

ON TRACK

ENGLISH

GRADE
7

FIRST TERM



Achieve

Writing

Ask

Make Negative

Correct

Use

Grammar

Fill

Choose

Vocabulary

Reading

Practice



Prepared by
Mr. Hammad Beltagy

علمٌ نشاركه، ونجاحٌ نصنعه — غير مخصصة للبيع.

Final Exam Mark Distribution

GRADE 7 - FIRST TERM

Academic year: 2026/2027

Intermediate Stage - General Education

End-of-First-Term Examination

Total: 50 marks | Time: 2 hours 15 minutes

Skill	Question type	Items	Mark / item	Total
Vocabulary	Multiple choice (four options)	4	1.5	6
Vocabulary	Fill in the spaces	4	1	4
Grammar	Multiple choice (four options)	4	1.5	6
Grammar	Do as shown	2	2	4
Reading	Multiple choice (four options)	6	2	12
Reading	Answer the questions	2	1.5	3
Writing	Planning	-	-	2
Writing	Report writing	-	-	13
Total	Final examination	-	-	50

* ملحوظة: المحتوى المتضمن في الاختبار القصير لا يدخل ضمن محتوى الاختبار النهائي (فيما عدا القواعد).

WRITING RUBRIC - 15 MARKS

Plan	Ideas / coherence	Sentences	Grammar	Spelling	Handwriting	Punctuation	Total
2	6	2	2	1	1	1	15

Reading passage: 180-200 words.

Writing: a two-paragraph report of at least 8 sentences,
with a general introduction and a conclusion.

Each paragraph: a topic sentence, supporting details and a concluding sentence.

Wrong format: deduct 1 mark. Off-point writing: 0 marks.

غير مخصصة للبيع

Unit Opener

01

Family and Home

23 vocabulary words

2 grammar focuses

1 writing task(s)

READING & VOCABULARY

READING 1

Generations Together

12 target words

READING 2

Sharing My Culture

11 target words

GRAMMAR

Present Simple

Have Got / Has Got

WRITING TOPICS

- My Dream Home

Curriculum reference: Grade 7A Student's Book & Workbook (First Term).

غير مخصصة للبيع

Vocabulary

UNIT 1 | Family and Home

READING 1 | Generations Together

Student's Book pp. 20-21

Word	Part of speech	Arabic meaning	Copy the word
bond	verb	يوطد العلاقة	.....
strongly	adverb	بقوة / بشدة	.....
courtyard	noun	فناء داخلي	.....
gather	verb	يجتمع	.....
spacious	adjective	واسع	.....
happily	adverb	بسعادة	.....
elder	noun	شخص كبير السن	.....
hospitality	noun	حسن الضيافة	.....
role	noun	دور	.....
manage	verb	يتمكن من / يدير	.....
wisdom	noun	حكمة	.....
united	adjective	متحد	.....

Vocabulary Practice

A. Choose the correct answer.

- 1 We ate outdoors in the between the house walls.
a) courtyard b) elder c) hospitality d) role
- 2 The guests thanked us for our warm
a) hospitality b) courtyard c) elder d) role
- 3 The family shared stories from his childhood.
a) wisdom b) courtyard c) hospitality d) elder
- 4 My in the play is the king.
a) hospitality b) wisdom c) elder d) role
- 5 Can you to finish the model before Friday?
a) manage b) share c) gather d) bond
- 6 Grandfather's helps him give us good advice.
a) courtyard b) wisdom c) elder d) role
- 7 The rooms opened onto a central with a small fountain.
a) courtyard b) hospitality c) elder d) wisdom
- 8 We asked a wise for advice about our problem.
a) wisdom b) elder c) hospitality d) role
- 9 Each child has a in keeping our classroom tidy.
a) role b) wisdom c) hospitality d) elder
- 10 With a little help, I can this difficult task.
a) share b) gather c) manage d) bond

B1. Fill in the blanks. (ONE word is extra.)

courtyard / hospitality / bond / elder / wisdom

1. Shared family games help us with one another.
2. The rooms open onto a central with a fountain.
3. Our guests thanked us for our warm
4. We asked a wise for advice about our problem.

B2. Fill in the blanks. (ONE word is extra.)

wisdom / spacious / hospitality / role / united

1. Our hall can hold two hundred guests.
2. Our family stayed and worked together during the hard time.
3. Our guests thanked us for our warm
4. My in the play is the king.

Grammar | Present Simple

Routines and facts

نستخدم المضارع البسيط للعادات والحقائق.

I walk to school every morning.

The sun rises in the east.

Keywords: always, usually, often, sometimes, every day

Affirmative and spelling

مع he / she / it نضيف s أو es. بعد حرف ساكن و y نحول y إلى ies.

I/you/we/they play | he/she/it plays

watch > watches | go > goes | study > studies

My brother studies every evening.

Negative

نستخدم don't أو doesn't وبعدهما المصدر دون s.

I/you/we/they do not + base verb

He/she/it does not + base verb

She does not drive to work.

With be: He is not tired. / They are not tired.

Questions

نستخدم do أو does قبل الفاعل، والفعل الأساسي في المصدر.

Do they visit you? Yes, they do.

Does she play tennis? No, she does not.

When does Ali study? He studies after lunch.

Where do they live? They live in Kuwait.

Grammar Practice | Present Simple

A. Choose the correct answer.

- | | | | | | |
|----|--|-------------|-------------|-------------|--------------|
| 1 | My father to work every morning. | a) drives | b) drive | c) to drive | d) driving |
| 2 | Sara does not up late. | a) stays | b) stay | c) staying | d) stayed |
| 3 | Ali his teeth twice a day. | a) brushing | b) brushes | c) brush | d) to brush |
| 4 | My sister English every evening. | a) studying | b) study | c) studies | d) to study |
| 5 | The sun in the east. | a) rises | b) rise | c) to rise | d) rising |
| 6 | What does your cousin after school? | a) did | b) do | c) doing | d) does |
| 7 | Mona her mother every weekend. | a) help | b) to help | c) helping | d) helps |
| 8 | The school bus at seven every morning. | a) arrives | b) arriving | c) arrive | d) to arrive |
| 9 | Does Sara stories every day? | a) reads | b) reader | c) read | d) reading |
| 10 | Our teacher us a new word every day. | a) teaches | b) teaching | c) teach | d) to teach |

