Emirates Schools Establishment
Green Mubazzarah School cycle 2&3
English Department

Term One
Final Exam Booklet

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This booklet belongs to

_____

Grade Twelve

_____

2024-2025

Assessment	Weighting	
	Term	Year
School-Based Assessment	40%	15%
Reading and Writing Summative Assessment	60%	20%

Topic(s): Culture and customs, technology, people.			
ECFE Grammar	**Prerequisite**	**GSE Grammar**	**Functional Language**
Passives: with reporting verbs	Can report current and future plans and intentions. (42)	Can use 'it is/was believed/reported that' + VP to report beliefs, reports, rumours, etc. (67)	Expressing opinion Describing past experiences and events Comparing and contrasting
Passives: present continuous passive	Can use the present simple passive. (48)	Can use present continuous passive in complex sentences. (see English Grammar Profiler)	
Conditionals: second conditional	Can describe hypothetical (counterfactual) results of a current action or situation using the second conditional. (48)	Can use 'as if/as though' with the past simple to refer to hypothetical or counterfactual circumstances. (70)	
Modals: deduction	Can use 'must' and 'can't' for inferences and assumptions in the present. (49)	Can use a wide range of modals of deduction in complex sentences. (see English Grammar Profiler)	
Adjectives: comparatives	Can make comparisons with 'more' + longer adjectives. (36)	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. (see English Grammar Profiler)	
Adjectives: superlatives	Can form the superlative of longer regular adjectives with 'most'. (36)	Can use a superlative adjective (+ noun) (+ 'that') followed by a clause to talk about something unique. (see English Grammar Profiler)	

Culture and customs	Technology	People
venue	functional	mature
occasion	capacity	respectful
expense	artificial intelligence	optimism
representative	guidance	pessimism
celebration	interpret	identity
appropriately	transform	concentration
interruption	electronic	practical

Bloom's	Part	Activity	Weighting	Bloom's	Part	Activity	Weighting
Remember and Understand Application and analysis Higher-order thinking	1	Opinion	5%	Remember and Understand (c.25%)	5	Below-level MAZE	13.33%
	2	Plan	5%		6	At-level MAZE	13.33%
Remember and Understand Application and analysis Higher-order thinking	3	Essay	25%	Application and analysis (c.35%)	7	Below-level reading text questions	13.33%
					8	At-level reading text questions	2.5%
					9	At-level reading text questions	12%
Higher-order thinking (5%)	4	Inference question	2%		10	At-level reading text questions	5.5%
		Justification question	3%				

Vocabulary List

Word	English Meaning	Arabic Meaning
Venue	The place where an event or activity happens.	مكان / موقع الحدث
Occasion	A particular event or happening, especially one of importance.	مناسبة
Expense	The cost incurred for something.	تكلفة نفقة
Representative	A person chosen or appointed to act or speak for others.	مندوب - ممثل عن
Celebration	A social event to mark a special occasion.	احتفال
Appropriately	In a manner that is suitable or proper in the circumstances. Properly	بشكل مناسب
Interruption	The action of stopping or hindering an ongoing activity or process.	مقاطعة
Functional	Designed to be practical and useful rather than just attractive.	وظيفي / عملي
Capacity	The maximum amount that something can contain or the ability to do something.	سعة / قدرة
Artificial intelligence	The simulation of human intelligence by machines, especially computer systems.	الذكاء الاصطناعي
Guidance	Advice or information aimed at resolving a problem or difficulty.	إرشاد / توجيه

Vocabulary List

Word	English Meaning	Arabic Meaning
Interpret	To explain the meaning of something or to translate.	يفسر / يترجم
Transform	To change the form, appearance, or structure of something.	يحول / يغير
Electronic	Relating to or using devices or systems that operate using electrical signals.	إلكتروني
Mature	Fully developed physically or mentally.	ناضج
Respectful	Showing politeness or regard for others.	محترم
Optimism	Hopefulness and confidence about the future.	تفاؤل
Pessimism	A tendency to see the worst aspect of things or believe that the worst will happen.	تشاؤم
Identity	The characteristics that define a person or thing.	هوية
Concentration	The action or ability to focus one's attention or mental effort.	تركيز
Practical	Concerned with the actual doing or use of something rather than theory or ideas.	عملي

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.

Name		Grade	

Present continuous
Passive

Activity:
Rewrite the sentence into passive.

1. They are building a new school in the neighborhood.

_____

2. The chef is preparing the meal right now.

_____

3. The company is launching a new product next month.

_____

4.They are cleaning the streets after the parade.

_____

5. She is designing a new website for the client.

_____

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5. She is designing a new website for the client.

_____

Answers:

1. A new school is being built in the neighborhood.
2. The meal is being prepared right now.
3. A new product is being launched next month.
4. The streets are being cleaned after the parade.
5. A new website is being designed for the client.

IF Conditionals
Type Zero

Rule of Conditional Type 0 (Zero Conditional)
The zero conditional is used to describe general truths, facts, and things that always happen under certain conditions. It is often used to express scientific facts, general rules, and things that are always true.
Structure:

If + present simple, present simple

Explanation:
If clause (the condition): This part uses the present simple tense to express the condition.
Main clause (the result): This part also uses the present simple tense to show the outcome, which always happens when the condition is met.
Examples:
1.If you heat water to 100°C, it **boils**.

1. Condition: If you heat (present simple)
2. Result: it boils (present simple)

2.If you don't water plants, they **die**.

1. Condition: If you don't water (present simple)
2. Result: they die (present simple)

3.If people exercise regularly, they **stay** healthy.

1. Condition: If people exercise (present simple)
2. Result: they stay healthy (present simple)

Activity 1:

Fill in the correct form of the verb

1. If people eat too much, they _____fat. (get)
2. People _____if they don't eat. (die)
3. You _____ water if you mix hydrogen and oxygen. (get)
4. A snake _____ if it is scared. (bite)
5. If a baby is hungry, he/she _____. (cry)

IF Conditionals
Type Zero

Activity 2:
Complete the sentences by choosing the correct verb from the list provided. Use the correct form according to the zero conditional structure.

Verbs: (mix, get, press, freeze, boil, sleep, eat, heat, feel)

1.If you _____ ice, it _____.

2.If you _____ sugar in water, it _____.

3.If you _____ the red button, the machine _____.

4.If water _____, it _____ into ice.

5.If you _____ tired, you should _____.

6.If you _____ too much, you _____ weight.

Activity 2:

Rewrite the sentences applying If conditional zero. Make the necessary changes to the sentences.

1. You leave ice in the sun. It melt.

_____

2. You touch a flame. It burn you.

_____

3. It rains. The grass get wet.

_____

IF Conditionals
Type Zero

Activity 2:
Complete the sentences by choosing the correct verb from the list provided. Use the correct form according to the zero conditional structure.

Verbs: (mix, get, press, freeze, boil, sleep, eat, heat, feel)

1.If you boil ice, it melts.

2.If you mix sugar in water, it dissolves.

3.If you press the red button, the machine stops.

4.If water freezes it turns into ice.

5.If you feel tired, you should rest.

6.If you eat too much, you gain weight.

Activity 2:

Rewrite the sentences applying If conditional zero. Make the necessary changes to the sentences.

1. You leave ice in the sun. It melt.

If you leave ice in the sun, it melts.

2. You touch a flame. It burn you.

If you touch a flame, it burns you.

3. It rains. The grass get wet.

If it rains, the grass gets wet.

IF Conditionals
Type 1

Rule of Conditional Type 1 (First Conditional)
The first conditional is used to talk about real and possible situations in the future. It is often used to describe things that are likely to happen if a certain condition is met.
Structure:

If + present simple, will + base verb

Explanation:
- If clause (the condition): This part uses the present simple tense to talk about a condition that must be met.
- Main clause (the result): This part uses will followed by the base form of a verb to describe what will happen if the condition is met.

