Al Baheya School

English Language -Term 3

Grade 10 General & 9 Advanced

**The Revision Sheets for Grade 10 General & 9 Advanced**




Name: _____

| **Topic(s):** Food and drink, entertainment, looking back. | | | |
|---|---|---|---|
| **ECFE Grammar** | **Prerequisite Grammar** | **GSE Grammar** | **Functional Language** |
| Past time: past perfect | Can make affirmative statements using common regular past simple forms. (30) | Can use the past perfect in a range of common situations. (54) | Expressing opinion<br>Expressing agreement and disagreement<br>Speculating and making deductions |
| Conditionals: I wish/if only | Can describe hypothetical (counterfactual) results of a current action or situation using the second conditional. (48) | Can use 'I wish/if only' to express wishes related to the present or future. (54) | |
| Conditionals: first / second conditional | Can describe possible future outcomes of a present action or situation using the first conditional. (46) | Can describe present or future outcomes of a hypothetical situation using 'even if'. (54) | |
| Passives | Can use the present simple passive. (48) | Can use 'get' with the passive in informal speech to express unexpected or dramatic change. (54) | |
| Modals: present modals (deduction) | Can use 'must' to express obligation and necessity in the present and near future. (37) | Can use 'must have ...' to express inferences and assumptions about the past. (53) | |

**Part One: Vocabulary**

| Food and Drinks | Entertainment | Looking back |
|---|---|---|
| 1.ingredients مكونات | 1.documentary فيلم وثائقي | 1.traditional تقليدي |
| 2.produce ينتج | 2.director مخرج | 2.trade تجارة |
| 3-unhealthy غير صحي | 3.studio ستوديو | 3.cultural ثقافي |
| 4-quantity كمية | 4.location موقع | 4.divers غواصين |
| 5-education تعليم | 5.shoot a film يصور فيلم | 5.coast ساحل |
| 6-spices بهارات | 6.incredible رائع | 6.increase يزداد |
| | | 7.tourism سياحة |

**Part Two: Reading**

## Restaurants

Many chefs, along with a passion for food, train for five to ten years, gaining valuable cooking experience, before opening their restaurant. That could be enough to run a food business. However, it is now believed that business skills are also important. Only if you take time to learn about managing a company will your restaurant be profitable.

From a young age, Ali tried out his recipes on his family, and it was agreed that he made delicious food. It seemed as though his ten years of working as a chef, both abroad and at home in Dubai, had benefitted him. It was reported in magazines that he was the best chef of his generation. Yet, he admits that he made mistakes. "I was young and confident when I started my first restaurant, which was in my local community," he told us. "My food is so popular, I thought. The restaurant would undoubtedly do well. If only I'd waited and gained some business knowledge. In the end, I had to close that restaurant. Now, I have a good understanding of business and my new restaurant is successful."

Like Ali, Maryam relied on her love of food. "Lots of customers were coming in and spending money. My little city-centre cafe looked like it had done well," she says, "but when I checked, I hadn't made any profit. I wish I had learned more about business and management before I started. When I spoke to an advisor, he showed me the problem, and how it should be improved. Only if I increased my prices would the cafe survive. I was cooking a lot of traditional food with expensive ingredients. I revised my recipes, which also helped reduce costs. I agree that business skills can be learned through online courses. Better still, I believe, is to enrol in a college course, or you could read books by yourself if that's your only option. In my opinion, this preparation could be the key to success for any young entrepreneur."

-Read the text and answer the questions;

1. What is the main point of paragraph 1?

a. Understanding how to run a restaurant is essential for success

b. Only people who have cooking experience should start restaurants

c. All that is needed to be a good restaurant owner is a love of food

2. Ali gained his cooking experience in _____.

a. a variety of restaurants around the world

b. a restaurant owned by his family

c. local restaurants in Dubai

3. Why does Ali think buying his restaurant was a mistake?

a. He thinks people in that area didn’t like eating his food

b. He knows that his cooking skills alone were not enough to ensure success

c. He believes he wasn’t old enough to begin a business

4. What reason does Maryam give for her business not doing well?

a. The dishes she served were expensive and needed a lot of special ingredients

b. Many people were coming to the place, but not buying anything

c. She was spending more money on produce than she was making from customers

5. What kind of business does Maryam have?

a. A small coffee bar in town

b. A traditional place in a rural location

c. An expensive restaurant in Dubai

6. What do Ali and Maryam both say about opening their businesses?

a. They have created more affordable dishes for customers to improve profits

b. They should have known more about being an owner before they started their companies

c. They could have employed more people to help them create more popular dishes

7. Maryam thinks _____ is the best way to prepare for owning a business.

a. Independent study

b. Using the internet

c. Attending classes

Reading – 2

# A Lovely Treat

Reem and her sister, Maha, woke up one Saturday morning and they were soon very sad. Their older sister, Aisha, was working, and they were missing her. Reem said to their parents, "I wish Aisha didn't have to work today."

