

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

## Key Answers



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

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

ponds/ tropical/ photosynthesis/ requirements

1. Plants need sunlight for **photosynthesis** .
2. Getting a good degree at university is one of many **requirements** to have a good job.
3. **Tropical** rainforests are full of tall trees.
4. Swimming in the **ponds** is dangerous.

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II. Write complete sentences using the following words.

1. tropical : Many colorful birds live in the **tropical** rainforests near the equator.
- 2- **Species**: Scientists discovered a new **species** of frog that glows in the dark.
- 3- **Shelter**: The animals found **shelter** under the trees during the heavy rain.

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 **nutrients** that help me remain healthy.

2. Camels eat cacti and other desert vegetation.

Camels **consume** cacti and other desert vegetation.

IV. Circle the suitable form of the word.

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

## **V. Write the antonym.**

1. nonliving  $\neq$  living

2. survive  $\neq$  die

### **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.

An **ecosystem** is a place where living and **nonliving** things interact and depend on each other. Every **organism** has an important role. **Producers**, like green plants, make their own food through **photosynthesis**. **Consumers** eat other organisms to get energy. There are **herbivores** that eat plants, **carnivores** that eat other animals, and **omnivores** that eat both. **Decomposers**, such as fungi and bacteria, break down dead organisms and return **nutrients** to the soil. In a **food chain**, energy moves from the **sun** to producers and then to consumers. All these living things together keep the **balance** of the ecosystem.



Grade 7 ( )

**Reading Comprehension Worksheet ( 2 )**

Unit: 2/1<sup>st</sup> Semester

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_ / \_\_\_\_\_ / 2025

Skill/Lesson: Ecosystems (The System of Nature)

Educational Outcome: Answer reading comprehension questions.

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

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

2. What is an organism? Give some examples.

**An organism is a living thing. A huge redwood tree is an organism**

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

**A habitat is the place where an organism lives—its surroundings, or environment. A habitat provides the things an organism needs to survive, such as food, water, a livable temperature, and shelter.**

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

**A group of very similar organisms is a species, such as horses ,cows and tigers .**

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

**Different organisms live in different habitats because they have different requirements for survival. For example ,a river or lake.**

6. What is a population? Give an example.

**All the members of one species in the same area are a population. For example, all the frogs in a lake are**

**a population.**

7. What is a community? Give an example

**A community is all the populations that live together in one place, such as all the plants and animals in a desert.**

**8. Give one way populations interact in a community.**

**One way populations interact in a community is by using the same resources, such as food and shelter.**

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

**An ecosystem is made up of both the living and nonliving things in an area. Nonliving things include air, sunlight, water, rocks, and soil. However, living things include animals, plants and insects.**

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

**If someone cuts down all the trees in a forest ecosystem, it would cause serious harm. The producers (trees) would disappear, so herbivores would have no food, and carnivores that depend on them would also suffer.**

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

**A community and an ecosystem are closely related but not the same. Both include living organisms that interact with each other in a certain area. However, a community includes only living things—such as animals, plants. An ecosystem, on the other hand, includes both living and nonliving .**

**12. Name three kinds of organisms in an ecosystem.**

**\_\_ Producers ,consumers and decomposers .**

**13. What are the three kinds of consumers?**

**Herbivores ,Carnivores and decomposers .**

**14. Name two kinds of decomposers.**

**(Bacteria and Fungi)**

**15. What is a fungus? Give an example.**

**It is a plantlike organism without leaves that grows in dark, warm, wet places. Mushrooms are one kind of fungus .**

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

**Living and nonliving things are both important to the natural world because they work together to keep ecosystems healthy and balanced.**

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

**In a food chain, different organisms interact by passing energy from one to another. The sun gives energy to producers like plants, which make their own food through photosynthesis. Then, herbivores (plant-eating animals) eat the plants to get energy. Next, carnivores (meat-eating animals) eat the herbivores. Finally, decomposers, such as fungi and bacteria, break down dead plants and animals, returning nutrients to the soil.**

### **Critical thinking**

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

**I agree because all living things need sunlight, water, air, and soil to live. Without these nonliving things, plants, animals, and humans could not survive.**

### **Real Life Question:**

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

**Cutting down trees can disrupt the ecosystem: animals lose shelter and food, the air has less oxygen, and the soil may erode, harming the balance of the environment.**

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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.

