# تم تحميل هذا الملف من موقع المناهج الإمار اتية





# نماذج مراجعة امتحان الكتابي النهائي

موقع المناهج ← المناهج الإماراتية ← الصف السابع ← لغة انجليزية ← الفصل الأول ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 17:43:15 2024-11-24

ملفات اكتب للمعلم اكتب 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

المزيد من مادة لغة انجليزية:

إعداد: Khalil Ahmad

# التواصل الاجتماعي بحسب الصف السابع











صفحة المناهج الإماراتية على فيسببوك

5

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

# المزيد من الملفات بحسب الصف السابع والمادة لغة انجليزية في الفصل الأول مراجعة اختبار وفق الهيكل الوزاري المسار العام المستوى 4.1 أسئلة مراجعة عامة وفق الهيكل الوزاري مع أمثلة محلولة حل الكراسة التدريبية للاختبار النهائي وفق الهيكل الوزاري الكراسة التدريبية للاختبار النهائي وفق الهيكل الوزاري

أسئلة اختبار تجريبي مع إجابات نموذجية المسار العام



|   | Name:                                   |                                    | Section:         | Date:           |  |
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| Youtu   | ıbe : <u>https://you</u>                | tu.be/wwXk6hTI                     | RMmk?si=pT-4y    | i3taF4d2GSA     |  |
|   |   | Writin                             | g guide          |                 |  |
|   |   | Unit 1: Meeting                    | g and Greeting   |                 |  |
| Part :  | 1: Writing Tas                          | sk (Opinion)                       |                  |                 |  |
|   | •                                       | pinion about w<br>est impressions. |                  | re important in |  |
| Inclu   | de one reason                           | for your opinio                    | on. 5            |                 |  |
| Samp  | ole Answer:                             |                                    |                  |                 |  |
| I believe greetings are important because they show politeness and make people feel comfortable. A good greeting creates a strong first impression. |   |                                    |                  |                 |  |
| Your  | turn                                    |                                    |                  | 2.0.2.4         |  |
|   | A:                                      |                                    |                  |                 |  |
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|   |   |                                    |                  |                 |  |
| Call your teacher Mr. Ahmad Khalil for any help: 0553084142   |   |                                    |                  |                 |  |
| 1 :   | Self assessment                         | I can do it easily                 | I can, with help | I can't do it   |  |
|   |   |                                    |                  | (x x)           |  |



|           | Name:  |   | Section:         | Date:                                   |           |  |
|-----------|--|---|------------------|---|-----------|--|
|           |  |   |                  |   |           |  |
| Part      | 2: Writing Pla   | nn                                      |                  |   |           |  |
| Task      | κ: Plan your pa  | ragraph about                           | greetings in you | ur culture.                             |           |  |
| Sam       | ple Plan:  |   |                  |   |           |  |
| Mai       | n Idea: Greetin  | ngs in my cultur                        | ·e.              |   |           |  |
| Deta      | nils:  |   |                  |   |           |  |
|           | <ol> <li>Formal greetings like handshakes or bowing for elders.</li> <li>Informal greetings like hugs or "hello" for friends.</li> </ol> |   |                  |   |           |  |
| Con       | clusion: Greeti  | ngs reflect resp                        | ect and politen  | ess in my cultur                        | re.       |  |
| You       | r turn   |   |                  | 2024                                    | •         |  |
|           |  |   |                  |   |           |  |
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| 2         | Self assessment  | I can do it easily                      | I can, with help | I can't do it                           |           |  |
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|  | Name:   |                    | Section:                                | Date:         |  |  |
|--|---|--------------------|---|---------------|--|--|
|  |   |                    |   |               |  |  |
| Part   | 3: Extended V   | Vriting Task       |   |               |  |  |
|  | Prompt: Write a 50-word paragraph about the differences between ormal and informal greetings in your culture. |                    |   |               |  |  |
| Sam  | ple Answer:   |                    |   |               |  |  |
| In the UAE, formal greetings involve saying "As-salamu alaykum" and shaking hands, especially with elders or in professional settings. Informal greetings, like "Marhaba" or a hug, are common among friends and family. Men often touch noses as a sign of respect. These differences reflect the level of respect and familiarity. |   |                    |   |               |  |  |
| You  | r turn  |                    |   |               |  |  |
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| 3  | Self assessment   | I can do it easily | I can, with help                        | I can't do it |  |  |
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| Name: | Section: | Date: |  |
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# Part 4: Free-Response Question

"In different cultures, greetings are a way to express respect and build connections. For example, in Japan, people bow to show respect, while in Western countries, people often shake hands. In some cultures, verbal greetings are very important, such as saying 'As-salamu alaykum' in Arabic, which means 'peace be upon you.' Gestures like hugs or cheek kisses are also common in some countries. These cultural practices show how greetings can reflect traditions and values.