"If Aisha were here, we would be so much more cheerful," complained Maha. "She always creates a nice atmosphere."

"Aisha will be home in a couple of hours," said their father. "I have an idea. Do you remember the holiday we took in Kerala and the lovely restaurants there? Why don't you cook a Keralan dish for Aisha, so we can all have a taste of the time we spent there?"

Reem and Maha agreed that it was a great idea and they started working excitedly. Reem asked their father to go and buy some coconut milk for dessert. Maha had peeled and chopped an organic pumpkin that their neighbour had given them the previous day and ginger that was in the kitchen. She found some curry powder in the cupboard and said that she would go to a shop and buy some sweet potatoes afterwards. They wanted to make a curry dish and the mouth-watering coconut dessert the family had tried in India.

Aisha was very surprised when she came home. She hadn't expected it at all. They enjoyed the curry together. Their parents said that the curry in Kerala might have been less tasty than the dish cooked by Reem and Maha. Finally, the time for dessert came. Aisha took a spoonful of a white pudding with coconut, and it was clear that she didn't like it. She said that they might have not followed the recipe. Reem tasted the dessert too. She was upset and she shouted, "Oh, no! I must have added salt instead of sugar! We can't eat it!"

Read the text and answer the questions:

1. Why did the sisters miss Aisha?

a. she promised to cook for them after she came home

b. She was working so much they rarely saw her.

c. She made them feel happier when she was with them.

2. When the girls started cooking, they already had _____ at home.

a. a large tin of coconut milk

b. enough spices for the curry

c. all the vegetables they needed

3. What did the girls' parents think about the curry?

a. it wasn’t as nice as the curry in Kerala.

b. It was absolutely delicious.

c. It was very salty.

4. What is the difference in Reem's mood from the beginning to the end of the story?

a. At first, she was unhappy, and at the end she was annoyed.

b. At the start, she was exhausted, and at the end, she was angry.

c. At the beginning she was sleepy, and at the end, she was excited.

5. What is the text about?

a. trying a country's food for the first time.

b. planning a holiday abroad.

c. cooking for a family member

Reading - 3

**The Colour of Restaurants**

Even if you have never thought of opening a restaurant, it is interesting to find out that the way restaurants are decorated is very carefully considered. It is essential to consider colour when creating a restaurant atmosphere. For example, if the restaurant serves fast food and the restaurant is red, the owners must have chosen it with speed in mind. Red makes people hungry and anxious, so it causes them to eat faster. If, on the other hand,restaurant owners want their customers to stay longer and enjoy their meals while relaxing, green is the perfect choice.

People say that yellow is connected to happiness and being positive, while purple is connected to luxury and good quality. Orange is seen as a cheerful and inviting colour, so it is a great choice for family-friendly restaurants. People who had carried out the research to get this data said that they definitely felt the moods and emotions change in each differently coloured restaurant.

There is, however, one colour that should be avoided: blue. If only we could use this beautiful colour. Unfortunately, it causes people to eat less and drink more. The biggest issue with blue is that it produces a blue-coloured light that does not flatter the appearance of food.

In conclusion, if you want to run a successful restaurant, think about your use of colour. It is essential to make sure that various colours are balanced with each other. When restaurants use many loud colours, they must have forgotten these rules, or they clearly couldn't have known about how colours affect people! It is said that the best reviews come from restaurants with the most calming wall colours, and therefore, atmosphere.

Read the text and answer the questions:

1. Why should restaurant owners think about colour?

a. it helps their restaurants stay open longer

b. it affects their customers' behaviour.

c. it makes their restaurants look attractive

2. According to the text, what does a burger restaurant want their customers to do?

a. eat slowly and stay a long time

b. eat at their own pace and invite their families

c. eat very quickly and leave soon

3. What is the main point of the second paragraph?

a. colour decides the atmosphere of the restaurant

b. little research has been done on this topic

c. the best colours of a restaurant are purple and yellow

4. What would be the best colours for a restaurant that served expensive food?

a. orange and blue

b. green and purple

c. yellow and red

5. The best restaurant reviews come from restaurants with _____.

a. many bright colours

b. only one colour

c. carefully chosen colours

**Reading Maze:**

Interview Today, we have an interview with Bella. Her business runs events - festivals which celebrate traditional culture, local foods and the natural world. I: When 1 _____ this event B: I started my first festival back in 2015. I: You just finished your latest one. 2 _____ you have a successful festival this year? B: Yes, we had our summer cultural festival 3 _____ the weekend. A lot of people said they 4 _____ the last festival. I: 5 _____ you organise the festival? B: We 6 _____ the festival at this time of year, in the summer. Right now, a lot of fruit 7 _____ in the trees. The weather is perfect. It's the same each year. 8 _____ Friday, we have the main event. We organise a parade, like a slow walk, 9 _____ the centre of the village. Then, we have a meal with 10 _____ rice and local vegetables. 11 _____ meal has a lot of tomatoes, the traditional food of the area. I: There are also animals in the festival, 12 _____ about them. B: Yes, I 13 _____ with the animals. We have sheep and goats. They are very popular 14 _____ the kids always want to play with them. I: 15 _____ animals are they? B: The village is 16 _____ a lot of farms, so they belong to the local farmers. They are part of the Saturday celebration. After Saturday, 17 _____ people come to the last event. They are usually too tired I: How 18 _____ does it take to organise the festival? B: Oh, months. It is a full-time job! I: 19 _____ when it is finished? B: Exhausted! I: 20 _____ to organise this event? B: Oh, absolutely - I cannot wait for the next one!