Examples:
1. If it rains, we will cancel the picnic.
   - Condition: If it rains (present simple)
   - Result: we will cancel the picnic (will + base verb)

2. If they don't hurry, they will miss the bus.
   - Condition: If they don't hurry (present simple)
   - Result: they will miss the bus (will + base verb)

Verbs You Can Use Instead of Will:

- **Might** (possibility)
  - Example: If you hurry, you might catch the train.
- **Can** (ability)
  - Example: If you finish your homework, you can go out and play.
- **May** (formal possibility)
  - Example: If we finish early, we may go to the movies.
- **Shall** (suggestion or promise)
  - Example: If you are tired, we shall leave now.
- **Must** (obligation)
  - Example: If you want to pass, you must work hard.

IF Conditionals
Type 1

Activity 1:
Complete the sentences by choosing the correct verb form. Use the correct form according to the first conditional structure.

1. If it _____(rain) tomorrow, we _____ (stay) indoors.
2. You _____ (pass) the test if you _____(study) hard
3. If we _____(leave) now, we _____ (catch) the last bus.
4. If they _____ (invite) me, I _____ (attend) the party.

Activity 2:
Rewrite the sentence joining them using (If), then make the necessary changes to the sentence.

5. You (not finish) your homework. You (get) in trouble.

_____

6. She (improve) her skills. She (practice) more.

_____

IF Conditionals
Type 1

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Complete the sentences by choosing the correct verb form. Use the correct form according to the first conditional structure.

1. If it rains tomorrow, we will stay indoors.
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3. If we leave now, we will catch the last bus.
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Rewrite the sentence joining them using (If), then make the necessary changes to the sentence.

5. You (not finish) your homework. You (get) in trouble.

If you don't finish your homework, you will get in trouble.

6. She (improve) her skills. She (practice) more.

If she practices more, she will improve her skills.

She will improve her skills if she practices more.

IF Conditionals
Type 2

Rule of Conditional Type 2 (Second Conditional)
The second conditional is used to talk about hypothetical or unreal situations in the present or future. It is often used to imagine what could happen if things were different.
Structure:

If + past simple, would + base verb

Explanation:
- If clause (the condition): This part uses the past simple tense to express an unreal or hypothetical situation.
- Main clause (the result): This part uses would followed by the base form of a verb to show what could happen if the condition were met.

Examples:
1. If I had a million dollars, I would travel the world.
   - Condition: If I had (past simple)
   - Result: I would travel the world (would + base verb)

2. If she were the president, she would make better decisions.
   - Condition: If she were (past simple; note: were is used with all subjects)
   - Result: she would make better decisions (would + base verb)

Activity 1:
Complete the sentences by choosing the correct verb from the list provided. Use the correct form according to the second conditional structure.

1. If I _____ (have) more money, I _____(buy) a new car.

2. If they _____ (go) to the gym regularly, they _____ (be) healthier.

3. If he _____ (live) in Paris, he _____(visit) the Eiffel Tower every day.

Activity 2:
Rewrite the sentence joining them using (If), then make the necessary changes to the sentence

4. I (can) fluent in Spanish. I (travel) to South America.

_____

5. I (be) you. I (start) our own business.

_____

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   - Result: she would make better decisions (would + base verb)

Activity 1:
Complete the sentences by choosing the correct verb from the list provided. Use the correct form according to the second conditional structure.

1. If I had more money, I would buy a new car.

2. If they went to the gym regularly, they would be healthier.

3. If he lived in Paris, he would visit the Eiffel Tower every day.

Activity 2:
Rewrite the sentence joining them using (If), then make the necessary changes to the sentence

4. I (be) fluent in Spanish. I (travel) to South America.

If I were fluent in Spanish, I would travel to South America.

5. I (be) you. I (start) my own business.

If I were you, I would start my own business.

IF Conditionals
Type 2

The Use of Were in Conditional Type 2
In the second conditional, **were** is used with all pronouns when referring to hypothetical or unreal situations in the present or future. This is particularly common when using the verb to be. It helps express situations that are contrary to reality.
Normally, we use was with singular pronouns (I, he, she, it) and were with plural pronouns (you, we, they). However, in the second conditional, were is used for all pronouns, making the situation more formal or emphasizing its hypothetical nature.

Examples Using All Pronouns:
1.If I were the president, I **would change** the law.
2.If you were more careful, you **wouldn't make** so many mistakes.
3.If he were a teacher, he **would explain** things more clearly.
4.If she were a doctor, she **would treat** the patients kindly.
5.If it were sunny, we **would go** for a picnic.
6.If we were friends, we **would talk** every day.
7.If they were musicians, they **would perform** at the concert.

By using were with all pronouns, the second conditional signals hypothetical or imagined situations that are not real in the present.

Summary:
In the second conditional, were is used with **all pronouns** to express hypothetical situations. It reflects a formal or unreal possibility, rather than actual reality. It is always paired with a result using would and the base form of a verb.

Structure:

Pronoun(I, he, she, it, we, you, they) + were, would + base verb

IF Conditionals
Type 2

The use of (as If) / (as though)

Using As If / As Though in Hypothetical or Counterfactual (contrary to fact) Circumstances.
As if and as though are used to describe situations that are unreal, hypothetical, or imagined. In these sentences, the verb in the clause following as if or as though is typically in the past tense when referring to unreal or hypothetical situations, and the past perfect tense is used when referring to counterfactuals about the past.

Examples:
1. He speaks **as if he knew** everything.
   - (He doesn't actually know everything; it's hypothetical.)
2. She acts **as though she were** the boss.
   - (She isn't the boss, but she behaves like she is; this is hypothetical.)
3. They are running **as if they had seen** a ghost.
   - (They didn't see a ghost, but they act as though they did; this is counterfactual.)

Activity: Using As If or As Though
Instructions:
Complete the sentences using as if or as though with the correct verb form to describe hypothetical or counterfactual situations.

1. He looks at me as if he _____ (know) the answer.
2. She talks as though she _____ (be) the manager.
3. They are behaving as if they _____ (see) something scary.
4. The teacher is speaking as though we _____ (understand) everything perfectly.
5. She is acting as if she _____ (win) the lottery.

IF Conditionals
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5. She is acting as if she _____ (win) the game.

Answers for the As If or As Though Activity:
1. He looks at me as if he knew the answer.
2. She talks as though she were the manager.
3. They are behaving as if they had seen something scary.
4. The teacher is speaking as though we understood everything perfectly.
5. She is acting as if she had won the game.

If Conditional Type Three

The third conditional is used to talk about hypothetical situations in the past—things that didn't happen but could have happened if conditions had been different. This type of conditional expresses regret, criticism, or a what if scenario.

Structure

If + past perfect, would have + past participle

Explanation

- The if clause describes the past condition that didn't happen.
- The main clause describes the imagined result that would have followed if the condition had been met.

Examples

1. If they had left earlier, they wouldn't have missed the flight.
   - (They left late, so they missed their flight.)

2. If I had known about the party, I would have gone.
   - (I didn't know, so I didn't go.)

Activity

Use conditional if types 1, 2 and 3 to write the following sentences.

1. I (know) about the meeting. I (attend) it.

_____

_____

_____

2. He (drive) more carefully. He (not have) an accident.

_____

_____

_____

Passive Voice with Reporting Verbs

In English, we use passive constructions with reporting verbs (e.g., believe, report, say, think, claim, etc.) to refer to opinions, beliefs, rumors, and reports. These passive constructions are useful when the focus is on the action or the information, rather than who performed the action.

Structure:

It is/was + past participle (believed, reported, said, etc.) + that + clause

This form is used when the specific source of the information is either unknown, unimportant, or not emphasized.

