

Informational Text (How Does the Natural World Affect us?)

18-20/22-30+32&33



Grade 7()

Vocabulary Worksheet (2)

Unit: 1/1st Semester

Student's Name: _____

Date: __ / 10 /2025

Skill/Lesson: Ecosystems (The Systems of Nature)

Educational Outcome: Recognize the meanings of the new words.

Word	Definition
nonliving	not alive
nutrients	vitamins and minerals that help an organism stay healthy
organism	a living thing
photosynthesis	process which plants make food from water, light, and carbon dioxide
reproduce	to produce new individuals
species	a category of living things that can reproduce with each other.
consume	eat or use something.
environment	the world of land, sea, and air that we live in.
interact	have an effect on each other
survive	continue to live
shelter	place that protects you from bad weather or danger
requirements	needs
tropical	hot and wet
ponds	small lakes
soil	top layer of earth in which plants grow
oxygen	gas in the air that all plants and animals need to live
breathe	take in air through the nose and mouth
energy	a source of power to do something
classified	put into groups

I. Fill in the blanks with the suitable words from the list.

ponds/ tropical/ photosynthesis/ requirements

1. Plants need sunlight for_____.
2. Getting a good degree at university is one of many _____ to have a good job.
3. _____ rainforests are full of tall trees.
4. Swimming in the _____ is dangerous.

II. Write complete sentences using the following words.

1. tropical (adj.): _____
2. species (n.): _____
3. shelter (n.): _____

III. Write synonyms of the underlined phrases below.

1. My food contains lots of vitamins and minerals that help me remain healthy.
My food contains _____ that help me remain healthy.
2. Camels eat cacti and other desert vegetation.

Camels _____ cacti and other desert vegetation.

IV. Circle the suitable form of the word.

1. Omar took a deep (**breathe** / **breath**) after doing hard exercises.
2. Ahmad likes to stay in countryside, away from hustle and bustle of a city, to (**breath** / **breathe**) fresh air.
3. My students can easily (**interact** / **interaction**) with different types of people.
4. Hashem's (**interaction** / **interact**) with people of different ages makes him sociable.
5. We can help save the (**environment** / **environmental**) by keeping it clean.
6. Mohammad and Faisal want to participate in many (**environment** / **environmental**) activities that will be held in school.

V. Write the antonym.

1. nonliving \neq _____

2. survive \neq _____

Writing Task:

After reading about **ecosystem**, write a paragraph about ecosystem summarizing what you learnt. Make sure you use at least **ten words** from the vocab you learnt from this lesson.

[illegible]

Grade 7 ()

Reading Comprehension Worksheet (2)

Unit: 2/1st Semester

Student's Name: _____

Date: _____ / _____ / 2025

Skill/Lesson: Ecosystems (The System of Nature)

Educational Outcome: Answer reading comprehension questions.

After reading “**ECOSYSTEMS** “carefully, answer the following questions.

1. What is the genre of the text “Ecosystems”?

2. What is an organism? Give some examples.

3. What is a habitat? Mention four needs a habitat provides an organism to survive.

4. What is a species? Give an example of different species.

5. Why do different organisms live in different habitats? Give an example.

6. What is a population? Give an example.

7. What is a community? Give an example.

8. Give one way populations interact in a community.

9. An ecosystem consists of two parts. Mention them giving two examples for each.

10. What would happen to a forest ecosystem if someone cut down all the trees?

11. Compare and contrast a community to an ecosystem. (similarities & differences)

12. Name three kinds of organisms in an ecosystem.

13. What are the three kinds of consumers?

14. Name two kinds of decomposers.

15. What is a fungus? Give an example.

16. How are living and nonliving things important to the natural world?

17. Describe how the different organisms interact in food chain.

Critical thinking

18: "All living things depend on nonliving things". Read the statement carefully then write down your point of view.

Real Life Question:

If trees near our school are cut down, how can this affect the environment and the animals that live there?

