

مدرسة الأندلس الخاصة للبنات  
العام الأكاديمي 2025/2026  
منتصف الفصل الدراسي الثاني



الإجابة النموذجية للوحدة الخامسة

مادة اللغة الإنجليزية

الصف السابع

اسم الطالبة/.....

الصف والشعبة /.....

## Language Function

1. A: \_\_\_\_\_ coming to the Means of Transport Museum with us?

B: Sure, why not? Give me the details.

a. Let's

b. How about

c. Why don't you

2. A: I finished this jigsaw puzzle in thirty minutes.

B: \_\_\_\_\_

a. Hang on!

b. Hurry up!

c. That's incredible!

3. A: Our football team didn't play very well.

B: \_\_\_\_\_ the other team was better.

a. I agree.

b. Good job!

c. I give up.

4. A: Would you like to go skateboarding this afternoon?

a. B: \_\_\_\_\_ maybe some other time.

a. I'd love to come.

b. Where shall we meet?

c. Sorry, I have other plans.

## Reading Comprehension

Read the following passage and answer the questions that follow.

### The effect of colours

Bright colours affect active feelings. For example, the colour red can cause people to feel excited. In fact, red can even make a person feel hungry. Yellow can increase energy.

Therefore, a restaurant with strong red and yellow colours would be a good place to eat a lot of food quickly. On the other hand, darker colours, like blue and green, are peaceful.

The colour blue can help people calm down. So, a blue room can be a good study room, since people can concentrate more easily.

The colours of clothes can also affect feelings. Black and deep-blue clothes can produce a sense of strength and seriousness. Therefore, a person in a black suit can seem like a leader more easily than one wearing white. If a person is wearing a dark suit and a red tie, he or she may seem both powerful and energetic. Perhaps this is why many politicians wear dark suits with red ties. Brown and green clothes can produce a sense of confidence, which means it may seem easier to trust a person wearing such colours.

Therefore, many people choose to wear green or brown clothes for meetings or interviews.

**1. What is the Main idea of the text?**

- a. Colours are important.
- b. Colours can affect feelings.
- c. Managers should wear black.
- d. People do not see colours well.

**2. In paragraph (2), what does the underlined word \*produce\* mean?**

- a. make
- b. take
- c. buy
- d. sell

**3. Which colours would be good for a restaurant?**

Strong red and yellow colours would be a good place to eat lot of food quickly

**4. Why can a study room be blue?**

Because deep blue colour can produce a sense of strength and seriousness.

**5. How does a person with a dark suit and a red tie seem?**

He or she may seem both powerful and energetic.

**6. What sense can brown and green produce?**

Brown and green colours can produce a sense of confidence, which means it may seem easier to trust a person wearing such colours.

## Vocabulary

### A. Choose a, b, c or d.

1. Why are all these bottles in the rubbish bin? We can \_\_\_\_\_ them.
  - a. unlock
  - b. pollute
  - c. recycle
  - d. imagine
2. All students are \_\_\_\_\_ to join us on *Wild Animals Day* and learn more about wild animals.
  - a. empty
  - b. jealous
  - c. available
  - d. welcome
3. A: Lucy isn't talking to me.  
B: Does that \_\_\_\_\_ you had an argument again?
  - a. mean
  - b. solve
  - c. guess
  - d. change
4. At the end of the school year, our school \_\_\_\_\_ a sports competition for all students.
  - a. promises
  - b. organizes
  - c. manages
  - d. escapes

5. Did you get Hassan's \_\_\_\_\_ to spend the day at the water park?

- a. Line
- b. design
- c. opinion
- d. invitation

b. Complete the sentences with the words in the box.

electronic furniture cans guess traffic public escape

1) Afaf wants to buy new **furniture**. She needs a sofa and a coffee table.

2) If you have a(n) **electronic** device with you, please turn it off.

3) A: Why were you late?

B: I got stuck in **traffic**

4) Where's the bird? Did it **escape** from its cage?

5) It is cheaper to use **public** transport than take a taxi.

6) A: I don't know the answer.

B: That's OK. You can **guess**.

## Grammar

**A. Complete the sentences with the correct form of the verbs in brackets to form Conditional Sentences Type 1.**

1. If you go (go) to bed early, you won't feel (not feel) tired tomorrow morning.
2. The children will be (be) scared if the lights suddenly go (go) out.
3. If you train (train) hard, you will play (play) well in the match.
4. Water will disappear (disappear) if we don't save (not save) it.

**B. Complete the sentences with the correct form of the Future be going to and the verbs in brackets.**

1. We're bored, so we **are going to go** (go) bowling. Do you want to come?
2. A: **Are you going to make** (you / make) a cake for Julie's barbecue tomorrow?  
B: No, but I **am going to bring** (bring) some ice cream.
3. Khaled **isn't going to walk** (not walk) to school. He hurt his leg yesterday.
4. Look. There are many clouds in the sky. It **is going to rain** (rain).

**C. Rewrite the sentences using the words in brackets.**

1. Maybe Hasna will study biology at university. **(might)**

**Hasna might study biology at university.**

2. It is possible that you will become famous one day. **(could)**

**You could become famous one day.**

3. I'm not sure Harry will like the new sitcom. **(may not)**

**Harry may not like the new sitcom.**

