ removes dirt from water.
   ☐ A. filter ☐ B. square ☐ C. advantage

6. People who buy and use products are _____.
   ☐ A. predators ☐ B. consumers ☐ C. engineers

7. When water vapour cools, it changes back into water through _____.
   ☐ A. supply ☐ B. evaporation ☐ C. condensation

8. Too much _____ in rivers and seas can harm animals.
   ☐ A. plastic ☐ B. hexagon ☐ C. number

9. A _____ is an animal that other animals hunt and eat.
   ☐ A. producer ☐ B. consumer ☐ C. prey

10. Clean water is important because it helps _____ food and crops.
    ☐ A. communicate ☐ B. produce ☐ C. translate



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Grade: 7
Part 1: Vocabulary
Practice 4
T: Muna Albalooshi

Name: _____ Date: _____

Vocabulary Practice 4

It's a Small World / Patterns

Choose the correct word (A, B or C) to complete each sentence. (10 marks)

1. People learn world languages to _____ with people from other countries.
   ☐ A. communicate ☐ B. evaporate ☐ C. filter

2. One _____ of learning a new language is more job opportunities.
   ☐ A. drawback ☐ B. advantage ☐ C. predator

3. One _____ is that it can be difficult and takes time.
   ☐ A. advantage ☐ B. drawback ☐ C. pattern

4. We can _____ a text from one language to another.
   ☐ A. translate ☐ B. produce ☐ C. supply

5. A repeating order of shapes or numbers is called a _____.
   ☐ A. pattern ☐ B. consumer ☐ C. engineer

6. The next number in the pattern 2, 4, 6, 8, 10 is _____.
   ☐ A. 11 ☐ B. 12 ☐ C. 14

7. A hexagon has _____ sides.
   ☐ A. four ☐ B. six ☐ C. eight

8. A _____ is a shape with four equal sides.
   ☐ A. square ☐ B. hexagon ☐ C. circle

9. One _____ of global communication is understanding different cultures.
   ☐ A. disadvantage ☐ B. benefit ☐ C. enclosure

10. Learning languages can help people _____ new friends around the world.
    ☐ A. explore ☐ B. connect ☐ C. filter



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Grade: 7
Part 1: Vocabulary
Practice 3
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Name: _____ **Date:** _____

Vocabulary Practice 3

Food for Life / How Things Work

Choose the correct word (A, B or C) to complete each sentence. (10 marks)

1 We should eat _____ food to stay healthy.
- [x] **A. fresh**
- [ ] B. plastic
- [ ] C. predator

2 A person who designs and builds machines is an _____.
- [x] **A. engineer**
- [ ] B. consumer
- [ ] C. producer

3 Some sea animals eat smaller animals called _____.
- [x] **A. prey**
- [ ] B. supply
- [ ] C. filter

4 Water changes from liquid to vapour in a process called _____.
- [x] **A. evaporation**
- [ ] B. condensation
- [ ] C. pattern

5 A water _____ removes dirt from water.
- [x] **A. filter**
- [ ] B. square
- [ ] C. advantage

6 People who buy and use products are _____.
- [ ] A. predators
- [x] **B. consumers**
- [ ] C. engineers

7 When water vapour cools, it changes back into water through _____.
- [ ] A. supply
- [ ] B. evaporation
- [x] **C. condensation**

8 Too much _____ in rivers and seas can harm animals.
- [x] **A. plastic**
- [ ] B. hexagon
- [ ] C. number

9 A _____ is an animal that other animals hunt and eat.
- [ ] A. producer
- [ ] B. consumer
- [x] **C. prey**

10 Clean water is important because it helps _____ food and crops.
- [ ] A. communicate
- [x] **B. produce**
- [ ] C. translate



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Grade: 7
Part 1: Vocabulary
Practice 4
T: Muna Albalooshi

Name: _____ **Date:** _____

Vocabulary Practice 4

It's a Small World / Patterns

Choose the correct word (A, B or C) to complete each sentence. (10 marks)

1 People learn world languages to _____ with people from other countries.
- [x] **A. communicate**
- [ ] B. evaporate
- [ ] C. filter

2 One _____ of learning a new language is more job opportunities.
- [ ] A. drawback
- [x] **B. advantage**
- [ ] C. predator

3 One _____ is that it can be difficult and takes time.
- [ ] A. advantage
- [x] **B. drawback**
- [ ] C. pattern

4 We can _____ a text from one language to another.
- [x] **A. translate**
- [ ] B. produce
- [ ] C. supply

5 A repeating order of shapes or numbers is called a _____.
- [x] **A. pattern**
- [ ] B. consumer
- [ ] C. engineer

6 The next number in the pattern 2, 4, 6, 8, 10 is _____.
- [ ] A. 11
- [x] **B. 12**
- [ ] C. 14

7 A hexagon has _____ sides.
- [ ] A. four
- [x] **B. six**
- [ ] C. eight

8 A _____ is a shape with four equal sides.
- [x] **A. square**
- [ ] B. hexagon
- [ ] C. circle

9 One _____ of global communication is understanding different cultures.
- [ ] A. disadvantage
- [x] **B. benefit**
- [ ] C. enclosure

10 Learning languages can help people _____ new friends around the world.
- [ ] A. explore
- [x] **B. connect**
- [ ] C. filter

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)

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Part 2: Grammar
Practice 1
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Name: _____ **Date:** _____

Grammar Practice 1

Clauses – Determiners – Nouns – Conditionals – Adverbs (Sequencing)

Read the text and choose the correct word (A, B or C) to complete each sentence. (10 marks)

Chocolate Around the World

Chocolate is a popular food that people enjoy in many countries. It comes from the seeds of the cacao tree, which grows in warm climates. Farmers grow cacao trees and harvest the pods. The seeds are then processed to make chocolate. Many people love chocolate because it is sweet and can be used in cakes, drinks and desserts. If people use good farming methods, they can produce high-quality chocolate and protect the environment at the same time.

