



EDISON Global Academy

Rawdat Al Hamama

أكاديمية إديسون جلوبال

روضة الحمامة

"Empower students to learn for life and strive for excellence so that they can contribute positively to the global society"

Edison Global Academy – RH

Year 7

TERM 2 – 2025/26

End of Term 2 Exam Resource Pack

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LIVEWORKSHEETS

TEST TOPICS

Year 7

END OF TERM 2 TEST

TOPIC	RESOURCE	WEEK
Grammar: Simile and Metaphor	PowerPoint; copybook	Week 2
Grammar: Personification	PowerPoint; copybook	Week 2
Grammar: Modal Verbs	PowerPoint; worksheet; copybook	Week 3
Punctuation: Apostrophe	PowerPoint; worksheet	Week 3
Punctuation: Colon	PowerPoint; WB pg. 69-70	Week 4
Grammar: Expanded Noun phrases	PowerPoint; copybook	Week 5
Grammar: Active and Passive voice	PowerPoint; copybook; worksheet	Week 6
Grammar: Inferences	PowerPoint; copybook; worksheet	Week 6
Grammar: Direct Speech	PowerPoint; Cam WB pg 32-33	Week 8
Punctuation: Ellipsis	PowerPoint; WB pg 83-84	Week 8
Writing: Summary	PowerPoint; worksheet	Week 6

Section A: COMPREHENSION 1 – FICTION

Read the passage carefully before answering the questions.

The sun slowly lowered behind the rooftops of the neighbourhood as the streets filled with gentle movement. Shopkeepers pulled down their shutters, children hurried home with their schoolbags bouncing on their backs, and the warm smell of freshly baked bread drifted from the nearby bakery.

Aisha walked beside her grandmother, holding her hand as they crossed the quiet road. Birds fluttered above the palm trees, settling on the tall branches as the sky turned shades of orange and purple.

From the mosque, the call to prayer echoed softly, spreading across the community like a familiar song. Doors opened, families gathered, and laughter floated through the air. For Aisha, this was the most peaceful moment of the day — when everyone slowed down, shared stories, and felt close to one another.

Questions

1. **Identify** two activities people were doing in the neighbourhood.

2. **Describe** how the setting changes as evening arrives.

3. **Explain** how the writer creates a calm and peaceful atmosphere. Refer to two words or phrases.

4. **Infer** why Aisha enjoys this time of day. Use evidence from the text.

5. **Evaluate** why community life is shown as important in the passage.

6. **Predict** what might happen next in the evening and justify your answer.

Section A: COMPREHENSION 2 – NON-FICTION (INFORMATIONAL TEXT)

Read the article carefully.

Qatar is a country that respects its traditions while continuing to develop as a modern society. Families play a central role in daily life, and many people believe that spending time together strengthens relationships and teaches children important values such as respect and responsibility.

In the evenings, families often gather for meals, help younger children with homework, and talk about their experiences during the day. These routines help create strong bonds and support learning both at home and at school.

Education is highly valued across the country. Students are encouraged to work hard, listen to their teachers, and aim for success. At the same time, Qatar has built museums, libraries, and cultural centres to protect its history, while modern buildings and technology show the nation's progress toward the future.

Questions

1. **Identify** two family routines mentioned in the article.

2. **Explain** why family time is important in Qatari society.

3. **Infer** how the writer feels about Qatar's development. Support your answer with evidence.

4. **Compare** the role of tradition and modern life as shown in the text.

5. **Summarise** the main ideas of the article in two or three sentences.

6. **Evaluate** how education supports both tradition and progress in Qatar.

COMPREHENSION 3 – ATMOSPHERE & INFERENCE (HIGHER-ORDER)

Read the passage carefully.

The narrow street lay silent under the pale glow of the streetlights. A loose sign swung back and forth in the wind, tapping softly against the wall. Shadows stretched along the ground as clouds drifted slowly across the moon.

From inside one of the houses came the faint sound of footsteps, followed by the slow creak of a door opening. The air felt heavy, and every small noise seemed louder than it should have been.

Questions

1. **Identify** one example of personification in the passage.

2. **Describe** the setting in your own words.

3. **Explain** how the writer creates a mysterious and tense atmosphere. Refer to two language choices.

