

## تم تحميل هذا الملف من موقع المناهج الإماراتية



## مراجعة نهائية وفق الهيكل الوزاري المسار المتقدم

موقع المناهج ← المناهج الإماراتية ← الصف العاشر ← لغة انجليزية ← الفصل الأول ← ملفات متنوعة ← الملف

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ملفات اكتب للمعلم اكتب للطالب الاختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل  
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي للمدرس

المزيد من مادة  
لغة انجليزية:

إعداد: مدرسة الشروق

## التواصل الاجتماعي بحسب الصف العاشر



صفحة المناهج  
الإماراتية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

## المزيد من الملفات بحسب الصف العاشر والمادة لغة انجليزية في الفصل الأول

مراجعة جميع قواعد وحدات الفصل

1

معاني مفردات الوجدتين الأولى والثانية مع الترجمة وأمثلة المسار المتقدم

2

شرح وحل الدرسين الأول والثاني What's your line من الوحدة الرابعة

3

أسئلة اختبار Reading فهم قرائي نموذج ثاني

4

أسئلة اختبار Reading فهم قرائي

5



مدرسة الشروق  
ALSHOROUQ SCHOOL

Education is not received. It is achieved



# Grade (10 Advanced)

## End of Term 1 Revision

### 2024-2025





## Past perfect passive

### Q1. Change the underlined sentences into passive.

1. They had solved the problem before the manager arrived.

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2. By the time the guests arrived, my mom had already cooked the dinner.

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3. They had eaten the cake before the birthday celebration even started.

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### Q2. Choose the correct answers.

By the time the error was noticed, the funds \_\_\_\_\_

- had already transferred
- had already been transferred
- already transferred

The car -----before the mechanic identified the underlying issue.

- had repaired
- had been repair
- had been repaired

The concert -----before the audience was informed.

- had canceled
- had been cancel
- had been canceled

### IF Conditionals Type 1

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.

**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 2**

**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.

**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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### **Conditionals: wishes / if only**

"**I wish**" and "**If only**" are used to express regrets or wishes about situations that did not happen in the past or to express a desire for something to be different. They are often followed by the **past perfect tense** to refer to unreal or impossible situations in the past.

- **I wish + past perfect:** Expresses a regret about something that happened or didn't happen in the past.
  - *I wish I had studied harder (but I didn't).*
- **If only + past perfect:** Used similarly to express a strong regret or wish about the past.
  - *If only we had left earlier (but we didn't).*

Both forms express a sense of disappointment or longing that things could have turned out differently.

**Examples:**

1. **I wish:**

1. *I wish I had saved more money (but I didn't, and now I regret it).*
2. *I wish we had taken the earlier flight (but we didn't, and now we missed it).*

2. **If only:**

1. *If only I had known about the party (but I didn't, and now I regret missing it).*
2. *If only they had called me (but they didn't, and now there's a problem).*

In these sentences, the speaker reflects on past actions or inactions that they now regret.

**Activity:**

**Complete the sentences below using "I wish" or "If only" to express regret about the past. Use the past perfect tense after the phrases.**

1. I wish I \_\_\_\_\_ (save) more time for studying.
2. If only they \_\_\_\_\_ (tell) me about the meeting earlier.
3. I wish we \_\_\_\_\_ (take) that job opportunity when we had the chance.
4. If only she \_\_\_\_\_ (buy) the tickets in advance.
5. I wish I \_\_\_\_\_ (not forget) my keys at home this morning.
6. If only we \_\_\_\_\_ (leave) the house sooner, we wouldn't have been late.
7. I wish I \_\_\_\_\_ (listen) to your advice about the project.
8. If only he \_\_\_\_\_ (prepare) better for the interview.
9. I wish I \_\_\_\_\_ (learn) to play the guitar when I was younger.
10. If only we \_\_\_\_\_ (choose) a different route, we could have avoided the traffic.

## 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.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

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

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Clauses and phrases: imperatives

**Imperatives** are used to give commands, instructions, or make requests. The imperative form uses the base form of the verb without a subject (the subject is understood as "you").

- **Imperative Verbs:** These are direct commands or instructions.
  - *Sit down!*
  - *Turn off the lights.*

**'ll + infinitive:** This form is used for spontaneous decisions or offers. When making a quick decision or an offer of help in the moment, you use 'll followed by the base form of the verb.