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**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 **doesn't** like to eat fish.
2. I **don't** wear eye glasses.
3. My brothers **don't** like to drink milk.

**Fill in do or does:**

1. **Do** bats sleep during the day?.
2. **Does** Yamen play football on Fridays?

**Fill in is or are.**

1. **Is** your brother a pilot?
2. **Are** Yamen and Mohammad friends?

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

1. I usually **get up** at 7 o'clock. ( **get up** )
2. Zaid **doesn't** often **go** to the cinema. ( **not go** )
3. **Does** Beshar **live** in this city? ( **live** )
4. Amman **is** the capital of Jordan. ( **be** )
5. **Do** the students usually **finish** their work on time? ( **Finish** )
6. They **don't study** on Fridays. ( **not study** )
7. Abdullah **speaks** English very fluently. ( **speak** )
8. Coffee **is** my favorites drink. ( **be** )
9. Mice sometimes **hide** inside dark attics. ( **hide** )
10. Sheep **feed** on grass. ( **feed** )
11. My tooth **hurts** me. ( **hurt** )
12. My teeth **hurt** me. ( **hurt** )
13. Radar in this street always **breaks** down. ( **break** )
14. Sunshine **is** beneficial to living things. ( **be** )
15. Rain **comes** after sunshine. ( **come** )
16. I **don't sleep** early every day. ( **not/ sleep** )
17. How often **does** Ahmad **play** guitar? ( **play** )
18. This fish **isn't** delicious. ( **not/be** )
19. Women **like** to talk. ( **like** )
20. Camels **don't** eat meat. ( **not/ eat** )
21. Tareq **is** always abroad. ( **be** )
22. Salah **doesn't go** to school on foot. ( **not/ go** )
23. Soil **has** many nutrients. ( **have** )
24. Cheese **is** made from milk. ( **be** )
25. Tea **contains** 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.**

**On Fridays, I usually wake up early and pray Fajr with my family. After breakfast, my father and I go to the mosque for Jumu'ah prayer. Many people gather there to listen to the imam's sermon. After the prayer, we greet our friends and talk with our neighbors. In the afternoon, my siblings and I do our homework, while my parents rest or read the Quran. In the evening, we all eat dinner together and discuss our plans for the weekend.**

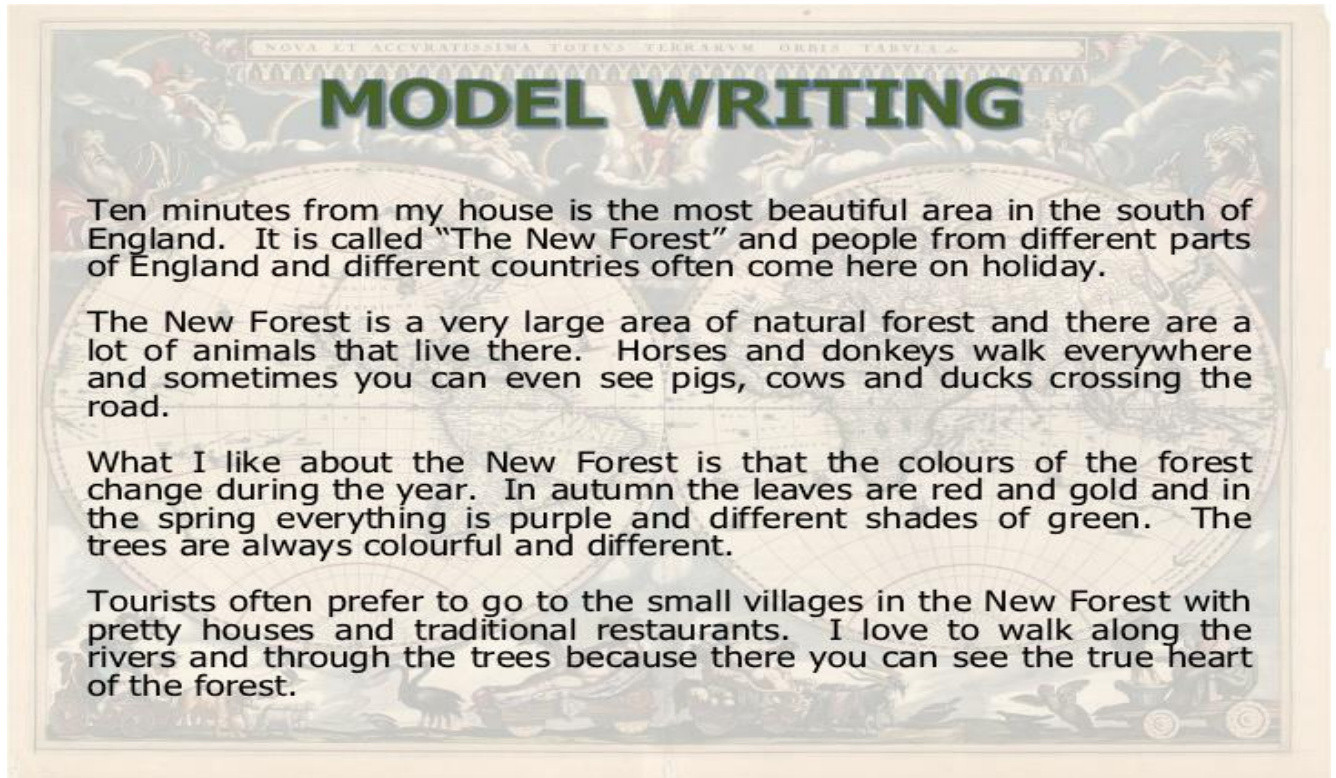
Grade & Section: 7 ( ) Writing Worksheet (2) Unit: 2 / 1<sup>st</sup> semester

