كتيب مراجعة : مفردات، قواعد، قراءة وكتابة

تم تحميل هذا الملف من موقع المناهج العمانية	
موقع المناهج ⇦ المناهج العمانية ⇦ الصف السابع ⇦ لغة انجليزية ⇦ الفصل الأول ⇦ ملفات متنوعة ⇦ الملف	
تاريخ إضافة الملف على موقع المناهج: 2026-11-25 18:25:38	
المزيد من مادة لغة انجليزية:	ملفات ا كتب للمعلم ا كتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس
	إعداد: موزة اليماحي

التواصل الاجتماعي بحسب الصف السابع					
صفحة المناهج العمانية على فيسبوك					

المزيد من الملفات بحسب الصف السابع والمادة لغة انجليزية في الفصل الأول	
1	كتيب مراجعة : مفردات، قواعد، قراءة وكتابة
2	اختبار قصير أول
3	الاختبار القصير الأول
4	ملخص الفصل الأول في الدراسات
5	أسئلة الامتحان النهائي الدور الأول الفترة الصباحية لمادة اللغة الإنجليزية

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

School Operations Office - Dubai and Northern Emirates Branch - Fujairah/Eastern Sharjah Cluster 8.4
Al-Tawain Girls' School Cycle 2, 3

مكتب العمليات المدرسية - دبي والإمارات الشمالية
فرع 5 الفجيرة/ الشارقة الشرقية
نطاق 8.4
مدرسة الطويين الحلقة الثانية والثالثة بنات

Grade 7 General

ENGLISH REVISION BOOKLET

Term 1 • Academic Year 2026–2027

Vocabulary, Grammar, Reading & Writing



T. Mouza Alyammahi

Principal: Fatima Al Khadim

Fileae.com/om

How to study well

1. Learn the words	Read the meaning. Say the word. Cover it and recall it. Use it in a sentence.
2. Understand the grammar	Study the rule and picture. Explain the example. Try the short practice.
3. Practise each part	Complete Model 1 independently. Check the key and explain each mistake.
4. Improve your writing	Plan your ideas. Write complete sentences. Check your spelling and punctuation.
5. Check your progress	Try Model 2, then the mock exam. Revise the points you still find difficult.

Revision guide

Part	Level	Task	Questions	Marks	My score
1 Vocabulary	Towards Grade Level	Complete sentences (A/B/C)	5	10	/10
2 Grammar	At Grade Level	Gap-fill text (A/B/C)	5	10	/10
3A Reading	At Grade Level	Food chain text (A/B/C)	8	24	/24
3B Reading	Beyond Grade Level	Islamic art text (A/B/C)	8	16	/16
4 Writing	At Grade Level	4 labelled pictures; 100+ words	1	40	/40
Total		Reading 60 + Writing 40		100	/100

Teacher-created revision and mock examination based on the supplied specifications.

Part 1: Vocabulary

Section essentials	What you need to do
Questions and marks	5 questions × 2 marks = 10
Your task	Choose the word that completes each sentence.
Answer format	A, B or C

Before you answer

1. Learn the word, its picture and its meaning.
2. Read the whole question before choosing.
3. Compare every option. Write only one answer.

Vocabulary in pictures: 1

PART 1 • VOCABULARY • 5 questions × 2 marks = 10



healthy صحي
good for your health



producer منتج
a living thing that makes its own food



predator مفترس
an animal that hunts other animals



plastic بلاستيك
a material used for bags and bottles



condensation تكاثف
gas cooling into liquid



supply يزوّد
provide something that is needed



advantage ميزة
a good feature



fresh طازج
recently grown or made



consumer مستهلك
a living thing that eats other organisms



prey فريسة
an animal hunted for food



evaporation تبخر
liquid changing into gas



filter مرشح
a tool that removes unwanted material



engineer مهندس
a person who designs or builds systems

Vocabulary in pictures: 2

PART 1 • VOCABULARY • 5 questions × 2 marks = 10



drawback سلبيات
a disadvantage



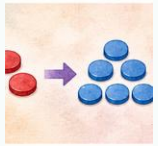
translate يترجم
change words into another language



produce ينتج
make or grow



pattern نمط
a repeated or ordered design



sum مجموع
the result of adding



hexagon سداسي
a shape with six straight sides



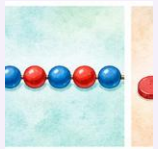
communicate يتواصل
share information



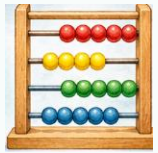
crop محصول
a plant grown for food



port ميناء
a place where ships load goods



sequence تسلسل
things arranged in an order



number عدد
a value used for counting



square مربع
a shape with four equal sides and four right angles

Part 2: Grammar

Section essentials	What you need to do
Questions and marks	5 questions × 2 marks = 10
Your task	Read a text with 5 gaps. Choose the correct word or form for each gap.
Answer format	A, B or C