- **Examples:**
  - *I'll help you clean the kitchen.*
  - *Don't worry, I'll carry that for you.*

**Will + infinitive:** This form is used for giving strong orders or instructions, especially when expressing authority or making something clear.



- **Examples:**
  - *You will complete this assignment by tomorrow.*
  - *You will follow the rules.*

**Examples:**

**Will + infinitive for orders and instructions:**

- *You will arrive on time.*
- *You will not speak during the exam.*

**Activity:**

**Instructions:** Complete the sentences using the correct form of the verb. Choose between an imperative, 'll + infinitive, or will + infinitive depending on the context.

1. \_\_\_\_\_ (close) the window, it's getting cold.
2. Don't worry, I \_\_\_\_\_ (carry) your bag for you.
3. You \_\_\_\_\_ (finish) this project by the end of the day.
4. \_\_\_\_\_ (stop) making so much noise, we need to focus!
5. I \_\_\_\_\_ (pick) you up from school after the meeting.
6. You \_\_\_\_\_ (follow) all the safety instructions carefully.
7. \_\_\_\_\_ (bring) the report to my office immediately.
8. I'm late, but I \_\_\_\_\_ (drive) you to your appointment.
9. You \_\_\_\_\_ (not use) your phone during the exam.
10. \_\_\_\_\_ (take) the trash out before you leave.

**Modals: present modals**

1. "Had to" / "Did ... have to ... ?" to refer to past necessity or obligation:

- "Had to" is used to express a necessity or obligation in the past, similar to "must" in the present.

- **Examples:**

- I had to finish the report before the deadline. (It was necessary in the past)

- We had to wake up early for the flight.

- "Did ... have to ... ?" is the question form used to ask about necessity or obligation in the past.

- **Examples:**

- Did you have to work late last night?

- Did they have to bring their own materials?

2. "Need" with verbs in the gerund to express necessity:

- "Need" + gerund (verb + -ing) expresses that something is necessary or should be done.



**- Examples:**

- The car needs cleaning. (It is necessary for the car to be cleaned)
- Your assignment needs revising before you submit it.

**This form focuses on something that is in need of attention or action.**

**Examples:**

1. Using "had to":

- I had to call the doctor because I was feeling unwell.
- They had to cancel the event due to bad weather.

2. Using "Did ... have to ...?":

- Did you have to leave so early?
- Did she have to prepare all the food by herself?

3. Using "need" with a gerund:

- The house needs painting.
- Your essay needs editing before submission.

**Activity:**

**Complete the sentences using the correct form of "had to", "did ... have to ...?", or "need" + gerund.**

1. The car \_\_\_\_\_ (repair) after the accident.
2. We \_\_\_\_\_ (cancel) our vacation because of the pandemic.
3. \_\_\_\_\_ you \_\_\_\_\_ (finish) all the work before you left?
4. This room \_\_\_\_\_ (clean) before the guests arrive.
5. He \_\_\_\_\_ (take) a test before he could apply for the job.
6. \_\_\_\_\_ they \_\_\_\_\_ (bring) all their own equipment?
7. My computer \_\_\_\_\_ (update) to the latest version.
8. I \_\_\_\_\_ (study) hard for the exam last month.
9. Does this document \_\_\_\_\_ (sign) by the manager?
10. \_\_\_\_\_ you \_\_\_\_\_ (submit) the assignment by the deadline?

## Defining and Non – Defining Relative Clauses

We can use words such as which, who, where, whose, when to form relative clauses.

**Defining** relative clauses **defines or identifies the noun we are talking about.**

**Non-defining** relative clauses **only provide additional information and not essential information about the noun we are talking about**

- The person who took my umbrella left it at the reception
- Sarah's dress, which she wore to the party, caught everyone's attention.

In sentences that give essential information, (that) can be used instead of (which or who)

- The house which Jack built is now a historical landmark.
- Tom is the person who always arrives early for meetings.

### Example:

I found a phone yesterday. Someone must know who it belongs to.

### Meaning:

The speaker is stating that they found a phone. They are also making a deduction about the information available about the owner.