B. Do as shown between brackets.

- | | | |
|-------|---|------------------|
| 1 | Ali visits his cousins every week. | (Make negative) |
| | | |
| 2 | Mona watches TV every evening. | (Make negative) |
| | | |
| 3 | My brother (go) to school by bus every day. | (Correct) |
| | | |
| 4 | Does Ali (studies) every evening? | (Correct) |
| | | |
| 5 | Yes, Huda helps her mother every day. | (Ask a question) |
| | | |
| 6 | They live in <u>Salmiya</u> . | (Ask a question) |
| | | |

Vocabulary

UNIT 1 | Family and Home

READING 2 | Sharing My Culture

Student's Book pp. 25-26

Word	Part of speech	Arabic meaning	Copy the word
culture	noun	ثقافة	.....
share	verb	يشارك	.....
heritage	noun	تراث	.....
tradition	noun	عادة موروثة / تقليد	.....
brilliant	adjective	رائع	.....
close	adjective	مقرب / وثيق	.....
look forward to	phrasal verb	يتطلع إلى	.....
weekly	adjective	أسبوعي	.....
extremely	adverb	للاغاية	.....
relax	verb	يسترخي	.....
definitely	adverb	بالتأكيد	.....

Vocabulary Practice

A. Choose the correct answer.

- 1 My cousins and I are friends who share our secrets.
a) spacious b) close c) brilliant d) weekly
- 2 That is a idea; it will solve our problem.
a) brilliant b) weekly c) spacious d) close
- 3 Our meeting is, not daily; we meet each Monday.
a) weekly b) spacious c) brilliant d) close
- 4 I have a relationship with my older sister.
a) close b) brilliant c) spacious d) weekly
- 5 Everyone praised the band's performance as excellent.
a) spacious b) brilliant c) close d) weekly
- 6 The club meets on a basis, every Saturday.
a) brilliant b) spacious c) close d) weekly
- 7 She is a painter who wins every school art prize.
a) close b) weekly c) brilliant d) spacious
- 8 I feel to my grandmother and tell her my news.
a) close b) brilliant c) weekly d) spacious
- 9 Our team gave a performance and won five goals to nil.
a) weekly b) brilliant c) spacious d) close
- 10 He suggested a plan that solved our problem.
a) spacious b) close c) weekly d) brilliant

B1. Fill in the blanks. (ONE word is extra.)

heritage / elder / hospitality / share / relax

1. Old buildings are part of our national
2. Please your ideas with the class.
3. I sit quietly to after a busy day.
4. We asked a wise for advice.

B2. Fill in the blanks. (ONE word is extra.)

tradition / extremely / role / elder / look forward to

1. I seeing my cousins during the holiday.
2. Sharing a meal on Eid is a family
3. It is hot today; the temperature is over forty degrees.
4. My in the play is the king.

Grammar | Have Got / Has Got

Talking about possession

نستخدم have got أو has got للتعبير عن الملكية أو ما يوجد لدى الشخص أو المكان.

I have got a new bag.

Our house has got a garden.

Affirmative

نختار have أو has حسب الفاعل.

I/you/we/they have got

He/she/it has got

My cousins have got matching bikes.

My sister has got a quiet bedroom.

Negative

نضع not بعد have أو has في هذا التركيب.

have not got = haven't got

has not got = hasn't got

We have not got a garage.

She has not got a TV in her room.

Questions

نقدم have أو has على الفاعل، ونضع got بعده.

Have you got a bike? Yes, I have.

Has she got a garden? No, she has not.

What has your house got?

It has got three bedrooms.

Grammar Practice | Have Got / Has Got

A. Choose the correct answer.

- | | | | | | |
|----|---------------------------------------|---------|---------|------------|---------|
| 1 | My brother got a new bike. | a) has | b) are | c) have | d) is |
| 2 | your house got a garage? | a) Has | b) Is | c) Does | d) Have |
| 3 | Mona not got a TV in her room. | a) does | b) is | c) has | d) have |
| 4 | I got a quiet place to study. | a) is | b) have | c) does | d) has |
| 5 | My cousins not got a car. | a) does | b) have | c) is | d) has |
| 6 | Our school got a large library. | a) has | b) have | c) do | d) are |
| 7 | She has a lovely room. | a) gets | b) get | c) getting | d) got |
| 8 | My sister got a red dress. | a) do | b) has | c) have | d) are |
| 9 | your father got a new phone? | a) Are | b) Do | c) Have | d) Has |
| 10 | The cat got a long tail. | a) has | b) do | c) have | d) are |

B. Do as shown between brackets.

- | | | |
|-------|-----------------------------------|------------------|
| 1 | Ali has got a blue bike. | (Make negative) |
| | | |
| 2 | Sara has got a TV in her room. | (Make negative) |
| | | |
| 3 | My cousins (has) got a garden. | (Correct) |
| | | |
| 4 | (Have) your sister got a camera? | (Correct) |
| | | |
| 5 | Yes, Huda has got a new phone. | (Ask a question) |
| | | |
| 6 | Ali has got <u>three</u> sisters. | (Ask a question) |
| | | |

Writing

A dream home has comfortable rooms and places for enjoyable activities.

SB pp. 28-29

Plan and write a report of two paragraphs **(at least 8 sentences)** about **My dream home** and **The activities I can enjoy there**.

Begin with a general introduction and end with a conclusion. Each paragraph needs a topic sentence, supporting details and a concluding sentence.

The Plan (2 Marks)

Introduction

.....

Paragraph (1): My dream home

Topic sentence:

.....

Supporting details:

.....

.....

Concluding sentence:

.....

Paragraph (2): The activities I can enjoy there

Topic sentence:

.....

Supporting details:

.....

.....

Concluding sentence:

.....

Conclusion

.....

.....

My Dream Home | SB pp. 28-29

Use your plan to write your report below.

Writing rubric | 2 for the plan + 13 for the report

Plan	Ideas / coherence	Sentences	Grammar	Spelling	Handwriting	Punctuation	Total
2	6	2	2	1	1	1	15

Unit Opener

02

School and Responsibility

21 vocabulary words

2 grammar focuses

2 writing task(s)

READING & VOCABULARY

READING 1

From My First Day Until Today

11 target words

READING 2

A Life of Kindness

10 target words

GRAMMAR

Have To / Has To

Modal Verbs

WRITING TOPICS

- Responsibilities at School
- Behaviour in Public Places

Curriculum reference: Grade 7A Student's Book & Workbook (First Term).