Before you answer

1. Read the whole text before looking at the choices.
2. Use the meaning and grammar around each gap.
3. Read the completed text again and check each choice.

Countable and uncountable nouns

PART 2 • GRAMMAR • 5 questions × 2 marks = 10



Apples, rice and water

1. Type: Nouns: countable or uncountable

Use: Ask yourself: can I count the thing as separate items? Apples and dates are countable. Rice, water and milk are normally uncountable.

2. How to build the rule

Use an apple or three apples. Do not use a/an or plural -s with water or rice. Count a container or a unit instead: two bottles of water.

Structure: Countable: a/an + singular noun OR a number + plural noun

3. Example

plural subject	plural verb	description
The apples	**are**	**fresh.**

Countable and uncountable nouns: use and practise

PART 2 • GRAMMAR • 5 questions × 2 marks = 10

Form / type	Rule / structure	Example
One countable item	There is + a/an + singular noun	There is an apple.
More than one	There are + number + plural noun	There are three apples.
Uncountable amount	There is + some + uncountable noun	There is some rice.

To count an amount, name the unit: a bag of rice; two bags of rice.

An apple uses an because apple starts with a vowel sound. A bottle uses a. “Two rices” is not the usual form for two amounts of rice.

Your turn: three different tasks

1. Choose: We need _____ rice.
A a B an C some

2. Sort: apples / milk / dates / water
Countable: _____
Uncountable: _____

3. Correct: I bought two rices.
_____

Quantifiers

PART 2 • GRAMMAR • 5 questions × 2 marks = 10



How many? How much?

1. Type: Quantity words: how many / how much

Use: A quantifier tells us how much or how many. Before choosing one, decide whether the noun is countable or uncountable.

2. How to build the rule

Use many or a few with plural countable nouns. Use much or a little with uncountable nouns. A lot of works with both groups.

Structure: Quantifier + noun: a few apples / a little water

3. Example

there + be	plural verb	a few + countable
There	**are**	**a few apples.**

Quantifiers: use and practise

PART 2 • GRAMMAR • 5 questions × 2 marks = 10

Form / type	Rule / structure	Example
Countable plural	many / a few + plural countable noun	How many apples? A few apples.
Uncountable	much / a little + uncountable noun	How much water? A little water.
Both types	some / a lot of + either noun type	Some eggs / some milk; a lot of eggs / milk.

Some is common in positive statements. Any is common in negatives and questions.

There are not any eggs. Is there any milk? Some is also possible in offers and requests: Would you like some water?

Your turn: three different tasks

1. Choose: How ____ sugar do you need?
A few B much C many

2. Complete: We do not have ____ eggs.
Answer: _____

3. Correct: There are a little tomatoes in the bowl.
_____

Defining relative clauses

PART 2 • GRAMMAR • 5 questions × 2 marks = 10



Food at a port

1. Type: Relative clause: essential information

Use: This clause tells the reader exactly which person, thing or place you mean. Put it straight after the noun it describes.

2. How to build the rule

Use who or that for people, which or that for things and animals, and where for places. The information is essential, so do not put commas around it.

Structure: Noun + who / which / that / where + identifying information

3. Example

subject	main verb	where = place	subject + verb
A port	**is**	**a place where**	**ships load food.**

Defining relative clauses: use and practise

PART 2 • GRAMMAR • 5 questions × 2 marks = 10

Form / type	Rule / structure	Example
Person	Person + who/that + verb	A farmer is a person who grows crops.
Thing	Thing/animal + which/that + verb	Rice is a crop that grows in warm places.
Place	Place + where + subject + verb	A port is a place where ships load food.

After where, use a subject + verb: a place where ships load food.

Who refers to a person; that can refer to a crop; where refers to a place.