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.

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

**Task 1** *Describe a Place*

- 1- School library isn't noisy, it's **quiet**.
- 2- Many people eat at the restaurant, it's always **crowded**, it's never empty.
- 3- My bedroom was too **messy**, 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 **boring**.
- 5- The department store was built a few months ago, it's **new**.
- 6- Hospitals are always very **clean**, they're not dirty.
- 7-Many people all over the world visit the museum, it's **busy**.
- 8- My home isn't unusual, it's really quite **ordinary**.
- 9- Our class has many large windows, so it's **bright**, especially in the morning.
- 10- The park near my home is **beautiful**, it has many flowers and trees.
- 11-The streets in the neighborhood are so **narrow** that there's not enough room for two cars to pass at the same time.
- 12-I'd never imagined that living in the suburbs would be so quiet and **peaceful**.

## **Writing Task**

Having read the model writing above, describe a place you have recently visited and explain why you would like to visit that place again in the future.

### **A Journey Through the Heart of Turkey**

#### **A Journey to Turkey**

**When I visited Turkey, it felt like stepping into another world full of color, sound, and life. The smell of fresh bread and roasted corn filled the air, and the call to prayer echoed gently across the city. From the first moment, I knew Turkey was a place I would never forget.**

**My first stop was Istanbul, a city where the East and West meet. The Bosphorus River shimmered like a silver ribbon under the sun, and boats moved slowly across it. I walked through the busy streets where people laughed, talked, and sold everything from bright lamps to sweet Turkish delight. Inside the Grand Bazaar, the smell of spices filled the air, and the colors of carpets and jewelry shone like rainbows. The city was noisy and crowded, but also warm and full of life.**

**Next, I traveled to Cappadocia, a place that looked like something from a fairy tale. Strange rock shapes called fairy chimneys stood tall across the land. Early one morning, I went on a hot-air balloon ride. As we rose into the pink sky, I looked down and saw valleys, cliffs, and little villages below. The air was cool, and the view made me feel free, like I was flying in a dream.**

**Finally, I visited the Mediterranean coast of Turkey. The sea was bright blue, and the waves sparkled in the sunlight. I walked barefoot on the soft sand and felt the warm wind on my face. I ate grilled fish with lemon and herbs that tasted fresh and delicious. In the evening, the sky turned orange and purple, and the world felt calm and peaceful.**

**In conclusion, Turkey is a country that stays in my heart. It is full of beauty, history, and kindness. I would love to visit again—to walk through its colorful streets, fly over its valleys, and watch the sunset by the sea. Turkey is not just a place to see—it's a place to feel.**

**Rubric:**

Content & ideas (2) / Grammar & punctuation (2) / Linking Words (2) / spelling (1) handwriting (1)

\_\_\_\_\_



Grade & Section: 7 ( ) Unseen Passage (2) Unit: 2 /1<sup>st</sup> 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**

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

a. **Violence**

3. The bolded pronoun it refers to:

**B. The game**

4. Why is the game seen as controversial?

**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)**