ملزمة امتحانية نهائية مع تدريبات محلولة المسار المتقدم

موقع المناهج ⇐ المناهج الإماراتية ⇐ الصف العاشر ⇐ لغة انجليزية ⇐ الفصل الأول ⇐ ملفات متنوعة ⇐ الملف
تاريخ إضافة الملف على موقع المناهج: 2024-11-22 12:28:08

المزيد من مادة لغة انجليزية:	ملفات ا كتب للمعلم ا كتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس

إعداد: Dhaheri Al Shamma

التواصل الاجتماعي بحسب الصف العاشر

صفحة المناهج الإماراتية على فيسبوك				
المواد على تلغرام	التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات

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

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

Term One
Final Exam Booklet

E. T. Shamma Al Dhaheri

This booklet belongs to

_____

GRADE 10 ADV

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**
Conjunctions	Can link clauses and sentences with a range of basic connectors. Can use first, second and third conditionals.	Can use a range of complex conjunctions in conditional statements (all three types). (64)	
Conditionals: wishes / if only	Can use first, second and third conditionals.	Can use 'I wish/if only …' to express regrets and wishes about the past. (62)	
Clauses and phrases: imperatives	Can use verbs in the imperative. Can use 'll+ infinitive for spontaneous decisions and offers.	Can use 'will' + infinitive for orders and instructions. (65)	Expressing opinion Describing past experiences and events Expressing regret
Modals: present modals	Can use 'had to …'/'Did … have to…?' to refer to past necessity and obligation. (46)	Can use 'need' with verbs in the gerund to express necessity. (63)	
Passives: past perfect passive	Can make affirmative statements using common irregular past simple forms.	Can use the past perfect passive. (64)	
Clauses and phrases: defining and non-defining relative clauses	Can ask a range of wh-questions. Can form questions with prepositional verbs and final prepositions.	Can use defining relative clauses and non-defining relative clauses ending in a preposition, with 'who/which/that' as the complement of the preposition. (See English Grammar Profile)	

Culture and customs	Technology	People
tradition(al)	data	confidence
venue	network	inspired
gather	telecommunications	loyal
host	code	passionate
tribes	social media	competitive
agriculture	virtual reality	modest
belief	artificial intelligence	influence

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
Tradition	A belief or custom passed down from generation to generation.	تقليد
Gather	o come together or bring together in one place.	يجتمع / يجمع
Host	A person or organization that provides services or organizes an event for guests.	مضيف / يستضيف
Tribes	Groups of people who share a common culture, ancestry, and often territory.	قبائل
Agriculture	The practice of farming, including growing crops and raising animals for food.	الزراعة
Belief	Something that is accepted as true, especially a particular idea or faith.	اعتقاد
Data	Facts and statistics collected for reference or analysis.	بيانات
Network	A group or system of interconnected people or things, especially for communication or sharing information.	شبكة
Artificial intelligence	The simulation of human intelligence by machines, especially computer systems.	الذكاء الاصطناعي
Telecommunication	The transmission of information over long distances by electronic means.	الاتصالات

Vocabulary List

Word	English Meaning	Arabic Meaning
Code	A system of symbols, letters, or rules used to represent instructions or information.	رمز / كود
Social Media	Online platforms that allow people to create and share content or participate in social networking.	وسائل التواصل الاجتماعي
Virtual Reality	A simulated experience created by computer technology that can mimic real or imagined environments.	الواقع الافتراضي
Confidence	A feeling or belief in one's abilities or qualities.	الثّقة
Inspired	To be motivated or influenced by someone or something to create or achieve something.	مُلهَم
Loyal	Being faithful and dedicated to a person, cause, or organization.	وفي
Passionate	Having or showing strong feelings or enthusiasm for something.	شغوف
Competitive	Having a strong desire to win or be the best.	تنافسي
Modest	Humble in behavior, attitude, or appearance; not overly proud or boastful.	متواضع
Influence	The power to affect others' behaviors, opinions, or decisions.	تأثير

Name		Grade	

Past Perfect

After they **had finished** the project, they **celebrated** their success.