Your turn: three different tasks

1. Choose: A port is a place _____ ships load food.
A who B where C which

2. Complete: A filter is a tool _____ removes dirt.
Answer: _____

3. Join: The woman grows rice. She is my aunt.
_____

Non-defining relative clauses

PART 2 • GRAMMAR • 5 questions × 2 marks = 10



A cocoa tree

1. Type: Relative clause: extra information

Use this clause to add an extra detail about someone or something already identified. The main sentence still makes sense without that detail.

2. How to build the rule

Put commas around a clause in the middle. Use who for people, which for things, or where for places. Do not use that in this type of clause.

Structure: Known noun, who / which / where + extra information, ...

3. Example

main subject	extra detail + commas	main verb + object
This tree,	**which grows cocoa,**	**has large leaves.**

Non-defining relative clauses: use and practise

PART 2 • GRAMMAR • 5 questions × 2 marks = 10

Form / type	Rule / structure	Example
Extra detail in middle	Known noun, relative clause, main verb	This tree, which grows cocoa, has large leaves.
Extra detail at end	Main clause, relative word + extra detail	I saw this tree, which grows cocoa.
Remove the detail	Main sentence without the extra clause	This tree has large leaves.

In the middle, use two commas. At the end, use one comma before the clause.

This tree is already identified. The clause adds a detail: it grows cocoa.

Your turn: three different tasks

1. Choose: Dubai, _____ is in the UAE, welcomes many visitors.
A who B which C that

2. Add commas: My mother who is a chef makes healthy meals.
_____

3. Join with extra information: Our school is near a park. It opened in 2010.
_____

Zero conditional

PART 2 • GRAMMAR • 5 questions × 2 marks = 10



Growing crops

1. Type: Conditional: facts and usual results

Use the zero conditional for a fact or a result that usually happens. Both halves use the present simple because the result is generally true.

2. How to build the rule

Find the subject in each half. With he/she/it or a singular noun, usually add -s or -es. Use do not / does not + base verb for a negative.

Structure: If + subject + present verb, subject + present verb

3. Example

condition + subject	present verb	result subject	present verb
If plants	get water,	they	grow.

Zero conditional: use and practise

PART 2 • GRAMMAR • 5 questions × 2 marks = 10

Form / type	Rule / structure	Example
Condition first	If + present simple, present simple	If crops get enough water, they grow.
Result first	Present simple + if + present simple	Crops grow if they get enough water.
Negative	If + subject + do/does not + base verb, result	If a plant does not get water, it dies.

Use a comma after the if-clause when it comes first.

After does not, use the base verb: does not get. Do not use will for this general-fact pattern.

Your turn: three different tasks

1. Choose: If plants receive enough light and water, they _____.
A growing B grew C grow

2. Complete: If water _____ (cool) enough, it _____ (freeze).
Answer: _____

3. Correct: If a plant do not get water, it dies.
_____

Sequencing words

PART 2 • GRAMMAR • 5 questions × 2 marks = 10



Making a salad

1. Type: Linking words: order of steps

Use: Sequencing words help the reader follow the steps in the right order. Decide what happens at the beginning, in the middle and at the end.

2. How to build the rule

Use First for the beginning, Next / Then / After that for later steps, and Finally for the last step. Keep the verb form consistent.

Structure: Sequencing word + comma + instruction / complete sentence

3. Example

order word	base verb	object
First,	**wash**	**the vegetables.**

Sequencing words: use and practise

PART 2 • GRAMMAR • 5 questions × 2 marks = 10

Form / type	Rule / structure	Example
Beginning	First, + base verb + object	First, wash the vegetables.
Middle	Next / Then, + base verb + object	Next, cut them. Then, mix them in a bowl.
Ending	Finally, + base verb + object	Finally, serve the salad.

In an instruction, the subject you is understood: “Wash the vegetables.”

With a stated subject, use a full sentence: First, we wash the vegetables. Do not mix unrelated verb tenses in one process.