1 Chocolate is a popular food that people enjoy in many _____.
☐ A. country ☐ B. countries ☐ C. country's

2 It comes from the seeds of the cacao tree, _____ grows in warm climates.
☐ A. that ☐ B. which ☐ C. where

3 Farmers _____ cacao trees and harvest the pods.
☐ A. grow ☐ B. grows ☐ C. growing

4 The seeds are then _____ to make chocolate.
☐ A. produce ☐ B. producing ☐ C. processed

5 Many people love chocolate because it is _____ and delicious.
☐ A. sweet ☐ B. sweeter ☐ C. sweetest

6 Chocolate can be used in cakes, drinks and _____.
☐ A. dessert ☐ B. desserts ☐ C. dessertes

7 If people use good farming methods, they can _____ high-quality chocolate.
☐ A. produce ☐ B. produces ☐ C. producing

8 Good farming helps protect the _____ at the same time.
☐ A. environment ☐ B. environments ☐ C. environmental

9 First, farmers harvest the pods, and then they _____ the seeds.
☐ A. processed ☐ B. process ☐ C. processes

10 Chocolate is enjoyed all over the world _____ it has a rich taste.
☐ A. but ☐ B. because ☐ C. if

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Name: _____ **Date:** _____

Grammar Practice 2

Clauses – Determiners – Nouns – Conditionals – Adverbs (Sequencing)

Read the text and choose the correct word (A, B or C) to complete each sentence. (10 marks)

From Farm to Chocolate

Chocolate is made from cacao beans. The cacao tree grows in tropical countries such as Ghana, the Ivory Coast and Ecuador. Farmers carefully harvest the pods, which contain the beans. After that, the beans are dried and sent to factories. There, workers process the beans and turn them into chocolate products. If people do not protect the forests, many cacao trees may disappear, and we might not have enough chocolate in the future. Therefore, it is important to support farmers and choose products that are made in a sustainable way.

1 The cacao tree grows in _____ countries.
☐ A. tropical ☐ B. more tropical ☐ C. most tropical

2 Farmers carefully harvest the pods, _____ contain the beans.
☐ A. who ☐ B. which ☐ C. where

3 After that, the beans are dried and sent to _____.
☐ A. factory ☐ B. factories ☐ C. factorys

4 Workers _____ the beans and turn them into chocolate products.
☐ A. process ☐ B. processes ☐ C. processing

5 If people do not protect the forests, many cacao trees _____ disappear.
☐ A. might ☐ B. will ☐ C. must

6 We _____ not have enough chocolate in the future.
☐ A. might ☐ B. will ☐ C. must

7 It is important to support _____ and choose sustainable products.
☐ A. farmer ☐ B. farmers ☐ C. farmer's

8 First, the pods are harvested, then the beans are dried, and _____, they are processed.
☐ A. finally ☐ B. because ☐ C. if

9 Chocolate is enjoyed around the world _____ it has a rich taste.
☐ A. but ☐ B. because ☐ C. although

10 We should choose products that are made in a _____ way to protect the environment.
☐ A. sustainable ☐ B. more sustainable ☐ C. most sustainable



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Name: _____ Date: _____

Grammar Practice 1

Clauses – Determiners – Nouns – Conditionals – Adverbs (Sequencing)

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1 Chocolate is a popular food that people enjoy in many _____.
☐ A. country ☑ **B. countries** ☐ C. country's

2 It comes from the seeds of the cacao tree, _____ grows in warm climates.
☑ **A. that** ☐ B. which ☐ C. where

3 Farmers _____ cacao trees and harvest the pods.
☑ **A. grow** ☐ B. grows ☐ C. growing

4 The seeds are then _____ to make chocolate.
☐ A. produce ☐ B. producing ☑ **C. processed**

5 Many people love chocolate because it is _____ and delicious.
☑ **A. sweet** ☐ B. sweeter ☐ C. sweetest

6 Chocolate can be used in cakes, drinks and _____.
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9 First, farmers harvest the pods, and then they _____ the seeds.
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Name: _____ Date: _____

Grammar Practice 2

Clauses – Determiners – Nouns – Conditionals – Adverbs (Sequencing)

Read the text and choose the correct word (A, B or C) to complete each sentence. (10 marks)

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1 The cacao tree grows in _____ countries.
☑ **A. tropical** ☐ B. more tropical ☐ C. most tropical

2 Farmers carefully harvest the pods, _____ contain the beans.
☐ A. who ☑ **B. which** ☐ C. where

3 After that, the beans are dried and sent to _____.
☐ A. factory ☑ **B. factories** ☐ C. factorys

4 Workers _____ the beans and turn them into chocolate products.
☑ **A. process** ☐ B. processes ☐ C. processing

5 If people do not protect the forests, many cacao trees _____.
☑ **A. might** ☐ B. will ☐ C. must

6 We _____ not have enough chocolate in the future.
☐ A. might ☑ **B. will** ☐ C. must

7 It is important to support _____ and choose sustainable products.
☐ A. farmer ☑ **B. farmers** ☐ C. farmer's

8 First, the pods are harvested, then the beans are dried, and _____ they are processed.
☑ **A. finally** ☐ B. because ☐ C. if