Rule:

Subject + had + past participle (V3) **before** + simple past
Before + simple past, had + past participle (V3)

Subject + Simple past **after** + had + past participle (V3)
After + had + past participle (V3), past simple

Usage:
An adverbial clause of time is a subordinate clause used to show when something happens. It uses conjunctions like when, before, after, as, by the time, while, until, as soon as, till, since, no sooner than, as long as to add information to the main clause. We can use adverbial clauses of time with past perfect to show the order of two past events. The past perfect clause is the action that happened first.

Other examples:
o She had finished her work before the computer broke down.
o Ahmad had studied for hours before the exam began.
o After we had left the party, we realized we forgot our coats.

Past Perfect Passive

Example:

The computer had been broken in class last week, so we couldn't use it.

Rule:

object + had been + V3 (past participle) + rest of sentence

Other examples:
o The school I am attending had been built three years ago.
o She said the smartphone I lost had been found and given to the police.
o The house had been lived in by an important businessman for many years before I bought it.

Past Perfect Simple

1. The storm _____ for hours; however, by dawn, the skies cleared, and the sun emerged.
   - ❑ had rage
   - ❑ had raged
   - ❑ raged

2. She _____ with her studies, but after seeking help from a tutor, her grades significantly _____
   - ❑ had struggled – had improved
   - ❑ struggled – had improved
   - ❑ had struggled - improved

3. The traffic _____ heavy on the highway, but the congestion _____ once they passed the city limits.
   - ❑ had been – eased
   - ❑ had be – eased
   - ❑ was – had eased

4. The power outage _____ the neighborhood into darkness, but the electricity was restored just as they _____ to light candles.
   - ❑ had plunged – prepared
   - ❑ had plunged – had prepared
   - ❑ plunged – had prepared

5. He _____ lost in his career; however, after a networking event, new opportunities _____ to emerge.
   - ❑ felt – had begun
   - ❑ had felt – began
   - ❑ had felt- had began

6. The project _____ numerous setbacks; however, a change in the management approach _____ to its successful completion.
   - ❑ encountered – had led
   - ❑ had encountered – lead
   - ❑ had encountered - led

Past Perfect Passive

Example:

The computer <u>had been broken </u>in class last week, so we couldn't use it.

Rule:

object + had been + V3 (past participle) + rest of sentence

Other examples:
o   The school I am attending had been built three years ago.
o   She said the smartphone I lost had been found and given to the police.
o   The house had been lived in by an important businessman for many years before I bought it.

Q1. Change the underlined sentences into passive.

<u>1. They had solved the problem </u>before the manager arrived.

_____

2. By the time the guests arrived, <u>my mom had already cooked the dinner</u>.

_____

<u>3. They had eaten the cake </u>before the birthday celebration even started.

_____

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

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:

<mark>If + present simple, will + base verb</mark>

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)

<mark>**Verbs You Can Use Instead of "Will":**</mark>

- **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

Activity 1:

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.

2. You will pass the test if you study hard

3. If we leave now, we will catch the last bus.

4. If they invite me, I will 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.

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:

<mark>If + past simple, would + base verb</mark>

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.

_____

IF Conditionals
Type 2

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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.
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   - 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 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:
<mark>Pronoun(I, he, she, it, we, you, they) + were, would + base verb</mark>

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.

Conditionals: wishes / if only

Activity:

Instructions: 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.

Answer Key:
1. had saved
2. had told
3. had taken
4. had bought
5. hadn't forgotten
6. had left
7. had listened
8. had prepared
9. had learned
10. had chosen

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

<mark>If + past perfect, would have + past participle</mark>

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.

_____

_____

_____

Using Complex Conjunctions with
Conditional Sentences

Complex conjunctions add detail or specify conditions within sentences. When used with conditionals, they clarify the relationship between the condition (if-clause) and result (main clause).

Common conjunctions: 'provided that,' 'unless,' 'as long as,' and 'even if.'