Your turn: three different tasks

1. Choose the last step word:
_____ , serve the meal.
A First B Before C Finally

2. Order these actions: eat the salad / wash vegetables / cut vegetables.
_____

3. Write a sentence with After that about making a salad.
_____

Part 1: Model 1

PART 1 • VOCABULARY • 5 questions × 2 marks = 10

1. A plant that makes its own food is a ____.

A producer B predator C consumer

2. The fox hunts a rabbit. The rabbit is its ____.

A prey B crop C filter

3. We use a ____ to remove dirt from water.

A sum B port C filter

4. Please ____ this English sentence into Arabic.

A hunt B evaporate C translate

5. A ____ has six straight sides.

A square B hexagon C circle

Part 1: Model 2

PART 1 • VOCABULARY • 5 questions × 2 marks = 10

1. Fruit picked this morning is _____.

A plastic B fresh C dry

2. Water changing into gas is _____.

A translation B condensation C evaporation

3. A good feature of a plan is an _____.

A advantage B engineer C organism

4. The _____ of 4 and 6 is 10.

A prey B sum C pattern

5. An _____ designs bridges and machines.

A engineer B animal C ocean

Part 2: Model 1: Food at the market

PART 2 • GRAMMAR • 5 questions × 2 marks = 10

Read the text. Choose A, B or C for each gap. 5 × 2 = 10 marks

Our local market sells food from many places. There are (1) ____ oranges in baskets, but there is not much rice on the small stall. The farmer (2) ____ grows the oranges lives near our town. His daughter explains where each crop comes from. (3) ____, workers pick the ripe fruit. Next, they put it into boxes and send it to the market. If fruit stays in the sun for too long, it (4) ____ warm and may spoil. My mother, (5) ____ enjoys cooking, chooses fresh vegetables for dinner. We carry everything home in reusable bags. At home, we wash the vegetables carefully and plan a healthy meal together. Learning about food helps us make thoughtful choices.

Gap	A	B	C
1	a little	much	many
2	which	where	who
3	Finally	First	Yesterday
4	gets	got	getting
5	where	who	that

Part 2: Model 2: Rice on our table

PART 2 • GRAMMAR • 5 questions × 2 marks = 10

Read the text. Choose A, B or C for each gap. 5 × 2 = 10 marks

Rice is an important food in many countries. We do not need (1) ____ rice to make one small meal. A grower (2) ____ works in the fields cares for the plants as they develop. After harvesting, workers dry the grains and prepare them for sale. Some rice travels by ship to a port, (3) ____ is a place where ships load and unload goods. At home, we follow a simple process. First, we measure the rice. Next, we rinse it carefully. If rice absorbs water during cooking, it (4) ____ softer. (5) ____, we serve it with vegetables. We can choose a sensible portion and save any safe leftovers for another meal instead of wasting food.

Gap	A	B	C
1	much	a few	many
2	where	who	which
3	who	that	which
4	became	becomes	becoming
5	Finally	Before	First

Part 3A: Reading

Section essentials	What you need to do
Questions and marks	8 questions × 3 marks = 24
Your task	Read a text about food chains.
Answer format	A, B or C

Before you answer

1. Read once to understand the main idea.
2. Read the question, then find evidence in the text.
3. Check details, vocabulary in context and the best title.

Part 3A: Model 1: A garden food chain

PART 3A • READING • 8 questions × 3 marks = 24

Last Monday, Sara visited a school garden with her science class. Their teacher asked them to observe living things without disturbing them. Sara first noticed grass growing in the sunlight. Then she saw a grasshopper feeding nearby. The teacher explained that plants are producers because they make their own food using energy from sunlight. Animals are consumers because they get energy by eating plants or other animals.

The class drew a simple food chain involving a grasshopper, a frog and a snake. The teacher reminded them that arrows in a food chain show the direction in which energy passes. A predator hunts another animal, and that animal is its prey. Sara realised that an animal can be both predator and prey in different relationships.

After lunch, the students observed birds and discussed how several food chains can connect to form a food web. They avoided picking plants because living things depend on their habitat. Back at school, Sara used her notes to explain why removing one part of a food web can affect other parts. She wanted to protect the area they had studied.

Part 3A: Model 1

PART 3A • READING • 8 questions × 3 marks = 24

1. Where did the class go?

A a shopping centre
B an airport
C a school garden

2. What did Sara notice first?

A a bridge
B grass
C a vehicle

3. Why are plants called producers?

A They make their own food.
B They hunt animals.
C They carry water.

4. What do food-chain arrows show?

A the size of the habitat
B the direction energy passes
C the oldest animal

5. Why did the students avoid picking plants?

A It was too dark.
B Living things depend on the habitat.
C They forgot their bags.

6. What did the student do at school?

A Built a pond.
B Bought a pet.
C Used notes to explain connections.