### Rule:

**object + who / which / that + rest of clause + preposition.**

### Usage:

We use relative clauses to add more information to the subject or object in a sentence. In informal English, **we can end the relative clause with a stranded preposition (a preposition that is not followed by its complement – here the complement precedes the preposition).** The most common prepositions that end relative clauses are 'with', 'for', 'to' and 'of'.

Other examples:

- Saqr Park, which we frequently go to, is in Ras al Khaimah.
- That's the best way of doing it that I know of.
- Our neighbor's garden, which we often play in, is very beautiful.
- I have some great friends who I like to play with.

### A. Choose the correct answer to complete the following sentences:

1. The book \_\_\_\_\_ is on the table. (you have many books)

- that I bought yesterday
- ,that I bought yesterday,
- who I bought yesterday

2. She is the doctor \_\_\_\_\_ (there are many doctors)

- ,who saved my brother's life.

- who saved my brother's life.
- ,that saved my brother's life.
3. The car \_\_\_\_\_ is now in the garage. ( I have only one car.)
- who he borrowed from me
- ,which he borrowed from me,
- which he borrowed from me
4. The newest model \_\_\_\_\_ is incredibly popular. (there is one model)
- which was released last month
- ,which was released last month,
- that was released last month
5. My aunt \_\_\_\_\_ is coming to visit us next week. (you have many aunts)
- ,who lives in Paris,
- which lives in Paris
- that lives in Paris
6. John's laptop \_\_\_\_\_ was stolen at the airport. (he has only one laptop)
- ,which he had just bought,
- which he had just bought
- that he had just bought

### General Grammar Questions ( Check your understanding)

Choose the correct answer for each of the following questions.

1. After I \_\_\_\_\_, I drank some water.  
a) play    b) had played    c) playing
2. Before I \_\_\_\_\_ Ali, I visited my grandmother.  
a) see    b) saw    c) seen
3. He washed his hands after \_\_\_\_\_ his lunch.  
a) had eaten    b) ate    c) eating
4. She had already \_\_\_\_\_ the letter before she sent it.  
a) wrote    b) writing    c) written
5. By the time I returned, my father \_\_\_\_\_.  
a) leaves    b) left    c) had left
6. When I get back, my father \_\_\_\_\_.  
a) leaves    b) will leave    c) had left
7. I won the race because I \_\_\_\_\_ daily.  
a) train    b) had trained    c) training

8. Because I \_\_\_\_\_ hard, I passed my Physics exam.  
a) **had studied**      b) **study**      c) **studying**
9. After I \_\_\_\_\_, I saw my uncle.  
a) **arrive**      b) **had arrived**      c) **arriving**
10. Having \_\_\_\_\_ ill, I decided to go to the hospital.  
a) **be**      b) **been**      c) **being**
11. She had left school before I \_\_\_\_\_.  
a) **arrive**      b) **arrived**      c) **arriving**
12. After I had seen him, I \_\_\_\_\_ him to my birthday party.  
a) **invite**      b) **invited**      c) **inviting**
13. While I \_\_\_\_\_, I fell down.  
a) **run**      b) **ran**      c) **was running**
14. When she left her house, it \_\_\_\_\_.  
a) **rained**      b) **was raining**      c) **rain**
15. If I \_\_\_\_\_ harder, I would have succeeded.  
a) **study**      b) **studied**      c) **had studied**
16. If he \_\_\_\_\_ a book, he would have passed the exam.  
a) **have**      b) **had had**      c) **having**
17. If they \_\_\_\_\_ late, they would have missed the bus.  
a) **be**      b) **were**      c) **are**
18. If I \_\_\_\_\_ you, I would pay attention to the teacher.  
a) **am**      b) **were**      c) **be**
19. If you are ill, you should \_\_\_\_\_ to the hospital.  
a) **go**      b) **gone**      c) **going**
20. Unless he \_\_\_\_\_, he won't succeed.  
a) **tries**      b) **try**      c) **tried**
21. I \_\_\_\_\_ that English is important.  
a) **think**      b) **thought**      c) **thinking**
22. I \_\_\_\_\_ about the importance of English.  
a) **think**      b) **thought**      c) **am thinking**
23. A: What are you doing?  
B: I \_\_\_\_\_ a shower.  
a) **have**      b) **am having**      c) **has**
24. I \_\_\_\_\_ a big blue bus when I was a child.  
a) **have**      b) **had**      c) **having**
25. \_\_\_\_\_ ill, Ali was absent from school.  
a) **Being**      b) **Be**      c) **Been**