1. As long as – Means "provided that" or "on the condition that." It sets a condition that must be met.

   - Example:

I will help you as long as you promise to be careful.

I will help you if you promise to be careful.

I will help you provided that you promise to be careful.

2. Provided that – Also means "on the condition that." or "as long as" It is slightly more formal.

   - Example:

You can borrow my car provided that you return it by tomorrow.

You can borrow my car if you return it by tomorrow.

You can borrow my car as long as you return it by tomorrow.

3. Unless – Means "except if." It introduces the idea of an exception rather than a direct condition.

   - Example:

I will come unless it rains.

I will come except if it rains.

(I will come, but I won't if it rains.)

4. Even if – Adds emphasis and suggests that the condition does not matter; the outcome will stay the same regardless.

   - Example:

I will go for a walk even if it's raining.

Using Complex Conjunctions with
Conditional Sentences

Example:

I will finish the project on time. I receive the necessary resources.

Use (provided that – as long as – even if – unless)

I will finish the project on time provided that I receive the necessary resources.
I will finish the project on time as long as I receive the necessary resources.
I will not finish the project on time unless I receive the necessary resources.
I will finish the project on time even if I don't receive the necessary resources.

Activity:

I would help her with the assignment. I have much time.

Use (provided that – as long as – even if – unless)

_____

_____

_____

_____

_____

_____

_____

_____

_____

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.

Clauses and phrases:
imperatives

Answer Key:
1.Close
2.I'll carry
3.will finish
4.Stop
5.I'll pick
6.will follow
7.Bring
8.I'll drive
9.will not use
10.Take

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.

Modals: present modals

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?

Answers:
1. needs repairing
2. had to cancel
3. Did you have to finish
4. needs cleaning
5. had to take
6. Did they have to bring
7. needs updating
8. had to study
9. need signing
10. Did you have to submit

<u>Defining and Non – Defining Relative Clauses</u>

We can use words such as which, who, where, whose, when to form relative clauses. Defining relative clauses <u>defines or identifies the noun we are talking about.</u> Non-defining relative clauses <u>only provide additional information and not essential information about the noun we are talking about</u>

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

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

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

<u>Example:</u>
I found a phone yesterday. Someone must know <u>who it belongs to</u>.

<u>Meaning:</u>
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, **<u>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).</u>** The most common prepositions that end relative clauses are 'with', 'for', 'to' and 'of'.

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

Defining and Non – Defining Relative Clauses

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

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. 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
- ❑ had eaten – watched
- ❑ ate – had watched

6. 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.

7. We _____on the heater if it _____cold tonight.
- ❑ turn – will get
- ❑ will turn – gets
- ❑ will turns - gets

8. If I _____, I would buy a yacht.
- ❑ was rich
- ❑ were rich
- ❑ am rich

9. 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.

10. If only she _____the job offer, she would be happier.
- ❑ had took
- ❑ had taken
- ❑ had taking

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11. I wish I _____all my savings on that car.
   ❑ hadn't spent
   ❑ hadn't spend
   ❑ had spend

12. You _____this mess before you go out.
   ❑ will clean up
   ❑ will cleans up
   ❑ will cleaning up

13. He completes his assignment before the end of the week.
(use "will")
   ❑ He will completes his assignment before the end of the week.
   ❑ He will completed his assignment before the end of the week.
   ❑ He will complete his assignment before the end of the week.

14. She _____the bus because her car broke down.
   ❑ had to took
   ❑ had to taken
   ❑ had to take

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.

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.
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- ❑ The documents had signed before the deadline.

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- ❑ turn – will get
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- ❑ were rich
- ❑ am rich

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

10. If only she _____the job offer, she would be happier.
- ❑ had took
- ❑ had taken
- ❑ had taking

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11. I wish I _____ all my savings on that car.
- ❑ hadn't spent
- ❑ hadn't spend
- ❑ had spend

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- ❑ will clean up
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(Make a question)
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- ❑ Did you stayed later at work last night?

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(Use "Need")
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- ❑ The plants need watering twice a week.
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Name		Grade	

Grammar Revision Sheet

Question 1. Follow the instructions to answer the questions.