4. **Infer** how a character might feel in this situation. Use evidence from the text.

5. **Predict** what might happen next and justify your answer.

6. **Evaluate** why the writer chose a quiet setting for this scene.

Grammar Practice Revision Questions

Similes and Metaphors

Video: <https://www.youtube.com/watch?v=kGzW7yU0cOU>

Simile: A comparison using the words like or as.

Metaphor: A direct comparison without using like or as.

Example: My mind is a puddle in the street reflecting green.

This is an example of a Simile / Metaphor

What two things are being compared?

"The speaker is comparing **his mind** to **a puddle**."

Read each example. **Determine** whether this is a simile or metaphor. Choose your answer and explain what is being compared.

1. **The faces at the street crossing shine like a row of coins on a pantry shelf.** Simile / Metaphor
What two things are being compared?

2. **The boy overwhelmed the boxer with avalanches of punches.** Simile / Metaphor
What two things are being compared?

3. **The musician sang sweet webs of sound.** Simile / Metaphor
What two things are being compared?

4. **A hundred miles of landscape spread before me like a fan.** Simile / Metaphor
What two things are being compared?

5. **We were crushed by the hammer of sunlight.** Simile / Metaphor
What two things are being compared?

6. **Fear fell from us like steel armor.** Simile / Metaphor
What two things are being compared?

7. **The night is as cold as a sharp sword.** Simile / Metaphor
What two things are being compared?

8. **Her voice was like water bubbling from a silver jar.** Simile / Metaphor
What two things are being compared?

9. **Children are the most beautiful flowers of all.** Simile / Metaphor
What two things are being compared?

10. **There I waited, crouched behind my pointed wall of words.** Simile / Metaphor
What two things are being compared?

Personification 1

Video: <https://www.youtube.com/watch?v=YhleJRpyb-Y&t=372s>

Personification is when non-human things are described as if they have human qualities, feelings, or actions. **Example:** *The tress danced in the wind.*

Explain the meaning of the personification in each sentence.

1. The sky spat at us as we ran for cover.

2. The grass whispered happily all afternoon.

3. The thunder warned us we had better stay inside.

4. The carpet quickly drank down the water I spilled.

5. Evening settled in alongside the neighborhood houses and cars.

Personification 2

Personification is a type of figurative language that attributes human characteristics to non-human things (objects, animals, etc.)

EXAMPLE:

The windows were open. A playful breeze crept inside, tickling the flowers, whose heads drooped over the edge of the porch rail. The breeze tried to creep closer to dance, but the door only shut with a loud slam.

In the example, the breeze is given characteristics of a playful child. The wind is also given a human trait, as it tries to climb through a window and sweep through the house, causing the door to slam shut.

Explain the personification in each sentence.

1. The old sofa groaned as we all sat down at once.

2. The clock sang loudly to wake me up in the morning.

3. The wind howled through the narrow streets at night.

4. The chorus of birds cheered happily as the sun rose.

5. The waves danced across the surface of the sea.

6. The thunder clapped angrily in the sky.

7. The leaves waved goodbye as autumn arrived.

8. The sun smiled warmly down on the children playing.

Modal Verbs

Video: <https://www.youtube.com/watch?v=hbDzdtDXRdQ>

Modal verbs are special verbs that help us express different meanings, like **ability, permission, possibility, and obligation.**

Modal verbs include words like can, could, may, might, must, shall, should, will, and would.

Exercise 1: Fill in the Blanks

Fill in the blanks with the correct modal verb from the options provided.

1. You _____ finish your homework before going out. (must/should)
2. She _____ play the piano beautifully. (can/might)
3. We _____ go to the park if it stops raining. (may/could)
4. _____ you help me with my project? (Can/May)
5. He _____ be at home; his car is in the driveway. (must/can)

Exercise 2: Choose the Correct Modal

Select the correct modal verb to complete each sentence.

1. You _____ wear a helmet when riding a bike. (should/might)
2. I _____ go to the party if I finish my work early. (can/may)
3. They _____ not know about the meeting yet. (might/can)
4. I _____ help you with your homework if you want. (could/must)
5. She _____ be sleeping right now; she was very tired. (may/must)

Exercise 3: Rewrite these Sentences

Rewrite the sentences using a modal verb.