26. \_\_\_\_\_ many interesting stories in my free time is one of my favourite hobbies.  
a) Reading                      b) Read                      c) Reads
27. Either Ali or Omar \_\_\_\_\_ English daily.  
a) speak                      b) speaks                      c) speaking
28. Both Ali and Omar \_\_\_\_\_ English fluently.  
a) speak                      b) speaks                      c) speaking
29. Either the teacher or the students \_\_\_\_\_ us with our homework.  
a) help                      b) helps                      c) helping
30. Either the teacher or the student \_\_\_\_\_ us with the project.  
a) help                      b) helps                      c) helping
31. One of the students \_\_\_\_\_ beautiful poems in grade 12B daily.  
a) write                      b) writes                      c) writing

## Reading Comprehension

### **Text 1:                      Culture and Customs**

In many cultures around the world, traditional customs play a vital role in community life. These customs often involve gatherings where people come together to celebrate significant events. For example, festivals are held in various venues, allowing tribes to showcase their unique traditions. Social media has become an essential tool for promoting these events, enabling communities to reach a wider audience. As a result, many people feel a renewed confidence in sharing their cultural heritage. However, there is also a concern about the influence of modern technology on these practices. Some 29 believe that relying too heavily on telecommunications may weaken the traditional bonds within communities.

1. What role do traditional customs play in community life?

- A) They are less significant today.
- B) They are essential for celebrations.
- C) They are only practiced by a few.

2. How has social media impacted cultural gatherings?

- A) It has made them less popular.
- B) It has helped promote them.
- C) It has no effect on them.

3. What is a concern regarding technology and traditional practices?

- A) It strengthens community bonds.
- B) It may weaken traditional bonds.
- C) It has no relevance to customs.

4.How do festivals help communities?

- A) **They isolate tribes from others.**
- B) **They showcase unique traditions.**
- C) **They diminish cultural importance.**

5.Why do some people feel more confident sharing their heritage?

- A) **Due to social media exposure.**
- B) **Because of increased isolation.**
- C) **From a lack of interest in customs.**

**Text 2:**

### **Technology and People**

The rise of technology has transformed how people interact and communicate. Telecommunications advancements have made it easier for individuals to connect with others globally. Many people now gather online through various platforms, where they can share ideas and collaborate. This new network encourages a competitive spirit, as individuals showcase their skills and knowledge. However, some individuals feel a sense of modesty when presenting themselves online, often hesitating to share their achievements. On the other hand, technology has inspired many to pursue their passions and has fostered a belief that anyone can succeed with the right resources.

1.How has technology changed communication?

- A) **It has made communication harder.**
- B) **It has simplified global interactions.**
- C) **It has eliminated face-to-face conversations.**

2.What do online platforms encourage among users?

- A) **Modesty and restraint.**
- B) **A competitive spirit.**
- C) **Isolation from others.**

3.What belief has technology fostered among individuals?

- A) **Only a few can succeed.**
- B) **Anyone can succeed with resources.**
- C) **Achievements should be kept private.**

4.Why might some individuals hesitate to share their achievements?

- A) They feel a sense of modesty.
- B) They are encouraged by peers.
- C) They want to be competitive.

5. How do telecommunications advancements benefit people?

- A) They complicate interactions.
- B) They limit connections.
- C) They enable global communication.

**Text 3: The Influence of Artificial Intelligence**

Artificial intelligence (AI) is increasingly influencing various aspects of our lives, from agriculture to virtual reality. In farming, AI can analyze data to optimize crop yields, ensuring that food production meets the demands of a growing population. Additionally, virtual reality technology allows people to experience different cultures and customs without leaving their homes. This can inspire individuals to explore new traditions and foster a deeper understanding of diverse lifestyles. However, there is also a discussion about how AI may impact job markets, as some believe that it could replace traditional roles, leading to uncertainty in many fields.

**Questions:**

1. How is AI impacting agriculture?

- A) It complicates farming techniques.
- B) It helps optimize crop yields.
- C) It has no significant effect.