1. You (wake) up early. You (have) time to go for a jog.
Rewrite using conditional "If" types 1, 2 and 3. Make the necessary changes to the verbs.

_____

_____

_____

_____

2. She (help) her with her project. She (put) in the effort.
Rewrite using conditional "If" types 1 only. Make the necessary changes.
Then rewrite the sentence using "provided that".

_____

_____

_____

3. The restaurant which we ate at last night has great reviews.
Write the relative clause.
Is it defining or non-defining
Rewrite the sentence adding "commas" if the clause is non-defining. Use "that" if the clause is defining.

_____

_____

_____

_____

4. You (pass) the exam. You (study) regularly.
Rewrite using "If" conditional type 3 only.
Rewrite the sentence using "unless". Make the necessary changes.
Rewrite the sentence using "even if". Make the necessary changes.

_____

_____

_____

_____

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Question 2. Choose the correct answers.

1. If I _____her at the event, I _____myself.

❑ sees – will introduce   ❑ see – will introduce   ❑ saw – will introduce

2. If they _____closer to the city, they _____more cultural events

❑ live – would attend   ❑ lived – would attended   ❑ lived – would attend

3. The movie _____is finally on streaming platforms.

❑ which I told you about before

❑ ,which I told you about before,

❑ who I told you about before

4. The company will approve your leave _____you finish your tasks on time.

❑ unless   ❑ provided that   ❑ even though

5. They (chose) a different approach. The project (succeed). (use "If" type 3)

❑ The project would have succeed if they had chosen a different approach.

❑ The project would have succeeded if they chose a different approach.

❑ The project would have succeeded if they had chosen a different approach.

6. Choose the sentence that uses conditional "if" correctly.

❑ If she had known about the traffic, she wouldn't have left the house so late

❑ If I knew how to code, I would have created an app to help people stay organized.

❑ The product would attract more investors if the company launches it successfully.

7. She plans to travel this weekend _____her friends cancel.

❑ as long as   ❑ even if   ❑ provided that

8. Her laptop _____broke down yesterday. (she has two laptops)

❑ Her laptop, which she relies on for work, broke down yesterday.

❑ Her laptop which she relies on for work broke down yesterday.

❑ Her laptop who she relies on for work broke down yesterday.

Name		Grade	

Grammar Revision Sheet

Question 1. Follow the instructions to answer the questions.

1. You (wake) up early. You (have) time to go for a jog.
Rewrite using conditional "If" types 1, 2 and 3. Make the necessary changes to the verbs.

If you wake up early, you will have time to go for a jog.

If you woke up early, you would have time to go for a jog.

If you had woken up early, you would have had time to go for a jog.

2. She (help) her with her project. She (put) in the effort.
Rewrite using conditional "If" types 1 only. Make the necessary changes.
Then rewrite the sentence using "provided that".

She will help with her project if she puts in the effort.

She will help with her project provided that she puts in the effort.

3. The restaurant which we ate at last night has great reviews.
Write the relative clause.
Is it defining or non-defining
Rewrite the sentence adding "commas" if the clause is non-defining. Use "that" if the clause is defining.

Which we ate at last night

Defining clause

The restaurant that we ate at last night has great reviews.

4. You (pass) the exam. You (study) regularly.
Rewrite using "If" conditional type 3 only.
Rewrite the sentence using "unless". Make the necessary changes.
Rewrite the sentence using "even if". Make the necessary changes.

If you had studied regularly, you would have passed the exam.

You wouldn't have passed the exam unless you had studied regularly.

You would have passed the exam even if you hadn't studied regularly.

E.T.SH.AD

Question 2. Choose the correct answers.

1. If I _____her at the event, I _____myself.

❑ sees – will introduce   ❑ **see – will introduce**   ❑ saw – will introduce

2. If they _____closer to the city, they _____more cultural events

❑ live – would attend   ❑ lived – would attended   ❑ **lived – would attend**

3. The movie _____is finally on streaming platforms.

❑ **which I told you about before**   ❑ ,which I told you about before,   ❑ who I told you about before

4. The company will approve your leave _____you finish your tasks on time.

❑ unless   ❑ **provided that**   ❑ even though

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❑ The project would have succeeded if they chose a different approach.