Grade & Section: 7 ()

Grammar Worksheet (2)

Unit: 2 /P. 30

Student's Name: _____

Date: _____ / ____ /2025

Skill/Lesson: Subject-Verb Agreement

Educational Outcome: To recognize subject verb agreement with non-count and irregular plural noun.

1. The present simple: I/we/you/they **play** football.

He/she/it **plays** football.

I/we/you/they **don't play** football.

He/she/it **doesn't play** football.

Do I/we/you/they **play** football?

Does he/she/it **play** football?

I **am** a teacher. / I **am not** a teacher.

we/you/they **are** good students. / **Are** you good students?

He/she **is** a student in grade 7. /He/she **is not** a student in grade 7.

My cat **is** white. / **Is** your cat white?

I/we/you/they **have** three siblings. / **Do** you **have** three siblings? I **don't have** three siblings.

He/she **has** three siblings. **Does** she **have** three siblings? / She **doesn't have** three siblings. My cat **has** a fluffy tail. /**Does** your cat **have** a fluffy tail? / My cat **doesn't have** a fluffy tail.

Examples:

1. Hamza **lives** in Amman.
2. My parents **live** in Amman.
3. Oil **floats** on water.
4. I always **take** sugar in tea.
5. We **like** eating pizza.
6. The first period **starts** at 8 AM.

The underlined words are non-countable nouns, so they are treated as (Singular) nouns.

1. Coffee **smells** great.
2. Milk **is** healthy for children.
3. Music **doesn't make** me feel relaxed.
4. Information **helps** people make decisions.

The underlined words are irregular plural nouns

- *Teeth **need** regular brushing.
- * Men **like** watching sports.
- *Feet **grow** sore after long hikes.
- * Sheep **graze** in the field all day.
- * Geese **fly** south in winter.
- * Women **work** in various industries.

Fill in don't or doesn't:

1. Rayan _____ like to eat fish.
2. I _____ wear eye glasses.
3. My brothers _____ like to drink milk.

Fill in do or does:

1. _____ bats sleep during the day?.
2. _____ Yamen play football on Fridays?

Fill in is or are.

1. _____ your brother a pilot?

2. _____ Yamen and Mohammad friends?

Task: write the verbs in brackets using the present simple tense-Re

1. I usually _____ at 7 o'clock. (**get up**)

2. Zaid _____ often _____ to the cinema. (**not go**)

3. _____ Beshar _____ in this city? (**live**)

4. Amman _____ the capital of Jordan. (**be**)

5. _____ the students usually _____ their work on time? (**Finish**)

6. They _____ on Fridays. (**not study**)

7. Abdullah _____ English very fluently. (**speak**)

8. Coffee _____ my favorites drink. (**be**)

9. Mice sometimes _____ inside dark attics. (**hide**)

10. Sheep _____ on grass. (**feed**)

11. My tooth _____ me. (**hurt**)

12. My teeth _____ me. (**hurt**)

13. Radar in this street always _____ down. (**break**)

14. Sunshine _____ beneficial to living things. (**be**)

15. Rain _____ after sunshine. (**come**)

16. I _____ early every day. (**not/ sleep**)

17. How often _____ Ahmad _____ guitar? (**play**)

18. This fish _____ delicious. (**not/be**)

19. Women _____ to talk. (**like**)

20. Camels _____ meat. (**not/ eat**)

21. Tareq _____ always abroad. (**be**)

22. Salah _____ to school on foot. (**not/ go**)

23. Soil _____ many nutrients. (**have**)

24. Cheese _____ made from milk. (**be**)

25. Tea _____ some materials that protect the cells of the body. (**contain**)

Writing Task:

Write about you and your family members' typical day on Friday. Make sure to use a variety of singular and plural subjects in your sentences, and pay attention to correct subject-verb agreement.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