Explanation:

- **It is believed that**...: This form is used to report current beliefs.
  - Example: It is believed that climate change is affecting the planet.
- **It was reported that**...: This form is used to report past events.
  - Example: It was reported that the company lost millions last year.

Why use this structure?

- It allows you to present information in a more neutral or formal way.
- The emphasis is placed on the information or action rather than the person who made the claim.

Examples:

1. It is said that she is one of the best doctors in the city.
   - (People say she is one of the best doctors.)
2. It was believed that the Earth was flat in ancient times.
   - (People believed the Earth was flat in the past.
3. It was claimed that the project would be completed by the end of the year.
   - (Someone claimed the project would be finished by year's end.)

Modals of Deduction

Modals of deduction are used to express inferences or assumptions based on available evidence or logic. They allow speakers to speculate about what they believe to be true or false.

1. Must: We use must to indicate a strong belief that something is true based on evidence or logical deduction.
   - Example: She must be at work because her car is not in the driveway.
   - (The speaker is almost certain she's at work because of the available evidence.)

2. Can't: We use can't to indicate a strong belief that something is impossible or not true based on evidence or reasoning.
   - Example: He can't be the thief because he was with me all day.
   - (The speaker is sure it's impossible that he's the thief.)

❑ We can also use other modals for deduction in complex sentences (like could, might, and may), but these express weaker certainty.

1. Must:
   - He must be tired after working so many hours.
     - (There is clear evidence or logic that suggests he is tired.)

2. Can't:
   - She can't be at home because all the lights are off.
     - (The speaker deduces that she's not home based on the fact that the house is dark.)

❑ Modals of Deduction in Complex Sentences:
- Other modals like might, could, may, are used for weaker deductions (when we are less certain).

Examples:
- He might be at the gym.
  - (It's possible but not certain.)
- She could be the new manager.
  - (It's one of several possibilities.)

Modals of Deduction

Activity 1:
Complete the sentences by choosing the correct modal (must or can't).

1. The door is locked, and there's no light inside. She _____ be at home.
2. He has studied for weeks, so he _____ be nervous about the exam.
3. They are not answering their phones. They _____ be busy right now.
4. I saw her leave the building an hour ago. She _____ be here anymore.
5. It's very quiet in the office. Everyone _____ have left for the day.

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Complete the sentences by choosing the correct modal (must or can't).

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5. It's very quiet in the office. Everyone _____ have left for the day.

Answers:

1. She can't be at home.
2. He must be nervous about the exam.
3. They must be busy right now.
4. She can't be here anymore.
5. Everyone must have left for the day.

Adjectives: comparatives

When comparing two or more things, we use comparative adjectives. For longer adjectives (typically those with two syllables or more), we form the comparative by adding more before the adjective, followed by than. We can use than to compare things, and the second part of the comparison can be a non-finite clause such as a to-infinitive or a reduced clause.

Examples:

1. Simple comparative sentence:

This book **is more interesting than** the movie.

2. Using than with non-finite clauses:

- After a comparative adjective, we often use than to introduce a comparison.
- The second part of the comparison can be:

- A to-infinitive clause:
  It's easier to do than to explain.
- A reduced clause:
  He is more likely to succeed than his brother.

(The reduced clause implies something like: He is more likely to succeed than his brother is likely to succeed.)

Activity:

Complete the sentences using a comparative adjective (with more) and either a to-infinitive clause or a reduced clause after than.

1. This problem is _____ (complex) than _____ (solve it).
2. Learning a language is _____ (beneficial) than _____ (most people realize).
3. The movie was _____ (entertaining) than _____ (read the book).
4. His performance was _____ (impressive) than _____ (expected).
5. It is _____ (difficult) than _____ (understand this theory).

Adjectives: comparatives

When comparing two or more things, we use comparative adjectives. For longer adjectives (typically those with two syllables or more), we form the comparative by adding more before the adjective, followed by than. We can use than to compare things, and the second part of the comparison can be a non-finite clause such as a to-infinitive or a reduced clause.

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5. It is _____ (difficult) than _____ (understand this theory).

Answers:

1. This problem is more complex than to solve.
2. Learning a language is more beneficial than most people realize.
3. The movie was more entertaining than to read the book.
4. His performance was more impressive than expected.
5. It is more difficult than to understand this theory.

Adjectives: Superlatives

The rule for using superlative adjectives in the structure superlative adjective + noun + that + clause allows us to talk about something unique, emphasizing its superiority or extremeness within a certain context. **The phrase after that gives more specific information about why it is unique.**

Explanation

- Superlative Adjective: An adjective that indicates the highest degree of a quality (e.g., biggest, best, most beautiful).
- Structure: superlative adjective + noun + that + clause
- Purpose: **To highlight something as the most or least of its kind and give a reason.**

Examples

1. Mount Everest is the highest mountain that anyone can climb without specialized training.
2. That was the funniest joke that I've ever heard.
3. This is the most challenging puzzle that she has ever solved.
4. It's the fastest car that they have ever manufactured.

Activity

Write a sentence using the following prompts:

1. Use "most delicious meal" and create a sentence explaining why it's unique.

_____

_____

2. Use "most amazing city" and describe why it stands out.

_____

_____

50 Common Irregular Verbs

No	Infinitive	Past simple	Past participle
1	Be	was / were	been
2	Become	became	become
3	Begin	began	begun
4	Bring	brought	brought
5	Buy	bought	bought
6	Choose	chose	chosen
7	Come	came	come
8	Do	did	done
9	Drink	drank	drunk
10	drive	drove	driven
11	eat	ate	eaten
12	fall	fell	fallen
13	feel	felt	felt
14	find	found	found
15	fly	flew	flown
16	forget	forgot	forgotten
17	get	got	got (gotten in USA)
18	give	gave	given
19	go	went	gone
20	have	had	had
21	hear	heard	heard
22	keep	kept	kept
23	know	knew	known
24	leave	left	left
25	lend	lent	lent
26	let	let	let
27	lose	lost	lost
28	make	made	made
29	meet	met	met
30	pay	paid	paid

No	Infinitive	Past simple	Past participle
31	Put	Put	Put
32	read	read (pronounced /red/)	read (pronounced /red/)
33	run	ran	run
34	say	said	said
35	see	saw	seen
36	sell	sold	sold
37	send	sent	sent
38	sing	sang	sung
39	sit	sat	sat
40	sleep	slept	slept
41	speak	spoke	spoken
42	stand	stood	stood
43	swim	swam	swum
44	take	took	taken
45	teach	taught	taught
46	tell	told	told
47	think	thought	thought
48	understand	understood	understood
49	wear	wore	worn
59	write	wrote	written

Grammar & Vocabulary Practice

Name		Grade	

Q1. Choose the correct answers.

1. People say that she is the best student in the class.

(Change into passive)

- ❑ It is say that she is the best student in the class.
- ❑ It is said that she is the best student in the class.
- ❑ It was said that she is the best students in the class.

2. They reported that the company had suffered losses last quarter.

(Change into passive)

- ❑ It was reported that the company had suffered losses last quarter.
- ❑ It is reported that the company had suffered losses last quarter.
- ❑ It was reporting that the company had suffered losses last quarter.

3. They are constructing a new road near the town.

(Change into passive)

- ❑ A new road is be constructed near the town.
- ❑ A new road is being construct near the town.
- ❑ A new road is being constructed near the town.

4. The software _____to fix the bugs in the system.

- ❑ are being updated
- ❑ is being updating
- ❑ is being updated

5. You study hard. You pass the exam.

(Choose the sentence that used "If" correctly.)

- ❑ If you study hard, you will pass the exam.
- ❑ If you will study hard, you pass the exam
- ❑ If you will study hard, you will pass the exam.