2. What does virtual reality allow people to do?

- A) Avoid learning about other cultures.
- B) Experience different cultures from home.
- C) Focus solely on their local traditions.

3. What concern is raised regarding AI's influence on jobs?

- A) It will create more job opportunities.
- B) It may replace traditional roles.
- C) It has no effect on employment.



4. Why is data analysis important in farming?

- A) It decreases food production.
- B) It helps meet growing demands.
- C) It complicates agricultural practices.

5. How can virtual reality foster understanding?

- A) By isolating individuals from different cultures.
- B) By limiting exposure to traditions.
- C) By providing immersive experiences of cultures.

#### Text 4

### Robinson's Journey

For five days me and my friend, Xury, sailed along the shore and we saw no other people or boats. We needed fresh water to drink, so we decided to swim to shore as soon as it was dark; but, as the sun set, we heard the barking, roaring, and howling of wild creatures. Terrified, we huddled together in the boat. Two or three hours later, we saw huge, strange creatures come down to the shore and run into the water, wallowing and washing themselves; they made terrible howling and yelling sounds that I never heard the like of before.

We were very scared, but we needed water. Xury bravely suggested "We will both go and, if the wild animals come, we will shoot them". So we sailed the boat as close to the beach as we could and waded on to the shore, carrying nothing but our guns and two empty jars for water.

We walked carefully along a creek and after some time, we were happy to find that there was fresh water when the tide was out; so, we filled our jars, and prepared to go on our way. We searched but could not find any signs of other people living in this part of the world. We saw no footprints of any human creature.

We journeyed slowly along the coast, always looking for people who could help us. Behind the beach we could see dark jungle, thick with strange trees and plants. This island must have been uninhabited.

1. **Robinson and his friend wanted to swim to the shore because they were \_\_\_\_\_.**

- A. bored
- B. thirsty
- C. scared

2. **At night, they saw some strange creatures \_\_\_\_\_.**

- A. making a lot of noise
- B. that lived in the sea
- C. attacking their boat

3. **When they finally reached land, they \_\_\_\_\_.**

- A. shot some animals
- B. walked along a small river
- C. stayed on the beach

4. **On the island, they found \_\_\_\_\_.**
- A. some jars
  - B. people's tracks
  - C. drinkable water
5. **What could be another title for this text?**
- A. A Hunting Trip
  - B. The Island Of Fun
  - C. A Dangerous Adventure

## Maze

**1. Choose the correct answer to complete the meaning:**

Working as a travel agent can be exciting but 1 (**connecting / career / challenging**). It's important to be 2 (**realistic / relistic / relastic**) when finding trips for customers. You 3 (**be / can / going to**) ask them about their budget and what they're looking for, of course. Then you 4 (**have / could / might**) to do a lot of research on the best holidays and prices. I 5 (**have / has / hid**) always wanted to work in the travel industry but I got into professional weightlifting instead! My 6 (**open minded / role model / world famous**) was the great weightlifter, Naim Süleymanoğlu. I went to one of his competitions in Turkey a few years ago. I had 7 (**never been / never go / never see**) to Turkey, so I did a lot of 8 (**layover / lifestyle / sightseeing**), too. I had a great time! I believe I'll be travelling again soon but, this time, it isn't just for fun. It's a possible work opportunity.

**2. Choose the correct answer to complete the meaning:**

There are 1 (**amazes / amasing / amazing**) 2 (**mountain's / mountains / mountain**) in RAK. Jebel Jais is the 3 (**larger / tallest / most**) mountain in the UAE. It has a 4 (**sweet / picnic / bean**) area where you can look at the 5 (**energy / bitter / scenery**) and drink tea. There are also 6 (**greater / smallest / great**) beaches in RAK. The one near my house is nice. Finally, there are lots of 7 (**cocoa / animals / visitors**) in RAK, like camels and 8 (**wild / oryx / gorilla**). You can see them in the desert. To conclude, I think everyone should go to RAK because there are many 9 (**continent / air / interesting**) places to visit. There are many 10 (**carbon dioxide / wonderful / million**) places in the UAE.

## Opinion Writing

### Some possible expressions to express your opinion:

- I believe...
- In my opinion...
- From my perspective...
- Personally, I think...
- It seems to me that...
- I feel that...
- It's my contention that...
- I am of the opinion that...
- My view is that...
- In my view...