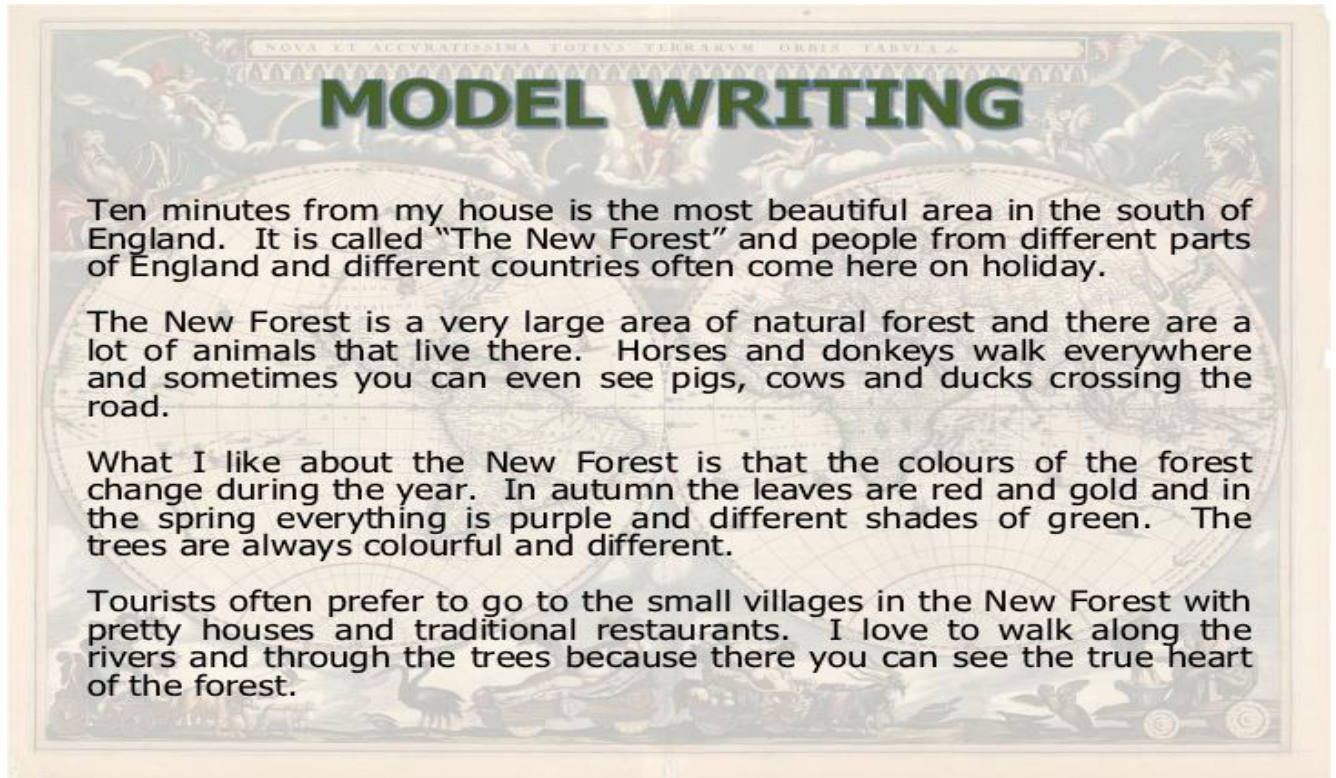
Grade & Section: 7 () Writing Worksheet (2) Unit: 2 / 1st semester

Student's Name: _____ Date: _____ / 10/2025

Skill/Lesson: Describe a place S.B.P.32/33

Educational Outcome: To write a descriptive essay.

Write about a beautiful landscape or a natural scene which has stuck in your memory.



MODEL WRITING

Ten minutes from my house is the most beautiful area in the south of England. It is called "The New Forest" and people from different parts of England and different countries often come here on holiday.

The New Forest is a very large area of natural forest and there are a lot of animals that live there. Horses and donkeys walk everywhere and sometimes you can even see pigs, cows and ducks crossing the road.

What I like about the New Forest is that the colours of the forest change during the year. In autumn the leaves are red and gold and in the spring everything is purple and different shades of green. The trees are always colourful and different.

Tourists often prefer to go to the small villages in the New Forest with pretty houses and traditional restaurants. I love to walk along the rivers and through the trees because there you can see the true heart of the forest.