1. ……

a. will you started

b. did you start

c. are you starting

2. ……

a. Did

b. Are

c. Do

3. ……

a. By

b. When

c. At

4 ……..

a. Enjoying

b. Enjoyed

c. Enjoy

5. ……

a. how many do

b. how often do

c. how do often

6. ……

a. have always it

b. always are having

c. always have

7. ……..

a. is growing

b. it is growing

c. are be grow

8……

a. on

b. in

c. when

9. …….

a. going

b. between

c. towards

10. ……..

a. any

b. many

c. some

11……

a. the

b. an

c. a

12. ……..

a. how talk

b. let’s talk

c. can it talk

13. …….

a. love working

b. love it work

c. love be working

14. ……

a. but

b. this

c. because

15. …….

a. that

b. whose

c. who

16. …….

a. where

b. near

c. above

17. ……..

a. not many

b. haven’t any

c. not much

18. ……

a. a lot of time

b. much time

c. many times

19. ……..

a. How feel are you

b. How can you feel

c. How do you feel

20. ……

a. Will you continue

b. will continue you

c. you will continue

**Part Three: Grammar**

1) Past time :Past Perfect




For further explanation, visit this website: https://www.mauthor.com/present/4806929341087744

**Grammar Worksheet 1/Past Perfect**

Put the verbs into the correct form (past perfect simple).

1. The storm destroyed the sandcastle that we _____(build) .
2. He (not / be) _____ to Cape Town before 1997.
3. When she went out to play, she (do / already) _____ her homework.
4. My brother ate all of the cake that our mum_____ (make) .
5. The doctor took off the plaster that he _____(put on) six weeks before.
6. The waiter brought a drink that I _____ (not / order) .
7. I could not remember the poem we _____(learn) the week before.
8. The children collected the chestnuts that _____(fall) from the tree.
9. (he / phone) _____Angie before he went to see her in London?
10. She_____ (not / ride) a horse before that day.

1. The storm destroyed the sandcastle that we HAD BUILT. (build) .
2. He (not / be) HAD NOT BEEN to Cape Town before 1997.
3. When she went out to play, she (do / already) HAD ALREADY DONE her homework.
4. My brother ate all of the cake that our mum HAD MADE. (make) .
5. The doctor took off the plaster that he HAD PUT (put on) six weeks before.
6. The waiter brought a drink that I HAD NOT/ HADN'T ORDERED. (not / order) .
7. I could not remember the poem we HAD LEARNT (learn) the week before.
8. The children collected the chestnuts that HAD FALLEN (fall) from the tree.
9. (he / phone) HAD HE Angie before he went to see her in London?
10. She HAD NOT/ HADN'T RODE (not / ride) a horse before that day.

Rewrite the sentences to make them past perfect simple passive. For example,

*The students had read the book.*
***The book had been read by the students.***

The mechanic had repaired the engine.

The engine had been repaired by the mechanic.

The children had eaten the cake.

The cake had been eaten by the children.

Had an employee completed the project?

Had the project been completed by an employee?

The chef had prepared a meal.

A meal had been prepared by the chef.

Salma had not watered the house plants.

The house plants had not been watered by Salma.

## 2) I wish/if only

**Meaning**

We use *wish* and *if only* to talk about things we would like to change in the present or the past. For example:

| |
|---|
| *I **wish** I could speak Spanish. (Present)* |
| ***If only** he lived closer. (Present)* |
| *I **wish** we had left earlier. (Past)* |
| *If **only** I had studied harder at school. (Past)* |

**Form**

- Using *wish/if only* to talk about a **present situation** we would like to be different:

| wish/if only + past form |
|---|
| *I **wish** I **had** more time.* |
| ***If only** they **could** score a goal.* |
| *She **wishes** she **knew** the answer.* |

We often use the structure ***wish + were***. For example, *I **wish** I **were** richer; I **wish** I **were** taller; I **wish** I **were** the manager.*

We also use *wish/if only* to complain about something or express annoyance:

| wish/if only + would + verb |
|---|
| *I **wish** you **wouldn't eat** so loudly.* |
| *I**f only** they **would be** quiet**.*** |