Moreover, greetings set the tone for interactions. A warm smile or friendly gesture can make people feel comfortable and valued. This is especially important in formal situations, such as job interviews or business meetings, where a professional greeting leaves a good impression. Greetings also create a sense of belonging in informal settings, like among friends and family. Ultimately, greetings are universal tools for building relationships and showing kindness."

Call your teacher Mr. Ahmad Khalil for any help: 0553084142

| 4 | Self assessment | I can do it easily |  | I can, with help |  | I can't do it |            |
|---|-----------------|--------------------|--|------------------|--|---------------|------------|
|   |                 |                    |  |                  |  |               |            |
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|   |                 |                    |  |                  |  |               | <b>X</b> . |



|  | Name:  |                                 | Section:          | Date:   |  |  |  |
|--|--|---------------------------------|-------------------|---|--|--|--|
| Question 1: How do greetings build connections between people? |  |                                 |                   |   |  |  |  |
|  | Sample Answer: Greetings build connections by showing respect and making others feel valued and welcome. |                                 |                   |   |  |  |  |
| You  | r turn   |                                 |                   |   |  |  |  |
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|  |  |                                 |                   |   |  |  |  |
|  |  |                                 |                   |   |  |  |  |
| Que  | stion 2: Justify   | your answer fo                  | or Question 1 us  | sing the text.  |  |  |  |
| and  | values, and the  | y set <mark>the to</mark> ne fo | or positive inter | reflect traditions ractions. A warm use of belonging. |  |  |  |
| You  | r turn   |                                 |                   |   |  |  |  |
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| 5  | Self assessment  | I can do it easily              | I can, with help  | I can't do it   |  |  |  |



|           | Name:           |                                      | Section:         | Date:                         |
|-----------|-----------------|--------------------------------------|------------------|-------------------------------|
| Unit      | 2: Personal Id  | lentity                              |                  |                               |
| Part      | t 1: Writing Ta | sk (Opinion)                         |                  |                               |
|           | k: Write your o | opinion about w                      | hy family tradi  | tions are                     |
| Incl      | ude one reason  | for your opinio                      | on.              |                               |
| Sam       | ple Answer:     |                                      |                  |                               |
|           | 9               | itions are impor<br>gether and preso |                  | ney bring family al identity. |
| You       | r turn          |                                      |                  | G                             |
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|           |                 |                                      | العنام           |                               |
| 6         | Self assessment | I can do it easily                   | I can, with help | I can't do it                 |



| Mus                 | Name:                    |                  | Section:    | Date:          |   |
|---------------------|--------------------------|------------------|-------------|----------------|---|
| Part 2: V           | Writing Plan             |                  |             |                |   |
| Task: Pla           | an your paragr           | aph about a fa   | avorite fam | ily tradition. |   |
| Sample I            | Plan:                    |                  |             |                |   |
| Main Ide            | ea: Our family o         | celebrates Nev   | w Year's to | gether.        |   |
| <b>Details:</b>     |                          |                  |             |                |   |
|                     | 1-We cook t              | raditional disl  | hes.        |                |   |
|                     | 2-We exchai              | nge gifts and s  | pend time   | together.      |   |
| Conclusi<br>memorie | ion: This traditi<br>es. | on strengthen    | s our bond  | and creates ha | appy                                    |
| Your turn           | n                        |                  |             |                |   |
|                     |                          | . <mark> </mark> |             |                |   |
| •••••               |                          |                  |             |                | •••••                                   |
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I can do it easily

Self assessment

7

I can, with help

I can't do it



| Chnols                              | Name:                          |   | Section:                                     | Date:  |          |
|-------------------------------------|--------------------------------|---|--|--|----------|
| Part 3: E                           | Extended Writi                 | ng Task   |  |  |          |
| _                                   | Write a 50-wo                  |   |  | oldest person in<br>1.   | Į.       |
| Sample A                            | Answer:                        |   |  |  |          |
| years old<br>Her stori<br>history a | l. She has taugies about her c | ht me the val<br>hildhood helj<br>ending time v | ue of kindno<br>p me unders<br>with her stro | mother, who is a less and patience stand my family engthens our bo | ?.<br>'s |
| Your turn                           |                                |   |  |  |          |
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I can do it easily

Self assessment

8

I can, with help

I can't do it



9

#### Academic Year 2024 – 2025 First Semester

| Name: | Section: | Date: |
|-------|----------|-------|
|       |          |       |

# Part 4: Free-Response Question

"Family traditions are important because they connect generations and preserve culture. For example, during holidays, many families prepare traditional meals together, which teaches children about their heritage. These traditions also strengthen relationships by creating shared experiences, like celebrating birthdays, weddings, or religious festivals.