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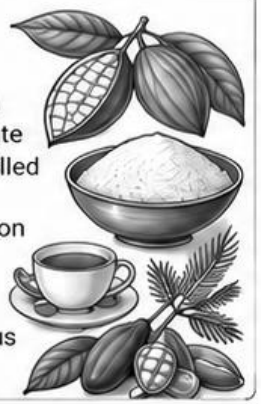
Name: _____ **Date:** _____

Grammar Practice 3

Clauses – Determiners – Nouns – Conditionals – Adverbs (Sequencing)

Read the text and choose the correct word (A, B or C) to complete each sentence. (10 marks)

Food from Around the World



Food is an important part of every culture. Many foods come from different countries and reach our homes through long journeys. For example, chocolate comes from cocoa beans, which grow in hot countries near the equator. The beans are picked by farmers and then sent to factories, where they are turned into chocolate bars. Rice, which is a common food in many Asian countries, grows in wet fields called rice paddies. Tea, which is popular around the world, comes from leaves that are picked from tea plants. Dates, which are an important part of Emirati culture, grow on date palms in the UAE. These foods connect people and cultures.

If we choose local and sustainable products, we can help farmers, protect the environment and support the economy. Knowing where our food comes from helps us make better choices and appreciate the people who work hard to produce it.

1 Many foods come from different _____ and reach our homes through long journeys.

☐ A. country ☐ B. countries ☐ C. country's

2 Chocolate comes from cocoa beans, _____ grow in hot countries.

☐ A. who ☐ B. which ☐ C. where

3 Rice grows in wet fields _____ rice paddies.

☐ A. called ☐ B. calling ☐ C. call

4 Dates are an important food _____ grow in the UAE.

☐ A. who ☐ B. which ☐ C. where

5 If we choose local and sustainable products, we _____ help farmers and protect the environment.

☐ A. might ☐ B. will ☐ C. must

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Grammar Practice 3

Clauses – Determiners – Nouns – Conditionals – Adverbs (Sequencing)

Read the text and choose the correct word (A, B or C) to complete each sentence. (10 marks)

6 Tea is popular _____ the world.

☐ A. in ☐ B. on ☐ C. at

7 The beans are picked by farmers and then sent to _____.

☐ A. factory ☐ B. factories ☐ C. factory's

8 First, the beans are picked, _____ they are sent to factories.

☐ A. because ☐ B. then ☐ C. if

9 If people do not protect the environment, many food plants _____ in the future.

☐ A. might disappear ☐ B. will disappear ☐ C. must disappear

10 Knowing where our food comes from helps us _____ better choices.

☐ A. make ☐ B. making ☐ C. to make

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Grammar Practice 3

Clauses – Determiners – Nouns – Conditionals – Adverbs (Sequencing)

Read the text and choose the correct word (A, B or C) to complete each sentence. (10 marks)

Food from Around the World



Food is an important part of every culture. Many foods come from different countries and reach our homes through long journeys. For example, chocolate comes from cocoa beans, which grow in hot countries near the equator. The beans are picked by farmers and then sent to factories, where they are turned into chocolate bars. Rice, which is a common food in many Asian countries, grows in wet fields called rice paddies. Tea, which is popular around the world, comes from leaves that are picked from tea plants. Dates, which are an important part of Emirati culture, grow on date palms in the UAE. These foods connect people and cultures.

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1 Many foods come from different _____ and reach our homes through long journeys.

☐ A. country ☑ **B. countries** ☐ C. country's

2 Chocolate comes from cocoa beans, _____ grow in hot countries.

☐ A. who ☑ **B. which** ☐ C. where

3 Rice grows in wet fields _____ rice paddies.

☑ **A. called** ☐ B. calling ☐ C. call

4 Dates are an important food _____ grow in the UAE.

☐ A. who ☑ **B. which** ☐ C. where

5 If we choose local and sustainable products, we _____ help farmers and protect the environment.

☐ A. might ☑ **B. will** ☐ C. must

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Name: _____ **Date:** _____

Grammar Practice 3

Clauses – Determiners – Nouns – Conditionals – Adverbs (Sequencing)

Read the text and choose the correct word (A, B or C) to complete each sentence. (10 marks)

6 Tea is popular _____ the world.

☑ **A. in** ☐ B. on ☐ C. at

7 The beans are picked by farmers and then sent to _____.

☐ A. factory ☑ **B. factories** ☐ C. factory's

8 First, the beans are picked, _____ they are sent to factories.

☐ A. because ☑ **B. then** ☐ C. if

9 If people do not protect the environment, many food plants _____ in the future.

☐ A. might disappear ☑ **B. will disappear** ☐ C. must disappear

10 Knowing where our food comes from helps us _____ better choices.

☑ **A. make** ☐ B. making ☐ C. to make

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Practice 1
T: Muna Albalooshi

Name: _____ **Date:** _____

Grammar Practice 1

Clauses – Determiners – Nouns – Conditionals – Adverbs (Sequencing)

Read the text and choose the correct word (A, B or C) to complete each sentence.

Where Does Our Food Come From?

Many of the foods we eat every day come from different countries. For example, chocolate comes from cocoa beans, which grow in hot countries. Rice grows in wet fields called rice paddies. Tea comes from leaves, and dates grow on date palms in the UAE. These foods travel long distances before they reach our homes. Knowing where our food comes from helps us make better choices and support farmers around the world.