- Using *wish/if only* to talk about a **past situation** we would like to change. These are often regrets:

| wish/if only + past perfect form |
|---|
| *I **wish** I **hadn't eaten** so much. I'm feeling sick now.* |
| ***If only** we **had saved** more money. We would be able to buy a house now.* |

For further explanation, visit the website: https://www.mauthor.com/present/5373619439271936

**Q2-The following sentences express wishes about past situations. Complete the sentences with the correct form of the verb in brackets.**

1. I miss my grandad a lot. If only I _____*(spend)* more time with him while he was alive.
2. Sarah wishes she _____ *(take)* the job in Madrid last year.
3. I can't believe you saw dolphins at the beach this morning! I wish I _____*(be)* there!
4. Gavin didn't enjoy his degree at all. He wishes that he _____*(do)* a different course.
5. If only we _____*(listen)* to your advice. The event would have been much better.

## 3) First Conditional:

### Meaning

The first conditional is used to describe likely or possible outcomes.

### Form

| If + present tense + will + verb |
|---|
| ***If*** *I* ***have*** *time, I* ***will write*** *the report.*<br>*I* ***will write*** *the report* ***if*** *I* ***have*** *time* |

- Remember to use a comma (,) when the 'If' clause comes first.
- We don't use '*will*' in the 'if-clause': *If I ~~will~~ study, I will pass the exam.*
- We can use '*unless*' to mean '*if not*'. For example*, Unless we hurry, we will be late (If we don't hurry, we will be late)*
- You can use other modal verbs (might, may, could, should) instead of 'will' to express different degrees of certainty and meaning. For example: ***If*** *it* ***is*** *sunny tomorrow, I* ***might go*** *to the beach.*
- Remember, we can use contractions. For example, ***If*** *I* ***have*** *time, I'****ll write*** *the report.*

### Functions/Uses

- To negotiate: *I'****ll help*** *you* ***if*** *you* ***help*** *me.*
- To give advice: ***If*** *you* ***study*** *hard, you* ***will pass*** *the exam.*
- To give warnings: *You* ***might start*** *a fire* ***if*** *you* ***play*** *with matches.*
- To talk about plans (we usually use '*when*'): ***When*** *I* ***have*** *time, I'****ll write*** *the report.*
- To talk about (safety) precautions (we use 'in case'): *You* ***should wear*** *boots* ***in case*** *you* ***drop*** *something on your foot; You* ***should buy*** *insurance* ***in case*** *you* ***become*** *ill.*

For Further explanation, visit this website: https://www.mauthor.com/present/6467559418888192

**Exercise 1: Choose the right answer.**

1. If you don't put so much sugar in your coffee, you _____ so much weight!



A. ? don't put on

B. ? won't put on

2. You'll pay higher insurance if you _____ a sports car.



A. ? buy

B. ? will buy

3. You _____ heart disease if you eat too much meat.



A. ? get

B. ? will get

4. You _____ better if you turn on the lamp.



A. ? are able to see

B. ? will be able to see

5. If you _____ an apple every day, you'll be very healthy.

A. ? eat



B. ? will eat

6. You won't pass the course if you _____.



A. ? don't study

B. ? won't study

7. If we don't protect the elephant, it _____ extinct.

A. ? will become



B. ? becomes

8. If I _____ some eggs, how many _____?



A. ? cook / will you eat

B. ? will cook / do you eat

9. If a deer _____ into your garden, it _____ all your plants.

A. ? gets / will eat



B. ? will get / eats

## 4) Second Conditional:

### Meaning

The second conditional is used to describe situations and actions in the present and future which are unlikely to happen or are imaginary, hypothetical, or impossible.

### Form

If + past tense + would + verb

***If*** *I* ***had*** *more money, I* ***would start*** *my own business.*
*I* ***would start*** *my own business* ***if*** *I* ***had*** *more money.*
***If*** *I* ***had*** *ten pairs of hands, I* ***could play*** *ten pianos.*

- Remember to use a comma (,) when the 'If' clause comes first.
- We can use '*unless*' to mean '*if not*'. For example, *I wouldn't start my own business* ***unless*** *I had more money.*
- You can use other modal verbs (might, may, could, should) instead of '*would*' to express different degrees of certainty and meaning. For example: *If I had time, I* ***might*** *learn a new language.*
- Remember, we can use contractions. For example, ***If*** *I* ***had*** *more money, I****'d start*** *my own business; They'****d pass*** *their exams* ***if*** *they* ***worked*** *harder.*

### Functions/Uses

- To give advice: ***If*** *I* ***were*** *you, I* ***would work*** *harder.*
- To hypothesise: ***If*** *we* ***met*** *at three o'clock, we* ***would get*** *more work done.*

**For further explanation, visit this website: https://www.mauthor.com/present/4554588165898240**

## 5) Modals- Past Modals- deductions:

**Meaning**

Modal verbs, in general, can be used to express a wide variety of functions such as asking for and giving permission, talking about ability, probability and possibility, giving advice, or showing obligation and prohibition (see the Useful Links below for more information).