Additionally, family traditions pass down important values. A simple tradition, such as eating dinner together every evening, teaches the value of spending quality time with loved ones. Storytelling is another tradition in many cultures where elders share life lessons and memories. This helps younger generations understand their roots and appreciate the struggles and achievements of their ancestors.

Finally, family traditions provide stability and comfort, especially during difficult times. Familiar customs remind family members of their support system and strengthen their bond. Traditions are not just activities; they are meaningful rituals that keep families united and culturally connected."



|   | Name:                                   |                                      | Section:                                | Date:          |  |
|---|---|--------------------------------------|---|----------------|--|
|   |   |                                      |   |                |  |
| Que   | stion 1: Why a                          | re family tradit                     | ions valuable?                          |                |  |
|   | _                                       | amily traditions<br>nd strengthen fa |   | _              |  |
| You   | r turn                                  |                                      |   |                |  |
|   |   |                                      |   |                |  |
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| ••••  |   |                                      |   |                |  |
| Que   | stion 2: Justify                        | your <mark>answ</mark> er fo         | or Question 1 us                        | sing the text. |  |
| Sample Answer: The text explains that traditions connect generations, teach values, and provide stability. It mentions shared experiences like storytelling and celebrating festivals, which strengthen family bonds and preserve heritage. |   |                                      |   |                |  |
| You   | r turn                                  |                                      |   |                |  |
| ••••  |   |                                      |   |                |  |
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| 10  | Self assessment                         | I can do it easily                   | I can, with help                        | I can't do it  |  |



|      | Name:           |                                   | Section:         | Date:                               |
|------|-----------------|-----------------------------------|------------------|-------------------------------------|
| Unit | 3: Clothing an  | d Accessories                     |                  |                                     |
| Part | 1: Writing Tas  | sk (Opinion)                      |                  |                                     |
|      | _               | pinion about w<br>erving cultural | =                | clothing is                         |
| Incl | ude one reason  | for your opinio                   | on.              |                                     |
| Sam  | ple Answer:     |                                   |                  |                                     |
|      |                 | l clothing is impose and shows th | -                | e it keeps our<br>f our traditions. |
| You  | r turn          |                                   |                  |                                     |
|      |                 |                                   |                  |                                     |
| 11   | Self assessment | I can do it easily                | I can, with help | I can't do it                       |



|      | Name:            |                      | Section:         | Date:           |
|------|------------------|----------------------|------------------|-----------------|
| Part | t 2: Writing Pla | an                   |                  |                 |
| Tasl | · -              | aragraph about       | a traditional o  | utfit from your |
| Sam  | ple Plan:        |                      |                  |                 |
| Mai  | n Idea: A trad   | itional outfit in    | my culture.      |                 |
| Deta | ails:            |                      |                  |                 |
|      |                  | scription of the one |                  | olors.          |
| Con  | clusion: Tradi   | tional clothing r    | eflects pride in | our culture.    |
| You  | r turn           |                      |                  |                 |
| •••• |                  |                      |                  |                 |
|      |                  |                      |                  |                 |
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|      |                  |                      |                  |                 |
| 12   | Self assessment  | I can do it easily   | I can, with help | I can't do it   |



|               | Name:  |  | Section:                                       | Date:  |  |  |  |
|---------------|--|--|--|--|--|--|--|
| Part          | 3: Extended W  | riting Task  |  |  |  |  |  |
|               | Prompt: Write a 50-word paragraph about your favorite type of clothing and how it reflects your personality. |  |  |  |  |  |  |
| Sam           | ple Answer:  |  |  |  |  |  |  |
| Spor<br>or pl | hoodies. It refle<br>tswear is comfe<br>laying basketba  | ects my active a ortable and per all. The bright o | and casual persect for my hole colors and bold | like sweatpants onality. bbies, like jogging designs I choose me feel confident. |  |  |  |
| You           | turn   |  |  |  |  |  |  |
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| 13            | Self assessment  | I can do it easily                                 | I can, with help                               | I can't do it  |  |  |  |



| Name: | Section: | <br>Date: |
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# Part 4: Free-Response Question

"Clothing plays a significant role in expressing personal identity and cultural heritage. Traditional outfits often represent the history and values of a culture. For example, sarees in India and kimonos in Japan are worn during festivals and special events to honor tradition. These garments are more than just clothes; they tell a story about the culture and its people.