❑ **The project would have succeeded if they had chosen a different approach.**

6. Choose the sentence that uses conditional "if" correctly.

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8. Her laptop _____broke down yesterday. (she has two laptops)

❑ Her laptop, which she relies on for work, broke down yesterday.

❑ **Her laptop which she relies on for work broke down yesterday.**

❑ Her laptop who she relies on for work broke down yesterday.

Name		Grade	

Grade 12 General
Vocabulary Test
Term 1
2024-25

Q1. Vocabulary

Complete the sentences with the correct words.

1.　She offered to _____the charity event at her house next month, ensuring that every detail, from the decorations to the menu, would be perfect.
- ❑　influence
- ❑　host
- ❑　inspired

2.　He spent hours trying to fix the error in the software's _____, and after several failed attempts, he finally identified the problem and corrected it, saving the project from further delays.
- ❑　virtual reality
- ❑　telecommunication
- ❑　code

3.　He has remained _____to the company for over 20 years, never once considering leaving, even when he received better offers from other companies.
- ❑　confidence
- ❑　loyal
- ❑　loyalty

4.　His positive attitude had a great _____on everyone around him, and even in the most difficult situations, he managed to inspire others to keep pushing forward with determination.
- ❑　influence
- ❑　modest
- ❑　confidence

5.　Despite her remarkable success, she remains _____and never boasts about her achievements, always giving credit to the team that helped her along the way.
- ❑　modest
- ❑　competitive
- ❑　confidence

6.　She spoke with _____during the presentation, which impressed everyone in the room, and as a result, she was offered the lead role in the upcoming project.
- ❑　confident
- ❑　confidentiality
- ❑　confidence

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7. Many people use _____ platforms to stay in touch with friends and family, but it can also be a powerful tool for spreading awareness about important social issues.
    - ❑ social media
    - ❑ virtual reality
    - ❑ network

8. Advances in _____ have made it easier to stay connected with people around the world, allowing businesses to collaborate across continents and families to maintain close relationships despite physical distance.
    - ❑ virtual reality
    - ❑ agriculture
    - ❑ telecommunication

9. Every year, people _____ in the town square to celebrate the festival, and despite the cold weather, the atmosphere is always warm with laughter and music.
    - ❑ together
    - ❑ gather
    - ❑ gathering

10. The wedding reception will take place at a stunning _____ overlooking the sea, which has been chosen for its elegant design and breathtaking views.
    - ❑ venue
    - ❑ tradition
    - ❑ network

Q2. Maze
Read the text the choose the suitable words to complete the meaning.

Kate was always (1)_____ about greenery and nature, and she studied hard in college to graduate with flying colors. Her goal was to serve her country and contribute to its advancement and development, particularly in the field of (2)_____, which is considered one of the most important sectors in the country's economy. She had a great (3)_____ on her friends, who played a key role in spreading awareness about the importance of nature and preservation. She (4)_____ numerous events and conducted workshops to educate people on the significance of trees in maintaining ecological balance and combating global warming. Additionally, she leveraged (5)_____ platforms to run campaigns and send impactful messages about the urgency of saving the planet. She was (6)_____ to her country. Her loyalty to her country and community, combined with her strong (7)_____, made her confident and resilient in facing challenges throughout her career. She even (8)_____ young people to join her in her good work. She envisioned using (9)_____ to show people what life could look like in the future if they continued to be careless toward nature, illustrating the effects of global warming on Earth a hundred years from now. Such an immersive experience would surely have a profound impact, motivating people to unite and (10)_____ their efforts to find solutions to this critical issue.

Name		Grade	

Q2. Maze

Read the text the choose the suitable words to complete the meaning.