Modal verbs in the past are also used to express functions such as regret, relief, and speculation and deduction about past events.

| Modal verb | Function | Example |
|---|---|---|
| **could have** | possibility or past ability (to show contrast) | *I could've been a doctor, but I didn't study hard enough.* |
| **couldn't have** | say something was not possible | *They simply couldn't have won the race in those conditions.* |
| **should/shouldn't have** | give advice about the past | *We should have left earlier. / You shouldn't have eaten all that cake.* |
| **should have** | make a supposition about the present | *They should've arrived by now.* |
| **would have** | talk about hypothetical actions in the imaginary past | *If I had been smarter, I would've studied law.* |
| **must have** | say something was highly likely | *It must've been difficult living in times before electricity.* |
| **can't /couldn't have** | say something was unlikely | *I thought I saw Mike today, but it can't/couldn't have been him – he's still on holiday.* |
| **could / might / may have** | make a guess about the past | *Why is this vase broken? It could've/might've/may have been damaged in the move.* |

**-Form**

modal verb (positive or negative) + have + past participle

*We **should have stayed** at home.*

*I **could have eaten** much more!*

*They **would have seen** the end of the film if they had stayed.*

*He **shouldn't have bought** all those things!*

*I **couldn't have known** you'd be so early.*

*She **wouldn't have been** so angry if you had just apologised.*

-The modal verb and 'have' are often contracted to a short form, for example, 'should have' = 'should've'.

*We **should've stayed** at home.*

*I **could've eaten** much more.*

*They **would've seen** they end of the film if they had stayed.*

-Past modals are used with the third conditional structure

*If I had seen you, I **would have said** hello.*

*If I had studied harder, I **could've been** a lawyer.*

*I **might have eaten** less if I had know we were going to a restaurant.*

-When we use ‘must’ to show obligation, we use ‘had to’ to show past meaning, **NOT** ‘must have’.

| | |
|---|---|
| *I must go to work.* | *I had to go to work.* |

**’I must have gone to work’ gives a different meaning, showing deduction, not obligation.*

-We can use ‘must have’ to say we think something definitely happened. But we use ‘can’t have’, **NOT** ‘must not have’, to say we think something definitely did not happen.

*She **must’ve** left already because her car is not here.*

*She **can’t have** left yet because her car is still here.*

-When we use ‘can’ to talk about ability, we use ‘could’, **NOT** ‘could have’ to show a past state.

| | |
|---|---|
| *I can play football* | *I could play football.* |

**’I could have played football’ shows past possibility, not ability.*

For further explanation, visit the website : https://www.mauthor.com/present/6736088508530688

## 6) Simple Present Passive:

**Meaning**

The passive voice is used when we want to focus on the action rather than the person or thing that does the action.

Active: ***The man*** *drives the taxi every day.* (The focus is on the person doing the action.)
Passive: ***The taxi is driven*** *by the man every day.* (The focus is on the action.)

**-Form**

Present simple passive is formed using am/is/are *+ past participle*.

These laptops ***are made*** in China. (affirmative)

Eating ***is not allowed*** in the library. (negative)

***Are*** the flowers ***watered*** every day? (question form)

For further explanation, visit the website: https://www.mauthor.com/present/5360492155109376

# Present Simple Passive Voice

Use Google Chrome

| Active | They | play | football. |
|---|---|---|---|
| Passive | Football | is played | by them. |




**A.** Complete the sentences using '**is, am**, or **are**' to make passive.

1. The test _____ prepared by the teacher.
2. Water cans _____ carried by the attendants.
3. The license _____ checked by the police.
4. My cars _____ repaired by the mechanic.
5. The programs _____ installed in my computer.
6. The hostel bills _____ paid by my uncle.
7. The building _____ painted by the painter.
8. Water _____ boiled on the stove by my sister.
9. The machinery _____ carried by the trucks.
10. The boxes _____ loaded by the workers.
11. I _____ invited by my friend for his birthday party.
12. Road _____ decorated with colourful lights.

# Part Four: Functional Language

## 1-Expressing Opinions:

**Expressing opinions**

**I think** *that is the right decision.*

**I believe** *that is the right decision.*

**My opinion is** *that is the right decision.*

**In my opinion**, *that is the right decision.*

**I'm sure** *that is the right decision.*

**I feel** *that is the right decision.*

**I guess** *that is the right decision.*

**I strongly believe** *that is the right decision.*

**To be honest**, *that is the right decision.*

**I reckon** *that is the right decision.*

**From my point of view**, *that is the right decision.*

**From my perspective**, *that is the right decision.*

**As far as I'm concerned**, *that is the right decision.*

**The way I see it**, *that is the right decision.*

**To my mind**, *that is the right decision.*

**I am of the opinion** *that it is the right decision.*

**I can't help thinking/feeling** *that it is the right decision.*

**I'm absolutely certain** *that it is the right decision.*

**Without a doubt**, *it is the right decision.*

**Frankly**, *it is the right decision.*

For further explanation, visit this website: https://www.mauthor.com/present/5905010499649536