- It strikes me that...
- As far as I'm concerned...
- To my mind...
- I'm inclined to believe that...
- From where I stand...
- It appears to me that...
- It's clear to me that...
- My standpoint is...
- I reckon...
- As I see it...

1. In your opinion, why are cultural customs and traditions significant in the UAE? Write 2 sentences.

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2. In your opinion, what innovations or changes do you believe will shape the UAE in the next decade? Write 2 sentences.

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3. In your opinion, what significant changes have shaped the UAE over the past few decades? Write 2 sentences

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4. : In your opinion, what innovations or changes do you believe will shape the UAE in the next decade? Write 2 sentences.

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5. In your opinion, how has technology transformed daily life in the UAE? Write 2 sentences.

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6. In your opinion, how does the diversity of the population in the UAE enrich its culture and society? Write 2 sentences.

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7. In your opinion, how do daily routines contribute to a person's productivity and well-being in the UAE? Write 2 sentences

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8. In your opinion, how do feelings and emotions play a role in personal relationships in the UAE? Write 2 sentences.

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## Inference and Justification

Some useful expressions to use:

### Inference:

- The text implies/suggests that...
- From the passage, it can be inferred that...
- Based on the information provided, it seems that..
- The author suggests/implies that...
- It can be concluded from the text that...
- The passage leads to the inference that...
- It can be deduced from the text that...
- The author hints at...
- An implicit understanding from the text is..

### Justification:

- This conclusion is supported by the fact that...
- The text explicitly states that...
- Evidence from the passage shows that...
- The author provides details/examples to support this interpretation, such as...
- The passage indicates that...
- This assertion is backed up by information from the text, particularly...
- The text furnishes proof of.

**Carefully read the passage and respond to the questions below:**

Language is a wonderful gift given to man. No animal possesses this gift, but they have their own ways of expressing themselves. When a rabbit sees an enemy, it runs away into its hole. Its tail, which is white, bobs up and down as it runs. The other rabbits see it and they run too. They know that there is a danger. When a cobra is angry, it raises its hood and makes itself look fierce. This warns other animals. When a bee has found some food, it goes back to the hive. It can't tell the other bees where the food is by speaking to them, but it does a kind of dance in the air. Some animals say things by making sounds. A dog barks when a stranger comes near.

**( A ) Inference Question:**

Why do you think the author contrasts human language with the ways animals communicate? How does this comparison help emphasize the significance of language as a "wonderful gift" given to humans? Support your answer with examples from the text.

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**B ) Justification Question:**

Why do you think your answer to the inference question is the best answer ever?

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## Vocabulary

| Word        | English Meaning  |
|-------------|--|
| Venue       | The place where an event or activity happens.  |
| Tradition   | A belief or custom passed down from generation to generation.  |
| Gather      | to come together or bring together in one place.   |
| Host        | A person or organization that provides services or organizes an event for guests.                          |
| Tribes      | Groups of people who share a common culture, ancestry, and often territory.                                |
| Agriculture | The practice of farming, including growing crops and raising animals for food.                             |
| Belief      | Something that is accepted as true, especially a particular idea or faith.                                 |
| Data        | Facts and statistics collected for reference or analysis.  |
| Network     | A group or system of interconnected people or things, especially for communication or sharing information. |

|                 |   |
|-----------------|---|
| Code            | A system of symbols, letters, or rules used to represent instructions or information.               |
| Social Media    | Online platforms that allow people to create and share content or participate in social networking. |
| Virtual Reality | A simulated experience created by computer technology that can mimic real or imagined environments. |
| Confidence      | A feeling or belief in one's abilities or qualities.  |

|             |   |
|-------------|---|
| Inspired    | To be motivated or influenced by someone or something to create or achieve something. |
| Loyal       | Being faithful and dedicated to a person, cause, or organization.                     |
| Passionate  | Having or showing strong feelings or enthusiasm for something.                        |
| Competitive | Having a strong desire to win or be the best.   |
| Modest      | Humble in behavior, attitude, or appearance; not overly proud or boastful.            |
| Influence   | The power to affect others' behaviors, opinions, or decisions.                        |