1 Many foods come from different _____ and reach our homes.
☐ A. country ☐ B. countries ☐ C. country's

2 Chocolate comes from cocoa beans, _____ grow in hot countries.
☐ A. who ☐ B. which ☐ C. where

3 Rice grows in wet fields _____ rice paddies.
☐ A. called ☐ B. calling ☐ C. call

4 Dates are an important food _____ grow in the UAE.
☐ A. who ☐ B. which ☐ C. where

5 If we choose local and sustainable products, we _____ help farmers.
☐ A. might ☐ B. will ☐ C. must

6 Food travels long distances _____ it reaches our homes.
☐ A. after ☐ B. before ☐ C. because

7 Farmers _____ crops and harvest them.
☐ A. grow ☐ B. grows ☐ C. growing

8 These foods help us _____ different cultures.
☐ A. explore ☐ B. exploring ☐ C. to explore

9 We should support farmers _____ protect the environment.
☐ A. and ☐ B. but ☐ C. because

10 Knowing where our food comes from _____ us make better choices.
☐ A. help ☐ B. helps ☐ C. helping



بالميثاق نبلغ الآفاق

The National Charter for Education

With the Charter, We Reach New Horizons

Grade: 7
Part 2: Grammar
Practice 2
T: Muna Albalooshi

Name: _____ **Date:** _____

Grammar Practice 2

Clauses – Determiners – Nouns – Conditionals – Adverbs (Sequencing)

Read the text and choose the correct word (A, B or C) to complete each sentence.

From Farm to Table

Food goes through many steps before it reaches our table. Farmers produce crops such as cocoa, rice and tea. The crops are harvested, processed and transported to different countries. If people do not choose sustainable products, many food plants might disappear in the future. Therefore, it is important to support farmers and buy food that is produced in a responsible way.

1 Food goes through many steps _____ it reaches our table.
☐ A. before ☐ B. after ☐ C. if

2 Farmers _____ crops for people around the world.
☐ A. produce ☐ B. produces ☐ C. producing

3 The crops are harvested and _____ to factories.
☐ A. send ☐ B. sent ☐ C. sending

4 Chocolate is a food _____ many people enjoy.
☐ A. who ☐ B. which ☐ C. where

5 If we do not choose sustainable products, many food plants _____ disappear.
☐ A. might ☐ B. will ☐ C. must

6 We should buy food _____ protects the environment.
☐ A. who ☐ B. which ☐ C. where

7 First, farmers grow the crops, then they _____ them.
☐ A. harvest ☐ B. harvested ☐ C. harvesting

8 It is important _____ support farmers and choose sustainable products.
☐ A. and ☐ B. but ☐ C. because

9 People can explore new cultures _____ trying foods from different countries.
☐ A. by ☐ B. with ☐ C. because

10 Knowing where our food comes from helps us _____ better choices.
☐ A. make ☐ B. making ☐ C. to make



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The National Charter for Education

With the Charter, We Reach New Horizons

Grade: 7
Part 2: Grammar
Practice 1
T: Muna AlBalooshi

Name: _____ **Date:** _____

Grammar Practice 1

Clauses – Determiners – Nouns – Conditionals – Adverbs (Sequencing)

Read the text and choose the correct word (A, B or C) to complete each sentence.

Where Does Our Food Come From?

Many of the foods we eat every day come from different countries. For example, chocolate comes from cocoa beans, which grow in hot countries. Rice grows in wet fields called rice paddies. Tea comes from leaves, and dates grow on date palms in the UAE. These foods travel long distances before they reach our homes. Knowing where our food comes from helps us make better choices and support farmers around the world.

1 Many foods come from different _____ and reach our homes.
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2 Chocolate comes from cocoa beans, _____ grow in hot countries.
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3 Rice grows in wet fields _____ rice paddies.
☑ **A. called** ☐ B. calling ☐ C. call

4 Dates are an important food _____ grow in the UAE.
☐ A. who ☑ **B. which** ☐ C. where

5 If we choose local and sustainable products, we _____ help farmers.
☐ A. might ☑ **B. will** ☐ C. must

6 Food travels long distances _____ it reaches our homes.
☐ A. after ☑ **B. before** ☐ C. because

7 Farmers _____ crops and harvest them.
☑ **A. grow** ☐ B. grows ☐ C. growing

8 These foods help us _____ different cultures.
☑ **A. explore** ☐ B. exploring ☐ C. to explore

9 We should support farmers _____ protect the environment.
☑ **A. and** ☐ B. but ☐ C. because

10 Knowing where our food comes from _____ us make better choices.
☐ A. help ☑ **B. helps** ☐ C. helping



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The National Charter for Education

With the Charter, We Reach New Horizons

Grade: 7
Part 2: Grammar
Practice 2
T: Muna AlBalooshi

Name: _____ **Date:** _____

Grammar Practice 2

Clauses – Determiners – Nouns – Conditionals – Adverbs (Sequencing)

Read the text and choose the correct word (A, B or C) to complete each sentence.

From Farm to Table

Food goes through many steps before it reaches our table. Farmers produce crops such as cocoa, rice and tea. The crops are harvested, processed and transported to different countries. if people do not choose sustainable products, many food plants might disappear in the future the forefore. Therefore to support farmers and buy food that is produced in a responsible way.