## 2-Expressing Agreement and Disagreement:

**Expressing agreement**

**I agree.**

**You're right.**

**I think so, too.**

**I completely agree.**

**I totally agree.**

**I strongly agree.**

**I absolutely agree.**

**I think you're absolutely right.**

**Absolutely!**

**Exactly!**

**I couldn't agree more!**

**That's a good point.**

**I see what you mean.**

**You make a good point.**

**I'm with you on that.**

**I hate to say it, but you're right.**

**Expressing disagreement**

**I disagree.**

**You're wrong.**

**I completely disagree.**

**I strongly disagree.**

**I totally disagree.**

**I absolutely disagree.**

**I don't completely agree.**

**I see your point, but** *I think the data is wrong.*

**You make a good point, but** *I think the data is wrong.*

**That may be the case, but** *I think the data is wrong.*

**I can see what you mean, but** *I think the data is wrong.*

**Let's agree to disagree.**

**Communication Tip**

Different phrases will show different strengths of agreement and disagreement.

***Yes, I agree.*** *(agreement)*

***I think you're absolutely right!*** *(strong agreement)*

***I disagree.*** *(disagreement)*

***I completely disagree!*** *(strong disagreement)*

Additionally, it is polite to show that you understand another person's argument before disagreeing.

***I see your point, but…***

***You make a good point, but…***

***I can see what you mean, but…***

For further information,visit this website: https://www.mauthor.com/present/6472261862817792

## 3-Speculating and Making Deductions:

**Speculating**

**Can you guess** *what this means*?

**Have a guess!**

**Take a guess!**

**Make a guess!**

**Hazard a guess!**

**I guess** *it cost you 100 AED.*

**My guess is** *100 AED.*

**I'd say** *it cost 100 AED.*

**I'd bet** *it cost 100 AED*

**The chances are** *it cost 100 AED*

**Off the top of my head, I think** *it cost 100 AED.*

**If I had to take a guess, I'd say** *it cost 100 AED.*

**It's difficult to say, but I think** *it cost 100 AED.*

**Communication Tip**

We usually **make deductions** when we have some facts or evidence. The modal verb tells us how sure we are about the speculation. For example,

Sure

*She **must** be busy. She's not answering her phone.*
*He **can't** have been at work last week. It was a holiday.*

Quite sure

*They **might** be on holiday. I haven't seen them for ages.*
*They **may not have** heard you. Try again.*

Expected to be true

*She **should** be at work now. It's after 9 am.*

For further explanation, visit this website: https://www.mauthor.com/present/4799527491600384

# Part Five: Writing

## Part One: Making Inferences

**The Decision**

Amna remembered the weekdays in which she prepared 12th graders for university during the day, arrived home in the late afternoon to take care of her four-year-old son and cook dinner for her husband, and then had to attend classes in the evening. The constant tornado of obligations left Amna overcome with exhaustion and feeling that she was inadequately balancing work, school, and home life. At times, she wanted to give up, but since it is a requirement to become a school administrator, Amna considered getting her master's degree to be a worthy investment, and now she was on the point of completing her coursework. In the past, Saif had suggested that they hire a nanny, but Amna said, "Only if things get really busy, will we hire someone to help around the house." Saif decided to revisit the idea with Amna when she arrived home from her classes that evening. Hopefully, he could convince her that it was a good idea now that their son was going to kindergarten. Since Amna went to a smaller, lesser-known establishment for her first degree, Amna decided to attend classes at a prestigious university for her master's. Although Amna was not pleased to spend almost ten hours in class each week, she felt that learning in a classroom improved her focus as it provided a quiet place to learn. The guidance from her professors gave her the insight to navigate the most challenging concepts and tasks, and participating in class discussions and study groups, Amna became friends with several of her classmates. During a meeting with her advisor to select classes for the new semester, Amna revealed her worries about successfully completing her program without sacrificing the needs of her students and family; she had thought about taking a break from her studies. Amna's academic advisor suggested that she add online courses to her schedule. When Amna heard her mention them, a flood of anxiety swept over her. She had always avoided taking online courses because of their self-directed nature. As her advisor explained which courses she could take online, Amna imagined that it would be imperative that she worked independently to keep up with the assigned reading and research. Her classmates would only be acquaintances since their interactions would be limited to virtual components, and she would not get the same level of critique and advice from her professors. Pushing away the pessimistic thoughts, Amna considered that maybe she was focused on the stereotypes of online learning and not the reality. A few weeks later, on a Wednesday evening, Saif packed Amna's favourite foods for a picnic at the neighbourhood park as their nanny, Stella, kept a watchful eye on Khalil as he happily played on the playground.