غير مخصصة للبيع

Vocabulary

UNIT 2 | School and Responsibility

READING 1 | From My First Day Until Today

Student's Book pp. 34-35

Word	Part of speech	Arabic meaning	Copy the word
nervous	adjective	متوتر	.....
responsible	adjective	مسؤول	.....
organised	adjective	منظم	.....
discussion	noun	مناقشة	.....
regularly	adverb	باتتظام	.....
confident	adjective	واثق من نفسه	.....
cheer	verb	يشجع بالهتاف	.....
value	verb	يقدر	.....
challenge	noun	تحد	.....
hard	adverb	بجد	.....
respectful	adjective	محترم / مهذب	.....

Vocabulary Practice

A. Choose the correct answer.

- 1 I felt before my speech and shook with fear.
a) nervous b) responsible c) confident d) organised
- 2 You are for feeding the class fish every morning.
a) nervous b) confident c) respectful d) responsible
- 3 My desk is ; every book has its own place.
a) respectful b) responsible c) organised d) nervous
- 4 After lots of practice, I felt that I could do the task.
a) respectful b) confident c) responsible d) nervous
- 5 Be of other people's beliefs, even when you disagree.
a) organised b) respectful c) confident d) responsible
- 6 The new pupil felt about speaking for the first time.
a) nervous b) responsible c) respectful d) organised
- 7 The pupil in charge is for locking the cupboard.
a) respectful b) organised c) confident d) responsible
- 8 Her notes are into clearly labelled sections.
a) responsible b) nervous c) confident d) organised
- 9 She is that she can answer every question correctly.
a) respectful b) responsible c) organised d) confident
- 10 The pupils were rather than rude to their guests.
a) nervous b) confident c) respectful d) organised

B1. Fill in the blanks. (ONE word is extra.)

responsible / organised / nervous / discussion / confident

1. I felt before my first speech and my hands shook.
2. The pupil in charge is for locking the cupboard.
3. My desk is ; every book has its own place.
4. The about school rules lasted ten minutes.

B2. Fill in the blanks. (ONE word is extra.)

value / cheer / nervous / confident / respectful

1. The fans loudly when their team scores.
2. We your ideas and listen to them carefully.
3. She gave a answer without any doubt.
4. Be and listen when an older person speaks.

Grammar | Have To / Has To

Rules and necessary actions

نستخدم has to أو have to عندما يكون الفعل ضرورياً أو مطلوباً بحسب قاعدة.

Students have to wear a school uniform.

She has to bring her books to school.

Affirmative

بعد has to أو have to يأتي الفعل في المصدر.

I/you/we/they have to + base verb

He/she/it has to + base verb

My brother has to finish his homework.

Not necessary

do not have to و doesn't have to تعنيان أن الفعل غير ضروري، وليس أنه ممنوع.

We do not have to buy lunch; we have food.

He does not have to get up early on holiday.

do not have to = don't have to

does not have to = doesn't have to

Questions and checking

مع does نستخدم have لا has. انتبه للفرق بين عدم الضرورة والمنع.

Does she have to wear a uniform? Yes, she does.

Do they have to bring food? No, they do not.

He does not have to come. = He may come if he wants.

You must not run here. = Running is not allowed.

Grammar Practice | Have To / Has To

A. Choose the correct answer.

- 1 Students wear a uniform; it is a school rule.
a) have to b) has to c) having to d) have
- 2 We buy lunch; we have brought our food.
a) has to b) does not have to c) do not have to d) having to
- 3 Does your brother study tonight?
a) have to b) has to c) had to d) having to
- 4 You pay; entry is free.
a) do not have to b) does not have to c) having to d) has to
- 5 they have to bring their own pencils?
a) Do b) Was c) Does d) Is
- 6 We have to quietly in the library.
a) speak b) spoke c) speaks d) speaking
- 7 They follow the safety rules; it is necessary.
a) having to b) have c) has to d) have to
- 8 The driver stop at a red light; it is the rule.
a) having to b) has to c) have d) have to
- 9 Omar has to the classroom after the activity.
a) cleans b) clean c) cleaning d) cleaned
- 10 The pupils do not have to money; the trip is free.
a) paid b) paying c) pay d) pays

B. Do as shown between brackets.

- 1 Ali has to bring lunch. (Make negative)
.....
- 2 Mona has to come early. (Make negative)
.....
- 3 My brother (have) to finish his work. (Correct)
.....
- 4 Does Ali (has) to leave now? (Correct)
.....
- 5 Yes, Huda has to wear a uniform. (Ask a question)
.....
- 6 They have to arrive at seven. (Ask a question)
.....

Vocabulary

UNIT 2 | School and Responsibility

READING 2 | A Life of Kindness

Student's Book pp. 39-40

Word	Part of speech	Arabic meaning	Copy the word
faith	noun	ثقة / إيمان	.....
lead	verb	يقود	.....
effectively	adverb	بفاعلية	.....
effort	noun	جهد	.....
patient	adjective	صبور	.....
friendly	adjective	ودود	.....
polite	adjective	مهذب	.....
positively	adverb	بإيجابية	.....
recognise	verb	يقدر / يعترف بفضل	.....
honour	verb	يكرم	.....

Vocabulary Practice

A. Choose the correct answer.

- 1 Please our visitors through the museum to the exit.
a) lead b) honour c) cheer d) recognise
- 2 We the memory of our heroes with a minute's silence.
a) cheer b) honour c) recognise d) lead
- 3 The guide will the group along the marked path.
a) cheer b) recognise c) lead d) honour
- 4 The school will the memory of its founder.
a) cheer b) lead c) recognise d) honour
- 5 The captain will his team onto the football field.
a) recognise b) honour c) cheer d) lead
- 6 Can you the children safely across the road?
a) cheer b) lead c) honour d) recognise
- 7 The tour guide will us through the old town.
a) recognise b) lead c) honour d) cheer
- 8 The pupils their teacher's memory with a special tribute.
a) lead b) honour c) cheer d) recognise
- 9 Our town will the memory of the doctor who helped us.
a) recognise b) honour c) lead d) cheer
- 10 We our grandparents' memory by preserving their stories.
a) honour b) recognise c) cheer d) lead

B1. Fill in the blanks. (ONE word is extra.)

honour / faith / effort / patient / effectively

1. We will the memory of the doctor who helped us.
2. Our parents' in us gives us confidence.
3. The teacher waited while I tried again.
4. The new plan worked and solved the problem.

B2. Fill in the blanks. (ONE word is extra.)

recognise / faith / effort / friendly / positively

1. The school will her achievements with an award.
2. Our neighbour always greets us with a smile.
3. She thinks about the future rather than expecting the worst.
4. You made a great to finish the difficult project.

Grammar | Modal Verbs

The form

بعد الفعل الناقص يأتي المصدر مباشرة دون to أو s.