6. We _____on the heater if it _____cold tonight.

- ❑ turn – will get
- ❑ will turn – gets
- ❑ will turns - gets

7. If I _____, I would buy a yacht.

- ❑ was rich
- ❑ were rich
- ❑ am rich

8. I travel around the world. I have more time.

(Use "If" conditional Type 2)

- ❑ I travelled around the world if I had had more time.
- ❑ If I would have more time, I would travel around the world.
- ❑ If I had more time, I would travel around the world.

9. She talks _____everything.

- ❑ as if she knows
- ❑ as if she knew
- ❑ as if she had knew

10. He looked at me _____ a ghost.

- ❑ as though he had seen
- ❑ as if he had see
- ❑ as though he saw

E.T.SH.AD

Name		Grade	

11. She _____ be at home because her car is in the driveway.
    - ❑ can't
    - ❑ can
    - ❑ must
12. This _____ be the right answer; it doesn't make sense.
    - ❑ can't
    - ❑ can
    - ❑ must
13. She _____ be tired after such a long trip.
    - ❑ can't
    - ❑ can
    - ❑ must
14. It is more challenging to learn Chinese than _____.
    - ❑ Spanish
    - ❑ to learning Spanish
    - ❑ to Spanish
15. She is more likely to succeed in her career than _____.
    - ❑ to play sports
    - ❑ more in sports
    - ❑ to playing sports

Q2. Maze. Choose the correct answers.

_____(It was said that - It is said that – It is say that) the company will launch its new product soon, and currently, systems and programs _____(is being updated – are being update- are being updated) to ensure a smooth release. If they had more time, they _____(would perfect – will perfect – will perfects) every detail, but as it stands, they are rushing to meet deadlines. The manager acted _____(as though she had – as though she has – she had as though) everything under control, but she _____(must being – must be – can't be) feeling the pressure after recent setbacks. It is more important to deliver a quality product than _____(delivering – to delivering - deliver) it quickly, and she is aware of that. This project is the most ambitious one that the company has ever attempted, and they believe it will set new standards in the industry.

Name		Grade	

Q1. Choose the correct answers.

1. People say that she is the best student in the class.

(Change into passive)

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E.T.SH.AD

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Name		Grade	

Grade Twelve Advanced
Vocabulary Test
Term 1, 2024-2025

Q1. Vocabulary Section. Maze

Read then choose the correct answers.

At the grand (1)_____ for the annual (2)_____, (3)_____ from various organizations gathered for the world-renowned technology convention. The event planners, despite the significant (4)_____, ensured that everything was set up (5)_____ and neatly, maximizing the venue's (6)_____ to host the largest possible number of participants and visitors. (7)_____dynamically adjusted the lighting and sound to appeal to both (8)_____ and youthful attendees, (9)_____ the atmosphere into a dynamic and interactive space. (10)_____ is the dominant idea, radiating through every aspect of the event, as participants share a hopeful outlook, celebrate progress, and envision a future filled with possibilities. The atmosphere is charged with positivity, inspiring everyone to focus on potential solutions, innovation, and the promise of growth.

Blank 1	❑ venue	❑ expense	❑ guidance
Blank 2	❑ interruption	❑ concentration	❑ celebration
Blank 3	❑ mature	❑ representatives	❑ guidance
Blank 4	❑ expenses	❑ representatives	❑ capacity
Blank 5	❑ appropriately	❑ capacity	❑ identity
Blank 6	❑ capacity	❑ optimism	❑ electronic
Blank 7	❑ Artificial intelligence	❑ Electronic	❑ Identity
Blank 8	❑ pessimism	❑ mature	❑ guidance
Blank 9	❑ transformation	❑ transforming	❑ transform
Blank 10	❑ Pessimism	❑ Optimism	❑ Occasion

Q2. Vocabulary Section. Read then choose the correct answers.

1. Although the high _____ for the party seemed daunting at first, they decided that the joy it would bring made the investment worthwhile.

❑ capacity ❑ expense ❑ interruption

2. The newly designed kitchen is not only _____ with its spacious layout and ample storage, but it also features a modern, stylish look that enhances the home.

❑ functionality ❑ function ❑ functional

3. In order to _____ historical texts accurately, one must consider the social and cultural context in which they were written, as well as the author's intentions.

❑ interruption ❑ interpret ❑ interpretation

4. Despite the team's initial _____ about their chances in the competition, they decided to give it their best, surprising everyone with their resilience and determination.

❑ optimism ❑ pessimism ❑ respectful

5. Through traveling and experiencing new cultures, she developed a strong sense of personal _____, gaining a better understanding of who she was and what she valued.

❑ identity ❑ identification ❑ transform

6. The presentation was progressing smoothly until an unexpected _____, a loud fire alarm, caused everyone to pause and look around in confusion.

❑ interpret ❑ concentration ❑ interruption

7. His _____ about the future, combined with his dedication to hard work, inspired everyone around him to keep striving for their goals.

❑ optimism ❑ pessimism ❑ respectful

8. The complex task required intense _____, as even the smallest mistake could impact the entire project, so he focused carefully on each step.

❑ concentration ❑ concentrate ❑ interruption

9. He dressed _____ for the formal dinner, opting for a tailored suit and polished shoes that reflected the elegance of the occasion.

❑ appropriately ❑ practical ❑ mature

10. The company sent a knowledgeable _____ to discuss the details of the new partnership, hoping to solidify a long-term and mutually beneficial relationship.

❑ mature ❑ representative ❑ guidance

Name		Grade	

Grade Twelve Advanced
Vocabulary Test
Term 1, 2024-2025

Q3. Grammar Section. Read then choose the correct answers.

1. Scientists are conducting experiments to improve battery life. (change into passive)

❑ Experiments to improve battery life are being conducted by scientists.

❑ Battery life is being conducting experiments by scientists.

❑ Experiments to improve battery life are conducted by scientists.

---

2. The lights are on, so someone _____ be home.

❑ can

❑ Can't

❑ must

---

3. She would act _____she knew everything about the project if she were in charge.

❑ as if

❑ if as

❑ Though

---

4. If we (know) about the sale, we (buy) the items at a discount. (Use "If" type 3)

❑ If we had known about the sale, we would bought the items at a discount.

❑ If we had known about the sale, we would have bought the items at a discount.

❑ If we had knew about the sale, we would have buy the items at a discount.

---

5. Officials expect that the new law will improve road safety. (change into reporting passive)

❑ It is expect that the new law will improve road safety.

❑ It was expected that the new law will improve road safety.

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E.T.SH.AD

Q3. Grammar Section. Read then choose the correct answers.

6. This movie is interesting because of its complex storyline. (Choose the correct superlative)

❑ This is the more interesting movie that I have ever seen because of its complex storyline.

❑ This is the most interesting movie that I have ever seen because of its complex storyline.

❑ This is the interesting movie that I have ever seen because of its complex storyline.

---

7. They _____ have finished the project so quickly, considering the complexity of the tasks that were required to complete it.

❑ can

❑ Can't

❑ must

---

8. The company announced that the project had been completed ahead of schedule. (Reporting)

❑ The company was announced that the project had been completed ahead of schedule.

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9. This task is challenging for beginners. (Choose the correct comparative sentence)

❑ This task is more challenging for beginners than to completing many other assignments.

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---

10. The wildlife conservationists are implementing new strategies to protect endangered species while educating the public about the importance of biodiversity and habitat preservation. (Change into passive)

❑ The importance of biodiversity and habitat preservation are being implemented new strategies to protect endangered species while educating the public by the wildlife conservationists.

❑ New strategies to protect endangered species while educating the public about the importance of biodiversity and habitat preservation is being implemented by the wildlife conservationists.