1.What decision did Amna make about her studies?

_____

_____

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

_____

_____

Passage 2

Artificial Intelligence (AI) has undeniably transformed the landscape of technology, introducing a realm of possibilities that captivates and challenges us simultaneously. At its core, AI demonstrates an impressive capacity to process vast datasets swiftly, bringing forth innovations that streamline our daily lives. The convenience of voice-activated assistants and personalised recommendations showcases the practical benefits of AI integration. The inherent efficiency gains are hard to overlook, fostering a sense of admiration for the seamless integration of intelligence into our technological interactions. Yet, beneath the surface of this technological phenomenon lies a tapestry of ethical considerations. The access to personal data required for optimal AI functioning introduces a subtle tension between the allure of convenience and the imperative to safeguard privacy. As AI infiltrates every corner of our lives, from the most mundane to the pivotal moments in our lifetimes, this ethical dilemma prompts contemplation about the delicate balance between technological advancement and the protection of individual rights. Consideration of the potential future uses of the personal information we currently freely provide to AI systems to teach and inform the algorithms upon which they rely must form part of our reasoning prior to furnishing it. Another layer of complexity arises in the realm of employment. The question of whether AI will augment or diminish job opportunities looms large. While AI holds the promise of automating routine tasks, thereby enhancing productivity, there is an underlying concern about potential job displacement. This dichotomy requires a nuanced exploration of how the workforce can adapt and evolve alongside the accelerating pace of technological change. Perhaps we could aid this conceptualisation by considering what kind of future we ultimately desire, and in doing so, ensuring that any negative effects of AI, such as rising unemployment as more and more tasks are automated, are mitigated. In navigating the landscape of AI, a dichotomy emerges between marvel at the progress brought by this technology and the responsibility to ensure its ethical deployment. Although we cannot fail to appreciate the many advantages of AI, this must be coupled with a cautious recognition of its potential pitfalls. Therefore, acknowledgement of the need for ongoing conversations surrounding ethical guidelines and regulations around AI means that we not only value innovation, but also the responsible development and use of AI technologies. In the broader context, AI emerges as a potent tool, offering immense benefits while necessitating a judicious approach. While it is clear that the transformative power of AI must be appreciated, the need for a thoughtful and responsible integration into our lives must also be emphasised and a clear path in the navigation of the evolving landscape of technology must be plotted.

1.What will the author think about future advances in technology?

_____

_____

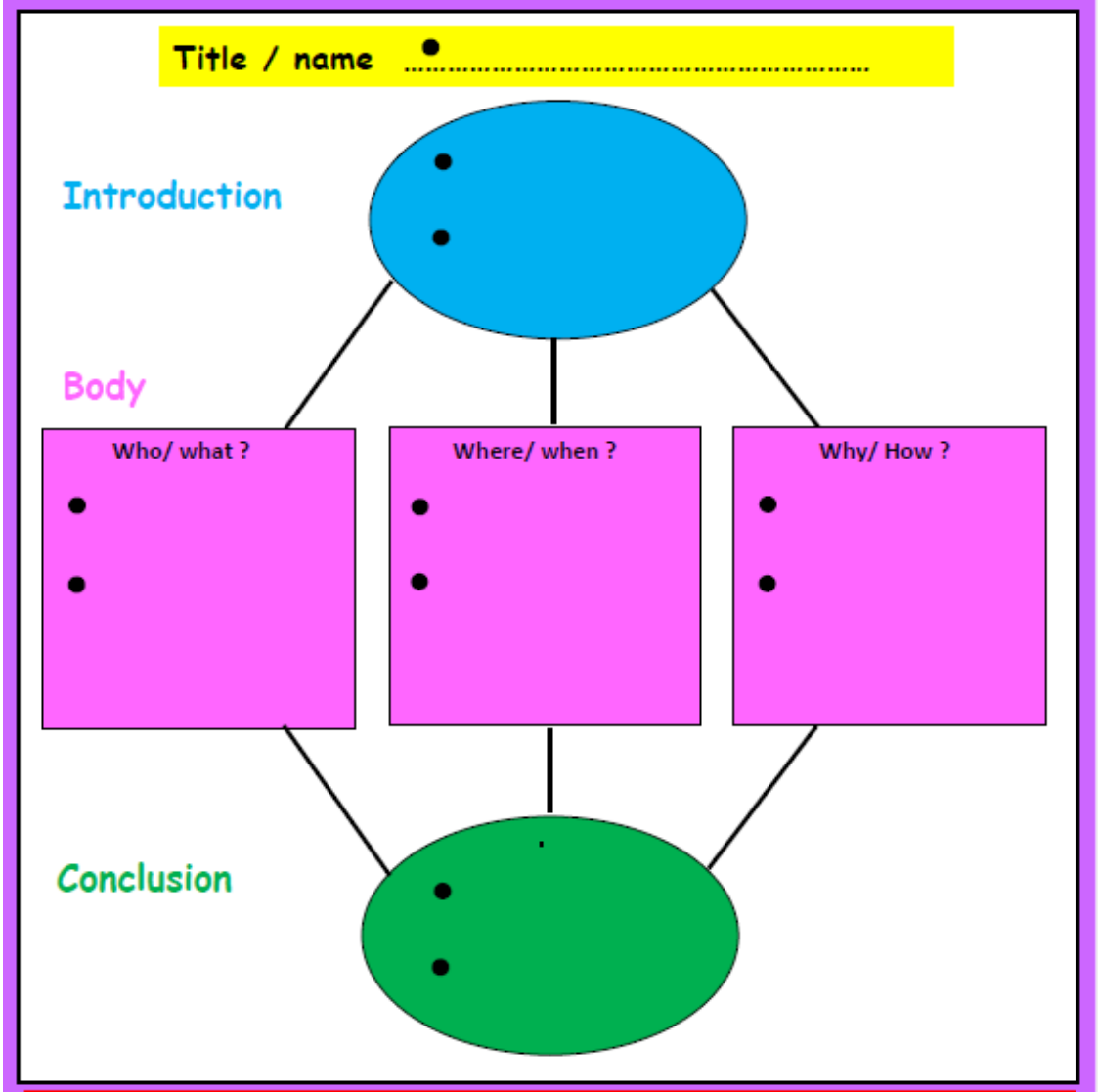
2. Why is your answer to the inference question the best answer? Use the information in the text to support your answer.