Subject + can / could / may / must + base verb

She can swim. | He must finish his work.

Not: can swims / can to swim

Can and could

can للقدرة في الحاضر، و could للقدرة العامة في الماضي في هذا الدرس.

I can speak English now.

When Dad was young, he could run fast.

I cannot swim. = I can't swim.

She could not read when she was three.

May and must

may للاحتمال، و must للواجب أو الضرورة. النفي must not يعني المنع.

It may rain later. It is possible.

I must apologise; I know I was wrong.

You must not touch that hot pan.

She may not come. = Perhaps she will not come.

Should / Should Not | Questions

نستخدم should للنصيحة و should not للنصيحة بعدم فعل شيء. ويمكن استخدام may لطلب الإذن بأدب. وبعدها جميعا نستخدم المصدر.

You should sleep early. (advice)

You should not stay up late.

May I use your pen, please? (permission)

Can you help me? Yes, I can.

Could she swim at five? No, she could not.

Grammar Practice | Modal Verbs

A. Choose the correct answer.

- | | | | | | |
|----|--|-------------|--------------|-------------|-------------|
| 1 | She can English very well. | a) speaking | b) speaks | c) speak | d) spoke |
| 2 | It may later; rain is possible. | a) raining | b) rained | c) rain | d) rains |
| 3 | you help me carry this box? | a) Does | b) Can | c) Has | d) Are |
| 4 | Mona can a beautiful picture. | a) draw | b) draws | c) drawing | d) drew |
| 5 | He may tired after the long walk. | a) be | b) being | c) is | d) was |
| 6 | We must our work before we leave. | a) finish | b) finishing | c) finished | d) finishes |
| 7 | I cannot this heavy box alone. | a) lifted | b) lift | c) lifts | d) lifting |
| 8 | You must carefully in class. | a) listens | b) listening | c) listen | d) listened |
| 9 | We can our neighbours with their bags. | a) help | b) helping | c) helps | d) helped |
| 10 | The children may the club next week. | a) joined | b) joins | c) join | d) joining |

B. Do as shown between brackets.

- | | | |
|-------|--|------------------|
| 1 | Ali can swim well. | (Make negative) |
| | | |
| 2 | Sara should stay up late. | (Make negative) |
| | | |
| 3 | She can (speaks) English. | (Correct) |
| | | |
| 4 | We could (to play) chess when we were young. | (Correct) |
| | | |
| 5 | Yes, Huda can ride a bike. | (Ask a question) |
| | | |
| 6 | Ali can speak <u>two</u> languages. | (Ask a question) |
| | | |

Writing

A good student knows what to do and what to avoid at school.

SB pp. 42-43

Plan and write a report of two paragraphs **(at least 8 sentences)** about **Responsibilities at School** and **The things I shouldn't do**.

Begin with a general introduction and end with a conclusion. Each paragraph needs a topic sentence, supporting details and a concluding sentence.

The Plan (2 Marks)

Introduction

.....

Paragraph (1): Responsibilities at School

Topic sentence:

.....

Supporting details:

.....

.....

Concluding sentence:

.....

Paragraph (2): The things I shouldn't do

Topic sentence:

.....

Supporting details:

.....

.....

Concluding sentence:

.....

Conclusion

.....

.....

Use your plan to write your report below.

Use your plan to write your report below.

Writing rubric | 2 for the plan + 13 for the report

Plan	Ideas / coherence	Sentences	Grammar	Spelling	Handwriting	Punctuation	Total
2	6	2	2	1	1	1	15

غير مخصصة للبيع

Writing

Good behaviour in public places helps everyone feel safe and respected.

WB pp. 26-27

Plan and write a report of two paragraphs (**at least 8 sentences**) about **Things I should do in public places** and **Things I shouldn't do in public places**.

Begin with a general introduction and end with a conclusion. Each paragraph needs a topic sentence, supporting details and a concluding sentence.

The Plan (2 Marks)

Introduction

.....

Paragraph (1): Things I should do in public places

Topic sentence:

.....

Supporting details:

.....

.....

Concluding sentence:

.....

Paragraph (2): Things I shouldn't do in public places

Topic sentence:

.....

Supporting details:

.....

.....

Concluding sentence:

.....

Conclusion

.....

.....

Writing

Behaviour in Public Places | WB pp. 26-27

Use your plan to write your report below.

Writing rubric | 2 for the plan + 13 for the report

Plan	Ideas / coherence	Sentences	Grammar	Spelling	Handwriting	Punctuation	Total
2	6	2	2	1	1	1	15

غير مخصصة للبيع

Reading Comprehension

Read the following passage, then answer the questions below.

When the school library opened after the holiday, Mariam noticed that many books were difficult to find. Some adventure stories were mixed with science books, and several labels were missing. She told the librarian, who explained that a group of volunteers could help organise the shelves during the lunch break.

Mariam and four classmates made a plan. They did not move books immediately. First, they learned how the library grouped its books. Each volunteer then took a different job. Mariam checked the labels, two pupils sorted books, and the others helped younger readers find what they needed. They worked quietly so that other pupils could continue reading.

By the end of the week, the shelves were much clearer. However, one pupil kept returning books to the wrong place. Instead of blaming him, Mariam showed him the colour system again. She knew that responsibility included helping others understand their tasks. The librarian praised the group's reliable work and invited them to teach the system to a new group of volunteers. Mariam felt proud because their effort had made the library easier for everyone to use. The pupils decided to check the shelves each Monday.

A) Choose the correct answer from a, b, c and d: (12 Marks)

1. What is the best title for the text?

- a) Pupils Make Their Library Easier to Use
- b) A Race at Lunchtime
- c) Mariam Writes a Science Book
- d) A Closed School Gate

2. The underlined word "reliable" in the 3rd paragraph means:

- a) able to be trusted
- b) likely to be lost
- c) difficult to understand
- d) easy to break

3. The underlined pronoun "They" in the 2nd paragraph refers to:

- a) Mariam and the volunteers
- b) the missing labels
- c) the adventure stories
- d) the younger readers only

4. What did the volunteers do before moving any books?

- a) They learned how the library grouped its books.
- b) They painted the shelves.
- c) They closed the library for a month.
- d) They ordered new computers.

5. According to the text, which statement is TRUE?

- a) The volunteers closed the library for a month.
- b) Mariam sorted all the books alone.
- c) Mariam explained the colour system again to help a pupil.
- d) The volunteers moved books before learning the system.

6. What is the writer's purpose of writing this text?

- a) To show how teamwork and patience help a school.
- b) To persuade pupils to buy more books.
- c) To teach readers to repair computers.
- d) To describe an adventure in a forest.