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2 Farmers _____ crops for people around the world.
☑ **A. produce** ☐ B. produces ☐ C. producing

3 The crops are harvested and _____ to factories.
☐ A. send ☑ **B. sent** ☐ C. sending

4 Chocolate is a food _____ many people enjoy.
☐ A. who ☑ **B. which** ☐ C. where

5 If we do not choose sustainable products, many food plants _____ disappear.
☐ A. might ☐ B. will ☑ **C. must**

6 We should buy food _____ protects the environment.
☐ A. who ☑ **B. which** ☐ C. where

7 First, farmers grow the crops, then they _____ them.
☐ A. harvest ☑ **B. harvested** ☐ C. harvesting

8 It is important _____ support farmers and choose sustainable products.
☑ **A. and** ☐ B. but ☐ C. because

9 People can explore new cultures _____ trying foods from different countries.
☑ **A. by** ☐ B. with ☐ C. because

10 Knowing where our food comes from helps us _____ better choices.
☑ **A. make** ☐ B. making ☐ C. to make

<table>
<tr><th>Part</th><th>Level</th><th colspan="3">Theme</th></tr>
<tr><td rowspan="3">Part 3A: Reading</td><td rowspan="3">At Grade Level Goal</td><td colspan="3">Food for Life | How does a food web work?, How are things connected in a food chain?</td></tr>
<tr><th>Task Description</th><th>Learning Outcomes</th><th>Construct Limits</th></tr>
<tr><td>Multiple-Choice

Read the text and choose the correct answers.
Choose A, B or C.</td><td>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.</td><td>▪ 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)</td></tr>
</table>

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The National Charter for Education

With the Charter, We Reach New Horizons

Grade: 7
Part 3A: Reading
Practice 1
T: Muna Albalooshi

Name: _____ **Date:** _____

Reading Practice 1

Food for Life | How does a food web work?

Read the text and choose the correct answer (A, B or C) for each question.

A Food Web in the Desert



The desert may look empty, but it is home to many living things that are connected. Plants, animals and even tiny organisms depend on each other for food and survival. Desert plants, such as grasses and shrubs, use sunlight to make their own food. These plants are eaten by insects, like grasshoppers. Grasshoppers are then eaten by lizards. Lizards can be eaten by snakes, and snakes may be eaten by birds such as falcons. When plants or animals die, decomposers like fungi and bacteria break them down and return **nutrients** to the soil. These nutrients help new plants grow. This shows how all living things are part of a food web. If one part of the web is lost, it can affect many other living things.

1 What is the main idea of the text?

☐ A. Deserts are empty places. ☐ B. All living things in the desert are connected. ☐ C. Snakes are the most important animals.

2 Which of the following is a producer in the food web?

☐ A. grasshopper ☐ B. lizard ☐ C. desert plant

3 What do grasshoppers eat?

☐ A. lizards ☐ B. desert plants ☐ C. snakes

4 Which animal can be eaten by a snake?

☐ A. grasshopper ☐ B. falcon ☐ C. desert plant

5 What do decomposers do?

☐ A. eat grasshoppers ☐ B. break down dead plants and animals ☐ C. provide shelter for animals

6 What does the word **nutrients** mean in line 8?

☐ A. food for plants ☐ B. animals ☐ C. small insects

7 What might happen if desert plants disappear?

☐ A. More lizards will live. ☐ B. Many animals will be affected. ☐ C. The soil will become colder.

8 The writer includes the food web to show that _____.

☐ A. deserts are dangerous ☐ B. living things depend on each other ☐ C. snakes are stronger than lizards

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The National Charter for Education

With the Charter, We Reach New Horizons

Grade: 7
Part 3A: Reading
Practice 2
T: Muna Albalooshi

Name: _____ **Date:** _____

Reading Practice 2

Food for Life | How are things connected in a food chain?

Read the text and choose the correct answer (A, B or C) for each question.

The Hidden Connections



In a green area near a school, there is a small pond surrounded by plants. The plants attract insects, and the insects are food for frogs. Frogs help keep the number of insects under control. These frogs are also food for larger animals, such as herons, which catch and eat them. When a heron dies, decomposers break it down and return important nutrients to the soil and water. The nutrients help the plants grow, and the **cycle** continues. This shows that every living thing has a role, and when one part of the chain changes, it can affect the whole environment. For example, if there are fewer frogs, there may be too many insects, which can harm the plants. That is why it is important to protect all living things, even the smallest ones.

1 What type of text is this?

☐ A. a story ☐ B. a report ☐ C. an advertisement

2 What is the purpose of the text?

☐ A. to entertain ☐ B. to explain how living things are connected ☐ C. to describe a school

3 Which of the following is a **consumer**?

☐ A. a plant ☐ B. a frog ☐ C. bacteria

4 What do herons eat?

☐ A. plants ☐ B. insects ☐ C. frogs

5 Why do the plants attract insects?

☐ A. to get food ☐ B. to give them shelter ☐ C. because insects like the plants

6 What does the word **cycle** mean in line 6?

☐ A. a repeated process ☐ B. a group of animals ☐ C. a type of plant

7 What might happen if there are fewer frogs?

☐ A. There may be too many insects. ☐ B. The pond will dry up. ☐ C. The herons will disappear.