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Grade Twelve Advanced
Vocabulary Test
Term 1, 2024-2025

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Grade Twelve Advanced
Grammar Test
Term 1, 2024-2025

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Name		Grade	

Q1. Choose the correct answers:

1. The report _____ before the manager arrived.

- ❑ had been written
- ❑ had been wrote
- ❑ had be written

2. The manager had signed the documents before the deadline.

Change into passive

- ❑ The documents had be signed before the deadline.
- ❑ The documents had been signed before the deadline.
- ❑ The documents had signed before the deadline.

3. The house _____ before the visitors arrived.

- ❑ had cleaned
- ❑ had been clean
- ❑ had been cleaned

4. She had left the office. The storm began.

(Choose the correct use of past perfect)

- ❑ She had left the office before the storm began.
- ❑ The had begun before she had left the office.
- ❑ She had left the office after the storm began.

5. After the children _____dinner, they _____ a movie.

- ❑ had eaten – had watched
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6. You study hard. You pass the exam.

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- ❑ I travelled around the world if I had had more time.
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10. If only she _____the job offer, she would be happier.

- ❑ had took
- ❑ had taken
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E.T.SH.AD

11. I wish I _____all my savings on that car.
- ❑ hadn't spent
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12. You _____this mess before you go out.
- ❑ will clean up
- ❑ will cleans up
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13. He completes his assignment before the end of the week.
(use "will")
- ❑ He will completes his assignment before the end of the week.
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14. She _____the bus because her car broke down.
- ❑ had to took
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15. I had to stay late at work last night.
(Make a question)
- ❑ Did you have to stay late at work last night?
- ❑ Did you had to stay late at work last night?
- ❑ Did you stayed later at work last night?

16. You need to water the plants twice a week.
(Use "Need")
- ❑ The plants needs watering twice a week.
- ❑ The plants need watering twice a week.
- ❑ You need watering the plants twice a week.

17. Your presentation _____before the meeting.
- ❑ need updating
- ❑ needs updating
- ❑ needing updating

Q2. Maze. Choose the correct answers.

The project _____ (had complete - had been completed – had been complete) before the client arrived, but they still found a few documents that _____ (needing reviewing – needed review - needed reviewing) before the final submission. The team _____ (practiced - had practiced – had be practiced) extensively before the big presentation, and after they had rehearsed one last time, they _____ (had felt – had been feeling – felt) ready. However, if it rains tomorrow, we _____ (move - will move – would move) the meeting indoors, but if it _____ (were up to me – was up to me – was me), I would prefer an outdoor event. If only the weather would cooperate, it would make things easier, and I wish we _____(predicted – had predicted – predict) the forecast accurately. As for the tasks, you _____(will finish – fill finishes – will finishing) organizing the files, and they will prepare the reports. Everyone _____(have to work – had to work – had to working) overtime last night, and the manager even asked, "_____(Have – Did _ Does) you _____(had to stay – have to stay – have to staying) so late?" Now, the car needs washing after last night's drive, and the conference room still _____(needs cleaning – need cleaning – need clean) before the next meeting begins.

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- ❑ needing updating

Q2. Maze. Choose the correct answers.

The project _____ (had complete - had been completed – had been complete) before the client arrived, but they still found a few documents that _____ (needing reviewing – needed review - needed reviewing) before the final submission. The team _____ (practiced - had practiced – had be practiced) extensively before the big presentation, and after they had rehearsed one last time, they _____ (had felt – had been feeling – felt) ready. However, if it rains tomorrow, we _____ (move - will move – would move) the meeting indoors, but if it _____ (were up to me – was up to me – was me), I would prefer an outdoor event. If only the weather would cooperate, it would make things easier, and I wish we _____(predicted – had predicted – predict) the forecast accurately. As for the tasks, you _____(will finish – fill finishes – will finishing) organizing the files, and they will prepare the reports. Everyone _____(have to work – had to work – had to working) overtime last night, and the manager even asked, "_____(Have – Did _ Does) you _____(had to stay – have to stay – have to staying) so late?" Now, the car needs washing after last night's drive, and the conference room still _____(needs cleaning – need cleaning – need clean) before the next meeting begins.

Writing Practice

Suggested Topics

Culture and Customs:

- ✓ "Discuss how cultural traditions can be preserved in a rapidly changing world."
- ✓ "Explain the impact of globalization on cultural identity."
- ✓ "Describe a cultural custom that is important to you and how it shapes your community."

Technology:

- ✓ "Evaluate the benefits and drawbacks of technology in modern education."
- ✓ "How has social media influenced human relationships and communication?"
- ✓ "Analyze how technology has transformed a specific industry (e.g., medicine, transportation, or entertainment)."

People:

- ✓ "Describe a person who has had a significant influence on your life and explain why."
- ✓ "Discuss the importance of community service and its impact on personal growth."
- ✓ "Analyze the qualities that make a person a good leader and how these qualities affect those around them."

Writing Prompt

Essay Topic: Online Safety

In today's digital age, the internet has become an integral part of our lives. While it offers numerous benefits, it also poses various risks. Write an essay discussing the importance of online safety, the potential dangers, and how individuals can protect themselves while navigating the digital world.

Helping Questions

1. What are some common risks associated with using the internet, such as cyberbullying, identity theft, and phishing?
2. How can individuals protect their personal information and maintain privacy online?
3. What are the roles of parents, educators, and governments in promoting online safety for young people?

Word list
Cybersecurity
Privacy
Phishing
Identity theft
Cyberbullying
Encryption
Firewall
Malware
Antivirus
Two-factor authentication
Personal information
Digital footprint
Data breach
Social media
Scams

Connectors to Use	Consequently
Firstly	In conclusion
Secondly	For example
In addition	For instance
Moreover	Such as
Furthermore	In order to
However	Because of
On the other hand	Despite
Therefore	Although
As a result	While

Name		Grade	

Task Completion	Structure	Grammar	Vocabulary	Spelling And Punctuation

Essay Prompt:

Write an essay about **your role model in life**. Describe who this person is, how they have influenced your life, and why you admire them. Make sure to explain specific qualities or actions that make this person stand out to you, and how they have inspired you to become a better person.

Helping Questions for Body Paragraphs:

1. Who is your role model, and what is their relationship to you?

- Describe this person's background, character, and your connection to them (family member, friend, public figure, etc.).

2. How has your role model influenced your life?

- Discuss specific ways in which they have affected your decisions, values, or goals. How have they inspired you?

3. Why do you admire this person?

- Explain the qualities or actions that make this person admirable. How do you hope to follow in their footsteps or embody their traits?

Vocabulary List:

- Role model
- Influence
- Inspiration
- Admirable
- Qualities
- Motivation
- Guidance
- Respect
- Dedication
- Determination
- Perseverance
- Integrity
- Empathy
- Leadership
- Courage

Linking Words to Help Connect Ideas:

- **Introduction**:
  Firstly, To begin with, In the introduction
- **Adding ideas**:
  Moreover, Additionally, Furthermore, Not only... but also
- **Explaining**:
  For instance, In particular, For example, Specifically
- **Contrasting**:
  However, On the other hand, Although, Nevertheless
- **Concluding**:
  In conclusion, To summarize, Overall, As a result, Ultimately

Model Answer

My Role Model in Life

A role model is someone who inspires us to become better and shows us how to make a positive impact on the world. My role model is _____[Person's Name], who has greatly influenced my life by teaching me the importance of _____[Quality/Characteristic]. Through their actions, I have learned valuable lessons about _____[another characteristic], and I admire how they handle challenges with _____[another trait].

One reason _____[Person's Name] is my role model is because of their dedication to _____[something specific, like "helping others" or "achieving their goals"]. For instance, they [specific example of an action or event showing dedication]. This act has shown me how hard work and determination can lead to success, and it encourages me to put more effort into my own goals.