_____

_____

# How to plan for your essay

Always read the question properly, to know what you must write on.




**Study this mind-map and draw it in the exam, to PLAN!**

# Part Two: The Writing Tasks
# The First Topic: Food and Drinks

Part One:

-What do you think of eating in a restaurant? and why?

_____
_____
_____

Part Two:

-Write a plan for your essay below. Please note – this question asks for a plan, not a full essay.You will write the full essay in the next question.

Write about your best restaurant.
Include information about:

- The name and location of your best restaurant
- Who you go to this restaurant with and what type of food you like to eat there.
- What makes it your best restaurant

Part Three:

Write about your best restaurant.Include information about:

- The name and location of your best restaurant
- Who you go to this restaurant with and what type of food you like to eat there
- What makes it your best restaurant

Write at least 120 words in paragraphs.

## Topic 1: My Favorite Restaurant (A Sample Essay)

One of my favorite places to dine is "Savor Haven," nestled in the heart of downtown. It's a cozy spot I often visit with friends and family.

At Savor Haven, I enjoy eating a diverse range of dishes, from sushi to steaks and desserts. What truly sets it apart is the warm service and inviting atmosphere. Every visit is a delightful experience, whether celebrating special occasions or simply enjoying a meal out.

Conclusion: Savor Haven holds a special place in my heart as more than just a restaurant. It's a sanctuary where I can relish delicious food and create lasting memories with loved ones, making each visit truly unforgettable.

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## Writing 2: Entertainment

Part One:

-What do you think of movies ? and why?

_____
_____
_____

Part Two:

-Write a plan for your essay below. Please note – this question asks for a plan, not a full essay.You will write the full essay in the next question.

Write about your favorite movie.
Include information about:

- The name of your favorite movie and its plot
- when and where did you watch it
- What makes this movie special to you

Part Three:

Write about your favorite movie.Include information about:

-The name of your favorite movie and its plot

-When and where did you watch it

•What makes this movie special to you

Write at least 120 words in paragraphs.

## Topic 2 : A Sample Essay

My favorite movie is "The Shawshank Redemption." It tells the story of Andy Dufresne, a man wrongly convicted of murder, who forms a friendship with fellow inmate Red while serving a life sentence at Shawshank State Penitentiary. Together, they navigate the harsh realities of prison life and Andy works tirelessly to prove his innocence.

I first watched this movie at home one weekend evening. What makes it special to me is its powerful message of hope and resilience in the face of adversity. The performances by Tim Robbins and Morgan Freeman are exceptional, bringing the characters to life in a memorable way. "The Shawshank Redemption" is a timeless classic that reminds us to never lose hope, no matter how dire the circumstances may seem.

## Topic 3 :Looking back :A Sample Essay

Life in the UAE has changed a lot over the years. In the past, the UAE was mostly desert with small towns and villages. People relied on fishing, pearl diving, and trading for their livelihoods. Life was simple, with basic amenities and traditional customs.

Nowadays, the UAE has transformed into a modern and bustling country. Skyscrapers dot the skyline, and cities like Dubai and Abu Dhabi are global hubs for business, tourism, and culture. With rapid development, the standard of living has greatly improved, offering modern infrastructure, healthcare, and education. People from all over the world now call the UAE home, creating a diverse and vibrant society.

Despite these changes, Emirati culture and traditions remain strong, with a blend of modernity and heritage shaping life in the UAE today.

