Emirates Schools Establishment
Green Mubazzarah School Cycle 3

Final Assessment Booklet
Twelve- Advanced
Term 1
2023-2024

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Grammar Point # 1
Present continuous passive

Example:

Why haven't the IT students completed the online project?

The students' laptops are being replaced so they don't have access.

Meaning:

The students cannot do any online work right now because they do not have their laptops.

Rule:

object + is / are + being + past participle+(by subject)

Usage:

We use the present continuous passive to talk about actions ongoing at the moment of speaking. The passive voice is used to focus on the receiver of the action, not on who is carrying out the action.

Other examples:

- A new fuel-free car is being developed as a national project in the interests of protecting the environment.
- In today's connected world, people's opinions are being shaped by their contacts on social media.
- Whether artificial intelligence can be used effectively in education is being considered in many schools across the country.

Grammar Point # 1

Present continuous passive

Q1. Change into passive:

1. The senior management team is reviewing the report.

The report is being reviewed by the senior management team.

2. The IT team is installing new software on all the office computers.

New software is being installed on all the office computers by the IT team.

3. The members are discussing the project in the boardroom right now.

The project is being discussed in the boardroom right now by the members.

Q2. Choose the correct answers:

4. A team of skilled artists are decorating the event venue.
Change into passive

- ❑ The event venue are being decorated by a team of skilled artists.
- ❑ A team of skilled artists are being decorating the event venue.
- ❑ The event venue is being decorated by a team of skilled artists.

5. The experiments ----------in the laboratory as we speak.

- ❑ are be conducted
- ❑ is being conducted
- ❑ are being conducted

6. Workers are carrying out repairs on the damaged road.
Change into passive.

- ❑ Workers are being carried out on the damaged road.
- ❑ Repairs are being carried out on the damaged road.
- ❑ Repairs is being carried out on the damaged road.

Grammar Point # 2

Mixed Conditionals

Example:

If I had studied harder, I would be at university now.

Meaning:

The person is thinking about being at university now. However, he is not actually there because he did not study hard enough in the past. The speaker is thinking about past actions and their present results with regret.

Rule:

Past condition / present result

If + past perfect, would/wouldn't + infinitive

Usage:

We use mixed conditionals with past perfect in the if clause to describe a hypothetical past action and to imagine the results of that action in the present. If the speaker had studied hard (but they didn't study hard), they would currently be at university (but they are not at university).

Other examples:

- If I had learned the language, I would be enjoying this foreign film without subtitles.
- If she had continued learning code, she would have a programming job now.
- I would still be in Sharjah if my father hadn't got that job in Abu Dhabi.

Grammar Point # 2

Mixed Conditionals

1. If she ----------harder, she ----------the exam.
   - ❑ had studied – would pass
   - ❑ studied – would passed
   - ❑ had study – would have passed

2. If they ----------on time, they ----------the train.
   - ❑ had arrived – would catch
   - ❑ arrived- had caught
   - ❑ would have arrived – had caught

3. If I ----------the answer, I ----------my hand.
   - ❑ knew – would have raised
   - ❑ had knew – would have raised
   - ❑ had known – would raise

4. He ———— a new car if he ----------more money.
   - ❑ had bought – would have saved
   - ❑ would buy– had saved
   - ❑ bought – had saved

5. I ----------her with the project if she ----------me earlier
   - ❑ would helped – had told
   - ❑ would help – had told
   - ❑ helped – would have told

6. If they ----------more, they ----------the game.
   - ❑ practiced – would won
   - ❑ had practiced – would win
   - ❑ had practiced – would have won

Grammar Point # 3
Modals: present modals (deduction)

Example:

When we saw the shop's lights were off, we knew they must have closed.

Meaning:

The speaker guessed that the shop was no longer open when they noticed the lights were not on.

Rule:

subject + 'must / can't / might / could' + be

subject + 'must / might / could' + have + past participle (V3)

Usage:

We use modals of deduction to make guesses about something based on the information that we have.

When we are sure of something, we use 'must,' 'must have' or 'can't.'

When we are less sure, we use 'might' or 'could.'

Other examples:

- I think companies must be using advanced algorithms to personalize content on my social media. It always seems tailored directly to my interests.
- She is surrounded by family and friends so she can't be sad.
- She might have forgotten about the meeting yesterday because she wasn't there.

Grammar Point # 3

Modals: present modals (deduction)

1.He ----------the chef **because the food tastes exquisite**.

- ❑ must be
- ❑ must been
- ❑ might be

2.The way she plays the piano suggests she ----------professional training.

- ❑ could have had
- ❑ could had had
- ❑ could have

3.With his speed, he ----------a track athlete in the past.