1. It is necessary for you to see a doctor.

You _____ see a doctor.

2. It is possible that she will come to the party.

She _____ come to the party.

3. It is not allowed for you to smoke here.

You _____ smoke here.

4. It is advisable for him to study harder.

He _____ study harder.

5. I have the ability to swim well.

I _____ swim well.

Apostrophe 1

Video: <https://www.youtube.com/watch?v=vc5quu-Ma7U>

Apostrophe for **contraction** - a punctuation mark used to contract two words together.

Apostrophe for **possession** - a punctuation mark used to show if a noun belongs to another singular or plural noun.

1. Apostrophe for Contraction

This is used to join two words together by leaving out some letters.

Examples:

- it is → **it's**
- do not → **don't**
- they are → **they're**

2. Apostrophe for Possession

This is used to show that something belongs to someone or something.

Examples:

- the boy's bag (the bag belongs to the boy)
- the girls' classroom (the classroom belongs to the girls)

Remember:

- ✓ Use an apostrophe when letters are missing
- ✓ Use an apostrophe to show ownership
- ✓ Do not use an apostrophe to make words plural

Apostrophes – Practice Activity

Read the sentences from the story "*Cole's Kingdom*".

The words containing an apostrophe have been underlined.

1. "It's a bit like a journey to another world, isn't it?" said Cole, craning over his sister Mara to catch a glimpse of Grandma Jenny's house through the trees. "It's like a window through time..."

- "I'm trying to sleep," said Liam, as Dad swung the car round a tight bend, causing the wheels to skid.
- "She doesn't have a proper TV, either — just that boxy thing, and her phone is stuck to the wall. I mean, it has buttons! It's like she lives in a museum."
- Cole told Grandma Jenny about his friend Leo, and his birthday party at the trampoline centre that had ended with a trip to A&E and Leo's arm in plaster.
- "Cole," said Mum, "we're dying of thirst out here."
She brought in another armload of empty boxes from the car, her face beaded with sweat.
"Stop talking Grandma's ear off. Could you get us something to drink, please?"

Task

Write the words containing an apostrophe in the correct column of the table below.

- If the word is a **contraction**, write its **longer form** in the last column.
- One example has been done for you.

Possession	Contraction	Longer Form
	It's	It is

Challenge

Write the missing contraction words to replace the longer forms below:

"Well, [do not] tell Grandma that, for goodness' sake," said Mum. "[You will] hurt her feelings."





Apostrophe 2

Read the extract from the story "Cole's Kingdom".

"It's a bit like a journey to another world, isn't it?" said Cole, craning over his sister Mara to catch a glimpse of Grandma Jenny's house through the trees. "It's like a window through time..."

"I'm trying to sleep," said Liam, as Dad swung the car round a tight bend, causing the wheels to skid.

Cole ignored his brother. "I mean, Grandma Jenny's house must be a hundred years old at least. It's so crumbly."

"Nearly three hundred," Mum corrected.

"She doesn't have a proper TV, either — just that boxy thing, and her phone is stuck to the wall. I mean, it has buttons! It's like she lives in a museum."

"Well, don't tell Grandma that, for goodness' sake," said Mum. "You'll hurt her feelings."

Cole told Grandma Jenny about his friend Leo and his birthday party at the trampoline centre that had ended with a trip to A&E and Leo's arm in plaster.

"Cole," said Mum, "we're dying of thirst out here." She brought in another armload of empty boxes from the car, her face beaded with sweat.

"Stop talking Grandma's ear off. Could you get us something to drink, please?"

Task

Write the words containing an apostrophe in the correct column of the table below.

- You only need to write each word **once**, even if it appears more than once in the text.
- If the word is a **contraction**, write the **longer form** in the last column.
- One example has been done for you.

Possession	Contraction	Longer Form
	It's	It is

Colon

Video: <https://www.youtube.com/watch?v=NKWdStFFkj8&t=8s>

Colons often **introduce an explanation**. The phrase that comes after the colon usually **explains or expands** on what came before it. It is also used before **a list, quotation, answer** or to **provide contrast**.