B) Answer the following questions: (3 Marks)

7. What was Mariam's job in the group?

.....

.....

8. Why did the volunteers work quietly?

.....

.....

Unit Opener

03

Safety and Instructions

25 vocabulary words

2 grammar focuses

1 writing task(s)

READING & VOCABULARY

READING 1

Staying Safe

12 target words

READING 2

Kashta to Al-Mutlaa

13 target words

GRAMMAR

Purpose Connectors

Present Continuous | Plans

WRITING TOPICS

- Safety Instructions

Curriculum reference: Grade 7A Student's Book & Workbook (First Term).

غير مخصصة للبيع

Vocabulary

UNIT 3 | Safety and Instructions

READING 1 | Staying Safe

Student's Book pp. 48-49

Word	Part of speech	Arabic meaning	Copy the word
confidently	adverb	بثقة	.....
avoid	verb	يتجنب	.....
safely	adverb	بأمان	.....
prevent	verb	يمنع	.....
public	adjective	عام	.....
pedestrian	noun	شخص يسير على قدميه	.....
constantly	adverb	باستمرار	.....
surroundings	noun	المحيط / ما يحيط بالمكان	.....
announcement	noun	إعلان	.....
delay	noun	تأخير	.....
destination	noun	وجهة	.....
alert	adjective	يقظ / منتبه	.....

Vocabulary Practice

A. Choose the correct answer.

- 1 The driver let a cross before moving the car.
a) pedestrian b) announcement c) delay d) destination
- 2 An on the loudspeaker said the flight was delayed.
a) announcement b) pedestrian c) delay d) destination
- 3 A broken-down bus caused a two-hour on the road.
a) delay b) pedestrian c) announcement d) destination
- 4 We checked every part of our before setting up the tent.
a) announcement b) delay c) surroundings d) pedestrian
- 5 Our final is Kuwait City, where the bus will stop.
a) pedestrian b) destination c) delay d) surroundings
- 6 A was walking along the pavement.
a) pedestrian b) surroundings c) delay d) destination
- 7 The used the crossing to reach the other side.
a) pedestrian b) announcement c) delay d) destination
- 8 The teacher asked us to look carefully at our before crossing.
a) delay b) pedestrian c) surroundings d) destination
- 9 The head teacher made an over the school speakers.
a) pedestrian b) surroundings c) destination d) announcement
- 10 We checked the map to find the way to our
a) announcement b) delay c) surroundings d) destination

B1. Fill in the blanks. (ONE word is extra.)

confidently / pedestrian / surroundings / announcement / delay

1. After practising, the boy spoke without fear.
2. The driver stopped to let a cross the road.
3. We checked our before putting up the tent.
4. The head teacher made an over the speakers.

B2. Fill in the blanks. (ONE word is extra.)

avoid / prevent / public / alert / announcement

1. We the busy road and use the quiet path instead.
2. Traffic lights cars from hitting pedestrians.
3. Please keep parks clean for all visitors.
4. Stay and watch for cars when you cross.

Grammar | Purpose Connectors

To and in order to

نستخدم to أو in order to ثم المصدر لذكر الغرض من الفعل. ولهما المعنى نفسه هنا.

We wear helmets to protect our heads.

We wear helmets in order to protect our heads.

I wear a coat in order to stay warm.

For + -ing

نستخدم for ثم فعل مضاف إليه ing لشرح وظيفة شيء أو استخدامه.

A torch is used for seeing in the dark.

This brush is used for painting.

The scissors are for cutting paper.

So that + a clause

بعد so that نكتب جملة فيها فاعل وفعل، وغالبا can أو could.

We lock the door so that our family can stay safe.

She carries water so that she can stay hydrated.

Pattern: so that + subject + can + base verb

How to join correctly

عند استخدام to أو in order to لا نكرر الفاعل. أما so that فتتبعها جملة كاملة.

He exercises. He wants to stay healthy.

He exercises to stay healthy.

He exercises so that he can stay healthy.

Check: to protect | for protecting | so that we can protect

Grammar Practice | Purpose Connectors

A. Choose the correct answer.

- | | |
|-----------|---|
| 1 | We wear helmets protect our heads.
a) to b) so that c) because d) for |
| 2 | She locks the door her family can stay safe.
a) for b) in order to c) to d) so that |
| 3 | This brush is used for walls.
a) paints b) painted c) paint d) painting |
| 4 | I read the signs find the exit.
a) to b) because c) for d) so that |
| 5 | We leave early we can catch the bus.
a) in order to b) to c) for d) so that |
| 6 | The knife is used cutting bread.
a) in order to b) so that c) to d) for |
| 7 | We follow rules avoid accidents.
a) so that b) to c) because d) for |
| 8 | I check my bag I can find my keys.
a) for b) to c) in order to d) so that |
| 9 | This room is used storing school supplies.
a) in order to b) so that c) for d) to |
| 10 | She exercises stay healthy.
a) to b) so that c) for d) because |

B. Do as shown between brackets.

- | | | |
|----------|--|--------------------------|
| 1 | We wear helmets. We want to protect our heads. | (Join using to) |
| <hr/> | | |
| 2 | Ali leaves early. He wants to catch the bus. | (Join using in order to) |
| <hr/> | | |
| 3 | Sara carries water. She wants to stay hydrated. | (Join using so that) |
| <hr/> | | |
| 4 | They save money. They want to buy a tent. | (Join using to) |
| <hr/> | | |
| 5 | A torch is used for (see) in the dark. | (Correct) |
| <hr/> | | |
| 6 | He leaves early in order to (catches) the bus. | (Correct) |
| <hr/> | | |

Vocabulary

UNIT 3 | Safety and Instructions

READING 2 | Kashta to Al-Mutlaa

Student's Book pp. 53-54

Word	Part of speech	Arabic meaning	Copy the word
memorable	adjective	لا ينسى	.....
ensure	verb	يضمن	.....
currently	adverb	حاليا	.....
pack	verb	يحزم	.....
essential	adjective	ضروري	.....
first-aid kit	noun	حقيبة إسعافات أولية	.....
hydrated	adjective	جسمه يحصل على ماء كاف	.....
mark	verb	يحدد بعلامة	.....
campsite	noun	موقع تخيم	.....
whereabouts	noun	مكان وجود شخص أو شيء	.....
campfire	noun	نار المخيم	.....
litter	verb	يلقي القمامة	.....
properly	adverb	بطريقة صحيحة	.....