- ❑ might been
- ❑ might have been
- ❑ must have being

4.The noise coming from the kitchen ----------that someone was cooking.

- ❑ may have indicated
- ❑ might indicating
- ❑ could indicated

5.Given her knowledge of the subject, she ----------a professor or a researcher.

- ❑ should be
- ❑ should have being
- ❑ should have

6.The presence of footprints in the sand indicates someone ----------here recently.

- ❑ must have walked
- ❑ might have walked
- ❑ must have walk

Grammar Point # 4

Adjectives (comparatives)

Example:

Sarah performed better in the final exams than she had ever expected.

Meaning:

Sarah was not expecting to get a high score in the end-of-term exams, but she did.

Rule:

Can use 'than' + an increasing range of non-finite clauses (to-infinitive, reduced clause) forming the second part of a comparison after a comparative adjective.

comparative phrase + ‘than’ + to infinitive

comparative phrase + ‘than’ + past participle

Usage:

We use comparative adjectives and phrases followed by ‘than’ when comparing two noun or verb phrases or clauses.

Other examples:

- It is considered a more valuable use of time to plan before travelling than to book hotels when you arrive.
- She always worked many more hours than required to make sure her work was perfect.
- It is much easier to consider eating healthy food, Ahmed thought, than to actually eat a healthy diet.

Grammar Point # 4

Adjectives (comparatives)

1.She is more likely to succeed than to fail in her activities.

2.He is more inclined to listen than to speak in group discussions.

3.The team is more apt to win than to lose this crucial match.

4.She is more likely to help than to ignore someone in need.

5.They are more inclined to innovate than to follow established practices.

6.He is more willing to adapt than to remain motionless in his ways.

7.The cat is more likely to relax than to become agitated around strangers.

8.She is more prone to forgive than to hold grudges against others.

9.The company is more apt to expand than to downsize its operations.

10.He is more likely to volunteer than to wait for instructions.

1.She had never felt more accomplished than she had after completing her first marathon.

2.He was more relieved than he had ever been once he found his lost wallet.

3.They had traveled farther than they had ever dreamed before settling in their new home.

4.She had never been prouder than she had been when she received the prestigious award.

5.The team had achieved more victories than they had in the entire previous season.

6.He had eaten a better meal than he had ever experienced at that restaurant.

7.She had felt more fulfilled than she had after finishing her passion project.

8.They had never felt more united as a family than they had during their vacation.

9.He had learned more in that workshop than he had in all his years of formal education.

10.She had accomplished more goals than she had initially set for herself.

Grammar Point # 5

Adjectives ((superlatives)

Example:

It's the best car that you can buy because of its low petrol consumption.

Meaning:

This particular vehicle is better than any other as it doesn't use a lot of petrol.

Rule:

superlative adjective + noun + 'that' clause

'by far' / 'among' / 'one of' + the + superlative adjective

Usage:

We use superlative adjectives with a 'that' clause to express uniqueness and that something or someone is either the top or bottom of a specified group. We use adverbial phrases such as 'by far' to intensify the superlative. 'Among' or 'one of' with a superlative is used to say there are several 'bests', for example, but only a small number.

Other examples:

- She is by far the most enthusiastic colleague that I've met in our company.
- This is the one of the worst, most boring films that I have ever seen.
- It's among the most useful designs that I have ever seen because it meets all the requirements.

Grammar Point # 5

Adjectives ((superlatives)

1.He's by far the most dedicated teacher that I've encountered in my academic journey.

2.This is one of the most innovative, groundbreaking inventions that I have ever come across.

3.It's among the most compelling novels that I have read due to its intricate storytelling.

4.She is by far the most skilled artist that I have ever had the pleasure of working with.

5.That restaurant is one of the most delicious, charming places that I have dined at.

6.This solution is among the most efficient strategies that I have implemented in my business.

7.He is by far the most articulate speaker that I have ever listened to on the subject.

8.It's one of the most striking, breathtaking landscapes that I have seen in my travels.

9.This book is among the most thought-provoking, insightful pieces that I've read.

10.She is by far one of the most resilient, hardworking individuals that I have had the privilege to know.

Grammar Point # 6
Passive reporting statements

Example:

It is thought that the new owner of the company is a highly-skilled programmer.

Meaning:
People (in general) think that she is a good programmer, but we don't know who the people are.

Rule:

It + be + 'believed / reported / thought' + that + verb phrase

Usage:
We use passives with reporting verbs 'thought / considered/believed' to report beliefs, reports, rumors, etc. when we want to obscure the source of the information, or where the source of the information is not important. The emphasis is on the information that is being reported, not the people who are reporting it.