7. “Observe” means ____.

A feed daily
B remove quickly
C watch carefully

8. What is the text mainly about?

A Discovering how living things are connected
B Learning to cook
C Choosing school uniforms

Part 3A: Model 2: Life near the pond

PART 3A • READING • 8 questions × 3 marks = 24

Last Monday, Layla visited a small pond with her science class. Their teacher asked them to observe living things without disturbing them. Layla first noticed water plants growing in the sunlight. Then she saw a snail feeding nearby. The teacher explained that plants are producers because they make their own food using energy from sunlight. Animals are consumers because they get energy by eating plants or other animals.

The class drew a simple food chain involving a snail, a duck and a fox. The teacher reminded them that arrows in a food chain show the direction in which energy passes. A predator hunts another animal, and that animal is its prey. Layla realised that an animal can be both predator and prey in different relationships.

After lunch, the students observed insects and discussed how several food chains can connect to form a food web. They avoided picking plants because living things depend on their habitat. Back at school, Layla used her notes to explain why removing one part of a food web can affect other parts. She wanted to protect the area they had studied.

Part 3A: Model 2

PART 3A • READING • 8 questions × 3 marks = 24

1. Where did the class go?

A a shopping centre
B a small pond
C an airport

2. What did Layla notice first?

A a vehicle
B water plants
C a bridge

3. Why are plants called producers?

A They make their own food.
B They hunt animals.
C They carry water.

4. What do food-chain arrows show?

A the direction energy passes
B the oldest animal
C the size of the habitat

5. Why did the students avoid picking plants?

A It was too dark.
B They forgot their bags.
C Living things depend on the habitat.

6. What did the student do at school?

A Used notes to explain connections.
B Built a pond.
C Bought a pet.

7. “Observe” means ____.

A feed daily
B remove quickly
C watch carefully

8. What is the text mainly about?

A Learning to cook
B Choosing school uniforms
C Discovering how living things are connected

Part 3B: Reading

Section essentials	What you need to do
Questions and marks	8 questions × 2 marks = 16
Your task	Read a text about Islamic art.
Answer format	A, B or C

Before you answer

1. Identify the main idea and important details.
2. Use nearby words to work out unfamiliar vocabulary.
3. Choose the answer supported by the whole text.

Part 3B: Model 1: Patterns in a courtyard

PART 3B • READING • 8 questions × 2 marks = 16

A courtyard can help visitors understand important features of Islamic art. One design may contain square tiles arranged in a repeating pattern. The artist places the same shapes in a planned order, so viewers can follow the design across the surface. Colours such as blue and white make different parts easy to notice.

Geometric designs use shapes and careful arrangements. Some designs have symmetry, which means that parts on opposite sides of a line match. Artists may turn or repeat a shape to create a larger pattern. A design on a wall can continue beyond the small section that a viewer first notices.

Other designs use plant forms such as flowers. These may be simplified instead of copied exactly from nature. Calligraphy, the art of beautiful writing, is another important feature. It uses carefully formed letters as part of an artistic design.

Looking slowly helps visitors compare these features. They can notice repetition in floor tiles, plant forms on objects and lettering on a wall. Similar ideas appear in everyday fabrics and buildings. Understanding how a design is organised can help students create their own thoughtful patterns instead of placing shapes randomly.

Part 3B: Model 1

PART 3B • READING • 8 questions × 2 marks = 16

1. Which shapes appear in the example?

A triangles only
B square tiles
C circles only

2. Which colours are mentioned?

A purple and pink
B blue and white
C red and black

3. What does symmetry involve?

A removing colour
B writing a date
C matching parts across a line

4. What does calligraphy use?

A animal footprints
B food ingredients
C carefully formed letters

5. “Repetition” means ____.

A using something again
B ending completely
C changing everything

6. “Randomly” means ____.

A with a careful plan
B in equal rows
C without a planned order

7. Which everyday object could use a similar pattern?

A a fabric with repeating shapes
B plain water
C an empty glass

8. What is the text mainly about?

A Features and organisation of Islamic art
B A sports competition
C The price of museum tickets

Part 3B: Model 2: Patterns on a wooden screen

PART 3B • READING • 8 questions × 2 marks = 16

A wooden screen can help visitors understand important features of Islamic art. One design may contain hexagons arranged in a repeating pattern. The artist places the same shapes in a planned order, so viewers can follow the design across the surface. Colours such as light and dark brown make different parts easy to notice.