Another quality I admire in_____ [Person's Name] is their ability to stay positive even when things get difficult. For example, _____[describe an instance of their positivity or resilience and strength]. This example has taught me to remain hopeful and focused, even during challenging times, and it reminds me that giving up is not an option.

Lastly, _____[Person's Name] is also known for being _____[a kind, patient, or supportive trait]. Whether they are with friends, family, or strangers, they treat everyone with respect and kindness. I think this is a very important quality because it shows how much they care about others and want to make the world a better place. I hope to be like them by treating others kindly and showing respect.

In conclusion, _____[Person's Name] is my role model because they demonstrate _____[three qualities mentioned above], and they motivate me to be a better person. Through their example, I have learned the importance of _____[final summary of qualities or values]. I am very thankful to have such a positive role model in my life, and I hope to follow in their footsteps to make a difference in the world.

Helping words

1. Hardworking (مجتهد): someone who puts in a lot of effort
2. Kind (طيب): treats others with warmth and care
3. Patient (صبور): remains calm and understanding in difficult situations
4. Honest (صادق): always tells the truth and is trustworthy
5. Respectful (يحترم الآخرين): values others and shows consideration
6. Courageous (شجاع): faces fears or challenges bravely
7. Generous (كريم): shares with others, whether time, resources, or support
8. Dedicated (مخلص): fully committed to their goals or responsibilities
9. Positive (إيجابي): maintains an optimistic attitude
10. Resilient (صامد): bounces back and doesn't give up easily
11. Compassionate (رحيم): cares deeply about others' well-being
12. Supportive (داعم): encourages and helps others
13. Responsible (مسؤول): takes accountability for actions and duties
14. Inspiring (ملهم): motivates others to improve or make changes
15. Disciplined (منضبط): has self-control and sticks to their plans
16. Creative (مبدع): thinks of new ideas and solutions
17. Thoughtful (مراعٍ للآخرين): considers others' feelings and situations
18. Fair (عادل): treats people equally and justly
19. Wise (حكيم): makes good decisions based on experience and understanding
20. Loyal (وفي): stays committed and supportive of friends, family, or beliefs
21. Empathetic (متعاطف): understands and shares others' feelings
22. Perseverant (مثابر): keeps trying, even when things are tough
23. Confident (واثق): believes in themselves and their abilities
24. Ambitious (طموح): aims high and sets challenging goals
25. Open-minded (منفتح): willing to consider new ideas and perspectives
26. Selfless (غير أناني): puts others' needs before their own

Helping words

27. Humble (متواضع): modest and doesn't seek praise or recognition

28. Ethical (أخلاقي): follows strong moral principles

29. Adventurous (مغامر): willing to try new experiences and take risks

30. Visionary (صاحب رؤية): has a clear and inspiring vision of the future

31. Resourceful (ذو حيلة): finds creative solutions to problems

32. Organized (منظم): plans effectively and stays prepared

33. Curious (فضولي): always interested in learning and discovering

34. Charismatic (ذو كاريزما): has a natural charm that attracts and inspires others

35. Independent (مستقل): capable of making their own decisions

36. Grateful (ممتن): appreciates what they have and shows gratitude

37. Strategic (استراتيجي): plans ahead with a clear sense of purpose

38. Persistent (مثابر): keeps pushing toward goals despite obstacles

39. Reliable (موثوق): dependable and keeps their promises

40. Tolerant (متسامح): accepting of different opinions, backgrounds, and cultures

41. Mentoring (موجه): willing to guide and teach others

42. Communicative (لبق): expresses themselves clearly and listens to others

43. Proactive (استباقي): takes action without needing to be told

44. Generational thinker (يفكر في الأجيال القادمة): cares about creating a positive impact for future generations

45. Peaceful (مسالم): promotes harmony and avoids unnecessary conflict

46. Tenacious (عنيد): determined and unwavering in their efforts

47. Skillful (ماهر): masters specific abilities or knowledge

48. Mindful (واعٍ): stays present and aware of their actions and words

Name		Grade	

Task Completion	Structure	Grammar	Vocabulary	Spelling And Punctuation

Inference Practice

Name		Grade	

Inference Question 1

In the Amazon Rainforest

As the sun rose over the Amazon rainforest, two scientists set out on their daily expedition to study endangered Brazil nut trees, which only grow in specific parts of the rainforest. Dr. Maya led the way, her eyes searching the surroundings for signs of the special trees amongst the other plants. "It looks as though there's a magnificent example of the species just up ahead," she remarked.

Dr. Maya carried her GPS device every day, marking the locations of each tree they encountered. Compared to ten years earlier, it seemed as though there were significantly fewer healthy trees and more evidence of disease and destruction.

"If we don't make people aware, these trees will have disappeared in less than fifty years," she declared passionately. "The number of likes and subscriptions to our conservation website is already growing, and what we are doing now will increase the potential to reach even more people, but I know how hard it is to motivate the public.

Dr. Aisha took the digital camera and carefully captured the tree against the bright sky. "The colorful photos will appeal to the general public. I think by adding them people will buy it!"

They fell quiet whilst they collected samples of Brazil nut fruits and leaves. The project objective was never far from their thoughts. The introduction had already been written by a critically praised and highly popular TV wildlife presenter, interpreting their aim into an inspirational vision of a greener future. After the last management meeting, when their work had been criticized by the editor, this had been a great boost to their confidence.

Back at the camp, they charged their equipment using the solar panels that Dr. Aisha had built near their temporary research station - a crucial but natural source of energy which kept their carbon footprint to a minimum.

"I know people would rather ignore difficult issues, but as long as it is promoted well, I really believe our stories of the forest will entertain as well as inform," Dr. Maya insisted.

"Well," Dr. Aisha replied," I just wish we had done this earlier. The publicity will surely highlight this crisis in the Amazon. These beautiful trees must survive!"

Inference Question 1

Write your answer below. Use full sentences.

Will the scientists fulfill all their goals?

Part 4: Justification Question

Write your answer below. Use full sentences.

Why is your answer to the inference question the best answer? Use the information in the text above to support your answer.

Inference Question 1

Write your answer below. Use full sentences.

Will the scientists fulfill all their goals?

The book will be successful because of the colour photographs which will help it to sell, but also the scientists will succeed in getting more people to support conservation through the publicity of the book.

Part 4: Justification Question

Write your answer below. Use full sentences.

Why is your answer to the inference question the best answer? Use the information in the text above to support your answer.

"The number of likes and subscriptions to our conservation website is already growing, and what we are doing now will increase the potential to reach even more people, but I know how hard it is to motivate the public.

"The colorful photos will appeal to the general public. I think by adding them people will buy it!"

_____

_____

_____

Inference Question 2

Saqr's Life After School

Feeling sleep-deprived and exhausted after having been on duty for the last twenty-four hours, Saqr almost gave up. However, he knew that he needed to pass his fitness test that morning. It had been six long weeks since he last saw his family. Saqr, who had never taken sports seriously before, was nervous at the thought of completing timed physical exercises in extreme heat while battling fatigue. Despite that, Saqr pushed through, and as a result, secured himself second place in the run. However, as he transitioned to the push-ups, his wrist twisted painfully, causing him to collapse and fall short of finishing his test. His world faded as he passed out.

In his hospital bed, Saqr blinked awake to blurry figures around him. "You have heat exhaustion," the doctor said. "You've been pushing yourself too hard." Saqr cast his mind back to the past six weeks. Coming from a comfortable living environment, where his biggest challenge was a football match after school, the severe discipline and tough exercise routine in this place were a shock to his system. Disappointed, Saqr reflected on why he chose this path - the desire to be loyal to his country, the dream of commanding a ship and the charm of the uniforms "You will be leaving this afternoon, but I want you to pay attention to your health. It is important to get checked regularly. Also, stress, which can lead to anxiety and depression, is not to be ignored," the doctor added.

