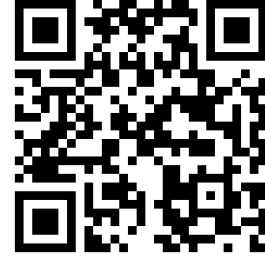


شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



## مراجعة حول مواضيع الكتابة

[موقع المناهج](#) ← [المناهج الإماراتية](#) ← [الصف السابع](#) ← [لغة انجليزية](#) ← [الفصل الثاني](#) ← [الملف](#)

## التواصل الاجتماعي بحسب الصف السابع

### روابط مواد الصف السابع على تلغرام

[الرياضيات](#)

[اللغة الانجليزية](#)

[اللغة العربية](#)

[التربية الاسلامية](#)

## المزيد من الملفات بحسب الصف السابع والمادة لغة انجليزية في الفصل الثاني

[حل أسئلة الامتحان النهائي - حينرال](#)

1

[أوراق عمل تدريبات امتحانية - حينرال](#)

2

[مراجعة قراءة وقواعد مع تدريبات](#)

3

[نصوص تدريبية امتحانية - أكسس المستوى 3.2](#)

4

[ملخص تعريفي بمفردات امتحان القراءة والقواعد المستوى 4.1 - حينرال](#)

5

# Term 2

## Writing

### Writing Summative Assessment Specifications

ECFE Alignment: Level 4.1			Term Weighting: 18% Year Weighting: 6%	Domain: Writing
Sections	Question Type	Assessment Focus	Number of Questions	Construct Limits
Part 1	Writing Task <hr/> Extended response	ENG.04.4.2.XX.013 Apply spelling rules and conventions when writing.  ENG.04.4.2.XX.014 Use basic language structures in writing.  ENG.04.4.3.XX.005 Write simple texts on familiar topics.	Marked using a rubric	Topics: Environment (animals, places)  Expected text length: 50 words

# Grade 7

## Term 2

### Writing Vocabulary

Environment	البيئة
Protect	يحمي
Wildlife	الحياة البرية
Animal	حيوانات
Habitat	موطن/ بيئة المعيشة
Place	مكان
Pollution	تلوث
dangerous	خطير
Rubbish	مخلفات
Awareness	توعية
Dangers	خطر
Reasons	سبب
Could	ممكن
Recycle	إعادة تدوير
Mammals	ثدييات
Amphibians	برمائيات
Reptiles	زواحف
posters	لوحة إرشادية
Birds	الطيور
groups	مجموعات

# How to Write a Good Paragraph

## Introduction/Topic Sentence

One sentence to directly answer the question or prompt.



## Support/Explanation

2-4 sentences to explain, give reasons for, tell more about, or prove your answer

## Conclusion

One sentence to finish your paragraph



What do you think could happen to animals if we don't recycle?





# Imagine

Talk about what you can see in the picture.



Imagine you are going on a safari.

1. What kinds of animals would you like to see?
2. What new information would you like to learn?
3. Who would you like to go with?



# Describing Animals

Use the phrases to describe the animals.

We use phrases and adjectives to describe objects/things.

*It is / They are* \_\_\_\_\_

*It has / They have* \_\_\_\_\_

*It lives / They live* \_\_\_\_\_





# Classification

Match each animal characteristic to the correct animal group.



lives in water

can fly

has a large brain

has fins

has feathers

lays eggs

breathes with lungs

can keep a constant body temperature

Mammal

Reptile

Bird

Fish





Write about the importance of protecting wildlife and the things people could do to protect animals.





## Activity 2 Match the Definitions

Match each word with the correct definition.



1. pollution
  2. dangerous
  3. environment
  4. rubbish
  5. global warming
- a. gasses, smoke or chemicals that are bad for people, animals and the planet
  - b. the earth's temperature getting higher
  - c. things we put in the bin
  - d. everything that is around us
  - e. not safe



# Modal: Could

What do you think is happening in each picture?  
Write a sentence about each picture using **could**.

**Could** is used to talk about things that are possible and to make suggestions.

We **could** feed the animals. He **could** be helping. How **could** we help?





# How to Help Wildlife

Do some research and make a list of different ways to help wildlife under the topics below. Then share your ideas with a partner.

Pollution

Loss of nature

Awareness

Community  
support





# Plan an Essay

Brainstorm ideas for a short essay.

**Protecting  
Wildlife**

Introduction

Why is it important to protect wildlife?

What will you talk about in the essay?

Main body

What are the reasons for dangers to wildlife?

What can people do to protect animals?

Conclusion

Why would it be good to make these changes?



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# Write a Descriptive Text

Write a text describing your favourite animal.