Geometric designs use shapes and careful arrangements. Some designs have symmetry, which means that parts on opposite sides of a line match. Artists may turn or repeat a shape to create a larger pattern. A design on a window can continue beyond the small section that a viewer first notices.

Other designs use plant forms such as leaves. These may be simplified instead of copied exactly from nature. Calligraphy, the art of beautiful writing, is another important feature. It uses carefully formed letters as part of an artistic design.

Looking slowly helps visitors compare these features. They can notice repetition in floor tiles, plant forms on objects and lettering on a wall. Similar ideas appear in everyday fabrics and buildings. Understanding how a design is organised can help students create their own thoughtful patterns instead of placing shapes randomly.

Part 3B: Model 2

PART 3B • READING • 8 questions × 2 marks = 16

1. Which shapes appear in the example?

A hexagons
B triangles only
C circles only

2. Which colours are mentioned?

A purple and pink
B red and black
C light and dark brown

3. What does symmetry involve?

A matching parts across a line
B removing colour
C writing a date

4. What does calligraphy use?

A animal footprints
B food ingredients
C carefully formed letters

5. “Repetition” means ____.

A ending completely
B using something again
C changing everything

6. “Randomly” means ____.

A in equal rows
B with a careful plan
C without a planned order

7. Which everyday object could use a similar pattern?

A a fabric with repeating shapes
B an empty glass
C plain water

8. What is the text mainly about?

A A sports competition
B Features and organisation of Islamic art
C The price of museum tickets

Part 4: Writing

Section essentials	What you need to do
Questions and marks	40 marks
Your task	Describe all 4 labelled pictures in order. Write at least 100 words.
Answer format	One complete response

Before you answer

1. Plan the key ideas before you write.
2. Use complete sentences, linking words and useful details.
3. Review grammar, spelling and punctuation.

Writing guide

PART 4 • WRITING • 40 marks • At least 100 words

Step	How to write well
Plan	Study all four pictures. Note the action, useful vocabulary and a detail for each stage.
Write	Introduce the topic. Describe every stage and answer the whole question. Write 100+ words.
Link	Use First, Next, Then and Finally. Keep the same tense throughout the sequence.
Improve	Basic: Cut fruit. Better: Next, cut the washed fruit into small pieces so it is easy to eat. Next shows order; so explains the reason.
Check	Have I described all stages and explained my ideas? Check verbs, spelling and punctuation.

Writing: correction criteria

PART 4 • WRITING • 40 marks • At least 100 words

Criterion	What to include	How to check
Task and ideas	Describe all four pictures and answer every part of the question.	Add relevant details and a clear reason.
Fluency and organisation	Use complete, linked sentences in a clear order.	Use because, and, but and suitable sequencing words.
Language	Use accurate verbs and suitable vocabulary.	Check tense, subject–verb agreement and word choice.
Spelling	Spell familiar and topic words correctly.	Check tricky words against your word list.
Punctuation	Use capitals, full stops and other marks correctly.	Start each sentence with a capital and end it correctly.

Writing is worth 40 marks. The supplied specification does not show separate criterion weights. This checklist supports practice; use the approved rubric for formal marking.

Part 4: Model 1: A visit to Abu Dhabi

PART 4 • WRITING • 40 marks • At least 100 words



1. Arrive in city



2. Visit the mosque



3. Explore the museum



4. Enjoy the waterfront

Write about the four stages of a family visit to Abu Dhabi. Describe what happened at each stage and explain what the visitors enjoyed. Use sequencing words.

Write at least 100 words in complete sentences.

Part 4: Model 2: Making a healthy salad

PART 4 • WRITING • 40 marks • At least 100 words



1. Choose fresh vegetables



2. Wash the vegetables



3. Cut with care



4. Eat together

Write about the four stages of preparing a healthy salad. Describe what happens at each stage and explain why this is a healthy choice. Use sequencing words.

Write at least 100 words in complete sentences.