Other examples:

- It is reported that they are the most talented chefs in town.
- It was believed that everyone had passed the exam.
- It is now thought that the rain will continue well into next week.

Grammar Point # 6

Passive reporting statements

1.It is speculated that the team will win the championship this season.

2.It was believed that the project had been completed ahead of schedule.

3.It is rumored that she will be promoted to a higher position.

4.It was understood that the new policy had been implemented for better efficiency.

5.It is suspected that he might have been involved in the incident.

6.It was anticipated that the sales figures would soar after the marketing campaign.

7.It is predicted that the stock market will experience a surge in the coming months.

8.It was assumed that the event had been canceled due to bad weather.

9.It is suggested that she might be the best candidate for the job.

10.It was forecasted that the hurricane would cause extensive damage to the coast.

11.It is rumored that they might be relocating to a different city.

12.It was known that the award had been given to the most deserving candidate.

13.It is anticipated that the new technology will revolutionize the industry.

14.It was suspected that someone had accessed the confidential files without permission.

15.It is predicted that the company's profits will double by the end of the fiscal year.

Language Function

1. Speculating and making deductions

Examples:

- It is difficult to say, but I think that artificial intelligence might permanently take the jobs of many people, such as artists and authors.
- Dubai police believe that the suspect must have been from outside of the local community.
- You ought to have your locks changed. There have been many robberies.

2. Describing causes and consequences

Examples:

- The widespread use of smartphones has changed the way we communicate and made information more accessible.
- Artificial intelligence is rapidly replacing the jobs of humans, resulting in increased profits for companies but decreased job satisfaction for people.
- Exhaustion and ill health are a result of a poor work-life balance.

3. Comparing and contrasting

Examples:

- A doctor designs the treatment plans, while a nurse carries them out.
- He completed the required assignments more quickly than his struggling peers.
- Tablets offer a significantly more user-friendly experience compared to laptops.

Inference

The skill of inference involves using clues or information provided in a text or situation to draw conclusions or make interpretations that are not explicitly stated. inference enhances critical thinking, reading comprehension, and analytical skills.

1. **Reading Passages:** Provide short passages, stories, or poems and students make educated guesses or predictions about elements not explicitly mentioned. Students should support their inferences with evidence from the text.

2. **Visual Inference:** Show pictures, paintings, or photos without giving any background information. Students infer what might have happened before or after the image was captured. Students explain their reasoning.

3. **Context Clues:** Choose a few unknown words from a text, and students infer their meanings based on the surrounding sentences or paragraphs. This helps students understand how to use context to make inferences.

4. **Dialogue Analysis:** Provide dialogues between characters from a story or play. Students infer the relationships, feelings, or motives of the characters based on their conversation.

Inference Activities

Directions: Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

Every day after work Paul took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag; Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight up the stairs to the shower as he was instructed. He would eat dinner with her after he was "presentable," as Alice had often said.

1. What type of job does Paul do?

Paul works some kind of job that requires him to get dirty.

Evidence from the text: P

Paul's clothes are muddy everyday.

2. Describe Alice:

Alice is very clean person with good deal of control over the household.

Evidence from the text:

She orders Paul to follow a cleaning procedure and she inspects him.

3. What relationship do Paul and Alice have?

They are mother and son, or husband and wife.

Evidence from the text:

_____

_____

Crack! Thunder struck and rain poured. Max stared blankly out the window, trying to contain his emotions that raged like the weather. He was beginning to lose it. Dropping the kite from his hand, Max broke out into full sobs. His mother comforted him, "There, there, Max. We'll just find something else to do." She began to unpack the picnic basket that was on the counter and offered him a sandwich. Max snapped, "I don't wanna sand-mich!" A flash from the sky lit up the living room. *Boom!* Mom sighed.

1. Why is Max upset?

It is raining and he cannot go outside to play.

Evidence from the text:

He drops his kite and begins crying.

2. What was Mom planning on doing today?

She was going to take Max on a picnic.

Evidence from the text:

She unpacks a picnic basket.

Inference Activities

Directions: Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

"Tommy!" Mom called out as she walked in the front door. "Tommy," she continued shouting, "I sure could use some help with these groceries. There was still no reply. Mom walked into the kitchen to put the grocery bags down on the counter when she noticed shattered glass from the picture window all over the living room floor and a baseball not far from there. "I'm going to kill you, Tommy!" Mom yelled to herself as she realized that Tommy's shoes were gone.

1. What happened to the window?

Tommy broke the window playing baseball.

Evidence from the text:

Tommy ran away and the baseball is evidence.

2. Why did Tommy leave?

Tommy fears his mother.

Evidence from the text:

Tommy's mother issues a hyperbolic death threat.