1. Choose the correct word for blank.
   - ❑ passionate
   - ❑ passion
   - ❑ modest
2. Choose the correct word for blank.
   - ❑ telecommunication
   - ❑ agriculture
   - ❑ traditions
3. Choose the correct word for blank.
   - ❑ influence
   - ❑ influenced
   - ❑ influential
4. Choose the correct word for blank.
   - ❑ hosted
   - ❑ guest
   - ❑ belief
5. Choose the correct word for blank.
   - ❑ agriculture
   - ❑ social media
   - ❑ tribes
6. Choose the correct word for blank.
   - ❑ loyalty
   - ❑ loyal
   - ❑ venue
7. Choose the correct word for blank.
   - ❑ modest
   - ❑ tribes
   - ❑ beliefs
8. Choose the correct word for blank.
   - ❑ inspire
   - ❑ inspired
   - ❑ inspiration
9. Choose the correct word for blank.
   - ❑ traditions
   - ❑ network
   - ❑ virtual reality
10. Choose the correct word for blank.
    - ❑ together
    - ❑ gather
    - ❑ competitive

Name		Grade	

Grammar Test Two
12 General
Term 1, 2024-2025

Q1. Choose the correct answers.

1. You need to review the report.
<u>Change into passive</u>
The report _____.
   ❑ need reviewing
   ❑ needs reviewing
   ❑ needed reviewing

2. I wish I _____more money last year. If only I _____so much on unnecessary things.
   ❑ had saved – had spent
   ❑ had saved – hadn't spend
   ❑ had saved – hadn't spent

3. The team _____won the championship.
   ❑ which she is part of
   ❑ ,which she is part of,
   ❑ that she is part of

4. They had sent the invitation even before he even confirmed his attendance.
<u>Change into passive</u>
   ❑ They had been sent the invitation even before he even confirmed his attendance.
   ❑ The invitation had sent even before he even confirmed his attendance.
   ❑ The invitation had been sent even before he even confirmed his attendance.

5. He had to finish all the task by himself.
<u>Change into question</u>
   ❑ Did he had to finish all the tasks by himself?
   ❑ Did he have to finish all the tasks by himself?
   ❑ Did he have to finished all the tasks by himself?

Grammar Test Two
12 General
Term 1, 2024-2025

Q1. Choose the correct answers.

6. You can borrow the car _____you return it by evening.
   ❑ as long as
   ❑ as soon as
   ❑ in order that

7. He looked pale. He hadn't slept in days.
Use as though
   ❑ He looked as though he hadn't slept for days.
   ❑ He as though looked he hadn't slept for days.
   ❑ He looked he hadn't as though slept for days.

8. This is the city _____
   ❑ that I live on
   ❑ that I live in
   ❑ ,which I live in,

9.They had constructed the bridge long before the city expanded.
Change into passive
   ❑ The bridge had been constructed long before the city expanded.
   ❑ The bridge had constructed long before the city expanded.
   ❑ The bridge had be constructed long before the city expanded.

10. They _____hiking in the mountains provided that rain stopped pouring.
   ❑ will go
   ❑ would went
   ❑ would go

Name		Grade	

Q2 (Maze). Choose the correct answers.

(1)_____her in the past, my life wouldn't have been the same, and my choices would have definitely been different and wiser. My friend Sara (2)_____has become an important part of my life. I never knew I (3)_____so many wrong choices before I (3)_____ her. I know that those choices (4)_____, and the consequences I still experience are all because of me. Yet (5)_____the chance to erase them and start all over again, with her by my side.

One day, she barged into my office and threatened seriously, "You (6)_____that project, and you (6)_____your ground on it." She was very angry and added, "(7)_____all that work, plus everyone else's, just because you're so naive and kind?" I looked down and said,

"If I (8)_____ the courage and strength you do, I (8)_____right away." I sighed. Sara sat beside me, placed her hand on my shoulder, and said, "Your brain (9)_____; then everything will be just fine." I looked at her and saw the playful smile on her face. I chuckled, then stood up and said, matching her mood playfully, "Do you know that café (10)_____?" She nodded, standing up too. "Coffee's on me."