8 How does the writer feel about protecting all living things?

☐ A. It is not important. ☐ B. It is necessary. ☐ C. It is dangerous

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The National Charter for Education

With the Charter, We Reach New Horizons

Grade: 7
Part 3A: Reading
Practice 3
T: Muna Albalooshi

Name: _____ **Date:** _____

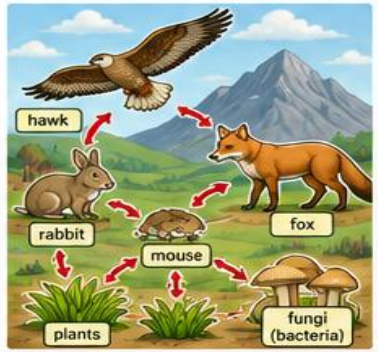
Reading Practice 3

Food for Life | How does a food web work?

Read the text and choose the correct answer (A, B or C) for each question.

The Mountain Food Web

Mountains are home to many different living things. Grasses and small plants grow on the lower slopes. These plants are eaten by insects and small mammals, such as mice and rabbits. In turn, mice and rabbits are eaten by foxes and hawks. Foxes and hawks are carnivores because they eat other animals. When these animals die, decomposers such as fungi and bacteria break down their bodies. This returns **nutrients** to the soil, which helps new plants grow. Each living thing depends on others, and together they form a food web. If one part of the web is removed, it can affect many other living things in the mountain environment.



1 What is the main idea of the text?
☐ A. Mountains are dangerous places. ☐ B. All living things in the mountains are connected. ☐ C. Hawks are the strongest animals.

2 Which of the following is a producer?
☐ A. mouse ☐ B. grass ☐ C. fox

3 What do rabbits eat?
☐ A. mice ☐ B. small plants ☐ C. fungi

4 Which animal is a **carnivore**?
☐ A. grass ☐ B. hawk ☐ C. rabbit

5 What do decomposers do?
☐ A. make their own food ☐ B. break down dead plants and animals ☐ C. eat other animals

6 What does the word **nutrients** mean in the text?
☐ A. food for animals ☐ B. useful substances for plants ☐ C. dangerous chemicals

7 What might happen if there are fewer plants in the mountains?
☐ A. More rabbits will live. ☐ B. Fewer rabbits and foxes may live. ☐ C. More fungi will grow.

8 Which sentence shows that living things depend on each other?
☐ A. Foxes and hawks are carnivores. ☐ B. Together they form a food web. ☐ C. Mountains are home to many animals.

بالميثاق نبلغ الآفاق

The National Charter for Education

With the Charter, We Reach New Horizons

Grade: 7
Part 3A: Reading
Practice 4
T: Muna Albalooshi

Name: _____ **Date:** _____

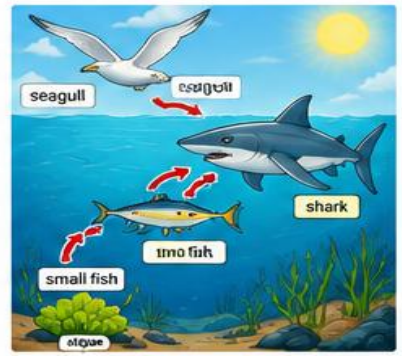
Reading Practice 4

Food for Life | How are things connected in a food chain?

Read the text and choose the correct answer (A, B or C) for each question.

A Balanced Ocean

The ocean is a large and complex home for many living things. Tiny algae float near the surface and make their own food using sunlight. These algae are eaten by small fish. The small fish are then eaten by bigger fish, such as tuna. Sharks are at the top of the food chain because they eat other fish. Seabirds, like seagulls, also depend on fish for food. When fish or other sea animals die, decomposers on the ocean floor break them down and return nutrients to the water. This helps new algae grow, and the **cycle** continues. If people catch too many fish or pollute the ocean, it can upset the balance and harm many sea animals.



1 What type of text is this?
☐ A. a story ☐ B. a report ☐ C. a letter

2 What is the main idea of the text?
☐ A. Sharks are the biggest sea animals. ☐ B. The ocean is a connected home for many living things. ☐ C. Seagulls live near the ocean.

3 Which living thing is a **producer**?
☐ A. algae ☐ B. tuna ☐ C. shark

4 What do small fish eat?
☐ A. algae ☐ B. sharks ☐ C. seagulls

5 What do decomposers do on the ocean floor?
☐ A. catch fish ☐ B. break down dead animals ☐ C. make their own food using sunlight

6 What does the word **cycle** mean in the text?
☐ A. a repeated process ☐ B. a type of fish ☐ C. a large sea animal

7 What might happen if people catch too many fish?
☐ A. More fish will live. ☐ B. The balance of the ocean may be upset. ☐ C. Sharks will disappear immediately.

8 Which sentence from the text explains the writer's message?
☐ A. Sharks are at the top of the food chain. ☐ B. Seabirds also depend on fish for food. ☐ C. It can upset the balance and harm many sea animals.

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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The National Charter for Education

With the Charter, We Reach New Horizons

Grade: 7
Part 3B: Reading
Practice 1
T: Muna Albalooshi

Name: _____ **Date:** _____

Reading Practice 1

Patterns | What are some important features of Islamic Art?

Read the text and choose the correct answer (A, B or C) for each question.

The Art of Islamic Patterns



Islamic art is known for its beautiful patterns. These patterns are found in mosques, palaces, and other buildings in the UAE and around the world. The patterns usually include shapes such as stars, circles and geometric lines. Artists use repeated shapes to create designs that look balanced and harmonious. Many of the patterns show **symmetry**. This means the shapes are the same on both sides or around a centre point.

Islamic patterns do not usually show people or animals. Instead, they focus on geometric shapes and plants, which represent nature and the beauty of the world created by Allah. Today, these patterns can still be seen in modern buildings, carpets, clothes and even in the design of the Louvre Abu Dhabi.