*** A composition (Writing) describing a place/building should consist of:**

- 1) **An introduction** giving brief information about the name and location of the place or building and stating the reason for choosing to write about it.
- 2) **A main body** giving both general and specific details about the place or building.
- 3) **A conclusion** in which you express your feelings or opinion concerning the topic or give a recommendation.

Points to consider

***Present tenses** are normally used when describing a place or building for people. **E.g** The garden **contains** many blooming flowers.

*Descriptions of place or buildings may include **factual information** such as (age, size, color and materials). **E.g** My house has **red** brick walls with large **wooden** front door.

*Details should relate to the **senses** (sight, hearing, smell, touch, taste). **E.g** As you enter the kitchen, you can always **smell** the **aroma** of freshly baked homemade cake.

*Each paragraph should begin with a clear **topic sentence**.

* Spatial order: To the left, on top of, in the corner, near, under.....etc **E.G** To the left, a large sofa sits against the wall.

In the corner of my room, there is a dresser and **on the top of** it, there are some photos and awards.

You can use these adjectives to help you write your own descriptive piece of writing.

Atmosphere

- Exciting: with lots of interesting things to do.
- Relaxing: a place to rest and relax
- Hospitable: welcoming to guests or strangers
- Attractive / Fascinating / Popular
- Lively: full of activities
- Touristic: visited by lots of tourists
- Crowded: full of people
- Remote: far from crowded places

- **Exciting:** fun, thrilling, with lots of enjoyable things to do.
- **Expensive:** costing a lot of money.
- **Famous:** very well know, celebrated, notable.
- **Fantastic:** wonderful.
- **Fascinating:** very interesting.
- **Huge:** very big.
- **Lively:** somewhere with lots of things going on.
- **Popular:** liked by a lot of people.
- **Polluted:** dirty, contaminated.
- **Touristic:** visited by a lots of tourists.

Task 1 *Describe a Place*

Fill in the spaces with a suitable adjective from the list.

bright-narrow-peaceful- -busy- beautiful-messy-clean-crowded-ordinary-quiet-boring-new-

1. School library isn't noisy, it's _____
2. Many people eat at the restaurant, it's always-----, it's never empty.
3. My bedroom was too_____, so my mom asked me to pick up my toys.
4. I don't like that shopping mall, there's nothing to do there, it's-----
5. The department store was built a few months ago, it's _____
6. Hospitals are always very -----, they're not dirty.
7. Many people all over the world visit the museum, it's quiet_____
8. My home isn't unusual, it's really quite_-----
9. Our class has many large windows, so it's _-----, especially in the morning.



Grade & Section: 7 () Unseen Passage (2) Unit: 2 /1st Semester

Student's Name: _____

Date: _____ / ____ /2025

Educational Outcome: Answer the questions correctly

Bully for you

The makers of a controversial computer game about bullying have decided to go ahead and launch it despite calls for it to be banned. In the game, players take on the role of a new student at a school and have to fight the bullies, by punching them or hitting them with a baseball bat. Critics have said that the game encourages violence, but the makers deny this and say that, while there is violence in the game, **it** is just an amusing look at school life, besides which, the violence in the game is directed against the bullies to protect pupils who are being bullied. The makers also say that players will learn to stand up to bullies. A British politician, a former minister, has called for it to be banned as it might affect the way young people perceive violence. Anti-bullying charities have said that the game might make people respond violently to bullies, which might make things more complicated and result in injuries.

1. How is the game played?

- a. Players take on the role of the bullied students
- b. Players take on the role of the bullies
- c. Players watch bullies bothering others.

2. A word from the text which means “an action which causes destruction, pain and suffering”

- a. Anti-bullying
- b. Violence
- c. Charities

3. The bolded pronoun it refers to:

- a. The game maker
- B. The game
- c. Ahead

4. Why is the game seen as controversial?

- a. Because the violence in the game is directed against the bullies to protect pupils.
- b. Because it provokes a debate of opposing opinions
- c. Because the game might make people respond violently to bullies.

5. According to the passage the game must be banned because it might affect the way young people understand violence. (T/F)