Blank (1)	❑ I f I known	❑ If I had know	❑ If I had known
Blank (2)	❑ ,who I met three years ago,	❑ who I met three years ago	❑ ,that I met three years ago,
Blank (3)	❑ had make – met	❑ made – had met	❑ had made - met
Blank (4)	❑ had already been made	❑ had already be made	❑ had already made
Blank (5)	❑ I wish I had	❑ I wish I have	❑ I wish I has
Blank (6)	❑ will refuse- would stand	❑ will refused – will stand	❑ will refuse – will stand
Blank (7)	❑ Did you have to did	❑ Did you had to do	❑ Did you have to do
Blank (8)	❑ have – would refuse	❑ had – will refuse	❑ had – would refuse
Blank (9)	❑ need rebooting	❑ needs rebooting	❑ needed rebooting
Blank (10)	❑ which we were t yesterday	❑ , which we were at yesterday	❑ who we were at yesterday

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Name		Grade	

Grammar Test Two
12 General
Term 1, 2024-2025

Q1. Choose the correct answers.

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Grammar Test Two
12 General
Term 1, 2024-2025

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  ❑ The bridge had be constructed long before the city expanded.

10. They _____ hiking in the mountains provided that rain stopped pouring.
  ❑ will go
  ❑ would went
  ❑ would go

Name		Grade	

Q2 (Maze). Choose the correct answers.

(1)_____her in the past, my life wouldn't have been the same, and my choices would have definitely been different and wiser. My friend Sara (2)_____has become an important part of my life. I never knew I (3)_____so many wrong choices before I (3)_____ her. I know that those choices (4)_____, and the consequences I still experience are all because of me. Yet (5)_____the chance to erase them and start all over again, with her by my side.

One day, she barged into my office and threatened seriously, "You (6)_____that project, and you (6)_____your ground on it." She was very angry and added, "(7)_____all that work, plus everyone else's, just because you're so naive and kind?" I looked down and said,

"If I (8)_____ the courage and strength you do, I (8)_____right away." I sighed. Sara sat beside me, placed her hand on my shoulder, and said, "Your brain (9)_____; then everything will be just fine." I looked at her and saw the playful smile on her face. I chuckled, then stood up and said, matching her mood playfully, "Do you know that café (10)_____?" She nodded, standing up too. "Coffee's on me."

Blank (1)	❑ I f I known	❑ If I had know	❑ If I had known
Blank (2)	❑ ,who I met three years ago,	❑ who I met three years ago	❑ ,that I met three years ago,
Blank (3)	❑ had make – met	❑ made – had met	❑ had made - met
Blank (4)	❑ had already been made	❑ had already be made	❑ had already made
Blank (5)	❑ I wish I had	❑ I wish I have	❑ I wish I has
Blank (6)	❑ will refuse- would stand	❑ will refused – will stand	❑ will refuse – will stand
Blank (7)	❑ Did you have to did	❑ Did you had to do	❑ Did you have to do
Blank (8)	❑ have – would refuse	❑ had – will refuse	❑ had – would refuse
Blank (9)	❑ need rebooting	❑ needs rebooting	❑ needed rebooting
Blank (10)	❑ which we were at yesterday	❑ , which we were at yesterday	❑ who we were at yesterday

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Name		Grade	

Grade 12 General
Grammar Test Two- Term 2
2024-2025

Q1. Maze. Read the text then complete the missing words.

(1)_____better at organizing my time, I (1)_____ my assignments well before their deadlines and have more time to enjoy my hobbies. I wish I had learned better time management skills earlier; if I had, I wouldn't be struggling now. My friend Saeed, whom I often travel with, always finishes his work on time, allowing him to explore new places, which he is passionate about. I often think about the advice my mentor gave me (2)_____. He said, "You (3)_____ daily goals and prioritize your tasks to achieve better results." Following his advice would have made a significant difference in my productivity.