: The Colon

There are **three correct uses** for a colon in a sentence:

✓ **1. To introduce a list**

(when the list follows a complete sentence)

✓ **2. To introduce a quotation**

(when the quotation is not part of a complete sentence)

✓ **3. To introduce an explanation**

(when the explanation follows a complete sentence)

Add a colon to each sentence where needed. Write the **number of the rule (1, 2, or 3)** that applies on the line.

- _____ 1. I answer to three names Sharon, Sherry and Cher.
- _____ 2. I love all animals dogs, cats, horses, all of them!
- _____ 3. I got promoted I have done so much for the company.
- _____ 4. Truer words were never said "If one does not keep pace with his companions, perhaps it is because he hears a different drummer."
- _____ 5. There are a lot of ways my cat shows affection he purrs, he head-bumps me, and he sits on my lap.
- _____ 6. I have three students in mind Mary, Joe, and Tony.
- _____ 7. His revelation startled us "I found the buried treasure."
- _____ 8. We couldn't believe what she said next "Test today!"
- _____ 9. I failed the test I couldn't remember anything.
- _____ 10. We relocated the groundhogs we didn't want to hurt them.

Expanded Noun Phrases 1

Video: <https://www.youtube.com/watch?v=PAvbTW3rUUo&t=2s>

An expanded noun phrase is a phrase that includes a noun and additional words that give more detail or information about that noun. These details can include: **adjectives, determiners, prepositions** and other descriptive elements that enhance the meaning of the noun.

Read the following sentences. Underline or circle the expanded noun phrase in each sentence.

1. The brightly-coloured parrot flew through the canopy.
2. After his lunch, Harold ate a sweet, delicious chocolate brownie.
3. Under the waves, the stripy fish swam quickly through the reef.
4. In a forest clearing, a dark, mysterious jaguar sauntered by the water.
5. "Pass me the blue shoes please," Mum asked Sophia.
6. As John sat at the bus stop, he saw three large, black cars go past.
7. "These strawberry yoghurts are out of date!" complained the customer in the shop.
8. "Whose is this writing pencil?" asked the teacher as she held it in the air.
9. When he reached the top, the climber stared at the vast, breath-taking view.
10. Happy and elated, the winning team held their trophy in the air.

Expanded Noun Phrases 2

Read the following sentences. Underline or circle the expanded noun phrase in each sentence that has been expanded using a prepositional phrase.

1. Under the waves, the fish with the jagged fins swam swiftly through the reef.
2. The cat under the bush was drenched and shivering.
3. From the cave, a dragon with deadly claws came crashing out.
4. At the stables, Aisha chose to ride the horse with a black mane.
5. Charlie reached for the chocolates on the top shelf.
6. The wizard in the purple robe waved his magic wand and they all disappeared.
7. Jason had always known that the house adjacent to the park was occupied by witches.
8. "Please pass me the keys from the top drawer," Dad said to Brian.
9. Make sure you water the plant on the windowsill whilst we are gone.

Active and Passive Voice

Video: <https://www.youtube.com/watch?v=xL0TxFD63ZM>

Active voice emphasizes the subject performing the action, while passive voice focuses on the action being done to the subject.

What is Active Voice? In active voice, the subject of the sentence performs the action expressed by the verb. The structure is typically: **Subject + Verb + Object**

What is Passive Voice? In passive voice, the subject of the sentence receives the action rather than performing it. The structure is usually:

Object (Recipient – who/what) + Form of 'to be' + Past Participle + (by + **Subject**)

Active to Passive Voice

Change the following sentences from active to passive voice.

1. She elected him the team lead. _____
2. The boys laughed at the beggar. _____
3. The police caught the thief. _____
4. The soldiers attacked the troupe of the enemy. _____
5. The cat split the jug of water. _____
6. She has ordered the pizza. _____
7. She will complete her task. _____
8. They will have received the money. _____
9. We grow vegetables. _____
10. Ben kicked the ball. _____

Passive to Active Voice

Change the following sentences from passive to active voice.

1. A novel has been written by Sita. _____
2. His lessons have been learned by him. _____
3. Has the work been completed by you? _____
4. Was the work completed by her? _____
5. The burglar has been caught by the police. _____
6. The match has been won by the boys of our school. _____
7. The tiger has been caught by the hunter. _____
8. Patients are looked after by the doctors. _____
9. My kit was stolen by somebody yesterday. _____
10. The man is arrested by the police. _____