Relieved after having his sick leave approved, Saqr headed home. As he stepped through the door, he was immediately greeted by his family, including his favourite uncle Hamdan, who was the first to comment, with a hearty laugh. "That shaved head suits you, young man!" As the family sat down for lunch, Uncle Hamdan explained that by the time Saqr graduates in 2026, he will have been practising seamanship skills and developing leadership characteristics for three years. Moreover, he will have been growing as a well-rounded person, strong both physically and mentally. The conversation was exactly what Saqr needed. He was now filled with enthusiasm and joy.

As the evening wound down, Saqr couldn't stop thinking about his cousin, Ali, whom he desperately missed and looked forward to catching up with. Saqr's heart ached as he recalled their time together, working on school projects or scuba diving and enjoying the underwater sceneries of their coastal town. Ali had chosen a different career path, launching an initiative to promote eco-friendly fishing and raise awareness about ocean pollutants. In Grade 12, they both made a presentation about critically endangered marine life in the Gulf, a topic that had been close to his heart. The mission of preserving the ocean's ecosystems has always deeply resonated with Saqr. He can't wait to contribute to Ali's mission one day, provided that his training schedule permits.

Inference Question 2

Write your answer below. Use full sentences.

What kind of career is Saqr training for?

Saqr is training for a career as a marine or in the navy. His goal of commanding a ship and the intense physical training he undergoes aligns well with a career in naval or marine forces.

Part 4: Justification Question

Write your answer below. Use full sentences.

Why is your answer to the inference question the best answer? Use the information in the text above to support your answer.

- Saqr feeling sleep-deprived and battling fatigue
- being on duty for the last twenty-four hours
- the place's severe discipline
- his tough exercise routine
- his strict training schedule
- Saqr's desire to demonstrate loyalty to his country
- his dream of commanding a ship
- the charm of fancy uniforms
- his shaved head
- seamanship skills he'll be learning
- leadership characteristics he'll be developing

Inference Question 3

Mariam's Work Experience

Mariam was thrilled to work at her uncle's environmental company. She studied Natural Sciences and was interested in protecting the environment. She believed that introducing some of her ideas would help reduce unnecessary water use at the company.

On her first day, she walked confidently into the building. Her uncle, Salem, introduced her to the team. They all greeted her and Salem showed her to her desk. She found that she was very familiar with the company computer systems and she began to work but, after a while, Mariam heard the employees whispering and felt they were staring at her. When she tried to talk to them, they just smiled and walked away.

Mariam's first task was to answer phone calls. When her uncle told her that he wanted her to learn communication skills, she paused for a second, raising her eyebrow, but she reluctantly agreed. A few weeks had passed, and Mariam was still handling customers' calls. Although she had made many good contacts with customers, she was losing interest slowly, especially after the employees hadn't been supporting her. However, she kept quiet and continued doing her work.

Mariam wasn't happy with her work situation and the company's management style, so she had a meeting with her uncle. In just three weeks, Mariam was taking on many tasks a day and was consumed by passion for the job! Salem was pleased to see Mariam work with enthusiasm and started taking her to management meetings. She really wanted to prove she could handle bigger tasks and made good contacts with some senior managers. However, Mariam secretly wished she had help from the team.

Mariam frequently asked the team if they needed help with their work, but they would always refuse and never showed up for meetings. Then, Mariam would end up staying late at work because her team failed to meet deadlines. Mariam would end up with more work because she had to cover for everyone. The team also rejected all her ideas, despite the fact that they could reduce waste and help the environment.

Mariam had been getting headaches for days, so she went to the hospital for a checkup. Her blood pressure was high, and the doctor advised Mariam to rest for a week, which was a better solution than taking medicine. Mariam thought about all the effort she had put it in, and all those long hours she had spent finishing the team's work. She was frustrated. "I won't tell my uncle anything. I will manage the team myself when I go back next week! I'll show them I can handle anything!" she said with a confident smile. Mariam had a master plan, and she couldn't wait to go back to work.

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Inference Question 3

Write your answer below. Use full sentences.

What was Maryam's plan?

Mariam's plan was to manage the team herself when she returned to work. Frustrated by her team's lack of support and the extra work she had taken on to cover for them, she decided to take control, prove her capability, and show that she could handle the responsibilities independently.

Part 4: Justification Question

Write your answer below. Use full sentences.

Why is your answer to the inference question the best answer? Use the information in the text above to support your answer.

She was frustrated. "I won't tell my uncle anything. I will manage the team myself when I go back next week! I'll show them I can handle anything!" she said with a confident smile. Mariam had a master plan, and she couldn't wait to go back to work.

Inference Question 4

Sarah paced anxiously as she waited for her best friend, Emily, to arrive. They had planned this day for weeks, and Sarah was bursting with excitement. She had prepared everything, from Emily's favorite snacks to the games they loved playing. When Emily finally arrived, she seemed quiet and withdrawn. After a while, Sarah asked, "Is everything alright?" Emily hesitated, then sighed. "I just found out that I didn't get into the school I wanted." Sarah gave her a comforting hug and said, "We'll make the best of today together, no matter what!"

Write your answer below. Use full sentences.

Why did Sarah prepare everything so carefully for the day?

_____

_____

Why is your answer to the inference question the best answer? Use the information in the text above to support your answer.

_____

_____

_____

_____

Inference Question 5

Mr. Thompson looked out over his class of tired students. He could tell that they had stayed up late studying for the exam. "You all worked very hard," he said, "so I'm giving everyone an extra day to submit your homework." Relief spread across the students' faces, and Mr. Thompson couldn't help but smile. He remembered his own student days and knew how challenging it could be.

Write your answer below. Use full sentences.

Why did Mr. Thompson decide to give the students an extra day for their homework?

_____

_____

Why is your answer to the inference question the best answer? Use the information in the text above to support your answer.

_____

_____

_____

_____

Inference Question 6

Lily carefully reviewed her script for the school play. She had been given the role of the main character, and she wanted to make sure she delivered her lines perfectly. When her friend offered to help her practice, Lily hesitated. She wanted the role to be a surprise for everyone, even her closest friends. However, after a bit of thought, she accepted her friend's help, realizing she could use the extra support.

Write your answer below. Use full sentences.

Why did Lily initially hesitate to accept her friend's help with practicing the play?

_____

_____

Why is your answer to the inference question the best answer? Use the information in the text above to support your answer.

_____

_____

_____

_____

Inference Question 4
Why did Sarah prepare everything so carefully for the day?
Answer: Sarah prepared carefully for the day because she wanted her friend Emily to feel happy and enjoy their time together.

Justification: Sarah's excitement and preparation show that she wanted to make the day special for Emily. Even after learning about Emily's disappointment, Sarah reassures her, showing that her preparations were made with Emily's happiness in mind.

Inference Question 5
Why did Mr. Thompson decide to give the students an extra day for their homework?
Answer: Mr. Thompson gave the students an extra day because he understood that they had been working hard and were likely exhausted from studying for the exam.

Justification: The text shows that Mr. Thompson empathizes with the students and recalls his own experience as a student. He noticed their fatigue and decided to support them by offering extra time, showing his understanding and compassion.

Inference Question 6
Why did Lily initially hesitate to accept her friend's help with practicing the play?
Answer: Lily hesitated to accept her friend's help because she wanted her performance to be a surprise for everyone.

Justification: The text indicates that Lily valued the element of surprise and was excited to keep her role a secret, even from close friends. However, her eventual acceptance of the help shows she balanced her desire for surprise with her need for practice.

Reading Comprehension Practice

The Evolution of Cultural Identity in the Digital Age

In today's digital era, technology has changed how people around the world connect with their cultural heritage. One major influence is social media, which has become a tool for individuals to share their traditions, customs, and languages with a global audience. Platforms like Instagram and TikTok showcase traditional clothing, music, and rituals from communities worldwide, allowing people from diverse backgrounds to appreciate each other's unique cultures.