Vocabulary Practice

A. Choose the correct answer.

- 1 Our first camping trip was ; I will never forget it.
a) hydrated b) public c) essential d) memorable
- 2 Check your bag to that you have your water bottle.
a) pack b) ensure c) litter d) mark
- 3 Please your clothes into this suitcase before we leave.
a) ensure b) litter c) pack d) mark
- 4 Clean drinking water is for life.
a) hydrated b) public c) essential d) memorable
- 5 Dad took a bandage from the
a) campfire b) campsite c) first-aid kit d) whereabouts
- 6 Drink enough water to stay in hot weather.
a) hydrated b) essential c) memorable d) public
- 7 Use a red pencil to our route on the map.
a) pack b) ensure c) litter d) mark
- 8 We put up our tents at a quiet
a) campsite b) campfire c) first-aid kit d) whereabouts
- 9 Please tell Dad your so he knows where you are.
a) campfire b) first-aid kit c) announcement d) whereabouts
- 10 Do not ; put your empty bottles in the bin.
a) ensure b) pack c) litter d) mark

B1. Fill in the blanks. (ONE word is extra.)

memorable / essential / campsite / hydrated / whereabouts

1. The day we won the cup was ; I still remember it.
2. Clean drinking water is for life.
3. After drinking water, I felt again.
4. We put up our tents at a quiet

B2. Fill in the blanks. (ONE word is extra.)

currently / first-aid kit / campfire / whereabouts / properly

1. We are staying at the campsite; we arrived this morning.
2. Tomorrow, close the door so no gap is left.
3. Please tell Dad your so he knows where you are.
4. Dad put out the before we went to sleep.

Grammar | Present Continuous | Plans

Use and time words

نستخدمه لحدث مستمر الآن. ويستخدم أيضا لترتيب مستقبلي محدد تم الاتفاق عليه.

Subject + am / is / are + verb-ing

I am reading. | She is drawing. | They are playing.

Now: now, right now, at the moment, currently

Arrangements: tonight, tomorrow, next week

We are meeting our cousins tomorrow.

Affirmative and spelling

نختار am أو is أو are حسب الفاعل، ثم نضيف ing للفعل.

I am | he/she/it is | you/we/they are

play > playing | write > writing | swim > swimming

He is writing a message at the moment.

Negative

نضع not بعد فعل be، ونحتفظ بالفعل مضافا إليه ing.

Subject + am / is / are + not + verb-ing

She is not sleeping now.

They are not playing in the garden.

Questions

نقدم am أو is أو are في سؤال نعم أو لا. ومع أداة استفهام نضعها أولا.

Is Ali reading? Yes, he is. / No, he is not.

Are they camping? Yes, they are. / No, they are not.

What is Mona doing? She is drawing.

Where are they going? They are going to the park.

Grammar Practice | Present Continuous | Plans

A. Choose the correct answer.

- | | |
|-----------|---|
| 1 | Ali a tree at the moment.
a) planted b) is planting c) plant d) plants |
| 2 | I my homework now.
a) does b) did c) am doing d) do |
| 3 | Mona is a story now.
a) read b) reads c) reader d) reading |
| 4 | Sara drawing at the moment?
a) Do b) Are c) Does d) Is |
| 5 | Our trip is booked. We are next Friday.
a) travelling b) travelled c) travels d) travel |
| 6 | The cat milk at the moment.
a) drink b) drank c) drinks d) is drinking |
| 7 | What your father doing now?
a) is b) did c) are d) do |
| 8 | The pupils carefully at the moment.
a) listened b) listens c) listen d) are listening |
| 9 | Listen! The baby
a) cried b) cry c) cries d) is crying |
| 10 | Our meeting is fixed. We are at six tonight.
a) met b) meet c) meeting d) meets |

B. Do as shown between brackets.

- | | | |
|----------|---|------------------|
| 1 | Ali is reading a story now. | (Make negative) |
| <hr/> | | |
| 2 | We are meeting our cousins tomorrow. | (Make negative) |
| <hr/> | | |
| 3 | The children (is) playing now. | (Correct) |
| <hr/> | | |
| 4 | Our plan is fixed. Ali (are) leaving tomorrow. | (Correct) |
| <hr/> | | |
| 5 | Yes, Huda is cooking lunch now. | (Ask a question) |
| <hr/> | | |
| 6 | Sara is <u>drawing a picture</u> now. | (Ask a question) |
| <hr/> | | |

Writing

Following safety instructions helps us enjoy our time outdoors.

SB pp. 56-57

Plan and write a report of two paragraphs **(at least 8 sentences)** about **Safety instructions everyone should follow** and **Why they are important**.

Begin with a general introduction and end with a conclusion. Each paragraph needs a topic sentence, supporting details and a concluding sentence.

The Plan (2 Marks)

Introduction

.....

Paragraph (1): Safety instructions everyone should follow

Topic sentence:

.....

Supporting details:

.....

.....

Concluding sentence:

.....

Paragraph (2): Why they are important

Topic sentence:

.....

Supporting details:

.....

.....

Concluding sentence:

.....

Conclusion

.....

.....

Use your plan to write your report below.

Plan	Ideas / coherence	Sentences	Grammar	Spelling	Handwriting	Punctuation	Total
2	6	2	2	1	1	1	15

ON TRACK | GRADE 7 | FIRST TERM | Mr. Hammad Beltagy

Unit Opener

04

Celebrations Around the World

25 vocabulary words

2 grammar focuses

2 writing task(s)

READING & VOCABULARY

READING 1

Celebrations Around the World

13 target words

READING 2

Celebrating Ramadan in Kuwait

12 target words

GRAMMAR

A / An / Some / Any

Passive Voice

WRITING TOPICS

- My Own Celebration!
- Better Celebrations

Curriculum reference: Grade 7A Student's Book & Workbook (First Term).

غير مخصصة للبيع

Vocabulary

UNIT 4 | Celebrations Around the World

READING 1 | Celebrations Around the World

Student's Book pp. 62-63

Word	Part of speech	Arabic meaning	Copy the word
celebration	noun	احتفال	.....
togetherness	noun	ترابط / ألفة	.....
warmly	adverb	بحفاوة	.....
preparation	noun	إعداد / تحضير	.....
exchange	verb	يتبادل	.....
appreciate	verb	يقدر	.....
joyful	adjective	مبتهج / سعيد	.....
harmony	noun	انسجام / وفاق	.....
waste	verb	يهدر	.....
strengthen	verb	يقوي	.....
eagerly	adverb	بلهفة	.....
festive	adjective	احتفالي	.....
respectfully	adverb	باحترام	.....