Mock: Part 1: Vocabulary: 10 marks

PART 1 • VOCABULARY • 5 questions × 2 marks = 10

1. A rabbit that a fox hunts is the fox's ____.

A producer B prey C filter

2. A shape repeated across a wall makes a ____.

A pattern B crop C port

3. People ____ when they share ideas with others.

A freeze B communicate C evaporate

4. Water vapour cooling into drops is ____.

A condensation B evaporation C translation

5. A farmer grows a ____ such as rice or wheat.

A drawback B square C crop

Mock: Part 2: Grammar: 10 marks

PART 2 • GRAMMAR • 5 questions × 2 marks = 10

Read the text. Choose A, B or C for each gap. 5 × 2 = 10 marks

Our school has a small garden where students grow food. There are (1) ____ tomatoes beside the path, but there is only a little space for other crops. A gardener (2) ____ works nearby helps us care for the plants. Our teacher, (3) ____ enjoys science, explains why sunlight and water are important. If a plant does not get enough water, it (4) ____ weak. We follow a careful routine. First, we check the soil. Next, we water the plants when they need it. Then, we remove unwanted weeds. (5) ____, we record our observations in a notebook. When the vegetables are ready, we collect them carefully and use them to make a healthy lunch together.

Gap	A	B	C
1	much	many	a little
2	who	which	where
3	who	where	that
4	became	becoming	becomes
5	First	Finally	Before

Mock: Part 3A: The woodland visit: 24 marks

PART 3A • READING • 8 questions × 3 marks = 24

Last Monday, Fatima visited a woodland with her science class. Their teacher asked them to observe living things without disturbing them. Fatima first noticed green plants growing in the sunlight. Then she saw a caterpillar feeding nearby. The teacher explained that plants are producers because they make their own food using energy from sunlight. Animals are consumers because they get energy by eating plants or other animals.

The class drew a simple food chain involving a caterpillar, a small bird and a hawk. The teacher reminded them that arrows in a food chain show the direction in which energy passes. A predator hunts another animal, and that animal is its prey. Fatima realised that an animal can be both predator and prey in different relationships.

After lunch, the students observed rabbits and discussed how several food chains can connect to form a food web. They avoided picking plants because living things depend on their habitat. Back at school, Fatima used her notes to explain why removing one part of a food web can affect other parts. She wanted to protect the area they had studied.

Mock: Part 3A

PART 3A • READING • 8 questions × 3 marks = 24

1. Where did the class go?

A a woodland
B a shopping centre
C an airport

2. What did Fatima notice first?

A a bridge
B green plants
C a vehicle

3. Why are plants called producers?

A They make their own food.
B They carry water.
C They hunt animals.

4. What do food-chain arrows show?

A the size of the habitat
B the oldest animal
C the direction energy passes

5. Why did the students avoid picking plants?

A They forgot their bags.
B Living things depend on the habitat.
C It was too dark.

6. What did the student do at school?

A Bought a pet.
B Used notes to explain connections.
C Built a pond.

7. “Observe” means ____.

A remove quickly
B feed daily
C watch carefully

8. What is the text mainly about?

A Choosing school uniforms
B Learning to cook
C Discovering how living things are connected

Mock: Part 3B: Patterns in an entrance hall: 16 marks

PART 3B • READING • 8 questions × 2 marks = 16

An entrance hall can help visitors understand important features of Islamic art. One design may contain squares arranged in a repeating pattern. The artist places the same shapes in a planned order, so viewers can follow the design across the surface. Colours such as blue and gold make different parts easy to notice.

Geometric designs use shapes and careful arrangements. Some designs have symmetry, which means that parts on opposite sides of a line match. Artists may turn or repeat a shape to create a larger pattern. A design on a doorway can continue beyond the small section that a viewer first notices.

Other designs use plant forms such as leaves. These may be simplified instead of copied exactly from nature. Calligraphy, the art of beautiful writing, is another important feature. It uses carefully formed letters as part of an artistic design.

Looking slowly helps visitors compare these features. They can notice repetition in floor tiles, plant forms on objects and lettering on a wall. Similar ideas appear in everyday fabrics and buildings. Understanding how a design is organised can help students create their own thoughtful patterns instead of placing shapes randomly.

Mock: Part 3B

PART 3B • READING • 8 questions × 2 marks = 16

1. Which shapes appear in the example?

A squares
B triangles only
C circles only

2. Which colours are mentioned?

A blue and gold
B red and black
C purple and pink

3. What does symmetry involve?

A removing colour
B matching parts across a line
C writing a date

4. What does calligraphy use?

A carefully formed letters
B food ingredients
C animal footprints

5. “Repetition” means ____.