Modern clothing, on the other hand, reflects practicality and individual preferences. Jeans, T-shirts, and sneakers are popular worldwide because they are comfortable and versatile. The choices people make in colors, designs, and styles often reflect their personality and lifestyle.

Clothing also creates a sense of belonging. Wearing traditional outfits during cultural celebrations strengthens community bonds, while choosing specific styles for daily life expresses individuality. Whether it's traditional or modern, clothing connects people to their roots and helps them express who they are."

Call your teacher Mr. Ahmad Khalil for any help: 0553084142

| 14 | Self assessment | I can do it easily | I can, with help | I can't do it |
|----|-----------------|--------------------|------------------|---------------|
|    |                 |                    |                  |               |
|    |                 | (• •)              | (••)             | (x x)         |



|  | Name:  |                    | Section:         | Date:         |           |  |  |
|--|--|--------------------|------------------|---------------|-----------|--|--|
| Que  | Question 1: How does clothing express personal identity?   |                    |                  |               |           |  |  |
|  | Sample Answer: Clothing expresses personal identity by reflecting an individual's style and personality. |                    |                  |               |           |  |  |
| You  | turn   |                    |                  |               |           |  |  |
|  |  |                    |                  |               | ••••      |  |  |
|  |  |                    |                  |               |           |  |  |
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|  |  |                    |                  |               | • •       |  |  |
| Que  | Question 2: Justify your answer for Question 1 using the text.   |                    |                  |               |           |  |  |
| Sample Answer: The text explains that clothing choices, such as colors and designs, reflect personality and lifestyle. Traditional clothing shows cultural heritage, while modern clothing highlights practicality and individual preferences. |  |                    |                  |               |           |  |  |
| You  | turn   |                    |                  |               |           |  |  |
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| 15   | Self assessment  | I can do it easily | I can, with help | I can't do it |           |  |  |



|      | Name:   |  | Section:         | Date:                             |  |  |
|------|---|--|------------------|-----------------------------------|--|--|
|      |   |  |                  |                                   |  |  |
| Unit | 4: Outdoor Pu   | ırsuits                                  |                  |                                   |  |  |
| Part | 1: Writing Tas  | sk (Opinion)                             |                  |                                   |  |  |
|      | Task: Write your opinion about why outdoor activities are good for mental health. |  |                  |                                   |  |  |
| Incl | ude one reason  | for your opinio                          | n.               |                                   |  |  |
| Sam  | ple Answer:   |  |                  |                                   |  |  |
|      |   | tivities are great<br>nelp people feel 1 |                  | alth because they<br>d to nature. |  |  |
| You  | r turn  |  |                  |                                   |  |  |
|      |   |  |                  |                                   |  |  |
| 16   | Self assessment   | I can do it easily                       | I can, with help | I can't do it                     |  |  |



| Name:  | Date:                                      |
|--|--|
| Part 2: Writing Plan   |  |
| Task: Plan your paragı   | aph about your favorite outdoor activity.  |
| Sample Plan:   |  |
| Main Idea: My favorite   | outdoor activity is cycling.               |
| <b>Details:</b>  |  |
| <ol> <li>It's fun and keeps</li> <li>I enjoy cycling with</li> </ol> |  |
| <b>Conclusion: Cycling is</b>  | a great way to relax and stay healthy.     |
| Your turn  |  |
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|                     | Name:                                   |   | Section:                              | Date:                 |
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| Part                | t 3: Extended V                         | Writing Task                                    |                                       |                       |
|                     | mpt: Write a 5<br>you've had.           | 0-word parag                                    | raph about a mo                       | emorable outdoor      |
| Sam                 | ple Answer:                             |   |                                       |                       |
| expl<br>nigh<br>cam | ored trails sur<br>it, we camped        | rounded by be<br>under the star<br>made me feel | s and shared sto<br>l closer to natur | y and clear skies. At |
| You                 | r turn                                  |   |                                       |                       |
|                     |   |   |                                       |                       |
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| ••••                |   |   |                                       |                       |
| ••••                |   |   |                                       |                       |
|                     |   | T aliah 4a ah                                   | on a March Albarro di E               | 71. alsi. 0552004142  |
| Best                | wisnes from you                         | ir English teach                                | er : Mir. Anmad K                     | Khalil: 0553084142    |
| 18                  | Self assessment                         | I can do it easily                              | I can, with help                      | I can't do it         |
|                     |   |   |                                       | (* x)                 |