However, as technology spreads cultural awareness, it also raises concerns. Some experts argue that digital exposure can lead to the loss of cultural uniqueness. For example, young people might feel pressured to adopt trends seen online rather than following their traditional customs. In some cases, social media can create a "global culture" that influences how individuals perceive their own cultural identity. For instance, fashion styles, language phrases, and behaviors popularized on social media can become more appealing to young users than their own cultural practices.

At the same time, technology offers a powerful tool for cultural preservation. Digital platforms allow communities to record and archive their traditional dances, songs, and languages, safeguarding these customs for future generations. Projects like online language courses, traditional recipes, and virtual museums bring communities together and help younger generations learn about their cultural roots. Many educational institutions now offer online courses that teach minority languages and cultural studies, preserving endangered aspects of cultural identity.

Ultimately, technology's impact on cultural identity is complex. While there are challenges, the opportunities for cultural exchange and preservation are profound. Technology has allowed people to explore their identities more deeply and understand how traditions evolve in a changing world. The balance between maintaining one's unique heritage and embracing the benefits of a globalized culture will be a defining factor in how cultural identities adapt in the future.

Multiple Choice Questions:

1.What is one way social media has affected cultural identity?
- A) It discourages people from exploring other cultures.
- B) It creates more physical communities.
- C) It allows people to share their traditions globally.
- D) It limits people to only their own culture.

2.Why might young people feel pressured to adopt online trends?
- A) To preserve their traditional customs.
- B) Because digital exposure creates a "global culture."
- C) To encourage others to join their culture.
- D) To avoid learning new skills.

3.How does technology contribute to cultural preservation?
- A) By discouraging the recording of traditional customs.
- B) Through creating only new cultural trends.
- C) By allowing communities to archive their customs digitally.
- D) By reducing the number of people who practice customs.

4.What concern do experts have about cultural exposure through technology?
- A) It might reduce digital communication.
- B) It could lead to the loss of cultural uniqueness.
- C) It creates local cultural identities.
- D) It makes people forget technology.

5.How do online courses help in cultural preservation?
- A) They eliminate the need for traditional education.
- B) They allow people to explore global trends.
- C) They teach people to ignore their heritage.
- D) They help younger generations learn about their cultural roots.

6.What is a challenge of technology's impact on cultural identity?
- A) Technology is too difficult for cultural preservation.
- B) Technology always leads to cultural loss.
- C) Balancing heritage with globalized culture.
- D) Avoiding any interaction with global cultures.

7.Why are some cultural elements, like language, at risk of disappearing?
- A) Because there is too much online content.
- B) Social media doesn't allow cultural diversity.
- C) Young people prefer online trends over traditional practices.
- D) There are not enough languages taught in schools.

8.What is the main topic of this passage?
- A) How technology influences people's daily lives.
- B) How people are ignoring their own cultures.
- C) The complex impact of technology on cultural identity.
- D) The benefits of abandoning tradition.

9.What role do virtual museums play in cultural preservation?
- A) They encourage people to abandon physical museums.
- B) They allow people to display their personal items.
- C) They help share traditional customs and history.
- D) They make it easier to learn global culture.

10.What might be a positive effect of "global culture"?
- A) It encourages everyone to dress the same way.
- B) It lets people explore cultures beyond their own.
- C) It stops people from learning their family's history.
- D) It reduces interest in cultural studies.

Multiple Choice Questions:

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- D) It reduces interest in cultural studies.

E.T.SH.AD

The Influence of Role Models on Young People

Role models play a powerful part in shaping the lives of young people. A role model is typically someone who inspires others through their actions, achievements, or attitude. For many young people, role models provide an example of what they aspire to become or achieve. They might be family members, teachers, athletes, public figures, or even fictional characters.

Research shows that young people often choose role models who reflect their own goals or values. For instance, a student interested in science might admire an astronaut or a researcher who has contributed to a major discovery. Similarly, young people who value kindness may look up to someone known for their humanitarian work. This connection helps them imagine possibilities and motivates them to work toward their dreams.

However, not all role models have a positive influence. Some celebrities, for example, may exhibit behaviors that can lead young people astray. Many teens admire famous musicians, athletes, or influencers without realizing that these individuals sometimes promote unhealthy habits. This can create confusion, as young people may struggle to determine which qualities they should truly aspire to emulate.

Schools and communities play a crucial role in guiding young people toward positive role models. By introducing students to inspiring individuals who have achieved success through hard work, resilience, and honesty, teachers and mentors can help them make thoughtful choices. These figures not only encourage young people to believe in their potential but also demonstrate that success is often the result of dedication and integrity.

Role models can also support young people during difficult times. Knowing that someone else has faced similar challenges and overcome them can be incredibly comforting. It reminds them that, even when life seems challenging, it's possible to achieve one's dreams through persistence and strength. Ultimately, the power of a role model lies in their ability to show young people that they are not alone on their journey.

What is a role model?
A) A famous public figure only.
B) Someone who inspires others through their actions or achievements.
C) Anyone who is wealthy and popular.
D) A person who tells others what to do.

Why might a student interested in science admire an astronaut?
A) Because astronauts are wealthy.
B) Because the astronaut reflects their own goals or interests.
C) Because they are popular online.
D) Because they play an instrument.

What is a possible negative influence of some celebrities?
A) They encourage hard work.
B) They might exhibit behaviors that are unhealthy or inappropriate.
C) They often donate to charity.
D) They promote positive role models.

How can schools help young people choose positive role models?
A) By encouraging students to ignore role models.
B) By introducing them to successful individuals who exhibit positive qualities.
C) By avoiding any discussions about famous people.
D) By encouraging them to admire anyone they see on social media.

What might a role model do to help a young person during difficult times?
A) Show them that they are alone in their journey.
B) Make their challenges seem impossible to overcome.
C) Offer an example of resilience and strength.
D) Encourage them to give up.

Why might a young person feel confused when admiring a celebrity?
A) Celebrities rarely talk about their lives.
B) Celebrities always make perfect role models.
C) Celebrities may promote both positive and negative behaviors.
D) Celebrities live simple lives.

What is one characteristic of positive role models that schools try to emphasize?
A) Their wealth and fame.
B) Their dedication and integrity.
C) Their expensive lifestyle.
D) Their personal struggles only.

How does a role model help young people believe in their potential?
A) By criticizing their every choice.
B) By demonstrating that success requires luck alone.
C) By setting an example of achieving success through hard work.
D) By showing them that dreams are unachievable.

What is a primary benefit of having a role model?
A) They are usually famous and wealthy.
B) They show young people new life possibilities.
C) They make life decisions for young people.
D) They make young people feel uncertain.

According to the passage, why is it important for role models to demonstrate resilience?
A) It shows young people that overcoming challenges is possible.
B) It makes young people feel isolated.
C) It discourages young people from taking risks.
D) It emphasizes the importance of fame.

What is a role model?
A) A famous public figure only.
B) Someone who inspires others through their actions or achievements.
C) Anyone who is wealthy and popular.
D) A person who tells others what to do.
Why might a student interested in science admire an astronaut?
A) Because astronauts are wealthy.
B) Because the astronaut reflects their own goals or interests.
C) Because they are popular online.
D) Because they play an instrument.
What is a possible negative influence of some celebrities?
A) They encourage hard work.
B) They might exhibit behaviors that are unhealthy or inappropriate.
C) They often donate to charity.
D) They promote positive role models.
How can schools help young people choose positive role models?
A) By encouraging students to ignore role models.
B) By introducing them to successful individuals who exhibit positive qualities.
C) By avoiding any discussions about famous people.
D) By encouraging them to admire anyone they see on social media.
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