Vocabulary Practice

A. Choose the correct answer.

- 1 We held a for our school's fiftieth birthday.
a) preparation b) harmony c) celebration d) togetherness
- 2 The for the party began a week before it.
a) preparation b) celebration c) togetherness d) harmony
- 3 The friends gifts with each other on special days.
a) appreciate b) strengthen c) exchange d) waste
- 4 I your help; thank you very much.
a) strengthen b) exchange c) waste d) appreciate
- 5 Do not food; take only what you can eat.
a) appreciate b) waste c) strengthen d) exchange
- 6 Regular practice will your reading skills.
a) exchange b) appreciate c) waste d) strengthen
- 7 The Eid brought all our relatives together.
a) preparation b) togetherness c) harmony d) celebration
- 8 Careful helped us get everything ready in time.
a) preparation b) togetherness c) harmony d) celebration
- 9 Turn off the tap so you do not water.
a) appreciate b) waste c) strengthen d) exchange
- 10 Working together can friendships.
a) waste b) appreciate c) strengthen d) exchange

B1. Fill in the blanks. (ONE word is extra.)

warmly / joyful / celebration / preparation / togetherness

1. Our host welcomed us with a smile and a hug.
2. She felt rather than sad after hearing the good news.
3. We held a for our school's fiftieth birthday.
4. The for the party began a week before it.

B2. Fill in the blanks. (ONE word is extra.)

eagerly / festive / exchange / appreciate / strengthen

1. The children waited to open their gifts.
2. Flags and lights gave the street a look.
3. We greeting cards with one another at the party.
4. I your help; thank you very much.

Grammar | A / An / Some / Any

Countable and uncountable nouns

يمكن عد الأسماء المعدودة. أما غير المعدودة فلا نستخدم معها a أو an.

Countable: a book, two books, an apple

Uncountable: water, rice, milk, sugar

Use a bottle of water / a bowl of rice.

A and an

نستخدم a أو an مع الاسم المعدود المفرد. الاختيار حسب الصوت في بداية الكلمة.

a + consonant sound: a flag, a house

an + vowel sound: an apple, an egg

A university begins with a /y/ sound.

An hour begins with a vowel sound.

Some and any

في الأمثلة الأساسية نستخدم some في الإثبات، و any في النفي والسؤال المحايد مع الجمع وغير المعدود.

There is some rice. | There are some plates.

There is not any milk.

Are there any cups? | Is there any juice?

Important exceptions

قد تأتي some في العرض والطلب المهذب. نحدد السياق بوضوح في التدريبات.

Would you like some tea?

Could I have some water, please?

There is an orange. | There are some oranges.

A / an cannot be used alone with plural nouns.

Grammar Practice | A / An / Some / Any

A. Choose the correct answer.

- | | | | | | |
|----|---|---------|---------|---------|--------|
| 1 | I ate apple before school. | a) any | b) many | c) an | d) a |
| 2 | We bought rice for lunch. | a) some | b) many | c) a | d) an |
| 3 | Are there plates on the table? | a) much | b) an | c) a | d) any |
| 4 | Dad bought new car. | a) a | b) many | c) an | d) any |
| 5 | We have not got sugar. | a) a | b) an | c) many | d) any |
| 6 | He is eating egg. | a) many | b) a | c) an | d) any |
| 7 | She made sandwiches for the picnic. | a) some | b) much | c) a | d) an |
| 8 | Can you see birds in the tree? | a) an | b) much | c) any | d) a |
| 9 | Ali is wearing blue shirt. | a) an | b) many | c) any | d) a |
| 10 | There are not eggs in the box. | a) much | b) a | c) any | d) an |

B. Do as shown between brackets.

- | | | |
|-------|---|-----------|
| 1 | I ate (a) apple for breakfast. | (Correct) |
| | | |
| 2 | We bought (a) rice for lunch. | (Correct) |
| | | |
| 3 | There are not (a) plates in the cupboard. | (Correct) |
| | | |
| 4 | There are (an) flowers in the vase. | (Correct) |
| | | |
| 5 | There is not (a) water in the bottle. | (Correct) |
| | | |
| 6 | There are not (a) eggs in the fridge. | (Correct) |
| | | |

Vocabulary

UNIT 4 | Celebrations Around the World

READING 2 | Celebrating Ramadan in Kuwait

Student's Book pp. 67-68

Word	Part of speech	Arabic meaning	Copy the word
include	verb	يتضمن / يشمل	.....
religious	adjective	ديني	.....
community	noun	مجتمع محلي	.....
cheerfully	adverb	بمرح	.....
typically	adverb	عادة / بشكل معتاد	.....
sign	noun	لافتة / علامة	.....
gratitude	noun	امتنان	.....
well-mannered	adjective	حسن الخلق / مهذب	.....
generosity	noun	كرم	.....
thrilling	adjective	مثير	.....
collect	verb	يجمع	.....
tolerance	noun	تسامح	.....

Vocabulary Practice

A. Choose the correct answer.

- 1 Our organised a clean-up for everyone in the neighbourhood.
a) community b) sign c) gratitude d) generosity
- 2 The near the door says Keep Quiet.
a) gratitude b) sign c) tolerance d) generosity
- 3 The child waited politely for his turn.
a) well-mannered b) thrilling c) joyful d) religious
- 4 The pupils expressed their for the help with a thank-you card.
a) gratitude b) sign c) community d) tolerance
- 5 Our built a small park for local children.
a) gratitude b) tolerance c) generosity d) community
- 6 We followed the that pointed to the library.
a) community b) sign c) generosity d) tolerance
- 7 A guest says thank you before leaving.
a) thrilling b) well-mannered c) joyful d) religious
- 8 The road warned drivers about the sharp bend.
a) sign b) community c) gratitude d) generosity
- 9 The warning told us not to enter the building.
a) sign b) community c) gratitude d) tolerance
- 10 She sent a thank-you card to express her
a) gratitude b) community c) sign d) tolerance

B1. Fill in the blanks. (ONE word is extra.)

collect / include / sign / community / gratitude

1. Our plans games, stories and a meal.
2. Please all the worksheets after the lesson.
3. Everyone in our helped to clean the street.
4. We followed the that pointed to the library.

B2. Fill in the blanks. (ONE word is extra.)

well-mannered / gratitude / religious / thrilling / generosity

1. The mosque is an important building.
2. I wrote a letter to show my for her help.
3. A guest says thank you before leaving.
4. The family showed by giving food to people in need.