I'm thinking of changing my routine and starting to pay more attention to my priorities. I (4)_____ all the work that needs to be done, (4)_____ I set a schedule and stick to it. There are tasks that (5)_____ and a major one that (6)_____ Some older tasks (7)_____ but need to be submitted to the editors. My friend Saeed (8)_____me a hand (9)_____ he has a lot of work to do himself. However, (10)_____ help or not, I (10)_____ sure everything is done on time.

Blank (1)	❏ If only I was- would complete	❏ If only I were – will complete	❏ If only I were – would complete
Blank (2)	❏ ,which I should have paid more attention to	❏ who I should have paid more attention to	❏ that I should have paid more attention to
Blank (3)	❏ will set	❏ will setting	❏ will sets
Blank (4)	❏ will finish – even if	❏ will finish – provided that	❏ would finish - provided that
Blank (5)	❏ need editing	❏ needs editing	❏ needing editing
Blank (6)	❏ need reviewing	❏ needs reviewing	❏ needing reviewing
Blank (7)	❏ had already be finished	❏ had already been finish	❏ had already been finished
Blank (8)	❏ will surely gave	❏ will surely give	❏ will surely gives
Blank (9)	❏ unless	❏ provided that	❏ as long as
Blank (10)	❏ even if I had – will make	❏ even if I have – will make	❏ even if I have – would make

Q2. Choose the correct answers.

1. He had repaired the car before they left for the trip.
(change into passive)

❑ The car had be repaired before they left for the trip.

❑ The car had been repaired before they left for the trip.

❑ They had been repaired the car before they left for the trip

2. I (buy) a new car. I (get) a good deal on financing.
(which sentence is written correctly)

❑ I would buy a new car unless I got a good deal on financing.

❑ I would buy a new car provided that I got a good deal on financing.

❑ I will buy a new car as long as I got a good deal on financing.

3. The company _____just launched a new product.

❑ ,which I work for,

❑ that I work for

❑ who I work for

4. You _____at the meeting on time and fully prepared with all necessary documents

❑ will arrive

❑ will arriving

❑ will arrived

5. The book _____is stolen.

❑ which I showed you yesterday

❑ that I showed you yesterday

❑ ,which I showed you yesterday,

Q2. Choose the correct answers.

6. We need to wash the dishes after dinner to keep the kitchen clean and organized. (change into passive)

❑ The dishes need washing after dinner to keep the kitchen clean and organized.

❑ We need washing the dishes after dinner to keep the kitchen clean and organized

❑ The dishes needs washing after dinner to keep the kitchen clean and organized.

7. The winner _____ by the committee before the announcement was made.

❑ had been chosed

❑ had been chosen

❑ had been chose

8. He will not improve his fitness _____ he starts exercising regularly.

❑ unless

❑ provided that

❑ provided

9. If only I _____ better at cooking, I would make gourmet meals every day.

❑ will be

❑ was

❑ were

10. You (stay) up late. You (wake) up on time for school in the morning.

❑ You can stay up late unless you wake up on time for school in the morning.

❑ You can stay up late provided that you woke up on time for school in the morning.

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Name		Grade	

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Blank (3)	☐ will set	☐ will setting	☐ will sets
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Blank (6)	☐ need reviewing	☐ needs reviewing	☐ needing reviewing
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Blank (10)	☐ even if I had – will make	☐ even if I have – will make	☐ even if I have – would make

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E.T SH AD

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Writing Practice

Suggested Topics

<u>Culture and Customs:</u>
- ✓ "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."

<u>Technology:</u>
- ✓ "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)."

<u>People:</u>
- ✓ "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

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Task Completion	Structure	Grammar	Vocabulary	Spelling And Punctuation

E.T.SH.AD

Essay Prompt:

Write an essay about <u>your role model in life</u>. 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

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Task Completion	Structure	Grammar	Vocabulary	Spelling And Punctuation

E.T.SH.AD

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!"

E.T.SH.AD

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.

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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!"

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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.
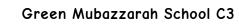
Part 4: Justification Question

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.

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.

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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?

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

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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?

_____

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

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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.

<center>Write your answer below. Use full sentences.</center>

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

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

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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.

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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.

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