1 What is the main idea of the text?
☐ A. Islamic art uses repeated geometric patterns. ☐ B. Islamic art shows people and animals. ☐ C. Islamic art can only be seen in mosques.

2 Where can we find Islamic patterns?
☐ A. only in palaces ☐ B. in mosques, palaces and other buildings ☐ C. only in carpets

3 Which shape is **NOT** mentioned in the text?
☐ A. star ☐ B. circle ☐ C. triangle

4 What does the word **symmetry** mean?
☐ A. using many colours ☐ B. the same on both sides ☐ C. drawing plants

5 Why do Islamic patterns not usually show people or animals?
☐ A. because they are easy to draw ☐ B. because they focus on geometric shapes and plants ☐ C. because they are only for mosques

6 What can we infer from the text about Islamic patterns?
☐ A. They are old and not used today. ☐ B. They are still used in modern designs. ☐ C. They are only used in the UAE.

7 How do the patterns make the design look?
☐ A. messy ☐ B. balanced and harmonious ☐ C. dark and boring

8 What is the purpose of the text?
☐ A. to tell a story ☐ B. to explain and give information ☐ C. to advertise a place

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The National Charter for Education

With the Charter, We Reach New Horizons

Grade: 7
Part 3B: Reading
Practice 2
T: Muna Albalooshi

Name: _____ **Date:** _____

Reading Practice 2

Patterns | What is a pattern?

Read the text and choose the correct answer (A, B or C) for each question.

Patterns in Our Daily Life



Patterns are all around us. A pattern is a design that repeats in a regular way. We can see patterns in nature, buildings, clothes and even in our daily routines. For example, the petals of a flower form a pattern, and the shells of some sea animals have repeating shapes. In Islamic art, artists use geometric patterns with **repeated** shapes such as stars and circles. These patterns can be found in mosques and traditional Emirati buildings. Patterns are important because they make designs look organised and attractive. They also show how maths, art and nature are **connected**. Today, architects in the UAE still use traditional patterns in modern buildings, which helps to keep our culture and identity while creating new and innovative designs.

1 What is the meaning of the word **pattern** in the text?
☐ A. a random design ☐ B. a design that repeats in a regular way ☐ C. a type of building

2 Which of the following is an example of a pattern in nature?
☐ A. a car ☐ B. the petals of a flower ☐ C. a classroom

3 According to the text, which shapes are used in Islamic art patterns?
☐ A. squares and rectangles ☐ B. stars and circles ☐ C. animals and people

4 Why are patterns important?
☐ A. because they are easy to draw ☐ B. because they make designs look organised and attractive ☐ C. because they are only used in traditional buildings

5 What does the word **connected** in line 6 mean?
☐ A. joined ☐ B. different ☐ C. broken

6 What can we infer about modern buildings in the UAE?
☐ A. They do not use traditional patterns. ☐ B. They use traditional patterns to keep culture and and identity.

7 Which best explains the writer's purpose?
☐ A. to tell a story about a flower ☐ B. to explain the importance of patterns ☐ C. to give rules for making patterns

8 What is another good title for this text?
☐ A. A Day at School ☐ B. The Colours of Nature ☐ C. Patterns Around Us

بالميثاق نبلغ الآفاق

The National Charter for Education

With the Charter, We Reach New Horizons

Grade: 7
Part 3B: Reading
Practice 3
T: Muna Albalooshi

Name: _____ Date: _____

Reading Practice 3

Patterns | What are some important features of Islamic Art?

Read the text and choose the correct answer (A, B or C) for each question.

Patterns in the Sheikh Zayed Grand Mosque



The Sheikh Zayed Grand Mosque in Abu Dhabi is a famous example of Islamic architecture. The mosque is known for its beautiful patterns, including geometric shapes, arabesque designs and calligraphy. You can see repeated shapes such as stars, circles and interlacing lines on the walls, ceilings and floors. These patterns are balanced and show symmetry. Islamic patterns often use natural elements, like plants and flowers, but they do not usually include pictures of people or animals. The patterns make the mosque look peaceful and harmonious. They also show important values in Islamic culture, such as order, beauty and connection to nature. Today, these patterns can still be seen in modern buildings, carpets, and even in the designs of public places in the UAE, helping to keep our culture and identity alive.

1 What is the main idea of the text?

☐ A. The mosque is in Dubai. ☐ B. Islamic art uses patterns. ☐ C. The mosque has many visitors.

2 Where can we see the patterns in the mosque?

☐ A. on the walls, ceilings and floors ☐ B. only on the floor ☐ C. only on the ceiling

3 Which natural element is mentioned in the text?

☐ A. animals ☐ B. plants and flowers ☐ C. mountains

4 What does the word **symmetry** mean?

☐ A. using dark colours ☐ B. the same on both sides ☐ C. drawing animals

5 Why do Islamic patterns not usually include pictures of **people** or animals?

☐ A. because they are easy to draw ☐ B. because they focus on geometric shapes and nature
☐ C. because they are only used in mosques

6 What can we infer about Islamic patterns?

☐ A. They show important values. ☐ B. They are only used in old buildings.
☐ C. They are only found in the UAE.

7 How do the patterns make the mosque look?

☐ A. messy ☐ B. peaceful and harmonious ☐ C. dark and boring

8 Which sentence from the text supports that Islamic patterns are still used today?

☐ A. "The mosque is a famous example." ☐ B. "These patterns can still be seen in modern buildings."
☐ C. "The patterns are balanced."