Grammar | Passive Voice

Focus on the action

نستخدم المبني للمجهول عندما نهتم بالفعل أو بما وقع عليه الفعل أكثر من الفاعل.

Active: Families prepare meals.

Passive: Meals are prepared by families.

The object becomes the subject of the passive sentence.

Present simple passive

نختار am أو is أو are حسب الفاعل الجديد، ثم التصريف الثالث للفعل.

Subject + am / is / are + past participle (V3)

The room is cleaned every day.

The rooms are cleaned every day.

I am invited to the celebration.

Passive with modals

بعد can أو could أو should أو must نضيف be ثم التصريف الثالث.

Subject + modal + be + past participle

People must follow the rules.

The rules must be followed.

We should welcome guests. > Guests should be welcomed.

Negative and verb forms

نضع not بعد be أو بعد modal. لا نحذف be من تركيب modal passive.

Food is not wasted. | Rules must not be broken.

make > made | write > written | eat > eaten

give > given | wear > worn | invite > invited

Active: They invite me. > Passive: I am invited.

Grammar Practice | Passive Voice

A. Choose the correct answer.

- 1 The classroom every day.
a) cleaning b) cleans c) is cleaned d) clean
- 2 The rules must by everyone.
a) be followed b) follow c) followed d) following
- 3 Food should not
a) waste b) wasted c) wasting d) be wasted
- 4 Invitations can by email.
a) be sent b) sending c) sent d) send
- 5 The windows once a week.
a) washes b) washing c) are washed d) wash
- 6 I to the school celebration every year.
a) are invited b) am invited c) invite d) is invited
- 7 The project should on time.
a) finished b) finish c) finishing d) be finished
- 8 The map can on this website.
a) found b) find c) be found d) finding
- 9 The bags must be before the trip.
a) pack b) packing c) packs d) packed
- 10 The letter should be clearly.
a) writing b) writes c) write d) written

B. Do as shown between brackets.

- 1 Families prepare special dishes. (Change into passive)
.....
- 2 They invite me every year. (Change into passive)
.....
- 3 We should recycle plastic bottles. (Change into passive)
.....
- 4 People must not waste food. (Change into passive)
.....
- 5 The room is (clean) by the cleaner every day. (Correct)
.....
- 6 Gifts are (give) to the children. (Correct)
.....

Writing

Families prepare food, clothes and decorations for special celebrations.

SB pp. 70-71

Plan and write a report of two paragraphs (**at least 8 sentences**) about **The preparations for the celebration** and **The activities people enjoy doing**.

Begin with a general introduction and end with a conclusion. Each paragraph needs a topic sentence, supporting details and a concluding sentence.

The Plan (2 Marks)

Introduction

.....

Paragraph (1): The preparations for the celebration

Topic sentence:

.....

Supporting details:

.....

.....

Concluding sentence:

.....

Paragraph (2): The activities people enjoy doing

Topic sentence:

.....

Supporting details:

.....

.....

Concluding sentence:

.....

Conclusion

.....

.....

My Own Celebration! | SB pp. 70-71

Use your plan to write your report below.

Writing rubric | 2 for the plan + 13 for the report

Plan	Ideas / coherence	Sentences	Grammar	Spelling	Handwriting	Punctuation	Total
2	6	2	2	1	1	1	15

ON TRACK | GRADE 7 | FIRST TERM | Mr. Hammad Beltagy

Writing

Some behaviours cause problems during celebrations, but we can avoid them.

WB pp. 44-45

Plan and write a report of two paragraphs **(at least 8 sentences)** about **Negative behaviours during celebrations** and **Ways to avoid negative behaviours**.

Begin with a general introduction and end with a conclusion. Each paragraph needs a topic sentence, supporting details and a concluding sentence.

The Plan (2 Marks)

Introduction

.....

Paragraph (1): Negative behaviours during celebrations

Topic sentence:

.....

Supporting details:

.....

.....

Concluding sentence:

.....

Paragraph (2): Ways to avoid negative behaviours

Topic sentence:

.....

Supporting details:

.....

.....

Concluding sentence:

.....

Conclusion

.....

.....

Better Celebrations | WB pp. 44-45

Use your plan to write your report below.

Writing rubric | 2 for the plan + 13 for the report

Plan	Ideas / coherence	Sentences	Grammar	Spelling	Handwriting	Punctuation	Total
2	6	2	2	1	1	1	15

Reading Comprehension

Read the following passage, then answer the questions below.

For the end of the school term, Yousif's class planned a celebration in their classroom. They wanted everyone to enjoy it, including pupils who preferred quiet activities. Instead of choosing games immediately, they asked each classmate to suggest one activity and explain what materials it would need.

The class chose three activity corners: a simple quiz, a drawing table and a place to exchange short thank-you messages. Their teacher helped them make a timetable so that the room would not become crowded. **They** reused decorations from an earlier event and asked everyone to bring a reusable cup. Yousif checked that the signs were clear and that bags did not block the doorway.

On the day, some pupils enjoyed answering questions while others drew pictures or wrote messages. One shy pupil wrote a note thanking a classmate for helping him with maths. The note led to a warm conversation between them. After the celebration, everyone helped to **restore** the classroom to its usual condition. There were only a few pieces of rubbish to collect. Yousif felt that the most successful part was not the decorations or the games. It was making sure that every pupil felt welcome and included.

A) Choose the correct answer from a, b, c and d: (12 Marks)

1. What is the best title for the text?

- a) A Celebration for Everyone
- b) The Most Expensive School Party
- c) A Class That Lost Its Timetable
- d) Learning to Build a Classroom

2. The underlined word "restore" in the 3rd paragraph means:

- a) return something to its earlier condition
- b) hide something from view
- c) buy something for the first time
- d) divide something into small parts

3. The underlined pronoun "They" in the 2nd paragraph refers to:

- a) the class
- b) the bags
- c) the signs
- d) the activity corners

4. How many activity corners did the class choose?

- a) Three
- b) Two
- c) Four
- d) Five

5. All the following statements are TRUE EXCEPT:

- a) The class chose three activity corners.
- b) The pupils reused decorations from an earlier event.
- c) Every pupil had to take part in the quiz only.
- d) Everyone helped restore the classroom afterwards.

6. What is the writer's purpose of writing this text?

- a) To show how to make a thoughtful celebration.
- b) To encourage pupils to spend more money.
- c) To explain how to win a drawing prize.
- d) To persuade readers to avoid celebrations.

B) Answer the following questions: (3 Marks)

7. What did the shy pupil thank his classmate for?

.....

.....

8. How did the class reduce rubbish?

.....

.....