A ending completely
B using something again
C changing everything

6. “Randomly” means ____.

A with a careful plan
B in equal rows
C without a planned order

7. Which everyday object could use a similar pattern?

A an empty glass
B a fabric with repeating shapes
C plain water

8. What is the text mainly about?

A The price of museum tickets
B A sports competition
C Features and organisation of Islamic art

Mock: Part 4: Writing: 40 marks

PART 4 • WRITING • 40 marks • At least 100 words



1. Wash your hands



2. Wash the fruit



3. Cut with care



4. Serve and enjoy

Look at the four pictures of making fruit salad. Describe what happens at each stage and explain why fruit salad can be part of a healthy meal. Use sequencing words.

Write at least 100 words in complete sentences.

Answer key: all sections

Model	Part	1	2	3	4	5	6	7	8
Model 1	Part 1	A	A	C	C	B	—	—	—
Model 1	Part 2	C	C	B	A	B	—	—	—
Model 1	Part 3A	C	B	A	B	B	C	C	A
Model 1	Part 3B	B	B	C	C	A	C	A	A
Model 2	Part 1	B	C	A	B	A	—	—	—
Model 2	Part 2	A	B	C	B	A	—	—	—
Model 2	Part 3A	B	B	A	A	C	A	C	C
Model 2	Part 3B	A	C	A	C	B	C	A	B
Mock	Part 1	B	A	B	A	C	—	—	—
Mock	Part 2	B	A	A	C	B	—	—	—
Mock	Part 3A	A	B	A	C	B	B	C	C
Mock	Part 3B	A	A	B	A	B	C	B	C

Part 4: model responses appear in the writing answer tables. Other correct responses are possible.

Grammar practice answers

Rule	1	2	3
Countable and uncountable nouns	C	countable: apples, dates; uncountable: milk, water	I bought two bags of rice. (Other suitable units accepted.)
Quantifiers	B	any	There are a few tomatoes in the bowl.
Defining relative clauses	B	which/that	The woman who grows rice is my aunt.
Non-defining relative clauses	B	My mother, who is a chef, makes healthy meals.	Our school, which opened in 2010, is near a park.
Zero conditional	C	cools, freezes	If a plant does not get water, it dies.
Sequencing words	C	wash vegetables, cut vegetables, eat the salad	Example: After that, mix the vegetables in a bowl.

Writing: sample responses



PART 4 • WRITING • 40 marks • At least 100 words

Model 1: one possible answer	Model 2: one possible answer
Last weekend, my family visited Abu Dhabi. First, we arrived in the city and looked at the tall buildings. We were excited because we wanted to explore a new place together. Next, we visited the grand mosque. We admired its white walls and beautiful designs, and we followed the visitor rules carefully. Then, we explored a museum. We looked at objects from the past and talked about the stories behind them. Finally, we walked beside the waterfront and watched the sunset. The view was peaceful, so we rested and took some photographs. I enjoyed the museum most because I learned something new about history. It was a memorable family day.	Making a healthy salad is a useful skill. First, choose fresh vegetables at the market. You can buy tomatoes, cucumbers and colourful peppers. Choose enough for the people who will eat the meal. Next, wash your hands and rinse the vegetables carefully with clean water. This helps remove dirt from the food. Then, ask an adult to help cut the vegetables safely. Put the pieces into a clean bowl and mix them together. Finally, serve the salad with a balanced meal and drink some water. Vegetables provide useful nutrients, and a colourful salad makes the meal appealing. I like making salad with my family because everyone can help with a suitable job.

Mock exam: writing answer

PART 4 • WRITING • 40 marks • At least 100 words

Mock writing: one possible answer	Self-check
Fruit salad is simple to prepare and can be part of a balanced meal. First, wash your hands with soap and water before touching the food. Make sure the bowl and tools are clean too. Next, wash the fruit carefully under clean running water. You can choose apples, strawberries and grapes to add different colours and flavours. Then, ask an adult to help cut the fruit into small pieces safely. Put the pieces into a bowl and mix them gently. Finally, serve the fruit salad and enjoy it with some water. Fruit provides useful nutrients, and choosing several types makes the dish interesting. We should also eat a variety of other healthy foods during the day.	I answered the whole task. My ideas follow a clear order. I used suitable linking words. I checked grammar, spelling and punctuation. Writing total: 40 marks. Use the approved rubric for formal assessment.