بالميثاق نبلغ الآفاق

The National Charter for Education

With the Charter, We Reach New Horizons

Grade: 7
Part 3B: Reading
Practice 4
T: Muna Albalooshi

Name: _____ Date: _____

Reading Practice 4

Patterns | What is a pattern?

Read the text and choose the correct answer (A, B or C) for each question.

Patterns in Nature and Daily Life



Patterns can be found everywhere in nature. You can see patterns in the shape of a honeycomb, the stripes on a zebra and the spiral of a seashell. In our daily lives, we also use patterns in buildings, clothes, carpets and even technology. A pattern is a design that repeats in a regular way. Patterns can be made from shapes, colours, numbers or lines. They help to make things look organised and attractive. In the UAE, traditional patterns are seen in **dhows**, palm leaves, pottery and Emirati houses. These patterns show our culture and connect the past with the present. Scientists also use patterns in modern designs, such as in computer programs and in the design of robots. Patterns are important because they help us understand the world and solve problems, and they also make our lives more beautiful and meaningful.

1 What is the main idea of the text?

☐ A. Patterns are used in many places. ☐ B. Bees make honey. ☐ C. Robots are useful.

2 What does the word **pattern** mean?

☐ A. a type of animal ☐ B. a design that repeats in a regular way ☐ C. a kind of food

3 Which of the following shows a pattern in nature?

☐ A. a computer ☐ B. a honeycomb ☐ C. a building

4 What can we infer from the text about patterns in the UAE?

☐ A. They are only found in dhows. ☐ B. They show the UAE's culture. ☐ C. They are not important.

5 Why are patterns important according to the text?

☐ A. because they make things expensive ☐ B. because they help us understand and solve problems
☐ C. because they are only for decoration

6 Which sentence from the text supports that patterns connect the past with the present?

☐ A. "Patterns can be found everywhere in nature."
☐ B. "These patterns show our culture and connect the past with the present."
☐ C. "Scientists also use patterns in modern designs."

7 How do patterns make things look?

☐ A. messy ☐ B. organised and attractive ☐ C. small and simple

8 Which of the following is **NOT** mentioned in the text as an example of a pattern?

☐ A. the spiral of a seashell ☐ B. the stripes on a zebra ☐ C. the wings of a bird

<table>
<tr><th>Part</th><th>Level</th><th colspan="2">Theme</th><th>Functional Language</th></tr>
<tr><td rowspan="5">Part 4: Writing</td><td rowspan="5">At Grade Level Goal</td><td colspan="2">The Writing Task will be based around one of these themes:</td><td rowspan="3">FL.13 Describing processes
FL.7 Describing objects</td></tr>
<tr><td colspan="2">It's a Small World | What can visitors see and do in the UAE?</td></tr>
<tr><td colspan="2">Food for Life | How can food improve your health?</td></tr>
<tr><th>Task Description</th><th>Learning Outcomes</th><th>Construct Limits</th></tr>
<tr><td>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.</td><td>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.</td><td>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)</td></tr>
</table>

بالميثاق نبلغ الآفاق

The National Charter for Education

With the Charter, We Reach New Horizons

Grade: 7
Part 4: Writing
Practice 1
T: Muna Albalooshi

Name: _____ Date: _____

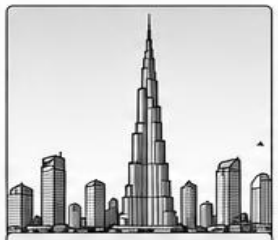
Writing Practice 1

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

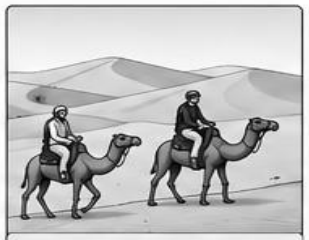
Look at the four pictures. Describe what visitors can see and do in the UAE.
Use sequencing words and phrases. Write at least 100 words.



1. Visit the mosque



2. See the tall tower



3. Ride camels



4. Try traditional food

You can use these sequencing words and phrases:

First Next Then After that Finally

Writing Rubric (40 Marks)	
Criteria	**Marks**
Task Completion – describes what visitors can see and do in the UAE with clear stages	/ 10
Use of Vocabulary – uses a range of suitable words and sequencing words	/ 10
Punctuation – uses capital letters, full stops and commas correctly	/ 5
Spelling – spells key words correctly	/ 5
Grammar – uses clear and correct sentences	/ 10
Total	/ 40

بالميثاق نبلغ الآفاق

The National Charter for Education

With the Charter, We Reach New Horizons

Grade: 7
Part 4: Writing
Practice 2
T: Muna Albalooshi

Name: _____ Date: _____

Writing Practice 2

Food for Life | How can food improve your health?

Look at the four pictures. Describe how to prepare a healthy meal and explain why healthy food is important. Use sequencing words and phrases. Write at least 100 words.



1. Choose vegetables



2. Wash vegetables



3. Cut vegetables



4. Serve the salad

You can use these sequencing words and phrases:

First Next Then After that Finally

Writing Rubric (40 Marks)	
Criteria	**Marks**
Task Completion – explains the process and why healthy food is important	/ 10
Use of Vocabulary – uses a range of suitable words and sequencing words	/ 10
Punctuation – uses capital letters, full stops and commas correctly	/ 5
Spelling – spells key words correctly	/ 5
Grammar – uses clear and correct sentences	/ 10
Total	/ 40